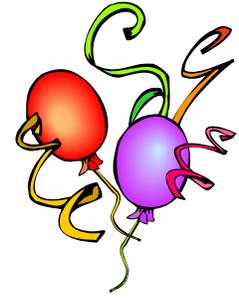


CELEBRATE WITH STYLE



THEME: Balance Your Day With Food and Play

NUTRITIONAL FOCUS: Food Groups

GRADE LEVEL: 3

OBJECTIVES:

1. Students will become familiar with the *Food Guide Pyramid* and the five major food groups by reading a selection, class discussion, and singing a song.
2. Students will become familiar with recommendations of the *Dietary Guidelines for Americans* by reading a selection, class discussion, and singing a song.
3. Students will develop an understanding of basic economic concepts by class discussion and completing activities.
4. Students will demonstrate comprehension of information by making illustrations and writing.
5. Students will demonstrate their understanding of writing styles by class discussion and writing paragraphs.
6. Students will apply mathematical skills by solving problems based on food celebrations.
7. Students will demonstrate their understanding of fact and opinion by completing an activity.
8. Students will demonstrate their understanding of health and nutritional concepts by writing and completing activities.
9. Students will have exposure to a variety of writing styles by class activities and listening to a story that includes a celebration conducted with style.
10. Students will include smart decisions in their daily choices of food and activity.

CURRICULUM CONNECTION: Art, Economics, Health, Music, Mathematics, Physical Education, Reading, Writing

Economics Standards

The student will:

1. explain scarcity by citing examples of limited supplies and scarce resources.
2. explain goods and services available in the students' community and how changing modes of transportation and communication impact their distribution.

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 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.
7. determine if information presented is speaker opinion or verifiable fact.
8. identify information that can mislead the listener/viewer.
12. identify musical elements of literary language.

Number Sense Standards

The student will:

7. solve problems using addition, subtraction, and multiplication.
9. identify similarities within different problem-solving situations involving addition and subtraction.
13. recognize that fractions and decimals are parts of a whole.

Patterns, Relations, and Functions Standards

The student will:

7. explore discrete (months of the year) and continuous patterns.

Physical Education Standards

Standard Three: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

Reading Standards

The student will:

1. use decoding and word recognition skills to comprehend text.
2. demonstrate literal, interpretive, and/or critical comprehension by answering questions.
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.
12. read from a variety of fictional and non-fictional works.

Speaking Standards

The student will:

4. organize and present ideas so that others can understand the message.
5. use formal or informal language appropriate to the audience and purpose.

Statistics & Probability Standards

The student will:

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

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.
12. use the writing process to improve written work.
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 Handouts for booklet *Food for Thought* (included in lesson)
- Stapler
- Scissors
- Student Handout *Eat Smart* (song included in lesson)
- Student Handout *Planning for Food Celebrations* (included in lesson)
- Student Handout *Food Celebration Problems* (included in lesson)
- Student Handout *December Celebration* (included in lesson)
- Student Handout *Think Smart* (included in lesson)
- Black and yellow crayons
- Student Handout *Thinking Smart on My Own* (included in lesson)
- *Because of Winn-Dixie* by Kate DiCamillo (book to be read aloud to class)
- Parent Survey (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

See *Food for Thought* Student Booklet

PROCEDURES:

1. Define, discuss, and review the economic vocabulary from the Background Information with the students.
2. Share with the class that foods are also *goods*. Consumers are presented with *choices* in the marketplace concerning goods and services based on their *wants*. This includes making decisions about the foods that are consumed.
3. Provide students a *Food Guide Pyramid*. Discuss the five major food groups. Emphasize the importance of choosing a variety of foods each day from each of the food groups.
4. Ask students to name foods they consume. Lead the class in discussing services required to have the foods.
 - A. How are services important in food preparation? (waitress, dishwasher, store clerk, etc.)
 - B. How are transportation services necessary? (truck driver delivers food, mechanic works on truck, road repairman helps maintain roads for truck, etc.)
 - C. How are communication services important? (telephone to place orders, television to advertise products, mail to send invitations for special dinners, etc.)

