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Pathways Third Grade Curriculum - Week Eleven

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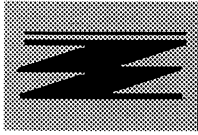
GRAINS FROM OUR HARVEST

Purpose: To expand knowledge of grains and healthy ways to prepare them.

Lesson Objectives – Students should be able to:

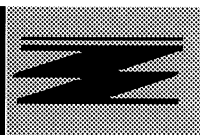
- identify some of the foods on the Breads, Rice, Pasta, Cereals list of the Everyday Foods made from corn, wheat, oats, and rice.
- prepare and taste a trail mix made from several grain products.

Lesson Outline			
Activities	Time (min.)	Student Materials	Teacher Materials
1. Storytelling and Discussion	10	Pathways Nations Map	Cassette Player Theme Music Cassette Story Tape: The Harvest with Grandma Elsie and Grandpa Hastiin Overhead Projector Story Visuals Pathways Nations Class Map
2. Activity Book Assignment Guess The Grains	15	Everyday Foods List Activity Sheet 19	Everyday Foods Poster Visual Aid K
3. Snack Preparation – Great Grains Trail Mix	20	Activity Sheet 20 Snack Foods/Supplies*	



Activity 1

Storytelling and Discussion



A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Instruct students to form a circle on the floor around you, if space allows.
3. Tell students that they will hear a story about the value of corn among the Navajo people.
4. Have students listen for the four ways that corn is cooked.
5. Tell students to listen for how kneel-down bread is made and why it is so healthy.
6. Turn off the Pathways Theme Music cassette.

B. Read the following story, *Chasing the Fire*, to the class.

As Grandfather drove, Daryl saw smoke rising and curling into the wind. He and Amanda wondered what could be the cause of such a fire.

Finally, they drove around a curve and saw several people who were busily working near a fire.

“Look at that corn!” exclaimed Amanda. She was pointing to a large pile of corn that was as big as the hogan next to it.

Grandfather said, “Let’s visit these people for awhile. They are preparing to store their corn for the winter. If we help them, maybe they will teach us what they are doing.”



“Yeah!” said Daryl, “I like eating corn.”

Grandfather spoke to an old man who smiled and motioned for Amanda and Daryl to sit on the ground next to him.

He said, “I am going to tell you how the Diné (Navajo) people prepare corn. It is called Naa dáá.¹

Amanda and Daryl sat down and quietly listened to the old man as he began to talk.

- C. Play the Story Tape, *The Harvest with Grandma Elsie and Grandpa Hastiin*², and place Story Visuals for students to see while they listen to this story.

Teacher Note:

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

- D. Discuss the story with students using the following questions.

- What is kneel-down bread?

Answer: It is bread made from corn that is baked in the ground.

- Why is kneel-down bread healthy?

Answer: There is no fat added to the corn.

- What did Grandpa Hastiin say about corn?

Answer: It is one of the world's most important crops.

¹Naa-dáá (Naa dáá) is the Navajo word for corn.

²Flesch-Kincaid Grade Level 5.22

Week 11 — Part A

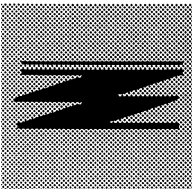
- What are foods that come from corn?

Answer: Accept variety of answers, i.e., Corn flakes, corn syrup, masa, etc.

E. Instruct students to return to their desks.

F. Tell students to find their **Pathways Nations Map** in their *My Pathways Journey Activity Book*.

1. Choose a student to locate the Navajo Nation on the Pathways Nations Class Map.
2. Instruct students to draw a line from the Gila River Indian Community to the Navajo Nation on their map in their activity book.



Activity 2 Activity Book Assignment Guess The Grains



A. Point to the **Breads, Rice, Pasta, Cereals** list on the **Everyday Foods** poster.

1. Tell students to turn to the pages of the green Everyday Foods in their activity book.
2. Explain that these foods are Everyday Foods if they have **no fat (like butter, margarine, cream, or gravy)** added to them when they are eaten.
3. Ask students to take turns reading the kinds of foods listed under the different sections on this page, and provide a description of each of the foods, as time permits.

4. Instruct students to draw a circle around each food on this page that they have eaten.
- B. Announce that they will now do a group assignment where they will identify the grains that are used to make some of these foods.
1. Explain that the word “grain” means the hard seed from a plant. These grains are used to make some of the foods listed on this page. For example, grain can be ground into flour which can be made into bread.
 2. Divide the class into their Pathways groups and tell students to turn to **Activity Sheet 19 - Guess the Grain**.
- C. Display **Visual Aid K, Guess the Grain**, and ask students if they can unscramble the word under the first line to discover a grain that was talked about in the Navajo story that they listened to today.
1. Write the word “**corn**” on the line after #1.
 2. Explain to students that after they unscramble each of the words on their activity sheet, their group should work together to draw lines from each grain to all the foods items that are made from that grain.
 3. Point to the column of foods on the visual aid and ask if anyone can name a food made from corn.

