

A SMART START



THEME: Power Up with Breakfast
NUTRITIONAL FOCUS: Food Groups
GRADE LEVEL: 2

OBJECTIVES:

1. Students will gain an understanding of the *Dietary Guidelines for Americans* and the *Food Guide Pyramid* by reading a selection, class discussion, and completing activities.
2. Students will demonstrate comprehension of textual reading by answering questions and illustrating the content.
3. Students will enjoy learning about smart choices for breakfast by listening to stories, playing games, singing, and completing activities.
4. Students will demonstrate reading skills by completing activities.
5. Students will use critical-thinking skills to solve puzzles about food group choices.
6. Students will gain an understanding of states of matter by class discussion.
7. Students will apply mathematical skills by creating class charts, measuring heights, and completing activities.
8. Students will enjoy physical activity by playing a game.
9. Students will choose to make a healthy breakfast a part of their day as a result of the unit of study.

CURRICULUM CONNECTION: Art, Health, Math, Music, Physical Education, Reading, Science, Writing

Fine Arts Standards

Music— Standard One: Students will use the performance of music as a means for creative expression and communication.

Visual Arts— Standard One: Students will understand and use visual arts as a means for creative self-expression and interpersonal communication.

Health Education Standards

Standard Three: Students will understand the benefits of practicing health-enhancing behaviors, which reduce health risks.

Listening and Viewing Standards

The student will:

12. restate information heard in a logical and understandable sequence.

Measurement Standards

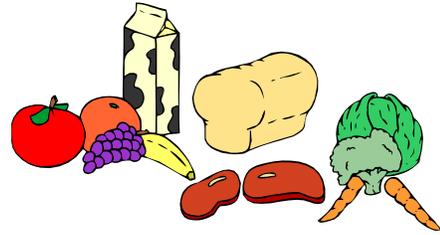
The student will:

4. select an appropriate standard or non-standard unit to measure various and substances.
8. record and compare various measurement situations.

Number Sense Standards

The student will:

4. explain the concept of even and odd numbers.



Patterns, Relations, and Functions Standards

The student will:

2. use data to explain relationships.
3. explain relationships present in a given set of data.
9. identify examples of discrete patterns. (Example: seasons, days of week)

Physical Education Standards

Standard Four: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Indicator 2: Students will value and maximize the contributions and potential of each individual in group activities.

Standard Five: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Indicator 1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

Reading Standards

The student will:

1. use knowledge of consonants, consonant blends, and common vowel patterns to decode unfamiliar words.
2. recognize common contractions, compound words, and abbreviations.
7. identify rhythm, rhyme, and alliteration in poetry and prose.
11. describe cause and effect relationships in various text.
16. identify resources which provide factual information.
18. describe the structure of various reference materials.
19. locate and paraphrase information within text to answer questions.

Science Standards

The student will:

1. investigate and describe basic properties of solids, liquids, and gases.
3. classify matter by its state.

Speaking Standards

The student will:

4. give simple three and four step directions.

Statistics and Probability Standards

The student will:

1. represent data sets in more than one way.
4. form questions about and generate explanations of data given in tables and graphs.

Writing Standards

The student will:

1. distinguish between complete and incomplete sentences.

MATERIALS NEEDED:

- 8 sheets of heavyweight, colored paper of one color
- 4 large manila envelopes
- *Compound Word Cards* (pattern included in lesson)
- *Come Back, Amelia Bedelia* by Peggy Parish (book to read aloud)
- Student Handout *Food Guide Pyramid* (included in lesson)
- Parent Letter (included in lesson)
- Student Handouts for *A Smart Start* booklet (included in lesson)
- Crayons
- Student Handout *Breakfast Song* (included in lesson)
- Student Handout *Breakfast Contractions* (included in lesson)
- Scissors
- Glue
- Construction paper (purple, red, green, yellow, white, brown, orange)
- Stapler
- 3 very small paper cups per student
- Skim, 2%, whole milk for taste-test survey
- 1 sheet of poster board (for taste-test survey graph)
- Student Handout *Drink Our Milk* (song included in lesson)
- Student Handout *Milk Group Favorites* (included in lesson)
- *Amelia Bedelia and the Surprise Shower* by Peggy Parish (book to read aloud)
- Student Handout *Find the Fruit* (included in lesson)
- “Big” box of crayons
- One sheet of poster board (for growth chart)
- Tape measure
- Empty cereal box
- Parent Survey (included in lesson)

BACKGROUND INFORMATION:

There are several reasons why kids should eat breakfast:

- Kids who eat breakfast do better in school and are more alert.
- Attention span and memory are increased.
- Behavior and attitudes are improved.
- A smart breakfast provides nutrients needed for growth.
- Kids who eat breakfast usually feel better.
- Kids who eat breakfast usually have better attendance than those who do not eat breakfast.

