

## LET'S EAT HEALTHY GRADE 1: STANDARDS ALIGNMENT

### English-Language Arts + Health Standards

CA Health Education Content Standards:

Grade-Level Emphasis	Nutrition and Physical Activity	Growth, Development, and Sexual Health		Injury Prevention and Safety	Alcohol, Tobacco, and Other Drugs	Mental, Emotional, and Social Health	Personal and Community Health
		Growth and Development	Sexual Health				
Kindergarten	✓	✓		✓	✓	✓	✓
Grade 1		✓		✓			✓
Grade 2	✓				✓	✓	

#### Grade 1 - Lesson 1: Eat All 5 to Thrive!

SECTION	SUPPORTED STANDARDS ELA	RATIONALE	SUPPORTED STANDARDS HEALTH	RATIONALE
Activity 1: Mindful Eating Practice	SL.1.2	<p><b>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</b></p> <p>Students look on pg. 5 of their workbook or poster and are asked <i>in which food group does this food belong? How does it help your body?</i></p>	1.1.3.G	<p><b>Identify a variety of behaviors that promote healthy growth and development.</b></p> <p>Mindful eating helps students become familiar with the healthy habit of recognizing and responding to hunger and fullness cues. Students relate the food back to the food groups and understand how food helps their bodies. When they slow down, they allow their brains and bodies to pay attention to what they are doing.</p>
Activity 2: Discover New Foods Using All of Your Senses	W.1.7	<p><b>Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</b></p> <p>Students are using their senses to taste foods from the food</p>		

		groups. They will fill in the columns on student workbook pg. 6.		
	<b>W.1.8</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b> If choosing to journal for the last part of the activity (SEL), students will journal about how they can grow healthy habits with their food choices.		
	<b>SL.1.1</b>	<b>Participate in collaborative conversation with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</b> If choosing to pair-share for the last part of the activity (SEL), students will pair-share about how they can grow healthy habits with their food choices.		
<b>Activity 3:</b> Find My Food Group Game	<b>SL.1.3</b>	<b>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b> Students will walk around and ask others questions about what the food picture on their forehead might be. For <b>Teacher Suggestion</b> activity, students are asked <i>How do your food choices make a difference in your health?</i>		
<b>Family Connection -</b> Building My Plate	<b>W.1.8</b>	<b>With guidance and support from adults, recall information from experiences or gather</b>		

		<p><b>information from provided sources to answer a question.</b> Students will look back on their Family Connection worksheet and write the food choices they circled.</p>		
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**Grade 1 - Lesson 2: Better With Breakfast!**

<b>SECTION</b>	<b>SUPPORTED STANDARDS ELA</b>	<b>RATIONALE</b>	<b>SUPPORTED STANDARDS HEALTH</b>	<b>RATIONALE</b>
<p><b>Activity 1:</b> Cooking Crews for Breakfast Ideas</p>	<p><b>W.1.8</b></p>	<p><b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b> Students create breakfast meals and draw or write about it.</p>	<p><b>1.1.3.G</b></p>	<p><b>Identify a variety of behaviors that promote healthy growth and development.</b> Students learn about the “3 out of 5” model and how using it helps determine what a balanced breakfast looks like. They also practice assembling different breakfasts using the “3 out of 5” breakfast model.</p>
	<p><b>SL.1.1</b></p>	<p><b>Participate in collaborative conversation with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</b> Students work in groups to create breakfast meals. They share their balanced breakfasts with the class and explain why it is important to eat breakfast every day.</p>		
<p><b>Activity 2:</b> Find Your Breakfast Friends!</p>	<p><b>W.1.8</b></p>	<p><b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b> Students will pick a food that they like to eat for breakfast and write about what food group it belongs in. Option 1 of the activity, they will write or draw a picture of a breakfast</p>		

		food that would fit in a food group that corresponds with the color.		
	<b>SL.1.1</b>	<p><b>Participate in collaborative conversation with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</b></p> <p>Students will share about the food that they like to eat for breakfast, what they like about it, and what food group it belongs in. After group activity, students will share the group breakfast with the class. They are asked <i>Are these groups a balanced breakfast? Would you eat this breakfast? Do any combinations surprise you? What food can you choose to make a healthy breakfast? And why is it healthy?</i></p>		
<b>Activity 3:</b> Best Breakfast Ever!	<b>W.1.8</b>	<p><b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b></p> <p>Students draw or write the names of food from their “best breakfast ever”. In their writing, students explain why this is the best breakfast. In the lesson extension, students interview a family member about their “best breakfast ever” and take notes.</p>		
	<b>SL.1.4</b>	<p><b>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</b></p> <p>Students are asked to think about and answer the following questions: <i>Where</i></p>		

		<p>were you when you ate that breakfast? Who made that breakfast? Who were you with? What do you feel when you think of that breakfast?</p> <p>They also share their written sentences about their “best breakfast ever”. In the lesson extension, students interview a family member about their “best breakfast ever” and share their findings with the class.</p>		
<p><b>Family Connection - My Favorite Breakfast</b></p>	<p><b>W.1.8</b></p>	<p><b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b></p> <p>Students draw and write about a family member’s “best breakfast ever”. They write the answers to the following questions: <i>Where were you when you ate this breakfast? Who made this breakfast? What do you feel when you think of this breakfast? This breakfast is special because...</i></p>		
	<p><b>SL.1.3</b></p>	<p><b>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b></p> <p>Students ask a family member about their “best breakfast ever” and ask such questions as <i>Where were you when you ate this breakfast? Who made this breakfast? What do you feel when you think of this breakfast? This breakfast is special because...</i></p>		