Answer: corn tortillas

4. Draw a line from “corn” to the “**corn tortillas**” at the top of the column.

Week 11 — Part A

- D. Instruct students to complete the activity sheet, and monitor groups as they participate in this activity.
- E. Using **Visual Aid K**, call on students to tell how they completed their activity sheet. (A key to **Visual Aid K** can be found in the manual at the end of this week.)
1. Call on students to identify the grains in scrambled words under each line.
 2. Call on students to identify the foods in the column made from each grain.
 3. Draw lines on **Visual Aid K** from each grain to those foods.
 4. Briefly discuss any questions or comments students may have regarding the foods made from grains.
- F. Congratulate students on identifying the great Everyday Foods made from grains.
1. Encourage them to eat **Breads, Rice, Pasta, and Cereals** in school breakfast and lunch.
 2. Remind them that these are Everyday Foods if they have **no fat (like butter, margarine, cream or gravy)** added to them when they are eaten.



Activity 3

Snack Preparation - Great Grains Trail Mix



Teacher Note:

Set aside time for students to wash their hands prior to preparing this snack.

- A. Announce to students that they will make a great everyday snack from some of the grain products that they have just identified.

- B. Instruct students to find **Activity Sheet 20 - Great Grains Trail Mix** in their *My Pathways Journey Activity Book*.
 - 1. Review that a recipe contains a list of ingredients and written directions.
 - 2. Read aloud or have a student/s read aloud the recipe's ingredients and directions.
 - 3. Explain the procedure to follow to prepare the Trail Mix.
 - 4. Give students enough time to prepare and eat the Trail Mix.

Week 11 — Part A

C. Discuss, as time permits, student reactions to today's snack.

- How did the Trail Mix taste?

Answer: Accept variety of answers

- Why are these ingredients called Everyday Foods?

Answer: They are low fat.

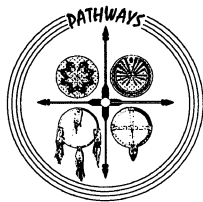
- What are some of your favorite cereals that could be used in this recipe?

Answer: Accept variety of answers

D. Inform students that they will get the Trail Mix ingredients in their snack pack this week, so they can make the Trail Mix with their family.

Reminder:

- ✓ Complete the **Evaluation Form** at the end of this lesson.



GRAINS FROM OUR HARVEST

Purpose: To reinforce physical activity outside of school time.

Lesson Objectives - Students should be able to:

- describe a physical activity that they can do at school and at home.
- set a goal to drink water, diet pop, or another sugar-free beverage instead of regular pop.
- describe the **Pathways Family Snack Pack: Week Eleven**.

Lesson Outline

Activities	Time (min.)	Student Materials	Teacher Materials
1. Theme Music and Discussion	5		Cassette Player Theme Music Cassette
2. Activity Book Assignment Line Push-Ups	20	Activity Sheet 21	Visual Aid L
3. Activity Book Assignment Go for Goal #6	10	Activity Sheet 22 My Pathways Goals	Go for the Goals Chart
4. Family Pack	5	Family Pack Stickers Star Chart Family Action Pack: Week Eleven Family Pack Foods* Snack Bags	Return Box
5. Summary of the Week	5		



Activity 1

Theme Story and Discussion



A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Tell students that during today's class they will do a physical activity which they can do at home as well as at school.
3. Turn off the Pathways Theme Music cassette.

B. Read aloud the following story, *Moving On*, to the class.

Amanda and Daryl thanked the Navajo elder for teaching them about the importance of corn. They had learned so much about corn. Now, they were on their way home.

Grandfather stopped the truck on the top of a hill. He said, "You can stretch your legs now. It's a long drive before we reach home this evening."

Daryl couldn't help but notice that Amanda was sleepy. He wondered if doing some physical activity would wake her up.

Daryl spoke with a challenging tone, "Amanda, Let's get movin."

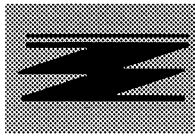
"Sure," responded Amanda.

They started doing jumping jacks and running in place.

After a time, Daryl thought, "I wonder how many sit-ups Amanda can do right now." He sat on the ground and did a few sit-ups.

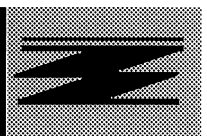
Amanda felt awake now. She laughed and said, "That's easy, Daryl. Why don't you do something like the Line Push Ups? We learned that in school. They're more fun."

"Okay, show me," said Daryl.