5. Distribute the *Food for Thought* booklet pages to students. Ask students to cut out each booklet page from the handouts to make smaller pages. The cutout pages should be assembled to make a booklet. The pages of the booklet should be stapled together on the left edge.
6. Divide the class into pairs. Assign each pair of students to read pages 1- 12 of the booklet aloud to each other. After reading the selection, allow each pair of students to share some information from the booklet with the class. Allow time for discussion.
7. Allow students to make an illustration on pages 2, 4, and 6 of the booklet to illustrate the information provided on each page. Students should write their names on the cover of the booklet as the illustrator of the booklet.
8. Ask students to refer to page 9 of the booklet. 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. Discuss how there can be a scarcity of time, also. In this case, there is a scarcity of months in the year. There are more foods than there are months to celebrate!
9. Lead the class in a discussion of making decisions. Decisions, or choices, are necessary because of scarcity.
10. Ask students to read page 13 of the booklet and write an explanation of which months could be used to celebrate the state insect and state drink of South Dakota.
11. Define and discuss homophones. Assign students to complete pages 14 - 15 of the booklet by reading the sentences and choosing the correct homophone.
12. Provide a homework assignment to write a sentence using the homophones that were not used in the sentences on pages 14 and 15. Ask students to write the homophones on their own paper and take the list home to create sentences.
13. Group the students in pairs to solve the problems on pages 16 - 17. Allow students to discuss the process of arriving at the correct answer.
14. Lead the class in recalling special family times such as picnics and outings. Read pages 16 and 17 of the booklet together. Assign students to plan a family picnic for July to complete the pages. Discuss the importance of planning in making smart decisions.
15. Provide students *Celebration Choices*. Read the directions together. The activity asks students to choose three foods to celebrate from the six national celebrations listed for July. Students are asked to make a plan on when and how to celebrate each food with style. Allow students to take the assignment home for homework. Encourage students to ask parents for ideas on how to plan a unique celebration for the foods.
16. Allow students to share their completed *Celebration Choices* with the class.

17. Provide students the *Eat Smart* handout. Working in pairs, ask students to read the selection aloud together as a poem. Allow time for each pair of students to discuss the meaning of the words. Ask students to identify the rhymes and repeated sounds in the poem. Instruct students to circle the words on the end of the lines that rhyme. Read the poem again in unison as a group. Ask students to interpret the meaning of the words.
 - A. What does the “one, two, three, four, and five” refer to? Ask students to refer to page 3 of *Food for Thought* to find that there are five major food groups.
 - B. What does the “one, two, three, four, five, and six” refer to? Ask students to refer to page 1 of *Food for Thought* to find that there are six nutrients that we need.
18. Instruct each pair of students to write at least six complete sentences that summarize the message of the poem.
19. Ask students to hum a verse of “Up on a House Top” to establish the tune. Challenge students to sing the words of the *Eat Smart* poem to the tune. Discuss the importance of dividing the words of the poem into syllables to make the tune.
20. Lead the class in a discussion comparing the information provided on pages 1- 8 of *Food for Thought* to the *Eat Smart* poem. Ask students to discuss the strengths of each style of writing.
 - A. Which of the two provides more detailed information?
 - B. Which is more fun to read?
 - C. Which writing style do you prefer?
21. Assign students to write a paragraph comparing the style of writing used in pages 1 - 8 of *Food for Thought* to the writing style used in *Eat Smart*. The paragraph should include a topic sentence and supporting sentences.
22. Review fractional parts of a whole. Discuss how a month can be divided into fractional parts.
23. Divide the class into learning pairs and provide each pair a *Planning for Food Celebrations* activity. Tell students that there are *pretend* rules listed in the table for celebrations. Instruct the learning pairs to use the information in the table to find the number of days that the foods can be celebrated each month.
24. Continuing to work in learning pairs, distribute *Food Celebration Problems*. Direct each learning pair to use information from the completed *Planning for Food Celebrations* to find answers to the problems.
25. Since there are no celebrations on the calendar for December, challenge students to identify a food that they think should be celebrated in December. Ask students to write a persuasive paragraph on their own paper to defend their decision. 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.

