

4 December Supplemental Activity: Asking for Whole Grains

Nutrition Lesson(s) Supported:

- Whole Grains

Supplies Needed:

- Asking for Whole Grains Visuals
- Persuasive Letter Planner for each student

Length of Time to Complete:

- 5 minutes to introduce activity
- 10 minutes to complete brainstorming
- 10 - 15 minutes to write letters

Audience (grades): 4th grade

Common Core Standards Taught:

- English Language Arts: Writing: 4.1
 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - Provide reasons that are supported by facts and details.
 - Link opinions and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
- English Language Arts: Speaking and Listening: 4.1
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - Follow agreed-upon rules for discussions and carry out assigned roles.

Lesson:

This month we talked about whole grains. Can anyone tell me what whole grains are?

(Show Slide #1) *A food that is 100% whole grain contains all three parts: the bran, the germ and the endosperm. If we eat mostly processed grains, we miss out on the nutrients found in the germ and the bran.*

Who remembers how the bran helps our bodies?

The bran provides B vitamins and fiber. B vitamins are also important in keeping your

heart healthy. Fiber helps you feel full, regulates blood sugar, and helps maintain a healthy digestive tract.

How does the germ help our bodies?

The germ contains healthy fats, minerals, and protein. Healthy fats are important because they help our bodies absorb vitamins and minerals. They also keep our skin, hair, and nails healthy. Protein is important because it helps build strong muscles, bones, and tissues.

Today you are going to write a letter to tell parents, school staff, and the food service company to tell them why more whole grain foods should be offered for meals and special events. We're going to do some brainstorming activities to help develop some reasons and examples you can use in your letter.

Divide the class into teams of 3 – 4 students.

(Show Slide #2) Give the teams 5 minutes to write 2 or 3 persuasive sentences about why whole grains are so good for our bodies. Afterwards ask a spokesperson for each team to read their team's sentences aloud to the class. Capture their ideas on the blackboard or promethean board and have students record some sentences on their letter organizer.

(Show Slide #3) Next have the class brainstorm ways of eating more whole grains for breakfast, lunch, dinner, and snacks. Capture their answers on a blackboard or promethean board. Vote to see which are the most popular.

(Show Slide #4) Discuss the Persuasive Letter Guide. Have students fill out a Persuasive Letter Planner, and write their letters.

Persuasive Letter Planner

Goal or Thesis: What is the point you are trying to argue?

Main reasons that would convince someone that your point is a good one.
Facts or Examples that support this reason and prove this argument.

Reason 1:

Example or fact 1:

Example or fact 2:

Reason 2:

Example or fact 1:

Example or fact 2:

Reason 3:

Example or fact 1:

Example or fact 2:

Conclusion: Summarize the most important details of the argument and what you want the reader to do or believe.

Planificador de carta persuasiva

Meta o Tesis: ¿Cual es el punto que estas tratando de argumentar?

Razones principales que convencerá a alguien que tu argumento es bueno.
Hechos o ejemplos que apoyen esta razón y comprobar este argumento.

Razón 1:

Ejemplo o hecho 1:

Ejemplo o hecho 2:

Razón 2:

Ejemplo o hecho 1:

Ejemplo o hecho 2:

Razón 3:

Ejemplo o hecho 1:

Ejemplo o hecho 2:

Conclusión: Resume los detalles más importantes del argumento y lo que quieres que el lector haga o crea.