

4<sup>th</sup> – 5<sup>th</sup> grade • English Level 3

# Learning Packet #4

Theme: Nutrition



# International Consortium for Multilingual Excellence in Education



August 15<sup>th</sup>, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

**The breakdown of packets is as follows:**

## **Level 1 – Entry into English**

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

## **Level 2 – Building Background**

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

## **Level 3 – Interdisciplinary Inquiry**

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

# International Consortium for Multilingual Excellence in Education



Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at [icmee@unl.edu](mailto:icmee@unl.edu).

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Claudia Yunes and Nicole Ponti** in collaboration with Tricia Gray and Alexa Yunes.

The standards that informed the development of this level’s packets are:

**Math**

- Operations and Algebraic Thinking- Use the four operations with whole numbers to solve problems; Represent and solve problems involving multiplication and division.

**English Language Arts**

- RL.4.4- Determine the meaning of words and phrases as they are used in a text
- RL.4.7- Make connections between the text of a story or drama and a visual or oral presentation of the text

**Art**

- Create- 1. Generate and conceptualize artistic ideas and work.
- Performing, Presenting, Producing- 6. Convey meaning through the presentation of artistic work.

**Physical Education**

- Flexibility- 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.
- Aerobic Capacity- 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large muscle groups to increase breathing and heart rate.

**English Language Development (WIDA)**

- Writing- Supply words for sentences about revising from models
- Listening- Match processes or events with their effects on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2
- Single statements or questions- An idea within words, phrases, or chunks of language; Simple grammatical constructions (e.g., commands, wh- questions, declaratives); Common social and instructional forms and patterns; General content-related words; Everyday social, instructional and some content-related words and phrases



4<sup>th</sup> – 5<sup>th</sup> grade • English Level 3

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Theme: Nutrition



# International Consortium for Multilingual Excellence in Education



August 15<sup>th</sup>, 2020

Dear Families:

During the COVID-19 pandemic, the academic classroom expanded into the home in new ways. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your child to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your child (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

Kinder-5th grade students will create a Buddy for their packets. This is the first activity in the packets and is intended to give children have someone to talk to about the work they are doing in the packet. We have included images of “buddies” to choose from. Choose a buddy, personalize it, and even name the buddy. Throughout the packet activities, students will be told to talk to their buddy or even to ask their buddy questions. With this buddy, students can work independently without needing your time and attention to be successful with the packet. However, we also encourage your student to talk with you or other family members as they are available. Further, your student could pick a stuffed animal or doll or something else as their buddy. They don’t have to use one of the buddies we offer, but they should plan for who their buddy will be each time they work on the packet. This might be something they will need your help understanding.



# International Consortium for Multilingual Excellence in Education



15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de Kínder a 5to grado crearán un Amigo para su paquete. Esta es la primera actividad en el paquete y está destinada a ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está haciendo en el paquete. Hemos incluido imágenes de posibles "amigos" para que su estudiante puede elegir. Sugerimos que elijan un amigo, lo personalicen e inclusive le pongan un nombre. A lo largo de las actividades del paquete, se le pedirá a su estudiante que hable con su amigo o incluso que le haga preguntas. Con este compañero, su estudiante podrá trabajar de forma independiente sin necesidad de su tiempo y atención para tener éxito al trabajar en el paquete.

ICMEE is housed within:



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Sin embargo, también alentamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Además, su estudiante puede elegir un animal de peluche o muñeca o alguien más como su amigo. No tienen que usar uno de los amigos que ofrecemos, pero deben planificar quién será su amigo cada vez que trabajen en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). Esto podría ser algo en lo que necesitarán su ayuda para poder comprender.

En este paquete hemos incluido las siguientes actividades:

- Diccionario: Esperamos que cada día su estudiante capte palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- Diario: Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas cortos de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a [icmee@unl.edu](mailto:icmee@unl.edu) o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

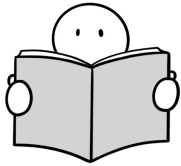
Kara Mitchell Viesca, PhD  
Associate Professor of Language Education  
University of Nebraska Lincoln  
Teaching, Learning and Teacher Education  
PI: International Consortium for Multilingual Excellence in Education



## Instructions Key



- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- lựa chọn



- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

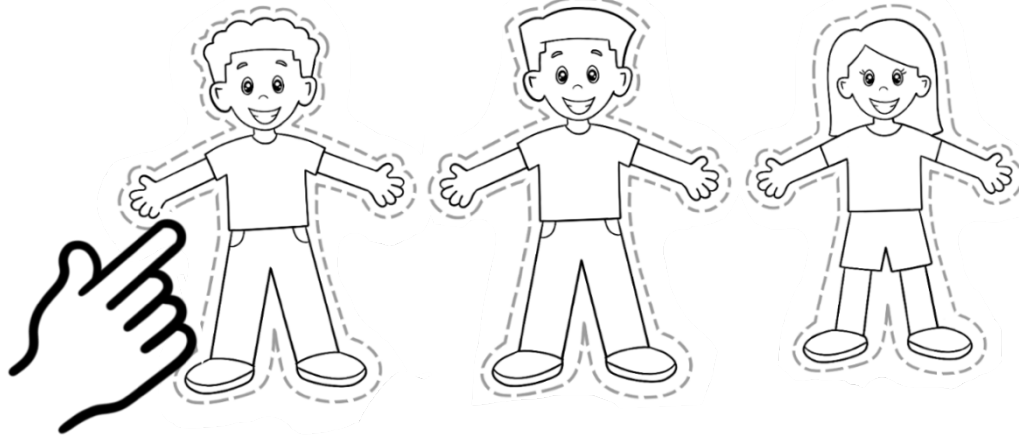




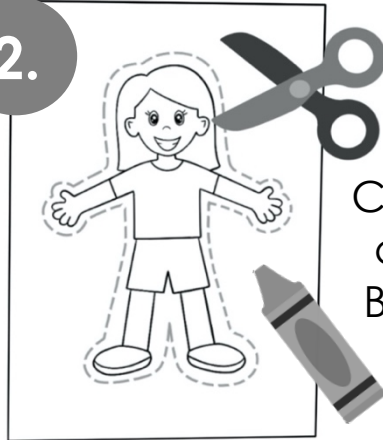
# Activities

# My Buddy

1. Choose a Buddy

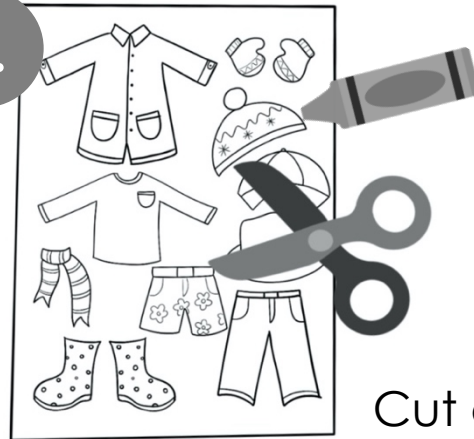


2.



Cut out and color your Buddy and give it a name!

3.

