Arianna's Nutrition Expedition™
4th Grade Classroom Nutrition Program
At a Glance Chart

Lesson Synopsis	Health Objectives	Cross-Curricular Objectives
Activity 1 Arianna Bones and the Case of the Missing Food Groups • Students read a mystery story, *Arianna Bones and the Case of the Missing Food Groups,* introducing the two fourth-grade characters featured in this unit -- Arianna Bones and her sidekick, Marcus Muscleman. • Students review the Five Food Groups and read text to find examples of homophones and wordplays. • Students begin keeping their own nutrition journals to be used throughout the program.	• Identify the Five Food Groups • Name 3-5 foods in each of the Five Food Groups	• Read text, determine main idea, and identify relevant supporting details and facts (Language Arts) • Identify and use knowledge of homophones to expand vocabulary and understand text (Language Arts) • Use pre-writing strategies, such as webbing (Language Arts) • Write to discover, record and reflect on ideas (Language Arts)
Activity 2 Arianna Bones and the "Great-Mysteries-of-Nutrition" Pavilion • Students study, recall, and discuss the health benefit and nutrient associated with each food group. • Students read *Arianna Bones and the "Great-Mysteries-of-Nutrition" Pavilion*. • Students create a map summarizing key information in the story and reflect in their journals.	• Identify a health benefit for each of the Five Food Groups • Discuss importance of health benefits for a healthy lifestyle • Identify the nutrient associated with each of the Five Food Groups	• Read text, determine main idea, and identify relevant supporting details and facts (Language Arts) • Improve comprehension by making connections between text and self (Language Arts) • Communicate acquired information in a nonprint format, such as a map, diagram or illustration (Language Arts) • Write to express and reflect on ideas (Language Arts)
Activity 3 Arianna in Antarctica • Students will review health benefits and key nutrients through a simple game. • Students read and interpret nutrient bar charts to better understand that food groups are nutrient-based. • Using the bar charts, they learn that "Others" category foods have more calories than nutrients. • Students then work in small groups to solve nutrient case studies involving scientists in Antarctica. • Students write in their Nutrition Journals in response to several writing prompts.	• Identify a key nutrient for each of the Five Food Groups • Explain how foods in the "Others" category differ from Five Food Group foods	• Use information from simple tables, maps and charts to increase comprehension (Language Arts) • Demonstrate an accurate understanding of information in a text by focusing on the key ideas explained explicitly or implicitly and making connections between this text and another text (Language Arts) • Write a fully developed paragraph using proper form (Language Arts) • Write to express and record ideas (Language Arts)

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Activity 4 Marcus's Big City Adventure • Students read *Marcus's Big City Adventure*, where Marcus collects a variety of multicultural foods. • Students learn about foods from different cultures while also learning the daily recommended number of servings from each of the Five Food Groups. • Students learn that the recommended serving numbers are guidelines to help them get the nutrients they need for growth, feeling good and performing at their best. • Students practice classifying foods into each Food Group.	• Name the recommended number of servings from each of the Five Food Groups • Classify foods into the Five Food Groups	• Use a combination of word analysis and vocabulary strategies to identify words (Language Arts) • Improve comprehension by making connections between text and self (Language Arts) • Demonstrate comprehension by applying information obtained from age-appropriate fiction to simple tables and charts (Language Arts) • Write to express and record personal ideas (Language Arts)
Activity 5 Arianna Travels the Orient Express • Students correctly sequence parts of a friendly letter from Arianna to Marcus. • Students use information in Arianna's letter to create a chart of her food choices and graph the number of servings she consumed from each food group. • Students assess Arianna's diet and make suggestions to ensure she eats the recommended number of servings from each of the Five Food Groups. • Students participate in a cooperative activity to create a day's worth of meals and snacks to provide Arianna with the recommended number of servings from each of the Five Food Groups.	• Name the recommended number of servings from each of the Five Food Groups • Assess food choices in terms of the Five Food Groups	• Organize ideas by drawing upon sequencing skills (Language Arts) • Demonstrate comprehension by applying information obtained from age-appropriate fiction to simple tables and charts (Language Arts) • Write to express, discover, record, develop, reflect on ideas, and to problem solve (Language Arts)
Activity 6 Arianna and the Combination Cookbook • Students learn about Combination Foods and their health benefits. • Students hear excerpts from Arianna's journal relating the discovery of a mysterious "Combination Cookbook." • Students learn that Combination Foods are good sources of nutrients and provide many health benefits. • Class brainstorms a list of Combination Foods and uses the list to help identify the names of four recipes in the mysterious cookbook.	• Explain and identify Combination Foods • Review health benefits for each of the Five Food Groups • Review key nutrients for each of the Five Food Groups	• Use synonyms to define words (Language Arts) • Develop hypotheses based upon prior knowledge and information from text (Language Arts)

