Dear Teacher,

Thank you for joining the crusade to help our children become more fit for learning™! In order to make this journey successful and fun, there are a few things you should know about this resource guide.

First, it is just that – a Resource Guide. This is not another curriculum for you to put on the shelf because you have too much other material to cover. Instead, you will find suggested activities and (most importantly) how those activities link to the California State Academic Content Standards. These are lessons you are probably already covering in your classrooms. The only difference you will see is that they now have a nutrition or physical activity focus.

Second, the main objective of this resource guide is to improve student’s health by providing an environment that supports and encourages healthy eating habits and increased physical activity. This objective was met by taking various nutrition and physical activity topics important for elementary school students and grouping them into nine different themes (one theme per month from September to May).

At a minimum, we simply ask that you hang the poster and the calendar of activities on a bulletin board the first day of every month. Many of the calendar activities are very simple and can be done by the students without taking up any class time. However, we should warn you that this may spark some interest in your students, and they may want to learn more!

Your next step should be to send a copy of the calendar and the Take Home Activities home with the students. Any healthy habits that your students pick up throughout the year will only continue if the whole family participates.

Complete participation would involve a gradual inclusion of these activities into your academic calendar. Again, these are not new things to teach, they are just healthy twists to what you have been teaching for years.

ORGANIZATION OF THE RESOURCE GUIDE

To make this resource guide easy to use, each month is set up the same and contains the following:

1. **Calendar** – You will find English on the front and Spanish on the back. We encourage you to post this calendar in your classroom. This provides you and your students small activities to do throughout the month to promote the given theme.

2. **Introduction** – This short paragraph simply explains the importance of the theme for that month.

3. **Main Objective** – The objective of the month is summarized into one or two simple sentences. These objectives are appropriate for students, teachers, principals, parents, and siblings!
4. **Background** – A small amount of important background information is provided for each theme. While we do not expect you to become experts in the field, we do ask that you familiarize yourself with the topics. If you would like more information than is included in the brief background section, the resources listed for that month will be valuable tools.

5. **Take Home Activities** – Family involvement is very important. Information and take home activities can be sent home to the families to let them know what is going on in the classroom for the month. Family activities to promote the theme are strongly encouraged.

6. **School Activities** – Since the goal is to change the school environment to promote health, it is only logical that the school also has some activities to participate in each month. Remember, this is a team approach!

7. **Classroom Reward Ideas** – A student or class that does a good job deserves a reward! This section lists healthy reward ideas. Decide with the students what some other rewards might be that are more appropriate to your classroom and include them throughout the year. Do not limit your rewards to only sweet treats.

8. **Resources** – This section includes a list of organizations that provide additional details, activities, and information for each month. All of the organizations listed provide free or reduced cost materials to help you promote the theme.

9. **Activities Linked to Standards** – This is a listing of “suggested” activities. For some months, there are too many activities to fit into such a short period of time. You can use them exactly as written, or you are welcome to take the idea and change it around to fit your classroom. It is important to note that all of the activities listed link to one of the California State Academic Content Standards (Language Arts, Mathematics, Science, History/Social Science or Physical Education) or to the Health Framework Expectations. Following these activities, you may also see a short list of suggested reading materials, where applicable.

10. **Classroom Poster** – Hang this in the classroom at the beginning of the month to visually promote the theme throughout the month. Set aside a special location in your classroom where each month’s poster and calendar will be displayed.

11. **Handouts** – Where appropriate, you will also find a few handouts to help you get started. Many of these handouts can be photocopied as is and sent home to families. Some Spanish handouts are also available. As you gather more resources throughout the year, be sure to add them to your ever-growing resource binder.

**TIPS FOR SUCCESS**

In order for this to be successful, healthy changes must be made throughout the school year. Here are a few tips to help keep you and your students on the right track.

- Don’t forget that you are a role model. Make sure you follow the monthly themes as well. Remember to eat your breakfast and snack on fruits and vegetables at school!
• Encourage parents to bring healthy snacks to class as party treats (e.g.: 100% juice instead of soda, graham crackers instead of cookies, pizza with a vegetable or two on it).

