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Pathways Third Grade Curriculum - Week Nine

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Week 9

CHOOSING EVERYDAY BEVERAGES

Purpose: To provide an opportunity to discover the amount of fat in different types of milk and set a goal to drink the lowest fat milk

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Lesson Objectives – Students should be able to:

- identify which type of milk has the least amount of fat.
- set a goal to drink low-fat milk.

Lesson Outline

Activities	Time (min.)	Student Materials	Teacher Materials
1. Theme and Discussion	10		Cassette Player Theme Music Cassette
2. Activity Book Assignment Figure Out the Fat	20	Everyday Foods List Activity Sheet 15	Everyday Foods Poster Visual Aid G Can of Vegetable Shortening Teaspoon 4 Clear Plastic Glasses Carton of Lowest Fat Milk Available in School Cafeteria
3. Activity Book Assignment Go for Goal #5	10	Activity Sheet 16 My Pathways Goals	Go for the Goals Chart

Activity 1
Theme Story and Discussion

A. Prepare students for today's lesson.

1. Turn on the Pathways Theme Music cassette.

2. Encourage students to listen for the description of the milk that Amanda and Daryl had for breakfast.

3. Turn off the Pathways Theme Music cassette.

B. Read the following story, *The Carton*, to the class.

Amanda could not see Daryl so she decided to follow his voice. He was somewhere behind the hill. It was quickly getting dark. There were only shadows. Amanda grabbed a flashlight to guide her steps.

Soon, Amanda could hear Daryl's voice getting closer and closer. Then, she saw that he was sitting on the ground and seemed to be holding something. Her heart beat faster as she ran towards him.

Daryl looked up. He said, "Look at this poor doggie (dough-gie)." He held his arms around a shivering and weak calf that was lying on the ground. "I tried to carry it but it's too heavy. Can you bring some milk? Maybe it hasn't eaten and got too weak. Maybe it lost its mother."

Amanda nodded in agreement. They had to do something. She ran back to Grandfather who put some milk into a water bottle. He followed as Amanda led the way back to Daryl.

Everyone watched as the calf drank milk from the water bottle. "This little one is sure hungry," said Grandfather. "Maybe he got separated from the herd. I'll drive down the road and see if there is anyone looking for a calf."

In a short while, Grandfather returned with a rancher. "I am grateful that you found this calf. The mother got across the road and couldn't get back. Now you have found her calf."

Grandfather helped as the rancher put the calf into a truck. Amanda and Daryl watched as the calf was taken to its mother. Tired, everyone returned to their campsite and some sleep.

At the rising of the Morning Star, Grandfather urged them to get up. He said, "Wash up and get ready to visit the Pathways School. My friend, George, might be there."

As they arrived at the school, the buses were unloading students. Amanda and Daryl followed them into the cafeteria where breakfast was being served. They felt that everyone was wondering who were these strangers.

The cooks served cereal with milk. Amanda finished her cereal and said, "Look, Daryl, this school serves low-fat milk."

Looking at his milk carton, Daryl noticed that it had "Low-Fat" written on it.

C. Discuss with students the previous story using the following questions.

- What kind of milk did Amanda and Daryl drink with their cereal?

  Answer: They drank low-fat milk.

- What kind of milk is served in the school cafeteria?

  Answer: Find out the types of milk served in your cafeteria, if you don't know.

Activity 2
Activity Book Assignment
Figure Out The Fat

Teacher Note:

Prior to this activity, find out what types of milk are available in your school cafeteria. Obtain a carton of the lowest fat milk available for use in this activity.

Week 9 — Part A

A. Point to the **Milk, Cheese, and Yogurt** group on the **Everyday Foods** poster, and explain that they will discover which type of milk has the least amount of fat.

1. Tell students to find the **Milk, Cheese, and Yogurt** page of the **Everyday Foods** list in their *activity book.*

2. Read aloud to read the types of milk listed under the title of **Milk** on the page: Skim, 1% (per cent), Skim Chocolate, and Skim Evaporated.

3. Ask some of the students what type of milk is served in the school cafeteria and hold up that milk carton.

4. Ask some of the students what type of milk they drink at home.

B. Divide the class into partners or their Pathways groups.

1. Explain to students that during this Pathways class, they will discover the amount of fat in four different types of milk.

2. Tell them that they will measure the fat in the milk that is served at breakfast and at lunch.

C. Have students turn to **Activity Sheet 15 – Figure Out the Fat** in their activity book.

1. Explain to students that they will figure out the amount of fat in **whole milk** if it were served at school each breakfast and lunch for one week.

2. Then, they should figure out the amount of fat in **2% milk** if it were served at school each breakfast and lunch for one week.

3. Finally, they should figure out the amount of fat in **1% milk** if it were served at school each breakfast and lunch for one week.

4. Allow time for students to work on the activity sheet and monitor them to be sure they understand their assignment.

D. Display **Visual Aid G** and call on students to help you fill in the amount of fat that is in each type of milk.

1. Ask students what the amount of fat in **whole milk** is for each carton, then 2 cartons each day, and 10 cartons each week. Write their answers on the Visual Aid.

