

# SMART CHOICES



**THEME:** Balance Each Day With Food & Play  
**NUTRITIONAL FOCUS:** *Food Guide Pyramid*  
**GRADE LEVEL:** 3

## **OBJECTIVES:**

1. Students will gain an understanding of the *Food Guide Pyramid* and *The Dietary Guidelines for Americans* by listening to information, class discussion, and completing activities.
2. Students will demonstrate critical-thinking skills by solving problems about weight.
3. Students will develop an understanding of economic concepts by class discussion.
4. Students will demonstrate problem-solving ability by solving problems based on menu choices.
5. Students will apply measurement knowledge by solving problems about money.
6. Students will understand the effects of technology by conducting an interview.
7. Students will demonstrate writing skills by writing a descriptive paragraph based on an invention.
8. Students will enjoy physical activity by playing a game.
9. Students will demonstrate writing skills by writing a descriptive paragraph about the *Smart Choices* unit.
10. Students will learn to make smart choices concerning food and play as a result of the unit of study.

**CURRICULUM CONNECTION:** Economics, Health, Listening, Math, Music, Physical Education, Reading, Science, Writing

## **Economics Standards**

The student will:

1. explain scarcity by citing examples of limited supplies and scarce resources.

## **Fine Arts Standards**

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

## **Health Standards**

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

## **Listening and Viewing Standards**

The student will:

1. listen and respond thoughtfully and respectfully to others.
10. retell, paraphrase, and explain what has been said by a speaker.

### **Measurement Standards**

The student will:

3. count, compare, make change, and solve problems using a collection of coins and bills.

### **Number Sense Standards**

The student will:

7. solve problems using addition, subtraction, and multiplication.

### **Physical Education Standards**

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

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

### **Statistics & Probability Standards**

The student will:

3. ask and answer relevant questions from data represented in charts, tables, and graphs.

### **Reading Standards**

The student will:

1. use decoding and word recognition skills to comprehend text.
4. determine appropriate strategies and rate of reading for different purposes.
5. select appropriate context and semantic clues to construct meaning from text.
11. understand the characteristics of a variety of simple genres.

### **Science, Technology, Environment, and Society Standards**

The student will:

1. investigate how people invent new ways of doing things, new ways of solving problems, and new ways of getting things done.
2. explore how new ideas and inventions affect people.

### **Writing Standards**

The student will:

1. examine the organization of different types of writing.
4. use complete sentences in writing.
7. compose written work which has appropriate organization and focus.
8. record and write about information gathered from interviews, videos, and cassette recordings.
12. use the writing process to improve written work.
13. model the use of descriptive words and patterns to stimulate reader interest.
16. write creative short stories, descriptive paragraphs, or narratives.
19. edit final copies for capitalization and punctuation.
20. revise writing for clarity and focus on central ideas.

## MATERIALS NEEDED:

- *Parent Letter* (included in lesson)
- Student Handout *Food Guide Pyramid* (included in lesson)
- Student Handout *Healthy Weights* (included in lesson)
- Student Handout *Scarcity* (song included in lesson)
- Student Handout *Breakfast Orders* (included in lesson)
- Student Handout *Breakfast Song* (song included in lesson)
- Student Handout *Menu Choices* (included in lesson)
- Student Handout *Make Your Order* (included in lesson)
- Student Handout *Menu for the Week* (included in lesson)
- Student Handouts *Task One - Task Six* (included in lesson)
- Student calculators
- Student Handout *Smart Inventions Interview* (included in lesson)
- Student Handout *A Smart Invention* (included in lesson)

## BACKGROUND INFORMATION:

### Economic Vocabulary

**choices** — decisions

**consume** — to use a good or service

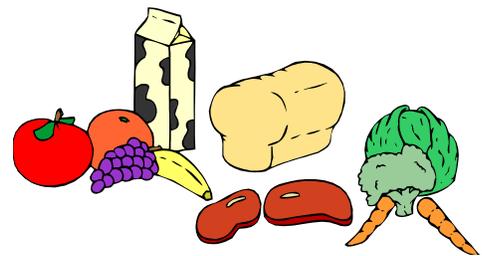
**consumer** — a person who uses goods and/or services

**goods** — objects that can satisfy people's wants

**scarcity** — a condition of not being able to have all of the goods and services that you want

**services** — activities that can satisfy people's wants

**wants** — desires that can be satisfied by the consumption of a good or service



Although there are no “bad” foods, 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. Meals should be planned to 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

Different foods contain different nutrients and other healthful substances. No single food can supply all the nutrients in the amounts you need. Six nutrients are important in the diet: vitamins, minerals, water, carbohydrates, fat, and protein. Since foods within most food groups differ in their content of nutrients and other beneficial substances, choosing a variety helps you get all the nutrients and fiber you need. It can also help keep your meals interesting from day to day.