Activity 2

Line Push-Ups In And Out Of School



- A. Explain to students that they will now do the Line Push-Ups that Amanda did at school. This will help them to review their body cues. Remind students that “body cues” are hints or clues that give a message that they have been active.
1. Tell students to find **Activity Sheet 21 - Line Push-Ups** in their *My Pathways Journey Activity Book* to help them give the commands to their partner.
 2. Divide the class into partners for this activity. One person will count while the other person does the Line Push-Ups.
 3. Ask students to find a line made by the flooring or floor tiles on the classroom floor, and if necessary, place a short strip of masking tape on the floor to make a line.
 4. Display **Visual Aid L** and have students follow the commands for doing Line Push-Ups.
- B. Tell students to put both hands and knees on the floor. The palms should be flat with the fingers extended. The line on the floor should be just above the extended fingers. Give these commands:
- Move the **right hand** over the line and place it just above the line.
 - Next, move the **left hand** above the line and place it beside the right hand.
 - Move the **right hand** back to the starting position below the line.
 - Now, move the **left hand** back to the starting position below the line.
 - Continue to move the hands **above the line**, Right and then Left.
 - Continue to move hands **below the line**, Right and then Left.

Week 11 — Part B

C. Establish a rhythm for this exercise by calling out these cues:

UP
UP
DOWN
DOWN
UP
UP
DOWN
DOWN

- D. Have students practice Line Push-Ups for 30 seconds, to 45 seconds, building to one minute. Once students have accomplished their hand placements for Line Push-Ups, they can now use a push-up position and continue their arm movements. Encourage students to practice on their own time and improve their scores.
- E. At the end of the exercise period, tell students that this activity can help them to identify their body cues. Call on students to identify each of the body cues they learned in Pathways.

Warm Face: Your face feels warm because the physical activity you did caused your body's temperature to rise.

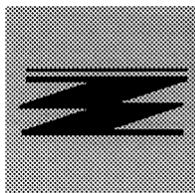
Breathing Harder: You are breathing harder because your body needs more oxygen for all of the muscles that you are using.

Faster Heartbeat: Your heart beats faster because it is pumping blood to all the muscles that you are using.

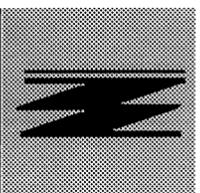
Sweating: You may begin to perspire or "sweat" because your body is hot. The "sweat" helps to cool down your body's temperature.

Working Muscles: You may feel your muscles moving because they are working to help you exercise.

- F. Congratulate students on the completion of this physical activity.
1. Encourage them to do their Line Push-Ups at home for a fun activity to keep them active.
 2. Suggest to students that a good time to do Line Push-Ups is while they are watching television.
- G. Remind students to drink water whenever they become thirsty after doing their Line Push-Ups.



Activity 3
Activity Sheet Assignment
Go For Goal #6



- A. Briefly review with students the importance of water as a great everyday beverage that is good to drink when they are thirsty after an activity like Line Push-Ups.
1. Ask students how they are doing in choosing to drink water instead of regular pop.
 2. State that drinking regular pop is all right once in a while, but ask students if they can remember why regular pop is not an everyday beverage.

Answer: Regular pop contains a lot of sugar

3. Stress that if they want something else to drink instead of water, they should choose to drink a diet pop or a sugar-free beverage, like sugar-free Kool-Aid.

Week 11 — Part B

- B. Ask students if they remember the Water Rap they learned two weeks ago and have them turn to **Activity Sheet 18 - Water Rap** and rap together the rhyme.

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

- C. Announce that students should think of the **Water Rap** while they set their sixth Pathways Goal, which is to choose to drink water, diet pop, or another sugar-free beverage instead of regular pop.

1. Instruct students to find **Activity Sheet 22 - Go for Goal #6** in their activity book.
 2. Hold up an activity book and point out the **Goal Box** where they should print their name and today's date.
 3. Point out where they should sign their name that they are going to try to reach this sixth Pathways goal by drinking water, diet pop, or another sugar-free beverage before the first Pathways class next week. Give students the date of Week 12 - Part A.
 4. Point out the **Goal Check** at the bottom of their activity sheet, and review that **after** they have reached their goal, they can check the box.
- D. Explain that students should think about choosing to drink water or diet pop or other sugar-free beverages instead of drinking regular pop or Kool-Aid during the next week.

