How many cookies can a good cookie cutter cut? A good cookie cutter can cut as many cookies as a good cookie cutter can cut.

Topics to explore:
- daily routines
- diet and the body
- the food guide pyramid
- healthy choices
Hello, my name is Mr. Albert. I am here to talk about nutrition. This is a food guide pyramid. It has stripes and rectangles at the bottom. The rectangles are food groups. Look at the orange rectangle. Does anybody know what a grain is?

Yes. Rice, barley, and oatmeal are grains.

Predicting

Answer the questions in complete sentences.

1. What does the title tell you the story might be about?
2. What clues do the key words provide to what the story might be about?
3. Who do you think the story will be about?
If you want to have lots of energy, you need to eat broccoli, lettuce, and spinach. They are all green, but did you know that carrots, sweet potatoes, and beets are vegetables? They are very colorful. You can make a fun mix of colors. You should eat them fresh. You can try several to see which one is crunchier. Don’t skip your vegetables. You are absolutely right!

Did you know pasta, bread, and flour are also in this group? If you eat brown rice, whole-wheat bread, and whole-wheat pasta, you will be eating the healthiest grains. Choosing the refined type of these foods will give you fewer nutrients.

So we can eat more grains than the foods in other groups?

Generally, yes. Now, let’s look at the green rectangle.

What about the stripes?

They have the same color as the food groups. They have different widths. If the stripe is wide, you can eat more of this food group; if it is thin, you should eat less.

I know this one. This group is about vegetables, right? I hate veggies.
I can see the green stripe is also wide. We have to eat as much of that group as of the grains group, right?

It all depends on your body’s needs. Vegetables have lots of nutrients and fiber that you can use every day. Yes, you should eat lots of them.

What about the red stripe? It is about fruit, right? I like fruit, but only grapes. I hate cantaloupe.

Cantaloupe, bananas, and orange juice have potassium, a mineral that helps our muscles, bones, and heart to stay strong.

You should try them with yogurt or granola. It is important to eat fresh fruit, too. Try different combinations. Never say no to fruit!
The blue rectangle is my favorite. I love milk!

I do, too! I love milk, cheese, and yogurt. They have calcium, which is great for your bones, but they also have fat. Fat is not so good for you. Try the low-fat or fat-free types of these foods. Too much fat in your food is not good for you.

Mr. Albert, I see a tiny yellow stripe between the red and the blue one. What is that?

It is not a food group, but your body needs it. That stripe represents oils. Some oils are good because they help the body absorb nutrients from fruits and vegetables. But if you eat lots of oils, they stay in your body and cause health problems. That is why the stripe is so thin: you should only eat a small amount.
They are not the same, but they do the same thing for us. They build up our muscles, bones, and blood. Beef, pork, poultry, fish, dry beans and peas, eggs, nuts, and seeds are part of this food group.

Mr. Albert, if the food pyramid is about food, why do I see stairs on the left?

It is very important to keep moving. Good nutrition and exercise work together to make you strong and healthy. Walk to your bus stop, instead of having someone drive you there. You will feel better. You should do thirty minutes of exercise daily.

Are you all up to the challenge?

Great! Go teach your families. You can all have a very healthy lifestyle.
Checking

Choose the correct answer.

1. What does Mr. Albert say about vegetables?
   a. Do not eat vegetables if you do not want to.
   b. Vegetables give you lots of energy.
   c. Never eat vegetables that are crunchy.
   d. Only green foods are vegetables.

2. What does the yellow stripe represent?
   a. bananas
   b. oils
   c. exercise
   d. meat and beans

3. What do the stairs represent?
   a. bananas
   b. oils
   c. exercise
   d. meat and beans

4. How do you know that you should eat more grains and less meat?
   a. The grains stripe is orange.
   b. The grains stripe and the meat stripe are the same size.
   c. The grains stripe is wider than the meat stripe.
   d. The grains stripe comes first.

Answer the Critical Thinking questions in complete sentences.

1. What is Mr. Albert talking about?
2. How can you tell that students are paying attention to him?
3. What is good nutrition?

Summarizing

Fill in the Cluster graphic organizer.

1. Write the names of the food groups inside the bubbles.
2. Write examples of the foods that belong in each group.

Use the information in your graphic organizer to write a summary. Be sure to include details from the story.

Reflecting

Answer the questions in complete sentences.

1. What vegetables do you eat?
2. Which food group is your favorite? Why?
3. Why is it important to eat healthy food?

Make a list of healthy foods to eat for breakfast, lunch, and dinner. Read your list to the class.
Connecting

A Listen to a student tell Mr. Albert how she exercises.

**Key Words**
- begins
- early
- finishes
- late
- long
- short
- starts

B Match each word on the left with the word on the right that has the same meaning.

1. starts
2. dad
3. ends

A. father
B. finishes
C. begins

B Match each word on the left with the word on the right that has the opposite meaning.

1. early
2. before
3. short

A. long
B. after
C. late

Applying

Write a paragraph about your daily routine.

1. Start with a topic sentence.
2. Add sentences that describe your routine.
   Use these questions to guide you:
   - What do you do after school, before you eat dinner, and before you go to bed?
   - At what time do you leave for school?
   - At what time do you arrive home?

Answer the questions in complete sentences.

1. What words do you know that mean the same as start?
2. What words do you know that mean the opposite of short?
3. How many pairs of opposite words do you know?
Connecting

A. Listen and read as these friends talk about Mr. Albert’s visit.

Angela: I’m glad we know what to eat to make us healthy.
Hiro: No more unhealthy food for me!
Angela: I’m only going to eat nutritious foods from now on.
Hiro: Me too! I ate all of my vegetables at dinner last night.
Angela: On weekends there’s a farmers’ market eight blocks from where I live. I’m going to ask my mom to bring me there to buy lots of healthy snacks.
Hiro: If you pass by my house on your way, I’d like to go with you.
Angela: If we go, it’ll probably be at two o’clock, before soccer practice.
Hiro: I’m glad Mr. Albert came here to visit our class. It was good for us to hear him talk. He knows a lot about nutrition.
Angela: Now we know a lot about it, too.

B. Answer the questions in complete sentences.
   1. What are some examples of things sold at a farmers’ market?
   2. What is the connection between nutritious foods and healthy people?
   3. What are some examples of unhealthy foods?

Focusing

Complete the sentences by choosing the correct word.

1. Hiro _____ all of her vegetables at dinner. (ate/eight)
2. Angela is glad to _____ about healthy foods. (know/no)
3. Hiro should be ready to go with Ling at _____ o’clock. (too/two)
4. Hiro and Ling were happy to _____ Mr. Albert talk to their class. (here/hear)
5. Angela wants her mom to _____ her healthy snacks. (buy/by)

Applying

A. Make a list of foods that you can try to eat more of and foods you can try to eat less of if you want to have a healthy diet.

B. Write a paragraph about how a healthy diet can help you be a healthier person. After you have written your paragraph, try to find words in it that sound alike but are spelled differently.
Connecting

A. Read the poster that Mr. Albert prepared for the class after his visit.

B. Answer the questions in complete sentences.
   1. What games do you play outdoors?
   2. How do kneepads protect you?

Focusing

A. Copy the word in each sentence that is made up of two smaller words.
   1. Miguel has a soccer game every weekend.
   2. We are in Mr. Jackson’s classroom this year.
   3. Going outdoors and exercising keeps you healthy.
   4. I finished my homework before watching TV.
   5. John wrote the answer in his notebook.

B. Make new words.
   1. Choose a word from the box on the left and a word from the box on the right to make new words.
   2. Use the new words to label the objects.

Applying

A. Make a chart that lists healthy things you should do and unhealthy things you should try not to do.
   1. Label your columns.
   2. Use words that are made from smaller words, as much as possible.
How-to Article

Steps
1. Ask an adult to help you with this recipe.
2. Have an adult cut the melon in half, as you scoop out the cantaloupe seeds with a spoon.
3. Have an adult cut the melon halves into chunks, as you put the melon chunks in a blender.
4. Add the lemon juice, yogurt, milk, and sugar.
5. Have an adult screw the blender jar to the blender, as you turn it on to blend the ingredients until smooth.

Ingredients
1 medium-sized cantaloupe
2 tablespoons lemon juice
1 cup vanilla yogurt
1 cup low-fat milk
sugar to taste

Answer the questions in complete sentences.
1. How do you know what you will need to make a melon smoothie?
2. How do you know how much of each ingredient to use?
3. Why do you think the sentences are numbered?

Writing a How-to Article

A how-to article tells a reader how to do something. It uses exact words to give directions. What it says has to be accurate and clear. To make the text easier to understand, it is presented as a numbered list of steps. The steps are given in order, from start to finish. Some how-to articles include a list of the things you need to have to make something. A recipe is a type of how-to article.

Tips for writing a how-to article:
• As you write, imagine that you are telling someone how to do something.
• Write each step on a separate line.
• Use verbs that tell the reader exactly what to do.
• If you write a recipe, make sure the quantities or amounts are accurate.

Think of a sandwich you like and write a how-to article that provides directions for assembling it.
1. Write the list of ingredients first.
2. Write the list of steps, and don’t forget to number them.
Subject-Verb Agreement

The subject of a sentence can be singular or plural. It can be a noun or a pronoun. The verb of a sentence has to agree with the subject. In a sentence with a singular subject, you sometimes add -s or -es to the end of the verb. In a sentence with a plural subject, you do not add -s or -es to the end of the verb.

My sister eats raw vegetables.
They eat raw vegetables.
We wash our hands before we sit down to eat.
She washes her hands before she sits down to eat.

3. He ____ the smoothies made with yogurt. (like/likes)
4. How many students ____ your class? (attend/attends)
5. She ____ for the quiz. (study/studies)
6. Each color of the food guide pyramid ____ a food group. (represent/represents)

Revising

A Review the how-to article you wrote to complete the activity on page 97.
• Which verbs are singular?
• Which are the singular subjects that the singular verbs agree with?
• Is there a list of ingredients for your article?
• Did you write how much to use of each ingredient?
• Are the steps clearly separated and numbered in sequential order?

B Rewrite your how-to article, making any necessary corrections.

A For each sentence, circle the noun and underline the verb that agrees with it.
1. Jerry eats very quickly.
2. My apple tastes very good.
3. My mother makes melon smoothies.
4. The ice cubes float in the glass.
5. Vegetables taste good with dips and dressings.

B Choose the correct form of the verb to complete each sentence.
1. We always ____ salad with dinner. (eat/eats)
2. Some families ____ out to eat on Fridays. (go/goes)
Fractions

A **fraction** is a part of a **whole**.

This is a whole pizza.

This pizza was cut into two equal parts. Each part is called a **half** and is written \( \frac{1}{2} \).

This pizza was cut into three equal parts. Each part is called a **third** and is written \( \frac{1}{3} \).

This pizza was cut into four equal parts. Each part is called a **quarter** and is written \( \frac{1}{4} \).

A

Match each picture with the fraction that indicates what part of the cake is shown.

1. [Image of a fraction with 1/3 shaded]
   - a. \( \frac{1}{3} \)

2. [Image of a fraction with 1/2 shaded]
   - b. \( \frac{1}{2} \)

3. [Image of a fraction with 1/4 shaded]
   - c. \( \frac{1}{4} \)

Key Words

- fraction
- half
- quarter
- third
- whole

B

Your mom ordered a large pizza for dinner. A large pizza has nine slices. Your mom ate two slices, your dad ate three slices, your sister ate two slices, and you ate one slice. That left one slice.

Complete the table below with the correct fractions. Follow the example.

<table>
<thead>
<tr>
<th>Family Member</th>
<th>Number of Slices</th>
<th>Fraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>mom</td>
<td>2 slices</td>
<td>( \frac{2}{9} )</td>
</tr>
<tr>
<td>dad</td>
<td>3 slices</td>
<td></td>
</tr>
<tr>
<td>sister</td>
<td>2 slices</td>
<td></td>
</tr>
<tr>
<td>me</td>
<td>1 slice</td>
<td></td>
</tr>
<tr>
<td>leftover</td>
<td>1 slice</td>
<td></td>
</tr>
</tbody>
</table>
**Imports and Exports**

All people need food and water to survive. These are needs because they are things that we cannot live without. If we choose to drink bottled water or flavored water, however, we are moving beyond our need for water into a want for a specific kind of water.

Bottled and flavored waters are goods. Goods are things that can be bought and sold. People buy goods at a grocery store or supermarket. People also sell goods at farmers’ markets or flea markets.

Some areas of the United States have better climates or soil conditions for growing certain foods. When one state buys a product from another, it has to transport those goods or send them across the country from one state to another.

Countries also buy and sell goods. If a country has a product, it can sell that product to another country. If a country needs or wants something that it cannot produce enough of or cannot produce at all, that country can buy it from another country. When one country has a supply of goods, that means a quantity of goods or services is being offered for sale at a particular time or at a particular price. When a country sells goods to another country, it exports them or sends them out of the country in exchange for other goods or for money.

When one country has a demand for goods, it has a willingness and ability to purchase goods from another country. When a country buys goods from another country, it imports them, or brings them into the country from somewhere else.

---

**A** Read the chart and answer the questions.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Product</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>macadamia nuts</td>
<td>Hawaii</td>
</tr>
<tr>
<td>56%</td>
<td>lettuce</td>
<td>California</td>
</tr>
<tr>
<td>42%</td>
<td>lettuce</td>
<td>Arizona</td>
</tr>
<tr>
<td>68%</td>
<td>oranges</td>
<td>Florida</td>
</tr>
<tr>
<td>59%</td>
<td>mushrooms</td>
<td>Pennsylvania</td>
</tr>
<tr>
<td>57%</td>
<td>sunflowers</td>
<td>North Dakota</td>
</tr>
</tbody>
</table>

1. If 100% of the macadamia nuts grown in the United States come from Hawaii, what does that mean? What can Hawaii do with all of those goods?

2. If stores in North Dakota need or have a demand for mushrooms, which state are they most likely to get them from? What might they transport to that state in exchange for mushrooms?

3. How much of the supply of lettuce in the United States is grown in both California and Arizona? How much is not grown in either state? What does that mean for the other states?

**B** The United States’ total supply of corn is 13 billion bushels. At least 83% of that corn was grown here. A portion of that corn is exported to other countries. Most of that exported corn goes to Japan and Mexico. Discuss possible reasons why the U.S. would want to export corn to other countries. Then, discuss why Japan and Mexico might want to import corn.
States of Matter

Matter is anything that takes up space. Your body, your books, and the food you eat are examples of matter. Scientists separate matter into three groups according to their state or condition.

A liquid has definite volume, but it doesn’t have a definite shape. A liquid takes the shape of its container. The water in this glass is a liquid.

A solid has a definite shape and volume. Volume is the space an object takes up. An ice cube is a solid form of water. Liquid water becomes a solid when it freezes.

A gas does not have a definite shape and does not have a definite volume. A gas spreads out. The steam rising from this kettle of boiling water is a gas. Liquid water becomes a gas when it boils.

Key Words
- condition
- gas
- liquid
- matter
- shape
- solid
- state
- volume

A Classify each item as a solid, a liquid, or a gas. Then, explain your answers.

1. 2. 3.

B Answer the questions in complete sentences.

1. How could you change drinking water into a solid?
2. How could you change drinking water into steam?
3. How could you measure the temperature of water?
A still life is a type of painting that shows inanimate objects, or things that do not move. These types of paintings have been popular for hundreds of years. Painters use still life paintings to show many common objects. Flowers, fruits, and vegetables are especially popular. Painters create a display with these objects and then paint what they see when they look at that display.

This example of a still life is by Paul Cézanne, a famous French artist. He uses color to shape the fruits, the white cloth, the basket, and the table. Cézanne’s paintings are in museums all over the world.

A Create a still life.

1. On a desk or a table, make an interesting display of classroom objects.
2. Start by drawing the outline of the objects in your display, using a pencil. Next, draw details you see in the objects. Use crayons or colored pencils to fill in your drawing. Try to copy the way that Cézanne used color to shape the objects.

B Describe similarities and differences between your still life and Cézanne’s.

**Supplies**
- white art paper
- pencil and eraser
- crayons or colored pencils
- classroom objects
A Healthy Lifestyle

Answer the questions in complete sentences.
1. What is the Horn of Plenty?
2. Why do you think it is important to celebrate the harvest?
3. What does the horn of a goat represent?

B Fold a sheet of paper in thirds lengthwise to form three long columns. In the first column, list your favorite foods from your native country. In the second column, list your favorite American foods. In the third column, list foods from other cultures or countries that you have tried and liked. Include brief descriptions of each dish.

The Horn of Plenty, or cornucopia, is a symbol of Thanksgiving in the United States. It is typically shown overflowing with the fruits and vegetables of the fall harvest. This abundance of food is what we are supposed to be giving thanks for on that day of celebration. The shape of the horn reflects the horn of a goat, which is also the symbol of abundance in ancient Greek and Roman mythologies.

The fruits and vegetables most often depicted with this symbol include apples, pears, corn, grapes, gourds, pumpkins, and squashes. These are the typical foods harvested in the fall across much of the United States.

Write a four-paragraph essay outlining steps for living a healthy lifestyle. Include the following information in your essay:

- A paragraph that introduces your topic.
- The kinds of foods and activities you need.
- The steps you need to follow to use these foods and activities as part of a healthy lifestyle.
- A paragraph that summarizes and concludes your essay.

Your How-to Article

The Writing Process

Remember, the writing process includes a series of steps:

- **Developing Ideas** Use the Internet, visual elements, or other references to help you gather and develop ideas.
- **Organizing** Choose the ideas you want to use. Put them in order, connect them, or discard the least important ones.
- **Drafting** Use the ideas you organized to write paragraphs.
- **Revising** Read your paragraphs again and correct your writing, keeping in mind what you learned in this unit.
- **Rewriting** Produce a clean copy of your piece, applying all the corrections, to display in class.

Remember, you can always repeat a step if you need to.