The *Dietary Guidelines for Americans* recommend choosing a diet that is moderate in total fat. Some recommendations of the *Dietary Guidelines* include trimming fat from meat and limiting the amount of ground meat, fatty processed meats, marbled steaks, and cheese in the diet. Additionally, the *Dietary Guidelines* recommend choosing fat-free or low-fat milk, fat-free or low-fat yogurt, and low-fat cheese most often.

The *Dietary Guidelines for Americans* also emphasizes choosing foods with less salt and sugar. One way to decrease daily salt intake is to go easy on condiments such as ketchup, mustard, pickles, and olives. Beverages and foods that are high in added sugars should also be limited in the diet.

Smart choices in the diet and being physically active every day can help people to feel their best every day and help prevent many diseases. Physical activity and nutrition work together for better health. One important part of being healthy is keeping a healthy weight. A healthy weight is key to a long, healthy life.

(Source: *Dietary Guidelines for Americans, 2000*)

#### **PROCEDURES:**

1. Send home a *Parent Letter* to inform parents of the *Smart Choices* unit.
2. Discuss the *Dietary Guidelines for Americans* and the *Food Guide Pyramid*. Both of these are designed by the United States Department of Agriculture. They are written to help people learn ways to be healthy. Discuss making a smart choice by paying attention to the recommendations of *The Guidelines for Americans* and the *Food Guide Pyramid*.
3. Provide students a *Food Guide Pyramid*. Inform the class that this was created to serve as a guide for making food choices. Lead the class in identifying reasons why people do not always make healthy choices. Is it always the best choice to eat anything you want? How can the *Food Guide Pyramid* help us stay healthy? Discuss the categories of foods on the pyramid. Emphasize that even though all foods can be part of a healthy diet, the group at the top of the pyramid should be used sparingly. Identify the number of servings recommended from each group. Many times people eat too much from this group and do not eat enough from the five major food groups.
4. *The Dietary Guidelines for Americans* were written to provide more detailed information. This was written as a booklet to include recommendations about using less salt, less fat, less added sugars, and including more physical activity. All of these recommendations are given to educate people as to what things to do to be healthy.
5. Read the nutrition information from the Background Information to the class.
6. After listening to the information, ask students to recall facts. Conduct the recall activity by using a large sponge. Throw the sponge to a student. When they catch the sponge, they must restate one piece of information from the listening activity. This student will then throw the sponge to another student and the process is repeated until most of the information has been restated.
7. Discuss the recommendation of *The Dietary Guidelines* to maintain a healthy weight. Identify two ways to maintain a healthy weight: make smart choices from the *Food Guide Pyramid* and be active. If we eat more than we use, it is stored as fat. We burn off fat by being active.
8. Share with the class that each person has a different desired weight. Taller people usually need to weigh more than shorter people. Some people are bigger built than others. They have a larger frame and bone structure. They will need to weigh more than small-framed people. Weight can vary from person to person.

9. Provide *Healthy Weights*. Allow time for students to solve the problems. Allow students to share their answers.
10. Define and discuss the economic vocabulary from the Background Information with the students.
11. Ask students to name foods that they consume. Foods are also called *goods*. Consumers are presented with *choices* in the marketplace concerning goods and services based on their *wants*. This includes making choices about the foods that are consumed.
12. Lead the class in a discussion of choices. Discuss the importance of planning in making wise decisions. Why is it important to make decisions based on the *Food Guide Pyramid* and the *Dietary Guideline for Americans*?
13. Define *scarcity* as a condition of not being able to have all of the goods and services that you want. Scarcity exists because of unlimited wants and limited resources. It is because of scarcity that decisions and choices must be made.
14. Distribute *Scarcity* to the class. Read the words of the song together and discuss the meaning of the words. Sing the song.
15. Write *menu* on the chalkboard. How many have ordered from a menu? What is a menu? Why is it important to read the menu? What does a menu tell?
16. Begin a collection of restaurant menus. Allow students to “Show and Tell” menus, as they are collected.
17. Recognize that some restaurants have a separate breakfast menu. Share information with the class concerning the importance of eating breakfast each day.

