



A Well-Balanced Diet

8_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

What are the four basic nutrients needed by the human body? (water, carbohydrates, protein, and fats) What other two nutrients does the body need in smaller amounts? (vitamins and minerals) Tell them that today they will learn more about each one of these nutrients so that they will be better able to plan healthy meals for themselves.

Vocabulary Preview

5 minutes

Well-Balanced Diet

1. In today's read-aloud, you will hear how a *well-balanced diet* is important to staying healthy.
2. Say the word *diet* with me three times.
Say the phrase *well-balanced* with me three times.
3. A diet is the food and drink that a person or animal usually eats and drinks.
Well-balanced means to have an equal selection or helpful amounts of different things.
A well-balanced diet contains all the different nutrients you need to stay healthy.
4. A well-balanced diet includes grains, fruits, vegetables, dairy, proteins, and fats. [Write the words *grains*, *fruits*, *vegetables*, *dairy*, *proteins*, and *fats* on the board.]



← Show image 8A-3: Grains



← Show image 8A-6: Sources of fiber



← **Show image 8A-7: Sources of protein**

5. [Show images one at a time, and tell students the following:]
These are examples of healthy foods that are part of a well-balanced diet. What are some foods that are part of a well-balanced diet?

Purpose for Listening

Tell students to close their eyes and imagine their favorite grocery stores. Tell them to think about their favorite aisles and what foods they particularly like to put in their grocery carts. Ask them to listen carefully to find out in which area of the grocery store they should spend most of their time and why.



A Well-Balanced Diet

← Show image 8A-1: Favorite foods

If you could eat whatever you wanted, what would you choose? Would it be a breakfast meal of cereal, orange juice, and toast? Pancakes loaded with butter and syrup with a side of bacon or sausage? Perhaps you'd choose a juicy hamburger with French fries and slaw. What about pizza or shrimp lo mein? Maybe you'd favor enchiladas or souvlaki? Or would you choose a fish taco and tomato soup? You each have different favorites, I'm sure. Hopefully, as you learn more about nutrition and the nutrients your body needs, you will begin to think more about what you eat, making wise choices so that you can maintain a healthy body throughout your life.¹

1 What is nutrition? (nourishing substances, necessary for growth and the maintenance of life)

2 What does *essential* mean? (necessary)

3 or a range of different things

Providing the body with the nutrients it needs is an essential part of staying healthy.² Have you ever heard someone say “Variety is the spice of life?” That usually means that you should spend your time doing lots of different things, but it holds true for your diet as well. You’ve learned that the body needs **variety**³—a variety of nutrients that come from a variety of foods. Your body makes most of its building blocks from proteins and carbohydrates, but it needs fats and lots of water, too. And don’t forget about vitamins and minerals! They’re nutrients, too.

The best way to make sure that you are getting all the nutrients you need is to eat a **well-balanced diet**. What do you suppose that means?



← Show image 8A-2: Pizza and fried chicken

Well, for one thing, it means you don’t have to give up your favorite foods, even if they may not be the healthiest ones on the planet. Just don’t eat pizza or fried chicken at every meal. My dad used to say, “Eat in **moderation**.” He meant that I shouldn’t eat too much or too little of any one thing. I love chocolate chip

cookies so much that I could easily eat a whole batch, but I had to learn to eat slowly and be satisfied with one or two.

Balancing your diet with lots of different foods is important. Think about all of the different nutrients your body needs. These nutrients come from a variety of foods. A well-balanced diet includes grains, fruits, vegetables, dairy, meats and fish, and fats.



← **Show image 8A-3: Grains**

Do you remember which one of the four basic nutrients is contained in grains—carbohydrates or fats? Right—carbohydrates. Grains also contain small amounts of protein and fats, but carbohydrates make up the largest amount of nutrients in grains. There is a lot of variety when it comes to choosing a grain for dinner. Grains include rice, pasta, bread, and cereal. Think of all the many types of pasta alone—spaghetti, macaroni, penne, and rigatoni—the list goes on and on. If you have a choice between brown rice and white rice, brown contains more nutrients. The same is true of breads. Whole wheat bread is better for you than white bread. When choosing a cereal, find one that isn't loaded with extra sugar.



