

Name _____	Date _____
<b> Foods to Include for Breakfast </b>	
Where do your favorite foods fit in? Choose from these foods to create your own special breakfast.	
<b>Grain Group:</b> Whole grain cereals Fortified ready-to-eat cereals Whole grain English muffins Whole grain muffins Whole grain crackers Bagels Oatmeal Hot cereals Pancakes Waffles French toast Tortillas Pita bread Flat bread	<b>Milk Group:</b> Low fat or fat-free yogurt Low fat or fat-free milk Low fat or fat-free cheeses Low fat pudding made with milk 1% cottage cheese
<b>Fruit Group:</b> Fresh, frozen or canned fruits 100% Fruit Juice	<b>Vegetable Group:</b> Fresh, frozen or canned vegetables 100% Vegetable Juice Salads
<b>Meat and Bean Group:</b> Lean meats Fish or canned salmon Tofu Eggs Canned beans Nuts	
*No and half of the grains come from the shell come from whole grains.	

*Dear Educator,*

*As you know, a balanced diet is critical for optimal growth and development of children. While food is a necessary and delicious part of life, there are concerns about the increasing incidence of obesity and overweight, diabetes, and other diet related health issues among children. In an effort to help improve eating habits of children and to help empower children with the ability to make healthier food choices, Campbell Soup Company, through the Labels For Education program, has created these exciting teaching materials. The following resource addresses children's nutrition and the importance of consuming a variety of foods, and meets the National Education Standards.*

*Children enjoy learning about things that are of interest to them, especially if the materials are made appealing. Of particular interest is the human body. This resource capitalizes on this interest and focuses on engaging children in hands-on-learning about nutrition and its effects on the human body. Children will also engage in learning about the importance and benefits of trying and eating a variety of foods, and how to create "balance."*

## How to Use These Lessons

Each of the lessons is comprised of student-centered activities that can be integrated into classroom subjects such as language arts, art, physical education, music, math, science, and health education. These activities can be used over a period of time as one unit of study or may be broken up and used as part of several individual lessons.

The lessons are organized to guide children through activities that will develop their nutrition-related knowledge, attitudes, skills, and behaviors. Lessons are broken down into the following parts:

<b>Objectives:</b>	Outcomes based on participation in lesson's activities.
<b>National Education Standards:</b>	These are standards, which are met by one or more of the activities in the lesson.
<b>Points to Emphasize:</b>	Important themes and facts to stress during activities and discussions.
<b>You Will Need:</b>	This section highlights the materials you will need to implement the lesson's activities. Most are generally readily available.
<b>Main Activity:</b>	For each grade level, there is one main activity that includes learning games, worksheets, and other experimental activities. In some instances, extensions of this main activity are offered.
<b>Activity Outcomes:</b>	Questions are included to help students reflect upon the content and their experience as a result of participation in the main activity.

### How to Use These Lessons (continued from page one)

<b>Extension Activity:</b>	Additional activities are provided in order to further enhance learning of the concepts addressed in the main activity.
<b>Safety Note:</b>	Recommendations for the teacher to take note of or be aware of a safety concern or issue.
<b>Vocabulary:</b>	Words that have been introduced or reviewed in the lesson activities.
<b>Teacher Information:</b>	Background information is provided for each lesson and can be found immediately following the lesson activities. It is recommended that teachers review this information before starting the lessons.

### Special Considerations

- ◆ All lesson activities may be modified for different grades and/or student ability levels or abilities.
- ◆ You may have children in your classroom with special dietary needs, like diabetes or lactose intolerance. In these instances, you should work with the parents and the school nurse.

## THIRD GRADE LESSON PLAN

### Name of Lesson: *Best Breakfast Authors*

#### Objectives:

- ♦ The children will explore a variety of breakfast foods and beverages.
- ♦ The children will write a creative story about a favorite breakfast food or beverage.
- ♦ The children will be encouraged to present their creative stories to others as well as try a variety of these foods or beverages during the story time.
- ♦ The children will identify how to consume a variety of nutrient-dense breakfast foods and beverages.