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.
18. Provide students *Breakfast Orders*. Assign students to read the questions and solve the problems based on the menu.
19. Distribute *Breakfast Song* to each student. Read the words of the song together. Ask students to identify rhyming words in the song. Ask students to hum the tune “Skip to My Lou” and sing the *Breakfast Song* according to the tune. Ask student to notice the syllable breaks that are necessary to make the tune go with the words.
20. Provide pages 17 - 22 of the unit to students. Students should staple the pages together to make a booklet. The activities will require reference to the menu on page 17.

21. Direct students to review the menu on *Make Your Order*. Discuss the food groups that are represented on the menu. Discuss the cost of each individual item. Ask students to refer to the next page *Menu for the Week* and read the directions together. Students are to make choices between two items and identify the cost of the chosen item as listed on *Make Your Order*. The cost of the individual items should be added to arrive at a total cost for each meal.
22. Ask students to note the time on a clock when they begin to work. Allow time for students to complete the activity. Ask them to note the time on the clock when the page is completed. Instruct students to determine the amount of time it took to complete *Menu for the Week*. Lead students to understand that it is very time consuming to complete the activity by hand.
23. Provide students a calculator. Discuss how the invention of calculators provides a quicker way to do work. Time the students as they use the calculators to check their completed work for accuracy. Compare the time required to do the work by hand and the time it took using a calculator. Which way was less likely to have errors? Which way was faster?
24. Discuss the use of calculators, adding machines, and computers in restaurants. How have these inventions changed some ways that business is conducted?
25. Review the value of coins, bills, and making change.
26. Allow students to use calculators to find answers for *Task One - Task Six* in the *Menu Choices* booklet. Emphasize the requirement to “show your work” on each task. The problems and the process must be written for each task even if the calculator is used to find the correct answer.
27. Provide students *Smart Invention Interview* as a homework assignment. Direct the students to interview parents, grandparents, or older adults to identify an invention that has changed something about food, food preparation, or food service. The person interviewed must be someone who remembers the time before the invention and can compare the way things were before the invention. (Ideas that may be presented include dishwashers, microwave ovens, toasters, or freezers.) Allow several days for students to complete the interview.
28. After collecting the information from the interview, assign students to write a paragraph about the effects of the invention. Ask students to write a descriptive paragraph on their own paper to provide an explanation of the invention. Provide reminders to students:
  - ✓ Put thoughts in order.
  - ✓ Provide enough supporting detail.
  - ✓ Be descriptive.
  - ✓ Think about what you want others to know and feel after reading the paragraph.
  - ✓ Check for sentence structure and mechanics.
29. Ask students to turn in a draft copy of the paragraph. Check the paragraph and return with editing and revision comments. Assign students to edit and revise their draft.
30. Provide students *A Smart Invention* to use as stationery for their edited and revised paragraphs. Allow time for students to share their paragraphs with the class. Encourage students to draw or photograph the invention to share with the class.

31. Discuss the theme of the unit *Balance Your Day With Food and Play*. What does *balance* mean? One definition of *balance* is having equality in amount or importance. Why should food and play be balanced each day? Share with the class that healthy eating habits and physical activity work together for better health. Making healthy food choices helps kids to grow, develop, and be ready to learn. Being physically active is fun and helps you feel good, too!
32. Another definition is the ability to keep steady without falling. To illustrate *balance*, take the class to the playground to play *Balance Relays*. To play the game, divide the class into two equal teams. Have each team line up in a straight line parallel to each other. Each team member should balance themselves on one foot and take twenty steps forward, turn around, and take twenty steps backward to their original place in line. Each team member should take steps as quickly as possible while balancing on one foot. When the first person returns to the line, the next person will repeat the procedure. The first team to have all team members complete the activity is the winner.
33. Assign the students to write a paragraph describing the most important things they have learned in the *Smart Choices* unit of study. Direct students to begin the paragraph with a topic sentence and provide at least five supporting sentences. Review tips with students:
  - ✓ Put thoughts in order.
  - ✓ Provide enough supporting detail.
  - ✓ Be descriptive.
  - ✓ Think about what you want others to know and feel after reading the paragraph.
  - ✓ Check for sentence structure and mechanics.
34. After editing the paragraph, instruct students to take the paragraph home to share with their parents.
35. Discuss the meaning of *change*. Change can be defined as the amount of money given back when buying something. Change can also be defined as becoming different. Inventions change things. Education changes things. Has this unit made any changes in the choices made by students? Ask students to recognize ways that they have chosen to make diet and activity changes as a result of the *Smart Choices* unit of study. Instruct students to write each change as a complete sentence.