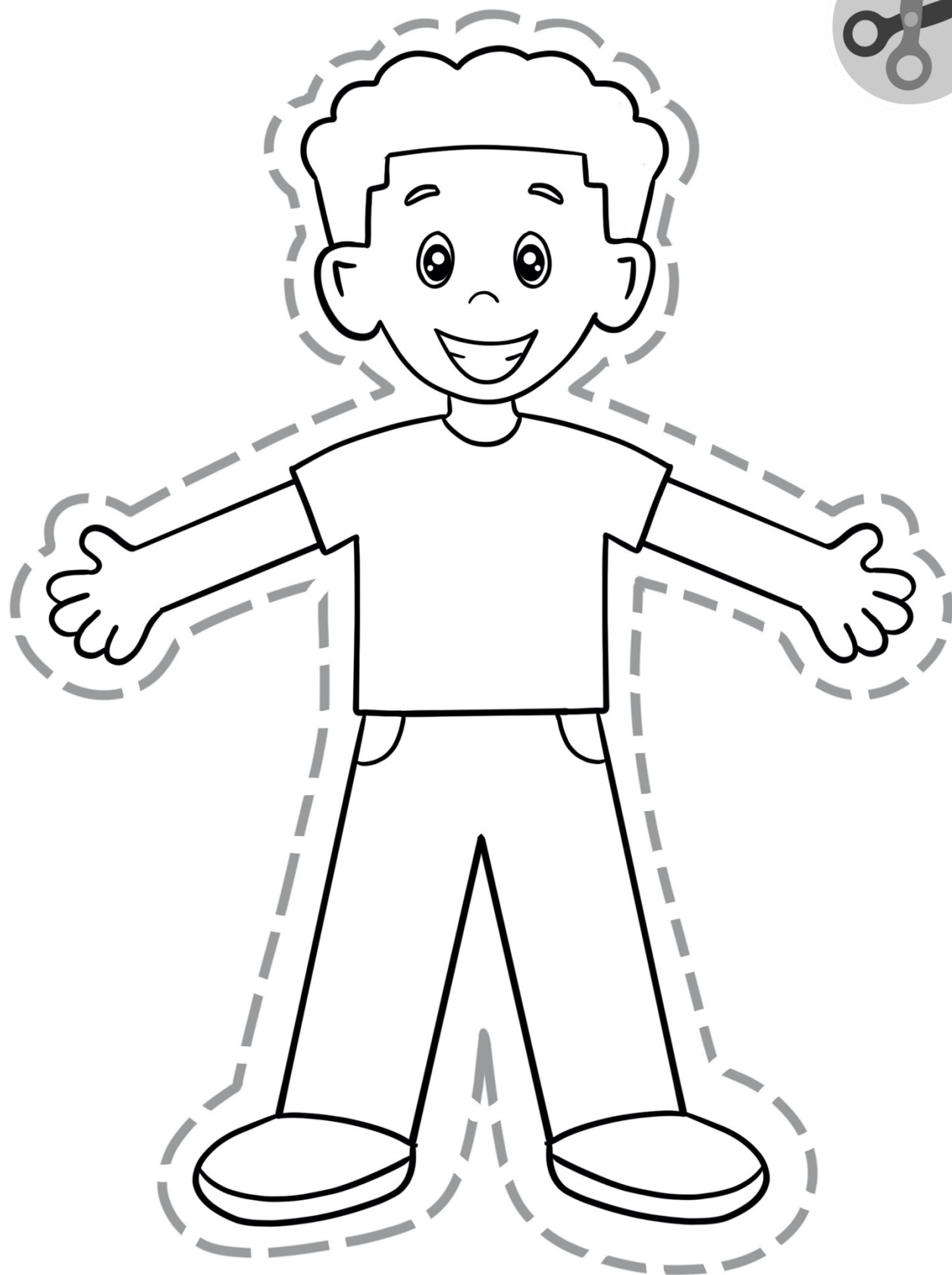


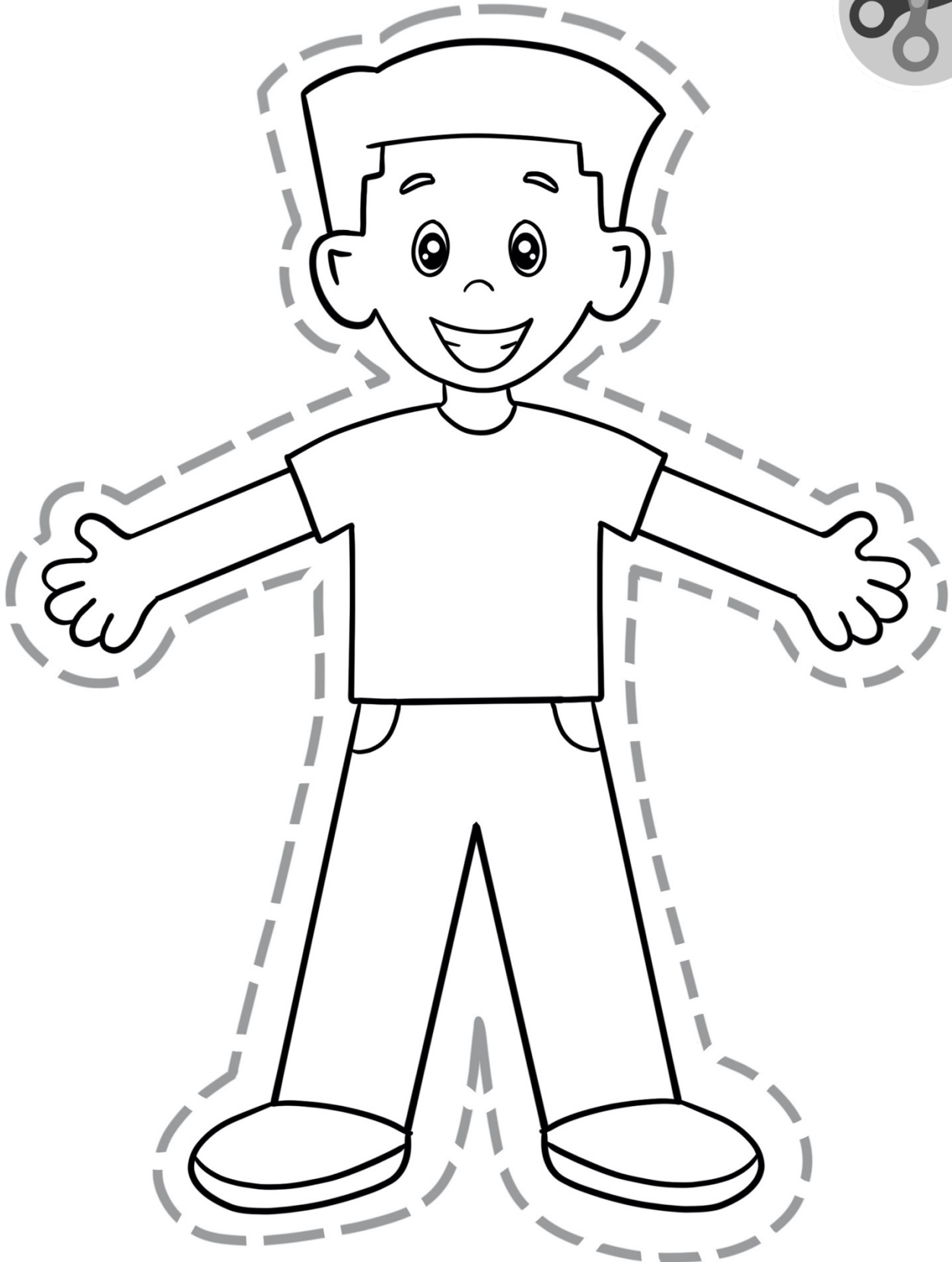