← **Show image 8A-4: Starch and sugar**

You learned that the body needs energy and that most of its energy comes from carbohydrates. That's because the body breaks down large carbohydrates, like the starch in potatoes or spaghetti, into smaller carbohydrates like sugar, which contains a lot of energy that the body can use. Table sugar comes from the roots and stems of plants, like sugar beets and sugarcane, and will give you instant energy. But the kind of sugars found in potatoes and pasta are much better for you than digging into the sugar bowl or reaching for a candy bar. Both give you energy, but candy gives you a quick burst of energy that is soon gone, whereas the energy in potatoes and pasta lasts much longer because it is released into your body much more slowly. If you're hungry, a baked potato will satisfy your hunger much longer than a handful of chocolate candy.



← **Show image 8A-5: Other carbohydrates**

What other foods are rich in carbohydrates? Yes, fruits and vegetables—apples, bananas, carrots, and broccoli. They all provide your body with energy. Just like grains, the natural breakdown of sugar from a fresh piece of fruit is far better for you than a hot-fudge sundae. Choose a naturally sweet-tasting beet or an ear of sweet corn over eating a teaspoonful of sugar from the sugar bowl. The next time you go to the grocery store, **scan**, or look quickly around, the produce section for some fruits and vegetables that you may not have tried. Have you ever tried kohlrabi or kiwi fruit?⁴ Remember, variety is the spice of life.

4 [You may want to show students some of the more unusual fruits and vegetables with which they may not be familiar.]



← **Show image 8A-6: Sources of fiber**

In the lesson on the digestive system, you learned that the body was not able to process some foods and so they leave the body as waste. **Fiber**, a very important carbohydrate, is one kind of waste. Fiber is the part of plant foods that your body can't digest or absorb. Since your body cannot digest it, fiber is not a nutrient, but a good diet should include lots of fiber to help keep things moving along the digestive tract. Oranges, pears, berries, peas, and nuts will give you the fiber that you need.



← **Show image 8A-7: Sources of protein**

Meat, fish, eggs, and dairy are all good sources of protein and they are all animal products. Some people are vegetarians, meaning that they do not eat meat. And some people are vegans meaning they do not eat or use any animal products, such as eggs, cheese, milk, or meat. We know how important protein is for the growth and repair of our bodies, so are there other ways for vegetarians or vegans to get the protein they need? Yes, indeed! Certain combinations of grains, corn, and beans contain all the protein that your body needs. Good combinations include beans and brown rice, hummus and pita bread, or lentils with a green salad. Nuts are rich in protein, too, as are all soybean products, like tofu and soymilk. Yogurt is another good source of protein; just limit the sweetened, flavored varieties because of the added sugars.



← **Show image 8A-8: Fats**

Let's not forget the fats in your well-balanced diet. Meat and dairy products contain lots of fat, and butter and oils are nearly a hundred percent fat. They are the back-up energy source when your body needs a boost, but most of the fat you need is already stored in your body. Each day, you only need the amount of fat contained in about one tablespoon of vegetable oil to keep your body healthy. Many of us eat much more than that. Fat is a little like sugar. It contains important nutrients, but they are very few compared to other foods. Foods rich in vitamins, like fresh fruits and vegetables, are a much better choice than greasy, fried foods made with lots of fat. Too much fat can make you overweight and cause damage to your heart and blood.



← **Show image 8A-9: Breakfast, the most important meal of the day**

Have you ever heard that breakfast is the most important meal of the day? Do you know why? The word *breakfast* means to break the fast. You fast, or don't eat, every night when you sleep. That's a long time to go without food. Both your body and your brain need to be recharged in the morning, so you need to break the fast with breakfast. Without food, you may feel tired and grumpy because you don't have all the energy you need to get going in the morning. You may stumble over math problems, thinking five plus seven equals twenty, or skip over a line in your reader so that your sentences are all mumbo-jumbo—or mixed up.⁵ Think about starting every day with some healthy proteins and carbohydrates so that both your body and your brain are at their best.

5 The word *skip* as used in this sentence means to miss something. *Skip* can also mean to move forward in a light or playful way by taking short, quick steps and jumps.



← **Show image 8A-10: The produce aisle**

Generally speaking, the fresher the food, the better it is for you. That is why it makes sense to spend more time in the produce aisle of the grocery store instead of stocking up on packaged foods like potato chips, canned spaghetti, and frozen chicken nuggets. These processed foods often have lots of added salts and sugars and are stripped of the vitamins and minerals that your body needs.

