

Acknowledgments

Linking Language Arts and Nutrition was developed by the California Healthy Kids Resource Center with funding by the California Department of Public Health, *Network for a Healthy California*. The contents do not necessarily reflect the position or policy of the California Department of Public Health.

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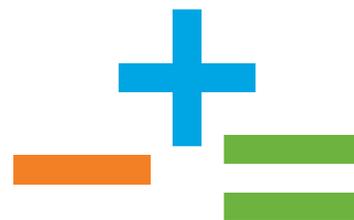
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This material was produced by the California Department of Public Health's *Network for a Healthy California* with funding from USDA SNAP, known in California as CalFresh (formerly Food Stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.cachampionsforchange.net.



ACTIVITY OVERVIEW

This lesson begins with a read aloud of *Stone Soup*.

- Students will discuss the central message of the book: When everyone shares we all benefit. With the help of MyPlate, students will be introduced to the food groups.
- Students will inspect the ingredients in the stone soup and will identify the food groups these ingredients belong to.
- Students will work together to create a “dinner buffet.” Each student will draw a picture of a food from each food group.
- Students or teacher will label index cards with each food’s name and place labeled picture/index cards on a communal table.
- Students will be called to the buffet to choose foods that are components of a nutritious, balanced meal.
- Students will write descriptions of the foods they chose from the buffet, explaining how those foods come together to make a healthy meal.

LANGUAGE ARTS GOAL

Students will recall details, answer questions and identify the central message of a text. Students will write an informational text describing how they assembled a balanced meal.

NUTRITION GOAL

Students will understand the importance of eating foods from all food groups and plan a balanced meal using MyPlate as a guide.

HOME COMPONENT

Ask students to bring a healthy food to share at a class potluck. Give examples of what they can contribute and send a note home home (for example, fruit salad, sliced vegetables and dip, quesadillas with vegetables).

STANDARDS AND SKILLS SUPPORTED IN THIS LESSON

• California’s Common Core Content Standards for English Language Arts

Grade Two

Reading Standards for Literature: Key Ideas and Details

- 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Writing Standards: Text Types and Purposes

- 2 Write information/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Speaking and Listening Standards: Comprehension and Collaboration

- 2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

• California Health Education Content Standards

Standard 1: Essential Concepts

- 1.1.N Classify various foods into appropriate food groups.

Standard 5: Decision Making

- 5.2.N Compare and contrast healthy and less-healthy food choices for a variety of settings.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.2.N Plan a nutritious meal



CROSS-DISCIPLINARY SKILLS

- Summarizing
- Categorizing
- Comparing
- Planning

MATERIALS NEEDED

- *Stone Soup* by Heather Forest
- Copies of MyPlate (one per student or one color copy per class)
- “My Balanced Meal” worksheet (one per student)
- “Vary Your Food Groups” worksheet (one per student)
- Index cards, white (five per student plus two for examples)
- Pencils (one per student)
- Crayons or markers (one box per four students)
- Five pieces of paper labeled “Fruits”, “Vegetables”, “Protein”, “Dairy” and “Grains”
- Empty table (one)
- Chart paper (one piece)
- Food Picture Cards (optional – one set for student reference, these are free from the Dairy Council of California <http://www.dairycouncilofca.org>)
- Paper plates (9 inches, one for each student. Optional)

PREPARATION TIME

- 10 minutes

PREPARATION ACTIVITIES

- Make color copies of MyPlate. If this is not possible, print one color copy to show to the class. Posters with MyPlate can be downloaded as a PDF from http://www.ChooseMyPlate.gov/tips_resources/

printmaterials.html or call the United States Department of Agriculture at 888-779-7264 or contact the California Healthy Kids Resource Center at 888-318-8188.

- Make copies of the “My Balanced Meal” and “Vary Your Food Groups” worksheets.
- Label five pieces of paper “Fruits,” “Vegetables,” “Protein,” “Dairy” and “Grains.” Place these pieces of paper on the empty table with about one foot between each piece of paper. This will serve as the dinner table.
- Draw the following on chart paper:

Food	Food Group
For example - Corn on the cob	Vegetables

ACTIVITY TIME

- 60 minutes

BACKGROUND

A balanced diet consists of foods from all food groups. Eating balanced meals that are rich in whole grains, fruits, and vegetables increases vitamins, minerals, and fiber intake and reduces dietary fat intake. Lean protein, such as meats, chicken, beans, and fish helps to build muscles and support growth while keeping fat and cholesterol to a minimum. It is also important to include foods from the dairy food group. Foods from the dairy group contribute calcium for strong bones and teeth.

RECOMMENDATIONS

Students may not be aware that they need to eat a varied diet containing foods from each food group. Through this lesson, students receive an introduction to the food groups identified in MyPlate. At lesson's end, students will understand why it is important to eat a variety of foods and will be able to plan a balanced meal.