The *Dietary Guidelines for Americans* recommend letting the *Food Guide Pyramid* guide your food choices to make sure you get all the nutrients and other substances needed for good health. Most of the daily calories should come from grains, fruits and vegetables, low-fat or non-fat dairy products, and lean meats or meat substitutes. Breakfast should be planned to include smart choices from the five major groups of the *Food Guide Pyramid*.

The “Bread, Cereal, Rice & Pasta Group” has lots of food choices for a smart breakfast. The recommended number of servings from this food group varies from six to eleven servings per day. The number of servings depends on your age, sex, and activity. Children aged two to six years, women, and some older adults need six servings daily. Older children, teen girls, active women, and most men need nine servings daily. Teen boys and active men need eleven servings daily. A serving size is identified in three ways: 1 slice of bread or 1 cup of ready-to-eat cereal or ½ cup of cooked cereal, rice, or pasta.

It is also smart to include the “Milk Group” at breakfast. This food group includes milk, yogurt, and cheese. Other foods in the “Milk Group” include ice milk, ice cream, pudding, cream sauce, buttermilk, and chocolate milk. The *Dietary Guidelines for Americans* recommend choosing fat-free or low-fat milk, fat-free or low-fat yogurt, and low-fat cheese most often. This food group is an important source of calcium. Calcium is important for bones and teeth. The recommended number of servings each day is from 2 to 3, depending on age. Older children, teenagers (ages 9 to 18 years), and adults over the age of 50 need 3 servings each day. Others need 2 servings daily. A serving is identified in three ways: 1 cup milk or yogurt or 1 ½ ounces of natural cheese or 2 ounces of processed cheese.

Another smart food for breakfast is fruit. Fruits are a key part of the daily diet. Eating plenty of fruit may help protect the body against many diseases. Fruit provides essential vitamins and minerals, fiber, and other substances that are important to good health. Most people eat fewer servings of fruit than are recommended by the *Food Guide Pyramid*. The *Food Guide Pyramid* recommends from two to four servings of fruit each day and identifies a serving in three different ways: one medium-size fresh fruit or ½ cup of chopped, cooked, or canned fruit or ¾ cup of fruit juice. Juice should be chosen less often because it does not contain the fiber that is in fruit.

The “Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group” may also be a part of breakfast. The *Food Guide Pyramid* recommends consuming from two to three servings from this group each day. The number of servings depends on your age, activity, and sex. Children, teenage girls, and active women need two servings while teen boys and active men need three servings daily. It takes two to three ounces of cooked lean meat to equal one serving. One egg counts as one ounce of lean meat. Two tablespoons of peanut butter or 1/3 cup of nuts counts as one ounce of meat.

Many of the serving sizes given on the *Food Guide Pyramid* are smaller than those on the Nutrition Facts Label. For example, one serving of cooked cereal, rice, or pasta is one cup on a food label but only ½ cup on the *Food Guide Pyramid*. Also, some of the servings are smaller than what you might usually eat. For example, if you eat a sandwich that is made of two slices of bread, this equals two servings of bread. The sandwich will also include foods from the other food groups.

Additionally, it is important to remember these guidelines:

- Choose fat-free or reduced-fat dairy products most often.
- Choose a diet that is moderate in total fat.
- Choose beverages and foods to moderate your intake of sugars.
- Choose and prepare foods with less salt.
- Aim for a healthy weight.
- Be physically active each day. Kids need at least 60 minutes of physical activity each day.

PROCEDURES:

1. Prepare for the class ahead of time by making Compound Word Cards. Copy the Compound Word Cards on heavyweight, colored paper of one color. Make four complete sets of the word cards, to be used in group activities. Cut each set apart and place each set of cards in a large manila envelope. (There will be twenty-four cards in each envelope.)
2. Read *Come Back, Amelia Bedelia* by Peggy Parish aloud to the class for enjoyment. Discuss how Amelia Bedelia misunderstood directions. Why did Amelia Bedelia keep losing her jobs? How did she get her job back? Let the students share what was meant in the story and what Amelia Bedelia thought was meant.
3. Did Amelia Bedelia understand how to prepare breakfast for Mrs. Rogers? Ask students to share some correct steps to prepare cereal and coffee for Mrs. Rogers.
4. Ask students to help Amelia Bedelia by giving her directions on how to prepare a bowl of cereal for Mrs. Rogers. Ask students to write four complete sentences for Amelia Bedelia that provides a step-by-step approach to preparing a bowl of cereal.
5. Discuss other breakfast foods used for breakfast foods. Provide students with a *Food Guide Pyramid*. Review and discuss the different foods in each group. Ask students to name breakfast foods and categorize them in the food groups.
6. Allow students to color the foods in the *Food Guide Pyramid* and take it home to place on their refrigerator.
7. Send home a parent letter to provide information about *A Smart Start* unit of study.
8. Provide students *A Smart Start* booklet pages. Instruct students to cut apart the sheets on the dotted line and assemble the pages in order to make a booklet.
9. Divide the class into pairs. Ask each pair of students to read pages 1-7 to each other. Lead the class in a discussion of the booklet.
 - A. What are the five main food groups of the *Food Guide Pyramid*?
 - B. Why does the body need calcium?
 - C. How are some ways that fruit can be eaten?
 - D. Why is fat-free or low-fat milk recommended?
 - E. Why is lean meat recommended?
 - F. What are some reasons to eat breakfast?
 - G. Compare *A Smart Start* to *Come Back, Amelia Bedelia*. Which story is factual? Which is fiction?
10. Assign students to individually complete the booklet as described on pages 8 and 9 of the booklet.
11. Provide students *Breakfast Song* and read the words of the song together. Ask students to read the song as a poem and identify rhyming words at the end of each line.

