


Kindergarten Teacher Key

Literary Reading Passage: I Am Ready to Eat!

Accompanies *Building a Healthy Me!* Nutrition Program

Common Core: RL.K.10 Actively engage in group reading activities with purpose and understanding.

Title of Passage: I Am Ready to Eat!	Lexile Level: 260L	Grade: Kindergarten	
Text Type: Literary (Realistic Fiction)		Topics/Messages: 5 food groups; food-group foods; colors used for food groups; make a healthy plate	
Questions		Skills	Common Core State Standards – Kindergarten
1. Is I am Ready to Eat! a story or a poem? <i>story</i>		identify text as a story	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
2. Who is telling the story? <i>Amy</i> Is Amy a child or a parent? <i>child</i> How do you know? <i>Accept any text-based reason. Example: Amy said “Mom made a fruit salad.”</i>		identify the main character; identify the storyteller	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
3. What meal do you think the story is about? Is it breakfast, lunch, or dinner? <i>dinner</i>		main event	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
4. Color each box with the color named below it. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> blue green orange purple red Write the color name for each food group. <i>Dairy Group (blue), Vegetables Group (green), Fruits Group (red), Grains Group (orange), Protein Group (purple)</i>		details	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
5. How did this picture help Amy choose food for her plate?  <i>It helped Amy make sure she ate food from each food group.</i>		picture support	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).