

LET'S EAT HEALTHY GRADE K: 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 K - Lesson 1: The 5 Fabulous Food Groups

SECTION	SUPPORTED STANDARDS ELA	RATIONALE	SUPPORTED STANDARDS HEALTH	RATIONALE
Activity 1: Meet the 5 Fabulous Food Groups	SL.K.1	<p>Participate in collaborative conversations with diverse partners <i>about Kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>Students pair-share with a partner about what they learned in the video <i>Healthy Eating Made Easier With Food Groups</i>.</p>		
Activity 2: Food-Group Friends and Helpers	RI.K.7	<p>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>Students tape the friend picture to a color-coded poster. Students are asked to point out what foods make up the friend.</p>	K.1.1.N	<p>Name a variety of healthy foods and explain why they are necessary for good health.</p> <p>Students analyze and separate food pictures and learn that foods form the food groups provide unique health benefits.</p>
	SL.K.1	<p>Participate in collaborative conversations with diverse partners <i>about Kindergarten topics and texts</i> with peers and</p>		

		<p>adults in small and larger groups.</p> <p>Students pair-share with a partner about what they learned about the food groups and how they help their body and mind.</p>		
<p>Family Connection - Guess Who's Coming Home?</p>	<p>SL.K.1</p>	<p>Participate in collaborative conversations with diverse partners <i>about Kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>Students are encouraged to share with their families about what they have been learning about food groups. Families help support that conversation at home: <i>What foods are on the plate? Which foods groups are represented by those foods on the plate? What color(s) are associated with the food groups on the plate? If a food group is missing from the plate, suggest a food that might be added from the group.</i></p>		

Grade K - Lesson 2: Food-Group Explorers

SECTION	SUPPORTED STANDARDS ELA	RATIONALE	SUPPORTED STANDARDS HEALTH	RATIONALE
<p>Activity 1: Food Art Collage</p>	<p>RI.K.7</p>	<p>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>Students cut out food pictures and sort them into food groups using the food-group labels for Dairy, Vegetables, Fruits, Grains, and Protein.</p>	<p>K.1.1.N</p>	<p>Name a variety of healthy foods and explain why they are necessary for good health.</p> <p>Students analyze and separate food pictures and learn that foods form the food groups provide unique health benefits.</p>

	SL.K.1	<p>Participate in collaborative conversations with diverse partners <i>about Kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>Students discuss the food pictures that they are sorting into food groups. Students share their food behaviors (favorite food, traditional foods, etc.) with their table group or as a class.</p>		
	SL.K.6	<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Students share their posters with the class and point out all the different foods on their poster.</p>		
Activity 2: Class Food Fair!	W.K.7	<p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>Students sample foods and fill in their responses in their student workbook. Students' food preferences are tallied and as an extension activity, results can be graphed.</p>		
	W.K.8	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Students respond to the activity in their student workbook. They fill in the chart for each food tasting and describe how the foods taste. Students also write to answer the following questions: <i>List 1 health food choice you tried today that you will choose</i></p>		

		<i>again? How will this choice help your body learn, play, and grow?</i>		
	SL.K.1	Participate in collaborative conversations with diverse partners <i>about Kindergarten topics and texts</i> with peers and adults in small and larger groups. Students brainstorm together about what they liked about the foods sampled and where they could eat these foods during the day. The class will discuss all the different times and places where they eat throughout their day. Students are also encouraged to share their food experiences with their families at home.		
Activity 3: My Favorite Foods	SL.K.1	Participate in collaborative conversations with diverse partners <i>about Kindergarten topics and texts</i> with peers and adults in small and larger groups. Students are asked to think about the food groups and what they learned about the foods in each group. They then pair-share about their learning with a partner.		
	SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly. Students share their favorite foods from each food group while passing the ball. They are encouraged to use descriptive words that tell why they like the food.		
Family Connection -	W.K.8	With guidance and support from adults, recall information		

<p>Our Favorite Foods</p>		<p>from experiences or gather information from provided sources to answer a question. From their family conversation, families write down information for the following questions: <i>Were there any favorite foods that more than 1 family member named as their favorite? Which food group(s) were they in? Did any of the favorite foods named surprise you? Which ones and why?</i></p>		
	<p>SL.K.1</p>	<p>Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. Family conversation is kept going by asking these questions <i>Were there any favorite foods that more than 1 family member named as their favorite? Which food group(s) were they in? Did any of the favorite foods named surprise you? Which ones and why?</i> They also plan the next family meal around some of the favorite foods mentioned during the game.</p>		
	<p>SL.K.6</p>	<p>Speak audibly and express thoughts, feelings, and ideas clearly. Families talk about their favorite food from each food group while passing a beanbag or ball. They are encouraged to use creativity to tell why they like the food.</p>		

Grade K - Lesson 3: From Farm to Me!