12. Review and discuss contractions. Challenge student to find and circle contractions in the song.
13. Provide *Breakfast Contractions*. Direct students to cut out the words at the bottom of the page and paste them under the corresponding contraction in each sentence.
14. Prepare to make *Food Color Booklets* using purple, red, green, yellow, white, brown, and orange construction paper.
 - a. Cut each sheet of construction paper in half lengthwise.
 - b. Cut the purple construction paper into three inch lengths.
 - c. Cut the red construction paper into four inch lengths.
 - d. Cut the green construction paper into five inch lengths.
 - e. Cut the yellow construction paper into six inch lengths.
 - f. Cut the white construction paper into seven inch lengths.
 - g. Cut the brown construction paper into eight inch lengths.
 - h. Cut the orange construction paper into nine inch lengths.
15. Provide each student with a set of seven colored sheets. Students should arrange the sheets by placing the shorter ones on top of longer ones and securing the sheets together at the top using a stapler. The purple sheet will become the cover for the booklet. Direct students to write *Colorful Breakfast* on this sheet. On each of the remaining six colored sheets, direct students to write the names of breakfast foods to match the color. This should be taken home as a homework assignment. Students should ask parents to help them think of breakfast foods that match the colors. Encourage students to accompany their parents to the grocery store to find the names of breakfast foods to fit each color. Allow several days for students to complete the homework assignment to make it more convenient for parents.

COLORFUL BREAKFAST
PURPLE
RED
GREEN
YELLOW
WHITE
BROWN
ORANGE

Examples include:

Yellow— Cheese, Banana, Egg yolk

Red— Apple, Tomato, Tomato Juice, Cherries, Strawberries, Watermelon

Orange— Orange, Cantaloupe

Purple— Grapes

Green— Green Apples

Blue— Blueberries

White— Milk, Eggs

Brown— Toast, Cereal, Chocolate Milk, Graham Crackers, Peanut Butter

16. Discuss solids, liquids, and gases. Provide examples of each state of matter.
17. Discuss milk as a liquid and milk products that are solids. Identify milk, chocolate milk, and buttermilk as liquids. Identify frozen ice cream and cheese as solids. Discuss some forms of milk that are in a semisolid form: yogurt, pudding, cottage cheese, sour cream.
18. Referring to the *Food Guide Pyramid*, discuss milk and milk products as an important part of the human diet for people of all ages.
19. Identify milk as a state symbol of South Dakota. Milk was adopted as the official drink of South Dakota in 1986, reflecting the importance of the state's dairy industry.
20. Conduct a taste-test survey to determine preferences in kinds of milk. To conduct the survey, three very small paper cups will be needed for each student. Label the cups "A", "B", and "C". Pour a sample of skim, 2%, and whole milk into each cup. (This should be done discreetly without letting the students know which milk each letter represents.) Allow students to sample each of the kinds of milk to determine their taste preference. Construct a bar graph by writing the three choices on the bottom of poster board. Draw a vertical column for each. Draw equally spaced horizontal lines to make a grid. Ask students to write their name on the graph above their choice. Reveal the identity of "A", "B", and "C" after the class graph has been constructed and write the name of the milk beside the corresponding letter. Display the graph with the caption "Our Favorite Milk."