If you do choose packaged foods, make a habit of checking the labels on the outside wrappers before adding them to your cart. Food labels tell how big a serving is, which essential nutrients are provided, and the quantities of each nutrient per serving. It is important to limit the amount of food eaten that is high in sodium, sugar, or fat.



← **Show image 8A-11: Sugar**

Check out the label from a can of soda. Did you know that there are ten teaspoons of sugar in one soda? Sodas have no nutritional value, cause tooth decay, and put on unhealthy pounds. What would be a better choice of beverage? Water is always best, but milk and fruit juices contain vitamins and minerals, so they are good choices, too.



← **Show image 8A-12: Macaroni and cheese or a salad?**

The next time you go to the grocery store, look in your grocery cart and see if the foods you've chosen are part of a well-balanced diet. Remember to eat a variety of foods with more fruits and vegetables than anything else. Next time you eat a big plate of macaroni and cheese, think about adding twice as many dark leafy greens to your plate!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* In which area of the grocery store will you find the healthiest foods? (produce section) Why are fresh foods better for you than processed foods? (Processed foods often have added salts and sugars, and are stripped of vitamins and minerals.)
2. *Inferential* Pretend that you just ate a meal that consisted of fried fish, a baked potato and butter, green beans, and a glass of milk. Which of the four basic nutrients did you consume and from which foods? (carbohydrates—potato and green beans; protein—fish and milk; fats—butter or oil used to fry the fish; water—milk, potatoes, and green beans)

3. *Literal* You learned that fiber—the part of fruits, vegetables, and grains that cannot be digested and becomes body waste—is an important carbohydrate. Why is fiber so important if the body cannot use it for nutrients? (Fiber helps food move more quickly through the digestive tract.)
4. *Literal* Vegetarians do not eat meat, and vegans do not eat any animal products, including meat, fish, eggs, and dairy products. These foods are all rich sources of protein, so how do vegetarians or vegans get the protein they need? (They learn how to combine grains and beans, nuts, and soy products to get all the protein they need.)
5. *Inferential* Athletes need lots of energy before sporting events. Which one of the four basic nutrients will provide them with most of the energy they need? (carbohydrates)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think, Pair, Share:* Pretend that for an afterschool snack you are offered soda, a bag of chips, a cup of almonds, a strawberry-flavored carton of yogurt, and an apple. Which of these items is the healthiest for you and why? Which of these items is the least healthy for you and why? (the apple and almonds; The apple provides energy and fiber with natural sugars. The almonds are rich in protein and fiber. The soda and yogurt have added sugars, and the chips have added salt and fats.)
7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Variety

5 minutes

1. In the read-aloud, you heard, “There is a lot of *variety* when it comes to choosing a grain for dinner.”
2. Say the word *variety* with me.
3. *Variety* means different kinds of the same general type of thing.
4. There is a variety of grains to choose from: rice, pasta, bread and cereal.
5. Think of things that come in a variety of different kinds. For example, bread comes in a variety of different kinds, such as white, whole wheat, sourdough, raisin bread, etc. Tell your partner what type of thing comes in a variety, and tell your partner if you have a favorite one among that variety. Use the word *variety* when you tell about it.
[Ask two or three students. If necessary, guide and/ or rephrase students’ responses: “_____ comes in a variety.” (Possible responses: fruit, ice cream flavors, dogs, music, pizza)
“My favorite variety of _____ is _____.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to group some items together that are all varieties of the same thing. You must name the group they have in common. For example, if I said, “peas, broccoli, and carrots,” you would say, “That’s a variety of vegetables.” Remember to answer in complete sentences.

- almonds, pecans, walnuts (That’s a variety of nuts.)
- apples, oranges, grapes (That’s a variety of fruits.)
- yogurt, milk, cheese (That’s a variety of dairy products.)
- fluoride, calcium, iron (That’s a variety of minerals.)
- pork, beef, chicken (That’s a variety of meats.)



