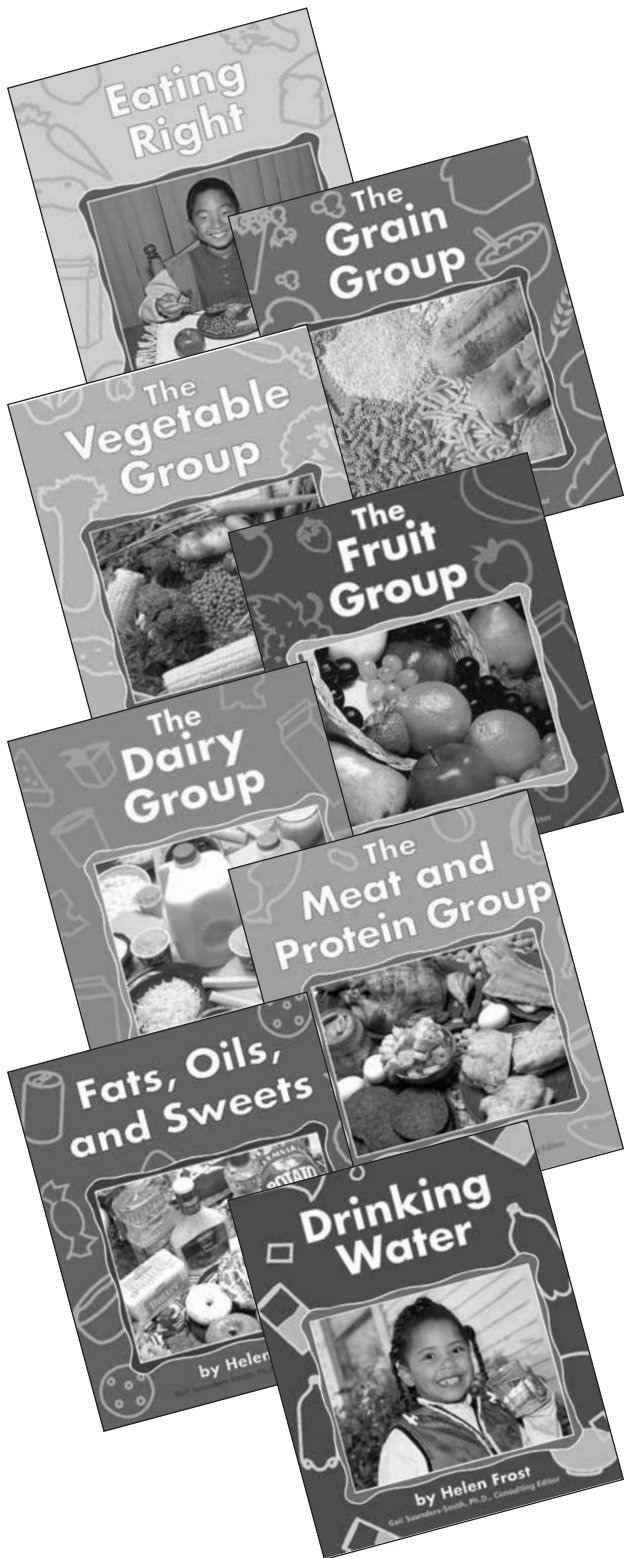


Teaching Guide for the Pebble Books Food Guide Pyramid Set



WELCOME TO PEBBLE BOOKS

Science, mathematics, and language arts are natural partners in education. Thematic units can connect the exploration of our world with reading and writing activities for a meaningful classroom experience.

Pebble Books and the accompanying Teaching Guides link leveled, nonfiction texts with science and mathematics content. As a result, each set powerfully consolidates science, mathematics, and language arts instruction and promotes a strategic approach for early literacy learning.

The On Your Mark section of this guide, featured below, highlights the science and mathematics standards that can be supported through the use of this set. These standards are supported by the reading of the texts and the activities featured in the Home Stretch section.

The next four pages of this guide give instructions for using each of the texts in a guided reading session. The Get Set section highlights supports and challenges present in the texts. The Go portion provides instructions for facilitating the reading of the texts with small groups and following up with level-appropriate writing activities.

The Home Stretch section expands on the science and mathematics knowledge introduced in this set. As written, the activities are meant to be used after the eight reading sessions. You may choose to reverse this order, using the activities to lead into the topics that are explored in the eight texts. The graphic organizer may be photocopied and used to support the Home Stretch activities.

Finally, this guide offers ideas for curriculum connections in other subjects, home activity extensions, and assessments. We hope you find this guide useful in connecting science, mathematics, and language arts instruction in your classroom.