   Answer: 2 teaspoons per carton
   4 teaspoons per day
   20 teaspoons per week

   (Select some students to assist you with measuring out **20 teaspoons** of shortening in front of the class and emphasize to the class that this is an example of how much fat they would be drinking if they drank **whole milk** for breakfast and lunch at school for one week.)

2. Ask students what the amount of fat in **2% milk** is for each carton, then 2 cartons each day, and 10 cartons each week. Write answers on the Visual Aid.

   Answer: 1 teaspoon per carton
   2 teaspoons per day
   10 teaspoons per week

   (Select some other students to assist you with measuring out **10 teaspoons** of shortening in front of the class and emphasize to the class that this is an example of how much fat they would be drinking if they drank **2% milk** for breakfast and lunch at school for one week.)

3. Ask students what the amount of fat in **1% milk** is for each carton, 2 cartons each day, and 10 cartons each week. Write their answers on the Visual Aid.

   Answer: 1/2 teaspoon per carton
   1 teaspoon per day
   5 teaspoons per week

   (Select some other students to assist you with measuring out **5 teaspoons** of shortening in front of the class and emphasize to the class that this is an example of how much fat they would be drinking if they drank **1% milk** for breakfast and lunch at school for one week.)

E. Ask students if they know the amount of fat in **Skim Milk** if they drank **Skim Milk** for breakfast and lunch at school for one week.

   Answer: None

1. Hold up an empty glass and tell students that there is no fat in **Skim Milk**.

2. Encourage students to try **Skim Milk** to drink at home.

F. Have students hold up all four displays of the measured amounts of fat and point out the differences between each milk as to which milk has more or less fat.

G. Show students the carton of milk from your school's cafeteria that contains the lowest amount of fat.

1. Stress that by choosing this type of milk at school, they are choosing the milk with the lowest amount of fat.

2. Ask how many of them are already drinking this type of milk.

3. Congratulate students, and then tell students that today they are going to set a goal to drink this type of milk.

Activity 3
Activity Book Assignment
Go For Goal #5

A. Explain to students that they will now set their fifth Pathways goal which is to drink the lowest fat milk served in their school cafeteria.

1. Instruct students to turn to **Activity Sheet 16 – Go for Goal #5** in their activity book.

2. Encourage students to set this goal which can reached in the school cafeteria during breakfast or lunch.

B. Stress that students need to drink the lowest fat milk available at their school at least two times.

1. Show students the carton of Low-Fat milk from the cafeteria, and tell them that they should choose this type of Low-Fat milk for their goal.

2. Remind students that they can reach their goal by drinking this Low-Fat milk at breakfast or at lunch before the next Pathways class.

Week 9 — Part A

C. Explain to students that they need to fill in their **Goal Box** to show the type (1% or 2%) of Low-Fat milk that they will drink as their goal.

1. Hold up an activity book and point to the **Goal Box,** Goal for #5 and tell students that after they write down their Low-Fat milk, they can print their name, today's date, and sign their name to show that they are going to drink this Low-Fat milk at least two times.

2. Point out the **Goal Check** at the bottom of their activity sheet. Explain that **after** they have reached their goal to drink the Low-Fat milk, they can check this box and fill in the blank spaces.

D. Instruct students to complete their goal sheets by filling in the type of Low-Fat milk they will drink to reach their goal.

E. Announce to your students the goal you set for yourself in the **Goal Box**.

F. Remind students that for every goal they reach in Pathways, they will receive two stickers, one to place on the **My Pathways Goals** Chart in their activity book and one to place on the **Go for the Goals** chart.

1. Point to Goal #5 on the classroom chart. Fill in the line by Goal #5 with "**Drinking Low-Fat Milk**."

2. Remind students that if they reach all of their goals and fill in the circle with stickers by the end of Week 12, the class will celebrate by getting to do a special activity.

G. Congratulate students on setting their fifth Pathways goal and urge them to encourage each other so that everyone in the class completes their goal before the next Pathways class.

1. Repeat the date of the next Pathways class.

2. Encourage students to drink a Low-Fat milk with all of their meals.

Reminder:

✔ Complete the **Evaluation Form** for this lesson.

CHOOSING EVERYDAY BEVERAGES

Purpose: To discover the amounts of sugar in regular pop and provide an opportunity to taste diet pop.

Lesson Objectives – Students should be able to:

- report that they drank a low-fat milk to reach their fifth Pathways goal.
- explain the difference in the amount of sugar in diet and regular pop.
- describe the **Pathways Family Snack Pack: Week Nine**.

Lesson Outline

Activities	Time (min.)	Student Materials	Teacher Materials
1. Goal Check #5 for Drinking Low Fat Milk	5	Activity Sheet 16 My Pathways Goals Goal #5 Stickers	Overhead Projector
2. Storytelling and Discussion	10		Cassette Player Theme Music Cassette Story Tape: *"Our Apache Water Jug"* Story Visual
3. Activity Book Assignment Taste Test for Diet Pop	15	Activity Sheet 17 Activity Sheet 18 Foods/Supplies*	Visual Aid H Teaspoon Container of White Sugar 3 Clear Plastic Glasses
4. Family Pack	5	Family Pack Stickers Star Chart Family Action Pack: Week Nine Family Pack Foods* Snack Bags	Return Box
5. Summary of the Week	5		

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

Activity 1
Goal Check
Go For Goal #5

A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.