#### **EXTENSION ACTIVITIES:**

1. Invite older adults to class to share experiences of long ago without some of the modern-day inventions. A special *Grandparent Day* could be designated as a time for sharing experiences of days before modern inventions.
2. Invite the school cafeteria manager to the classroom to share some of the inventions that have made serving and preparing meals easier. Inventions such as convection ovens can be emphasized.
3. Invite the school cafeteria manager to the classroom to discuss the importance of planning in making the school menus. Encourage students to ask about decisions that are made according to the *Dietary Guidelines* and the *Food Guide Pyramid*.

4. Challenge student to create an additional verse to the *Breakfast Song!*
5. Invite the school nurse to visit the classroom to discuss healthy weights for kids. The nurse may be able to provide a height-weight chart for students to use to determine the healthy weight range.
6. Read *The Go-Around Dollar* by Barbara Johnston Adams to the class. Ask the class to determine if the book is fiction or nonfiction.

## **EVALUATION:**

### **Participation**

- Did students participate in class discussions and activities?
- Did students participate in singing *Scarcity* and *Breakfast Song*?
- Did students complete the activities in the *Menu Choices* booklet?
- Did students conduct an interview to collect information about an invention?
- Did students write a descriptive paragraph about information collected in the interview?

### **Skills/Knowledge**

- Were students able to accurately complete *Healthy Weights*?
- Were students able to accurately complete *Breakfast Orders*?
- Were students able to recognize that choices are important on a daily basis?
- Were students able to recognize the significance of inventions to daily life?
- Did students learn to make smart choices about food and play as a result of the unit?
- Were students able to write a paragraph to their parents describing at least five things learned in the *Smart Choices* unit?

### **Behavior**

- Did students make any changes in their diet or activity as determined by written statements?

## **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

*A Framework for Teaching Basic Economic Concepts*

National Council on Economic Education

1140 Avenue of the Americas

New York, NY 10036



Dear Parents:

Our class is beginning a study called *Smart Choices*. The theme of the unit is *Balance Your Day With Food and Play*. It will include learning about the five major groups of the *Food Guide Pyramid*. We will also learn about the importance of physical activity. There are several ways that you can help:

1. Your child has a homework assignment to complete that requires conducting an interview with an adult. This interview is designed to collect information about an invention that has changed something about food, food preparation, or food service. Your child may ask you for your help in conducting the interview or selecting someone to interview.
2. We will begin a collection of food menus from restaurants. If you visit restaurants, ask if you can have a copy of the menu to send to school.
3. Let kids help plan meals and snacks. Take your child with you when you shop for groceries. Let them help choose foods from the five major food groups for meals and snacks.
4. Encourage your child to be active. Good nutrition and physical activity work together.
5. Talk to your child about what is learned in this study. Ask about homework. Ask about completed class work.
6. The final assignment for the unit will be to write a paragraph describing five things learned from the study. Your child will be assigned to show and read the paragraph to you. Watch for this paragraph!

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. Meals and snacks can include a variety of foods from the five major groups of the *Food Guide Pyramid*:

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- Fruit Group
- Vegetable Group
- Milk Group
- Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group