ON YOUR MARK

The Food Guide Pyramid set supports the following standards:

Benchmarks for Science Literacy: Project 2061 (AAAS, 1995)

- 6c: Eating a variety of healthful foods and getting enough exercise and rest help people to stay healthy.

Curriculum and Evaluation Standards for School Mathematics (NCTM, 1989)

- Standard 10: Measurement: Understand the attributes of length, capacity, weight, mass, area, volume, time, temperature, and angle; make and use measurements in problem and everyday situations.

National Science Education Standards (NAS, 1996)

- Content Standard F: Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health. Recommendations for good nutrition include eating a variety of foods, eating less sugar, and eating less fat.

GET SET

Eating Right: Early-Intervention Level 12

Starting Blocks (Supports):

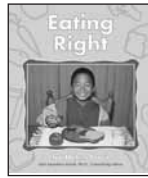
- Good photo/text support
- Some sentence repetition

Hurdles (Challenges):

- Concept vocabulary: *dairy, healthy, fruit, grain, meat, protein, pyramid, servings, sweet, vegetable*
- Up to two sentences on a page

Text Features:

- High-frequency words: *a, are, from, has, in, is, of, to, you*
- Long /e/, spelled *ea* (*eat, meat, peas*); *ee* (*need, sweets, three*)



The Grain Group: Early-Intervention Level 10

Starting Blocks (Supports):

- Builds concepts from previous book
- Repetitive text: *. . . is in the grain group.*

Hurdles (Challenges):

- Concept vocabulary: *energy, food guide pyramid, grain, healthy, servings*

Text Features:

- High-frequency words: *a, and, are, as, at, from, in, is, of, that, the, you*
- Hard *c* (*crackers, corn*), soft *c* (*cereal, rice*)



GO

Guided Reading Introduction: *Eating Right* (Level 12)

With students, make a list of the foods they usually eat every day. Help students read the book title. Ask, “What does it mean to eat right?” Tell students that as they read this set of books, they will learn about the food guide pyramid.

First Reading:

- At the title page, have students match the title and author’s name with those on the cover. Discuss the photograph.
- Review the purpose of a table of contents. Let students trace a finger along the dotted line to the page number.
- Ask students if they think the people on page 4 are eating healthy. Have students read page 5.
- Examine the diagram on page 6. Have students identify its shape, count the sections inside, and call out the foods they see. Help students read the word *pyramid* on page 7.
- Ask students which food the boy on page 8 is eating, then ask them to find the word *bread* on page 9. Note that this sentence has numbers. Have them point to the numbers.
- Let students identify the food on page 10, then the type of food it is. Point out that the word *vegetables* starts with a *v*. Ask students to find a word starting with *v* on page 11.
- Have students identify the food on page 12, then the type of food it is. Ask, “Do you see a pattern here? I think some words on page 13 will be similar to words on other pages.”
- Explore pages 14 through 19 in the same way. Have students identify the food and the type of food it is, then fill in the words in the repeated sentence pattern.
- With pages 20 and 21, tell students that they will learn what the food guide pyramid helps us to do.

Rereading:

Encourage students to read the book again with partners. Observe as they read, making sure they are able to track print.

Coaching (Teaching Points):

Number words (*five, four, three, two*); variant vowel *oi* (*choices, oil*); r-blend (*bread, fruit, grain, group*)

Writing Connection:

Invite students to compare healthy foods and not-so-healthy foods. Show students how to fold a sheet of paper in half. On one side, ask them to write, “I eat lots of healthy foods.” On the other side, ask them to write, “I eat only a few fatty, oily, or sweet foods.” Ask students to draw food examples.

Guided Reading Introduction: *The Grain Group* (Level 10)

Display cereal, crackers, rice, and spaghetti. Challenge students to explain what these foods have in common. Inform them that these foods are all grains. Speculate with students other grain foods that they know, such as bread, muffins, and ravioli.

First Reading:

- Have students identify the grain food they see on the title page. Read with them the title and author’s name.
- At the table of contents, ask, “On which page will we learn about servings? How do you know?”
- On page 4, challenge students to identify the diagram as the food guide pyramid. Ask, “Which food group is highlighted?” Work through page 5 to confirm their ideas.
- For page 7, start by telling students that there are two sentences on this page. Have students find the beginning and ending of each. Suggest a strategy for reading pages that have many lines of text. Demonstrate, as students follow along, how to place a sheet of paper over all but the first line. Ask students to read it. Move the sheet down so one more line is revealed, and have students read it. Continue until the entire page has been read.
- Have students first identify the food in the photograph on page 8, then read the sentence on page 9.
- Continue with pages 10 through 19 in the same way. First point out that the sentence pattern is the same as on previous pages. Then ask students to name the food and substitute it in the sentence.
- For page 21, invite students to apply the reading strategy you suggested for page 7.

