

Grades 3-5, Lesson 2: Breakfast Power x 3

Outcomes

HECAT Standards: 1.4, 1.12, 5.3, 6.1, 6.4, 6.5

Materials

- *Lesson 2 Breakfast GO Power Worksheet-1, My Breakfast GO Power* (page 73)
- *Lesson 2 Breakfast GO Power Worksheet-2, Breakfast Power x 3* (page 74)
- *Teacher Resource, Lesson 2 Breakfast Chain Template Strips* (page 68)
- *My Breakfast Challenge Log* (page 75)
- *Lesson 2 Life with the Wright Family* (page 69)
- Classroom board
- Glue sticks
- Scarves, 1 per kid



Discussion Points

Eat breakfast and feel the POWER!

- **GO power!** Eating breakfast helps wake up the body. It sparks energy! Surveys show kids who eat breakfast say they feel good. They are happy and less tired. Kids who do not eat breakfast say they feel bad, are angry, sick and bored through the school day.
- **BRAIN power!** Eating breakfast wakes up the mind to help kids think clearly (more alert) in class. It makes learning easier, especially for math and reading. Studies show kids get better grades when they eat breakfast often.
- **HEALTH power!** Breakfast eaters get more nutrients for healthier skin, muscles, bones, and body! Healthy breakfast choices often include milk, which provides calcium for strong bones and cereals that are usually fortified with added nutrients.

Discussion Questions

- Did you eat breakfast today?
- Do you think eating breakfast gives you GO power? What does GO power mean to you?
- Do you think eating breakfast gives you BRAIN power? Adults remind you to eat breakfast during test time. Why do you think they do that? If breakfast helps at test time, how do you think it could help every day?
- Do you think eating breakfast gives you HEALTH power? Do you think the amount of health power depends on your breakfast choices?

Activity

- Distribute the *Lesson 2 Worksheet-1, My Breakfast Choices*.
- Ask kids to complete the worksheet survey of their own habits.

Note: For assessment purposes complete *Lesson 2 Worksheet-2* at the end of the lesson.

Activity

Pre-Prep: Use the *Lesson 2 Breakfast Chain Template* to prepare strips.

1. Distribute 1 strip to each student. Ask students to identify their breakfast habits by writing on the strip one of the following three descriptions. I eat breakfast:
a) Most Days, b) Some Days, c) Never.
2. Collect the strips and sort by category. Count and write the number in each category on the classroom board:
Most Days ____ Some Days ____ Never ____
3. Create a bar graph of the data.
4. Explain the paper strips will also be used to depict a graph. Use glue sticks to create 3 paper link chains representing the 3 categories of breakfast habits.
5. Hang the 3 chains on a classroom bulletin board.
6. Distribute the *My Breakfast Challenge Log* sheet. Encourage kids to set a personal goal to eat breakfast more often and take the Breakfast Challenge.
7. Explain you will repeat the chain activity in Lesson 10 of the *Breakfast GO Power* section to see if the class is meeting the "Breakfast Challenge".

Move and Learn

Remind kids that eating breakfast gives GO, BRAIN, and HEALTH Power. Explain you are going to help show kids an example of how brain power can really be helpful.

1. Ask kids to stand in a circle, no more than an arm's length away from each other.
2. Distribute scarves and ask kids to hold them in one hand. Explain they should always be holding just one scarf.
3. Explain as they listen to the *Life with the Wright Family* story, they pass the scarves around the circle in the direction indicated in the story:
 - Pass right each time they hear the word "right"
 - Pass left when they hear the word "left"
4. Conclude by explaining eating breakfast gives them brain power for this activity.

Summary

Breakfast has GO, BRAIN, and HEALTH Power! Choose to eat breakfast for Power x 3!

Student Assessment

1. Using the *Lesson 2 Worksheet-1*, kids will be able to identify their own breakfast habits.
2. Using the *Lesson 2 Worksheet-2*, kids will be able to:
 - Grade 3:** With assistance
 - Grades 4-5:** Independently with 100% accuracy
 - Respond positively to whether or not breakfast should be eaten every day.
 - Identify the benefits of eating breakfast by filling in the blanks.

Worksheet-2 answer key: 1a. GO power, 1b. Brain power, 1c. Health power; 2a. tired, 2b. clearly, 2c. nutrients; 3. yes

3. Using the *Lesson 2 Challenge Log*, kids will be able to track and monitor progress of their breakfast intake.

Teacher Resource

Grades 3-5, Lesson 2: Breakfast Chain Template

Use the following template to copy and cut strips used to create a breakfast chain.

Teacher Resource

Grades 3-5, Lesson 2: Life with the Wright Family Story

1. Instruct kids to stand in a circle no more than an arm's length away from each other.
2. Each person holds a scarf in one hand.
3. As they listen to the story they pass the scarves around the circle in the direction indicated in the story, going right each time they hear the word "right" and left when they hear the word "left."
4. Each person should always be holding one scarf at all times during the story.

One day the Wright family decided to take a vacation. The first thing they had to do was to decide who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course this made Aunt Linda Wright so mad that she left the house immediately yelling, "It will be a right cold day before I return."

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and Shelly Wright and got in the car and left. Unfortunately, as they turned out of the driveway someone had left a trashcan in the street so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry; he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick so she left the car too. Father Wright was left with Tommy Wright who was playing a game in the backseat.

With all of this going on, Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said, "I wish the Wright family had never left the house today."

Name: _____ Date: _____

Grades 3-5 Lesson 2: *Breakfast GO Power Worksheet-1*

My Breakfast GO Power

Read the following questions and check your answers.

Did you eat breakfast today?

Yes 😊

No ☹️



How often do you eat breakfast?

Most Days

Some Days

Never

How do you feel when you miss breakfast?

Tired

Hungry

Stomachache

Other (describe) _____



How important do you think it is to eat breakfast?

Very important

A little important

Not important

How does eating a good breakfast help you?

Explain: _____

When you eat breakfast, which of the following do you usually choose?

1. Check the food groups you include.
2. Circle the foods you choose most often.

Grains (cereal, toast or bagel, other: _____)

Fruit (canned, fresh, dried, frozen or 100% juice, other: _____)

Protein (egg, peanut butter, meat, other: _____)

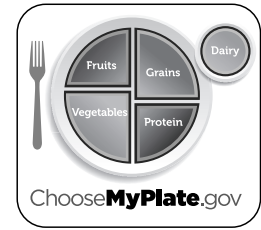
Dairy (milk, yogurt or cheese, other: _____)



Name: _____ Date: _____

Grades 3-5 Lesson 2: *Breakfast GO Power Worksheet-2*

Breakfast Power x 3



1. Write the words to describe the 3 kinds of power that eating breakfast gives you:

a. _____ b. _____ c. _____

2. Choose from the following words to complete sentences that describe why eating breakfast every day is a good choice.

clearly tired goal nutrients

Eating breakfast can help me:

a. feel less _____.

b. think more _____ in class.

c. get more _____ through the day.



3. Should breakfast be eaten every day? Check yes or no.

Yes No

Set a breakfast goal! Check just one of the following.

I will take the *Breakfast Challenge* to:

continue eating breakfast every day.

start eating breakfast more often.