Cut out and color the accessories

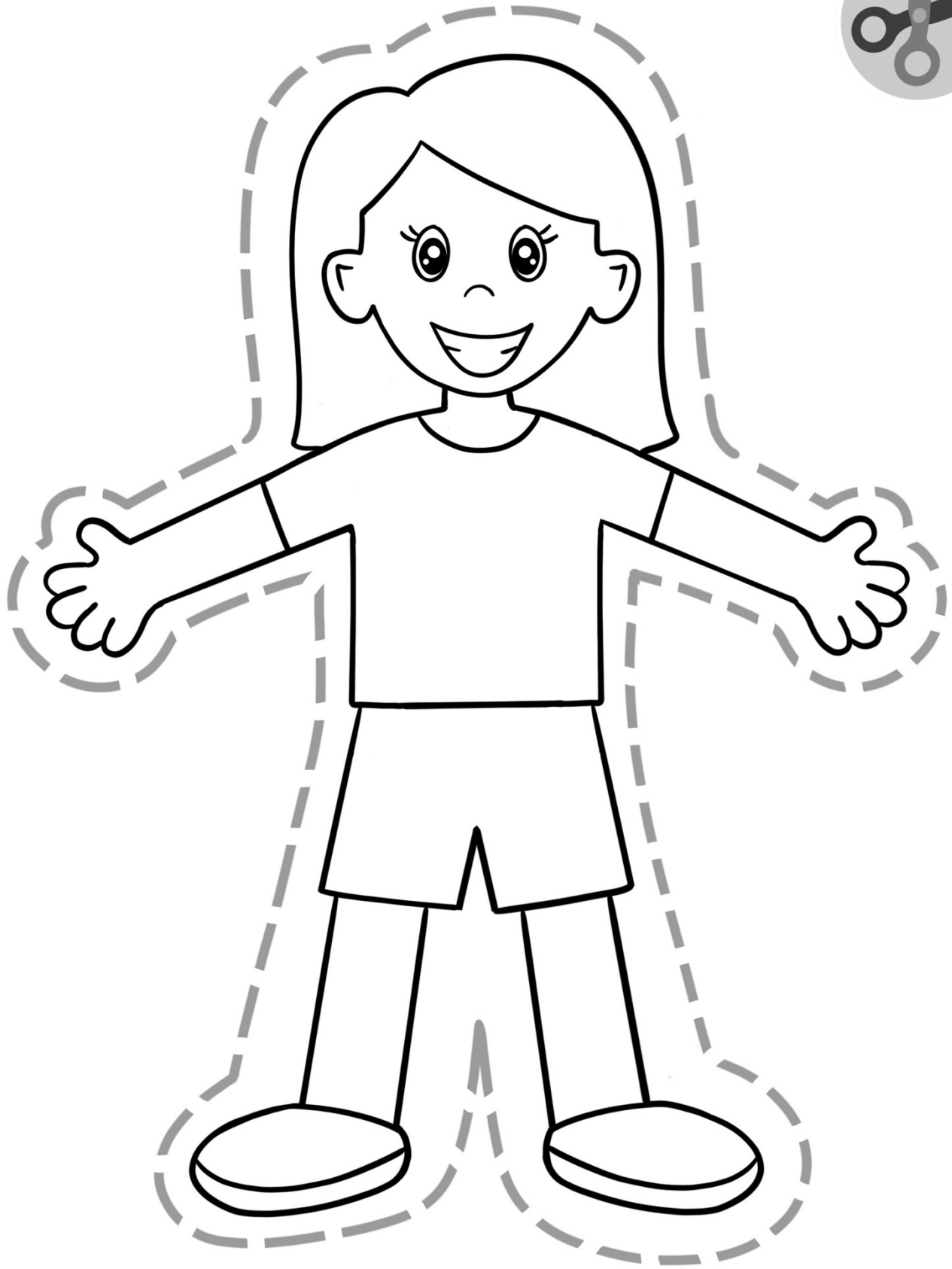
4.