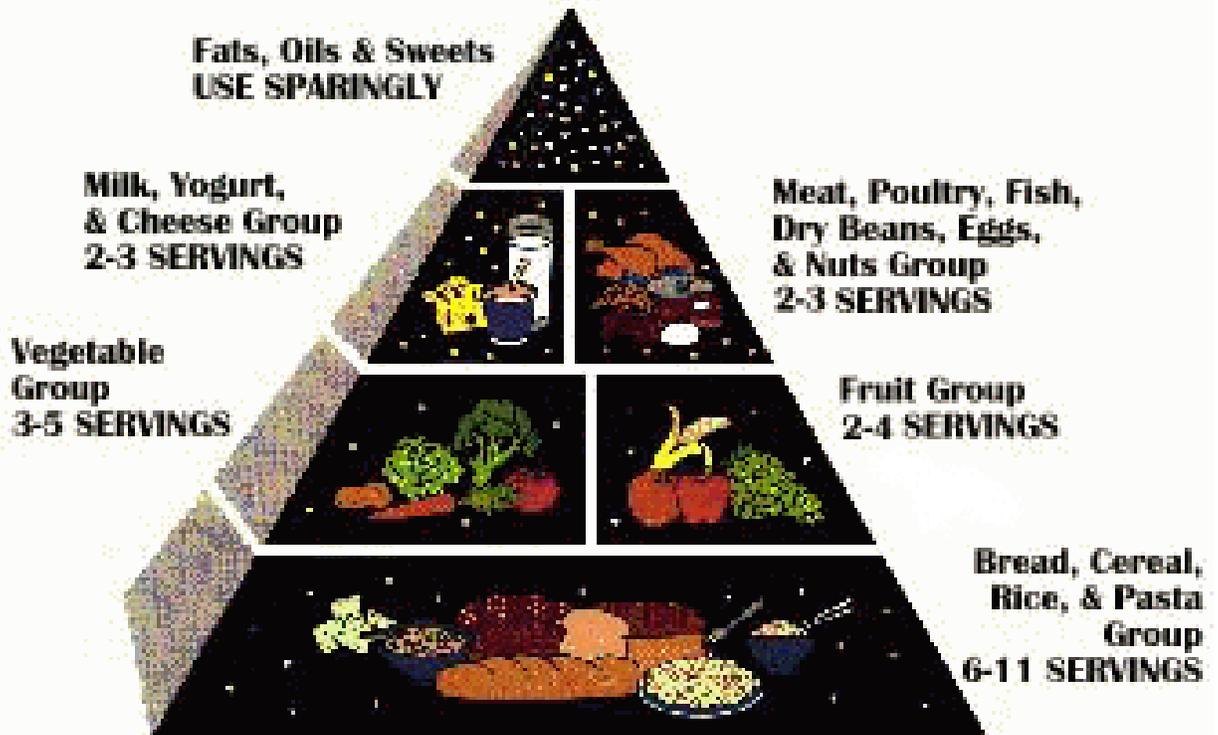
It is important to balance your day with food and play. Healthy eating habits and physical activity work together for better health. Making healthy food choices helps kids to grow, develop, and be ready to learn. Being physically active is fun and helps you feel good, too!

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

Sincerely,

# 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.

**HEALTHY WEIGHTS**

**Directions:** One part of being healthy is keeping a healthy weight. There are four groups of people below. Each person in each group has a different weight. Read the sentences to find the rank of each person in their group according to weight. Who weighs the most? Who weighs the least? List the names of the people in each group in order according to weight. The first person on each list should weigh the most. The last person on the list should weigh the least.

**Group 1**

Mary weighs 69 pounds.

Susan weighs less than Mary.

John weighs 71 pounds.

Joe weighs more than John.

**Group 2**

Jason weighs more than David.

David weighs 85 pounds.

Scot weighs 73 pounds.

Sara weighs 81 pounds.

**Group 1 Weight Order by Name**

- 1.
- 2.
- 3.
- 4.

**Group 2 Weight Order by Name**

- 1.
- 2.
- 3.
- 4.

**Group 3**

Tony weighs 100 pounds.

Jack weighs 95 pounds.

Todd weighs less than Jack.

Jill weighs less than Todd.

**Group 4**

Sasha weighs 57 pounds.

Mary weighs 73 pounds.

Wesley weighs more than Mary.

Steve weighs 56 pounds.

**Group 3 Weight Order by Name**

- 1.
- 2.
- 3.
- 4.

**Group 4 Weight Order by Name**

- 1.
- 2.
- 3.
- 4.

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2. *John*
3. *Mary*
4. *Susan*

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3. *Todd*
4. *Jill*

### Group 4 Weight Order by Name

1. *Wesley*
2. *Mary*
3. *Sasha*
4. *Steve*

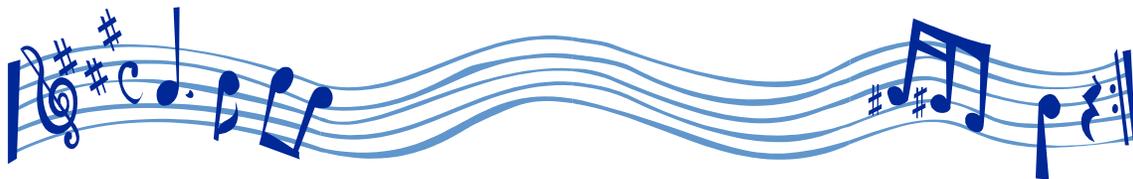
## Scarcity

(to the tune of “Mary Had a Little Lamb”)

Do you know about scarcity, scarcity, scarcity?  
Do you know about scarcity?  
Yes, indeed we do.

