	Lesson Plans for Nestle Collection
	Nutrition (Level 2, 3-5)
	Reading Is Fundamental
	Books Supported: <ul style="list-style-type: none"> • <i>National Geographic Kids Weird but True! Food</i> by Julie Beer • <i>National Geographic Kids Cookbook</i> by Barton Seaver • <i>Eat Your Vegetables! Drink Your Milk!</i> by Dr. Alvin Silverstein, Virginia Silverstein, and Laura Silverstein Nunn • <i>Food and Nutrition for Every Kid</i> by Janice VanCleave

INTRODUCTION

Students in third to fifth grade are taking greater responsibility for their own health and nutrition. They may choose many of their own foods and prepare many of their own meals. The books in this collection can help them make the best food choices for their growing bodies.

Here are some activities to support students' learning:

- Set up a Nutrition Literacy Center in your classroom. Include books from this collection, other books about food and nutrition, cookbooks, and laminated recipe cards. Try to also include a variety of magazines about food and cooking. (Try asking for donations of old magazines from friends, family, and colleagues.)
- Bring in food labels for the class to examine and evaluate. Students can put the labels in order from healthiest to least healthy based on their ingredients and use information learned from the books in this collection to support their choices.
- Bring in menus from local restaurants for the class to examine and evaluate. Students can identify the healthier and less healthy items on the menus and practice making good dining choices.
- Make a "Healthy Foods From A to Z" chart on the wall. Let students write healthy foods they have tried that begin with each letter and cut out pictures of those foods from magazines. As a class, try to fill the entire alphabet.
- Invite a nutritionist or someone from your school's food services department to talk with students about healthy food and how they can make the best choices at lunchtime.
- Read your school's lunch menu with students. Ask them to identify the healthiest choices and describe the positive or negative effects of different foods on the body.

Materials List

- food labels
- food, cooking, and nutrition magazines

- cookbooks
- laminated recipe cards
- school lunch menus
- menus from local restaurants

General Objectives for Nutrition Lessons

Students will:

- understand new vocabulary from the collection
- identify main ideas and supporting details
- identify elements of foods that make them healthier or less healthy
- demonstrate the ability to make good food choices
- read and understand recipes
- read and understand food labels

Book-Specific Lesson Plan 1

Using *National Geographic Kids Weird but True! Food* by Julie Beer with the Nutrition Level II Lesson Plan



National Geographic Kids Weird but True! Food by Julie Beer (National Geographic, 2015) is an entertaining, high interest, illustrated collection of three hundred strange and random facts about food.

Objectives

Students will:

- use an index to locate specific information in the text
- understand key vocabulary

CCSS Alignment

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

NGSS Alignment (None)

Pre-Reading Activities: Introduce the book to students by explaining that it's a collection of random weird but true facts about food. Turn to the index on pages 200-205 and model a couple of examples of using the index to locate facts.

Reading: Make the book available for students to read in the Nutrition Literacy Center or to check out from your classroom library. Provide students with a list of questions to answer as they read. Remind them to use the index to find the answers.

List three weird but true facts about cheese in America. Use quotes and list the page number. ("In Wisconsin, cheese brine has been used to thaw icy roads."-p.140; "Americans crave cheese more than any other food."-p. 9; "President Thomas Jefferson once received a 1,235-pound (560 kg) block of cheese as a gift."-p. 61)

Which page contains a picture of a baby dressed like a burrito? (page 6)

Why did early movie theaters ban popcorn? (It was too messy).

Post-Reading: Go over students' answers to the Reading questions, demonstrating how you found them in the book.

Post-Reading Comprehension Questions:

As a class, choose a category of food or a part of the world from the index. Turn to the pages listed for that category or region and construct a paragraph all about your chosen topic. (Answers will vary.)

As a class, discuss which foods in the book were new to you. Which ones would you like to try and why? (Answers will vary.)

Class Activity: Use other books and magazines in your Nutrition Literacy Center to construct your own "Weird but True" food book. Have each student find one "Weird but True" fact and create a page with words and illustrations to contribute to the book. After numbering and binding the pages, construct an index for your book.