Rereading:

Let students reread the book in small groups. Make sure they look to the photographs for clues to new words.

Coaching (Teaching Points):

Short /e/, spelled *ea* (*bread, breakfast, healthy*); medial *-er* (*energy, every, serving*)

Writing Connection:

Ask students to draw portraits that show themselves in action. Have them copy and complete the following sentence starter: Grains give us energy. _____ is a grain. _____ is a grain. _____ is a grain, too.

The Vegetable Group: Early-Intervention Level 8

Starting Blocks (Supports):

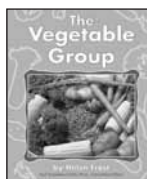
- Good photo/text match
- Repetitive phrase: . . . *in the vegetable group.*

Hurdles (Challenges):

- Concept vocabulary: *food guide pyramid, servings, vegetable*
- Up to two sentences on a page

Text Features:

- High-frequency words: *a, are, in, is, of, that, the, to, you*
- Hard *g* (*group, grow, guide*), soft *g* (*vegetable*)



The Fruit Group: Early-Intervention Level 8

Starting Blocks (Supports):

- Good photo/text match
- Repetitive phrase: . . . *are in the fruit group.*

Hurdles (Challenges):

- Concept vocabulary: *energy, food guide pyramid, fruit, healthy, servings*
- Two to five lines of text on a page

Text Features:

- High-frequency words: *a, are, has, in, is, of, the, to, you*
- Long /u/, spelled *ui* (*fruit, juice*), *oo* (*food*), *ou* (*group, you*)



GO

Guided Reading Introduction: *The Vegetable Group* (Level 8)

Challenge students to name vegetables. List their answers. Review their ideas, eliminating any that are not vegetables. Ask students if they remember where vegetables are on the food guide pyramid. Tell them they will find out in the book.

First Reading:

- At the table of contents, ask what the child is holding. Ask, “Is this on our list?” Read the title and author’s name.
- At the table of contents, tell students that you think you will see the food guide pyramid in this book. Ask students how you know, and have them point to the entry.
- On page 4, let students examine the vegetables on the food guide pyramid. Check off any on your list. Help students read page 5. Suggest reading line by line.
- Speculate with students where vegetables come from. Ask them to study page 6, then read page 7 to find out.
- Ask students to identify the food on page 8. Have them notice the placement of the word *corn*.
- For pages 10 through 13, have students identify each food, then substitute it in the repeated sentence pattern.
- Examine pages 14 through 19 by challenging students to figure out how the photo words are different. (They are plural.) Have students insert these words into the sentence, making sure they change *is* to *are*.
- With page 21, have students identify each individual sentence. Check comprehension by asking, “What do vegetables help us to do?”

Rereading:

Invite students to read the book to you. Listen closely as they read. Make sure they can distinguish between hard and soft *g* and *c*, and that they can correct themselves.

Coaching (Teaching Points):

Word ending *-y*, pronounced long /e/ (*celery, every, healthy*); long /a/, spelled *ay* (*day, stay*)

Writing Connection:

Invite students to create a salad of vegetable words. Have them draw the outline of a bowl. Inside the bowl, instruct them to draw as many vegetables as they can. Guide students to label each vegetable. Suggest a sentence starter for a caption, such as: We should eat vegetables because ____.

Guided Reading Introduction: *The Fruit Group* (Level 8)

Share this riddle rhyme with the class: “I may be sweet, but I’m good for you to eat. What am I?” When someone names a fruit, write it on the board. Ask them to name other fruits. Tell students that fruits are part of the food guide pyramid.

First Reading:

- Encourage students to identify the fruit on the title page. Call attention to the seeds, which is a clue to what a fruit is.
- Briefly discuss the table of contents. Challenge students to tell you what they will find on page 5, page 9, and page 21.
- Ask students if they recognize the diagram on page 4. Have students locate the fruit group. Read page 5 with them.
- Ask students to read the label on page 6. Ask them to find that word on page 7. Tell students to find words that have the long /e/ sound (*eat, seeds, people*).
- Let students identify the fruit on page 8, then work through the sentence on page 9.
- Ask students to cover up the first word on page 11. Point out that the rest of the sentence is the same as the sentence on page 9. Ask students to identify the fruit on page 10, uncover the first word, then read the sentence.
- Continue with pages 12 through 17, following the strategy suggested for pages 10 and 11.
- For page 19, tell students that the sentence is very similar to the previous sentences. Have students identify the fruit juice. Point out that *fruit juice* is a singular term, so it gets a singular verb: *is*.
- Conclude with page 21. Alert students that these sentences are similar to sentences in other books in this set. Help students work through the text line by line.