2. Announce to students that they are going to check their goal.

3. Turn off the Pathways Theme Music cassette.

B. Instruct students to turn to **Activity Sheet 16 — Go for Goal # 5** in their *My Pathways Journey Activity Book*. Explain that they are now going to check their goal to see if they reached their goal to drink the the lowest fat milk.

1. Hold up goal sheet and point to the **Goal Check** at the bottom of the sheet and ask students to find that box on their activity sheet.

2. Explain that if they drank the Low-Fat milk that they wrote down in their Goal Box, then they should now place a check mark in the "Yes! I DID IT!" box on their activity sheet.

3. Tell students to fill in the **Goal Check**, and then sign their name to show that they did complete it.

4. Monitor students as they fill in their **Goal Check**.

5. Ask for a show of hands of those students who reached their goal.

6. Announce that you reached the goal that you set and fill in the **Goal Check** on the visual aid.

C. Tell students to turn to the **My Pathways Goal** chart on the back cover of their activity book.

1. Instruct students to write the type of Low-Fat milk they drank on the line next to Goal #5.

2. Distribute a **Goal #5 sticker** to each student who reached their goal and instruct them to paste it next to Goal #5 on their chart.

D. Tell students who reached their goal that they will get to paste a second sticker on the **Go for the Goals** chart.

1. Distribute one more **Goal #5 sticker** to each student who has reached their goal.

2. Instruct these students to write the type of Low-Fat milk that they drank on the sticker, and then paste their sticker in the Goal #5 section of the classroom chart.

3. Congratulate all students who completed their goal. Encourage them to continue drinking Low-Fat milk.

E. Encourage students who did not reach their goal to keep trying. When they do reach their goal, they should fill in the **Goal Check** at the bottom of their activity sheet. Then, they need to show it to you so that they can get their goal stickers.

Activity 2
Storytelling and Discussion

A. Prepare students to listen to a story of how the Apache respect the gift of water.

1. Emphasize to students that their Great-Great-Grandparents viewed water as a very important and lifesaving beverage.

2. Explain to students that water is a valuable resource because it hydrates or adds water to our bodies.

3. Encourage students to drink water and tell them that each person needs to drink water every day for good health.

4. State that beverages with added sugar cannot replace the body's need for water.

B. Play the Story Tape, *Our Apache Water Jug,*[1] and display the Story Visuals.

Teacher Note:

A script of this story and the Story Visuals are located in the manual at the end of the week.

[1]*Flesch-Kincaid Grade Level 3.88*

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

1. What is the purpose of the tus?

   Answer: It is made to hold water.

2. Describe how water can be useful to everyone?

   Accept variety of answers: Water helps plants to grow. Water is good for bathing or swimming. Water is healthy to drink. Water is used for cleaning.

Activity 3
Activity Book Assignment
Taste Test for Diet Pop

A. Emphasize to students that water is a great beverage for the health of their body, and it is really the best choice when they are thirsty.

1. Ask students to think about other beverages that are healthy to drink.

   Answer: Fruit juices, low-fat milk, diet pop, water, and sugar-free Kool-Aid.

2. Explain that when they are thirsty, there are better choices than drinking regular pop or a sugar-added beverage.

3. State that drinking regular pop is all right once in a while, but that it is **NOT** an Everyday Food.

4. Ask students if they know why they should not drink a lot of regular pop.

   Answer: Because regular pop has a lot of sugar in it which people don't need. Diet pop has no sugar.

B. Display **Visual Aid H** and explain that each can of regular pop has about 11 teaspoons of sugar.

   1. Measure out **11 teaspoons of sugar** into a clear glass while students count aloud each teaspoon.

   2. Emphasize that regular pop is not an Everyday Food because it contains a lot of sugar.

C. Ask students if they know how much sugar is in diet pop?

   1. Hold up an empty glass and state that there is **no sugar** in diet pop or a sugar-free beverage like sugar-free Kool-Aid.

   2. Remind students that **water is the best choice whenever they are thirsty**, and that diet pop or other sugar-free beverages are better choices than regular pop or any other sugared beverage.

D. Tell students to turn to **Activity Sheet 17 – Taste Testing Diet Pop** in their activity book. Announce that they are now going to get the chance to taste test two (or three, if available) different kinds of diet pop.

E. Write the name of the **first diet pop** that students will be taste testing on the chalkboard or overhead projector.

1. Instruct students to write the name of this diet pop on the line after **Taste Test 1** on their activity sheet.

2. Explain that they will drink a small sample of this diet pop, and after they drink it, they should answer the question on their activity sheet as to what they thought about the taste of this diet pop.

3. Pour small samples of the diet pop into paper cups and distribute one cup to each student.

4. Give students time to drink their first sample and then answer the question in their activity book.

F. Write the name of the **second diet pop** students will be taste testing on the chalkboard or overhead projector.

1. Instruct students to write the name of this diet pop on the line after **Taste Test 2** on their activity sheet.

2. Pour small samples of the diet pop into paper cups and distribute one cup to each student.

3. Give students time to drink their second sample and then answer the question in their activity book.

G. **Optional:** Write the name of the **third diet pop** students will be taste testing on the chalkboard or overhead projector.