It means you can't have everything, everything, everything.  
It means you can't have everything.  
No, indeed we can't.

So we have to choose wisely, choose wisely, choose wisely.  
So we have to choose wisely.  
Yes, indeed we do.



**BREAKFAST ORDERS**

Gina is a waitress in a restaurant. She has a menu that she gives to people when they order breakfast. Look at the menu to answer the questions.

Breakfast Menu	
----------------	--

Milk	15¢
Hard-cooked egg	20¢
Fresh Fruit	30¢
Yogurt	50¢
Toast	10¢
Juice	25¢
Cereal	30¢

- The menu tells —
  - why you should eat breakfast.
  - the cost of each food.
  - which food has the best taste.
  - which food group each food is in.
- You gave your breakfast order to Gina. You ordered toast, fresh fruit, and milk. You paid for your food with a one-dollar bill. How much change did Gina give you back?
- After you ordered your breakfast, your brother gave his breakfast order to Gina. He did not order any of the same foods that you ordered. He ordered one food from the “Meat Group”, one food from the “Milk Group”, and one food from the “Fruit Group.” What did he order?
- If your brother paid for his food with a one-dollar bill, what two combinations of change could Gina have given him back?
- Your mother gave her order to Gina. She ordered one food from the “Bread Group” and one food from the “Milk Group.” She paid for her order with a one-dollar bill and received three quarters back in change. What did she order?
- Your sister ordered fresh fruit and a hard-cooked egg. She has exactly enough money in her purse to pay the bill. She only has one kind of coin in her purse. She does not have any pennies. Give three combinations of coins that might be in her purse.

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- You gave your breakfast order to Gina. You ordered toast, fresh fruit, and milk. You paid for your food with a one-dollar bill. How much change did Gina give you back?
 

$10¢ + 30¢ + 15¢ = 55¢$  for order  
 $\$1.00 - \$.55 = \$.45$  change
- After you ordered your breakfast, your brother gave his breakfast order to Gina. He did not order any of the same foods that you ordered. He ordered one food from the “Meat Group”, one food from the “Milk Group”, and one food from the “Fruit Group.” What did he order?
 

*hard-cooked egg, yogurt, juice*
- If your brother paid for his food with a one-dollar bill, what two combinations of change could Gina have given him back?
 

$20¢ + 50¢ + 25¢ = 95¢$  cost of order  
 $\$1.00 - \$.95 = \$.05$  in change  
*He could have received five pennies or one nickel in change*
- Your mother gave her order to Gina. She ordered one food from the “Bread Group” and one food from the “Milk Group.” She paid for her order with a one-dollar bill and received three quarters back in change. What did she order?
 

$\$1.00 - \$.75$  back in change =  $25¢$  cost of food order  
*Toast = 10¢ and Milk = 15¢*  
*Your mother ordered toast and milk.*
- Your sister ordered fresh fruit and a hard-cooked egg. She has exactly enough money in her purse to pay the bill. She only has one kind of coin in her purse. She does not have any pennies. Give three combinations of coins that might be in her purse.
 

$Cost\ of\ food = 30¢ + 20¢ = 50¢$   
*She could have 2 quarters **or** five dimes **or** ten nickels in her purse.*

## BREAKFAST SONG

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

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

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!

