



# Integrating Nutrition with Reading/Language Arts

**Presented by: Mark Elkin, San Francisco Unified School District**

This material was produced by the California Department of Public Health's *Network for a Healthy California* with funding from the USDA Supplemental Nutrition Assistance Program (formerly the Food Stamp Program). These institutions are equal opportunity providers and employers. In California, food stamps provide assistance to low-income households and can help buy nutritious foods for better health. For food stamp information, call 877-847-3663. For important nutrition information, visit [www.cachampionsforchange.net](http://www.cachampionsforchange.net).



# Ode to A Smoothie

**Grapes and blueberries  
Fluffy yogurt floating clouds  
The sweet frozen heaven**

**David G.  
Grade 4**



# A Freeze-Dried Corn Haiku

Name \_\_\_\_\_



## Fruit & Vegetable HAIKU POETRY

This assignment challenges you to write your own haiku poem. Follow the steps below to help shape your poem.

**Step 1** Choose a fruit or vegetable.

My fruit or vegetable is a: \_\_\_\_\_  
Write the name here

**Step 2** Brainstorm a list of words related to your fruit or vegetable.

**HINT!** Think of your five senses: What shape and color is it? How does it smell? What does it feel like? What does it sound like when you eat it? How does it taste?

Here are my descriptive words:

**Step 3** Follow the structure of haiku:

First line - 5 syllables

My first line is: \_\_\_\_\_

Second line - 7 syllables

My second line is: \_\_\_\_\_

Third line - 5 syllables

My third line is: \_\_\_\_\_

**Step four** Rewrite and rewrite and rewrite until perfect ☺

**Step five** Now write out your final copy and illustrate!



# 5 Senses Observations

Name \_\_\_\_\_

**TASTE TEST OBSERVATIONS** 

Name of Fruit(s) or Vegetable(s): \_\_\_\_\_

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Variety ⇄	1	2	3
COLOR			
 SIZE			
SHAPE			
TEXTURE OF SKIN			
 TEXTURE OF FLESH			
 TASTE			
 SCENT			
 SOUND WHILE EATING			

Record other observations on reverse side of paper.

Which is your favorite variety? \_\_\_\_\_ Why? \_\_\_\_\_

\_\_\_\_\_

# Haiku: 5, 7, 5

**Step 3** Follow the structure of haiku:

First line - 5 syllables

My first line is: \_\_\_\_\_

Second line - 7 syllables

My second line is: \_\_\_\_\_

Third line - 5 syllables

My third line is: \_\_\_\_\_

**Step four** Rewrite and rewrite and rewrite until perfect ☺

**Step five** Now write out your final copy and illustrate!





# Identifying English Language Arts (ELA) Standards

## What Did We Do?

- Used Graphic Organizer for 5 Senses Observation
- Developed List of Descriptive Words
- Wrote a Haiku Poem



# ELA Standards...

## Grade 3

**2.0 Writing Applications:**

**2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.**



# ELA Standards...

## Grade 6

### 1.0 Writing Strategies:

- 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.



# California Health Education Content Standards

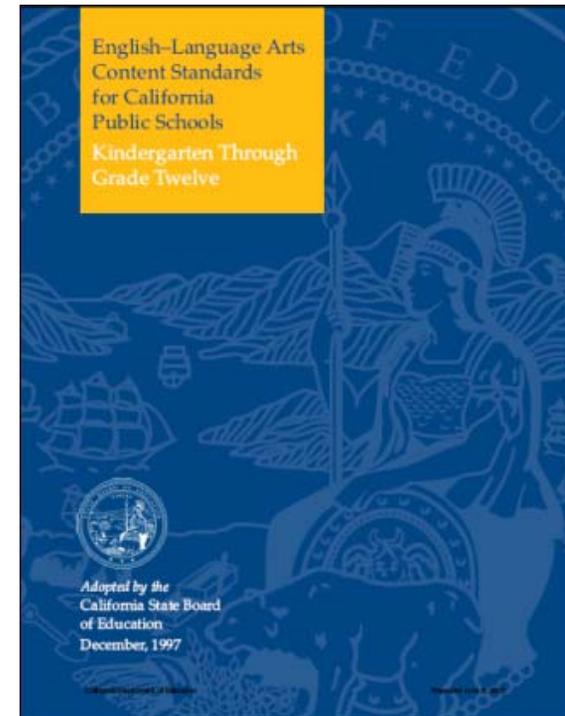
## Standard 7: Practicing Health-Enhancing Behaviors

