

EVERYDAY FOODS: Our Best Choice

Purpose: Review Everyday Foods, introduce Sometimes Foods, and provide an opportunity for distinguishing between the two categories.

Lesson Objectives - Students should be able to:

- describe why some foods are called “Everyday Foods” and other foods are called “Sometimes Foods.”
- list four characteristics of Everyday Foods and four characteristics of Sometimes Foods.
- list at least four Everyday Foods.
- list at least four Sometimes Foods.

Lesson Outline

Part A Activities	Time (approx.)	Student Materials	Teacher Materials
1. Theme Story and Discussion	10		Cassette Player Theme Music Cassette
2. Introduction of Sometimes Foods	25	Pathways Page 4 Team Directions Sheet 8 Envelopes of Food Cards	Everyday Foods Poster Sometimes Foods Poster Key: Is It Everyday or Sometimes?
3. Goal Check for Goal #1	10	Goal #1 Sticker Individual Story Stick	Overhead Projector Visual Aid C

Activity 1 Theme Story and Discussion

A. Prepare students for today's lesson.

1. Turn on the Pathways Theme Music cassette.
2. Tell students that they will listen to a story about Daryl and his friends at a tribal fair and then see if their *Pathways Teams* can recognize Sometimes Foods.
3. Turn off the Pathways Theme Music cassette.

B. Read aloud the following story, "*At the Tribal Fair.*" ¹

Daryl was wondering if he would get a name like "Bright Path," the name given to Jim Thorpe. Perhaps, he would have a name like his friends, Stands on Top, White Elk, or Slender Warrior.

Thinking about his friends, Daryl decided to find them at the tribal fair. It was not long before they were together and walking around the fair grounds.

At one place, people were gathered to hear their tribal leader speak. Little Hawk was a popular leader. He had played on a basketball team that won the state championship. People liked

to hear his jokes and stories about his old basketball days.

The smell of food was drifting over the crowd. It made everyone feel hungry. All around were food stands that were selling snow cones, cotton candy, watermelon, fry bread, and all kinds of burgers.

Stands On Top said, "I am really hungry. If we buy a burger, will it be an Everyday Food?"

Daryl thought. Then, he said, "Only if it has less fat."



¹ *Flesh-Kincaid Grade Level 4.51*

“Look at that, they’re selling buffalo burgers. Isn’t that a meat with less fat?” said Slender Warrior.

“Oh, Yes!” said White Elk. “And, look, they’re cooking it on a grill. That’s even better.”

Daryl bought the buffalo burger for everyone to share and gave a portion to each of his friends. In no time, the buffalo burger was eaten. After this, they walked to see the exhibits.

Daryl said, “My Grandpa told me that I have to earn my name.”

His friends turned to look at him and began to grin. It was time that Daryl got his name and they were happy for him.

Following the sound of singing and a strong drumbeat, they found a group of drummers singing at a pow-wow. Standing in the crowd, they listened to the songs and admired the dancers.

It wasn’t long before Stands on Top said, “Let’s go over to the cook shack² and see if there’s something to eat.”

White Elk agreed as he was feeling hungry again.

Stands on Top could see that there was plenty of beef stew and fry bread, watermelon, cake, and coffee. He felt hungry and wanted to eat some of everything.

They were motioned to move along the serving line.

As they were served, Stands on Top asked for extra portions of each food. He also thanked the cooks and smiled a lot.

Thinking that White Elk was just as hungry, the cooks began to give him extra food as well. Daryl watched as White Elk pulled his plate away from the serving line when he got to the fry bread and the cake. He politely refused to take any and he thanked the cooks for their hard work.

As Daryl went through the line, he knew that he really was not hungry. He already felt full. So he spoke carefully, saying, “I’d just like a small amount. Just a little, please.”

When everyone sat beneath a tree, Stands on Top had the most food. They began to eat so they could get to the Mud Bog contest.

Daryl asked White Elk, “Why didn’t you get any fry bread and cake?”

White Elk answered, “I don’t eat those foods all the time. I try to eat them just once in a while.”

Behind them someone shouted that they would give \$1.00 to each runner in a relay.

White Elk said to Stands on Top, “You are such a good runner. Let’s join them. With you, we are sure to win.”

“Let’s go,” said Daryl. They scrambled to their feet and ran to the relay.

²A cook shack is an area at pow-wows to serve the dancers and their guests.