TEACHING TIPS

- There are many versions of *Stone Soup*. Be sure to read Heather Forest's retelling, a modern version of the tale that focuses on the importance of sharing.
- It is best not to do the “Vary Your Food Group” the day of this lesson. Plan on doing this assessment at least one day after you teach this lesson.
- For English learners, provide food picture cards for each food group. Students can use the picture cards as reference for creating their food cards for the dinner buffet. If you choose to do this, you may want to use the picture cards from the Dairy Council of California. To order materials go to <http://www.dairycouncilofca.org>.

- For students in need of an extra challenge, you may encourage them to add descriptions of the foods they are adding to the dinner buffet. Students who are resistant to drawing can write descriptions instead of drawing pictures.
- If you have space constraints, you may need to place the index cards on either the floor or on two tables that you have joined together.
- Encourage your students to draw a diverse range of foods from each food group. If, for example, you notice many students are drawing cheese for the dairy group, encourage other students to include low-fat milk or yogurt in their drawings.

VOCABULARY

Buffet – A meal at which guests serve themselves from a variety of dishes.

Dairy Group – Includes foods made from low-fat and non-fat milk, for example milk, yogurt, and cheese.

Fruits – The part of a plant or tree that has seeds and is usually sweet to eat, for example cherries, plums, strawberries, and melons.

Grains – Any food made from wheat, rice, oats, cornmeal, and barley. For example, bread, cereal, and tortillas are in the grains group. Whole grain foods are made from the entire grain and include more natural fiber and vitamins.

Message – An idea or theme or something that is said or written to someone else.

Potluck – A gathering of people where each person or group of people contributes a dish to be shared among the group.

Protein Group – Includes all foods made from meat, poultry, fish, dry beans or peas, eggs, nuts and seeds.

Vegetables – The leaves, root, stalk or flower bud of a plant that is safe to eat, for example carrots, sweet potatoes, broccoli, and spinach.

STEPS FOR CLASSROOM ACTIVITY

Warm-Up (10 minutes)

- Read *Stone Soup* aloud to the class.

Before the Activity (15 minutes)

- *Stone Soup* discussion (5 minutes)
 - Ask the class the following comprehension questions: Why did the travelers stop in the village? What did the travelers ask when they knocked on the villagers' doors? How did the villagers respond? Why did they respond that way? How did the villagers' attitudes change once the travelers started making stone soup?
 - Ask the class what they think the main message of *Stone Soup* is. Tell students that another way to think about the main message is by thinking about what the story can teach us. Ask the class what we can learn from *Stone Soup*. (*When we share, everyone benefits*).
- Nutrition discussion (10 minutes)
 - Distribute copies of MyPlate to each student or alternatively, post one copy at the front of the classroom.
 - Briefly review each of the food groups in MyPlate. If your students are unfamiliar with MyPlate, spend more time introducing and discussing each food group.



- Ask students to raise their hands and share with the class, foods that were put into the pot in *Stone Soup*. Consult the book if necessary. For each food that is shared, ask the rest of the class to raise their hand if to show whether they agree/disagree that this was an ingredient of the soup.
- Ask students to name other foods that were shared (*loaves of bread, cheese, and bowls of fruit*).
- For each ingredient that was put in the soup and that was shared, ask students to name the food group that the food belongs to. After a student responds encourage classmates to raise their hands if they agree with the food group category. Fill out the chart paper with the foods that students name and place them in the correct food group categories.

Activity (20 minutes)

- Tell students that eating healthy means eating different foods from a variety of food groups. A balanced meal contains foods from all food groups. Look at the list of foods that were put into the soup. Ask the class how many food groups were represented in the soup. Ask the class whether the soup and the other foods the villagers shared make up a balanced meal.
- Have students refer to the MyPlate handout. Explain that a balanced meal doesn't always include foods on a plate. MyPlate is a reminder to include all food groups at each meal, they can be in a soup, a stew, or combined in other dishes. Ask students for examples of other foods they enjoy that include more than one food group (*tacos, fried rice, spaghetti*). Explain that these are called mixed foods.
- Tell the class that they will be creating a balanced dinner buffet. Each student will get five index cards. Each student will draw and label one food on each index card. For this dinner buffet, encourage students to draw and write the names of single foods and to include at least one food from the dairy group.
- Demonstrate how to complete one to two index cards (*green salad and corn tortillas*). Explain that when students are finished with their cards they should place them next to the appropriate food group's sign on the dinner table. (Note: if you don't have a large table in your classroom, use a rug or two tables that you've joined together to form the "dinner table.") Model putting the index card at the correct food group's sign.
- Distribute the index cards, pencils, and crayons, and start students drawing. Provide the food picture cards for students to reference to complete their index cards (Optional).
- Students should go back to their seats once the cards are placed on the table.
- When all the cards are on the dinner table, distribute one paper plate to each student. (Optional)
- Call students up to the table to choose five foods for their meal and put them on their plate. Tell the class that their goal is to make a balanced meal.
- Once everyone has chosen their cards, have the students return to their seats. Distribute the "My Balanced Meal" worksheet. Have students complete their worksheets.