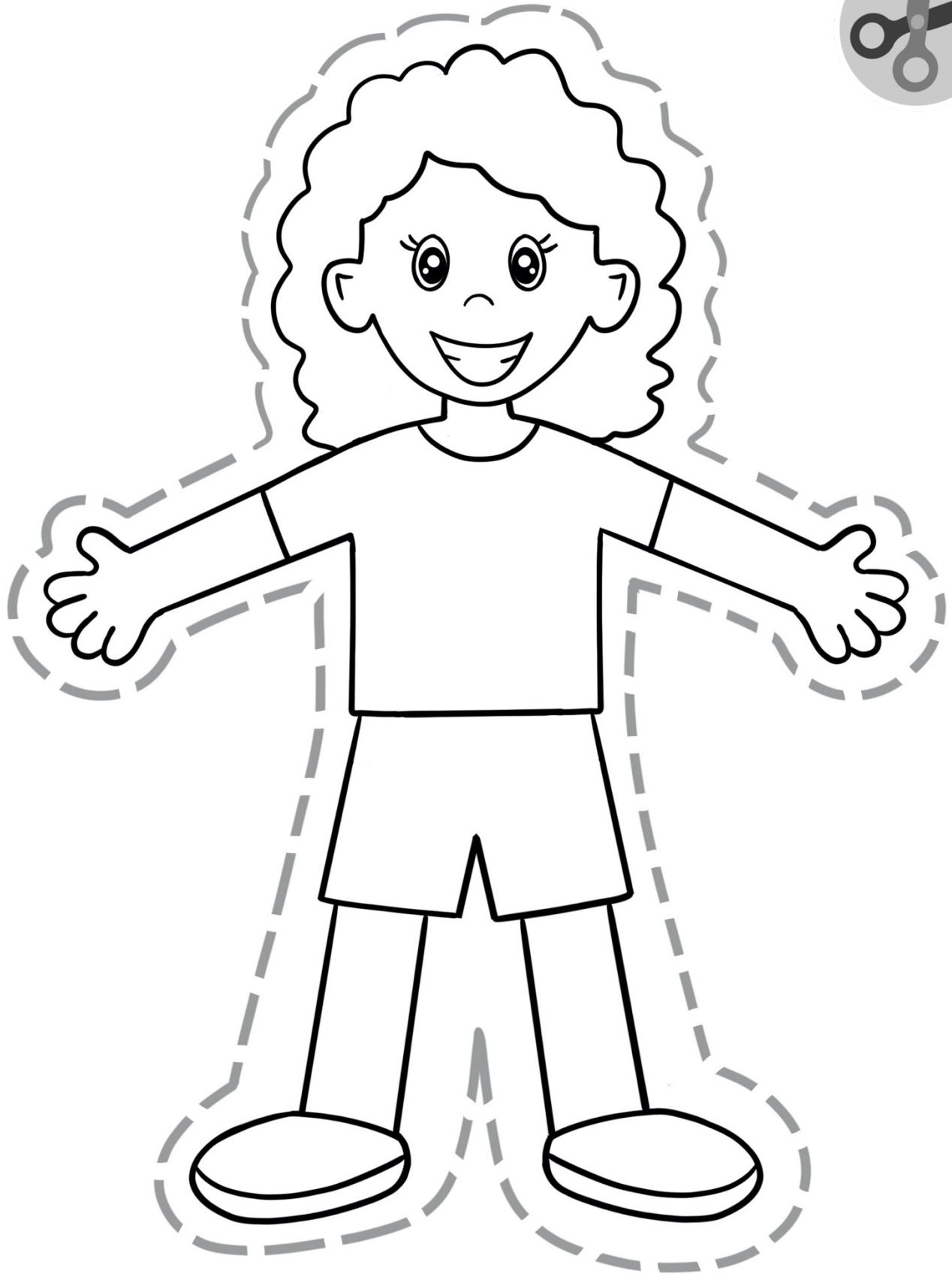


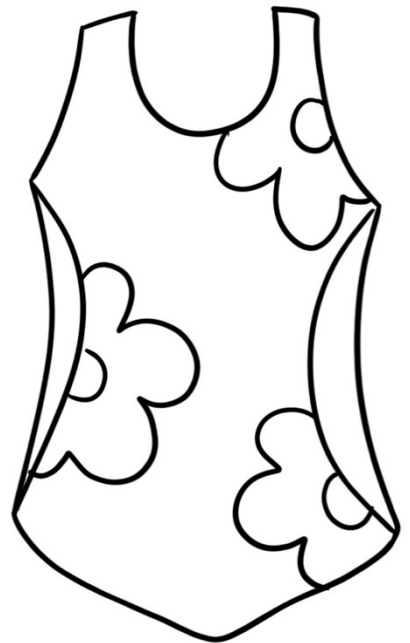
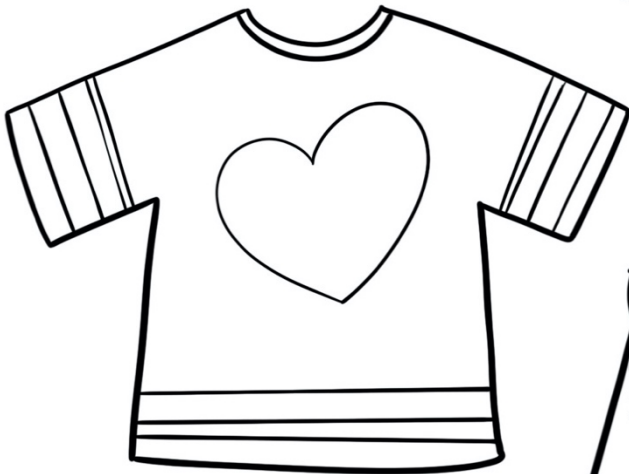
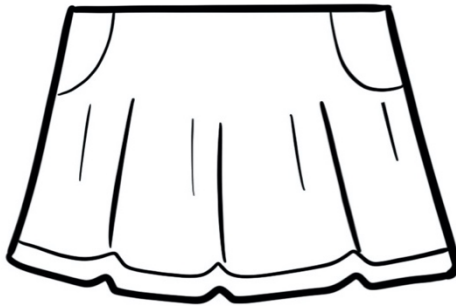
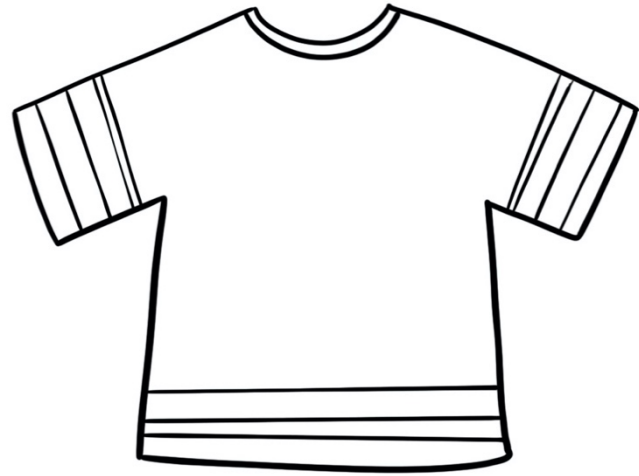
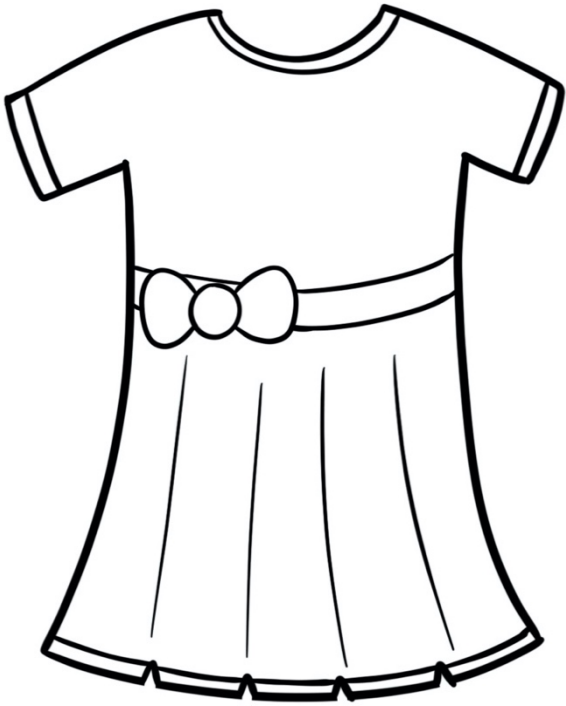
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!