26. Discuss the importance of editing a paragraph. Lead the class in comparing editing a paragraph to making changes in decisions. The first plan is not always the best plan. Instruct students to edit their paragraphs for complete sentences, capitalization, punctuation, organization, and style.
27. After editing and revising the paragraph, the final paragraph should be written on *December Celebration* paper.
28. Allow students to read their paragraphs in class. As each paragraph is read aloud, write the suggested food to be celebrated on the chalkboard. After all paragraphs have been read, ask students to consider the information provided in the presentations and vote for one food that should be celebrated in December.
29. Define and discuss facts and opinions. Give examples of each.
30. Challenge students to think of and tell about specific advertisements. Are there elements of opinion in some of the advertisements that are mistaken for facts? Why is it important to understand the difference between fact and opinion? How can we find the facts about foods? Lead the class in identifying the food label as a source for finding the facts about a food's nutritional value.
31. Provide *Think Smart* to students. Read the directions together. Students will color the correct answer yellow.
32. Provide students *Thinking Smart on My Own*. Ask students to recall information learned in the unit, refer to the *Food for Thought* booklet, and think about family meals or celebrations to gather ideas for writing fact and/or opinion statements on the handout. Students are to create sentences that are either fact or opinion statements and mark the correct answer. Allow students to take the assignment home after the sentences are written and *before* the answers are colored on the sheet. Encourage students to go over each sentence with a parent before marking the answer.
33. When *Thinking on My Own* has been returned and all papers are collected, allow students to work in pairs to read each other the sentences and confirm that the correct answer has been marked.
34. Read *Because of Winn-Dixie* by Kate DiCamillo to the class over several days. Identify this book as a fictional book based on a dog named *Winn-Dixie*. This Newbery Honor book includes many reasons for celebrating. After reading the book, ask students to describe the celebration party that was planned.
 - A. What foods were used to celebrate in style? (At first, peanut butter sandwiches were planned but the plan ended with egg-salad sandwiches were the main course.)
 - B. Ask students to discuss the invitations sent out for the celebration. Who was invited to the celebration?
 - C. How was the table decorated?
 - D. What was the theme of the celebration?
 - E. What decorations were used for the theme?
 - F. What recipe was used for punch?

35. Challenge students to read the book independently by placing it in a learning center.
36. Ask students to take a *Parent Survey* home for their parents to complete.

EXTENSION ACTIVITIES:

1. Ask students to choose one food and plan a celebration for the class! Allow students to make decisions about the time, refreshments, decorations, and activities.
2. Ask students to write letters to the school cafeteria food-service director asking that the school menu include special foods for celebrations. Allow students to make banners for the cafeteria to celebrate chosen foods.
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*.

EVALUATION:

Participation

- Did students participate in class discussions and activities?
- Did students assemble and read *Food for Thought*?
- Did students listen to *Because of Winn-Dixie* by Kate DiCamillo and participate in class discussions about the celebration included in the story?

Skill/Knowledge

- Were students able to accurately complete problems presented in *Food for Thought*?
- Were students able to accurately complete *Planning for Food Celebrations*?
- Were students able to provide accurate answers to *Food Celebration Problems*?
- Were students able to write a persuasive paragraph explaining the reasons for celebrating a food in December?
- Were students able to complete *Think Smart* correctly by identifying fact and opinion statements?
- Were students able to create fact and opinion statements and mark them correctly on the *Thinking on My Own* activity?

Behavior

- Did students accept the recommendations of the *Food Guide Pyramid* and *The Dietary Guidelines for Americans* as reflected in class and home behaviors?

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



Dear Parents:

Our class is beginning a study called *Celebrate With Style*. We will be emphasizing the importance of physical activity and learning to make smart choices when choosing foods for meals and snacks. There are several ways that you can help:

1. Your child will be assigned to write sentences using homophones learned in class. Homophones are words that sound alike but are spelled differently and have different meanings. Encourage your child to let you check over the sentences that have been written before they are returned to school.
2. Another homework assignment will be to plan a celebration for foods. This will be on a handout that your child will bring home. Students are asked to make a plan on when and how to celebrate each food. Give your child some ideas on how to plan a celebration for the foods that are chosen. Of course, there is no right or wrong answer but your encouragement and ideas can make a big difference in making your child feel successful.
3. Talk to your child about what they did as a part of this study. Ask about homework. Ask about completed class work.
4. Make meal time a time to celebrate with style! Let your child help you plan special family meals and activities! Try having a breakfast picnic or an evening cookout. Plan physical activities for the family to enjoy.
5. Your child will be assigned to create fact or opinion statements at the end of the unit. These statements can be about what has been learned at school or about family mealtime and celebrations. Please check these statements with your child and monitor that there is a clear understanding of what is a fact and what is an opinion.

There are other things that you can do.

1. Keep a variety of healthy foods on hand.
2. Limit the amount of foods you buy that are high in fat or added sugar.
3. Encourage your child to be active by participating in family games and activities.
4. Reduce TV watching and increase active play at your home.