- E. Divide the class into their Pathways groups to discuss how often they drink regular pop or Kool-Aid and what sugar-free drinks they could choose to drink instead.
1. Encourage students in each group to help each other set their goals.
 2. Monitor groups to be sure that students understand how to complete their goal sheets.
 3. After students have completed their goal sheets, call on volunteers to name some of the sugar-free beverages they will substitute for regular pop sometime during the next week.
 4. Using your activity book, point out to 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 #6 on the classroom chart, and fill in the line with “**Drinking Sugar-Free Beverages**”
 2. Remind students that when 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 sixth Pathways goal, and urge them to encourage each other so that everyone in the class completes their goal by the first Pathways class next week.
1. Repeat the date of the Pathways class for Week 12 - Part A.

Week 11 — Part B

2. Emphasize that students should remember the special **Water Rap** and really try to choose water or another sugar-free instead of regular pop or Kool-Aid.



Activity 3 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 had return cards with a sticker to paste on one of the points of the **Star Chart** located on the back of the front cover of their activity book.
 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 some grain products to make a snack with their family.
- C. Distribute **Pathways Family Snack Pack: Week Eleven** and one bag to each student and tell them to write their name on the front of the envelope.

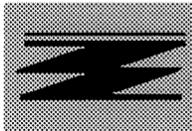
1. Explain that the items in the envelope include:

- Diné (Navajo) story, *Harvest With Grandma Elsie and Grandpa Hastiin*.
- Great Grains Trail Mix Recipe Card.
- Rice Recipe sheet.
- Line Push-Ups Direction Sheet.

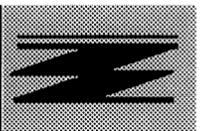
2. Instruct students to put their Family Action Pack envelope in the bag and then add the special snack to share with their family.

- 1-box of each cereal
- 1-bag of pretzels

E. 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 4
Summary Of The Week



A. Review with students the importance of physical activity.

1. Remind students about the importance of being physically active. Students can build up energy to do the things that they like to do and feel better about themselves by being physically active.

Week 11 — Part B

2. Explain that their Great-Great-Grandparents led a life that was full of physical activities. They walked a lot and had lots of energy to do many things. As a result, they had less fat on their bodies.
3. Encourage students to eat healthful foods like the **Breads, Pasta, Cereals, and Rice** they talked about this week and to do the physical activities like the Line Push-Ups at home while watching television.

B. Read **Cliffhanger for Week 11** to the class.

The truck came to a stop as Grandfather waited for a herd of deer to cross the road in front of them.

Both Amanda and Daryl admired the way that the animals moved so quickly and leaped over the fence.

Just as the deer disappeared, Grandfather said, “Look at those raccoons walking under the trees.”

They saw a mother raccoon and her babies moving slowly beneath the shade of a tree. As they sat watching the raccoons, several other cars moved past them on the highway.

“Gee,” said Daryl. “The people in those cars

don’t even see these animals. I bet they’d enjoy watching them.”

“Yes,” replied Amanda. “I bet they only watch animals on television.”

Daryl jumped out of the truck and began to climb over the fence. He could hear Amanda calling him to come back as he crept beneath the trees.

“I’ll just be a minute,” he hollered as he squinted his eyes. Then, he slowly moved towards the raccoons. The mother raccoon turned and growled.

“Daryl, watch what you are doing,” shouted Amanda. She felt helpless to stop Daryl.

Reminder:

- ✓ Complete **Evaluation Form** at the end of this lesson.

The Harvest With Grandma Elsie and Grandpa Hastiin

By Alberta Becenti, a member of the Navajo Nation

Illustrations by Karen Dohozy, member of the Navajo Nation



handiin¹ (*Shá ní díín*) (Sunshine) and Harrison were helping their grandparents to plant Naa dáá² (corn) and squash.

Earlier that morning, Grandma Elsie set a pot filled with Naa dáá and mutton on the stove to boil for lunch. As they worked, they could smell the stew cooking.

At last, they heard Grandma Elsie call them, "It's time to eat."

Shandiin and Harrison were happy to finally settle down to enjoy their big bowl of stew after their hard work in the field.

"You both are sure a big help," said Grandpa Hastiin³.

"We enjoy visiting and helping you and Grandma," said Shandiin as she reached for another yummy tortilla.

"Mmmm, this stew is delicious," said Harrison.

"Let me tell you why Naa dáá is so valuable," said Grandpa Hastiin. In our Diné (Navajo) tradition, Naa dáá represents one of the four

main sources of life. Water, fire, and earth's fruits are the other three."

"Before the animals became our food, the Navajo people ate only Naa dáá," said Grandpa Hastiin. "We learned four ways to cook Naa dáá. We roasted it with or without its husks (leaves). At times, we boiled the whole ear. Sometimes, we cut off the fresh kernels and made a mush. We also dried Naa dáá."

"I like having Naa dáá in my stew," said Harrison.

"The Diné (Navajo) people make different breads from Naa dáá," said Grandma Elsie.

"Kneel-down bread is delicious," said Harrison.