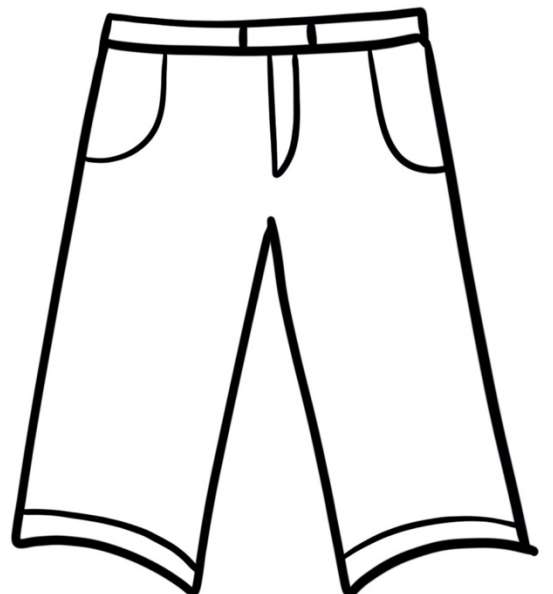
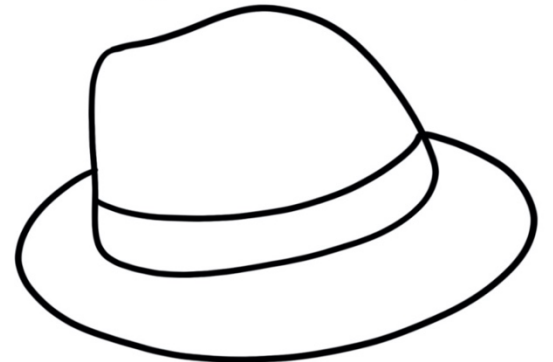
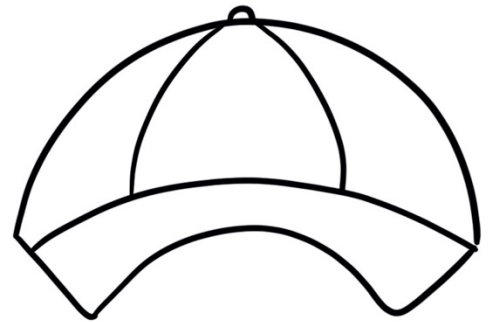
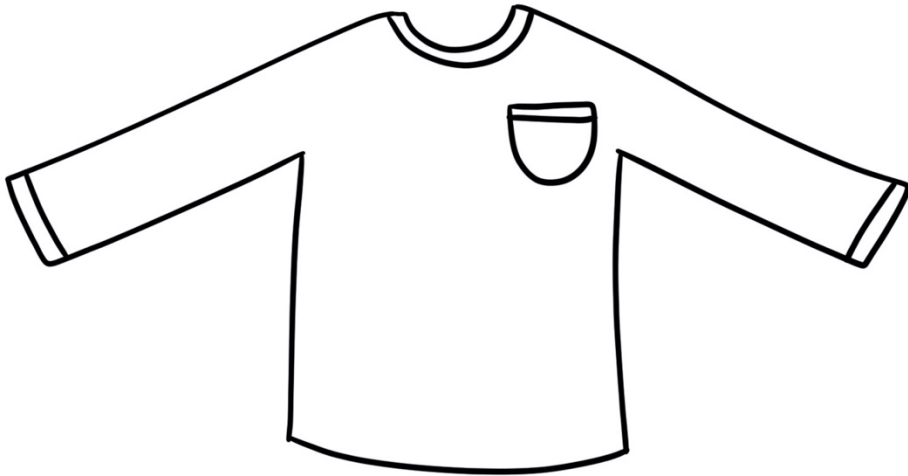












# Nutrition Glossary



Added sugars	Added sugars are syrups and sugars added when foods or beverages are prepared or processed.
Calories	Calories are a measurement tool just like, inches or ounces. They measure the energy a food or beverage provides. Calories are the fuel you need to work and play.
Carbohydrates	Carbohydrates are the main energy source for the brain. Without carbohydrates the body could not function properly. Sources include fruits, breads, and grains. Starchy vegetables and sugar.
Dairy	All fluid milk products and many foods made from milk are part of this food group.
Fat	Fat protects our organs, provides insulation, and is necessary for the production and absorption of certain vitamins.
Fruits	Any fruit or 100% fruit juice counts as a member of the fruit group.
Grains	Any food made from wheat, rice, oats, cornmeal, barley
Nutrients	Nutrients are vitamins, minerals, and other substances within food.
Protein	All foods made from meat, poultry, seafood, beans and peas, eggs, processed soy products, and nuts and seeds are considered part of the Protein Foods Group. Protein helps build and repair damaged muscles.
Sodium	Sodium is found in salt. Sodium is an essential nutrient but is needed by the body in relatively small quantities.
Vegetables	Any vegetables or 100% vegetable juice counts as a member of the vegetable group.
Vitamins	Vitamins help to regulate the chemical reactions in the body. Because most vitamins can't be made in the body, we must obtain them through a diet.



# Vocabulary Practice



Read each word, **write a definition in your own words**, then draw a picture.

Word	My Definition	My Picture
protein		
dairy		
fat		
calories		
nutrients		
vitamins		

# Food from Many Cultures



**Read aloud** to your nutrition buddy about foods from many cultures and how to make healthy choices.

## 10 Tips: Enjoy Foods from Many Cultures Tips to wisely celebrate healthier foods and customs

As a diverse Nation, we can embrace our cultural traditions for the foods we love and still prepare them in healthier ways. This involves being creative with favorite recipes by substituting foods and ingredients that are less healthy with flavorful and appealing choices that still help remind us of our treasured food ways.



### 1. Cook with others



Learn about cooking different traditional or regional foods from others who use authentic recipes and ingredients and explore ways to improve the nutrition of some of your own family favorites. Cooking dishes at home allows you to add variety to meals. If needed, adapt recipes by cutting back on gravies, creams, and sauces; adding more vegetables; or baking instead of frying.

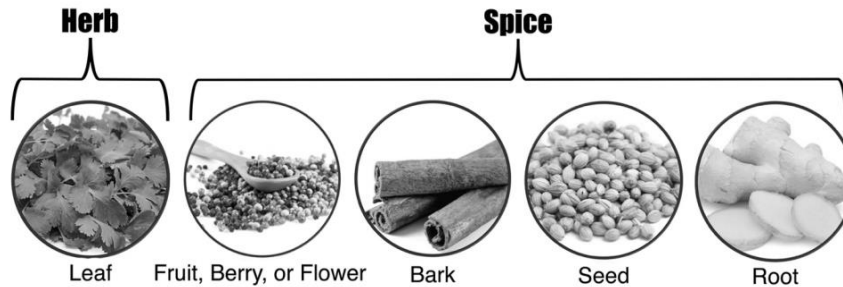
### 2. Blend cultures

Many popular foods and beverages in America blend the cuisines of many cultures. Celebrate our Nation's diversity and be inspired by dishes that include more fruits, vegetables, whole grains, beans, seafood, lean meats, and low-fat dairy



### 3. Add a touch of spice

Combinations of herbs and spices often remind us of dishes from our own heritage or our favorite ethnic food. Add flavor to meals with herbs and spices, such as chili, garlic, ginger, basil, oregano, curry, or cilantro, which can replace salt and saturated fat.



### 4. Use familiar foods to create exotic dishes

Use foods you know and prepare new recipes, such as adding curry to chickpeas, cilantro to brown rice, or mango to your salad or smoothie. Make half your plate fruits and vegetables.



### 5. Find the salt and sodium and go with lower numbers

All packaged foods are labeled to show amounts of sodium. Use “low-sodium” soy sauce, or broth or canned beans labeled “no salt added.” Check nutrition labels and use products that are lower in sodium or are salt-free.

**LOW salt !**



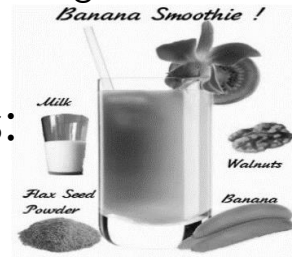
**REDUCED sodium !**

## 6. Think about beverages

Many cultures offer tasty beverages, such as fruit drinks, rich coffees, and sweet teas. Consider using frozen fruits to create a great tasting smoothie, or adding spices, low-fat dairy, and small amounts of sugar to make beverages. When buying prepared beverages, choose items with less sugar and fat. To manage calories, drink water or other unsweetened beverages instead of sugary drinks.



Instead of this, try this:  
LESS sugar! →



## 7. Delight in cultural gatherings

Celebrate traditions, especially those that help you stay physically active. Have fun with traditional dances, sports, and games that make you move. Balance what you eat with regular physical activity.



