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# A Lesson on The Food Change

## by Rebecca Trulock

**Grade Level:** Grade 4

**Subject Area:** English Language Arts

**Lesson Length:** More than 3 hours

**Lesson Keywords:** reading, writing, a lesson on the food change

**Lesson Description:** The goal of this lesson is for students to apply their reading comprehension, inference, and vocabulary skills through a series of activities that relate to "A Lesson on the Food Change". Students will be able to identify and define key vocabulary words, draw conclusions from the text, and form opinions on healthy eating habits. I will break up this lesson and allow three days for it. The first day I will introduce the reading text and new vocabulary to the students. On the second day I will allow the students time to respond to the discussion questions and respond to two other classmates. On the third day of the lesson the students will do the writing activity.

### Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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CCSS.ELA-Literacy.RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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CCSS.ELA-Literacy.RF.4.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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CCSS.ELA-Literacy.L.4.2a: Use correct capitalization.

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CCSS.ELA-Literacy.L.4.2b: Use commas and quotation marks to mark direct speech and quotations from a text

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CCSS.ELA-Literacy.L.4.3a: Choose words and phrases to convey ideas precisely.

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CCSS.ELA-Literacy.L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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CCSS.ELA-Literacy.L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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## Lesson Content: Book/Story/Reading Passage

**Instructions:** Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

### The Food Change

by

**Content:** ?My mother took me to see the doctor because, lately, I had been tired a lot.

?The doctor checked my temperature and then she checked my heart.?Afterward, she asked, What have you been eating? Usually I find that when?someone is tired, they have a nutrition problem.

?I responded, We have breakfast at school and lunch, too. I have milk and?cereal for breakfast. Then I eat whatever they have.?

?But what about dinner? And weekends the doctor asked.?

?My mother said, I cook good, healthy food, but she wont eat it. She wants to?eat snacks, like cookies and candy. Then, when its meal time, she leaves the food?on her plate.?

?No wonder youre tired, the doctor said. Youre a growing girl, and you need?to maintain a healthy diet. Havent you heard of the food pyramid??

?Yes, we studied that, but its hard to get all those kinds of foods, I told her.?

?It doesnt sound like that is the problem, she said. Your mother is making?good food, but youre eating candy and cookies. Do you know how much nutrition?there is in those foods? They arent even on that pyramid. Sugar gives you a burst?of energy, but that does not last. You need to have a better diet. You need good?food to sustain your energy. You need to eat meat, fruits, and vegetables.?

?When we left the doctors office, my mother grabbed a booklet. It told what?foods to eat. I knew it was going to be a bad time.

?I reached in my pocket to get a candy, and my mother grabbed it right out of?my hand. She said that was the end of candy, so I gave her the rest of the candy.?This was going to be even worse than I thought.?

?On the way home, my mother bought carrots and raisins at the store. She?gave them to me when we got home. I liked the raisins quite a bit, but I did not care?for the carrots.?

?That night, when we had dinner, I noticed mom had made a salad with raisins?and carrots. We had that with chicken and biscuits. I decided this big change?wasnt going to be so bad.?

?I still would like some candy, but I know thats not going to happen.?

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## Task 1: Vocabulary

**Instructions:** Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

**Q: 1 WordPhrase:** Maintain **WordPhraseTier:** 2

**Question:** "No wonder you're tired," the doctor said. "You're a growing girl, and you need to maintain a healthy diet." What does the word "maintain" mean in this sentence?

- A: To forget about.
- B: To keep up.
- C: To stop.
- D: To give up.

**Question:** Which of the sentences below uses the word "maintain" correctly?

- A: The phone wouldn't work so I maintained it.
  - B: The maintenance crew couldn't fix the broken pipe.
  - C: I want to maintain my good grades so I will have a good report card.
  - D: Maintaining is changing the temperature of something.
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**Q: 2 WordPhrase:** Sustain **WordPhraseTier:** 2

**Question:** "You need to have a better diet. You need good food to sustain your energy." What does the word "sustain" mean in this sentence?

- A: To break down.
- B: To mess up or demolish.
- C: To turn off.
- D: To supply or support.

**Question:** Which of the sentences below uses the word "sustain" properly?

- A: I sustain my clothes by getting rid of them.
  - B: Water, sun, and nutrients help sustain the life of plants.
  - C: I sustained the rotting apple by throwing it away.
  - D: I will sustain my walking by taking my dog with me.
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**Q: 3 WordPhrase:** Nutrition **WordPhraseTier:** 3

**Question:** What does "nutrition" mean in the following question: "Afterward, she asked, 'What have you been eating? Usually I find that when someone is tired, they have a nutrition problem...?'"

- A: Expressing feelings.
- B: Waking up in the morning.
- C: Finishing homework.
- D: Healthy eating habits.

**Question:** Which of the examples below uses the word "nutrition" correctly?

- A: My homework will get a good grade because it has nutrition.
  - B: The color purple has good nutrition.
  - C: Good nutrition comes from eating healthy foods.
  - D: I like to pet my cat for nutrition.
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**Q: 4 WordPhrase:** Food pyramid **WordPhraseTier:** 3

**Question:** "You're a growing girl, and you need to maintain a healthy diet. Haven't you heard of the food pyramid?...? Your mother is making good food, but you're eating candy and cookies. Do you know how much nutrition there is in those foods? They aren't even on that pyramid." What does the word "food pyramid" mean in this sentence?

- A: A stone statue shaped like a pyramid of food.
- B: A model that displays junk foods.
- C: A pyramid in Egypt made out of food.
- D: A model that displays healthy foods.

**Question:** Which one of the sentences below uses the word "food pyramid" correctly?

- A: I hiked all the way to the top of the food pyramid.
  - B: I ate the food pyramid for dinner last night.
  - C: I use the food pyramid to decide what foods are healthy to eat.
  - D: The food pyramid helps me do my homework and answer questions correctly.
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## Task 2: Forum Discussion

**Instructions:** This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and two peer responses for each topic.

### 1 - Why does the doctor ask, "What have you been eating?"

The mother explained that her daughter had been very tired lately; why would the doctor ask about what she had been eating?

How do foods affect whether someone is tired or not?

### 2 - "Haven't you heard of the food pyramid?" What does the food pyramid represent?

How does the food pyramid help us to better understand healthy diets?

What kind of foods might be on the food pyramid? Be specific.

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### 3 - ?Your mother is making good food, but you're eating candy and cookies." Is all candy bad for you?

I reached in my pocket to get a candy, and my mother grabbed it right out of my hand. She said that was the end of candy, so I gave her the rest of the candy. Considering this text, do you think the mother will ever let her daughter eat candy again? Why or why not?

Do you think the girl should stop eating candy and junkfood all together or just stop eating so much? Why or why not?

Would you agree that candy should never be eaten? Explain.

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Task 3: Writing Activity

**Instructions:** Write two paragraphs on how you might include the food pyramid into your diet. Make sure to provide specific examples of what kinds of foods you might eat and why. How will these foods affect your nutrition and help you to maintain a healthy diet and energy? (Each paragraph must be 6-8 sentences)

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