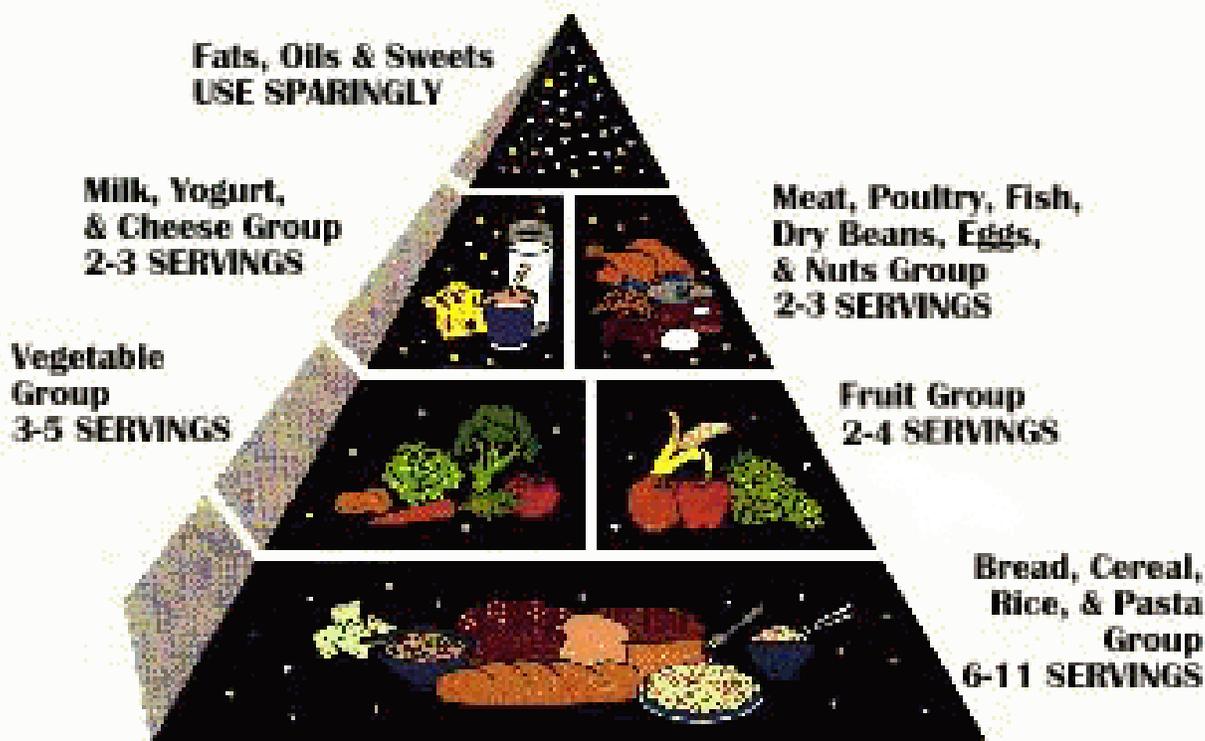
We are looking forward this study. Thank you for being a part of our learning team!



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.

FOOD FOR THOUGHT

Illustrated by _____

FOOD FOR THOUGHT

Different foods contain different nutrients and other things good for your body. 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 the food groups differ in their content of nutrients and other things, choosing a variety helps you get all the nutrients and fiber you need. It can also help keep your meals and snacks interesting from day to day.

Here's a riddle to ask your family!

Question: Which vitamin has good vision?

Answer: **Vitamin C**

Although there are no "bad" foods and all foods can fit into a healthy diet, the *Dietary Guidelines for Americans* recommend letting the *Food Guide Pyramid* guide your food choices. This is to make sure you get all the nutrients and other things 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.

2

Meals and snacks 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

Here is a riddle for your family!

Question: Which vitamin has the best report card?

Answer: **Vitamin A**

3

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.

4

The Dietary Guidelines for Americans also emphasizes choosing foods with less salt. Less than 1/4 teaspoon of salt is needed each day. Most people consume too much salt. Most of the salt you eat comes from foods that have salt added during the processing or in preparation of the food.

There are several ways to cut back on salt. First, leave the saltshaker off the table! if you use a little less salt each day, you will learn to like foods without using so much salt. Choose fresh, plain frozen, or canned vegetables without salt added. Also, choose fresh or frozen fish, poultry, and meat most often. They are lower in salt than most canned and processed forms. Another way to cut back on salt is to make smart decisions about how much ketchup, mustard, and pickles to use. These can add a lot of salt to food.

5

The *Dietary Guidelines for Americans* recommend choosing beverages and foods that limit added sugars in the diet. Added sugars are sugars and syrups added to foods in processing or preparation, not the naturally occurring sugars in foods like fruit or milk. Foods containing added sugars provide calories, but may have few vitamins and minerals. In the United States, the main sources of added sugars are non-diet soft drinks, sweets, candies, cakes, cookies, and fruit drinks.