**All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**



## Strategies to Link Nutrition

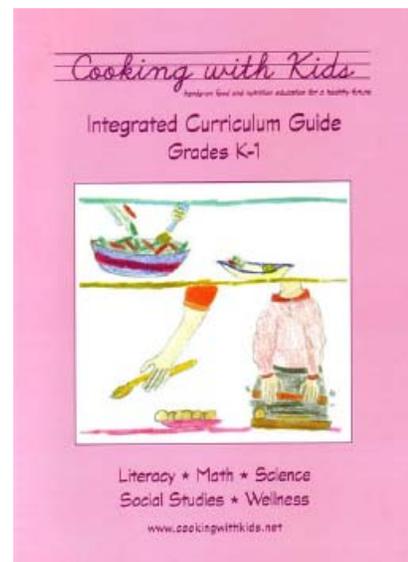
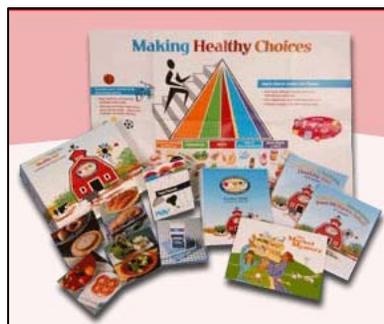
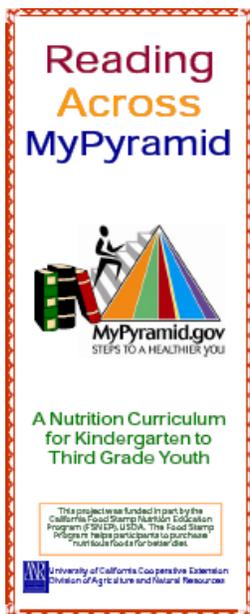
- **Work from ELA standards and develop nutrition lesson.**
- **Take existing nutrition lesson and identify the standards.**



[www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf](http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf)

# Strategies...

- Use existing nutrition education curricula and supplemental instructional materials linked to ELA and Health Standards



# Existing Nutrition Education Materials



Content Standards Met  
**Reading Across MyPyramid** – Kindergarten  
 Lesson 10: Don't Give Germs a Hand  
 Activities 1 through 4



## Reading/English Language Arts

Language Convention		Listening and Speaking
1.1 Coherent sentences when speaking.		1.1 One-and-two step oral directions. 1.2 Sharing information in complete, coherent sentences.
Reading		Featured Books for Lesson 10
1.1 Physical features of a book.	2.2 Predictions about story content.	<i>Those Mean Nasty Dirty Downright Disgusting but... Invisible Germs</i> - by Judith Anne Rice <i>Germs Make Me Sick!</i> - by Melvin Berger
1.3 Understand purpose of print.	2.3 Connect life experiences with text.	
1.17 Common words in categories.	2.4 Retell familiar stories.	
1.18 Describe common objects.	2.5 Ask questions about the text.	
2.1 Features in a book.	3.3 Identify characters, setting, & events.	



# Existing Nutrition Curricula Matched to CA Health Education Content Standards

Take A Look !!!



Aligned to Newly Adopted  
California Health Education Content Standards

*Scope and Sequence: Nutrition Pathfinders — Student Workbook Activities*

CALIFORNIA EDUCATION STANDARDS (GRADES 3-5)		Activity 1: Meet Our Team	Activity 2: Create an Ad	Activity 3: Breakfast Bonanza	Activity 4: My Food Record	Activity 5: Playing Around
<b>Health Education Content Standards for California Public Schools</b>						
<b>Grade 3: Mental, Emotional, and Social Health</b>						
Standard 1: Essential Concepts	3.1.M.1 Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).	-				
Standard 8: Health Promotion	3.8.M.15 Demonstrate the ability to support and respect people with differences.	-				
<b>Grade 3: Personal and Community Health</b>						
Standard 6: Goal Setting	3.6.P.12 Set a short-term goal for positive health practices.	-		-	-	-
<b>Grade 4: Nutrition and Physical Activity</b>						
Standard 1: Essential Concepts	4.1.N.1 Identify and define key nutrients and their functions.			-	-	
	4.1.N.2 Recall the recommended number of servings and serving sizes for different food groups.				-	
	4.1.N.3 Describe the relationship between food intake, physical activity, and good health.	-		-	-	-



# Strategies...

## Match Nutrition Activities to Adopted ELA Curricula

- Link Reading Across My Pyramid to Houghton Mifflin (HM)
- Link How to Teach Nutrition to Kids to HM