• Continue to reinforce lessons learned in the earlier months throughout the year.

• Use non-sweet food rewards for good deeds in class (e.g.: try to avoid chocolate or candy). It is okay on occasion, but not all the time. Instead, use items such as stickers, erasers, pencils, or notebooks as individual rewards. Students can also be given coveted classroom chores or participate in a special fitness activity.

• Promote and support non-food fundraisers. Project Lean (resource listed below) provides some valuable information on fundraising ideas that do not involve chocolate candy bars.

• Be sensitive to the fact that some students will not be able to participate in all activities, especially those that involve purchasing and/or trying new foods or bringing specific foods to school for lunch or snacks.

• Utilize local resources and businesses. Many businesses are more than willing to help schools out; they just need to be asked. Contact local grocery stores and restaurants or local YMCA’s and other fitness facilities.

• Most importantly, have fun!

GLOBAL RESOURCES

Listed below are resources that can be used for a variety of themes and activities throughout the year. Some may be listed within a specific month as well.

GENERAL EDUCATION

Santa Clara County Office of Education – Library Media Center
1290 Ridder Park Drive
San Jose, CA 95131-2398
Phone: (408) 453-6800
http://www.sccoe.org/depts/library

California Department of Education Press Office
1430 N Street
Sacramento, CA 95814
Phone: 1-800-995-4099
http://www.cde.ca.gov/re/pn

There is a selection of materials devoted to nutrition and gardening publications. Also available is the 2006 publication School Nutrition…By Design. This document was commissioned by State Superintendent of Public Instruction Jack O’Connell and was written by his Advisory Committee on Nutrition Implementation Strategies. “It represents an overview of a healthy nutrition environment and suggests strategies schools and districts can use to model healthy eating habits for their students.” Jack O’Connell
Nasco
Phone: 1-800-558-9595
http://www.enasco.com
Nasco offers over 60,000 educational tools for everything from math and farming to health and crafts and everything in between. Request one or more of their 20 catalogues on-line for free.

**Health & Nutrition**

**MyPyramid.gov**
http://www.mypyramid.gov
http://www.mypyramid.gov/sp-index.html (site in Spanish)
This is the main website of the MyPyramid food guidance system which will be discussed in November. However, this is a good site for general information regarding nutrition and physical activity guidelines.

**The Healthier US Initiative**
http://www.healthierus.gov
This site provides a wealth of information intended to help combat the growing obesity epidemic and is part of the President’s Healthier US Initiative. Each section – Nutrition, Physical Activity, etc – displays additional links for the given topic. For example, the Dietary Guidelines for Americans can be found by clicking on the Nutrition Link. These are a set of very specific health recommendations based on current scientific research. This site will help you find out more about the details behind each recommendation – many of which are a part of the various themes.

**Team Nutrition**
http://www.fns.usda.gov/tn
Team Nutrition is a program sponsored by the United States Department of Agriculture designed to provide educational resources to teachers, parents, and caregivers to promote healthy children. The Changing the Scene kit is a wonderful resource for adults as they begin to change and improve the health environment of schools. You can order a copy of this kit by following the Resources link on this web page. Another valuable resource is the current year’s calendar. It provides additional activities to be done each month to promote the various themes.

**We Can!**
http://wecan.nhlbi.nih.gov
*We Can!* (Ways to Enhance Children’s Activity & Nutrition) is a national program designed as a one-stop resource for parents and caregivers interested in practical tools to help school-aged children stay at a healthy weight. Tips and fun activities focus on three critical behaviors: improved food choices, increased physical activity and reduced screen (TV & computer) time.

**Project Lean**
http://www.californiaprojectlean.org
California Project Lean provides a wealth of resources, evaluations, articles and materials for promoting healthy eating and physical activity. Most of the activities are directed towards middle school, but some can definitely be adapted to the lower grades – such as the list of *Creative School Fund-raising Ideas* that provide schools with alternatives to chocolate candy bars.
California Healthy Kids Resource Center
Phone: 1-888-318-8188
http://www.californiahealthykids.org
This is an amazing resource center administered by the California Department of Education and the California Department of Health and Human Services. It maintains a comprehensive collection of healthy education materials that can be loaned to educators throughout the state.