1. Instruct students to write the name of this diet pop on the line after **Taste Test 3** on their activity sheet.

2. Pour small samples of the diet pop into paper cups and distribute one cup to each student.

3. Give students time to drink their third sample and then answer the question in their activity book.

H. Discuss, as time permits, what students thought about the different diet pops that they tasted. Ask them to write down the one that they liked the best on their activity sheet.

1. Suggest that students choose their favorite diet pop to drink when they want a beverage other than water to drink.

2. Stress that **water is still their best choice**.

I. Tell students to turn to **Activity Sheet 18 – Water Rap** in their activity book.

When you're thirsty,
Here's what to do –
Choose water to drink,
It's best for you!

1. Have students recite the **Water Rap** together several times.

2. Encourage students to remember this **Water Rap** when they are thirsty and want a beverage to drink.

3. Optional: Students may want to develop a **Water Rap** routine with body movements to demonstrate for the Pathways Celebration after Week 12.

Activity 4
Family Pack

A. Ask if anyone has a return card for the Return Box. Tell students that if they have forgotten, they should bring the card back as soon as possible.

1. Reward the students who have return cards with a sticker to paste on their **Star Chart**.

2. Remind students to place their return cards in the Return Box in the classroom.

3. Remind students that they will receive a Special Reward at the end of the Pathways program if they complete and bring back three or more return cards.

B. Announce to students that this week's Family Pack includes information about healthful beverages and contains a sugar free beverage for their family to sample. Tell them that this is a great way for their family to taste-test a sugar-free beverage just as they did in the classroom.

C. Distribute **Pathways Family Snack Pack: Week Nine** and envelope to each student and tell them to write their name on the front of the envelope.

D. Explain that the items in the envelope include:

- Apache story, *"Our Apache Water Jug."*

- "Choose Low-Fat Milk" sheet that shows the amount of fat in different types of milk.

- "Try Diet Pop" that shows the amount of sugar in regular pop.

Week 9 — Part B

- **Water Rap**.

- **Return Card: Week 9** for signature by a family member and the student.

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

- 1-Package of sugar-free beverage mix for your family to taste-test.

F. **Remind students that they are to share these Family Packs with their family, so they should NOT open them until they are at home.**

Activity 5
Summary Of The Week

A. Congratulate students on their participation this week in measuring the fat in milk and taste testing diet pop.

1. Stress that they need to live a healthy life just like their Great-Great-Grandparents and remind them that drinking water is an important part of being healthy.

2. Encourage students to drink Low-Fat milk and to choose diet pop or other sugar-free beverages when they want to drink something other than water.

B. Read **Cliffhanger for Week 9** to the class.

While Amanda and Daryl were eating their breakfast, Grandfather began to visit with the cooks. He soon found his old friend, George.

George and Grandfather hugged and laughed. They were so happy to see each other. Everyone smiled at them because they were so happy.

After a nice visit, they walked over to where Amanda and Daryl were eating, George said, "These grandchildren have made a good choice to drink Low-Fat milk with their cereal. They will be healthy."

He said, "I am an Apache and I hope that you will also remember that the most important beverage on this earth is water."

Daryl and Amanda smiled at hearing this and said, "We won't forget."

Grandfather said, "We need to go back to our camp and pack things for our journey. Good-bye, My friend. Let's try to visit more often." He shook hands with George.

At the campsite, Daryl sang the rap about water that he had heard at the Pathways School. He rolled up his sleeping bag and then noticed some milk cows.

Daryl bravely walked towards the milk cows. They stopped and stared at him. That is, all of the milk cows, except one who just kept walking towards Daryl. Amanda yelled, "Run, Daryl, that isn't a milk cow!"

Laughing, Daryl said, "Oh, yeah, don't panic Amanda, these are gentle animals."

Daryl was looking at Amanda when, all of a sudden, he felt something breathing down his neck. Daryl looked over his shoulder and screamed. Then, he started running as fast as he could!

Reminder:

✔ Complete the **Evaluation Form** for this lesson.

Our Apache Water Jug

Written by Becky Ethelbah and illustrated by Daryl Dazen,
members of the White Mountain Apache Tribe

Asazólé[1] *(Aszó-lé)* (Light) hurried excitedly down the hillside. She was in a hurry to get to the river to fill her tus[2] *(tush)* (Apache water jug) with fresh water. This was the very first tus that she had made.

Carefully, Asazólé made her way down the hillside. She thought about how Grandmother had taught her to make the tus. First, they walked until they found some wild tomato plants. Tomato juice came from the berries on these thick bushes. Then, they cut the longest branches from the bush and split each one into two pieces.

Grandma showed Asazólé how to shape the tus just the right way using these branches. Each branch was twisted and woven tightly into the shape of a basket. Soon, Asazólé was done with basket. Next, they went to find a pine tree.

Looking at a large pine tree, Asazólé could see a sticky sap had hardened on the trunk of the tree. This was the pitch needed to finish the basket.

Asazólé and Grandma pulled off this pitch until they had enough to cover the basket. Then, they warmed the pitch until it got sticky. This was rubbed onto the basket. "Careful," Grandma told Asazólé. "Get it all over the basket. Now it is no longer a basket. It is a tus."

Grandma explained the importance of the tus. "The tus is very important to the Ndee´ (Apache). It has to be waterproof. It cannot leak or else you will run out of water when you most need it. The tus is very important at camp. A good tus provides everyone with drinking water, water for cooking and for cleaning."