Shandiin said, "Tell us how you make kneel-down bread, Grandma."

Grandma Elsie said, "Kneel-down bread is made from fresh kernels. The kernels are placed between two stones and ground smooth. Then, a small amount of water is added to make a lumpy batter."



¹Shandiin (*Shá ní díín*) The Dine word meaning rays of sunlight – is often a girl's given name.

²Naa dáá (*Naa-dáá*) The Dine word for corn.

³Hastiin (*Has tiin*) A mature male or a husband.

Week 11

Harrison shared how he had helped his uncles dig a deep hole in the ground to bake the kneel-down bread.

Grandma had been making the bread as she talked to Shandiin and Harrison. Now, she rolled the lumpy batter into husks from the Naa dáá.

She knelt down at the edge of the hole to place the bread into the bottom of the pit. Dirt was put over the husks and a fire was started to cook the bread.

"Grandma, do they call this bread 'kneel-down bread' because they kneel down to put it in the fire pit? asked Harrison.

"That's right," responded Grandma.

"Kneel-down bread is healthy because it has no added fat," said a smiling Shandiin.

"You sure are smart," said Grandma Elsie with a laugh.

"Native Americans have used Naa dáá for food for almost 10,000 years," said Grandpa Hastiin. "It is now one of the world's most important crops."

"Remember that Naa dáá is used and prepared in many different ways without added fat," said Grandma Elsie.

They left the hogan to return to the fields.

Harrison said, "Our grandparents are smart to know how to do so many things."

Week 11

Guess the Grains

1: _____
(onrc)

2: _____
(cire)

3: _____
(rpnocop)

4: _____
(hewat)

5: _____
(sota)



corn tortillas

macaroni

air-popped popcorn

pretzels

oatmeal

Rice Krispies

Wheaties

rice cakes

popcorn cakes

corn flakes

cooked rice

hamburger buns

Week 11

Great Grains Trail Mix

Ingredients

- 1/4 cup small pretzels
- 1/4 cup Multi-Grain Cheerios* cereal
- 1/4 cup Golden Grahams* cereal

*or substitute your favorite cereals!

Directions

1. Take a bag.
2. Put pretzels and cereals in your bag.
3. Lightly shake.
4. EAT!



What did you think?

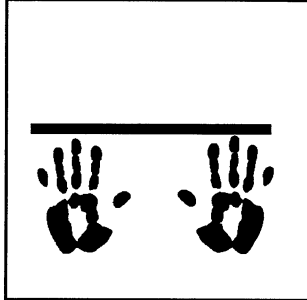
What did you like about the trail mix? _____

Why do you think the trail mix is an Everyday Food? _____

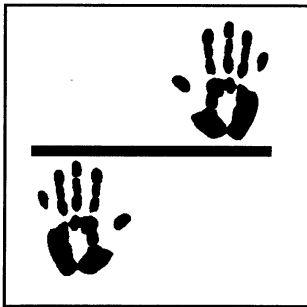
Week 11

Line Push-Ups

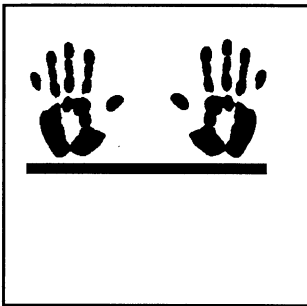
Start:



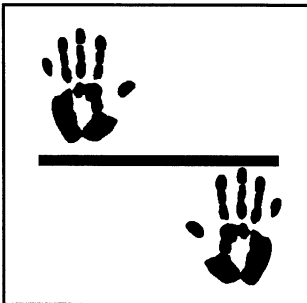
Right up:



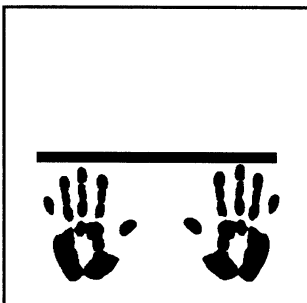
Left up:



Right down:



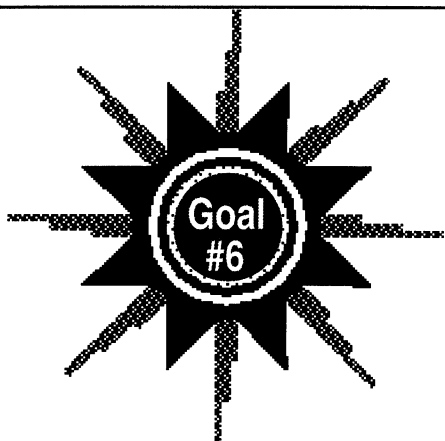
Left down:



... Repeat !