KP KIDS Program
Kaiser Permanente Santa Clara Service Area
Community Benefits, Department of Public Affairs
1900 Homestead Road, Second Floor, Building 1
Cupertino, CA 95014
Phone: (408) 366-4175
KP KIDS is a pediatric weight management program that offers interactive activities on healthy eating and behavior modification for the whole family. The goal is to be proactive in assisting parents and children in developing a healthy lifestyle. Parts of the program have been integrated into this Resource Guide for use in the classroom and at home.

Kaiser Permanente Educational Theater Program
1814 Franklin Street, Ste. 805
Oakland, CA 94612
Phone: (510) 987-2223
Email: ETPinfo@kp.org
http://www.kp.org/etp
Kaiser offers an Educational Theater Program that uses music, dance, drama and puppetry to capture the attention of elementary school children, excite their imagination, and inspire them to make healthy life choices. In the hands of ethnically diverse, professional performer/educators, colorful characters share important health information on topics such as physical activity and good nutrition. Go on-line or call to book a show for your school.

Dairy Council of California
80 Swan Way, Ste. 210
Oakland, CA 94621-1439
Phone: 1-877-324-7901
http://www.dairycouncilofca.org
This website provides various health-based activities with a list of how they link to California State Academic Content Standards. They provide programs for K, 1-2, and 3-5. A partner site of Dairy Council of CA (http://www.mealsmatter.org) provides some very simple tips for healthy meal planning.

Kids Health
http://www.kidshealth.org
This site provides user-friendly nutrition and physical activity information. There is a section for parents, for kids, and one for teens.

Planet Health
http://www.hsph.harvard.edu/prc/proj_planet.html
This is an interdisciplinary curriculum for teaching middle school students about nutrition and physical activity. However, some material may be appropriate for upper-elementary school students. It has been formally evaluated and proven to be an effective means of delivery. ($45.00)
**Physical Activity**

The President's Challenge – You’re It, Get Fit!
http://www.presidentschallenge.org
The President’s Challenge is a program that encourages all Americans to make being active part of their everyday lives. No matter what your activity and fitness level, the President’s Challenge can help motivate you to improve.

American Council on Exercise – Operation Fit Kid
http://www.acefitness.org/ofk
This youth outreach program site provides resources to increase activity in kids.

Wheelchair Sports, USA
http://www.wsusa.org
This site provides activity resources for individuals with disabilities.

**Gardening Resources**

California Foundation for Agriculture in the Classroom (CFAITC)
2300 River Plaza Drive
Sacramento, CA 95833
Phone: 1-800-700-AITC
http://www.cfaitc.org
CFAITC is a nonprofit organization dedicated to providing educational resources to schools to enhance environmental education in the classroom. Contact them with any of your garden or agriculture related questions.

Cooperative Extension Master Gardener Program
1553 Berger Drive, Bldg. 1 (mail only, walk-in office in Bldg. 2)
San Jose, CA 95112
Phone: (408) 282-3105; Fax: (408) 298-5160
http://www.mastergardeners.org/scc.html
This is a volunteer program dedicated to promoting horticulture education in the community. Call for assistance in setting up a garden at your school.

Nutrition to Grown On
California Department of Education Press Office
Phone: 1-800-995-4099
http://www.cde.ca.gov/re/pn/rc
(Item #001512, 192 pp., 3-hole punched, $17.50, 2001)
This curriculum contains nine hands-on lessons, each linking a nutrition education activity with a gardening activity. Included is a matrix indicating correlations to the content standards in math, language arts, science, and history-social science.
## Grade 1 Standard Matrix

### ENGLISH-LANGUAGE ARTS

1.17 **Reading:**
- Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

2.1 **Writing:**
- Write brief narratives (e.g., fictional, autobiographical) describing an experience.