6

One important part of being healthy is keeping a healthy weight. A healthy weight is a key to a long, healthy life. Consuming a lot of foods high in added sugars may result in weight gain or not eating enough of more nutritious foods. Some foods with added sugars, like chocolate milk and sweetened canned fruits, are high in vitamins and minerals. These foods may provide extra calories along with the nutrients and are fine if weight gain is not a concern.

Making smart choices in the diet and being physically active every day can help people keep a healthy weight, feel their best, and help prevent many diseases. Physical activity and nutrition work together for better health.

7

Kids need at least one hour of physical activity every day. Hiking, walking, skating, jumping rope, swimming, cleaning the house, mowing the yard, or playing ball are just a few activities that are good for you. There are many other things that you can do. Physical activity helps in many ways:

- You have more energy and sleep better.
- You feel better about yourself.
- It is good for your bones, muscles, and joints.
- It keeps your heart and lungs healthy.
- It helps prevent disease.
- It helps to keep a healthy weight.

8

Just as there are many active things for you to do, there are many foods from which to choose. The key is to balance each day with food and play and then *celebrate!*

In the United States, some foods have been given a special month in which they are celebrated. Since there are more foods than there are months, decisions have been made as to which foods to celebrate. Even though it would be nice to have a special month for each food, there are many more foods than there are months!

January	National Oatmeal Month
February	National Meat Month National Canned Food Month National Snack Food Month

9

March National Nutrition Month
 National Noodle Month
 National Peanut Month
 National Frozen Foods Month

April National Pecan Month
 National Tomato Month

May National Hamburger Month
 National Egg Month
 National Strawberry Month
 National Barbeque Month

10

June National Dairy Month
 National Turkey Lover's Month
 National Fresh Fruit and Vegetable Month

July National Hot Dog Month
 National Ice Cream Month
 National Picnic Month
 National Peach Month
 National Blueberry Month
 National Baked Bean Month

August National Catfish Month

September National Chicken Month
 National Rice Month
 National Honey Month

11

October

National Apple Month
National Pork Month
National Pizza Month
National Pasta Month
National Cookie Month
National Dessert Month
National Popcorn Month

November

Good Nutrition Month

December

12

The honeybee is the state insect of South Dakota. Milk is the official drink of South Dakota. Which months have celebrations that could include the honeybee and milk? Explain why you think the months could celebrate the honeybee and milk.

13

WORDS FOR THOUGHT

Directions: Read the sentences and word choices. Write the correct word in each blank.

Rule: Words that are pronounced the same way but have different meanings and spellings are called **homophones**.

1. Consuming a lot of foods high in added sugars may cause _____ gain.
wait weight
2. _____ single food can supply all the nutrients you need.
Know No
3. Choosing a variety of foods helps you get all the nutrients you _____.
need knead
4. Most people consume _____ much salt.
to too
5. _____ are several reasons to cut back on foods with added sugars.
Their There
6. Trimming fat from _____ is one way to cut down on fat in the diet.
meet meat

14

7. A grocery store has a special _____ for many foods.
I'll aisle
8. _____ can be part of a healthy breakfast.
Serial Cereal
9. Some foods are _____ in added sugars.
hi high
10. Kids need at least one _____ of physical activity each day.
our hour
11. Smart food choices can be _____ by using the *Food Guide Pyramid*.
maid made
12. _____ important part of being healthy is keeping a healthy weight.
One Won
13. Eating too much fat is _____ a smart choice.
not knot
14. _____ frozen vegetables are a smart choice because they are low in salt.
Plane Plain

15

Directions: Read and solve the problem. Show your work.

There are 7 foods that could be celebrated in October. You have chosen to celebrate only apples, pork, and pasta. Apples will be celebrated 3 days more than pasta. Popcorn will be celebrated for 10 fewer days than apples. Pasta will be celebrated for 12 days.

How many days will apples be celebrated?

How many days will popcorn be celebrated?

16

Directions: Read and solve the problem. Show your work.

There are 4 foods that could be celebrated in May. You have chosen to celebrate only hamburgers, eggs, and strawberries. Strawberries will be celebrated twice as long as hamburgers. Hamburgers will be celebrated 6 days more than eggs. Eggs will be celebrated for 3 days.

How many days will strawberries be celebrated?

How many days will hamburgers be celebrated?