Week 11

Go for Goal 6



Goal Box

I, _____ ,
(print your name)

set my sixth Pathways goal to drink

☐ water

☐ diet pop

☐ another sugar-free beverage

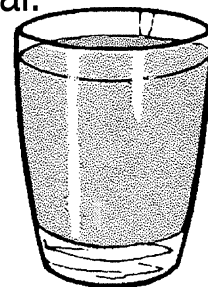
instead of regular pop before the next Pathways class.

(write in today's date)

(sign your name)

Goal Check: ✓ the box **after** you reach your sixth goal.

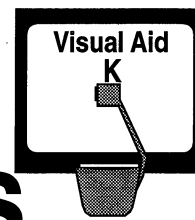
☐ Yes! I did it!



I drank _____
(write in the sugar-free beverage you drank)

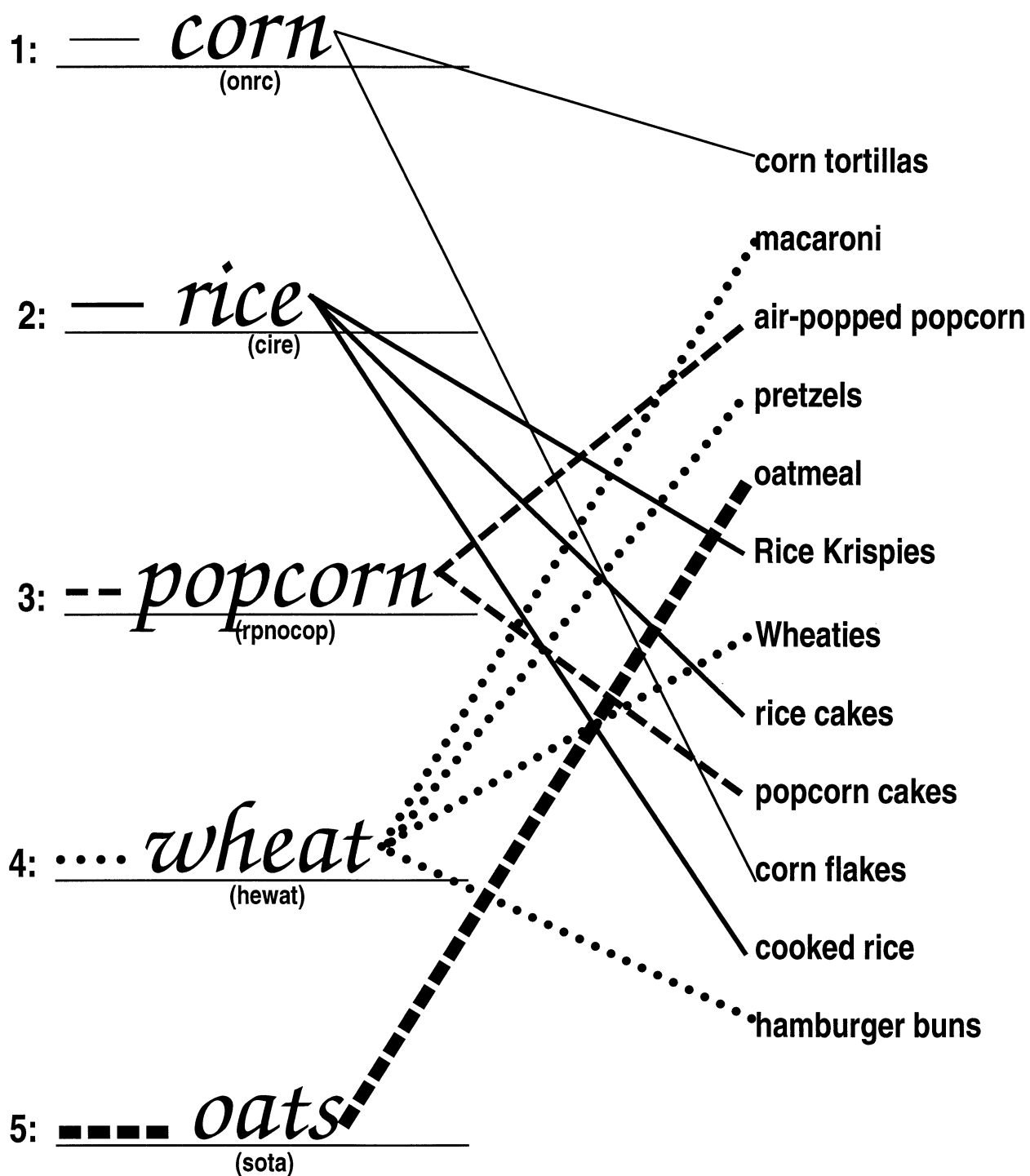
instead of regular pop, so I reached the goal I set.