2.2 **Writing:**
- Write brief expository descriptions of a real object, person, place, or event, using sensory details.

2.3 **Listening & Speaking:**
- Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

2.4 **Listening & Speaking:**
- Relate an important life event or personal experience in a simple sequence.

### MATHEMATICS

1.0 **Number Sense:**
- Students understand and use numbers up to 100.

2.1 **Number Sense:**
- Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

1.1 **Algebra & Functions:**
- Write and solve number sentences from problem situations that express relationships involving addition and subtraction.

1.2 **Measurement & Geometry:**
- Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

2.1 **Measurement & Geometry:**
- Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.

1.1 **Statistics, Data Analysis, & Probability:**
- Sort objects and data by common attributes and describe the categories.

### MATHEMATICS

2.4 **Listening & Speaking:**
- Provide descriptions of familiar objects.

2.3 **Listening & Speaking:**
- Relate an important life event or personal experience in a simple sequence.

2.2 **Listening & Speaking:**
- Relate a significant experience using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

2.1 **Writing:**
- Write brief expository descriptions of a real object, person, place, or event.

2.2 **Writing:**
- Write brief expository descriptions of a real object, person, place, or event.

1.17 **Writing:**
- Classify grade-appropriate categories of words.
<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>2.d</th>
<th>Life Science: Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIFE SCIENCE</td>
<td>2.e</td>
<td>Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.</td>
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<tr>
<td>EARTH SCIENCE</td>
<td>3.b</td>
<td>Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>1.1.2</td>
<td>Social Science: Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>1.2.1</td>
<td>Social Science: Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>1.2.4</td>
<td>Social Science: Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>1.4.2</td>
<td>Social Science: Study transportation methods of earlier days.</td>
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<tr>
<td>SOCIAL STUDIES</td>
<td>1.4.3</td>
<td>Social Science: Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>1.5.3</td>
<td>Social Science: Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, traditions, and social practices of the world.</td>
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<tr>
<td>SOCIAL STUDIES</td>
<td>1.6.1</td>
<td>Social Science: Understand the concept of exchange and the use of money to purchase goods and services.</td>
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<tr>
<td>Grade 1</td>
<td>PHYSICAL EDUCATION</td>
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<tr>
<td>1.1</td>
<td>Physical Education: Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and with the body at high, medium, and low levels in space.</td>
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</tr>
<tr>
<td>1.2</td>
<td>Physical Education: Create or imitate movement in response to rhythms and music.</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Physical Education: Identify moving from right to left, and left to right, and identify right and left sides of the body.</td>
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</tr>
<tr>
<td>3.1</td>
<td>Physical Education: Participate in physical activities that are enjoyable and challenging.</td>
<td></td>
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<tr>
<td>3.2</td>
<td>Physical Education: Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate.</td>
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<tr>
<td>4.1</td>
<td>Physical Education: Explain the importance of drinking water during and after physical activity.</td>
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<tr>
<td>4.2</td>
<td>Physical Education: Explain that nutritious food provides energy for alertness and mental concentration.</td>
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<tr>
<td>4.3</td>
<td>Physical Education: Explain that the heart is the most important muscle in the body and is approximately the size of the fist.</td>
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<tr>
<td>4.4</td>
<td>Physical Education: Identify physical activities that cause the heart to beat faster.</td>
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<tr>
<td>4.5</td>
<td>Physical Education: Identify and list the body components of bones, muscles, organs, tissues, and fluids.</td>
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<tr>
<td>5.1</td>
<td>Physical Education: Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</td>
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</tr>
<tr>
<td>5.2</td>
<td>Physical Education: Identify the characteristics of physical activity.</td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>Physical Education: Demonstrates the characteristics of physical activity.</td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>Physical Education: Invite others to use equipment and/or apparatus before repeating a turn.</td>
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</tr>
</tbody>
</table>
Health Framework Expectation: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

Health Framework Expectation: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.
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Week 5

is lower in sugar.

a cereal that
labels to find

Compared food

more tomorrow.

today? Aim to drink
water, you drink

Record how much
and almonds milks.