OUR FAVORITE MILK

TRACEY		
ANDREA	KAY	DAVID
JASON	TOM	MARTHA
GABE	TIM	SUE
SAM	RENEE	JOHN
"A" –SKIM	"B" –WHOLE	"C" –2%

21. Discuss the different content of fat in the kinds of milk. Review the *Dietary Guidelines* recommendation to choose fat-free or low-fat milk most often. Ask students to explain the results of the class graph. What conclusions can be made based on the data in the chart and the *Dietary Guidelines* recommendations?
22. Distribute *Drink Our Milk*. Sing the song!
23. Distribute *Milk Group Favorites* and read the directions together. Assign the activity for homework.
24. Review and discuss compound words. Ask the students to think of breakfast food words that are compound words. Make a list on the chalkboard as compound food words are named.
25. Using one set of Compound Word Cards, pass out one card to each student in random order. Students should move around the room to find the student who has a card that will match to make a compound food word.
26. Divide the class into four learning groups to play Compound Word Match.
27. Provide each group with an envelope containing a set of the word cards. Ask each group to use the words in the envelope to form compound breakfast food words.
28. After students have become familiar with the compound food words, provide the instructions for playing Compound Concentration. (The class should remain in groups and each group will play a separate game.)
29. To play the game, direct each group to shuffle and place the cards face down on the table in four rows of six cards. The object of the game is to identify words that go together to make compound breakfast food words by remembering their location. When it is a player's turn, one card is turned over and then a second card is selected to be turned over. If the two cards do not match, the cards are returned to facedown position and the next player takes a turn. If the two cards match, the player removes the cards and takes another turn. The player may continue to play until a match is not made and then the turn goes to the next player. The winner is the player who can make the most compound breakfast food word matches. For example, if *blue* is the first card turned over, the player will try to remember the location of *berry* to make *blueberry*.

blue					
		berry			

30. Discuss days, weeks, months, and years as measurements of time. Name the months of the year and the abbreviations for each month.

31. Read *Amelia Bedelia and the Surprise Shower* by Peggy Parish to the class for enjoyment. Ask students to listen for things that Amelia misunderstood. Challenge students to recall the name of a fruit that was in the story. When prune is named, identify a prune as a dried plum. Did Amelia Bedelia know that a prune was a dried plum? What did Cousin Alcolu do with prunes that made Mrs. Ralph think he was wonderful? Do you think Cousin Alcolu knew that prunes were dried plums? Do you think Amelia Bedelia and Cousin Alcolu know that prunes would make a smart choice for breakfast?
32. Lead the class in naming other fruits that could be a smart choice for breakfast.
33. Divide the class into pairs. Distribute *Find the Fruit* and challenge students working in pairs to identify which person had which fruit by reading the clues.
34. Discuss how eating a healthy breakfast gives energy to grow. Tell the students that when they grow, they grow taller. This is called their *height*. Height is measured in feet and inches.
35. (The following activity is optional. Sometimes, children are sensitive to heights. For this reason, the teacher may prefer to allow a child to keep an individual chart and in place of the group activity.)

Make a class growth chart to visualize changes in growth during the year. Purchase a “big” box of crayons that has at least as many different colors, as there are students in the class. Ask each student to select a different color crayon. Divide a sheet of poster board into ten columns. Write each student’s name in his or her crayon color in any order in the first column. Write the abbreviation for each month at the top of the other nine columns. (This is assuming that the growth chart is begun at the beginning of school. If it is started later in the year, the number of columns can be adjusted according to the number of months left in the school year.) Secure the poster board to the wall with the bottom about 3 ½ feet from the floor. Each month, have students stand against the chart to measure their height for the month. Mark their height under the month’s heading using their color of crayon. Each month, challenge students to compare their growth marks. After several months, ask students to write sentences explaining the changes in their growth as reflected on the chart.

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Regal Ricky Will John Amy										

36. After marking heights for students each month, divide the class into pairs. Each pair of students should use a tape measure to measure from the floor to the marks on the chart to find each other's height to the nearer one-half inch.
37. Review reasons for eating a smart breakfast. Tell the students that another important habit to develop is getting enough physical activity. Encourage students to think of ways to include at least 60 minutes of physical activity in their day. Allow time for students to discuss their favorite activities.
38. After naming an egg as a breakfast food, take the class to the playground for an egg relay. Divide the class into two teams and have each team line up. Give the first person in each line a boiled egg and a teaspoon. The object is to carry the egg in the teaspoon without dropping the egg. Each team member should walk as quickly as possible to a designated spot, turn around and give the egg and teaspoon to the next person in line. This person will repeat the procedure. The first team to have all team members carry the egg back and forth is the winner.

EXTENSION ACTIVITIES:

1. Take the class to the playground to play "Grab Breakfast." To play the game, divide the class into two groups and instruct each group to form a line facing the other group. The groups should be about fifty feet apart. Assign each student a number according to their place in line. (There will be a "1" on each side, a "2" on each side, and so on as determined by the number of students.) Place an empty cereal box on the ground between the lines of students. This will represent "breakfast." Call out a number. The two students having this number will race for the breakfast. The object of the game is to grab the breakfast and take it back across the group's line without being tagged by the opponent. If the person who has grabbed the breakfast is tagged by a player from the other team, a point is awarded to the other team. Continue playing until all numbers have been called.
2. Read Believing in Yourself (The Story of Louis Pasteur) by Spencer Johnson to the class. As the story tells of the discoveries of Louis Pasteur, tell the students about the additional discovery of pasteurization. This process (heating the milk to kill the germs) was discovered by Louis Pasteur long ago and is still done today. Discuss heat as a method of killing the germs but not changing the nutritional value of the milk. Write "Louis Pasteur" and "pasteurized" on the board. Assign students to bring an assortment of empty milk cartons and containers to class. Ask students to find "pasteurized" on the labels.