ABOUT THIS TITLE
Lexile: 1010
Interest Level: 8-12 years
Reading Level: 3 rd -7 th
Themes Nonfiction, Informational Text, Food, Strange Facts, History, Geography

Word List:**Category Vocabulary:**

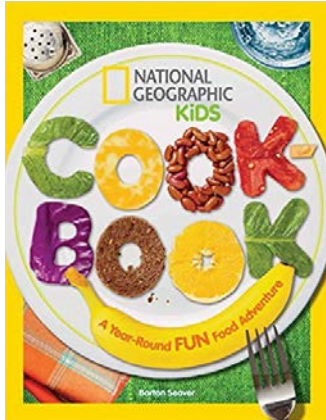
Nutrition	The science that deals with food and diet
Food guide pyramid	A diagram showing the five basic food groups
Allergy	A dangerous physical reaction to a food that is safe for most people

Book-Specific Vocabulary: (Definitions taken from the book)

Cherpumple	A cherry, a pumpkin, and an apple pie stuffed inside a three-layer cake
Mycophobia	Fear of mushrooms
Chyme	Partially digested food in your stomach
Engastration	Cooking one food inside another food
Alektorophobia	Fear of chicken
Gooducken	A chicken inside a duck inside a goose
Tudor Christmas Pie	A pigeon inside a partridge inside a chicken inside a goose inside a turkey inside a pie crust
Turophobia	Fear of cheese
Food neophobia	Fear of trying new foods

BOOK-SPECIFIC LESSON PLAN 2

Using *National Geographic Kids Cookbook* by Barton Seaver with the Nutrition Level II Lesson Plan



National Geographic Kids Cookbook by Barton Seaver (National Geographic, 2014) takes kids on a culinary adventure through the twelve months of the year. Each month includes a seasonally appropriate menu of recipes, a kitchen skill, and a cooking or food challenge for kids to complete. Sidebars called "Green Scene" (environment), "Cuisine Scene" (regional foods), and "People Profile" (biography) enhance various months.

Objectives

Students will:

- use a table of contents and an index to locate specific information in the text
- understand key vocabulary
- read and understand recipes
- make connections between the seasons and the foods that are featured

CCSS Alignment

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.5 Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

NGSS Alignment

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Pre-Reading Activities: Introduce the book to students by explaining that it's a cookbook for kids that is organized by month. Model how to find information by using the table of contents, the index, and the recipe index.

Reading: Make the book available to read in your Nutrition Literacy Center or to check out from your classroom library. Provide students with a list of questions to answer as they read.

Use the table of contents to find a "Kitchen Skill." In 2-3 sentences, summarize this skill, including the most important details. You may quote a few word or a brief phrase from the book, but be sure to include quotation marks. List the title of the article and the page number. (Answers will vary.)

Using the recipe index, choose one recipe from the book and explain in 1-2 sentences how heat is used in the recipe and how it specifically affects the food. List the title of the recipe and the page number. (Answers will vary.)

Use the table of contents to find a "Green Scene." In 2-3 sentences, summarize how the "Green Scene" you chose shows a connection between the environment and what we eat. You may quote a few words or a brief phrase from the book, but be sure to include quotation marks. List the title of the article and the page number. (Answers will vary.)

Post-Reading:

Post-Reading Comprehension Questions:

How are the months of the year related to the recipes and activities the author includes for each month? (The author includes content related to the weather, holidays, seasonal foods, and typical activities for each month.)

How might the pictures that accompany each recipe help us to understand the recipe better? (They let us know at a glance what foods are included and what the finished recipe is supposed to look like. This can help us know if we're on the right track as we're cooking.)

Look at "Food for Your Garden" on pages 54-55. Discuss how composting converts non-edible items into food for plants, which can then become food for humans and animals. (NGSS Alignment)

Class Activity: Read and discuss the chapter for the month in which you share this book. Choose an activity from the book to complete.

