



8TH GRADE | INFORMATIONAL TEXT ARTICLE TEACHER GUIDE ↘

Choosing Healthy Snacks



Reading Overview

In this first informational text article, “Choosing Healthy Snacks,” students explore how, as they grow older, they have more control over what they eat, and this often starts with snacks. The article explains how *MyPlate* can guide their snack choices and help them choose a healthy eating pattern overall. 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 applications.

Connection to Lesson, Interactive, Challenge, & Video

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

1. The first section analyzes the following “Choosing Healthy Snacks” informational text article and the “Shake Off the Salt” interactive application, which both help students understand the nutritional content of their snack foods.
2. The second section builds student interest in the complex topic of sodium with the “A Lifetime with Sodium” video, and sets up students to do a project tracking and analyzing their sodium consumption.
3. The third section analyzes the next informational text article, “Sodium and Your Health,” ties together the themes of sodium and snacking, and sets students up for deeper investigation of the nutritional content of snack foods available to them.

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 creates an entry point for students to access the content. For this reading, give students an entry point through the theme of how they gain autonomy as they grow up and what snack choices they make.



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 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 a 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 _____

Sodium and Your Health



Reading Overview

In this second informational text article, “Sodium and Your Health,” students explore why sodium is added to foods, how sodium affects the human body, and how to choose a low-sodium diet. This article focuses on how students can learn to identify foods’ sodium content and choose low-sodium foods. 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 applications.

Connection to Lesson, Interactive, Challenge, & Video

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

1. The first section analyzes the previous “Choosing Healthy Snacks” informational text article and the “Shake Off the Salt” interactive application, which both help students understand the nutritional content of their snack foods.
2. The second section builds student interest in the complex topic of sodium with the “A Lifetime with Sodium” video, and sets up students to do a project tracking and analyzing their sodium consumption.
3. The third section analyzes the following informational text article, “Sodium and Your Health,” ties together the themes of sodium and snacking, and sets students up for deeper investigation of the nutritional content of snack foods available to them.

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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 how choices they make in the present will impact them in the future.



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.

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3-2-1 Exit Slip

Three important words from the reading are _____

Two facts I learned _____

One question I have _____

Choosing Healthy Snacks

Follow the directions to answer the questions below.

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

2. According to page 1, how have kids' snack habits changed since 1970?

3. Why do your snack choices matter?

4. What are five ways to snack healthy according to *MyPlate*?

1. _____

2. _____

3. _____

4. _____

5. _____

5. Imagine your friend doesn't know how to snack healthy. Describe three healthy snack examples for them below.

1. _____

2. _____

3. _____

6. Look at the Nutrition Facts labels for these two snacks. How much sodium, added sugars, saturated fats, and calories are in each?

CHOCOLATE CHIP COOKIES

| Nutrition Facts | |
|-------------------------------|------------|
| 1 servings per container | |
| Serving size 2 cookies | |
| Amount per serving | |
| Calories | 98 |
| % Daily Value* | |
| Total Fat 5g | 5% |
| Saturated Fat 2g | 8% |
| <i>Trans Fat</i> 0g | |
| Cholesterol 0mg | 0% |
| Sodium 61mg | 3% |
| Total Carbohydrate 13g | 10% |
| Dietary Fiber 0g | 0% |
| Total Sugars 7g | |
| Includes 6g Added Sugars | 12% |
| Protein 1g | |
| Vitamin D 0mcg | 0% |
| Calcium 4mg | 0% |
| Iron 1mg | 6% |
| Potassium 34mg | 1% |

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

WHOLE WHEAT CRACKER (LOW SODIUM)

| Nutrition Facts | |
|--------------------------------|-----------|
| 1 servings per container | |
| Serving size 4 crackers | |
| Amount per serving | |
| Calories | 62 |
| % Daily Value* | |
| Total Fat 1g | 0% |
| Saturated Fat 1g | 2% |
| <i>Trans Fat</i> 0g | |
| Cholesterol 0mg | 0% |
| Sodium 30mg | 1% |
| Total Carbohydrate 11g | 8% |
| Dietary Fiber 2g | 7% |
| Total Sugars 0g | |
| Includes 0g Added Sugars | 0% |
| Protein 1g | |
| Vitamin D 0mcg | 0% |
| Calcium 8mg | 1% |
| Iron 0mg | 0% |
| Potassium 48mg | 1% |

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

| | Snack 1 | Snack 2 |
|----------------|---------|---------|
| Sodium | | |
| Added Sugars | | |
| Saturated Fats | | |
| Calories | | |

Based on this information, which is the healthier snack?

Sodium and Your Health

Follow the directions to answer the questions below.

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

2. According to the figure on page 1, why is sodium added to foods? Cite three examples from the text.

1. _____

2. _____

3. _____

3. If we eat too much sodium, what effect can that have on our health?

4. According to the figure on page 2, what are 5 common foods that contain high level of sodium?

1. _____

2. _____

3. _____

4. _____

5. _____

5. How can high blood pressure affect your body? List 3 impacts.

1. _____

2. _____

3. _____

6. Identify which of these statements describe to reduce your sodium consumption.

- Use the Nutrition Facts Label to compare the sodium content in foods.
- Eat at more restaurants
- Eat more fresh fruits and vegetables
- Prepare foods at home

7. What are three low sodium food options not mentioned in the article?

1. _____
2. _____
3. _____

8. Look at these Nutrition Facts labels. Which is the lower sodium option? _____

HUMMUS

| Nutrition Facts | |
|--|-----------|
| 1 servings per container | |
| Serving size 2 tablespoons | |
| Amount per serving | |
| Calories | 53 |
| % Daily Value* | |
| Total Fat 3g | 0% |
| Saturated Fat 0g | 2% |
| <i>Trans Fat</i> 0g | |
| Cholesterol 0mg | 0% |
| Sodium 73mg | 3% |
| Total Carbohydrate 6g | 5% |
| Dietary Fiber 1g | 5% |
| Total Sugars 0g | |
| Includes 0g Added Sugars | 0% |
| Protein 1g | |
| Vitamin D 0mcg | 0% |
| Calcium 15mg | 1% |
| Iron 0mg | 0% |
| Potassium 52mg | 1% |
| <small>* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small> | |

PRETZELS (SALTED)

| Nutrition Facts | |
|--|------------|
| 1 servings per container | |
| Serving size 1oz bag | |
| Amount per serving | |
| Calories | 108 |
| % Daily Value* | |
| Total Fat 1g | 0% |
| Saturated Fat 0g | 2% |
| <i>Trans Fat</i> 0g | |
| Cholesterol 0mg | 0% |
| Sodium 322mg | 14% |
| Total Carbohydrate 22g | 17% |
| Dietary Fiber 1g | 4% |
| Total Sugars 0g | |
| Includes 0g Added Sugars | 0% |
| Protein 3g | |
| Vitamin D 0mcg | 0% |
| Calcium 8mg | 1% |
| Iron 2mg | 8% |
| Potassium 81mg | 2% |
| <small>* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small> | |

9. Imagine your friend doesn't understand why choosing lower sodium foods is an important part of a healthy lifestyle. How would you convince them? Write a paragraph explaining your opinion.