1% dairy, soy, rice,

Healthy, non-dairy
\text{leading}

Have a milk

per serving.

value of fiber
at least 10% daily

to find a cereal with

Compared food Label

today!

a healthy breakfast

Be sure to choose

Eat breakfast!

five food groups.

at least three of the

have one food from

breakfast means that

Eat breakfast!

Find the fruit green

http://www.cdc.gov/nccdphp

http://www.epa/5aday/month

body.

Keep track of men's

breakfast this week.

you eat a healthy

Keep track of when

The body needs

extra glass today.

be sure to drink an

water.

water every day.

National School Breakfast Week

Monday Tuesday Wednesday Thursday Friday

March

for Learning.
Fuel Your Body

The American Dietetic Association has declared March “National Nutrition Month®” as a means of promoting nutrition education and encouraging healthy eating habits. In honor of that, this month will focus on fueling the body. One of the best things you can do to make sure your body is properly fueled every day is to eat a healthy breakfast every morning! Beyond that, it is important to eat foods high in calcium to keep bones strong, and drink plenty of water to keep cells functioning properly. Coincidentally the first full week of March is National School Breakfast Week.

Eat a healthy breakfast every morning by including foods from at least three of the food groups, making sure that at least one is high in calcium.

Mom was right; breakfast is the most important meal of the day. Breakfast literally means to “break” a “fast.” By the time we wake up in the morning, we most likely have not had anything to eat for at least eight hours. The brain needs food, specifically carbohydrates, to function properly. After an eight hour fast, the brain is starving for some food, some fuel! Feeding the brain will help your students do well in school and stay alert during class. Of course, food also fuels the muscles and helps them to start moving in the morning and perform well during activities.

A healthy breakfast contains foods from at least three of the food groups. Aim to have a combination of whole grains (such as cereal or whole wheat toast), fruit (such as fresh, frozen or dried fruit or 100% fruit juice), vegetables (such as vegetables in an omelet or 100% vegetable juice), calcium-rich foods (such as low-fat yogurt or milk), and/or protein (such as eggs or cheese). Sugary cereal or breakfast treats are not the best option because they generally aren’t whole grain and just provide a quick surge of energy (in the form of sugar) that disappears quickly.

Bones need a different type of fuel, calcium (a mineral), to keep them strong. It is hard for most students to start thinking about the hazards of weak bones. However, childhood happens to be the most important time to start building strong bones. If a person does not have enough calcium in his or her diet, bones become weak and brittle and are more likely to break. Dairy products are the best source of calcium; however, it is not the only source. When choosing dairy products, it is important to make low-fat selections. Non-dairy sources of calcium include some juices, cereals, legumes, and vegetables. (See handout for more non-dairy calcium sources.)

Water is also very important for the body and helps to keep it performing well throughout the day. The human body is made up of about 60% water. Water is lost every day by sweating, going to the bathroom, and even breathing! If the lost water is not replaced, cells in the body start to dehydrate. Even mild dehydration can lead to lack of concentration, fatigue, and poor performance in sports, activities, and learning. So drink up and fuel those cells!
Fuel Your Body

Take Home Activities

1) Make sure healthy breakfast foods are available for everyone in the house.
2) Sit down and have breakfast together in the morning.
3) See what can be made the night before so breakfast will be easy in the morning. (e.g. Make a fruit smoothie the night before and freeze it.)
4) Identify challenges that make it difficult for the family to eat breakfast. As a family, how can you overcome some of these challenges?
5) Identify all of the foods in the home that are good sources of calcium. If the family drinks milk, try milk with slightly less fat (e.g. go from whole to 2%, 2% to 1%, or 1% to non-fat).
6) If possible, encourage your schoolchildren to participate in National School Breakfast Week (the first full week in March).

School Activities

1) Promote school breakfast during National School Breakfast Week (the first full week in March). (See http://www.asfsa.org or http://www.schoolnutrition.org/nsbw)
2) If vending machines or snack bars are available to students, look into offering healthy breakfast foods.
3) Ensure that low- and non-fat milk options are available for snacks and meals.
4) Announce in the daily bulletin what the principal had for breakfast that morning.