#### Points to Emphasize

- ♦ Breakfast should include a variety of different foods/beverages from each of the five food groups (grains, fruits, vegetables, low-fat milk, meat/beans) - for example, whole grain breads and cereals, eggs, beans, lean meats, low-fat milk, low-fat yogurt, fruits, vegetables, 100% fruit and vegetable juices, peanut butter, and so on. (See Teacher Information for further information on the five food groups.)
- ♦ Breakfast is one of the most important meals to eat during the day.
- ♦ Breakfast foods and beverages give you the energy and nutrition you need to run, jump, play, think and learn.
- ♦ Eating breakfast helps you to grow and to be strong.
- ♦ Tasting a variety of foods/beverages can be fun and helps you to try and enjoy a variety of different foods/beverages; how much of them you have, and how often you have them for breakfast is important.

#### You Will Need:

- ♦ Writing Paper
- ♦ Art Supplies
- ♦ “Foods to Include for Breakfast” list
- ♦ Chart Paper
- ♦ Drawing Paper
- ♦ Pencils
- ♦ Overhead Projector (optional)

**National Education Standards:** Refer to “Campbell’s Breakfast Lesson Plans Alignment to National Standards” chart.

#### Getting ready:

Make copies of the “Foods to Include for Breakfast” list – one per student, or make a large copy of the list on chart paper or as an overhead.

#### Procedure:

**STEP 1** On a piece of chart paper, write the following question: What is your favorite breakfast food? As part of your morning meeting or before class begins, invite students to write down their favorite breakfast food.

**STEP 2** When all students have written their answers, review them with the class. Which of these foods can be found on the breakfast food list? (Distribute breakfast food list to students or make a large copy of it on chart paper or an overhead.)

**STEP 3** Explain to students that they are going to pretend they are authors. (Define authors for those who may not know what it means.) Explain that their assignment is to choose one food from the “Foods to Include” breakfast food list and write a creative story about it.

**STEP 4** Explain to students that to help them write their stories, they should do the following three things:

- ♦ Choose the topic (one breakfast food).
- ♦ Write a topic sentence.
- ♦ Brainstorm three supporting reasons why including this food or beverage at breakfast is a smart choice.

**STEP 5** Once students answer these questions, have them use the information to write a creative story about their breakfast food choice. Explain that students may wish to illustrate their story too.

**STEP 6** When the stories are done, let them take turns sharing their stories with the class. Compile students’ stories into a class book about foods to include for breakfast.

### Activity Outcomes:

- ♦ What are some of your favorite breakfast foods? Why are these your favorites?
- ♦ What food groups do your favorite breakfast foods belong to (grain, fruit, vegetable, milk, or meat & bean)?
- ♦ Why is it important to eat or drink your favorite breakfast food or beverage for breakfast?
- ♦ How can you encourage others to eat a variety of foods and beverages for breakfast?

### Extension Activity: *Come to Our Reading*

**STEP 1** Invite students to help you plan a special event in which they will get a chance to read their creative stories to their parents, while sharing a variety of breakfast foods and beverage choices.

**STEP 2** Have students help you design an invitation for them to take home. On the invitation, assign a food, beverage, or other item needed for the breakfast (be sure that you assign two students the same item, so if one forgets, the other may bring it.) (\*NOTE: Check before assigning foods for any food allergies among students and make a list of foods that are safe for all to be around and enjoy.)

**STEP 3** On the day of the party, have parents listen as students take turns sharing their creative stories. Then, celebrate the release of their “book” by sharing a special breakfast together.

\* Note: Information on the importance of eating breakfast could be provided to parents at this time, along with a copy of the “Foods to Include for Breakfast” list.

## Teacher Information

Food is important because it helps children grow and develop, and can help set a foundation for good health. Foods provide fuel and nutrients that growing children need. It is important for children to eat every meal and not to skip meals. One of the most important meals is breakfast.