Nutrition/Physical Activity Links	
<b>Grade 1</b>	
Reader: <u>Here We Go</u>	
<b>Theme 1 - All Together Now</b> - Friends do all kinds of things together. <ul style="list-style-type: none"> <li>• PA: <u>Nan and Fan</u> p. 48 - story with jump roping and walking: RAMPL9A1-3; (Idea: do some jump roping and/or take a walking tour of the neighborhood.)</li> <li>• PA: <u>The Big Hit</u> p. 88 - ball playing and running: RAMPL9A1-3; (go play ball and/or do some running games).</li> <li>• N&amp;G: <u>Big Pig</u> p. 106 - farm adventure, fig and carrot eating pig: RAMPL3A2; RAMP L4A2 Responding Section: Write a Menu of What Pig Eats: RAMPL1A3</li> </ul>	
Notes:	
<b>Theme 2 - Surprise</b> - Things don't always turn out the way you expect. <ul style="list-style-type: none"> <li>• G: <u>Surprise Snail</u> poem p. 128 - (Idea: explore garden creatures)</li> <li>• N: <u>Here is the Beehive</u> p. 166 (poem) - (Idea: honey/sweeteners discussion)</li> <li>• N: <u>Hot Fox Soup</u> p. 190 - RAMP L3A3-4; (Idea: cook vegetable noodle soup)</li> <li>• N: <u>Polly Put the Kettle On</u> p. 212 - (Idea: make and discuss hot tea/drinks)</li> <li>• G: <u>A Hut for Zig Bug</u> - p. 214 - (Idea: explore garden insects and make bug huts)</li> <li>• PA: <u>The Rope Tug</u> p. 234 - (Idea: Tug-a-War activity; Silverstein's Hug-A-War poem)</li> </ul>	
Notes:	
Reader: <u>Let's Be Friends</u>	
<b>Theme 3 - Let's Look Around</b> - Interesting things happen in the world around us. <ul style="list-style-type: none"> <li>• G: <u>Seasons</u> p. 14 - (Idea: seasons in the garden)</li> <li>• N: <u>Mr. C's Dinner</u> p. 38 - RAMPL11A1/3; cook yams; RAMPL3A2-3; RAMPL11A1-3; (Idea: discuss family dinners)</li> </ul>	
Notes:	



# Dairy Council of California [Links to ELA Curricula]

## California Adopted Textbook Alignment to *Healthy Choices, Healthy Me!*

Subject: Language Arts  
Grade: 2  
Textbook: *SRA/Open Court Reading, Level 2*  
Publisher: SRA/McGraw-Hill

Each of the Grade 2 *Healthy Choices, Healthy Me!* program lessons is aligned to the core objectives and skills of *SRA/Open Court Reading, Level 2*, which includes six books titled *Units*. Alignments include completion of student workbook lessons, classroom activities and classroom discussions.

<i>HEALTHY CHOICES, HEALTHY ME!</i> GRADE 2 STUDENT ACTIVITIES	Activity 1: Fruits & Vegetables	Activity 2: Meat, Beans & Nuts and Grains, Breads & Cereals	Activity 3: Milk & Milk Products and Extra Foods	Activity 4: Mixed Foods	Activity 5: What's For Breakfast ?	Activity 6: Snack Time	Activity 7: Moving Around	Activity 8: What's Missing?	Activity 9: Balance it	Activity 10: My Balanced Meal
<i>SRA/Open Court Reading—Unit 1: Sharing Stories</i> Copyright © 2002, SRA/McGraw-Hill										
<b>Phonics and Fluency</b> • Use phonics/decoding skills to discriminate sounds and use blending techniques while reading silently and aloud	*	*	*	*	*	*	*	*	*	*
<b>Comprehension</b> • Make connections • Compare and contrast • Make predictions • Draw conclusions • Make inferences • Monitor and adjust reading speed	*	*	*	*	*	*	*	*	*	*
<b>Literary Elements</b> • Learn about setting • Identify main and supporting characters in a story	*	*	*	*	*	*	*	*	*	*
<b>Inquiry Skills</b> • Ask questions	*	*	*	*	*	*	*	*	*	*
<b>Writing Strategies</b> • Stay on topic • Edit and proofread writing • Penmanship: practice manuscript letters	*	*	*	*	*	*	*	*	*	*
<b>Listening/Speaking/Viewing</b> • Ask pertinent questions	*	*	*	*	*	*	*	*	*	*