Grandma continued, "The tus is used to carry water anywhere. Our family travels a lot and has learned that it is always wise to carry a tus for a journey in the desert. Remember, there are not a lot of streams like here in the mountains."

Grandma told Asazólé, "Now you know how to make a tus. Everything you need is right here, the bushes and the trees. You can fill your tus with the fresh water from the rivers and streams. A good tus carries water anywhere, and this water is very important for life."

Asazólé found a place along the stream to fill her tus. She lifted the tus full of water and was very proud it did not leak. Her tus was as good as Grandma's had said it would be. At the top of the hill, she stopped and drank the cool water in the tus. She thought, "This tus is ready to become an important part of our home."

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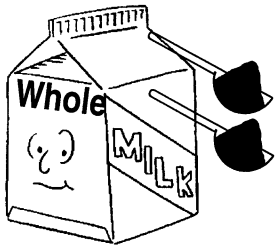
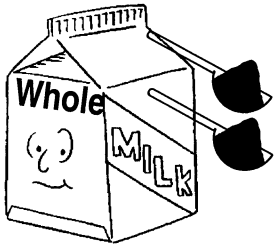
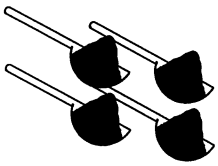
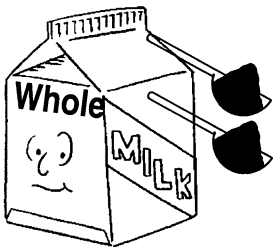
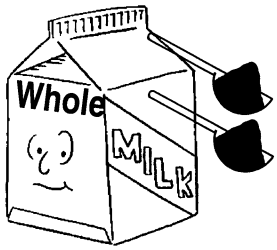
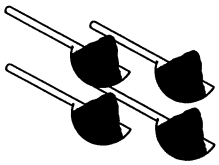
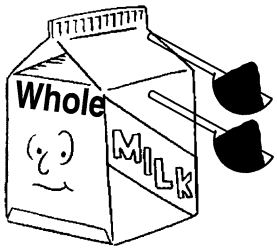
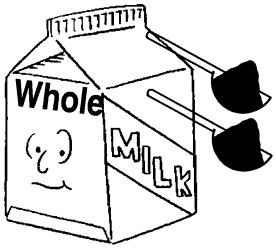
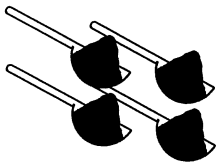
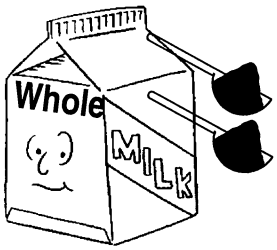
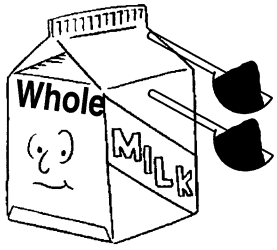
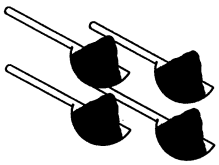
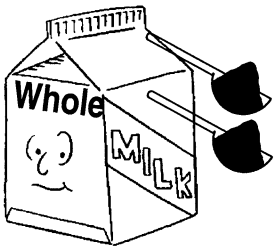
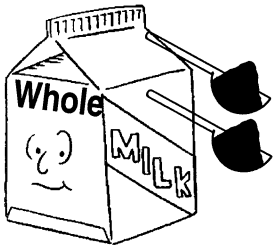
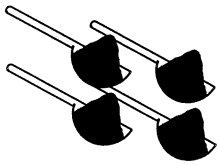
[1]*Asazólé (Aszó lé) A girl's name that describes a light-weight or slender girl.*
[2]*Tus (Tush) A water jug used to hold water for household uses.*