17

PICNIC PLANNING

Since July is National Picnic Month, you are planning a picnic for your family. What foods will you take in your picnic basket? Remember to make smart choices when you choose your foods. Draw and write the name of the foods that you plan to take on the picnic.

18

What games and activities will you plan for the picnic? Write a description of your plans. Remember to include lots of physical activity for all the family.

19

WORDS FOR THOUGHT

Directions: Read the sentences and word choices. Write the correct word in each blank.

Rule: Words that are pronounced the same way but have different meanings and spellings are called **homophones**.

1. Consuming a lot of foods high in added sugars may cause _____ gain.
wait **weight**
2. _____ single food can supply all the nutrients you need.
Know **No**
3. Choosing a variety of foods helps you get all the nutrients you _____.
need knead
4. Most people consume _____ much salt.
to **too**
5. _____ are several reasons to cut back on foods with added sugars.
Their **There**
6. Trimming fat from _____ is one way to cut down on fat in the diet.
meet meat

7. A grocery store has a special _____ for many foods.
I'll **aisle**
8. _____ can be part of a healthy breakfast.
Serial **Cereal**
9. Some foods are _____ in added sugars.
hi **high**
10. Kids need at least one _____ of physical activity each day.
our **hour**
11. Smart food choices can be _____ by using the *Food Guide Pyramid*.
maid **made**
12. _____ important part of being healthy is keeping a healthy weight.
One Won
13. Eating too much fat is _____ a smart choice.
not knot
14. _____ frozen vegetables are a smart choice because they are low in salt.
Plane **Plain**

Answer Key

Directions: Read and solve the problem. Show your work.

There are 7 foods that could be celebrated in October. You have chosen to celebrate only apples, pork, and pasta. Apples will be celebrated 3 days more than pasta. Popcorn will be celebrated for 10 fewer days than apples. Pasta will be celebrated for 12 days.

How many days will apples be celebrated? 15 days

How many days will popcorn be celebrated? 5 days

Directions: Read and solve the problem. Show your work.

There are 4 foods that could be celebrated in May. You have chosen to celebrate only hamburgers, eggs, and strawberries. Strawberries will be celebrated twice as long as hamburgers. Hamburgers will be celebrated 6 days more than eggs. Eggs will be celebrated for 3 days.

How many days will strawberries be celebrated? 18 days

How many days will hamburgers be celebrated? 9 days

CELEBRATION CHOICES

Directions: There are six national food celebrations listed for July. Even though you would like to celebrate all of them, you may choose only three to celebrate. Follow these rules and plan your celebrations:

- All of the days of July must be used to celebrate a food.
- Each day on the month can be used to celebrate only one food.

- National Hot Dog Month**
- National Ice Cream Month**
- National Picnic Month**
- National Peach Month**
- National Blueberry Month**
- National Baked Bean Month**

JULY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Describe your plan for deciding which days will be used for each of the three celebrations. Write an explanation of how you made your decisions. Explain your plans to celebrate with style!

EAT SMART

(to the tune of "Up on a House Top")

No one food will keep us strong,
We need them all to get along.
From one, two, three, four and five,
Eat them all to stay alive!
Eat smart to be your best,
Eat smart to be your best!
Lots of food from which to choose,
Knowing this, we cannot lose!

We need nutrients in our diet,
They will make us feel just right.
One, two, three, four, five and six,
Lots of food we need to mix!
Eat smart to be your best,
Eat smart to be your best!
Lots of food from which to choose,
Knowing this, we cannot lose!

Sugar, salt and fat, not much in your diet,
The Food Guidelines will steer you right!
Eating smart can keep you thin,
Better health is what you'll win!
Eat smart to be your best,
Eat smart to be your best!
The *Food Guide Pyramid* makes us wise,
Eat good foods and stay the right size!

Eat a variety of foods each day,
You'll feel better when you play!
Breakfast, lunch and dinner along with a snack,
A variety of foods will keep you on track!
Eat smart to be your best,
Eat smart to be your best!
Remember the key is variety,
Food guidelines, they're for me!



Planning for Food Celebrations

Directions: You are planning food celebrations for the year and need to know the number of days that different foods will be celebrated each month according to your plan. Read the information presented in the chart below. Fill in the number of days that each food will be celebrated each month.