# Chef in the Classroom (CITC)



# Chef Visit

## 1. Pre-Lesson:

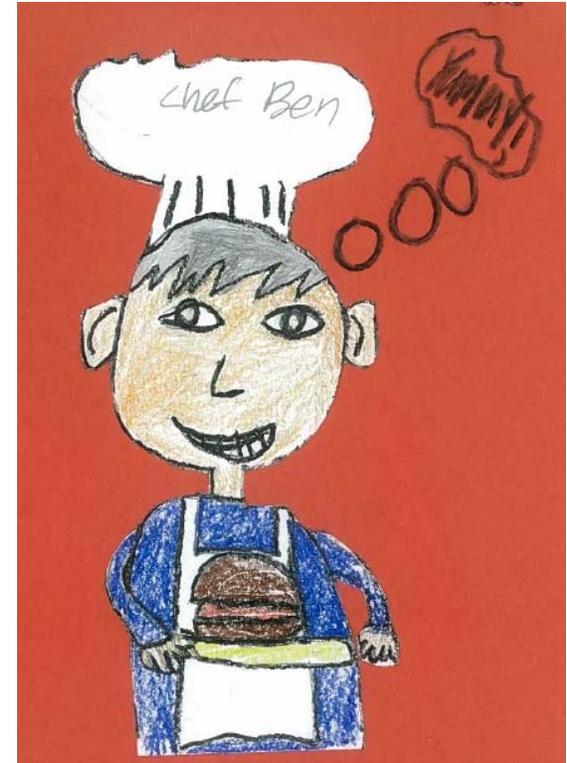
- Teacher reads book about chefs.
- Students develop questions.

## 2. Chef Visit:

- Chef prepares healthy recipe with students.
- Students ask questions.

## 3. Post-Lesson:

- Students write friendly letters to the chef.





# Writing a Friendly Letter

## Grade 2 ELA Standard

### 2.0 Writing Applications:

### 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Friendly letters have five parts:

1. **Heading:** The heading can include the writer's address and the date. In casual, friendly letters an address is not necessary.

2. **Salutation (greeting):** This usually begins with *Dear* \_\_\_\_\_. The blank is for the name of the person to whom you are writing. After the person's name you put a comma (,).

3. **Body:** The body of the letter is the information you are writing in your letter.

**\*\*Remember to indent each new paragraph!**

4. **Closing:** In the closing the first word is capitalized and you put a comma after the last word. Some examples of closings are:

- Sincerely,
- Your friend,
- Love,
- Very truly yours,

5. **Signature:** This is your name, written in cursive writing. It goes under the closing.

Date
<i>Dear</i> Chef _____
⇒ Paragraph #1 _____
⇒ Paragraph #2 _____
⇒ Paragraph #3 _____
Sincerely, Your Signature



03/16/

Dear Chef Soni,

Thank you for teaching us how to make veggie burger. Thank you for coming to Sutro Shool. Thank you for making the veggie burger with us. Thank you for enjoying your time in the coolest Sutro Shool ever!!!