Week 3 — Part A

C. Discuss this story with students using the following questions:

- How did Daryl and his friends act when they were given food in the serving line?
- *Answer: Stands on Top asked for extra food. White Elk made choices about what he ate and refused to eat the fry bread and cake. He said he only ate them once in a while. Daryl asked for smaller portions of food because he felt full. They all made choices about how much they were eating.*
- Ask if anyone has attended a tribal fair and ask for a volunteer to express their observations.

Answer: Answers will vary. Tribal fairs have many different activities: Mud bogs, rodeos, pow-wows, Song and Dance contests, beauty contests, fry bread contests, baby contests, farm exhibits, art shows, tipi races, softball, volleyball and other exciting events.

Activity 2 Introduction of Sometimes Foods

Teacher Note: Prior to this activity, divide the Food Cards into eight envelopes according to the **Key** that is at the end of this week.

- A. Point to the **Everyday Foods** poster and re-emphasize that **Everyday Foods** are the foods that give them the energy to do all the fun things they like to do.
1. Remind students that this poster includes the names of **foods that can be eaten almost anytime because the foods are lower in fat.**

2. Point out the “**REMEMBER**” box on the poster and read the points in the box aloud:

REMEMBER Everyday Foods are:

- **Foods and beverages that have little or no fat.**
- **Foods that are not fried.**
- **Foods that have little or no fat added when cooked or served.**
- **Water, diet pop, and other beverages that have little or no sugar.**

- B. Introduce the concept of “Sometimes Foods” to students by showing them the **Sometimes Foods** poster and then displaying it next to the **Everyday Foods** poster.

1. Ask students what they think “Sometimes Foods” means.
2. After some answers have been suggested, state that **Sometimes Foods are foods that they should choose to eat just once-in-awhile, not every day.**
3. Explain to students that their Great-Great-Grandparents ate some foods once-in-awhile because they knew that some plants were not good to eat.
4. Point out the traditional foods that are on the Sometimes Foods poster, such as fry bread and jerky.
5. State that the Sometimes Foods poster does **not** include all of the foods that are Sometimes Foods, but it does include a lot of them.

Week 3 — Part A

- C. Point out the message “**REMEMBER**” on the **Sometimes Foods** poster and read the points in the box aloud:

REMEMBER . . . Sometimes Foods are:

- **Foods that have a lot of fat.**
- **Foods that are fried.**
- **Foods that have fat added when cooked or served.**
- **Pop and other beverages that have a lot of sugar.**

- D. Distribute **Pathways Page 4: Sometimes Foods** to each student, and explain that this is their own copy of the poster to keep in their *Pathways Folder*.

- E. Announce to students that they are now going to work in their *Pathways Team* to see if they know or can figure out whether a food is an **Everyday Food** or a Sometimes Food.

1. Tell them that each team will get an envelope containing eight food cards with pictures of both Everyday Foods and Sometimes Foods.
2. Explain that they should look at each food picture and determine which food group that the food belongs in (example: Vegetable Group, Fruit Group, etc.), and then decide whether the food is an **Everyday Food** or a Sometimes Food, and **why** they think so.

- F. Divide the class into *Pathways Teams* and give each team the **Team Directions Sheet: Is It Everyday or Sometimes?**
1. Distribute one envelope of **Food Cards** to each team.
 2. Tell students to use their **Everyday Foods** list and Sometimes Food list to help them figure out the food groups and also to decide as to whether the food is an **Everyday Food** or a Sometimes Food.
 3. Identify someone in each team to write their answers on the team directions sheet, or ask each team to choose that person.
 4. Monitor teams to be sure they understand the directions.
- G. Allow time for teams to report **why** they decided the foods in their envelopes were either an **Everyday Food** or a Sometimes Food. Discuss, **as time permits**. (See Key to the food cards in each envelope at the end of this week.)
- H. Conclude by emphasizing that Sometimes Foods are foods to eat just some of the time – not every day, and **Everyday Foods** can be eaten almost anytime
- I. **Optional:** Students may place some of their favorite **Everyday Food** cards around the **Everyday Foods** poster to emphasize the importance of these foods. **Do not** post any Sometimes Foods cards.