SECTION	SUPPORTED STANDARDS ELA	RATIONALE	SUPPORTED STANDARD S HEALTH	RATIONALE
Activity 1: Foods From the Farm	SL.K.3	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Students are asked what they know about food and where foods come from. The teacher writes their answers and questions on the board.</p>		
Activity 2: Farm to You	SL.K.2	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>Students watch the <i>Journey of Milk</i> video and review the sequence in their student workbook. Students will add to the know-wonder-learned chart about ideas they have learned after reviewing their workbook and watching the video.</p>		
	SL.K.3	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>The class creates a know-wonder-learned chart about “How does food get to the market?”</p>		
Activity 3: Classroom Farming	W.K.5	<p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>		

		Students work in groups or a class to grow seeds. They document the growth of their seeds over the next 2 weeks.		
	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Students document the growth of their seeds over the next 2 weeks. They write about what they have learned in their student workbook.		
	SL.K.1	Participate in collaborative conversations with diverse partners <i>about Kindergarten topics and texts</i> with peers and adults in small and larger groups. The class has a discussion about their 2 weeks observation.		
	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. The class creates a know-wonder-learned chart to help organize information: <i>What I Know, What I Wonder, and What I Learned</i> about what they know about growing food and what seeds need to grow.		
Family Connection - Where Does Food Come From?	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Students will list several items in their shopping car and see if the origin of the food can be identified.		

	SL.K.1	<p>Participate in collaborative conversations with diverse partners <i>about Kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>Families will have a discussion about how food changes from the farm to the table. While they are shopping for food, they will play a discovery game with their child about “Where does food come from?”</p>		

Grade K - Lesson 4: Better With Breakfast

SECTION	SUPPORTED STANDARDS ELA	RATIONALE	SUPPORTED STANDARDS HEALTH	RATIONALE
Activity 1: Power Up Your Breakfast	W.K.8	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Students draw or write the foods that are part of their favorite breakfast.</p>	K.1.4.N	<p>Recognize the importance of a healthy breakfast.</p> <p>Students learn why eating a healthy breakfast is important for their minds and bodies.</p>
	SL.K.1	<p>Participate in collaborative conversations with diverse partners <i>about Kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>Students talk about why they like to eat breakfast. They are guided by questions like <i>How does breakfast make you feel in the morning? Where do you eat in the morning? Do you eat with other people?</i> Students also pair-share and explain about their breakfasts with a partner.</p>		

	<p>SL.K.4</p> <p>Describe familiar people, places, things, and, with prompting and support, provide additional detail. Students describe what it is like to eat breakfast.</p>		
	<p>SL.K.6</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly. Students say a food that they had for breakfast, or food they like to have in the morning if they did not eat breakfast.</p>		
<p>Activity 2: Graphing Breakfast Foods</p>	<p>W.K.7</p> <p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Students participate in a class graph to see what foods they have eaten and if they liked the foods.</p>		
	<p>SL.K.1</p> <p>Participate in collaborative conversations with diverse partners <i>about Kindergarten topics and texts</i> with peers and adults in small and larger groups. Students participate in ad discussion about different breakfast foods they have liked or have eaten. They talk about the differences in the graph they have created and what other foods can be eaten for breakfast, focusing on cultural foods and variety to increase openness to new foods.</p>		
	<p>SL.K.4</p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>		

		Students try new foods for breakfast and report their experience to the class.		
Family Connection - Learn, Play, and Grow With Breakfast	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Families will work together to make a plan to eat breakfast and write a food from the food groups shown.	K.7.2.N	Plan a nutritious breakfast. Families work together to come up with a balanced breakfast.
	SL.K.1	Participate in collaborative conversations with diverse partners <i>about Kindergarten topics and texts</i> with peers and adults in small and larger groups. Families will make a plan to eat breakfast and work together to create a balanced breakfast that they can eat the next day.		

Grade K - Lesson 5: Exploring Foods

SECTION	SUPPORTED STANDARDS ELA	RATIONALE	SUPPORTED STANDARDS HEALTH	RATIONALE
Activity 1: Exploring Foods A to Z	RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Students list at least 1 choice of foods for every letter of the alphabet.		
	SL.K.1	Participate in collaborative conversations with diverse partners <i>about Kindergarten topics and texts</i> with peers and adults in small and larger groups. Students work collaboratively to explore a great variety of foods, listening foods for every		

		letter of the alphabet. They also talk about the food group the “letter” foods are in and if they have had the food represented by the letter.		
Activity 2: I Can Help!	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Students write answers in their student workbook that pertain to tasks they want to do to help at home, how they feel when they help their family, and what other tasks they would like to do to help.	K.7.3.N	Choose healthy foods in a variety of settings. Students explore ways they can be a helper with food shopping, planning and preparing meals, and cleaning up. They also talk about how they choose the foods to eat.
	SL.K.1	Participate in collaborative conversations with diverse partners <i>about Kindergarten topics and texts</i> with peers and adults in small and larger groups. The class talks about how they can be helpers at meal and snack times. They brainstorm ideas for each job category: at the store, meal preparation, cleanup.		
	SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional details. Students discuss questions like <i>How does it feel when they help their parents or brothers and sisters? What tasks in the kitchen would they like to do? What tasks look fun? How can they help in the kitchen to clean up?</i>		
Activity 3: A to Z Tasting	W.K.8	With guidance and support from adults, recall information from experiences or gather	K.1.6.G	Name and describe the five senses.

		<p>information from provided sources to answer a question.</p> <p>During the tasting activity, students write down notes about their experiences in their student workbook. They also list the foods that they will choose to try again.</p>		<p>Students use their five senses to describe the food they are tasting.</p>
<p>Family Connection - Be a Healthy Role Model</p>			<p>K.7.3.N</p>	<p>Choose healthy foods in a variety of settings.</p> <p>Healthy eating starts with the families. Families are encouraged to role model healthy eating habits.</p>

Alignment completed by California educator Edeline Faye G. Cheng in 2020