FIGHT HUNGER

Healthy Eating. Fight Hunger—Help Nourish Your Community.

Targeted Grades: 3rd Grade up to 5th Grade

Lesson Plan

Create a lesson that takes students through the Food Pantry Booklet and helps them implement an idea from the Fuel Your Good resource by completing a service activity.
Make sure to engage students in creating, demonstrating, making, or using a recipe from the booklet.

American Dairy Association Indiana Resources

FUTP60 Fight Hunger Healthy Eating Play - Time will vary, most projects will last more than one day

Food Pantry Booklet - 30 minutes to 1 hour

Fuel Your Good - Time will vary, most projects will last more than one day

School Hunger Relief Toolkit - Resource for implementing hunger relief projects, time will vary

Learning Objectives

- Explore varieties of healthy foods, including dairy items
- Identify seasonal fruits and veggies
- Provide information on how to help food pantry clients utilize healthy dairy products in their daily diets

- Develop projects to help incorporate new recipes utilizing items to fight hunger
- Compare and contrast the economic and nutritional value of dairy
- Demonstrate or create a healthy recipe using common food pantry staples
- Implement strategies from the School Hunger Relief Toolkit focused on hunger issues

WinnersDrinkMilk.com/Schools/Fuel-up-to-Play-60

INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 5

English Language Arts Standards for Grade 3 through Grade 5			Fight Hunger	Fuel Your Good	Food Pantry Booklet	Hunger Relief Kit
3.RF.1 Apply foundational reading skills to build reading fluency and comprehension.	**4.RF.1** Apply foundational reading skills to build reading fluency and comprehension.	**5.RF.1** Apply foundational reading skills to build reading fluency and comprehension.				
3.RN.1 Read and comprehend a variety of nonfiction within a r ange of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	**4.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	**5.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.				
3.RV.1 Build and use accurately conversational, general academic, and content-specific words and phrases.	**4.RV.1** Build and use accurately general academic and content-specific words and phrases.	**5.RV.1** Build and use accurately general academic and content-specific words and phrases.				
3.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	**4.W.1** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	**5.W.1** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.				

INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 5

English Language Arts Standards for Grade 3 through Grade 5			Fight Hunger	Fuel Your Good	Food Pantry Booklet	Hunger Relief Kit
3.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	**4.SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	**5.SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	🐄	🐄	🐄	🐄
3.ML.1 Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	**4.ML.1** By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	**5.ML.1** Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.				🐄

INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 5

Science and Engineering Process Standards	Fight Hunger	Fuel Your Good	Food Pantry Booklet	Hunger Relief Kit
SEPS.1 Posing questions (for science) and defining problems (for engineering).			🐄	🐄
SEPS.2 Developing and using models and tools.			🐄	🐄
SEPS.3 Constructing and performing investigations.				
SEPS.4 Analyzing and interpreting data.		🐄	🐄	🐄
SEPS.5 Using mathematics and computational thinking.			🐄	
SEPS.6 Constructing explanations (for science) and designing solutions (for engineering).				
SEPS.7 Engaging in argument from evidence.			🐄	
SEPS.8 Obtaining, evaluating, and communicating information.	🐄	🐄	🐄	🐄

INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 5

Health and Wellness Standards	Fight Hunger	Fuel Your Good	Food Pantry Booklet	Hunger Relief Kit
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	🐄	🐄	🐄	🐄
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	🐄		🐄	🐄
Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.	🐄	🐄	🐄	🐄
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	🐄	🐄	🐄	🐄
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	🐄		🐄	🐄
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	🐄	🐄	🐄	🐄
Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.			🐄	🐄
Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.	🐄	🐄	🐄	🐄