This lesson focuses on the introduction to a variety of breakfast foods that can be eaten for breakfast. Because children do not have discretion over everything they eat, the focus is to introduce children to the variety of breakfast foods and beverages that are available. It is also intended to encourage children to try a variety of foods and beverages, and to explore the uniqueness of different foods from each of the five food groups using their five senses.

Many breakfast foods and beverages are high in a variety of vitamins, minerals, and nutrients (for example, foods such as whole grains are high in fiber). Fruits and vegetables, including 100% fruit and vegetable drinks, are high in vitamins and minerals, low in fat and high in fiber. Low-fat milk products contain the same amount of vitamins and minerals and less fat than whole milk products. All breakfast foods can be eaten in moderation.

The information presented is based upon the recommendations of the USDA's *MyPyramid* and the new 2005 Dietary Guidelines for Americans.

The *MyPyramid* Food Guidance System provides specific recommendations for making food choices to improve the quality of an average American diet. The recommendations in this framework fall under four overall themes:

- ◆ Variety – eat foods from all food groups and subgroups. This is represented by 6 color bands representing the five food groups of the Pyramid and oils. This shows that foods from all food groups are needed each day for good health.
- ◆ Proportionality – This is shown on the Pyramid by the different widths of the food group bands. The widths suggest how much food a person should choose from each group.
- ◆ Moderation – Choose forms of foods that limit intake of saturated or trans fats, added sugars, cholesterol, salt, and alcohol. This is represented on the Pyramid by the narrowing of each food group section from bottom to top. The wider base stands for foods with little or no solid fats or added sugars. These should be selected from more often. The narrower top stands for foods containing more added sugars and solid fats. The more active you are, the more of these foods can fit into your diet.
- ◆ Activity – be physically active every day. This is represented by the stairs and the person climbing them.

Generally, the recommendations for each food group include:

- ◆ Grains: Make at least half your grains whole grains.
- ◆ Vegetables: Vary your veggies – try to choose vegetables from several subgroups (orange veggies, dark green veggies, etc.) each day.
- ◆ Fruits: Focus on fruits – eat a variety of fruits.
- ◆ Milk: Get your calcium-rich foods – choose fat-free or low fat most often.
- ◆ Meat & Beans: Go lean with protein – choose lean meat and poultry. Vary your choices – include more fish, beans, peas, nuts, and seeds.

*(Source: This information has been adapted from the USDA, at [www.mypyramid.gov](http://www.mypyramid.gov)).*

This lesson suggests a food tasting. Check the lesson ahead of time to determine what food supplies you will need. In general, you can make substitutions for the foods suggested in the lesson. You can also use the tasting as an opportunity to have the students try breakfast foods from a variety of cultures and cuisines. It may be helpful to ask a few parents to assist you by sending in the specified foods on specific days.

**Safety Note:**

Some children may be allergic to certain foods or ingredients of foods such as nuts. Before serving or having any of these foods near children, be sure to ask parents for a list of any food allergies that children may have. Be sure to examine the ingredient lists of snack foods before serving to children.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## ***Foods to Include for Breakfast***

Where do your favorite foods fit in?

Choose from these foods to create your own special breakfast.

### **Grain Group\***

Whole grain cereals  
Fortified ready-to-eat cereals  
Whole grain English muffins  
Whole grain muffins  
Whole grain crackers  
Bagels  
Oatmeal  
Hot cereals  
Pancakes  
Waffles  
French toast  
Tortillas  
Pita bread  
Flat bread

### **Milk Group**

Low fat or fat-free yogurt  
Low fat or fat-free milk  
Low fat or fat-free cheeses  
Low-fat pudding made with milk  
1% cottage cheese

*\*At least half of the grains eaten every day should come from whole grains.*

### **Fruit Group**

Fresh, frozen or canned fruits  
100% fruit juice

### **Vegetable Group**

Fresh, frozen or canned vegetables  
100% vegetable juice  
Salsa

### **Meat and Bean Group**

Lean meats  
Fresh or canned salmon  
Tofu  
Beans  
Peanut butter  
Nuts