3. Explain that fat is separated from whole milk when 2% and skim milk are processed. The fat can be processed into products such as whipping cream. Using 1 pint of whipping cream, demonstrate the fat in milk by producing butter. This can be done by pouring the 1 pint of whipping cream into a quart jar. Allow this to set at room temperature until the cream becomes warm. Make sure a tight fitting lid is on the jar and allow the students to take turns churning (shaking) the cream. Loosen the lid to let the built up pressure escape periodically as the churning is done. Churn the cream until it forms butter. From this demonstration, students can visualize the fat that is included in whole milk. Following this demonstration, ask students to consider the information presented and vote again for their favorite milk. Repeat the previous graph activity and allow students to choose their favorite milk again. Compare the results to the first graph made. Count the frequencies in each category and identify differences, Have any decisions been made to choose a low fat or skim milk rather than whole milk? Are the frequencies the same in the categories of both graphs? Did the demonstration of fat in milk influence any choices?

EVALUATION:

Participation

- Did students listen to stories read for enjoyment and participate in class discussions?
- Did students complete *Colorful Foods* homework activity?
- Did students assemble, read, and illustrate *A Smart Start* booklet?
- Did students participate in a milk taste-test survey and explain the data in a chart?
- Did students sing *Drink Our Milk*?
- Did students participate in *Grab the Breakfast* and enjoy the physical activity?

Skills/Knowledge

- Did students sing *A Breakfast Song* and identify rhyming words and contractions?
- Did students accurately complete *Breakfast Contractions*?
- Were students able to accurately complete *Milk Group Favorites*?
- Were students able to accurately complete *Find the Fruit*?
- Were students able to chart their monthly growth and measure their height?
- Did students make a connection between nutrition, physical activity, and health as determined by teacher observation?

Behavior

- Did the unit affect individual choices concerning breakfast as reflected on the parent survey?

ACKNOWLEDGMENTS:

Nutrition and Your Health: Dietary Guidelines for Americans
U. S. Government Printing Office
Superintendent of Documents
Mail Stop: SSOP
Washington, D.C. 20402-9328

Eat Smart. Play Hard.™

USDA Food and Nutrition Service
3101 Park Center Drive RM 1014
Alexandria, VA 22302-9943