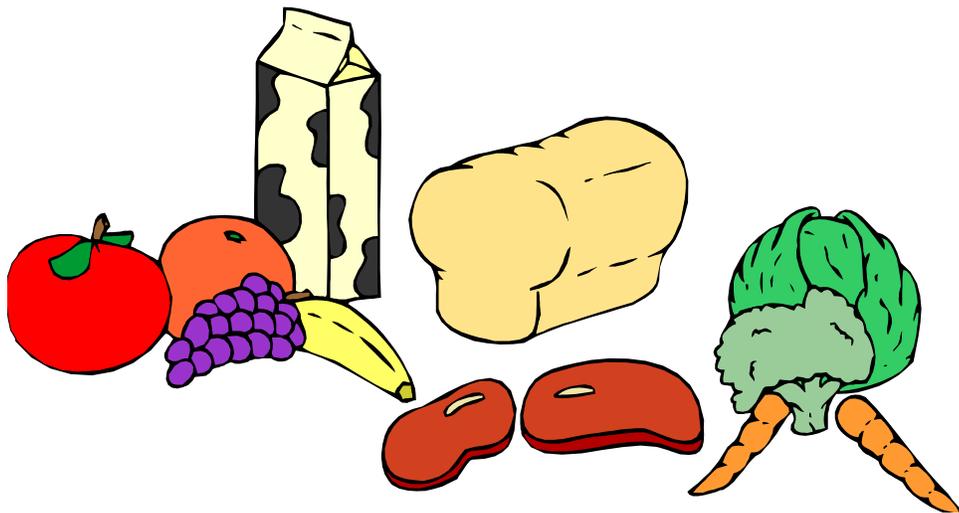
Energy to grow and go,  
Breakfast gives me such a glow.  
It helps me learn and work and play,  
With breakfast, I'll start the day!



# MENU CHOICES

This booklet belongs to

---



# MAKE YOUR ORDER

**Directions:** Read the menu to make your order.

<b>Lunch and Dinner Menu</b>
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<p><b>Sandwiches</b></p> <table style="width: 100%;"> <tr><td>roast beef</td><td style="text-align: right;">\$1.25</td></tr> <tr><td>hamburger</td><td style="text-align: right;">\$1.00</td></tr> <tr><td>ham</td><td style="text-align: right;">\$ .75</td></tr> <tr><td>peanut butter</td><td style="text-align: right;">\$ .50</td></tr> <tr><td>chicken salad</td><td style="text-align: right;">\$1.00</td></tr> <tr><td>tuna salad</td><td style="text-align: right;">\$ .75</td></tr> <tr><td>cheese</td><td style="text-align: right;">\$ .50</td></tr> </table> <p><b>Vegetables</b></p> <table style="width: 100%;"> <tr><td>coleslaw</td><td style="text-align: right;">\$ .25</td></tr> <tr><td>tossed salad</td><td style="text-align: right;">\$ .50</td></tr> <tr><td>carrot sticks</td><td style="text-align: right;">\$ .15</td></tr> <tr><td>celery sticks</td><td style="text-align: right;">\$ .10</td></tr> <tr><td>corn on the cob</td><td style="text-align: right;">\$ .30</td></tr> <tr><td>green beans</td><td style="text-align: right;">\$ .25</td></tr> </table>	roast beef	\$1.25	hamburger	\$1.00	ham	\$ .75	peanut butter	\$ .50	chicken salad	\$1.00	tuna salad	\$ .75	cheese	\$ .50	coleslaw	\$ .25	tossed salad	\$ .50	carrot sticks	\$ .15	celery sticks	\$ .10	corn on the cob	\$ .30	green beans	\$ .25	<p><b>Soups</b></p> <table style="width: 100%;"> <tr><td>vegetable</td><td style="text-align: right;">\$ .75</td></tr> <tr><td>chicken noodle</td><td style="text-align: right;">\$ .60</td></tr> </table> <p><b>Fruits</b></p> <table style="width: 100%;"> <tr><td>raisins</td><td style="text-align: right;">\$ .25</td></tr> <tr><td>dried apples</td><td style="text-align: right;">\$ .75</td></tr> <tr><td>orange</td><td style="text-align: right;">\$ .30</td></tr> <tr><td>sliced peaches</td><td style="text-align: right;">\$ .40</td></tr> <tr><td>pineapple tidbits</td><td style="text-align: right;">\$ .50</td></tr> <tr><td>banana</td><td style="text-align: right;">\$ .25</td></tr> </table> <p><b>Desserts</b></p> <table style="width: 100%;"> <tr><td>yogurt</td><td style="text-align: right;">\$ .50</td></tr> <tr><td>pudding</td><td style="text-align: right;">\$ .30</td></tr> </table> <p><b>Beverages</b></p> <table style="width: 100%;"> <tr><td>low-fat milk</td><td style="text-align: right;">\$ .25</td></tr> <tr><td>chocolate milk</td><td style="text-align: right;">\$ .30</td></tr> </table>	vegetable	\$ .75	chicken noodle	\$ .60	raisins	\$ .25	dried apples	\$ .75	orange	\$ .30	sliced peaches	\$ .40	pineapple tidbits	\$ .50	banana	\$ .25	yogurt	\$ .50	pudding	\$ .30	low-fat milk	\$ .25	chocolate milk	\$ .30
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**MENU FOR THE WEEK**

**Directions:** Choose one food from each of the pairs of foods for each day. Circle your choices in red. Refer to the menu on *Make Your Order* to find the cost of each food choice. Write the cost of each choice in the cost column. Add up the total cost for each day's meal.