Week 9

Whole Milk

Figure Out the Fat

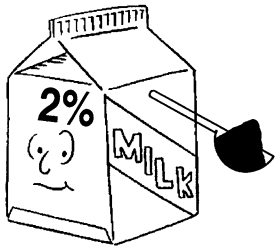
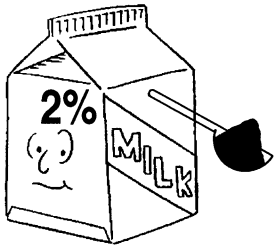
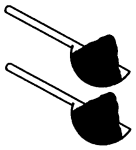
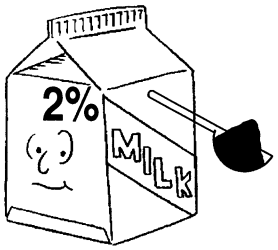
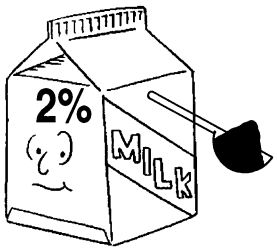
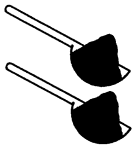
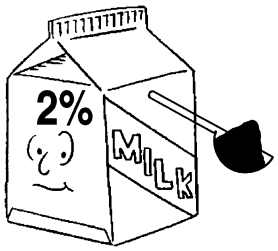
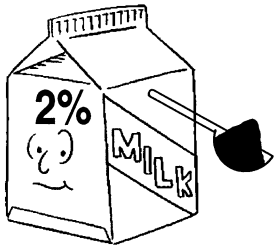
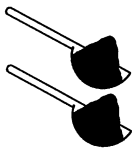
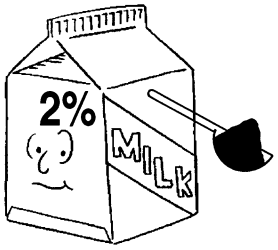
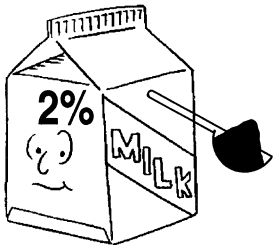
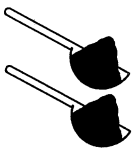
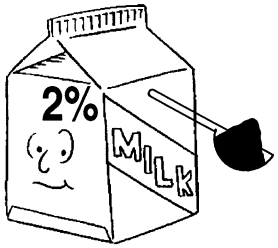
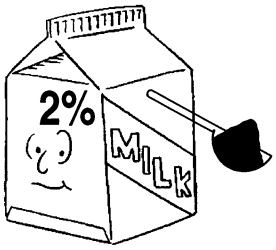
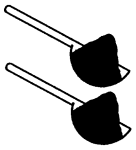
	School Breakfast		School Lunch		Total Fat
Monday	 2 teaspoons fat	+	 2 teaspoons fat	=	
Tuesday	 2 teaspoons fat	+	 2 teaspoons fat	=	
Wednesday	 2 teaspoons fat	+	 2 teaspoons fat	=	
Thursday	 2 teaspoons fat	+	 2 teaspoons fat	=	
Friday	 2 teaspoons fat	+	 2 teaspoons fat	=	

Total teaspoons of fat for the week = _____

Whole Milk

2% Milk

Figure Out the Fat

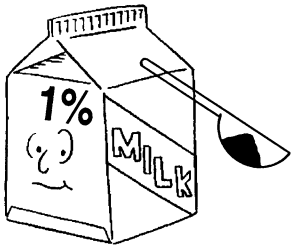
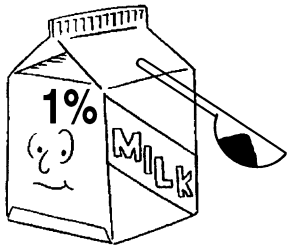
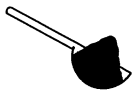
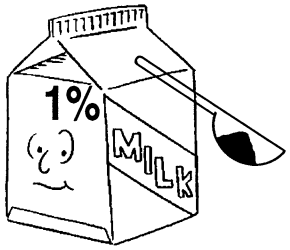
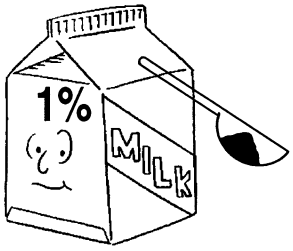
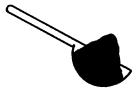
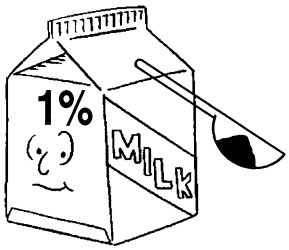
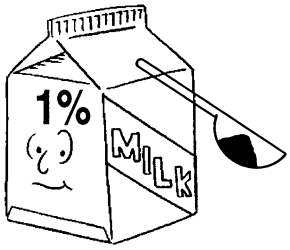
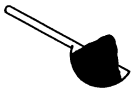
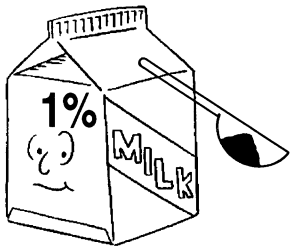
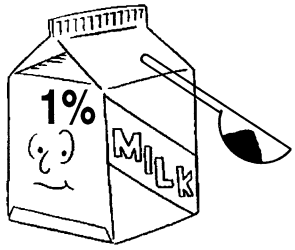
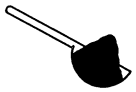
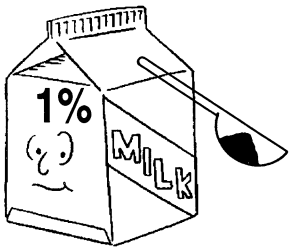
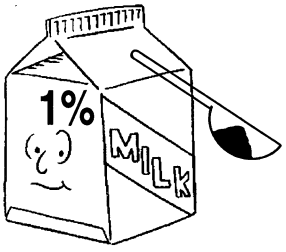
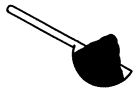
	School Breakfast		School Lunch		Total Fat
Monday	 1 teaspoon fat	+	 1 teaspoon fat	=	
Tuesday	 1 teaspoon fat	+	 1 teaspoon fat	=	
Wednesday	 1 teaspoon fat	+	 1 teaspoon fat	=	
Thursday	 1 teaspoon fat	+	 1 teaspoon fat	=	
Friday	 1 teaspoon fat	+	 1 teaspoon fat	=	