Classroom Reward Ideas

Ask a local juice shop to donate fruit smoothies for breakfast, or ask the PTA to purchase the supplies and make smoothies in the classroom!

Resources

American School Food Service Association (ASFSA) - National School Breakfast Week
http://www.schoolnutrition.org/nsbw
ASFSA sponsors National School Breakfast Week during the first full week in March each year. See this website for additional information on the importance of breakfast and for activities to promote breakfast consumption both in the school and at home. Information, activities, and menus are updated each year.

American Dietetic Association (ADA)
http://www.eatright.org
March is National Nutrition Month® (NNM). NNM is a nutrition education and information campaign sponsored annually by ADA. The campaign is designed to focus attention on the importance of making informed food choices and developing sound eating and physical activity habits. Search for NNM and the current year to find information about current events.

www.fitforlearning.org  Grades K-2
Food and Nutrition Services, USDA
The Eat Smart Play Hard campaign is designed to promote children’s health by motivating children and their caregivers to eat healthy and exercise. They have handouts for students and parents in both English and Spanish that promote a healthy breakfast every morning.

National Dairy Council
http://www.nutritionexplanations.org
The National Dairy Council has a lot of wonderful materials that promote breakfast and increased calcium consumption to kids, parents, teachers and food service workers. Kids can play interactive games while learning about the importance of a healthy breakfast. Teachers can find information and activities to help teach nutrition to their students. There are also several contests that classrooms can participate in.

California Dairy Council
http://www.dairycouncilofca.org/edu
Order free materials to use in the classroom that promote healthy eating habits, breakfast, and increased calcium consumption. Web-based resources and activities are also available for download. Almost all activities are linked to California State Academic Content Standards. A Mobile Dairy Classroom can also come to elementary schools for assemblies!

The National Bone Health Campaign
http://www.cdc.gov/powerfulbones/index_content.html
Powerful Girls have Powerful Bones is a site for young girls with information and activities related to bone health. However, there is a lot of great information here that boys might find just as useful!
Fuel Your Body

Activities Linked to Kindergarten Content Standards & Framework

- Have the students describe common breakfast foods in general and specific language.
- Students can describe their favorite breakfast foods through an oral presentation.
- As a class, you can keep track of the number of times students eat breakfast, drink water, or consume a food high in calcium and record the results using pictures or graphs.
- Map out the school paying particular attention to where students can eat breakfast.
- Students can begin to learn that the body is comprised mostly of water.
- Begin to explore why nutritious foods provide energy to the body for physical activity.
- Discuss some of the barriers to eating a healthy breakfast every morning. As a class, can you come up with some ways to overcome these barriers?

Activities Linked to 1st Grade Content Standards & Framework

- Have the students write a brief, grade-appropriate narrative describing their favorite Sunday breakfast. They can then share this story out loud.
- Have students write brief expository descriptions of eating breakfast before school using sensory details. Students can then share their description out loud.
- Students can take a closer look at how plants get energy to make food from sunlight. When possible, look most closely at plants that the students commonly eat as fruits and vegetables.
- Explain the importance of drinking water before, during and after exercise.
- Discuss how nutritious foods provide the body with energy for alertness and mental concentration and why it is so important to eat breakfast every day.
- Discuss some of the barriers to eating a healthy breakfast every morning. As a class, can you come up with some ways to overcome these barriers?
• Write grade-appropriate stories about eating breakfast. Students can then share these stories out loud.

• Students can interview family members regarding their breakfast consumption patterns. Once the data are collected, they can represent the data with graphs or pictures and ask or answer simple related questions.

• Students can record how many times they eat breakfast over a week and construct bar graphs to record and display data.

• Understand how limits on food resources affect consumption patterns leaving some people hungry and unable to eat a healthy breakfast.

• Explain the importance of water and nutritious foods to performing physical activities.

• Discuss some of the barriers to eating a healthy breakfast every morning. As a class, can you come up with some ways to overcome these barriers?

Full of Energy, by Sally Hewitt – Science