## 8. Ask and adult what's important



Children learn to cook from their elders. Ask a grownup to show you how meals and dishes from various traditions are prepared. Ask to taste foods and for them to share related stories and customs from your own heritage or expose them to other cultures, but consider ways to cut back on high-calorie foods and ingredients.

## 9. Make smart choices when dining out

Eating out offers tempting new dishes that make it easy to overeat. Choose lower calorie dishes, such as stir fries, kabobs, or whole-wheat pastas with tomato sauce. Split a dish or ask for a take-home container at the start of a meal to save part of what's served on your plate.



## 10. Remember, all types of foods fit on MyPlate

MyPlate is designed to remind Americans to eat healthfully, using foods from the food groups. The [MyPlate website](http://MyPlate.gov) provides practical information, tips, tools, and recipes that will help you build a healthier diet.







# Healthy Notes

After reading **10 Ways to Be Healthy**, which three will you try to do this week and why?

1.

2.

3.

## 3 Facts about Food

- \*
- \*
- \*

## 3 Opinions about Food

- \*
- \*
- \*

## My Favorite Healthy Meal



# How to Create 5 Days of Healthy Dinner

**Read about** how to Create 5 days of Healthy meals

Use **MyPlate** as your guide to create delicious dinners that include all five food groups. Use the resources and checklist on this page to design *My 5-Day Dinner Menu Planner* on page 2. After you complete the plan, follow directions to create *My Physical Activity Plan* and *My MyPlate Goal*.

## Remember to:

- Make at least half of your grains whole grains.
- Include at least one food from the Beans and Peas Vegetable Subgroup.
- Include at least one vegetable from the Dark-Green Vegetable Subgroup.
- Have a variety of proteins. Each protein food may be used only once



## MyPlate's Food Group Menu Options

The five food groups are important for a healthy diet. Choose a variety of foods from each for your menu. Use the following chart to get your meal plan started.

<b>FRUITS</b>	Apple, grapefruit, blueberries, watermelon, cantaloupe, plum, banana, kiwi fruit, grapes, papaya, orange, 100% fruit juice, raisins, strawberries
<b>VEGETABLES</b>	<b>Dark-Green</b> (broccoli, spinach, kale, bok choy, collard greens, romaine lettuce); <b>Red and Orange</b> (tomato, carrots, sweet potato, red pepper, butternut squash); <b>Beans and Peas</b> (black beans, pinto beans, soybeans, lentils, split peas); <b>Starchy</b> (potatoes, corn, green peas, plantains); <b>Other</b> (avocado, beets, okra, asparagus, mushrooms, celery)
<b>GRAINS</b>	<b>WholeGrains</b> (whole-wheat breads, pastas, and tortillas; whole-grain or whole-wheat crackers; popcorn; oatmeal; brown rice; and whole-wheat breakfast cereal); refined grains (white breads and rolls, flour tortillas, white rice, cornbread, and most pretzels, crackers, cookies, and noodles)
<b>PROTEIN</b>	Meats (lean beef, pork, lamb), poultry (chicken, turkey), eggs, beans and peas (black beans, falafel), processed soy products (veggie burgers, tofu), nuts and seeds (almonds, cashews, sesame seeds, peanut butter), seafood (cod, shrimp, salmon, tuna)
<b>DAIRY</b>	Milk (fat-free, low-fat, flavored, lactose-free), cheese (string cheese, cheddar, cottage cheese, mozzarella), yogurt, calcium-fortified soy milk







## Menu Planner Checklist: Did You...

- Include whole grains in at least three of your dinners?
- Include at least one food from the Beans and Peas?
- Include at least one vegetable from the Dark-Green Vegetables?
- Include a variety of proteins?

# My 5-Day Dinner Menu Planner








**Write** your 5- Day Dinner plans, use Activity 3 to help you.

	Sample	Day 1	Day 2	Day 3	Day 4	Day 5
<b>FRUITS</b>	 peach					
<b>VEGETABLES</b>	 red peppers   green peas					
<b>GRAINS</b>	 whole grain rice					
<b>PROTEIN</b>	 chicken					
<b>DAIRY</b>	 skim or 1% milk					

# My Physical Activity Planner

**Make a plan** to be active for at least 60 minutes a day! Think of new ways you can move. Be sure to include how many minutes for each activity!

Sample	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Running</b>  <b>5 minutes</b>					
<b>playing soccer</b>  <b>30 minutes</b>					
<b>stretching</b>  <b>5minutes</b>					
<b>jump rope</b>  <b>15 minutes</b>					
<b>ride bike</b>  <b>15 minutes</b>					
<b>TOTAL:</b> <b>60 minutes</b>	<b>TOTAL:</b>	<b>TOTAL:</b>	<b>TOTAL:</b>	<b>TOTAL:</b>	<b>TOTAL:</b>

# Cooking My Favorite Healthy Meal Sensory Poem

**Think** of everything you know about healthy meals. Imagine yourself **cooking your favorite healthy meal**. Write a sensory poem about your meal.

**Title:** \_\_\_\_\_

Written by \_\_\_\_\_



I hear

---

---

---



I see

---

---

---



I smell

---

---

---



I taste

---

---

---



I touch

---

---

**Extension**  
Read your poem  
to your Buddy.

# Family Cook Together

Try making a recipe with fruits or vegetables with an adult at home this week. **Answer the following questions** with those you cooked with:

**Name of recipe:**

---

**Where did this recipe come from?** (From a family member? How did this special recipe get shared or passed down? Or was it a new family tradition?)

---

---

---

---

---



What fruits and/or vegetables were in the recipe? How many? What part of the plant?



---

---

---

---

---

---

# My Recipe

**Write the recipe**, make sure to include the ingredients and the steps to prepare the meal.

**For example:**

- \*Green peppers
- \*Carrots
- \*Tomato sauce
- \*Spaghetti



My mother chopped up green peppers and carrots. I then added them to the tomato sauce. We heated the sauce on the stove for about 35 minutes. My mom poured it on the spaghetti, and it was delicious. I enjoyed cooking dinner for the first time!

## Recipe

**Ingredients:**

**Procedure:**





# Math Unit Conversions

To make conversions you need to make a table.

Example:

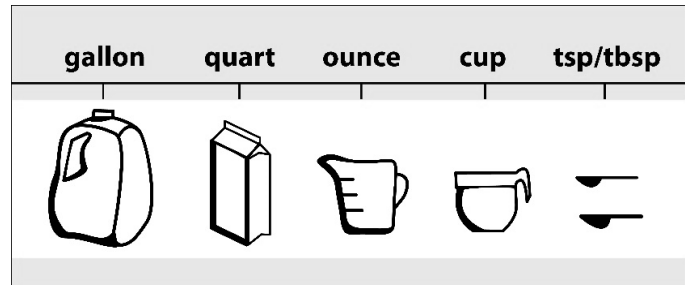
Bigger to smaller unit? **MULTIPLY!**  $\times$

<b>quart</b>	=	<b>pints</b>
1	=	2
2	=	4
3	=	6
4	=	8

$\div$  Smaller to bigger unit? **DIVIDE!**

Let's practice!