Rereading:

Encourage students to reread the books with partners. Suggest that they take turns reading a page. Monitor the partners to assess if students know when it is their turn to read.

Coaching (Teaching Points):

Plural ending *-s* (*apples, bananas, grapes, oranges, servings*); three-letter consonant blend *str-* (*strawberries*)

Writing Connection:

Have students draw pictures of themselves eating their favorite fruit, along with a caption. Write this for students to complete: ____ is my favorite fruit. I like it because ____.

GET SET

The Dairy Group: Early-Intervention Level 9

Starting Blocks (Supports):

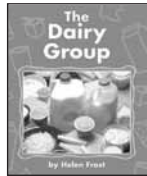
- Consistent print placement
- Repetitive phrase: . . . *is in the dairy group.*

Hurdles (Challenges):

- Concept vocabulary: *dairy foods, fat, food guide pyramid, servings*
- Up to six lines of text on a page

Text Features:

- High-frequency words: *and, are, can, in, is, of, that, the, you*
- Long /o/, spelled *o* (*yogurt*), *ow* (*low, shows*), CVCe (*bones*)



The Meat and Protein Group: Early-Intervention Level 10

Starting Blocks (Supports):

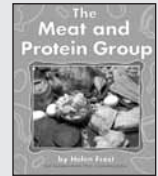
- Repetitive phrase: . . . *is/are in the meat and protein group.*

Hurdles (Challenges):

- Concept vocabulary: *food guide pyramid, meat, protein, servings*

Text Features:

- High-frequency words: *an, and, from, in, is, of, the, that, to*
- Long /e/: *ea* (*eat, meat, peanut*), *ee* (*beef, need*), *ei* (*protein*)



GO

Guided Reading Introduction: *The Dairy Group* (Level 9)

Draw a word web. In the center, write the word *milk*. Ask students to think of foods that are made with milk. Write students' ideas in the surrounding circles. Tell students that many of these foods are in the dairy group.

First Reading:

- Briefly talk about the photograph on the title page. Have students recognize and read the title and author's name.
- At the table of contents, ask students to read the entries. Review that a table of contents tells what is in the book.
- Call attention to the food guide pyramid on page 4. Have students locate the dairy group. Have them compare the size of its box to the sizes of other boxes. Ask, "What does this tell us about how much dairy food we should eat each day?"
- Let students read the simple sentence on page 7 on their own to boost confidence. Check comprehension by asking what dairy foods are made from. Recall the word web.
- Ask students to read the words on the milk carton on page 8, noting the word *skim*. Ask, "What is skim milk?" Encourage students to read the text to find out.
- Let students identify the drink in the boy's hand on page 10, then read the sentence on page 11.
- For pages 12 through 17, again encourage students to name the food in each photograph, then supply the word in the sentence pattern.
- On page 19, explain that this food name has two words.
- Wrap up with pages 20 and 21. Ask students to summarize by explaining what body parts dairy foods make strong.

Rereading:

Divide the class into groups to read the book on their own. Monitor the groups, making sure students are able to recognize the sentence pattern and supply the correct word.

Coaching (Teaching Points):

Digraphs *ch* (*cheese, choose*), *th* (*teeth*); long /a/, spelled CVCe (*made, make*); long /u/, spelled oo (*choose, foods*)

Writing Connection:

Invite students to make a book with a cover, copying and completing these sentences on separate sheets of paper, then illustrating them: Milk comes from ____ . ____ makes dairy foods. Dairy foods make our ____ and ____ strong. These are dairy foods: ____ , ____ , and ____ .

Guided Reading Introduction:

The Meat and Protein Group (Level 10)

Take a poll to see what students brought for lunch or plan to eat in the cafeteria. List the foods on the board, arranging all the meat and protein foods in one group. Have students listen for what these foods have in common.

First Reading:

- After reading the title and author's name on the title page, ask, "Is the boy eating meat? Then what are eggs?"
- At the table of contents, ask, "Will we read about the food guide pyramid in this book? How do you know?"
- Let students identify the food guide pyramid on page 4. Ask them to find the meat and protein group.
- Explore page 7 by asking students to read and discuss one line of text at a time. Talk with students about page 6.
- Ask what the boy on page 8 is eating. Ask, "What is another word for the meat in a hamburger?" Read page 9 together.
- With pages 10 through 13, ask students to cover up the first word in each sentence. Encourage them to identify the food and figure out the first letters of each name. Ask them to uncover the word to confirm ideas and then to read the whole sentence.
- Study pages 15 and 17 by asking if the words *eggs* and *nuts* are singular or plural. Ask students which is the plural verb—*is* or *are*. Invite students to read the sentence.
- Tell students that the food name on page 18 has two words, and challenge them to find and read it on page 19.
- Ask students what the children on page 20 are demonstrating. Ask, "How are meat and protein related to this?" Guide them through page 21 to confirm their ideas.