Activity 3 **Goal Check for Goal #1**

- A. Explain to students that they are now going to check the first Pathways goal that they set last week.
1. Instruct students to find **Pathways Page 3: Goal #1** in their *Pathways Folder*.
 2. Use **Visual Aid C: Goal Check Page** to point to the Goal Check and ask students to find that box on the back of their goal sheet.
 3. Explain that if they did the physical activities that they wrote down in their Goal Statement; they should now put a check mark in the **YES! I DID IT!** box on their sheet.
 4. Instruct them to fill in the rest of the Goal Check and then sign their name to show that they did it.
- B. Have Pathways Goal Partners get together and show each other the physical activities that they did for their goal.
1. Ask Pathways Goal Partners to identify times when they are just sitting around at home and could be doing physical activities.
 2. Instruct Pathways Goal Partners to sign on the Goal Partner line of each other's sheet, showing that they supported their partner to help them reach their goal.

- C. Announce to students that you have reached your goal and fill in your Goal Check on the visual aid and have your Pathways Goal Partner sign his/her name.

- D. Ask for a show of hands of how many students reached Goal #1, and congratulate those students.
 - 1. Call on a few students to name the physical activities that they did and describe some of the body cues they felt, **as time permits**.

 - 2. Distribute a **Goal #1 sticker** to each student who has reached their goal, and instruct them to paste it on their own Story Stick.

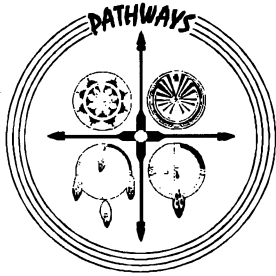
- E. Encourage students who did not reach their goal to keep trying until they do complete their goal.
 - 1. Tell them that when they do reach their goal, they should fill in the Goal Check, and then show it to you so that they can get a sticker for their Story Stick.

 - 2. Explain that if they are having trouble doing the physical activity that they said they would do, then they should ask their Pathways Goal Partner to help them decide on another physical activity they could try or other times to do their activities.

Week 3 — Part A

Reminders:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Check with Food Service about the food/supplies ordered for the class snacks and the Family Packs in the next lesson.
- ✓ You may wish to arrange for a “room parent” or teacher’s aid to assist you with the snack preparation and Family Pack activities in the next lesson and in Week 5, Part B.
- ✓ Encourage students to do Exercise Breaks **outside of school time**.



EVERYDAY FOODS: Our Best Choice

Purpose: Use goal-setting to reinforce eating Everyday Foods, and provide an opportunity to prepare a snack from Everyday Foods.

Lesson Objectives - Students should be able to:

- prepare a snack using **Everyday Foods**.
- set a goal to eat an **Everyday Food**.

Lesson Outline

Part B Activities	Time (approx.)	Student Materials	Teacher Materials
1. An Everyday Food Snack	20	Pathways Page 5 Pathways Page 6 Snack Foods/Supplies*	Cassette Player Theme Music Cassette
2. Goal Setting #2	10	Pathways Page 7	
3. Family Pack	10	Week Two Sticker Individual Story Stick Family Pack: Week Three Snack Bag Snack Pack Foods*	Return Box
4. Summary of the Week	5	Stop! Think and Discover	

* See **Food Service** section of this manual for requisition forms.

Activity 1 **An Everyday Food Snack**

Teacher Note: Prior to this activity, check to be sure that the ingredients for snack taste-testing – String cheese, pretzels, apples, and carrots are available. Also, plan time for students to wash their hands well with soap and water prior to doing this activity.

- A. Prepare students for today's activities.
 1. Turn on the Pathways Theme Music cassette.
 2. Tell students that they will make a great healthful snack and set a goal to eat an **Everyday Food**.
 3. Turn off the Pathways Theme Music cassette.
- B. Instruct students to wash their hands prior to preparing their snack. Students should soap their hands and let water run for twenty seconds over their hands to be sure they are clean.
- C. Announce to students that during Pathways this year, they will again have an opportunity to taste some great **Everyday Foods**.
 1. Distribute **Pathways Page 5: String Cheese Wrap Around** to each student and explain what they will do in this taste-testing activity.