Month	Total Days	Rules for Celebrating Foods	Days Used to Celebrate Product
January	31	The celebration for oatmeal starts on the first of January and continues through the tenth.	Oatmeal —
February	28	One-half of all the days in February will be used to celebrate meat. Canned foods will be celebrated one-half as many days as meat.	Meat — Canned foods —
March	31	Frozen foods will be celebrated on all but five days of March.	Frozen foods —
April	30	One-third of April will be used to celebrate pecans. Three-fifths of April will be used to celebrate tomatoes.	Pecans — Tomatoes —
May	31	The hamburger celebration starts on the fifth of May and continues through the tenth day. The egg celebration will begin on the twentieth of May and continue through the end of the month. Strawberries will be celebrated on all days not used to celebrate hamburgers or eggs.	Hamburgers — Eggs — Strawberries —
June	30	One-third of June is used to celebrate fruits. One-sixth of June is used to celebrate turkeys. One-half of June is used to celebrate dairy products.	Fruits — Turkeys — Dairy —
July	31	The peach celebration will begin on July 10 and continue through July 20. The blueberry celebration will begin the day after the peach celebration ends and continues until the end of the month.	Peaches — Blueberries —
August	31	The catfish celebration starts on the fifteenth day of August and continues to the end of the month.	Catfish —
September	30	One-fifth of September is used to celebrate honey. One-sixth of September is used to celebrate rice. One-half of September is used to celebrate chicken.	Honey — Rice — Chicken —
October	31	All but fourteen days in October will be used to celebrate apples. Pork will be celebrated for nine fewer days than apples.	Apples — Pork —
November	30	Six foods will be celebrated equally in November. All of the days in November will be used to celebrate foods.	Each food —
December	31		

Planning for Food Celebrations

Directions: You are planning food celebrations for the year and need to know the number of days that foods will be celebrated each month according to your plan. Read the information presented in the chart below. Fill in the number of days that each food will be celebrated each month.

Month	Total Days	Rules for Celebrating Foods	Days Used to Celebrate Product
January	31	The celebration for oatmeal starts on the first of January and continues through the tenth.	Oatmeal — 10
February	28	One-half of all the days in February will be used to celebrate meat. Canned foods will be celebrated one-half as many days as meat.	Meat — 14 Canned Foods — 7
March	31	Frozen foods will be celebrated on all but five days of March.	Frozen foods — 26
April	30	One-third of April will be used to celebrate pecans. Three-fifths of April will be used to celebrate tomatoes.	Pecans — 10 Tomatoes — 18
May	31	The hamburger celebration starts on the fifth of May and continues through the tenth day. The egg celebration will begin on the twentieth of May and continue through the end of the month. Strawberries will be celebrated on all days not used to celebrate hamburgers or eggs.	Hamburgers — 6 Eggs — 12 Strawberries — 13
June	30	One-third of June is used to celebrate fruits. One-sixth of June is used to celebrate turkeys. One-half of June is used to celebrate dairy products.	Fruits — 10 Turkeys — 5 Dairy — 15
July	31	The peach celebration will begin on July 10 and continue through July 20. The blueberry celebration will begin the day after the peach celebration ends and continues until the end of the month.	Peaches — 11 Blueberries — 11
August	31	The catfish celebration starts on the fifteenth day of August and continues to the end of the month.	Catfish — 17
September	30	One-fifth of September is used to celebrate honey. One-sixth of September is used to celebrate rice. One-half of September is used to celebrate chicken.	Honey — 6 Rice — 5 Chicken — 15
October	31	All but fourteen days in October will be used to celebrate apples. Pork will be celebrated for nine fewer days than apples.	Apples — 17 Pork — 8
November	30	Six foods will be celebrated equally in November. All of the days in November will be used to celebrate foods.	Each food — 5
December	31		

FOOD CELEBRATION PROBLEMS

Directions: Refer to the completed *Planning for Food Celebrations* to find information to solve the problems.

1. How many days in January will not be used to celebrate oatmeal?
2. How many days in February will not be used to celebrate meat or canned foods?
3. How many days in all will foods be celebrated in January and February?
4. How many days in March will not be used to celebrate frozen foods?
5. How many days in all will foods not be celebrated in March and April?
6. How many days in all will foods be celebrated in April and May?
7. How many days in all will strawberries and eggs be celebrated in May?
8. How many days in June will not be used to celebrate a food?
9. How many days in July will not be used to celebrate a food?
10. How many days in all will foods be celebrated in June and July?
11. In September, how many more days is chicken celebrated than honey?
12. How many days in all will foods be celebrated in August and September?
13. How many days in all will foods be celebrated in October and November?
14. Which month celebrates foods for the most number of days?
15. Which months celebrate foods for an *odd* number of days?
16. How many days in all will foods not be celebrated in November and December?