Activity Results (5 minutes)

- Have students choose a partner and share their "My Balanced Meal" worksheets.
- Ask for two or three volunteers to share their balanced meals with the class. Ask students to count how many food groups are represented in each of the shared meals. If possible, ask students to suggest how each student could include more food groups in their balanced meals.

Language Arts/Nutrition Discussion (5 minutes)

- Ask students to raise their hands if they remember the five foods they contributed to the dinner buffet. Have students think about the foods they brought back from the buffet. Ask students to raise both hands

if they brought back new foods from the buffet. Ask students to explain how this is like the message in the story of *Stone Soup*.

- Ask students to describe how they decided which foods to pick up from the dinner buffet table.
- Have students refer to the MyPlate handout. Ask students to describe how thinking about the MyPlate picture could help them choose foods to make a balanced meal.
- Ask if anyone has ever attended a potluck before. Tell students that at a potluck each person brings a food to share. If you attend a potluck, you get to try many different foods instead of just the one food that you brought.

Closing (5 minutes)

- Encourage students to think about the meals they eat. Remind students to try think about MyPlate to help them make healthy meal decisions. When students decide which foods to eat, try to choose foods from each food group at each meal to help them grow and stay healthy.
- Ask students to raise their hands if they picked up foods from all five food groups, from four food groups, from three food groups. Explain that, like in the dinner buffet activity, they may not be able to choose all food groups for a meal. Students can add snacks later to make a more balanced meal. Ask one or two students who had four or three food groups to read their dinner buffet food choices. Ask students to refer to MyPlate and to name one missing food group and to suggest one food to add to the students' dinner buffet meal.
- Have students try to make the following meals/snacks more balanced by adding foods from at least one additional food group:
 - A corn tortilla
 - A low-fat yogurt
 - A salad made with lettuce and carrots

Assessment

- Have students complete the "Vary Your Food Group" worksheet in the days following this lesson. Assess student understanding of the different food groups and how to create a balanced meal that includes all food groups.



IDEAS AND RESOURCES FOR EXTENDING THE LESSON

The activities listed below include resources that are available for free, four-week loan from the California Healthy Kids Resource Center (CHKRC). Additional nutrition and physical activity DVDs, curricula, references, and displays can also be borrowed. To order materials or for other resource suggestions, check the CHKRC Web site at <http://www.californiahealthykids.org> or call toll free (888) 318-8188.

Activity	Have students plan a class potluck. Assign each student a food group and ask them to decide which food they will bring from that food group. Include a <i>Harvest of the Month</i> fruit or vegetable in the buffet. Students write an invitation to the potluck and invite their families. Conduct the potluck or have students try pictures of the food they will bring. Have students try or list the foods they would like to try. Encourage students to make balanced meals out of the foods that are brought in.	
Resource	<i>Harvest of the Month</i> (CHKRC ID #5798) or access other <i>Harvest of the Month</i> resources online at http://www.harvestofthemonth.com	
Standards	English Language Arts Writing Standards 2	Health Essential Concepts Grade 2 1.1.N Decision Making Grade 2 5.2.N Practicing Health-Enhancing Behaviors Grade 2 7.2N

Activity	Students learn about foods that are made up of more than one food group. Have students write a class book modeled after <i>Stone Soup</i> . Each student writes a page about a mixed food that is brought to a potluck. On each page the student should identify what their food is and the food groups that it contains.	
Resource	<i>Healthy Choices, Healthy Me!</i> (CHKRC ID #4091) Grade Two – Activity 4: Mixed Foods	
Standards	English Language Arts Writing Standards 2	Health Essential Concepts Grade 2 1.1.N Practicing Health-Enhancing Behaviors Grade 2 7.2.N

RESOURCE WEB SITES AND REFERENCES

Forest, Heather. *Stone Soup*. Arkansas: August House LittleFolk, 2007. Print.

Harvest of the Month – www.harvestofthemonth.com

Access nutrition and seasonal information about fresh California produce, as well as newsletters for educators, parents, and food service professionals for this *Network for a Healthy California* Web site.

MyPlate – www.ChooseMyPlate.gov

Find personalized eating plans, interactive tools, classroom materials, posters, brochures, and advice for making food choices from every food group at this online resource from the United States Department of Agriculture.

Team Nutrition Library – <http://www.fns.usda.gov/tn/library.html>

This site contains lesson plans, posters, and food service materials to support classroom nutrition education and healthy school nutrition services.



My Balanced Meal

Worksheet

Name: _____



At the dinner buffet I chose the following foods:

Food	Food Group

Fill in the blanks below for each food that you chose from the dinner buffet:

I chose _____ from the dinner buffet because



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Vary Your Food Groups

Worksheet

Name: _____



Examine your lunch. Write the foods that are in your lunch on the chart below.

Food	Food Group

What food groups are represented in your lunch?

What food groups are missing from your lunch (if any)?

Can the foods in your lunch be combined to make a balanced meal? Why/why not?

What foods could you add to your lunch to make a more balanced meal?