2. Explain that students will get **Everyday Foods**: a stick of string cheese, two pretzels, two apple slices, and two baby carrots to make great tasting snacks.
 3. Explain how to pull the string cheese apart into 6 thin strips and wrap these around the pretzel, an apple slice, or a carrot.
 4. Stress that these items are all low-fat foods on the **Everyday Foods** list.
- D. Explain the procedure for this snack preparation activity.
1. Point out the overall location of the **Everyday Foods** and the supplies.
 2. Instruct students on taking turns to get their food items and supplies either individually or in their team.
- E. Instruct students to fill in the back of their **Pathways Page 5** with their reactions to the **Everyday Foods** that they tasted and discuss, **as time permits**.
- F. Distribute **Pathways Page 6: Everyday Snacks** to each student and explain that this is a list of some great Everyday Snack foods.
1. Read aloud (or ask student/s to read aloud) the Everyday Snacks and instruct students to circle their favorite foods on the list.
 2. Encourage students to choose these low-fat foods to eat for snacks, if they are available.
- G. Explain the clean-up procedure appropriate for your classroom.

Activity 2 Goal Setting #2

A. Announce to students that they are now going to set their second goal in fourth grade Pathways, and review with them the importance of setting goals.

1. Emphasize that goal setting can help them plan to do something by figuring out **how** they will do it, **when** they will do it, and **where** they will do it.
2. Remind students that when they set a Pathways goal they must decide what to do and then find the time to reach the goal.
3. Ask for a volunteer to state what was the first Pathways goal this year.

Answer: To do physical activities at least two times when they were outside of school time.

4. Ask for a show of hands of how many are remembering to be active when they are outside of school and are continuing to do physical activities.
5. Congratulate those students, and **stress to all of the students that it is important to continue to be physically active when they can, even after they have reached their goal.**

B. Distribute **Pathways Page 7: Fourth Grade Goal #2** and ask students to follow along as you read aloud the Goal Statement: *I Plan to eat an Everyday Food instead of the Sometimes Food I usually eat.*

1. Explain that each student is to decide what is the Sometimes Food they usually eat and write it on the top line of their goal sheet.

2. After they make this decision, they should then set a goal to eat an **Everyday Food** instead of the Sometimes Food and write down the **Everyday Food** on their goal sheet.
 3. Suggest that they look at their **Everyday Food** list or their **Everyday Snacks** list for ideas of what **Everyday Food** they can plan to eat as a goal.
 4. Tell students that the **Goal Date** is the first Pathways class next week, and give them the date of that class.
- C. Tell students that they will now pair up with their Pathways Goal Partner in order to help each other to reach their goal.
1. Point to the Pathways Goal Partner line on the front of the goal sheet, and explain that after they have discussed the goal with their partner, they should sign each other's sheet.
 2. Point out the **Goal Check** on the back of the sheet, and explain that they will fill in this part **after** they have reached their goal.
 3. Give students time to fill in their Goal Statement and discuss their goal with their Pathways Goal Partner.
- D. Announce the goal you set for yourself and ask your Pathways Goal Partner to sign his/her name to show that they will help you reach your goal.
- E. Explain that everyone who reaches their goal will receive a **Goal #2** sticker to add to their Story Stick.

Week 3 — Part B



- A. Remind students to bring back their return card and place it in the Return Box.
 - 1. Give a sticker to those students who brought back a signed **Return Card Week 2** to put on their Story Stick.
 - 2. Have students place this sticker on their Story Stick
 - 3. Remind students that each time they bring back a return card, a sticker will be pasted on their Story Stick to show that their family has completed the activity for that week.
- B. Tell students that the Family Pack helps their family to know and be able to enjoy some of the Pathways activities.
 - 1. Ask students how their family enjoyed the “Billy Mills Story” or doing the Family Team Bingo.
 - 2. Encourage students to help their family continue to do these physical activities.
- C. Distribute **PATHWAYS FAMILY PACK: Week Three** and one bag to each student, and tell them to write their name on the front of the envelope.

1. Emphasize that the items in the envelope to be taken home include the following:

Everyday Foods List

Some times Foods List

String Cheese Wrap-Around Recipe Card

Return Card for signature by a family member and the student

2. Instruct students to put their Family Pack envelope in the bag, and then add the special snack to share with their family team.

2 sticks of string cheese

1 package of pretzels

1 apple

3. Urge students to refrigerate the cheese and the apple until they make the snack with their family team.



Activity 4

Summary of the Week



- A. Review with students their Pathways activities this week.

1. Congratulate students on their successful completion of the Sometimes Foods activity.
2. Stress that students remember that Everyday Snacks are the best choice when they think of eating a snack.
3. Encourage students to continue being physically active every day.