How many **cups** in **5 quarts**?



quart	=	cups
1	=	4
2	=	8
3	=	12
4	=	16
5	=	20

5 quarts x 4 cups  
 $5 \times 4 = 20$   
**Answer = 20 cups**

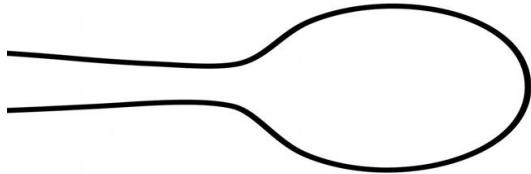
# Kitchen Conversion Math

Use the **conversion chart** to solve the kitchen measurements



Kitchen Conversion Chart				
<p>1 Quart = 2 pints 4 cups 32 ounces 950 ml</p>	<p>1 pint = 2 cups 16 ounces 480 ml</p>	<p>1 cup = 16 tbsp 8 oz. 240 ml</p>	<p>1/4 cup = 4 tbsp 12 tsp 2 oz. 60 ml</p>	<p>1 Tbsp = 3 Tsp 1/2 oz. 15 ml</p>

Tbsp= Tablespoon



Tsp = Teaspoon



a. 1 tablespoon = <u>3</u> teaspoons	f. 3 cups = _____tbsp
b. 3 tablespoons = _____ teaspoons	g. 1 pint = _____cups
c. 1 cup = _____tbsp	h. 10 pints = _____ cups
d. 1 quart = _____ pints	i. 4 quarts = _____ pints
e. 15 Tsp = _____ Tbsp	j. 32 cups = _____ quarts

# Food Components



Living organisms need to eat something to survive. Different animals eat different things as food. No matter what a creature eats, the food must have enough calories in it to maintain life.



Calories are the energy stored in the food. This energy provides the fuel animals need to live. If a creature does not consume enough food, or in other words enough calories, will starve and die.

Food is composed of proteins, fats, and carbohydrates. Nutritionists know that a gram of protein contains 4 Calories, a gram of fat has 9 Calories, and a gram of carbohydrate has 4 Calories. All foods contain calories. When we eat something, it provides energy for our bodies to use when we are active. We even need energy or calories while we are sleeping because, for example, our bodies are still breathing, our heart is pumping, and we continue to digest the food in our stomachs.



If a person eats more food and more calories than is used up by activity, the body stores the excess calories in case it might need it later when food might not be available. So a person gains weight due to the extra food

and calories. Similarly, if a person consumes fewer calories than are used every day over several weeks and is more active, that person will lose weight.

# My informational text in 3-2-1

Title: Food Components

## Three Facts

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Two Details

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

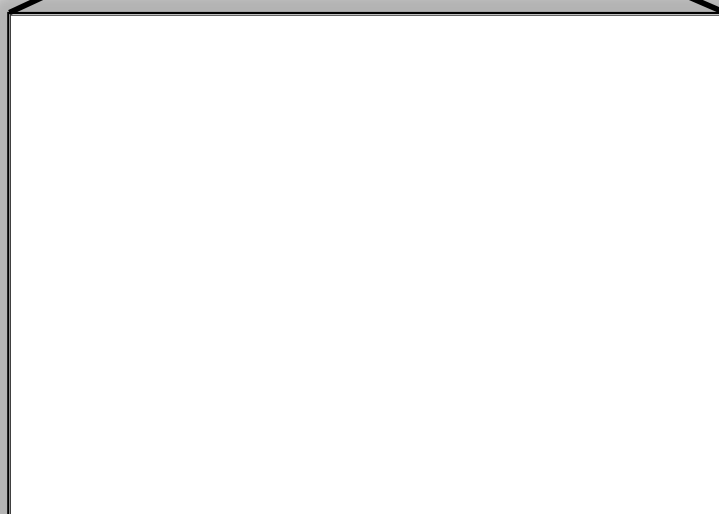
## One Main Idea

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## It's interesting because

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Illustration



## Caption

\_\_\_\_\_

# Understanding Nutrition Labels

## Overview

The information in the main or top section (see #1-4) of the sample nutrition label (below) can vary with each food and beverage product. It contains product-specific information (serving size, calories, and nutrient information). The



bottom section contains a footnote that explains the % Daily Value and gives the number of calories used for general nutrition advice.

## Sample Labels for Frozen Lasagna

1. Serving Information →

2. Calories →

3. Nutrients →

4. Quick Guide to percent Daily Value (%DV) →

- 5% or less is **low**
- 20% or more is **high**

Nutrition Facts	
4 servings per container	
<b>Serving size</b>	<b>1 cup (227g)</b>
<b>Amount per serving</b>	
<b>Calories</b>	<b>280</b>
<b>% Daily Value*</b>	
<b>Total Fat</b> 9g	<b>12%</b>
Saturated Fat 4.5g	<b>23%</b>
Trans Fat 0g	
<b>Cholesterol</b> 35mg	<b>12%</b>
<b>Sodium</b> 850mg	<b>37%</b>
<b>Total Carbohydrate</b> 34g	<b>12%</b>
Dietary Fiber 4g	<b>14%</b>
Total Sugars 6g	
includes 0g Added Sugars	<b>0%</b>
<b>Protein</b> 15g	
Vitamin D 0mcg	0%
Calcium 320mg	25%
Iron 1.6mg	8%
Potassium 510mg	10%

\*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

## Serving information – Serving size

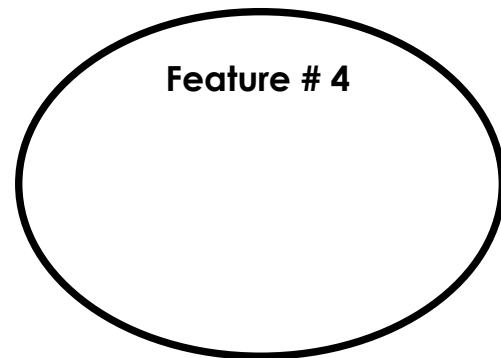
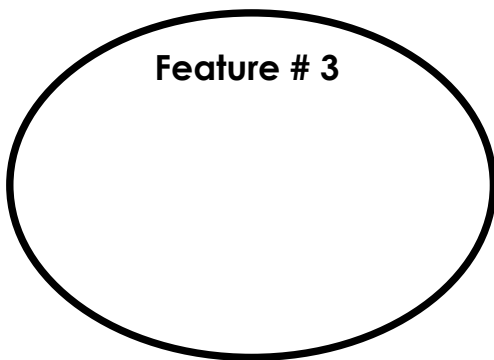
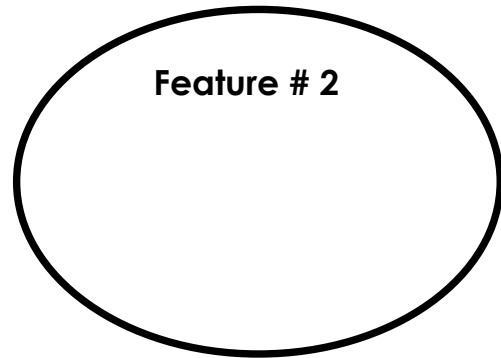
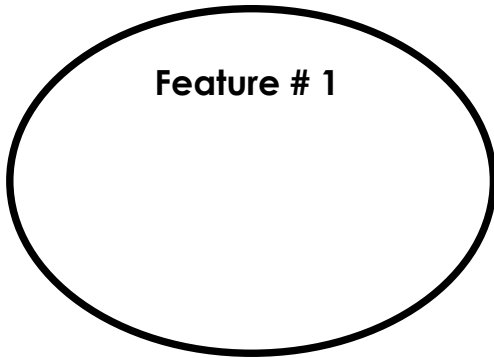
When looking at the Nutrition Facts label, first look at the number of servings in the package (servings per container) and the serving size. Serving sizes are standardized to make it easier to compare similar foods; they are provided in familiar units, such as cups or pieces, followed by the metric amount, e.g., the number of grams (g). The serving size reflects the amount that people typically eat or drink. **It is not a recommendation of how much you should eat or drink.**