**Grade 1 - Lesson 3: The Journey of Food**

SECTION	SUPPORTED STANDARDS ELA	RATIONALE	SUPPORTED STANDARDS HEALTH	RATIONALE
<b>Activity 1:</b> Farm to You	<b>RI.1.1</b>	<b>Ask and answer questions about key details of a text.</b> Students answer questions about each story they read in their student workbook.		
	<b>RI.1.10</b>	<b>With prompting and support, read informational text appropriately complex for grade 1.</b> Students read and follow along with the teacher in each story.		
	<b>W.1.8</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b> Students write answers to questions for each story read.		
	<b>SL.1.1</b>	<b>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</b> Students compare their answers written for each story. They are asked to share more [food group] foods not mentioned in the stories and		

		what [food group] foods are seen in the school cafeteria and at home.		
<b>Activity 2:</b> Relay Race From Farm to You	<b>SL.1.1</b>	<b>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</b> After relay activity, students are asked questions for whole-class discussion: <i>Are you surprised at the number of people involved in getting our food from farm to our table? What ways can we take better care of the food we get for lunch?</i>		
<b>Activity 3:</b> Food Preparation Practice	<b>RI.1.5</b>	<b>Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA</b> Students use prior knowledge in reading a recipe in order to make the garlicky herb dip.	<b>1.7.2.P</b>	<b>Demonstrate techniques for preventing disease transmission (e.g., covering sneezes and coughs, frequent handwashing).</b> Students learn about and practice the importance of hygiene by always washing hands with soap and water before touching food.
	<b>RI.1.10</b>	<b>With prompting and support, read informational text appropriately complex for grade 1.</b> Students practice reading the recipe card.		
	<b>SL.1.1</b>	<b>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</b> After making and trying the garlicky herb dip, students are asked <i>How many food groups are in this snack? How can you</i>		

		<i>share what you liked about this recipe? Can you share the recipe with your family?</i>		
<b>Family Connection -</b> What Grows Near You?	<b>RI.1.6</b>	<b>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b> Students use the text, map, and icons to figure out what food grows or is produced in their county.		
	<b>W.1.8</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b> In the <b>Family Connection</b> activity, students write about what food grows or is produced in their county.		

**Grade 1 - Lesson 4: Super Snacks!**

<b>SECTION</b>	<b>SUPPORTED STANDARDS ELA</b>	<b>RATIONALE</b>	<b>SUPPORTED STANDARDS HEALTH</b>	<b>RATIONALE</b>
<b>Activity 1:</b> Snack as Mini Meals	<b>W.1.8</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b> In the SEL part of this activity, if writing, students journal their response to <i>What is 1 small change you can make to snack smarter?</i>		
	<b>SL.1.1</b>	<b>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</b> In the SEL part of this activity, if students pair-share, they		



		discuss one small change they can make to snack smarter.		
	<b>SL.1.2</b>	<b>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</b> Students watch a snack video and answer questions about the video.		
<b>Activity 2:</b> Snack Book	<b>W.1.7</b>	<b>Participate in shared research and writing projects (e.g. explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</b> Students will work in pairs and use prior knowledge, food posters, and food picture cards to help them design a page for one healthy snack. The snack must have at least two food groups. They will draw and write about the snack and how to make it. Pages are collected to create a snack book for class to read and loan.	<b>1.1.3.G</b>	<b>Identify a variety of behaviors that promote healthy growth and development.</b> Students learn about the concept that mini meals (snacks) are an opportunity to combine 2 of the 5 food groups to make a healthy snack. They learn why snacks are important to help them grow and get the energy and health benefits that foods provide. They also practice choosing foods from at least 2 food groups to pair for a mini meal (snack).
	<b>W.1.8</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b> In the SEL part of this activity, if writing, students write down what snack(s) they would like to try with their families.		
	<b>SL.1.1</b>	<b>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</b>		

		In the SEL part of this activity, if students pair-share, they discuss what snack(s) they would like to try with their families.		
<b>Family Connection -</b> Healthy Snacks for Home and School	<b>RI.1.10</b>	<b>With prompting and support, read informational texts appropriately complex for grade 1.</b> Students share with the family <i>Healthy Snacks for Home and School</i> .		
	<b>W.1.8</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b> Families write down which food-group foods they would offer their child based on what they like to eat.		

**Grade 1 - Lesson 5: Healthy Beverages**

<b>SECTION</b>	<b>SUPPORTED STANDARDS ELA</b>	<b>RATIONALE</b>	<b>SUPPORTED STANDARDS HEALTH</b>	<b>RATIONALE</b>
<b>Activity 1:</b> Make Every Sip Count	<b>W.1.8</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b> Students are guided to complete a page in the student workbook on what to drink, where to drink, and setting a goal.	<b>1.1.3.G</b>	<b>Identify a variety of behaviors that promote healthy growth and development.</b> Students learn the importance of drinking at least 7 cups of liquid a day.
	<b>SL.1.1</b>	<b>Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</b>		

		Students brainstorm what happens when you get thirsty, hot, or tired. They also brainstorm to finish the following sentence: <i>We need healthy beverages to...</i>		
<b>Activity 2:</b> Be a Healthy Beverage Champion	<b>W.1.7</b>	<b>Participate in shared research and writing projects (e.g. explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</b> Students work in small groups to make color posters about the importance of water for their school peers.		
	<b>W.1.8</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b> Students reflect and journal about their experiences in this activity. <i>How did they feel? What did they learn? What are they going to do differently in the future?</i>		
<b>Family Connection -</b> Tips on Healthy Drinks for Kids	<b>RI.1.10</b>	<b>With prompting and support, read informational texts appropriately complex for grade 1.</b> Students share with the family <i>Tips on Healthy Drinks for Kids.</i>		
	<b>W.1.8</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b> Families will answer <i>What will you do to choose healthy drinks more often?</i>		