Week 3 — Part B

- B. Tell students to **Stop! Think and Discover** what they did this week.
1. Have students take out their **Stop! Think and Discover** sheet and think about what they did in Pathways this week.
 2. Ask students to write a word or phrase or draw a picture that represents what they discovered within **Week 3**.
 3. Allow students time to complete this part of the activity.
- C. Ask students who completed Goal #1: Doing Physical Activities Outside of School Time to hold up their hands.
1. Locate the Goal #1 icon above **Reaching Our Goals!** on the Pathways Story Stick.
 2. Place the sticker for Goal #1 inside the Goal icon.
 3. Congratulate students for the completion of this goal and encourage everyone to continue doing their physical activities. Those who did not reach their goal should keep trying until they complete it.
 4. **Stress to all of the students that it is important to continue doing these activities even after they have reached their goal.**
- D. Encourage students to reach their Goal #2 by eating an **Everyday Food** instead of a Sometimes Food by the next Pathways class.

Reminders:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Write letters to the Food Service staff and any “room parents” thanking them for providing assistance in completing the snack preparation and Family Pack activities.
- ✓ Encourage students to do Exercise Breaks **outside of school time**.

Sometimes Foods



“Foods to eat sometimes”

Sometimes foods are:

- ★ foods that have a lot of fat in them.
- ★ foods that are fried.
- ★ foods that have added fat when cooked and served.
- ★ pop and other beverages that have a lot of sugar in them.

Breads, Rice, Pasta & Cereals

Breads

Breads with a lot of added butter or margarine
Fry bread
Biscuits
Croissants
Doughnuts
Muffins
Sweet rolls

Rice & Pasta

Rice and pasta with added
butter, oil, or cheese

Crackers, Cookies & Snacks

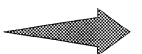
Chips: potato, corn, and tortilla
Crackers
Cakes
Cookies
Popcorn with added butter

Milk & Cheese

Whole milk, 2%, and 1-1/2%
Cheese: American
Swiss
cheddar
colby
Cream cheese
Whole cottage cheese
Ice cream
Sour cream

Vegetables

Deep fat fried vegetables, like French fries
Vegetables with added fat



Meat, Poultry, Fish, Dried Beans, Nuts, Seeds & Eggs

Meat

Ground meat not drained and rinsed
Beef with fat not trimmed
Pork and ribs with fat not trimmed
Hot dogs
Luncheon meat
Sausage
Spam
Bacon
Antelope
Jerky
Muskrat
Canned meat

Fish

Fried fish – sticks and fillets
Fish – canned, packed in oil

Poultry

Fried chicken
Wild duck
Dove
Quail

Dried Beans

Dried beans with added fat

Nuts & Seeds

Nuts
Peanuts
Peanut butter
Pinon
Sunflower seeds

Eggs

Sauces, Dressings & Spreads

Gravy
Cheese
Cream

Mayonnaise
Salad dressing

Butter
Margarine
Lard
Bacon grease
Oil

SOMETIMES FOODS

"Foods to eat Sometimes"

Sometimes Foods are:

- ♦ foods that have a lot of fat in them.
- ♦ foods that are fried.
- ♦ foods that have added fat when cooked and served.
- ♦ pop or other beverages that have a lot of sugar in them.

BREADS, RICE, PASTA, CEREALS

BREADS

Breads with a lot of added butter or margarine
Fry bread
Biscuits
Croissants
Doughnuts
Muffins
Sweet Rolls

VEGETABLES

Deep fat fried vegetables, like French fries
Vegetables with added fat

SAUCES, DRESSINGS AND SPREADS

Gravy
Mayonnaise
Cheese
Cream
Salad dressing
Butter
Margarine
Lard
Bacon Grease
Oil

MEAT, POULTRY, FISH, DRIED BEANS, NUTS, SEEDS & EGGS

MEAT

CRACKERS, COOKIES AND OTHER SNACKS
Chips: potato, corn, and tortilla
Crackers
Cakes
Cookies
Popcorn with added butter

RICE AND PASTA

Rice and pasta with added butter, oil or cheese

MILK AND CHEESE

Whole milk, 2% milk, and 1 1/2 % milk
Cheese:
American
Swiss
Cream cheese
Whole cottage cheese
Ice cream
Sour cream

Cheddar
Colby

MEAT

Ground meat not drained and rinsed
Beef with fat not trimmed
Pork and ribs with fat not trimmed
Hot dogs
Luncheon meat
Sausage
Spam
Bacon
Antelope
Jerky
Muskrat
Canned Meat

