

FIRST MEAL MATTERS



Healthy Eating. Breakfast for Everyone - First Meal Matters

Targeted Grades: 3rd Grade up to 12th Grade

American Dairy Association Indiana Resources

Lesson Plan

[Kick off the Day \(K-3rd\)](#) - 30 minutes

[Get Your Students in the Game \(3rd-12th\)](#) - 1 hour




Lesson Enhancement: [Jack Doyle and Kids](#)

Learning Objectives

- Explore varieties of healthy foods, including dairy items
- Analyze the benefits of eating breakfast
- Develop a morning plan to incorporate healthy foods into their diet
- Create a poster to inform students about the value of eating breakfast

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

INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 12

English Language Arts Standards for Grade 3 through Grade 12						Get Your Students in the Game	Kick Off the Day
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.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	4.RL.1 Read and comprehend a variety of literature 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.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	6.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	7.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	8.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.		
3.RN.1 Read and comprehend a variety of nonfiction within a range 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.	6.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	7.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	8.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.		

INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 12

English Language Arts Standards for Grade 3 through Grade 12						Get Your Students in the Game	Kick Off the Day
<p>3.RV.1 Build and use accurately conversational, general academic, and content-specific words and phrases.</p>	<p>4.RV.1 Build and use accurately general academic and content-specific words and phrases.</p>	<p>5.RV.1 Build and use accurately general academic and content-specific words and phrases.</p>	<p>6.RV.1 Acquire and use accurately grade-level appropriate general academic and content specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>7.RV.1 Acquire and use accurately grade appropriate general academic and content specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>8.RV.1 Acquire and use accurately grade appropriate general academic and content specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<p>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.</p>	<p>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 support reflection and response to literature and nonfiction texts.</p>	<p>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 support reflection and response to literature and nonfiction texts.</p>	<p>6.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>	<p>7.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>	<p>8.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>		

INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 12

English Language Arts Standards for Grade 3 through Grade 12						Get Your Students in the Game	Kick Off the Day
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>6.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.</p>	<p>7.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.</p>	<p>8.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.</p>		
<p>3.ML.1 Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.</p>	<p>4.ML.1 By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.</p>	<p>5.ML.1 Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.</p>	<p>6.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p>	<p>7.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p>	<p>8.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p>		

INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 12

Science and Engineering Process Standards	Get Your Students in the Game	Kick Off the Day
<p>SEPS.1 Posing questions (for science) and defining problems (for engineering).</p>		
<p>SEPS.2 Developing and using models and tools.</p>		
<p>SEPS.3 Constructing and performing investigations.</p>		
<p>SEPS.4 Analyzing and interpreting data.</p>		
<p>SEPS.5 Using mathematics and computational thinking.</p>		
<p>SEPS.6 Constructing explanations (for science) and designing solutions (for engineering).</p>		
<p>SEPS.7 Engaging in argument from evidence.</p>		
<p>SEPS.8 Obtaining, evaluating, and communicating information.</p>		

INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 12

Health and Wellness Standards	Get Your Students in the Game	Kick Off the Day
<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>		
<p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>		
<p>Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.</p>		
<p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>		
<p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>		
<p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p>		
<p>Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.</p>		
<p>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</p>		