

National Dairy Council Arianna's Nutrition Expedition Program
Integrated With Grade 4 Oklahoma Priority Academic Student Skills
Provided Free

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

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