FOOD CELEBRATION PROBLEMS

Directions: Refer to the completed *Planning for Food Celebrations* to find information to solve the problems.

1. How many days in January will not be used to celebrate oatmeal?
 $31 - 10 = 21$ days
2. How many days in February will not be used to celebrate meat or canned foods?
 $28 - 21 = 7$ days
3. How many days in all will foods be celebrated in January and February?
 $10 + 21 = 31$ days
4. How many days in March will not be used to celebrate frozen foods?
 $31 - 26 = 5$ days
5. How many days in all will foods not be celebrated in March and April?
 $31 - 26 = 5$ days in March; $30 - 28 = 2$ days in April; $5 + 2 = 7$ days
6. How many days in all will foods be celebrated in April and May?
 $28 + 31 = 59$ days
7. How many days in all will strawberries and eggs be celebrated in May?
 $12 + 13 = 25$ days
8. How many days in June will not be used to celebrate a food?
 $30 - 30 = 0$ days
9. How many days in July will not be used to celebrate a food?
 $31 - 22 = 9$ days
10. How many days in all will foods be celebrated in June and July?
 $30 + 22 = 52$ days
11. In September, how many more days is chicken celebrated than honey?
 $15 - 6 = 9$ days
12. How many days in all will foods be celebrated in August and September?
 $17 + 26 = 43$ days
13. How many days in all will foods be celebrated in October and November?
 $25 + 30 = 55$ days
14. Which month celebrates foods for the most number of days?
May celebrates for 31 days.
15. Which months celebrate foods for an *odd* number of days?
February, May, August, October
16. How many days in all will foods not be celebrated in November and December?
 0 days in November + 31 in December = 31 days

THINK SMART

Directions: Read each sentence. Decide if it is a fact or an opinion. Use a yellow crayon to color the ☺ for the correct answer.

☺ means yes!

	Fact	Opinion
Bananas are in the “Fruit Group” of the <i>Food Guide Pyramid</i> .	☺	☺
It is more fun to play games in the afternoon than in the morning.	☺	☺
Some foods have sugars added in processing and preparation.	☺	☺
Yogurt tastes better than any other “Milk Group” food.	☺	☺
There are five major food groups on the <i>Food Guide Pyramid</i> .	☺	☺
Different foods contain different nutrients.	☺	☺
Less than 1/4 teaspoon of salt is needed each day.	☺	☺
Kids need at least one hour of physical activity each day.	☺	☺
Playing football is more fun than any other game.	☺	☺
Milk tastes better when it is frozen.	☺	☺
Milk is the official drink of South Dakota.	☺	☺
National Apple Month is celebrated in October.	☺	☺
June is the best month for celebrating foods.	☺	☺
There are twelve months in a year.	☺	☺

THINK SMART

Directions: Read each sentence. Decide if it is a fact or an opinion. Use a yellow crayon to color the ☺ for the correct answer.

☺ means yes!

	Fact	Opinion
Bananas are in the “Fruit Group” of the <i>Food Guide Pyramid</i> .	☺	
It is more fun to play games in the afternoon than in the morning.		☺
Some foods have sugars added in processing and preparation.	☺	
Yogurt tastes better than any other “Milk Group” food.		☺
There are five major food groups on the <i>Food Guide Pyramid</i> .	☺	
Different foods contain different nutrients.	☺	
Less than 1/4 teaspoon of salt is needed each day.	☺	
Kids need at least one hour of physical activity each day.	☺	
Playing football is more fun than any other game.		☺
Milk tastes better when it is frozen.		☺
Milk is the official drink of South Dakota.	☺	
National Apple Month is celebrated in October.	☺	
June is the best month for celebrating foods.		☺
There are twelve months in a year.	☺	

Parent Survey

Our class has studied the importance of making smart choices concerning foods and physical activity. We would appreciate you helping us determine the success of our study 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 the *Celebrate With Style* unit of study, I have noticed the following changes:

- _____ 1. My child has been interested in being physically active.
- _____ 2. I have seen some changes in food choices made by my child.
- _____ 3. I have noticed that my child has completed homework assignments.
- _____ 4. Our family has spent more time playing together.
- _____ 5. My child has watched less TV.
- _____ 6. My child has paid more attention to what we eat at home.
- _____ 7. My child has mentioned the *Food Guide Pyramid* at home.
- _____ 8. My child has expressed an interest in preparing healthy foods.
- _____ 9. My child has shared information with me that has been part of the study.
- _____ 10. I would recommend *Celebrate With Style* for other third grade classes.

Comments: