

**National Dairy Council Arianna's Nutrition Expedition Program  
Integrated With Grade 4 New Mexico Essential Knowledge & Skills  
Provided Free By Dairy MAX**

Program Learning Objectives	Related Standards from New Mexico
<b>NUTRITION OBJECTIVES</b>	
<b>Identify the Five Food Groups</b> (Activity 1)	
Name 3-5 foods in each of the <b>Five Food Groups</b> (Activity 1)	
<b>Classify</b> foods into the <b>Five Food Groups</b> (Activities 1, 4)	2
Discuss importance of <b>health benefits</b> for a <b>healthy lifestyle</b> (Activity 2)	1,3,6
Identify <b>health benefits</b> for each of the <b>Five Food Groups</b> (Activities 2, 6, 8)	1,3,6
Identify one or two <b>key nutrients</b> for each of the <b>Five Food Groups</b> (Activities 3, 6, 8)	
Explain how foods in the " <b>Others</b> " <b>category</b> differ from <b>Five Food Group</b> foods (Activity 3)	
Name the <b>recommended number of servings</b> from each of the Five Food Groups (Activities 4, 5, 7, 8)	
<b>Assess food choices</b> in terms of the <b>Five Food Groups</b> (Activity 5)	2,6
<b>Explain and identify Combination Foods</b> (Activities 6, 8)	
Demonstrate that <b>Combination Foods</b> can help meet the <b>daily recommended number of servings</b> from each of the <b>Five Food Groups</b> (Activity 7)	
<b>LANGUAGE ARTS OBJECTIVES</b>	
Reading: Read text, <b>determine main idea</b> , and <b>identify relevant supporting details</b> and facts (Activities 1, 2)	IA.2
Reading: Identify and use knowledge of <b>homophones</b> to expand <b>vocabulary</b> and understand text (Activity 1)	IA.4
Reading: Improve <b>comprehension</b> by <b>making connections</b> between text and self (Activities 2, 4)	IA.1

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Reading: Demonstrate an accurate understanding of information in a text by focusing on the <b>key ideas</b> explained explicitly or implicitly and <b>making connections</b> between this text and another text (Activity 3)	IB.1
Reading: Use a combination of <b>word analysis</b> and <b>vocabulary</b> strategies to identify words (Activity 4)	IA.4, ID.1
Reading: Demonstrate <b>comprehension</b> by applying information obtained from age-appropriate <b>fiction</b> to <b>simple tables and charts</b> (Activities 4, 5)	IB.2, ID.2
Reading: Use <b>synonyms</b> to define words (Activity 6)	
Reading: Develop <b>hypotheses</b> based upon <b>prior knowledge</b> and information from text (Activity 6)	IC.5
Reading: Understand the elements of <b>plot</b> by retelling the story (Activity 7)	IA.1, IC.3
Writing: Use <b>pre-writing strategies</b> , such as <b>webbing</b> (Activity 1)	IIC.2
Writing: <b>Write</b> a fully developed <b>paragraph</b> using proper form (Activity 3)	IIB.8
Writing: <b>Organize</b> ideas by drawing upon <b>sequencing skills</b> (Activity 5)	IIC.1
Writing: <b>Write creatively</b> for a specified purpose and audience (Activities 7, 8)	IIC.1.a, IIC.1.b
<b>Communicate</b> acquired information in a <b>nonprint format</b> , such as a map, diagram or illustration (Activities 2, 8)	IB.2
Use information from simple tables, maps and charts to increase <b>comprehension</b> (Activity 3)	IB.2, IIC.2