ABOUT THIS TITLE
Lexile: 1010
Interest Level: 8-12 years
Reading Level: 3 rd -7 th
Themes Nonfiction, Informational Text, Food, Cooking, Family, School, Strange Facts, History, Geography, Environmental Awareness, Recipes, Seasons, Months

Word List:**Category Vocabulary:**

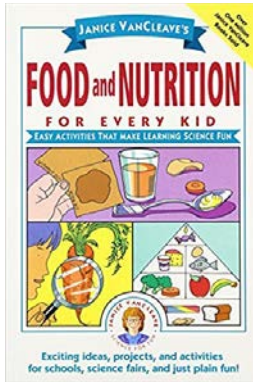
Nutrition	The science that deals with food and diet
Food guide pyramid	A diagram showing the five basic food groups
Allergy	A dangerous physical reaction to a food that is safe for most people

Book-Specific Vocabulary:

Hunter-gatherers	Early humans whose diet came from hunted animals and plants found growing wild
Legumes	Beans
Compost	Decomposed organic materials that can be used as fertilizer
Farmers market	A local gathering where farmers sell fresh food directly to shoppers
Picnic	An outdoor meal
Vegetarian	A person who does not eat meat
Heritage recipe	A recipe passed down in a family

BOOK-SPECIFIC LESSON PLAN 3

Using *Food and Nutrition For Every Kid* by Janice VanCleave with the Nutrition Level II Lesson Plan



Food and Nutrition For Every Kid by Janice VanCleave (Jossey-Bass, 1999) is a collection of twenty-five chapters on different food and nutrition topics with accompanying exercises and experiments.

Objectives

Students will:

- understand new vocabulary
- understand the concepts of moderation, variety, and balance in the context of diet
- identify various types of food in each food group and understand appropriate serving sizes
- independently read and summarize a brief chapter

CCSS Alignment

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

NGSS Alignment (None)

Pre-Reading Activities: Introduce the book to students and explain that it's a collection of science experiments focused on food and nutrition.

Reading: This book is not designed for students to read straight through. Instead, it's a collection of science experiments. Make a copy of Chapter 8, "Pyramid Power: Guidelines for Daily Food Choices" for each student. This book is targeted at students in middle school, so upper elementary students will benefit from doing a close analysis as a class. After you read, confirm understanding of new vocabulary and complete the exercises on page 60.

Post-Reading:

Post-Reading Comprehension Questions:

What is the three-five plan for good nutrition? (Remembering the three key words, moderation, balance, and variety, and eating from the five basic food groups.)

What is the optional sixth food group? (Fats and sweets. These should be used sparingly.)

Discuss examples of foods from the five food groups and use common objects to give examples of serving sizes. (For example, half a cup is about the size of a child's fist.)

Class Activity: Make the book available in the Nutrition Literacy Center or to check out from the classroom library. Assign a chapter to each student, or let them choose. Have students read the chapter, write a one-paragraph summary, and define any new vocabulary. Host a small health fair where each student reports on their chapter. Let the students eat healthy snacks during the presentations, if possible, and set up a few of the experiments from the book for them to complete.

ABOUT THIS TITLE
Lexile: Not leveled
Interest Level: 8-12 years
Reading Level: 5 th -7 th
Themes Nonfiction, Informational Text, Food, Nutrition, Science Projects

Word List:**Category Vocabulary:**

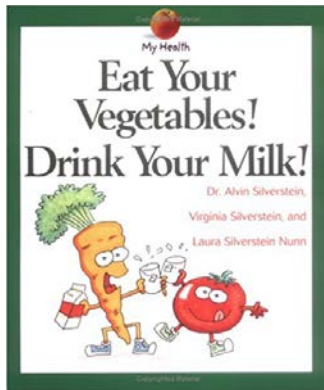
Nutrition	The science that deals with food and diet
Food guide pyramid	A diagram showing the five basic food groups
Allergy	A dangerous physical reaction to a food that is safe for most people

Book-Specific Vocabulary:

Moderation	Not extreme, not too much and not too little
Variety	Lots of different kinds
Balance	Equal amounts of input and output
Calories	Energy in food
U.S. Department of Agriculture	A federal agency that works to promote good nutrition, among other goals

BOOK-SPECIFIC LESSON PLAN 4

Using *Eat Your Vegetables! Drink Your Milk!* by Dr. Alvin Silverstein, Virginia Silverstein, and Laura Silverstein Nunn



Eat Your Vegetables! Drink Your Milk! by Dr. Alvin Silverstein, Virginia Silverstein, and Laura Silverstein Nunn (Scholastic-Franklin Watts, 2000) explains, in brief chapters, why it is important to eat a healthy diet and provides guidelines for doing so.

Objectives

Students will:

- identify the main topic and supporting details
- understand key vocabulary
- use charts, graphs, and sidebars to locate and enhance understanding of information
- summarize information from the text

CCSS Alignment

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

NGSS Alignment (None)

Pre-Reading Activities: Introduce the book to students by showing them the glossary, the index, and the table of contents and discussing how to use each to find information.

Reading: Make the book available to read in the Nutrition Literacy Center or to check out from your classroom library. Provide students with a list of questions to answer as they read.

What is the most nutritious of all foods and a baby's first drink? (milk)

What type of food is your body's main source of energy? (carbohydrates)

What "Surprises in Your Food" are discussed in the sidebar on page 17? Why might companies add things to your food? Are these things good or bad? (Companies add chemicals called food additives to improve the look, taste, and shelf life of food. These additives generally aren't good for you. Companies also add vitamins and minerals to make foods healthier. These additives generally are good for you.)

Look at the chart on pages 20-21. Choose one vitamin or mineral and write a short paragraph about it. Include its name, what it does, and what foods contain it. (Answers will vary.)

Describe why it's important to eat the right amount of healthy food. (Eating too much of the wrong kind of food can lead to obesity. Eating too little of the right kind of food can lead to malnutrition.)

Post-Reading:

Post-Reading Comprehension Questions:

What is the main idea of this book? (It is important to eat a healthy diet.)

What key detail from each chapter supports the main idea? You may use quotes from the book, or summarize the ideas in each chapter.

("A balanced diet includes a variety of foods with the nutrients your body needs to work well."- p.6

"It can be tough to make healthy choices, but a food guide pyramid can help."-p.8

"Important nutrients include carbohydrates, proteins, fats, vitamins, minerals, and water." –p.15

During digestion, your body breaks down food so that it can use the food. –pp. 23-26

Eat the right amount of calories to get the fuel your body needs each day—no more and no less.
–pp. 28-31

Choose foods that contain a variety of nutrients. –pp.35-39)

Class Activity: Complete Activity 1, "What's on TV?" from page 11. You may choose to complete this activity as a class or assign it for homework. When students have completed the activity, discuss whether what we see in the media influences our food choices.

ABOUT THIS TITLE
Lexile: 900
Interest Level: 8-11 years
Reading Level: 3 rd -4 th
Themes Nonfiction, Informational Text, Food, Nutrition, Digestion, Food Guide Pyramid

Word List:**Category Vocabulary:**

Nutrition	The science that deals with food and diet
Food guide pyramid	A chart showing the five basic food groups
Allergy	A dangerous physical reaction to a food that is safe for most people

Book-Specific Vocabulary: (taken from the glossary)

Carbohydrate	A starch or a sugar, a nutrient that provides the body with energy
Food additive	A chemical added to food to improve its taste, to make it look better, or to increase its nutritional value.
Vitamin	An essential nutrient found in small amounts in foods that works in various chemical reactions to keep the body healthy
Mineral	A chemical in foods that is used to build blood cells, bones, and teeth
Obese	Seriously overweight
Malnutrition	A condition that results from not eating enough food or not eating the right kinds of foods.
Proteins	Nutrients made up of amino acids that help rebuild and repair bones, hair, muscles, and skin
Fats	A high-energy nutrient, the main storage area in the body.
Calories	A measurement of the amount of energy that food gives you