Total teaspoons of fat for the week = _____

2% Milk

1% Milk

Figure Out the Fat

	School Breakfast		School Lunch		Total Fat
Monday	 1/2 teaspoon fat	+	 1/2 teaspoon fat	=	
Tuesday	 1/2 teaspoon fat	+	 1/2 teaspoon fat	=	
Wednesday	 1/2 teaspoon fat	+	 1/2 teaspoon fat	=	
Thursday	 1/2 teaspoon fat	+	 1/2 teaspoon fat	=	
Friday	 1/2 teaspoon fat	+	 1/2 teaspoon fat	=	

Total teaspoons of fat for the week = _____

1% Milk

Week 9

Go for Goal 5

Goal Box

I, _____ ,
(print your name)

set my fifth Pathways goal to

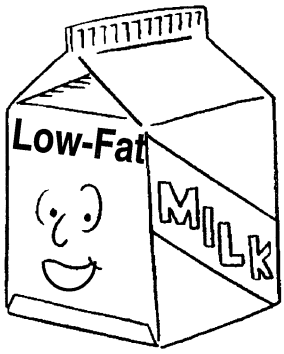
_____
(write in the type of low-fat milk you will drink at school breakfast and lunch)

at least **2** times before the next Pathways class.

_____ _____
(write in today's date) (sign your name)

Goal Check: ✔ the box **after** you reach your fifth goal.

❒ Yes! I did it!



I drank _____ ,
(write in the type of low-fat milk you drank at school breakfast and lunch)

_____ times, so I reached the goal I set.
(write in number)

_____
(sign your name)

Week 9

Taste Testing Diet Pop

Decide on your favorite diet pop
by doing a taste test.

Taste Test 1: _____
(Name of diet pop)

I thought this diet pop tasted:
(circle your answer)

Great! **O.K.** **Didn't Like It**

Taste Test 2: _____
(Name of diet pop)

I thought this diet pop tasted:
(circle your answer)

Great! **O.K.** **Didn't Like It**

Taste Test 3: _____
(Name of diet pop)

I thought this diet pop tasted:
(circle your answer)

Great! **O.K.** **Didn't Like It**

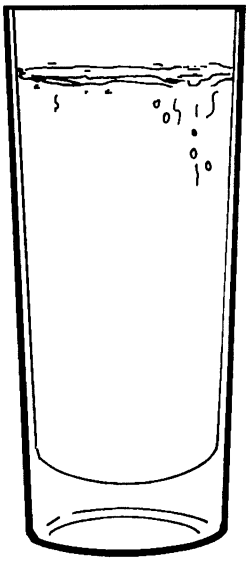
Write down the name of the diet pop you plan to drink again:

“ ”

_____

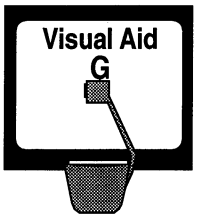
Water Rap

When you're thirsty,
Here's what to do –
Choose water to drink.
It's best for you!