Complete Remainder of the Lesson Later in the Day



A Well-Balanced Diet

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Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Definition Detective: Skip

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard Nick Nutri say that if you do not eat breakfast, “You may stumble over math problems, thinking five plus seven equals twenty, or *skip* over a line in your reader so that your sentences are all mixed up.”
2. With your partner, think of as many meanings for the word *skip* as you can, or discuss ways you can use the word *skip*.
3. [Show Poster 4M (Skip).] Which picture on the poster shows how the word *skip* is used in the lesson? [Hint: Someone is skipping his breakfast.]
4. *Skip* also means other things. *Skip* can mean to move forward in a light or playful way by taking short, quick steps and jumps. Which picture shows this kind of *skip*?
5. *Skip* also means to throw a flat stone along the surface of the water so that it bounces. Which picture shows this kind of *skip*?
6. Did you or your partner think of any of these definitions?

7. Now quiz your partner on the different meanings of *skip*. For example, you could say, “It’s not a good idea to skip breakfast. Which *skip* am I?” And your partner should say, “Number ‘1.’”

↔ Syntactic Awareness Activity

5 minutes

Adjectives and Adverbs

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical.

1. We know that some words describe other words.
Words that describe nouns—people, places, or things—are called adjectives.
Words that describe verbs—action words—are called adverbs.
Today we will practice using adjectives and adverbs.
2. The word *slow* is an adjective that describes a noun.
For example: In the story “The Tortoise and the Hare,” the *slow* tortoise won the race against the fast hare.
Slow is an adjective that describes the noun—tortoise.
3. In today’s read aloud, you heard, “. . . the energy in potatoes and pasta lasts much longer because it is released into your body much more *slowly*.” The word *slowly* is an adverb that describes how energy is released into your body.
Slowly is an adverb that describes the verb—released.
4. I will ask some questions. If my question asks you to describe a noun, use the adjective *slow* in your answer. If my question asks you to describe an action, or how something is done, use the adverb *slowly* in your answer. [Emphasize the italicized words.]
 - How did the pioneers *travel* up the steep mountainside?
(They traveled slowly.)
 - How do you *write* if you take your time and do a neat job?
(You write slowly.)

- What is a *train* that makes many stops and takes a long time to travel? (It is slow.)
 - What is a *computer* if it takes a long time to work? (It is slow.)
 - How do you *walk* when you are dragging your feet? (You walk slowly.)
 - How did Nick Nutri’s dad tell him to *eat* chocolate chip cookies? (Nick Nutri’s dad told him to eat chocolate chip cookies slowly.)
5. What are words that describe nouns called? (Adjectives describe nouns.)
What are the words that describe action words called? (Adverbs describe verbs.)

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Moderation

1. In the read-aloud you heard that Nick Nutri’s dad used to say, “Eat in *moderation*.”
2. Say the word *moderation* with me three times.
3. *Moderation* means to act in a way that is not extreme; not too much and not too little.
4. Foods that contain added sugar should be eaten in moderation, because too much sugar is not good for you.
5. What other foods should you try to eat in moderation? Why? Use the word *moderation* when you tell about it.
[Ask two or three students. If necessary, guide and/ or rephrase students’ responses: “I should eat _____ in moderation because . . . ”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe several actions. If what I describe is done in moderation, say, “That is not done in moderation.” If what I describe is not done in moderation, say, “That is not done in moderation.”

- eating pizza once a week (That is done in moderation.)

- playing video games for three hours a day (That is not done in moderation.)
- eating ice cream for a snack every day (That is not done in moderation.)
- eating ice cream every Sunday (That is done in moderation.)
- watching television for 30 minutes a day (That is done in moderation.)

Planning a Daily Balanced Diet

20 minutes

- Divide students into small groups. Give each group three paper plates and a stack of food-oriented magazines with lots of pictures. Tell them that they are going to plan three meals together: breakfast, lunch, and dinner.

Students should complete the following activities:

1. independently look in the magazines for pictures of foods that they would like to include, and cut them out;
 2. discuss food choices with one another, and make reasonable group decisions for each meal;
 3. include a drink with each meal; and
 4. using a different paper plate for each meal, glue or tape pictures to the plates.
- Once everyone has finished, gather the class together and have each group present its daily balanced diet to the class. Encourage them to use the words *nutrients*, *water*, *carbohydrates*, *proteins*, *fats*, *vitamins*, and *minerals* when talking about their food choices. Display their plates around the room, and use these visuals for further discussions of healthy foods.