It is important to realize that all the nutrient amounts shown on the label, including the number of calories, refer to the size of the serving. **Pay attention to the serving size, especially how many servings there are in the food package. For example, you might ask yourself if you are consuming ½ serving, 1 serving, or more.** In the sample label, one serving of lasagna equals 1 cup. If you ate two cups, you would be consuming two servings. That is two times the calories and nutrients shown in the sample label, so you would need to double the nutrient and calorie amounts, as well as the %DVs, to see what you are getting in two servings.

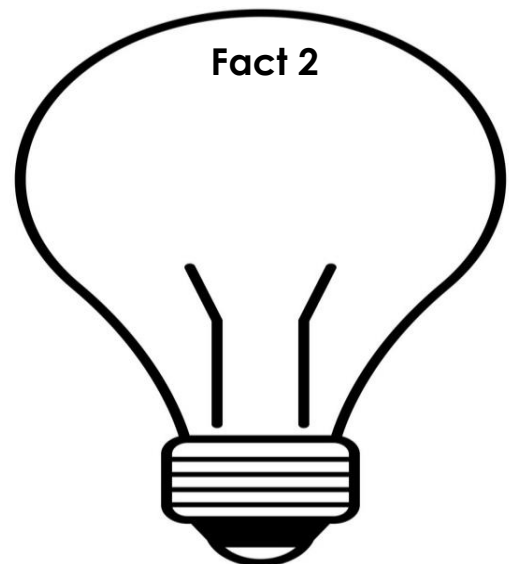
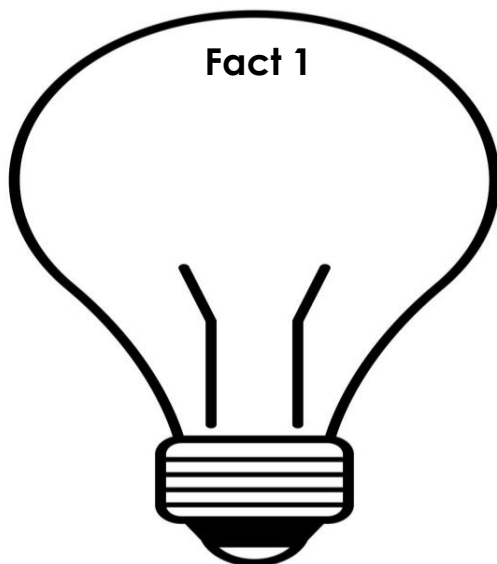
Examples				
	ONE Serving of Lasagna	%DV	TWO Servings of Lasagna	%DV
<b>Serving Size</b>	1 cup		2 cups	
<b>Calories</b>	280		560	
Total Fat	9g	12%	18g	24%
Saturated Fat	4.5g	23%	9g	46%
<i>Trans</i> Fat	0g		0g	
Cholesterol	35mg	12%	70mg	24%
Sodium	850mg	37%	1700mg	74%
Total Carbohydrate	34g	12%	68g	24%
Dietary Fiber	4g	14%	8g	29%
Total Sugars	6g		12g	
Added Sugars	0g	0%	0g	0%
Protein	15g		30g	
Vitamin D	0mcg	0%	0mcg	0%
Calcium	320mg	25%	640mg	50%
Iron	1.6mg	8%	3.2mg	20%
Potassium	510mg	10%	1020mg	20%

# Teaching Your Nutrition Buddy How to Read Labels

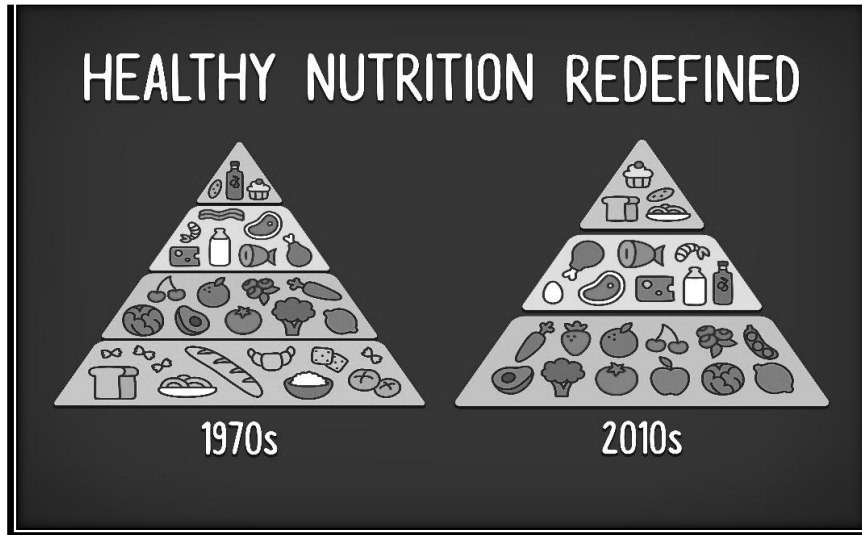
1. **Explain to your buddy** what the **four important features are** to help you understand about the food you may eat.



Include **two interesting facts** that you think are important too:



# Comparing Nutrition Pyramids







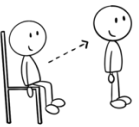
**Compare and contrast** both pyramids. Tell how they are similar and how they are different.

1970s Pyramid	Both	2010s Pyramid
_____		_____
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____



## Daily Math Movement Breaks

Solve to see how many activities you do per day!

Activity	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Arm Circles</b> 	$54 \div 6 =$	$12 \times 3 =$	$121 \div 11$	$124 - 32 =$	$88 \div 11$
<b>Sit-ups</b> 	$144 \div 12 =$	$12 \times 2 =$	$120 \div 10$	$350 - 52 =$	$77 \div 7$
<b>Jumping Jacks</b> 	$108 \div 12 =$	$12 \times 4 =$	$132 \div 12$	$425 - 87 =$	$63 \div 7$
<b>Plank (seconds)</b> 	$72 \div 12 =$	$6 \times 7 =$	$64 \div 8$	$98 - 72 =$	$110 \div 10$
<b>Sit down/Stand</b> 	$49 \div 7 =$	$8 \times 7 =$	$72 \div 2$	$124 - 42 =$	$72 \div 9$





## My Packet Journal

Draw a picture about what you learned in this packet:

A large, empty rectangular box with a thin black border, intended for a student to draw a picture about what they learned in the packet.

Write about what you learned in this packet:

Four horizontal lines spaced evenly down the page, intended for a student to write about what they learned in the packet.

ICMEE is housed within:





### Reference Sheet

#### LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

#### CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

#### MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

#### TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



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