(sign your name)

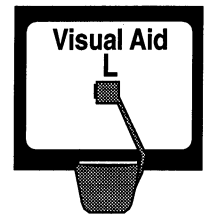


Guess the Grains

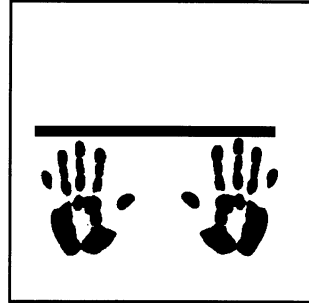
KEY



Line Push-Ups



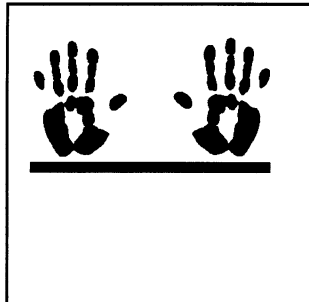
Start:



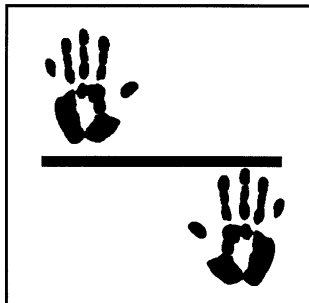
Right up:



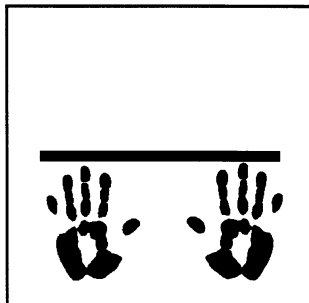
Left up:



Right down:

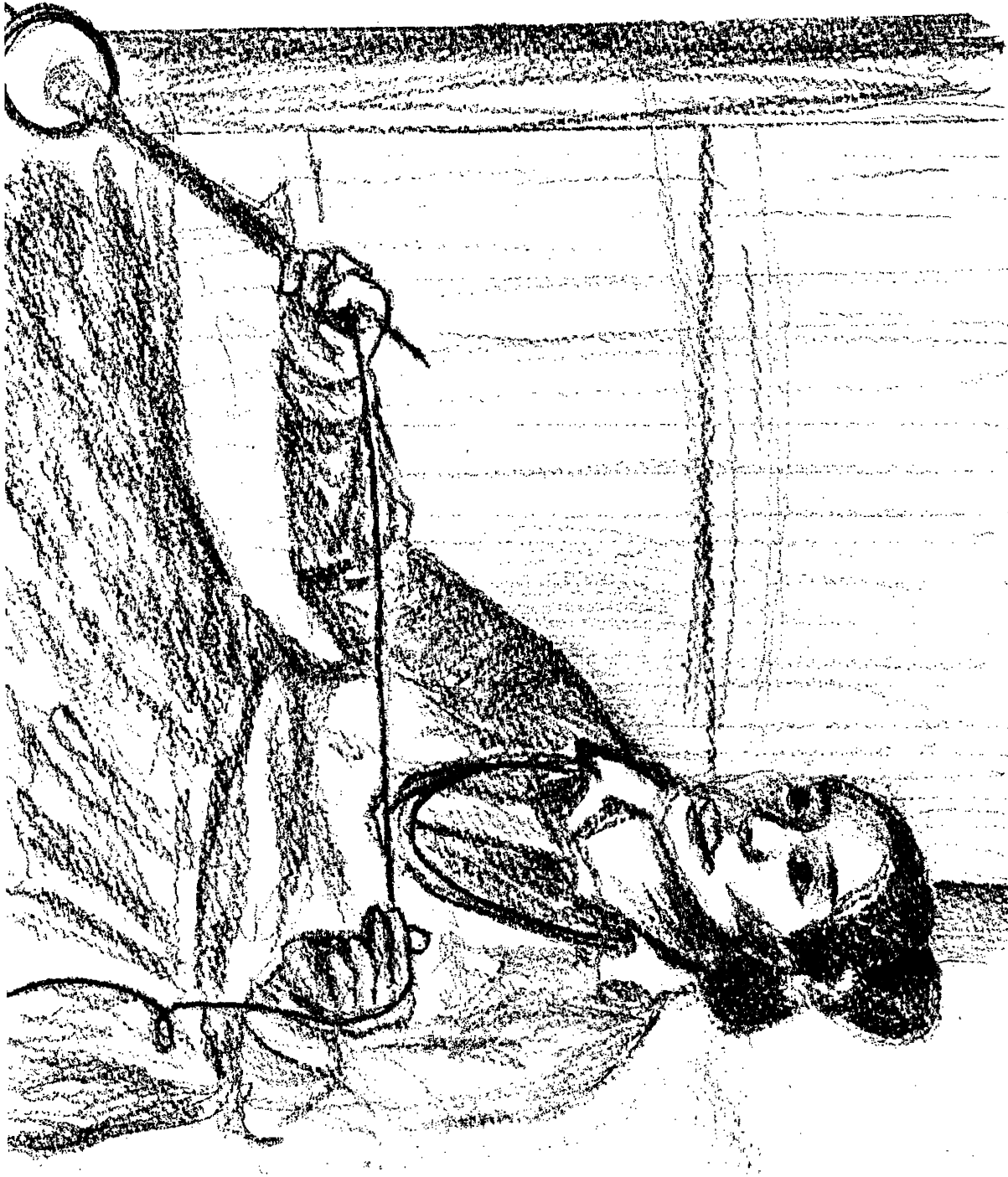


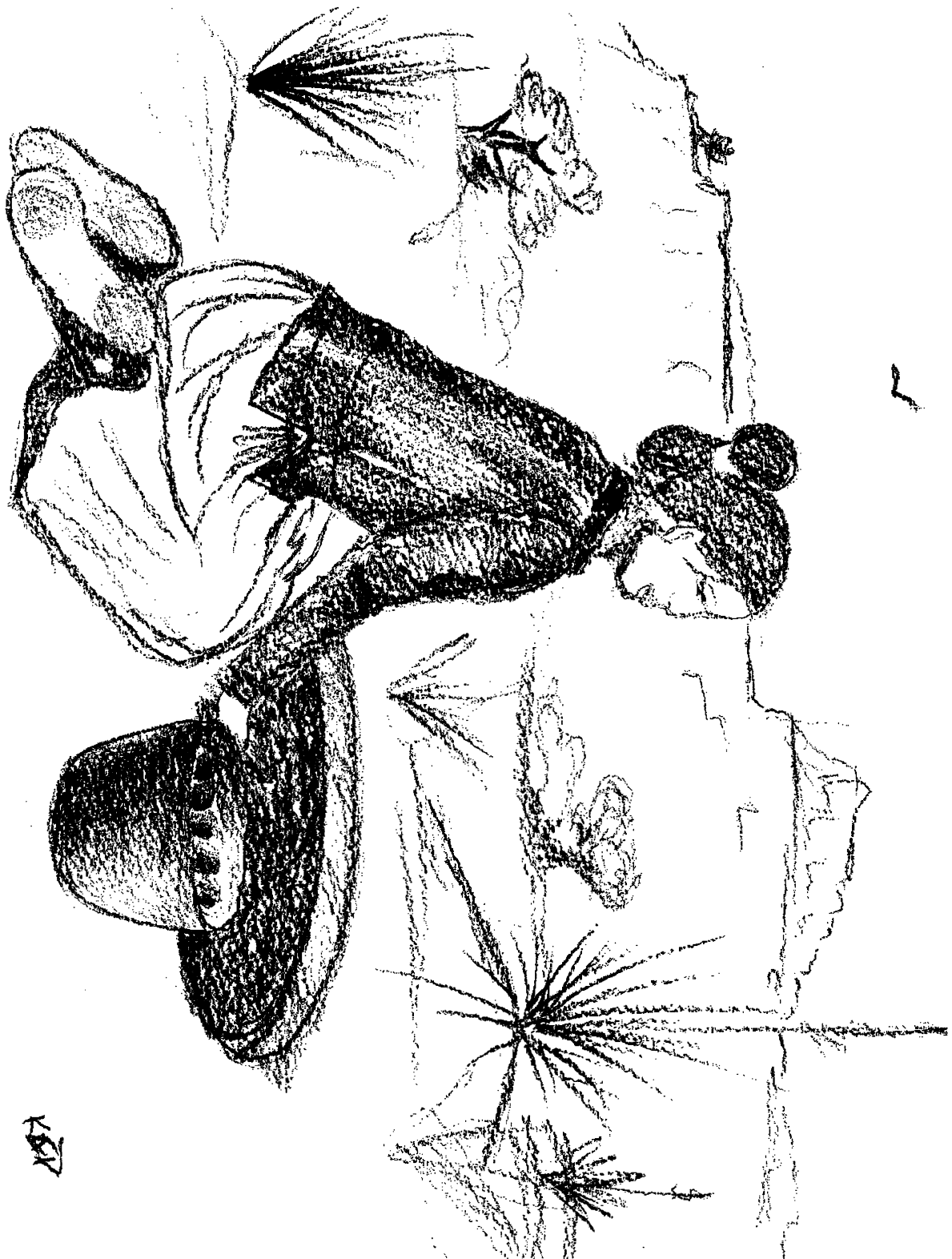
Left down:



... Repeat !

The Harvest . . .
Visual 1





157