A Read the following directions to the group:
I’m going to ask you to draw a circle around one of the pictures.
Let’s do the example. Circle the picture of bread.

Be sure students circle the correct answer.
Look at number one. Circle the picture of meat.

Look at number two. Circle the picture of a fruit.

Look at number three. Circle the picture of a vegetable.

Look at number four. Circle the picture of a grain.
Read the following directions to the group:

I will read a story. Then, you will answer some questions about it by circling the correct picture. Now listen to the story.

Sara has a healthy lifestyle. She eats lots of fruits and vegetables, like apples and broccoli. Sara also avoids foods that have lots of oil or sugar, like french fries and cake. When she drinks milk and eats cheese, Sara makes sure it is low in fat. But Sara knows that being healthy is about more than what you eat. She also gets exercise every day by taking her dog for a walk outside. Sara feels good and doesn’t get sick because she has a healthy lifestyle.

Let’s do the example. What is a food that Sara avoids? Circle the picture.

Observe students completing the example and assist them as necessary. Then, say: Sara avoids foods with lots of oil, like french fries. Did you circle the picture of the french fries? That is the answer.

Let’s do number five. How does Sara get exercise? Circle the picture.

Let’s do number six. Which food does Sara make sure is low in fat? Circle the picture.

Let’s do number seven. Which food does Sara prefer? Circle the picture.

Unit 3 A Healthy Lifestyle
Read the following directions to the group:

Now I’m going to ask you some more questions about the story. I will read four answers to the questions. Circle the letter of the correct answer.

Let’s do the example. What does Sara do besides eating healthy foods?

If Sara goes to the doctor every week, circle the letter a.
If Sara exercises, circle the letter b.
If Sara sleeps a lot, circle the letter c.
If Sara draws nice pictures, circle the letter d.

Observe students completing the example and assist them as necessary. Then, say:

Sara eats healthy foods, but she also exercises. Did you circle the letter b? That is the answer.

Let’s do number eight. Why does Sara avoid french fries?

If she avoids french fries because they are unhealthy, circle the letter a.
If she avoids french fries because they are healthy, circle the letter b.
If she avoids french fries because they are vegetables, circle the letter c.
If she avoids french fries because they taste bad, circle the letter d.

Let’s do number nine. Sara feels good because she has a healthy lifestyle. What is the opposite of feeling good?

If the opposite of feeling good is feeling happy, circle the letter a.
If the opposite of feeling good is feeling excited, circle the letter b.
If the opposite of feeling good is feeling well, circle the letter c.
If the opposite of feeling good is feeling sick, circle the letter d.
A Read the following directions to the group:

Look at the sentences. There is a word missing from each one. Circle the word that completes the sentence.

Now do the example.

Example

I eat off a ____________.

plate   glass   meat

Observe students completing the example and assist them as necessary. Then, say:

Did you circle the first word, plate? That is the word. I eat off a plate.

Be sure students circle the correct answer.

Now circle the words for numbers one through four.

1. To stay healthy, she eats ____________ grains.
   
   fruits   late   whole

2. When does school ____________?
   
   start   harvest   want

3. Linda ____________ breakfast every morning.
   
   eat   eats   eaten

4. If you split a pizza in two equal parts, you get two ______.
   
   quarters   thirds   halves
B Read the following directions to the group:

Read the story. Then, you will answer some questions about it. For each question, circle the correct answer.

Kim grows apples. She sells them to people that want fresh fruits. She usually sells her apples at a nearby market. Some years, Kim grows more apples than she can sell at the market. So Kim transports the extra apples to people in other cities and states. But other years, she doesn’t grow enough apples for the market. The demand is higher than her supply. When this happens, the market tries to find other apple growers. Kim wants to start growing pears. If she grows pears, she can sell them when she runs out of apples.

When students have finished reading, ask them to answer the example question.

Example

What is the story about?

a. A market that sells pears
b. A woman who grows apples
c. A woman who demands apples
d. A man who eats pineapples

Once students have answered the example question, say:

Did you circle the second answer, “A woman who grows apples”? That is the correct answer. The story is about Kim, a woman who grows apples. Now answer questions five through nine.

5. Where does Kim usually sell her apples?

a. In faraway cities
b. At a pear market
c. At a nearby market
d. On the side of the road
6. When does Kim transport her apples to other cities?
   a. When everyone is buying pears
   b. In the winter
   c. When she has too many for her market
   d. She never transports her apples

7. When does the market buy apples from other growers?
   a. When Kim doesn’t grow enough apples
   b. When Kim grows too many apples
   c. When Kim sells her apples in other cities
   d. When it is hot outside

Allow students additional time to answer questions eight and nine.

8. Why does the market buy apples from other growers?
   a. Because they don’t like buying from Kim
   b. So they don’t run out of apples
   c. Because Kim won’t sell to them
   d. Because they want different kinds of apples

9. Why does Kim want to grow pears?
   a. So she can transport them
   b. So she can eat them when she runs out of apples
   c. So she can sell them when she has too many apples
   d. So she can sell them when she runs out of apples
A Read the following directions to the group:

Look at the example. It is the beginning of a sentence. You will write the rest of the sentence. You can write anything that makes sense to you, as long as it completes the sentence.

Now do the example.

Example

Every morning, I ____________________________
______________________________

Observe students completing the example and assist them as necessary. Then, say:

Did you write something that you do every morning? One answer could be “eat breakfast.” The sentence would be “Every morning, I eat breakfast.”

Be sure students understand the directions.

Now finish the sentences for numbers one through four.

1. The body needs ____________________________
______________________________

2. A gas ____________________________
______________________________

3. The food pyramid ____________________________
______________________________

4. A fraction ____________________________
______________________________
Read the following directions to the group:

You will use the blank lines to write three paragraphs. Each paragraph should be at least three sentences long. Remember to check for subject-verb agreement.

Now look at the example. There are three paragraphs comparing plates with bowls. The first paragraph is about plates and says “Plates are flat and round. We use them to eat. We put solid foods on them, such as sandwiches.” The second paragraph is about bowls and says “Bowls are round and deep. We use them to eat. We put liquid foods in them, such as soup.” The third paragraph compares plates with bowls and says “We use plates and bowls to eat. Both plates and bowls are round. They are different because bowls are deep, and plates are not. Since bowls are deep, they can hold soup. Plates cannot hold much soup.”

Example. Write three paragraphs comparing plates with bowls.

Plates are flat and round. We use them to eat. We put solid foods on them, such as sandwiches.

Bowls are round and deep. We use them to eat. We put liquid foods in them, such as soup.

We use plates and bowls to eat. Both plates and bowls are round. They are different because bowls are deep, and plates are not. Since bowls are deep, they can hold soup. Plates cannot hold much soup.

Now use the blank lines to write three paragraphs comparing solids with liquids.

5. Write three paragraphs comparing solids with liquids.
Administer this assessment individually. Use the Student Speech Record to record all responses.

A Gather a few objects (or pictures of objects), such as an apple, broccoli, a steak, french fries, candy, and a glass of water. Ask the student to name the object (in this example, an apple).

1. *What's this?* (Point to the apple.)

Repeat this question for three objects. If the student responds in a language other than English, ask the student to respond in English (*Can you say it in English?*). If the student cannot name any object in English, stop and do not ask the rest of the questions.

B Use one of the items that the student was able to name to ask the next question.

2. *What are apples for?* (or *What do you do with an apple?)

If the student gives a plausible but incorrect response, rephrase the question or ask the student for alternative responses. For instance, if you ask *What do you do with an apple?* and the student replies *I like it*, you may ask what apples are used for. If the student is unable to answer, stop and do not ask question 3.

C Ask the student to explain why the function of the item is important.

3. *Why do we eat fruit?* (or *Why is eating fruit important?)

If the student responds with a description of the function, repeat the question using his or her description. For instance, if the student says *Because I'm hungry*, ask why fruit is a good thing to eat.