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Activity 7 The Riddle of the Playground Cave • Students review Combination Foods and their health benefits by reading *The Riddle of the Playground Cave* where Arianna and Marcus are trapped in a cave. • Students analyze the story plot and work in small groups to generate a solution to the riddle by identifying a Combination Food that provides a specific number of food group servings. • Students participate in a pre-writing brainstorm to generate ideas for completing the adventure. • Students write the last portion of the story assuming the point of view of either Arianna or Marcus.	• Review recommended number of servings for each of the Five Food Groups • Demonstrate that Combination Foods can help meet the daily recommended number of servings from each of the Five Food Groups	• Understand the elements of plot by retelling the story (Language Arts) • Write creatively for a specified purpose and audience (Language Arts)
Activity 8 Adventures Remembered • Students review all nutrition concepts taught in the unit and collaborate in small groups to create a classroom scrapbook. • Student assembles his/her own "Nutrition Journal" with work completed throughout the nutrition unit. • Students include a journal entry (from the point of view of Arianna or Marcus), an illustration and a nutrition headline. The scrapbook pages are shared and then bound into a class book.	• Review the Five Food Groups • Review the health benefits and key nutrients for each of the Five Food Groups • Review the recommended number of servings for each of the Five Food Groups • Review Combination Foods	• Write creatively for a specified purpose and audience (Language Arts) • Communicate acquired information in a nonprint format such as a map, diagram or illustration (Language Arts) • Write to express, discover and reflect on ideas (Language Arts)
Following each activity plan are Going Furthers that incorporate simple ideas for physical activity in the classroom.		

Interactive Games
4th Grade Classroom Nutrition Programs

Game Descriptors	Games reinforce lessons as indicted below							
	1	2	3	4	5	6	7	8
Quintricious!™ Nutrition education objectives: ▪ Identify and classify foods into the Five Food Groups Interdisciplinary outcomes: ▪ Use eye-hand coordination to group items with similar attributes ▪ Practice analysis and categorization skills to increase automaticity and response time.	√	√	√	√	√	√	√	√
Nutrition Mixer™ Nutrition education objectives: ▪ Identify and classify foods in the five food groups ▪ Name the recommended number of servings for each food group Interdisciplinary outcomes: ▪ Improvise short songs and instrumental pieces, using a variety of sound sources				√	√	√	√	√
Combo Kitchen!™ Nutrition education objectives: ▪ Identify Combination Foods ▪ Classify foods into the Five Food Groups ▪ Identify health benefits for each food group ▪ Secondary: Assess food choices in terms of the Five Food Groups Interdisciplinary outcomes: ▪ Understand that different objects can be made by combining different materials ▪ Analyze, differentiate among, and sort a variety of objects based on physical attributes						√	√	√
Arianna's Food Force One™ Nutrition education objectives: ▪ Understand that Combination Foods are made up of individual Five Food Group foods ▪ Identify health benefits for each food group ▪ Identify a key nutrient for each food group ▪ Identify/classify foods into the Five Food Groups ▪ Name the recommended number of servings for each food group Interdisciplinary outcomes: ▪ Understand that different cultures have different customs, traditions, and ways of eating/living ▪ Read and respond to a variety of text clues							√	√