Compound Word Cards

PAN CAKE

APPLE SAUCE

BLUE BERRY

STRAW BERRY

OAT MEAL

WATER MELON

MILK SHAKE

BLACK BERRY

PEA NUT

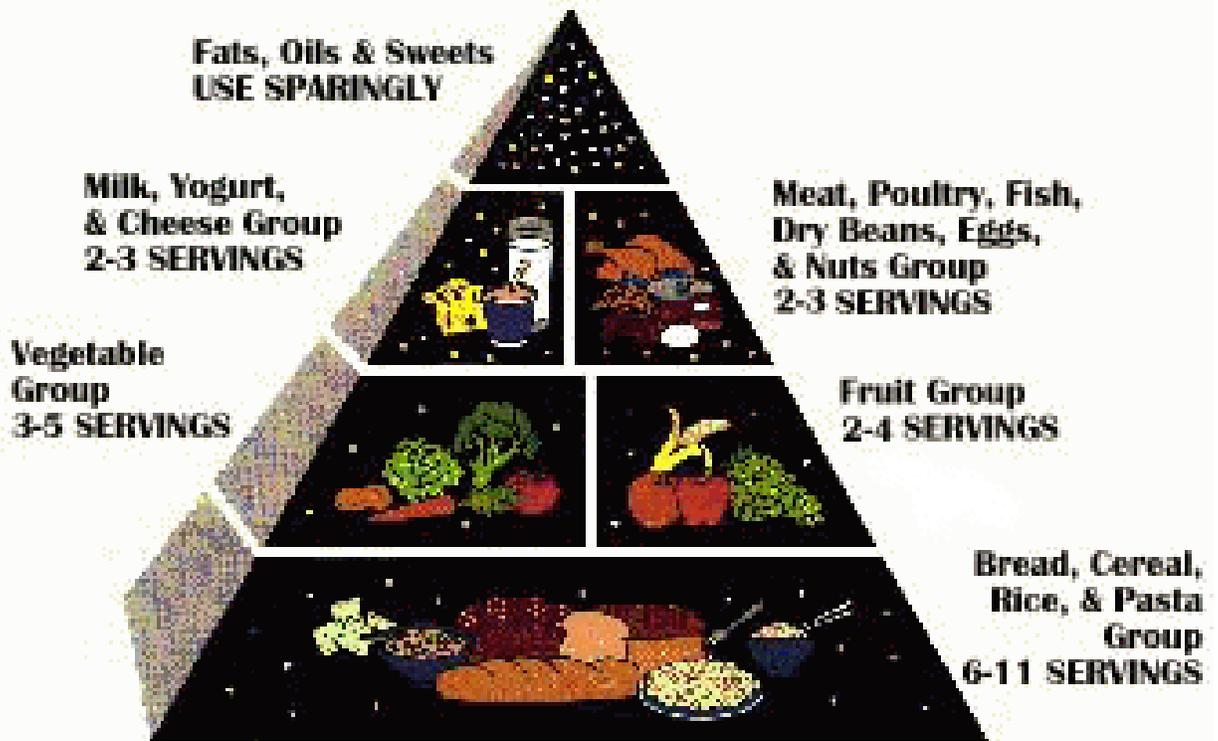
GRAPE FRUIT

PINE APPLE

CORN FLAKES

Food Guide Pyramid

A guide to daily food choices.



Use the Food Guide Pyramid to help you eat better everyday... the Dietary Guidelines way. Start with plenty of Breads, Cereals, Rice, and Pasta; Vegetables; and Fruits. Add two to three servings from the Milk Group and two to three servings from the Meat Group. Each of these food groups provide some, but not all, of the nutrients you need. No one food group is more important than the others—for good health you need them all. Go easy on the fats, oils, and sweets, the foods in the small tip of the Pyramid.

Dear Parents:

Our class is beginning a study called *A Smart Start*. We will be learning how eating breakfast is a smart start to the day. It is important that you become part of this study. There are several ways that you can help:

1. Your child has a homework assignment to complete that requires finding the names of breakfast foods that are different colors. A good way to complete this assignment is to take your child with you to the grocery store to find the different foods.
2. Let kids help plan breakfast. Encourage them to help you set out bowls and cereals the night before to make the morning meal quick and easy.
3. Keep sliced fruit or hard-boiled eggs in the refrigerator.
4. Keep 100% juice, dried or fresh fruit, yogurt, bagels, or breakfast bars on hand.
5. Be creative with breakfast foods. Try burritos, pizza, scrambled eggs in tortillas, peanut butter and banana on a tortilla, fruit salad, yogurt with fruit, or adding dried fruits and nuts to oatmeal and rice.
6. Work with your child to create interesting nutritious breakfast combinations!
7. Have a breakfast picnic on the weekend. Celebrate special occasions at breakfast.
8. Encourage your child to be active. Good nutrition and physical activity work together.
9. Talk to your child about what is learned in this study. Ask about homework. Ask about completed class work. By showing your interest in *A Smart Start*, you will have a key role in making your child a winner for good health.

The *Dietary Guidelines for Americans* recommend letting the *Food Guide Pyramid* guide your food choices to make sure you get all the nutrients and other substances needed for good health. Most of the daily calories should come from grains, fruits and vegetables, low-fat or non-fat dairy products, and lean meats or meat substitutes. Breakfast can include a variety of foods from the five major groups of the *Food Guide Pyramid*:

- Bread, Cereal, Rice & Pasta Group
- Fruit Group
- Vegetable Group
- Milk Group
- Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group

We are looking forward this study. Thank you for being a part of our learning team!

Sincerely,

A SMART START

Illustrated by

A Smart Start

A healthy breakfast is a smart start for the day! When you think about breakfast food choices, think of the food groups of the *Food Guide Pyramid*:

- Bread, Cereal, Rice & Pasta Group
- Fruit Group
- Vegetable Group
- Milk Group
- Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group

The "Bread, Cereal, Rice & Pasta Group" has lots of food choices for a smart breakfast. Unscramble the letters to find the foods in the Word Bank.

oatst _____
gebal _____
epkanca _____
irec _____
littoarl _____
cibstiu _____
nimfuf _____
ffaewl _____
stoa _____
calere _____

Word Bank
cereal
toast
pancake
tortilla
waffle
rice
muffin
biscuit
bagel
oats

2

It is also smart to include the "Milk Group" at breakfast. This food group includes milk, yogurt, cheese, ice cream, pudding, buttermilk, and chocolate milk. It is best to choose fat-free or low-fat milk, fat-free or low-fat yogurt, and low-fat cheese most often. This food group is an important source of calcium. Calcium is important for bones and teeth.

Milk is the state drink of South Dakota

3

Another smart food for breakfast is fruit. Fruits are a key part of the daily diet. Eating plenty of fruit may help protect the body against many diseases. Fruits have vitamins and minerals that we need. There are many kinds of fruit. They come in many colors. Fruit may be fresh, frozen, canned, dried, or made into juice. Most people eat fewer servings of fruit than are recommended by the *Food Guide Pyramid*.

4

The “Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group” may also be a part of breakfast. A boiled egg, peanut butter, or lean meat are smart choices for breakfast.