Rereading:

Let students reread the book with partners. Observe as they read, looking for improvement based on the first reading.

Coaching (Teaching Points):

Short /u/, spelled *u* (*butter, nuts, peanut*); digraphs *ch* (*chicken*), *sh* (*fish*), *thr* (*three*); r-blends (*group, protein, strong*)

Writing Connection:

Pass out white paper plates to students. Tell students that these plates represent a "Protein Platter." Ask students to draw foods on the paper plates that belong to the meat and protein group. Challenge students to label each food.

Fats, Oils, and Sweets:**Early-Intervention Level 13****Starting Blocks (Supports):**

- Builds on concepts from previous books
- Repetitive phrase

Hurdles (Challenges):

- Concept vocabulary: *energy, fat, food guide pyramid, oil, nutrient, sweet, sugar*

Text Features:

- Plural ending *-s* (*animals, chips, fats, foods, nutrients, oils, plants, pretzels, sweets*)

**Drinking Water: Early-Intervention Level 9****Starting Blocks (Supports):**

- Consistent print placement
- Most pages have only one sentence

Hurdles (Challenges):

- Concept vocabulary: *digest, energy, food, healthy, nutrients*
- Very little repetition

Text Features:

- High-frequency words: *are, at, is, of, than, to, when, you, your*
- Initial consonant *w* (*water, well, working*), spelled *wh* (*when*)



GO

Guided Reading Introduction:***Fats, Oils, and Sweets* (Level 13)**

Invite students to share some favorite foods. Their choices may include foods in the category of fats, oils, and sweets. List these choices in a special grouping, challenging students to explain what they have in common.

First Reading:

- Pause briefly at the title page for students to read the title and author's name and comment about the photograph.
- At the table of contents, ask, "Are fats, oils, and sweets healthy? Then what will we learn about healthy foods?"
- On page 4, call attention to the highlighted area on the food guide pyramid. Ask students to identify the foods they see. Explain that these foods have fats, oils, and sugar.
- Have students mark the start and finish of each sentence on page 7. Have students match the words *oil* and *butter* on the food labels on page 6 with the words in the text.
- Discuss page 8. Then point out that page 9 has four sentences. Ask four volunteers to each read one sentence.
- For page 11, have students find the repeated list *fats, oils, and sweets*. Model how to read *nutrients*. Point out that the *ie* in this word makes two sounds—long /e/ and short /e/.
- Explore pages 12 through 17 by pointing out to students the repetitive sentence structures. Make sure students understand that the word *than* compares two things.
- For page 19, show students that the text here is similar to the previous pages. Ask, "Which word is different?" (*put*)
- With pages 20 and 21, tell students that they will learn how much fats, oils, and sweets they should eat. Suggest that students refer to the food guide pyramid for ideas.

Rereading:

Ask students to read the book with partners. Encourage partners to guide and help each other.

Coaching (Teaching Points):

Spelling pattern CVCVC (*donut, lemon, salad, solid*); final consonant blends (*amount, found, last, long, nutrients*)

Writing Connection:

Review with students the substitutions they read in the book. Consider with students other foods they could substitute for the fats, oils, and sweets they crave. Encourage students to write sentences to tell about their foods.

Guided Reading Introduction: *Drinking Water* (Level 9)

Speculate with students what makes up more than half their bodies. They may suggest bones or blood. Surprise them by explaining that it is water. Ask students how water plays a role in a healthy diet. List their ideas to check after reading.

First Reading:

- On the title page, help students recall that the title and author's name match those on the cover.
- At the table of contents, ask, "What will we learn starting on page 5?" Review the purpose of a table of contents.
- Explain that students will learn why they need to drink water, then read page 5 with them.
- Ask students why the boy on page 6 might need water. Read page 7 together to confirm their ideas.
- Ask students what the boy is doing on page 8. Ask, "How does water help with eating?" Read page 9 together.
- Make sure students can identify the diagram on page 10 as the inside of the human body. Point out that one word on page 11 was introduced in another book (*nutrients*).
- Introduce page 13 by telling students that they will learn how much water is in our bodies.
- For pages 14 through 17, have students read the repeated phrase: *You need to drink more water when*. Have students cover up the ending words, study the photograph, then reveal the words to check their ideas.
- Ask students to count the words on page 19. Check comprehension by asking, "What does water do for us?"
- Ask students to identify the container on page 20. When they suggest, "Glass," ask them to say the plural form.

Rereading:

Invite students to read the book in small groups. Observe to assess that they understand basic print concepts, such as moving from the end of one line to the start of the next.

Coaching (Teaching Points):

Word ending *-ing* (*drinking, working*); various pronunciations of the letters *gh*: /f/ (*enough*); part of long /a/, spelled *igh* (*weight*); part of long /u/, spelled *ough* (*through*)

Writing Connection:

Ask students to draw a big glass of water on a sheet of paper. Challenge them to come up with words to describe water. Ask students to write the words within the glass.

HOME STRETCH

The following activities encapsulate concept knowledge gained from the Food Guide Pyramid set. The Finish Line activities at the bottom of page 8 can be used as assessment opportunities.

Science Objectives:

The student will:

- Sort and group plant foods to recognize plant parts.
- Examine plant seeds and the needs of plants.
- Explore the human body and the foods it needs.

Entry Point—Engaging the Learners:

- Invite students to share foods they enjoy. Foods can range from the very healthy to the not-so-healthy. Encourage an enthusiastic exchange of ideas. List students' food choices.
- Ask each student to draw and cut out a picture of one food they shared in the discussion. Divide a bulletin board in half. On each half, tack up a large grocery bag. Label one half of the board *Foods We Should Eat a Lot Of* and the other *Foods We Should NOT Eat a Lot Of*.
- Invite each student to come to the board with their food picture. Discuss where it should go. Recall information from the books. Help students tape their foods to the proper bag.
- Review the contents of the bags. Ask students what the foods on the *Should Eat* bag have in common, noting that they belong to the grains, fruits, vegetables, dairy, or meat and protein groups. The remaining foods belong to the fats, oils, and sweets group. Tell students that they are about to explore the foods in the food guide pyramid in more detail.

Preparation:

- Bring in a variety of fruits and vegetables for students to examine. Choose some vegetables that are technically fruits because they have seeds, such as tomatoes, peppers, and cucumbers. Avoid seedless varieties of fruits. Gather paper plates, napkins, and plastic knives.
- On a long sheet of mural paper, set up a chart with five columns. Label them: *Roots*, *Stems*, *Leaves*, *Seeds*. Later you will add the *Fruits* label (see next column).
- Gather small cups of potting soil.

Activities:

- Invite students to explore fruits. Explain that the term "fruit" has two meanings. Fruit means the category of foods that come from plants and taste sweet. A fruit also is the part of a plant that holds seeds. Divide the class into small groups, and give each group a different fruit along with paper plates and napkins. Help students cut the fruits open, and have them pick out the seeds. Have each group show their seeds to the rest of the class.
- Ask students to identify similarities and differences between fruits and vegetables. Point out that all fruits contain seeds, but vegetables can come from different parts of the plant. Ask, "Do we eat a plant's leaves (lettuce)? Or stem (celery)? Or seeds (corn)? Or roots (carrots)?" Let students examine the vegetables, noticing what part of a plant each one is. Using the chart (see next column), have students group the vegetables according to which part of a plant they are. Invite students to draw and label vegetables to illustrate the chart.
- Speculate with students whether any vegetables have seeds. Hold up a tomato or a cucumber, and identify it as a vegetable. Ask, "Will I find seeds inside?" Cut open the

vegetable, and pass out chunks to the groups. Have students notice the seeds. Explain that some vegetables, such as tomatoes and cucumbers, come from the fruit part of a plant. But because they are not as sweet as fruits like apples and pears, we eat them as vegetables instead of fruits. Add the term *Fruits* to the chart, and have students draw and label pictures to illustrate that section of the chart.

Roots	Stems	Leaves	Seeds	Fruits
carrots radishes	celery asparagus	lettuce spinach	peas beans	tomato peppers

- Grow lima beans in class to show that they are really seeds. Dried lima beans are available in grocery stores. Give a small cup of potting soil to small student groups. Demonstrate how to place the lima bean about an inch under the soil. Place the cups in a sunny place and instruct students to water the cups so the soil is moist but not flooded. After a few days, students will see seedlings. Conclude that lima beans are seeds from which new lima bean plants will grow.
- Invite students to create diagrams of their bodies. First, assign partners. Give each student a large sheet of mural paper. Ask the partner to trace the outline of the classmate's body. When complete, have students change roles. Let students color in the outlines. Challenge students to draw foods around the body that help that body part.

Challenging and Checking:

Display the six books about the food groups. Challenge groups to arrange the books in a pyramid, showing the various levels.

Reflecting:

Assess what questions students can ask and answer about the food guide pyramid. For example, do they understand that the foods at the bottom are foods they should eat a lot of?