POULTRY

Fried Chicken
Wild duck
Dove
Quail

EGGS

DRIED BEANS

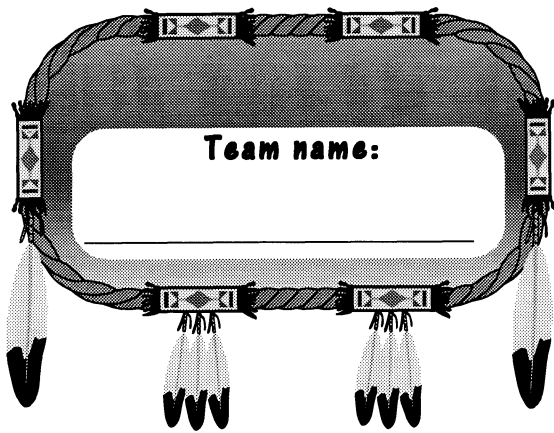
Dried beans with added fat

FISH

Fried fish - sticks and fillets
Fish - canned, packed in oil

NUTS & SEEDS

Nuts
Peanuts
Sunflower seeds
Peanut Butter
Pinton



Week 3-A
Activity 2

Directions

Team members:

Is It Everyday or Sometimes?

Envelope # _____

Food Groups

✓ THE GROUP



Food card: _____

- ✓ ☐ Everyday Food
☐ Sometimes Food

Why?

- ☐ Vegetables
- ☐ Fruits
- ☐ Milk, Cheese, Yogurt
- ☐ Meat, Poultry, Fish, Dried Beans
- ☐ Bread, Rice, Pasta, Cereals

Food card: _____

- ✓ ☐ Everyday Food
☐ Sometimes Food

Why?

- ☐ Vegetables
- ☐ Fruits
- ☐ Milk, Cheese, Yogurt
- ☐ Meat, Poultry, Fish, Dried Beans
- ☐ Bread, Rice, Pasta, Cereals

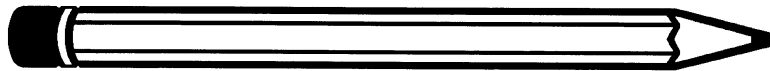
Food card: _____

- ✓ ☐ Everyday Food
☐ Sometimes Food

Why?

- ☐ Vegetables
- ☐ Fruits
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- ☐ Meat, Poultry, Fish, Dried Beans
- ☐ Bread, Rice, Pasta, Cereals





Food Groups

✓ THE GROUP

Food card: _____

- ✓ ☐ Everyday Food
☐ Sometimes Food

Why?

- ☐ Vegetables
☐ Fruits
☐ Milk, Cheese, Yogurt
☐ Meat, Poultry, Fish, Dried Beans
☐ Bread, Rice, Pasta, Cereals

Food card: _____

- ✓ ☐ Everyday Food
☐ Sometimes Food

Why?

- ☐ Vegetables
☐ Fruits
☐ Milk, Cheese, Yogurt
☐ Meat, Poultry, Fish, Dried Beans
☐ Bread, Rice, Pasta, Cereals

Food card: _____

- ✓ ☐ Everyday Food
☐ Sometimes Food

Why?

- ☐ Vegetables
☐ Fruits
☐ Milk, Cheese, Yogurt
☐ Meat, Poultry, Fish, Dried Beans
☐ Bread, Rice, Pasta, Cereals

Food card: _____

- ✓ ☐ Everyday Food
☐ Sometimes Food

Why?

- ☐ Vegetables
☐ Fruits
☐ Milk, Cheese, Yogurt
☐ Meat, Poultry, Fish, Dried Beans
☐ Bread, Rice, Pasta, Cereals

Food card: _____

- ✓ ☐ Everyday Food
☐ Sometimes Food

Why?