Ideas:

Try making a peanut butter and banana sandwich!

Warm up a piece of left-over pizza!

Fill a soft flour tortilla with scrambled eggs and low-fat cheese.

5

If you are in a hurry, there are lots of foods that you can take with you to eat. Fresh fruit, a peanut butter sandwich, bagels, breakfast bars, and muffins are easy to eat on the go. You can also eat breakfast in the school cafeteria if you don't have time to eat at home.

6

A healthy breakfast is a smart start for your day because kids who eat breakfast do better in school. Kids who eat breakfast usually feel better and have better attendance. Kids who eat breakfast can pay attention better and remember more. Eating breakfast makes you more alert. Eating breakfast is a smart start to your day.

7

1. Draw and color a picture of yourself drinking a glass of milk on page 3.
2. Draw and color two fruits on page 4.
3. Draw and color a picture of yourself eating breakfast on page 6.
4. Draw and color a picture of yourself with a great report card on page 7.
5. Write your name as the illustrator of *A Smart Start* on the cover of the booklet.

8

Draw yourself playing a game on this page.

9

BREAKFAST SONG

(To the tune of "Skip to my Lou")

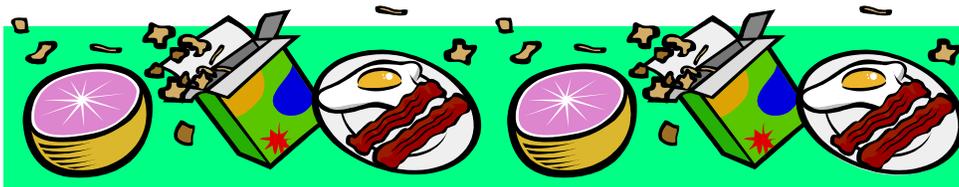
Breakfast foods, they're a healthy treat,
A variety of foods that's what I eat.
To help me grow up well and strong,
With breakfast, I can't go wrong!

From fruit and juice there's Vitamin C,
The "Bread Group" gives me energy.
It's low-fat milk to make me strong,
With breakfast, I can't go wrong!

An egg or nuts or some lean meat,
A variety of foods that's what I eat.
It gives me power for the day,
With breakfast, I'm on my way!

Breakfast foods right from the start,
A variety of foods is very smart.
It gives me power for the day,
With breakfast, I'm on my way!

Energy to grow and go,
Breakfast gives me such a glow.
It helps me learn and work and play,
With breakfast, I'll start the day!



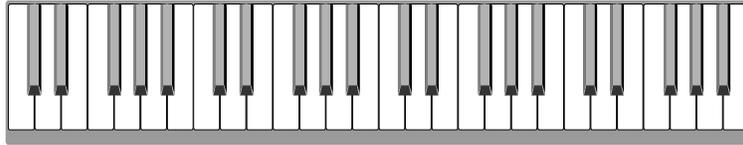
BREAKFAST CONTRACTIONS

Directions: Read the sentences. Circle the contraction in each sentence. Cut out the boxes of words that stand for contractions at the bottom of the page. Paste the correct box under each contraction.

1. It's smart to eat breakfast every morning.
2. I can't forget about being active each day.
3. Fruits are smart choices because they're good sources of vitamins.
4. Eating breakfast is a habit that's good for you.
5. There's a lot of calcium in milk.
6. I'll make smart choices using the *Food Guide Pyramid* each day.
7. I'm smart to choose fat-free or reduced-fat dairy products.
8. I'll get energy to work and play from the "Bread Group."



cannot	I will	It is	I am
that is	There is	I will	they are



DRINK OUR MILK

(To the tune of "The Mulberry Bush")

This is the way we drink our milk, drink our milk, drink our milk.

This is the way we drink our milk, so early Sunday morning.

This is the way we drink our milk, drink our milk, drink our milk.

This is the way we drink our milk, so early Monday morning.

This is the way we drink our milk, drink our milk, drink our milk.

This is the way we drink our milk, so early Tuesday morning.

This is the way we drink our milk, drink our milk, drink our milk.

This is the way we drink our milk, so early Wednesday morning.

This is the way we drink our milk, drink our milk, drink our milk.

This is the way we drink our milk, so early Thursday morning.

This is the way we drink our milk, drink our milk, drink our milk.

This is the way we drink our milk, so early Friday morning.

This is the way we drink our milk, drink our milk, drink our milk.

This is the way we drink our milk, so early Saturday morning.



MILK GROUP FAVORITES

Directions: Jonathan, Wesley, Andrea, and Rebecca each have a different favorite “Milk Group” food. Use the clues to match the person with their favorite food. If a choice can be eliminated by reading the clues, write NO in the space on the chart. Write YES in the correct place on the chart to identify the favorite food of each person.