CURRICULUM CONNECTIONS

Ideas for Theme-Based Instruction:

- Social Studies—Review with students different types of breads they eat. Encourage students to research the breads of other countries. Let them look through international cookbooks and nonfiction books about countries.
- Geography—Ask students where oranges are grown. Explain that many foods need a certain climate to grow. Invite students to research their state to learn what foods are grown there. Let students research other foods and draw their findings on a country map.
- Writing—Invite students to create their own books about the food guide pyramid. Challenge students to write and draw about each part, then create front and back covers. Help students staple all the pages together.

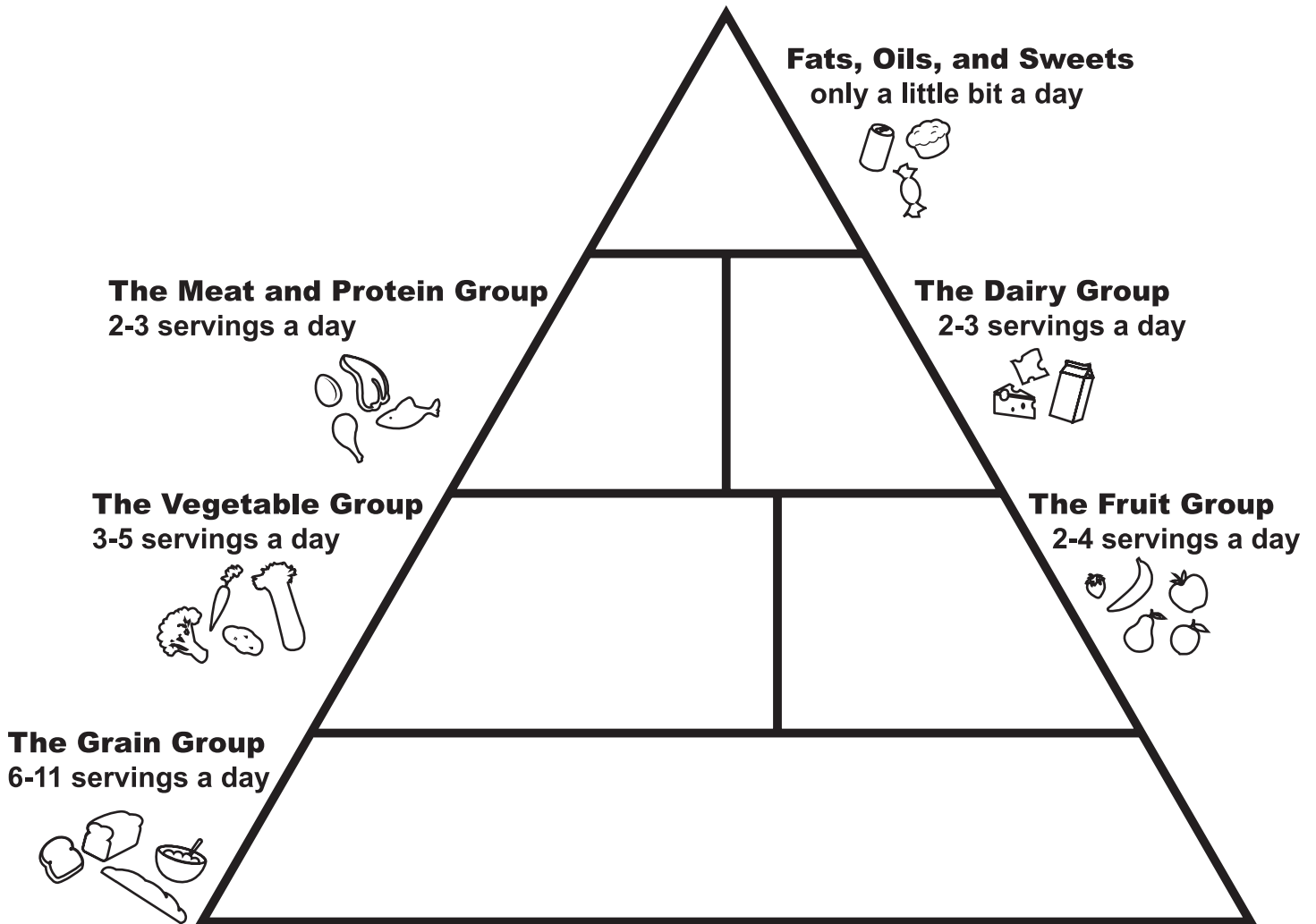
HOME EXTENSIONS

- Tell students that many food packages display the food guide pyramid. Ask students to look at food packages with a family member. Suggest that students share what they learned, then ask students to bring in examples.

Teaching Note: Have students keep track of the foods they eat for one day. They should draw each food in the correct place on the food guide pyramid. Then they should answer the questions at the bottom of the page.

Name _____ Date _____

The Food Guide Pyramid



Did you eat a healthy diet today? _____

Explain your answer. _____

HOME STRETCH

Math Objectives:

The student will:

- Understand and measure the servings related to the food guide pyramid.
- Compare through measuring and weighing.

Entry Point—Engaging the Learners:

- Invite students to help you create a food guide pyramid. Draw the outline of the pyramid and the four levels. Elicit from students the foods that belong on each level. Let students come to the paper and draw in the foods.
- Analyze the food guide pyramid with the class. Remind them that they should eat the most from the group at the bottom. Foods at the top are the ones they should eat least.
- Challenge students to recall how many servings of each they should eat. Pass around the books for students to find the answers. Write the answers beside each food group.
- Speculate with students what a serving is. Ask, “What is one serving of vegetables? One serving of dairy foods?” Ask students to turn to the glossary on page 22 of the books. Have them read the definition of the word *serving*. Explain that they will look closely at servings and measurements.

Preparation:

- Collect several plastic measuring cups, small kitchen scales, and other measuring tools, such as cloth or paper tape measures, measuring spoons, and rulers.
- Gather a variety of dried foods for students to measure, such as rice, cereal, small pasta noodles, nuts, dried beans, or dried fruits. Other weighing and measuring possibilities include fruits and vegetables or small containers of milk, yogurt, and various cheeses.
- For food preparation, bring in plastic cups or bowls, along with plastic silverware, napkins, and a paper tablecloth.
- Make copies of page 7 of this teaching guide for the class.

Activities:

- Using the information in the glossary of each food group book, generate a chart that shows suggested servings for each of the food groups. Do this with students or before class if time is an issue. Review the servings and amounts with the class. Ask, “How much is 1/2 cup of pasta? Or cereal?” Invite students to find out.
- Set up the boxes of food along with the various measuring tools. Go over the measuring tools, encouraging students to identify each one and explain how it is used. Talk about the numbers on the tools, discussing the measurements they show. For example, the lines on a scale show ounces or grams. Demonstrate how to use each.
- Let students measure foods to determine one serving size. Have several stations arranged around the table; for example, one for cereal, one for peanut butter, and so on. Invite students to determine one serving size of each food.
- Review with students the amounts of servings for each group. Invite volunteers to show you what six servings from each group looks like. Have students pour and measure the serving sizes and total servings, then confer with the class whether the amounts are correct.
- Let students compare foods by measuring and weighing them. Ask students to predict which weighs more and

which is larger: an apple or an orange. Invite them to weigh and measure each, using a scale and tape measure. Create less-than or greater-than equations to compare the foods.

- Invite the class to create a large salad using fruits, vegetables, nuts, and cheese. Check first for food allergies by sending a note home with students. Encourage students to measure and write down amounts of foods they include in the salad. Let students eat and enjoy their salads. Write the ingredients on a large sheet of poster paper to review the measurements students followed when writing their recipe.
- Complete the “Food Guide Pyramid” activity sheet as a class. Point out that this food guide pyramid is empty, and they should fill it to show food they eat for one day. Encourage students to share their healthy eating habits in class.

Challenging and Checking:

Review the food guide pyramid with the class. Challenge students to recall the specific servings for each level.

Reflecting:

Assess what questions students can ask and answer about the servings of the food guide pyramid. For example: What is one serving of cereal? Of rice? What is one serving of milk?

CURRICULUM CONNECTIONS

Ideas for Theme-Based Instruction:

- Real-World Reading—Point out to students the list of ingredients for the salad they created. Mention that recipes contain lists of ingredients. Encourage students to ask their families at home to help them find a recipe for a salad. Invite students to bring the recipe to class to compare the ingredients with their class salad.
- Art—Invite students to work in groups to create a 3-D food guide pyramid. You will need 20 square tissue boxes; ask students to bring some from home. Assign to students a food group. Eight boxes will be for the grains; 4 for the vegetables, 3 for the fruits, 2 for the dairy foods, 2 for the meats, and 1 for the fats, oils, and sweets. Help students cover the boxes with white paper. On each face of the box, ask them to draw a food for their assigned food group. Arrange the boxes in a pyramid. Rotate the pictures every few days to reveal new foods for the food group.

HOME EXTENSIONS

- Invite students to work at home with their food guide pyramid activity sheets. Suggest that students share with families the serving sizes of the foods they eat during breakfast, dinner, and snack time.

FINISH LINE

Possible Assessment Activities:

- Display copies of the books. Invite students to choose one book and to share something they learned from it.
- Suggest sample diets, with the wrong serving sizes and amounts. Challenge students to identify and correct the errors to show a more healthy diet.