<b>Day</b>	<b>Choices</b>	<b>Cost</b>
<b>Monday</b>	roast beef sandwich <b>or</b> hamburger tossed salad <b>or</b> coleslaw 1 box of raisins <b>or</b> 1 package of dried apples $\frac{1}{2}$ pint of low-fat milk <b>or</b> $\frac{1}{2}$ pint of low-fat chocolate milk	<b>Total:</b> _____
<b>Tuesday</b>	ham sandwich <b>or</b> peanut butter sandwich tossed salad <b>or</b> coleslaw orange <b>or</b> pineapple tidbits $\frac{1}{2}$ pint of low-fat milk <b>or</b> $\frac{1}{2}$ pint of low-fat chocolate milk	<b>Total:</b> _____
<b>Wednesday</b>	vegetable soup <b>or</b> chicken noodle soup peanut butter sandwich <b>or</b> cheese sandwich carrot sticks <b>or</b> celery sticks banana <b>or</b> yogurt $\frac{1}{2}$ pint of low-fat milk <b>or</b> $\frac{1}{2}$ pint of low-fat chocolate milk	<b>Total:</b> _____
<b>Thursday</b>	chicken salad <b>or</b> tuna salad corn on the cob <b>or</b> green beans pudding <b>or</b> yogurt $\frac{1}{2}$ pint of low-fat milk <b>or</b> $\frac{1}{2}$ pint of low-fat chocolate milk	<b>Total:</b> _____
<b>Friday</b>	hamburger <b>or</b> chicken salad carrot sticks <b>or</b> celery sticks sliced peaches <b>or</b> pineapple tidbits $\frac{1}{2}$ pint of low-fat milk <b>or</b> $\frac{1}{2}$ pint of low-fat chocolate milk	<b>Total:</b> _____

Challenge— What quantity of liquid did you order over the five days?

## Task One

Look at your choices on *Menu for the Week*. How much money in all did you spend on beverages? Show your work.

How much money in all did you spend on desserts? Show your work.

How much money in all did you spend on vegetables? Show your work.

## Task Two

Look at your choices on *Menu for the Week*. How much money in all did you spend on fruits? Show your work.

How much money in all did you spend on sandwiches? Show your work.

How much money in all did you spend on soup? Show your work.

### Task Three

You have a five-dollar bill. Order at least four different foods from the menu. Your order should include foods from at least four of the five major food groups. What is your order?

What is the total cost of your order? Show your work.

How much change will you get back from the five-dollar bill? Show your work.

### Task Four

You have four one-dollar bills. Order at least four different foods from the menu. Your order should include foods from at least four of the five major food groups. What is your order?

What is the total cost of your order? Show your work.

How much money will you have left over after paying for your food? Show your work.

### Task Five

You have eight quarters. Look at the menu to decide what you can afford to order. Order at least four different foods from the menu. Your order should include foods from at least four of the five major food groups. What is your order?

What is the total cost of your order? Show your work.

How much change will you get back from the eight quarters? Show your work.

### Task Six

You have a one-dollar bill, three quarters and ten dimes. Order at least four different foods from the menu without spending more money than you have. Your order should include foods from at least four of the five major food groups. What is your order?

What is the total cost of your order? Show your work.

How much money will you have left over after paying for your food? Show your work.

## SMART INVENTION INTERVIEW

**Directions:** Collect information about an invention that has affected food, food preparation, or food service in some way by interviewing an adult. The adult should have direct knowledge of the way things were before the invention.

**Name of Person Interviewed:** \_\_\_\_\_

**Name of Invention:** \_\_\_\_\_

**Approximately how long has this invention been used?** \_\_\_\_\_

**Description of Invention:**

**What is the purpose of the invention?**

**How has the invention changed the way that work is done?**

**How have things changed as a result of the invention?**