Sincerely,  
Chetic Daniel



March 16, 2010

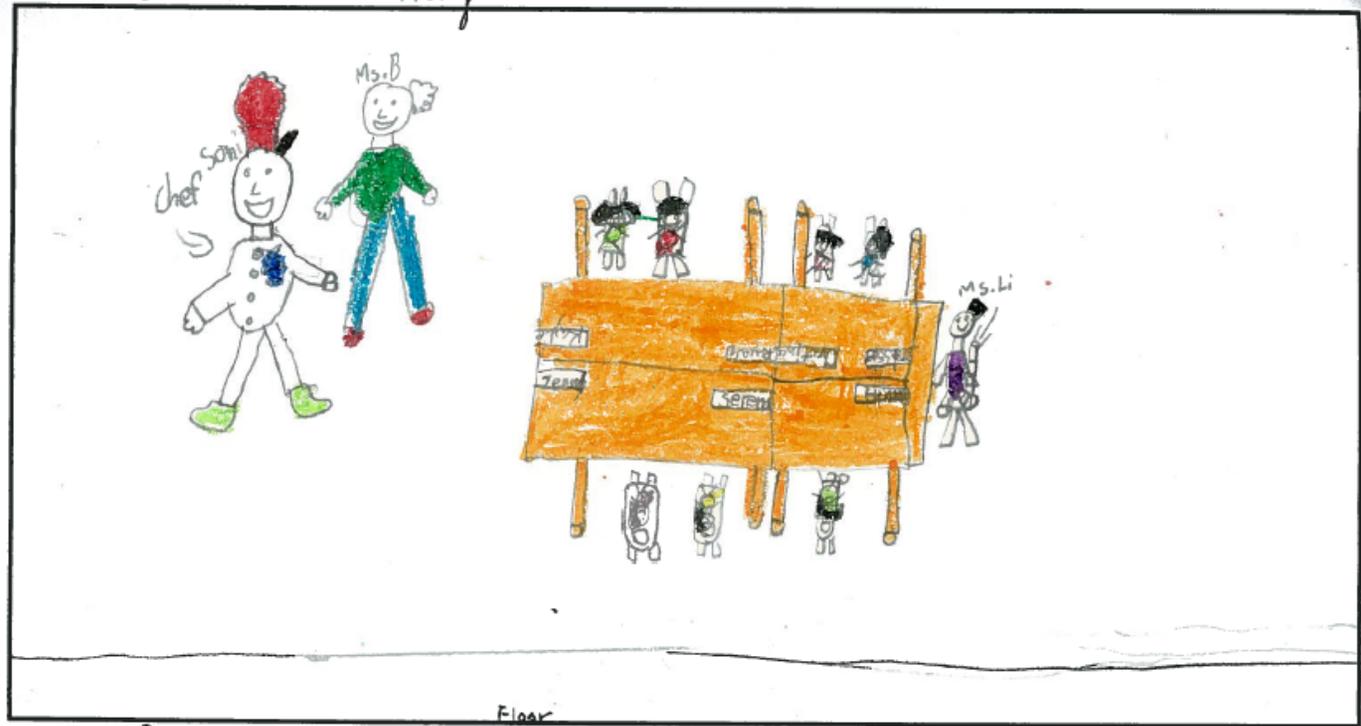
Dear Chef Sohni,

Thank you for teaching us how to make a vegiburger. It was a very good thing to eat. I love making the vegiburger and it was very fun to do. I think it is better than a regular burger.

Sincerely,  
Bryant



Name: Serena Wong



Dear Chef Soni,

Thank you for teaching us how to make fruit salad and can you come again? I like the salad and the best part was the raisins.

Love,

Serena



# CA Health Education Content Standards

## **Standard 7: Practicing Health Enhancing Behaviors**

**All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

## **Standard 8: Health Promotion**

**All students will demonstrate the ability to promote and support personal, family, and community health.**





# Farmer's Market Field Trip



- **Preparing for the Trip:**
  - **Students complete KWL chart**

K What you <u>K</u> now about farmers and farmers' markets	W What you <u>W</u> ant to know about farmers & farmers' markets	L What you have <u>L</u> earned about farmers & farmers' markets



## Preparing for the Trip...



- Students read in pairs, a selection from Families Working Together: Farmers' Market by Marcie R. Rendon & Cheryl Walsh Bellville.
- Students add to KWL section of chart and formulate questions to ask farmers at the market (KWL).



## At the Market

- **Students ask questions to the farmers and record information.**



## At the Market...

**Students can purchase produce item for a classroom cooking project.**





## Back in the Classroom

- **Students complete KWL chart, recording what they learned from the farmers.**
- **Then write a descriptive paragraph and prepare an oral presentation.**



Match the Lesson Activity to the appropriate ELA and Health Education Content Standards (HE).

**20 Reading Comprehension**

Students read and understand grade-level appropriate material.

**1.0 Listening and Speaking Strategies**

*Comprehension*

1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

**20 Reading Comprehension**

2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, importing words and foreshadowing clues.

**HE Standard 7: Practicing Health-Enhancing Behaviors**

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Farmers' Market Field Trip Lesson: Grade 4

1. Students write what they know about farms and farmers (KWL).
2. Students read in pairs a selection from a book about farmers' markets.
3. Students formulate questions to ask farmers at the market (KWL).
4. At the market students interview a farmer and record information. (They purchase produce and return to school.)
5. Students complete KWL chart.
6. Students use information from interview sheets to write a descriptive paragraph and prepare an oral presentation.

**1.0 Listening and Speaking Strategies**

2.2 Make informational presentations:

- a. Frame a key question.
- b. Include facts and details that help listeners to focus.
- c. Incorporate more than one source of information (e.g., speakers, books, newspapers and television or radio reports).

**1.0 Writing Strategies**

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising and editing successive versions).

**HE Standard 8: Health Promotion**

All students will demonstrate the ability to promote and support personal, family, and community health.

