



California Common Core State Standards English Language Arts/Literacy

Lesson 1 – FOOD GROUP FUN

Activity	Supported Standards	Examples
Introduction	CA CCSS.ELA-LITERACY. SL.3.1	
Direct Instruction	CA CCSS.ELA-LITERACY. RI. 3.1, SL.3.1	RI.3.1 Students demonstrate their understanding of food groups by analyzing how a real lunch compares to USDA's MyPlate and a chart describing the food groups.
Guided Practice	CA CCSS.ELA-LITERACY. RI.3.1, SL.3.1	RI.3.1 Students refer to the informational text My Food Groups to ask and answer questions. Students learn that informational text includes images and words.
Independent Practice	CA CCSS.ELA- LITERACY.W.3.1 W.3.2	W.3.1 Students explain the reasons why they choose healthy foods using the My Food Groups chart to provide evidence to support their answers.
Family Connection	CA CCSS.ELA-LITERACY. RI.3.1	
Reading	CA CCSS.ELA-LITERACY. RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7	R.L.3.2 Relevant details include: MyPlate used to meet the food challenge; MyPlate on the recipe booklet; Mom said that she and Josh would use MyPlate as a guide; MyPlate image; food groups are on MyPlate; the challenge was to build a healthy meal, images reinforce 5 food groups.
Cafeteria Connection	CA CCSS.ELA-LITERACY. RI.3.1	

Lesson 2 – NUTRIENT POWER + LABELS

Activity	Supported Standards	Examples
Direct Instruction	CA CCSS for ELA/LITERACY RI.3.1, RI.3.4, RI.3.7, SL.3.2, SL.3.6	<p>Rationale for RI.3.1: Students read the Nutrition Facts labels to answer questions to demonstrate their knowledge of nutrients.</p> <p>RI.3.4: Students use their Glossary to determine the meaning of domain-specific words, such as calcium and fiber.</p> <p>Rationale for RI.3.7: Students use information from illustrations and words on the Key Nutrients and Reasons Needed worksheet to demonstrate their understanding.</p>

LESSON 2 CONTINUED

Guided Practice	CA CCSS for ELA/LITERACY RI.3.7, W.3.8	RI.3.7: from illustrations and words on the Key Nutrients and Reasons Needed worksheet, students see in the real world, outside the classroom.
Independent Practice	CA CCSS for ELA/LITERACY RI.3.1, RI.3.7, W.3.8	W.3.2: Students use facts from the Compare the Nutrient Facts worksheet to convey information about the nutritional content of food.
Family Connection	CA CCSS for ELA/LITERACY RI.3.4	
Reading	CA CCSS for ELA/LITERACY RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7	R.I.3.4: Define Superfoods "Superfoods are natural foods that are packed full with healthy benefits. They have the power to help the body in many extra ways." They are healthy foods that are extra helpful to the body."

Lesson 3 – BREAKFAST BLAST

Activity	Supported Standards	Examples
Introduction	CA CCSS for ELA/LITERACY SL.3.1, SL.3.6	
Direct Instruction	CA CCSS for ELA/LITERACY RI.3.7, SL.3.1, SL.3.6	
Guided Practice	CA CCSS for ELA/LITERACY SL.3.1, SL.3.6	SL.3.1: Students work in collaborative groups to create and name a healthy breakfast. Students vote for their favorite breakfast. This student vote is a fun way to reinforce social science and civic education instruction. SL.3.6: Students present their ideas to the class, providing details about their breakfast ideas.
Independent Practice	CA CCSS for ELA/LITERACY W.3.1, W.3.8, L.3A, L.3.2	W.3.1: Students write a short paragraph to explain why they think their breakfast is balanced by providing reasons to support their opinion. W.3.8: Students recall information from their workbook pages on the "3 out of 5 model" to write their paragraph.
Reading	CA CCSS for ELA/LITERACY RI.3.1, RI.3.2, RI.3.4	RI.3.2: Determine the main idea - Eating a healthy breakfast every day is good for your body.

LESSON 3 CONTINUED

Group Project	CA CCSS for ELA/LITERACY RL.3.2, SL.3.2, SL.3.4
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Lesson 4 – BEVERAGES + SNACKS

Activity	Supported Standards	Examples
Direct Instruction	CA CCSS for ELA/LITERACY RI.3.1, RL.3.7, W.3.1	W.3.1: In a short paragraph, students share their point of view about healthy food choices and provide reasons to support their thinking about what healthy choice they could make.
Guided Practice	CA CCSS for ELA/LITERACY RL.3.5, RL.3.7, W.3.1, W.3.2, W.3.8, SL.3.4, SL.3.6	SL.3.4: Students first write reasons to support their claim on the Beverage and Snack Chart worksheet. Then, they use relevant facts and domain-specific vocabulary, such as Iron and Vitamin D, to explain their claim the class.
Independent Practice	CA CCSS for ELA/LITERACY RI.3.7	RI.3.7: Students use the information from two Nutrition Facts labels to demonstrate their understanding of healthy beverages and snacks.
Family Connection	CA CCSS for ELA/LITERACY W.3.10	W.3.10: Students write a short narrative to share with their class about their family's cooking experience. This activity reinforces that writing is produced for a variety of purposes and audiences.
Reading	CA CCSS for ELA/LITERACY RL.3.1, RL.3.3	
Cafeteria Connection	CA CCSS for ELA/LITERACY RL.3.1, RL.3.3	
Group Project	RI.3.2, SL.3.1, SL.3.2, W.3.10	W.3.10: Students demonstrate what they have learned about healthy snacks and beverages by writing an advertisement that requires them to focus on the audience and the purpose of their writing. Students use both words and images to convey information in their advertisement, which is a form of writing that requires both imagination and factual understanding.

Lesson 5 – FARM TO YOU

Activity	Supported Standards	Examples
Direct Instruction	CA CCSS for ELA/LITERACY RI.3.1, RI. 3.4, SL.3.1, SL3.2	SL.3.2: Students listen as the “There’s a Cow Loose in the Cafeteria” is read aloud. They listen attentively to determine and then discuss the main ideas and details and facts of the text.
Guided Practice	CA CCSS for ELA/LITERACY RI.3.1, RI.3.3, RI.3.4, RI.3.7, SL.3.1	RI.3.3: Students use language that pertains to sequence as they describe the farm-to-you food system on the Explore Food Systems worksheet.
Family Connection	CA CCSS for ELA/LITERACY RI.3.1, RL.3.2, SL.3.4	SL.3.4: Students use the pages of their workbooks to recall facts and resources in order to share their new knowledge with their families. They report what they have learned about eating healthy foods by recounting relevant details and using domain-specific vocabulary.
Reading Passage	CA CCSS for ELA/LITERACY RL. 3.1, RL.3.3, RL.3.4, RL.3.7	<p>RL.3.1: Students demonstrate their understanding of the text as they explain how the supply of milk in Olivia’s Market depends on hay from a hay farm.</p> <p>RL.3.3: Students describe, using evidence from the text, the characteristics of Emma, the main character in the story.</p>
Cafeteria Connection	CA CCSS for ELA/LITERACY RI.3.5, RI.3.7, W.3.8, SL.3.3	SL.3.3: Students develop questions about local food to ask in an interview with the school food service staff. During the interview, they ask follow-up questions to obtain additional information.
Group Project	RI.3.2, SL.3.1, SL.3.2	The group activities and the topic of food waste are strongly connected to the California Health Education Standards in Personal and Community Health. In addition, these activities may reinforce social science lessons on being a good citizen and science lessons on the environment.