- ☐ Vegetables
☐ Fruits
☐ Milk, Cheese, Yogurt
☐ Meat, Poultry, Fish, Dried Beans
☐ Bread, Rice, Pasta, Cereals

E = Everyday Food
S = Sometimes Food

Envelope 1

Vegetables

green peas – E

Fruits

banana – E

watermelon – E

Milk, Yogurt, Cheese

skim milk – E

Meat, Poultry, Fish, Eggs , Dry Beans

bologna – S (high in fat)

fish sticks – S (fried in fat)

Bread, Cereal, Rice, Pasta

pasta – E

potato chips – S (fried in fat)

Envelope 2

Vegetables

coleslaw – E (if made with low-fat dressing)

S (if made with regular dressing)

French fried potatoes – S (fried in fat)

E (school French fries are baked)

lettuce – E

Fruits

cantaloupe – E

Milk, Yogurt, Cheese

Swiss cheese – S (high in fat)

Meat, Poultry, Fish, Eggs , Dry Beans

ham – E

Bread, Cereal, Rice, Pasta

whole wheat bread – E

Sauces, Dressings, and Spreads

butter – S (high in fat)

Envelope 3

Vegetables

corn on the cob – E

tossed salad – E

Fruits

pears – E

Milk, Yogurt, Cheese

whole milk – S (high in fat)

plain non-fat yogurt – E

Meat, Poultry, Fish, Eggs, Dry Beans

fried egg – S (high fat and fried in fat)

Bread, Cereal, Rice, Pasta

rice – E

Sauces, Dressings, and Spreads

French dressing – S (regular is high in fat)

E (if non-fat dressing)

Envelope 4

Vegetables

broccoli – E

Fruits

pear – E

Milk, Yogurt, Cheese

buttermilk – E

Meat, Poultry, Fish, Eggs, Dry Beans

tuna – E (if canned in water)

S (if canned in oil)

Bread, Cereal, Rice, Pasta

doughnut – S (fried in fat)

bagel – E

chocolate cake – S (frosting high in fat)

hot dog bun – E

E = Everyday Food
S = Sometimes Food

Envelope 5

Fruits

strawberries – E

Milk, Yogurt, Cheese

1% low-fat milk – E

1% low-fat cottage cheese – E

Meat, Poultry, Fish, Eggs, Dry Beans

peanuts – S (high in fat)

turkey – E

pork sausage – S (high in fat)

Bread, Cereal, Rice, Pasta

pita bread – E

Sauces, Dressings, and Spreads

jelly – E

Envelope 6

Vegetables

cauliflower – E

mashed potatoes – E (if mashed with no fat added)

Fruits

grapes – E

Milk, Yogurt, Cheese

skim milk – E

Meat, Poultry, Fish, Eggs, Dry Beans

fried chicken – S (fried in fat)

Bread, Cereal, Rice, Pasta

tortilla – E

tortilla chips – S (fried in fat)

Sauces, Dressings, and Spreads

Italian dressing – S (regular is high in fat)

E (if non-fat dressing)

Envelope 7

Vegetables

baked potato – E

tomato – E

cabbage – E

Fruits

orange – E

Milk, Yogurt, Cheese

cheddar cheese – S (high in fat)

Meat, Poultry, Fish, Eggs, Dry Beans

bacon – S (high in fat)

Bread, Cereal, Rice, Pasta

hard roll – E

Sauces, Dressings, and Spreads

sour cream – S (regular is high in fat)

E (if non or low-fat)

Envelope 8

Vegetables

green pepper – E

Fruits

apple – E

fruit cocktail – E

Milk, Yogurt, Cheese

low-fat fruit flavored yogurt – E

Meat, Poultry, Fish, Eggs, Dry Beans

sunflower seeds – S (high in fat)

hot dog – S (high in fat)

Bread, Cereal, Rice, Pasta

Sauces, Dressings, and Spreads

mustard – E

Not in a Food Group

soft drink – S (if regular pop)

E (if diet pop)

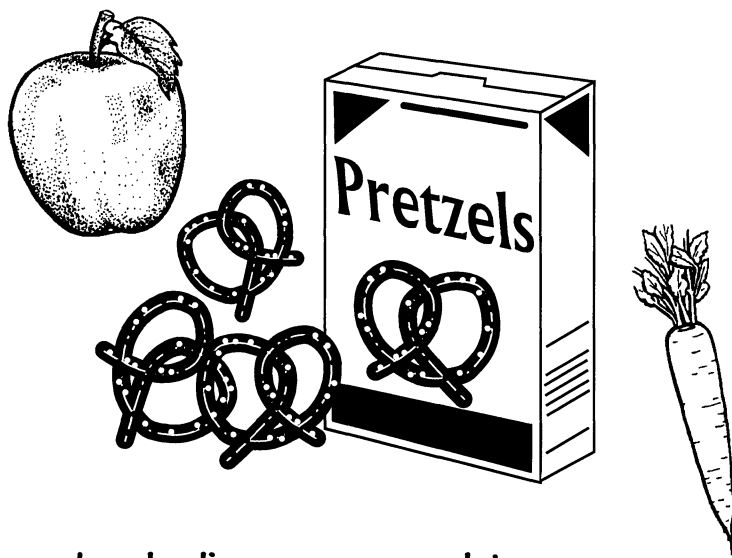
Taste-Testing Everyday Snacks



String Cheese Wrap-Arounds

Ingredients:

- 1 stick of string cheese
- 2 carrot sticks or baby carrots
- 2 pretzels
- 2 apple slices



Directions:

1. Put the cheese, carrots, pretzels, and apple slices on a paper plate.
2. Pull the cheese apart into six long, thin strings.
3. Wrap each string of cheese around each carrot, pretzel, and apple slice.



Did you like this snack? _____

Why or why not? _____

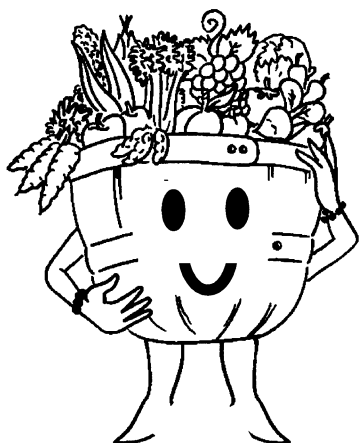
What other Everyday Foods do you think would taste good with string cheese? _____

Why are “String Cheese Wrap-Arounds” an Everyday Snack? _____

Everyday Snacks



Fruits & Vegetables



Fresh fruits
100% fruit juices
Canned fruits
Dried fruits
Frozen 100% fruit juice bars
Fresh vegetables
Vegetable juices

Milk, Yogurt & Cheese

String cheese
Low-fat yogurt
Low-fat dip
1% and skim milk
Frozen low-fat yogurt
Low-fat ice cream



Breads, Rice, Pasta & Cereals

Pretzels
Animal crackers
Crackers labeled "low-fat"
Graham crackers
Fig bars
Ginger snaps
Vanilla wafers



Cookies labeled "low-fat"
Rice cakes
Air-popped popcorn
Chips labeled "low-fat" or "non-fat" –
like potato, corn, and tortilla
Granola bars labeled "low-fat"
Cereals

Fourth Grade Goal #2



A Sometimes Food I usually eat is

I, _____, now set the following goal:
(fill in your name)

**I plan to eat an Everyday Food instead of the
Sometimes Food I usually eat.**

The Everyday Food I plan to eat is

(fill in the Everyday Food you will try to eat)



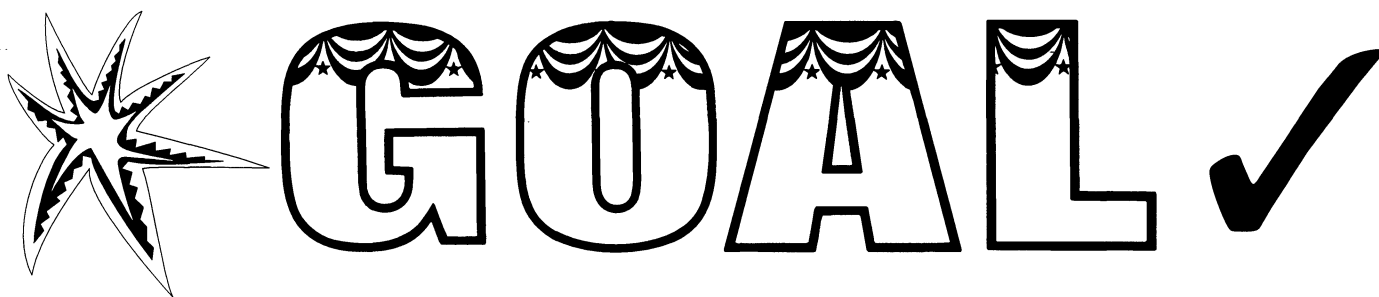
**I will eat this Everyday Food before
the first Pathways class next week:**

(fill in the goal date)

(your signature)

(signature of goal partner)





☐ **Yes! I DID IT! I reached my Goal #2.**

I ate the Everyday Food _____
(fill in the Everyday Food you ate instead of a Sometimes Food)

instead of the Sometimes Food _____
(fill in the Sometimes Food you usually eat)

(your signature)

(signature of goal partner)

**Everyday Foods
taste good!**

