



## 6TH GRADE | INFORMATIONAL TEXT ARTICLE TEACHER GUIDE

# Healthy Eating with *MyPlate*

## Reading Overview



In this first informational text article, students are introduced the concept of USDA's *MyPlate*, the five food groups, and how *MyPlate* can help them choose healthy eating patterns over time. This article sets up students to explore the concept of breakfast in more detail, using *MyPlate* as a guide for understanding how to make this a healthy and balanced meal. Through carefully designed close reading activities, students will continue to analyze the main idea and supporting details presented in this text while building their stamina and capacity for a complex text. Through the lesson, students will explore a variety of sources on these topics, including text, video, and interactive websites.

## Connection to Lesson, Interactive Challenge, and Video

The lesson is set up in three sessions, each approximately 45 minutes long. A short lesson warm up and wrap up are also included.

1. The first section hooks student attention with a video about breakfast's impact on the body and a challenge activity examining student eating habits.
2. The second section explores the following informational text article, "Healthy Eating with *MyPlate*."
3. The third section explores the next informational text article, "Breakfast Around the World," and uses an online interactive application to further explore different countries' breakfasts.

### Common Core English Language Arts, Grades 6-8

**CCSS.ELA-LITERACY.RST.6-8.1:** Cite specific textual evidence to support analysis of science and technical texts.

**CCSS.ELA-LITERACY.RST.6-8.2:** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**CCSS.ELA-LITERACY.RST.6-8.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

**CCSS.ELA-LITERACY.RST.6-8.6:** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

**CCSS.ELA-LITERACY.RST.6-8.7:** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**CCSS.ELA-LITERACY.RST.6-8.9:** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

**CCSS.ELA-LITERACY.RST.6-8.10:** By the end of grade 8, read and comprehend science/ technical texts in the grades 6-8 text complexity band independently and proficiently.

### National Health Education Standards, Grades 6-8

**1.8.1:** Analyze the relationship between healthy behaviors and personal health.

**5.8.6:** Choose healthy alternatives over unhealthy alternatives when making a decision.

**5.8.7:** Analyze the outcomes of a health-related decision.

**6.8.2:** Develop a goal to adopt, maintain, or improve a personal health practice.

**6.8.3:** Apply strategies and skills needed to attain a personal health goal.

**7.8.2:** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

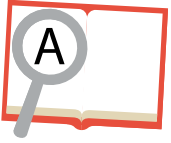
**8.8.1:** State a health-enhancing position on a topic and support it with accurate information.

**8.8.2:** Demonstrate how to influence and support others to make positive health choices.

## Before reading...

### Building Background Knowledge

Begin the reading activity with an anticipation guide to activate background knowledge and create an entry point for students to access the content. For this reading, give students an entry point through the theme of why they choose to eat what they eat.



### Vocabulary

To activate a schema and familiarize students with technical and academic vocabulary, make a word wall using the key vocabulary terms from the lessons. You can assign students to create a personal dictionary and add entries as they come across new vocabulary. Also, create a concept map for the class to show how the concepts in the readings are related.

## During Reading...

### Highlight Text Features

Direct students to the text features including headings, subheadings, text boxes, guide words, and visuals throughout the text. Ask them to identify the text feature, reading them aloud, and analyze how they help the reader to better understand the reading.

### Model Reading

Select a passage to read aloud together. At the end of each sentence, ask the student reading to pause. Write down a question or comment on the board to model for the class how to read closely and engage with the text.



### Word Study

Use a word wall or concept map to help students learn new vocabulary. Encourage students to keep a personal dictionary. Each entry can include the following information:

Word	Definition	Example	In A Sentence	Analogy: Below is an Example
nutrient	A substance that plants, animals, and people need to live and grow.	Vitamin C	It is important to eat food that has many nutrients.	Nutrients are like a car's spark plug or oil. Even with a full tank of fuel (like calories in the body), the car needs these other elements to run. Nutrients help the body put its fuel to use and run smoothly.

## After Reading...

### Formative Assessment

If reading comprehension exercise is assigned for homework or completed at a different time, use an exit slip to quickly check for understanding of the reading. It takes a few minutes to complete and can help teachers support struggling students and identify areas to further explain and clarify.

### 3-2-1 Exit Slip

Three important words from the reading are \_\_\_\_\_

Two facts I learned \_\_\_\_\_

One question I have \_\_\_\_\_

# Breakfast around the World



## Reading Overview

In this second informational text article, “Breakfast Around the World,” students are introduced the concept of a balanced breakfast. The article explains why eating breakfast can help students have the energy they need to play, move, and learn, and how *MyPlate* can help them choose healthy breakfasts. Through carefully designed close reading activities, students will continue to analyze the main idea and supporting details presented in this text while building their stamina and capacity for a complex text. Through the lesson, students will explore a variety of sources on these topics, including text, video, and interactive websites.

## Connection to Lesson, Interactive Challenge, and Video

The lesson is set up in three sessions, each approximately 45 minutes long. A short lesson warm up and wrap up are also included.

1. The first section hooks student attention with a video about breakfast’s impact on the body and a challenge activity examining student eating habits.
2. The second section explores the previous informational text article, “Healthy Eating with *MyPlate*.”
3. The third section explores the following informational text article, “Breakfast Around the World,” and uses an online interactive application to further explore different countries’ breakfasts.

### Common Core English Language Arts, Grades 6-8

**CCSS.ELA-LITERACY.RST.6-8.1:** Cite specific textual evidence to support analysis of science and technical texts.

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**CCSS.ELA-LITERACY.RST.6-8.10:** By the end of grade 8, read and comprehend science/ technical texts in the grades 6-8 text complexity band independently and proficiently.

### National Health Education Standards, Grades 6-8

**1.8.1:** Analyze the relationship between healthy behaviors and personal health.

**1.8.7:** Describe the benefits of and barriers to practicing healthy behaviors.

**2.8.2:** Describe the influence of culture on health beliefs, practices, and behaviors.

**5.8.5:** Predict the potential short-term impact of each alternative on self and others.

**5.8.6:** Choose healthy alternatives over unhealthy alternatives when making a decision.

**5.8.7:** Analyze the outcomes of a health-related decision.

**6.8.2:** Develop a goal to adopt, maintain, or improve a personal health practice.

**6.8.3:** Apply strategies and skills needed to attain a personal health goal.

**7.8.2:** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

**8.8.1:** State a health-enhancing position on a topic and support it with accurate information.

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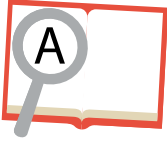
## Before reading...

### Building Background Knowledge

Begin the reading activity with an anticipation guide to activate background knowledge creates an entry point for students to access the content. For this reading, give students an entry point through the theme of why they do or do not eat breakfast and what they like to eat for breakfast. The breakfast myths “human barometer” warm up activity is also a good introduction.



### Vocabulary



To activate a schema and familiarize students with technical and academic vocabulary, make a word wall using the vocabulary from the lessons. You can assign students to create a personal dictionary and add entries as they come across new vocabulary. Also, create a concept map for the class to show how the concepts in the readings are related.

## During Reading...

### Highlight Text Features

Direct students to the headings and visuals in the text. Encourage them to spend time analyzing these features and seeing how they help the reader better understand the content.

### Model Reading

Select a passage to read aloud. At the end of each sentence, ask students to pause. Write down a question or comment on the board to model for students how to read carefully and engage with the text.



### Word Study

Use a word wall or concept map to help students learn new vocabulary. Encourage students to keep a personal dictionary. Each entry can include the following information. Below is an example:

Word	Definition	Example	In A Sentence	Analogy: Below is an Example
nutrient	A substance that plants, animals, and people need to live and grow.	Vitamin C	It is important to eat food that has many nutrients.	Nutrients are like a car's spark plug or oil. Even with a full tank of fuel (like calories in the body), the car needs these other elements to run. Nutrients help the body put its fuel to use and run smoothly.

## After Reading...

### Formative Assessment

If reading comprehension exercise is assigned for homework or completed at a different time, use an exit slip to quickly check for understanding of the reading. It takes a few minutes to complete and can help teachers support struggling students and identify areas to further explain and clarify.

### 3-2-1 Exit Slip

Three important words from the reading are \_\_\_\_\_

Two facts I learned \_\_\_\_\_

One question I have \_\_\_\_\_



# Healthy Eating with *MyPlate*

Follow the directions to answer the questions below.

1. What is the theme or central idea of this article? Cite evidence from the article to support your answer.

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2. What are four ways to eat the *MyPlate* way?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

3. What are two common nutrients found in protein foods? How do they help your body? Provide evidence to support your statements.

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4. What are three common nutrients found in fruits and vegetables? How do they help your body? Provide evidence to support your statements.

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5. Think about the role nutrients play in your body. What might happen if you do not eat enough nutritious food?

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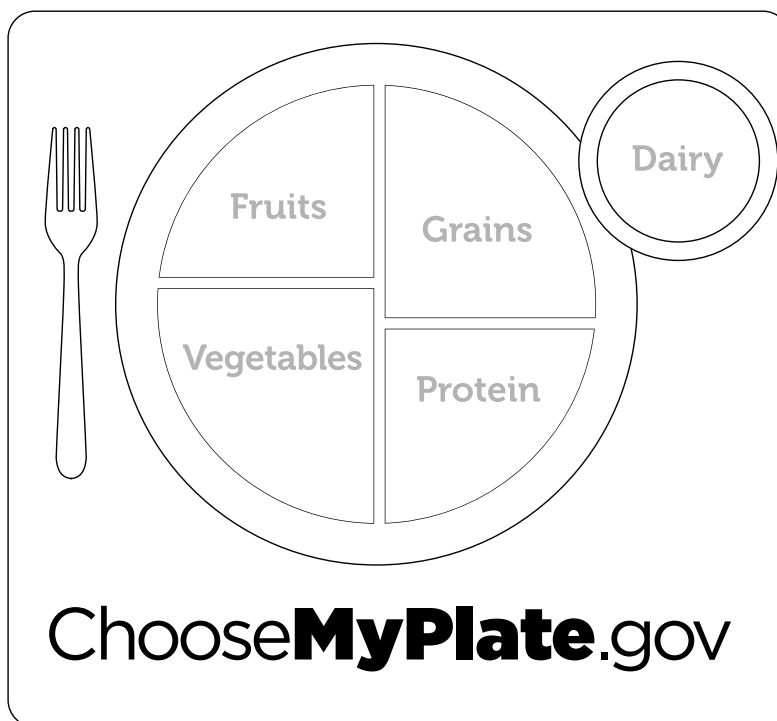
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6. Write 1-2 sentences to support the following statements. Provide evidence from the article.

Statement	Evidence
It is important to make half your grains whole grains.	
It is important to vary your protein routine.	

7. Create an example of a balanced meal using *MyPlate* as a guide. Include foods from all five food groups.



8. Your friends don't see the point of eating the *MyPlate* way. How would you convince them of the benefits of eating the *MyPlate* way? Cite evidence from the article to support your arguments.

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RESEARCH: What is the climate of the place where you live? Name three foods that are grown near you. Why is the climate good for growing these foods?

The climate where you live: \_\_\_\_\_

<b>Foods grown near you:</b>	<b>Why they grow in this climate:</b>

# Breakfast Around the World

1. What is the theme or central idea of this article? Cite evidence from the article to support your answer.

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2. What are three qualities of a balanced breakfast? Cite evidence from the article to support your answer.

1. \_\_\_\_\_

2. \_\_\_\_\_

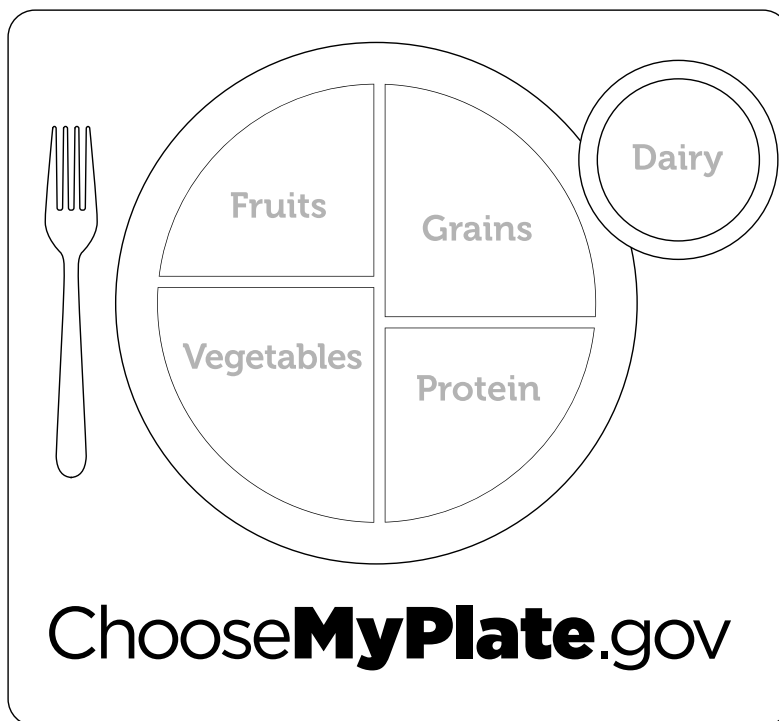
3. \_\_\_\_\_

3. What are two benefits of eating a balanced breakfast? Cite evidence from the article to support your answer.

1. \_\_\_\_\_

2. \_\_\_\_\_

4. Your friend is looking for ideas for balanced breakfasts. Create an example of a balanced breakfast using *MyPlate* as a guide. Include foods from at least three food groups.





5. Your friend says they don't like to eat breakfast. How would you convince them to try eating a balanced breakfast?

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6. What does the word "custom" mean in this sentence from page 1: "Most countries around the world have some kind of breakfast custom"?

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7. Which breakfast from around the world do you prefer? How could you include foods from this example in your breakfasts in the future?

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8. What does the word "culture" mean in this sentence from page 3: "People from cultures around the world serve a variety of foods for breakfast"?

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9. A place's culture affects what people eat there. Think about where you live or where your family is from. Describe one food from your culture. Why is this food important in your culture?

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