Week 9

Measuring the Fat



Whole Milk

Each carton = ☐ teaspoons

2 cartons each day = ☐ teaspoons

10 cartons each week = ☐ teaspoons

2% Milk

Each carton = ☐ teaspoons

2 cartons each day = ☐ teaspoons

10 cartons each week = ☐ teaspoons

1% Milk

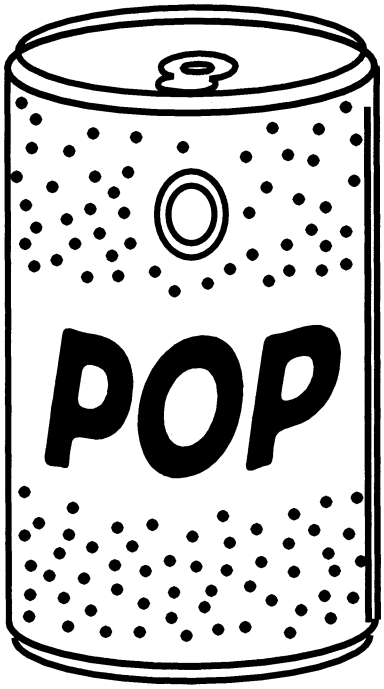
Each carton = ☐ teaspoons

2 cartons each day = ☐ teaspoons

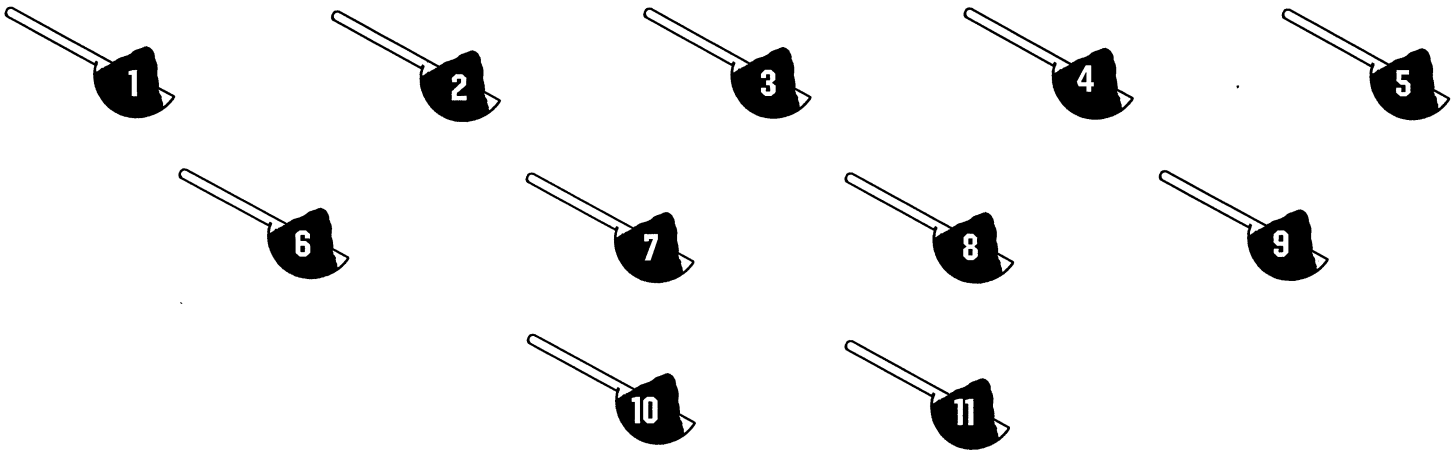
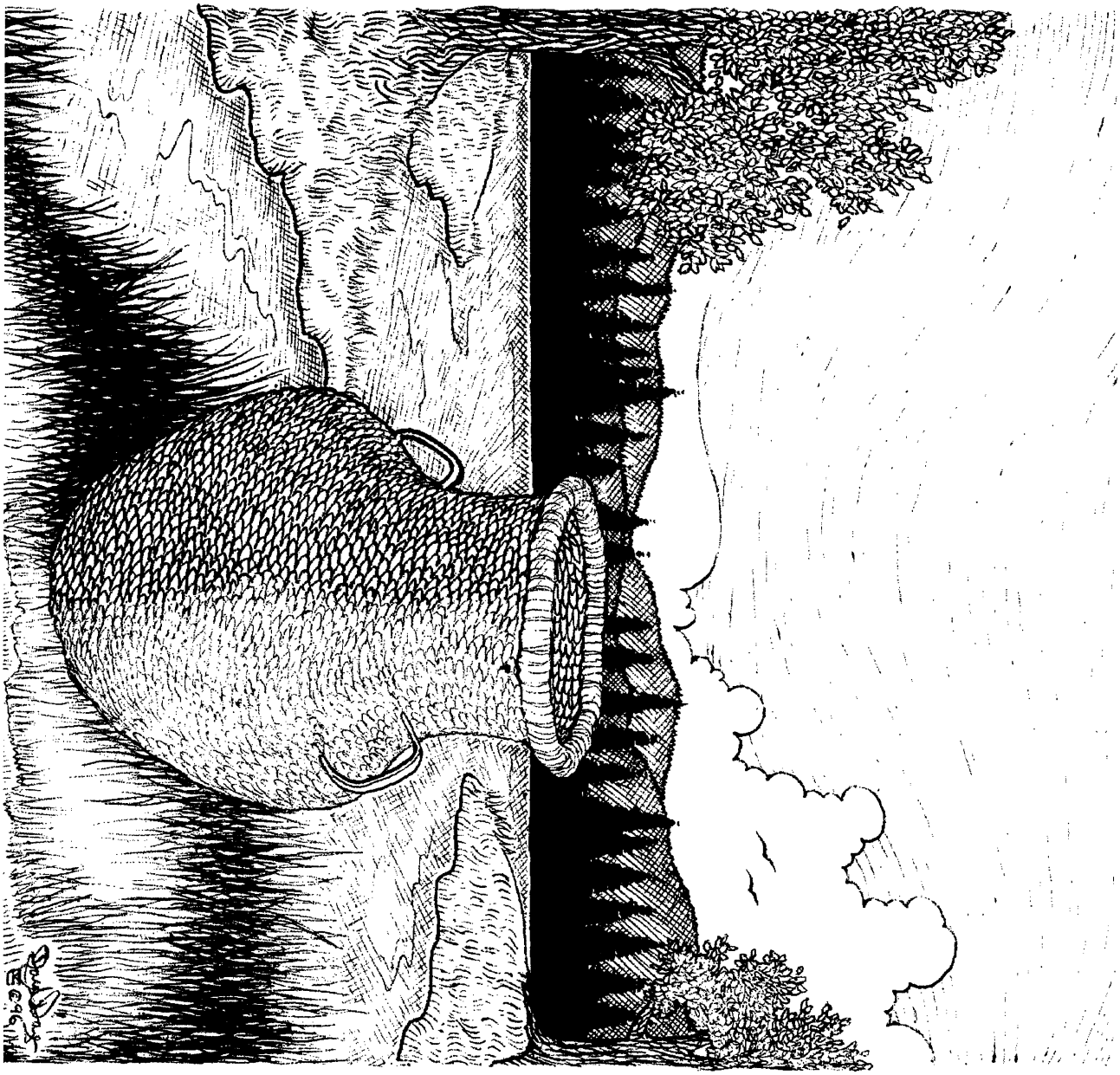
10 cartons each week = ☐ teaspoons

Visual Aid H

Sugar in Pop



About *11* teaspoons of sugar!



Our Apache Water Jug
Visual 1