	Yogurt	Cheese	Milk	Milkshake
Jonathan				
Wesley				
Andrea				
Rebecca				

Clues:

- Jonathan’s favorite food comes after *milk* in the dictionary.
- Andrea’s favorite “Milk Group” food comes after *cheese* in the dictionary.
- Jonathan’s favorite food has more than two vowels in its name.
- Rebecca likes a food that has more than two vowels in its name.
- Andrea likes a food that is not a compound word.
- Rebecca’s favorite “Milk Group” food is not a compound word.
- Andrea’s favorite “Milk Group” food has more than one vowel in its name.
- The name of Wesley’s favorite food has an even number of letters in it.



MILK GROUP FAVORITES

Directions: Jonathan, Wesley, Andrea, and Rebecca each have a different favorite “Milk Group” food. Use the clues to match the person with their favorite food. If a choice can be eliminated by reading the clues, write NO in the space on the chart. Write YES in the correct place on the chart to identify the favorite food of each person.

	Yogurt	Cheese	Milk	Milkshake
Jonathan	NO	NO	NO	YES
Wesley			YES	NO
Andrea	YES	NO	NO	NO
Rebecca	NO	YES	NO	NO

- Jonathan’s favorite food comes after *milk* in the dictionary.
- Andrea’s favorite “Milk Group” food comes after *cheese* in the dictionary.
- Jonathan’s favorite food has more than two vowels in its name.
- Rebecca likes a food that has more than two vowels in its name.
- Andrea likes a food that is not a compound word.
- Rebecca’s favorite “Milk Group” food is not a compound word.
- Andrea’s favorite “Milk Group” food has more than one vowel in its name.
- The name of Wesley’s favorite food has an even number of letters in it.



FIND THE FRUIT

Directions: Michael, Sidney, Andy, and Lynn are eating their favorite fruit for breakfast. Each person has a different favorite fruit. Use the clues to match the person with their favorite fruit! If a choice can be eliminated by reading the clues, write *NO* in the space on the chart. Write *yes* in the correct place on the chart to identify which fruit each person chose!

	Banana	Pineapple	Orange	Grapefruit
Michael				
Sidney				
Andy				
Lynn				

Clues:

1. The name of Lynn's favorite fruit has an even number of letters in it.
2. Sidney's fruit has an even number of vowels in its name.
3. The name of Andy's favorite fruit is not a compound word.
4. The name of Lynn's favorite fruit has more than three vowels in its name.
5. The name of Andy's favorite fruit come after *breakfast* in the dictionary.
6. Sidney's favorite fruit comes after *health* in the dictionary.
7. The name of Michael's favorite fruit has an odd number of vowels in its name.
8. The name of Michael's favorite fruit comes before *nutrition* in the dictionary.

Draw your favorite fruit!

FIND THE FRUIT

Directions: Michael, Sidney, Andy, and Lynn are eating their favorite fruit for breakfast. Each person has a different favorite fruit. Use the clues to match the person with their favorite fruit! If a choice can be eliminated by reading the clues, write *NO* in the space on the chart. Write *yes* in the correct place on the chart to identify which fruit each person chose!

	Banana	Pineapple	Orange	Grapefruit
Michael	YES	NO	NO	NO
Sidney	NO	YES	NO	NO
Andy	NO	NO	YES	NO
Lynn	NO	NO	NO	YES

Clues:

9. The name of Lynn's favorite fruit has an even number of letters in it.
10. Sidney's fruit has an even number of vowels in its name.
11. The name of Andy's favorite fruit is not a compound word.
12. The name of Lynn's favorite fruit has more than three vowels in its name.
13. The name of Andy's favorite fruit come after *breakfast* in the dictionary.
14. Sidney's favorite fruit comes after *health* in the dictionary.
15. The name of Michael's favorite fruit has an odd number of vowels in its name.
16. The name of Michael's favorite fruit comes before *nutrition* in the dictionary.

Draw your favorite fruit!

Parent Survey

Our class has completed a unit that has emphasized the importance of eating a healthy breakfast each day. We have also included some information on the importance of being physically active. We would appreciate you helping us determine the success of our *A Smart Start* unit by completing this survey. Please complete the survey and return it to school with your child.

Please write *yes*, *no*, or *maybe* in the blank before each statement.

At the end of *A Smart Start* unit of study, I have noticed the following changes:

- _____ 1. My child has talked to me about breakfast or breakfast foods.
- _____ 2. I have seen some changes in the breakfast habits of my child.
- _____ 3. My child has mentioned the food groups of the *Food Guide Pyramid*.
- _____ 4. My child has been interested in school.
- _____ 5. My child has shown me homework activities.
- _____ 6. My child has paid more attention to what we eat at home.
- _____ 7. My child has shown more concern for physical activity.
- _____ 8. My child has expressed an interest in planning for breakfast.
- _____ 9. My child has shared information with me that has been part of the study.
- _____ 10. I would recommend *A Smart Start* for other second grade classes.

Comments: