

LET'S EAT HEALTHY GRADE 2: STANDARDS ALIGNMENT

English-Language Arts + Health Standards

CA Health Education Content Standards:

Grade-Level Emphasis	Nutrition and Physical Activity	Growth, Development, and Sexual Health		Injury Prevention and Safety	Alcohol, Tobacco, and Other Drugs	Mental, Emotional, and Social Health	Personal and Community Health
		Growth and Development	Sexual Health				
Kindergarten	✓	✓		✓	✓	✓	✓
Grade 1		✓		✓			✓
Grade 2	✓				✓	✓	

Grade 2 - Lesson 1: Eat All 5 to Thrive!

SECTION	SUPPORTED STANDARDS ELA	RATIONALE	SUPPORTED STANDARDS HEALTH	RATIONALE
Activity 1: Who Is on My Team?	W.2.8	Recall information from experiences or gather information from provided sources to answer a question. Students use the information they have learned about the 5 food groups and write a plan for a 5-food-group meal.	7.2.N	Plan a nutritious meal. Students are asked to write a plan for a 5-food-group meal.
	SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. Students share their food group plan with their desk partners or as a class.		
	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		

		Students are encouraged to explain why they picked the foods they did and why it is important to have all 5 food groups in their daily game plan.		
Activity 2: What Is My Favorite Meal?	W.2.8	Recall information from experiences or gather information from provided sources to answer a question. Students draw and write about their favorite family meal. They use the information they have learned about the 5 food groups to answer questions about that meal.	1.1.N	Classify various foods into appropriate food groups. Students analyze and answer questions about their favorite family meals like how many food groups are present and if there are any food groups missing. If there are some missing, students will come up with food that they can add to the meal to make up for the missing food group(s). Students also analyze what they drink with their meals and if it belongs in a food group.
	SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. Class time is used to share, discuss meals and plan. Students explain their favorite meal. They think about how they can help their families shop for, create, and prepare a healthy meal. This plan is shared with a partner or the class.	5.1.N	Use a decision-making process to select healthy foods. Students come up with food that they can add to their favorite family meal to make up for the missing food group(s). They think about what they can do at home and school to be more intentional about choosing foods from the food groups and how they can help families to shop for, create, and prepare a healthy meal.
	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or		

		<p>deepen understanding of a topic or issue. Students are asked to explain what they discovered about their favorite meal. <i>Did it include all the food groups? If not, will it be challenging to make it a 5-food group meal?</i></p>		
<p>Activity 3: Food-Group Relay!</p>			<p>1.1.N</p>	<p>Classify various foods into appropriate food groups. Students play a relay game using their knowledge of food and the food groups. Their goal is to name as many foods as possible for each of the food groups.</p>
<p>Family Connection - Healthy Eating to Learn, Play and Grow</p>			<p>6.1.N</p>	<p>Set a short-term goal to choose healthy foods for snacks and meals. Families will set a goal to try the new food they chose from each food group together.</p>
			<p>8.1.N</p>	<p>Practice making healthy eating choices with friends and family. Families will circle one new food to try from each of the food groups.</p>

Grade 2 - Lesson 2: Healthy Choices, Healthy Me!

SECTION	SUPPORTED STANDARDS ELA	RATIONALE	SUPPORTED STANDARDS HEALTH	RATIONALE
<p>Activity 1: Breakfast in 1, 2, 3!</p>	<p>W.2.8</p>	<p>Recall information from experiences or gather information from provided sources to answer a question. Students are asked to write down a list of foods that were in their breakfast. They</p>	<p>1.3.N</p>	<p>Discuss the benefits of eating a nutritious breakfast every day. The video link helps students learn about the benefits of eating a healthy breakfast.</p>

		interview as many classmates as they can to see what food they ate for breakfast and write it down.		
	SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. Students share with a partner or group and take turns sharing whether or not they would like to eat the breakfast created in the group activity.	7.1.N	Examine the importance of eating a nutritious breakfast every day. The video link helps students learn about the importance of eating a healthy breakfast.
			7.2.N	Plan a nutritious meal. Students will pick foods from the list of food items they gathered to create a “3 out of 5” breakfast. In the alternative/additional activity, students have food picture cards and will form groups of 3 or more to make a “3 out of 5” breakfast.
			8.1.N	Practice making healthy eating choices with friends and family. Students will do things to ensure that they can eat a balanced breakfast each day like get a school breakfast, tell their family about what they learned, and help prepare the food.
Activity 2: Healthy Snacks Help You Learn, Play, and Grow	W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Students work in groups to develop a variety of snack ideas. They write down as many snack foods as they can in 5 minutes. Then they use their list and prior knowledge of a healthy snack as a mini	1.4.N	List the benefits of healthy eating (including beverages and snacks). The video link helps students learn about the benefits of eating healthy snacks.

		meal and design at least 3 healthy snacks with clever names that they will present to the class.		
	W.2.8	Recall information from experiences or gather information from provided sources to answer a question. Students will draw from personal experience to help create 3 healthy snacks to present to the class. They will also use prior knowledge to help them write a short goal that will help them to eat healthy snacks (student workbook, pg. 8).	1.7.N	Identify a variety of healthy snacks. The video link provided helps students learn about examples of healthy snacks. Page 8 of the student workbook shows suggested snacks.
	SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts with peers and adults in small and larger groups.</i> Students will work in groups to design at least 3 healthy snacks that they can present to the class. Students will draw from personal experience to share and listen to others' ideas.	6.1.N	Set a short-term goal to choose healthy foods for snacks and meals. Students will write a short goal that will help them eat healthy snacks (student workbook, pg. 8).
	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Students will be asked to explain what makes their snack a healthy choice and what health benefits it provides them.	7.2.N	Plan a nutritious meal. Students will work in groups to design at least three healthy snacks or mini meals that they can present to the class
			7.4.N	Examine the criteria for choosing a nutritious snack. Students learn that a healthy snack or mini meals includes a mix of food groups that provide energy between meals.

			8.1.N	Practice making healthy eating choices with friends and family. Students will share with their family their healthy snack goal and ask them to help with shopping and making snacks for the week (student workbook, pg. 8).
Activity 3: I Am What I Eat	W.2.8	Recall information from experiences or gather information from provided sources to answer a question. Students will write about how a healthy breakfast makes them feel.	5.1.N	Use a decision-making process to select healthy foods. Students will use their knowledge of the five food groups and the “3 out of 5” model when making their collage.
Family Connection - Exploring Food Habits	W.2.8	Recall information from experiences or gather information from provided sources to answer a question. Students ask a family member questions about their food habits when they were the students’ age and write down their answers. <i>What snacks did you eat when you were my age? Did you eat breakfast every morning? What were some of your favorite breakfast foods? Is there a food you wouldn’t eat when you were my age, but you love eating today?</i>		
	SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Teacher suggestion. Students present the information they gathered on their family member to the class - sharing a bit of home and culture.		

Grade 2 - Lesson 3: Farm to My Plate

SECTION	SUPPORTED STANDARDS ELA	RATIONALE	SUPPORTED STANDARDS HEALTH	RATIONALE
Activity 1: A Farm to Plate Story	RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Students compare the food processing of two apples in the Farm to You Story: 2 Apples .		
	RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. Students will highlight or underline words that they do not recognize and the teacher/class will talk about it after the reading.		
	RI.2.9	Compare and contrast the most important points present by two texts on the same topic. Students compare how the journey of milk compares to the journey of apples.		
	W.2.8	Recall information from experiences or gather information from provided sources to answer a question. Students read Farm to You Story: 2 Apples and answer questions about the text - <i>How are the apples and apple juice the same? In the story, how are the apples different?</i>		
	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or		

		<p>deepen understanding of a topic or issue. Students will take a survey of what apples they have tried before - colors of different varieties and forms of apples.</p>		
<p>Activity 2: Be a Food Safety Champion</p>	<p>SL.2.1</p>	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. After doing the Homework, students will discuss what they explored in their own kitchen with the class.</p>	<p>1.6.N</p>	<p>Describe how to keep food safe from harmful germs. Students learn about proper hand-washing and food safety practices that help keep them healthy and safe from illness.</p>
	<p>SL.2.3</p>	<p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Students will answer questions: <i>Why is it important to clean and be clean when preparing food? Can you think of some ways that your family or restaurants keep their kitchens clean? Why would people use an apron and wear a hair tie when preparing food? What other times besides preparing food is it important to wash your hands?</i></p>		
	<p>W.2.8</p>	<p>Recall information from experiences or gather information from provided sources to answer a question. Students write about what else they can do to keep food safe. For the Homework part, students go home and explore their kitchens. They will answer questions like <i>why food</i></p>		

		<i>is kept in the refrigerator and why some food stays in the pantry.</i>		
Activity 3: A Moment of Gratitude for Food	W.2.3	<p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Students will write thank you letters to the people they are grateful for (i.e. foodservice staff). They will let them know how much they appreciate that they help get healthy food to people.</p>		
	SL.2.1	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>Students will share their gratitude about people who make their food safe and help food get to them.</p>		
Family Connection - Be a Food-Safe Family			1.6.N	<p>Describe how to keep food safe from harmful germs.</p> <p>Safe food practices are shared with the families in regards to storage, preparation, cleanup, and expiration dates. Families are encouraged to model these safe food practices when their child is helping them in the kitchen.</p>

Grade 2 - Lesson 4: Our Food Influences

SECTION	SUPPORTED STANDARDS ELA	RATIONALE	SUPPORTED STANDARDS HEALTH	RATIONALE
Activity 1: Pack Your Family's Lunch	W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). If doing the first option of Brainstorm activity - Students take turns coming to the board to write in the columns of who or what influences them.	2.1.N	Discuss how family, friends, and media influence food choices. Students learn about food influencers, people, and things that influence their food choices: family, friends, home, school, restaurants, commercials.
	W.2.8	Recall information from experiences or gather information from provided sources to answer a question. Students are listing food that they think their family would eat for lunch and writing about the food groups they included.	7.2.N	Plan a nutritious meal. Students will list foods that they think their family would like to eat for lunch and what food groups they included (student workbook, pg. 13)
	SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. If doing the second option of Brainstorm activity - Students raise their hands to contribute other ideas of who or what influences them.	8.1.N	Practice making healthy eating choices with friends and family. Students will share what they have been learning about healthy eating and remind their family to use ideas listed to prepare lunch next week (student workbook, pg. 13).
Activity 2: Mindful Eating	SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Students will discuss as a class and answer questions about their mindful eating experience with the orange.		
Family Connection -	W.2.8	Recall information from experiences or gather		

Family Meals-Savor the Food!		information from provided sources to answer a question. Families will write about the goals they will set as a family to promote mindful eating together.		
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Grade 2 - Lesson 5: Better Beverages!

SECTION	SUPPORTED STANDARDS ELA	RATIONALE	SUPPORTED STANDARDS HEALTH	RATIONALE
Activity 1: In Search of Water	W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report, record science observations). Students write answers on the board of how they can tell if they are thirsty.	1.4.N	List the benefits of healthy eating (including beverages and snacks). Students learn the importance of hydration.
	SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. Students discuss access to water in school and ways to drink healthy beverages during the day. They will also discuss their role-playing scenario as a group and brainstorm ways to perform their skit and come up with ways to solve the problem. After the skit, they will share with a partner what they have learned today and their goal to hydrate.		
	SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		

		Students will perform a skit that comes up with ways to solve the problem.		
Activity 2: How, When, and What Will I Drink?	W.2.8	Recall information from experiences or gather information from provided sources to answer a question. Students will record (by using checkboxes) all the ways they can drink water, when they will drink water, and what they will drink with meals and snacks. They will also write about their plan to drink healthy beverages.	1.5.N	Describe the benefits of drinking water in amounts consistent with current research-based health guidelines. Students learn how much water their body requires to function at its best.
			6.1.N	Set a short-term goal to choose healthy foods for snacks and meals. Students will set goals for their individual fluid needs.
			8.1.N	Practice making healthy eating choices with friends and family. Students share their goal with their family and encourage family members to make their own goals or set a goal as a family.
Activity 3: Healthy Beverages: Make Every Sip Count	W.2.8	Recall information from experiences or gather information from provided sources to answer a question. Students will fill in the chart of what they will drink more and less often.	6.1.N	Set a short-term goal to choose healthy foods for snacks and meals. Students will choose what beverages they will drink more of and what they will drink less of (student workbook, pg. 15).
	SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. Students will share their thoughts on what the title	7.3.N	Select healthy beverages. Students learn more about healthy beverages. They understand that they have many drink choices and reflect on their own drink choices.

		Healthy Beverages: Make Every Sip Count! means.		
	SL.2.3	<p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Students will answer questions: <i>How can you make every sip count? Did you drink 2 to 3 cups of milk today? Why or why not? Are you thirsty? How do you know when you are thirsty? What if you do not like the taste of water? What influences your drink choices? What is available to you?</i></p>		
Family Connection - Tips on Healthy Drinks for Kids	W.2.8	<p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Families will write about what they will do to choose healthy drinks more often.</p>	7.3.N	Select healthy beverages. Families learn that what kids drink is just as important as what they eat and what the healthy options are for beverages.

Alignment completed by California educator Edeline Faye G. Cheng in 2020