

Discover MyPlate Emergent Readers: Teacher's Edition



Contains All Six Emergent Readers and Teacher's Notes



Visit the Team Nutrition Web site: <http://teamnutrition.usda.gov>, to learn more about ordering free printed copies of the **Discover MyPlate Emergent Readers (Student and Teacher's Editions)** for your school.



Six student emergent readers



Teacher's edition containing all six emergent readers



Introduction for Teachers

The U.S. Department of Agriculture is providing this Teacher’s Edition of the **Discover MyPlate Emergent Readers** to assist educators in using the readers as part of their English Language Arts instruction. The six **Discover MyPlate Emergent Readers** are included in this full-size, color booklet. Many teachers find it helpful to use this **Teacher’s Edition** to introduce the individual readers to students, reading the text aloud as students follow along with their own mini-books/visual aid. It can also be useful as a visual aid in discussing the stories with students, pointing out sight words, and giving instruction (such as where students should write their names in the booklets). Please note that readers feature simpler food terms than those used throughout the curriculum in order to facilitate independent reading. For instance, “meat” is used instead of “hamburger.”

If you would like to use the text in the readers as part of cut-apart word and sentence or pocket chart activities, you can download the reader text at <http://teamnutrition.usda.gov>. The student versions of the readers are smaller (for little hands) and include black-and-white drawings that children can color.

The **Emergent Readers** are used as part of the **Discover MyPlate Curriculum** (available at <http://teamnutrition.usda.gov>).

Use the “Readers-at-a-Glance” table below as a quick reference for how to integrate these readers into your teaching.

Reader Title	Sight Words	Discover MyPlate Lesson Connection	Summary
Fruits	the, is, eat, are, I	Lessons 1, 3, and 5	Explores colors and foods in the Fruit Group.
Vegetables	I, have	Lessons 1 and 3	Explores foods in the Vegetable Group.
Grains	I, like	Lessons 1 and 5	Explores foods in the Grains Group.
Protein Foods	I, see	Lesson 1	Explores foods in the Protein Foods Group.
Dairy	has, make, she, can, likes, and	Lessons 1 and 5	Explores foods in the Dairy Group and where they come from.
A MyPlate Meal	I, she, he, we, has, have	Lessons 2 and 6	Explores how foods from each food group form a MyPlate meal.

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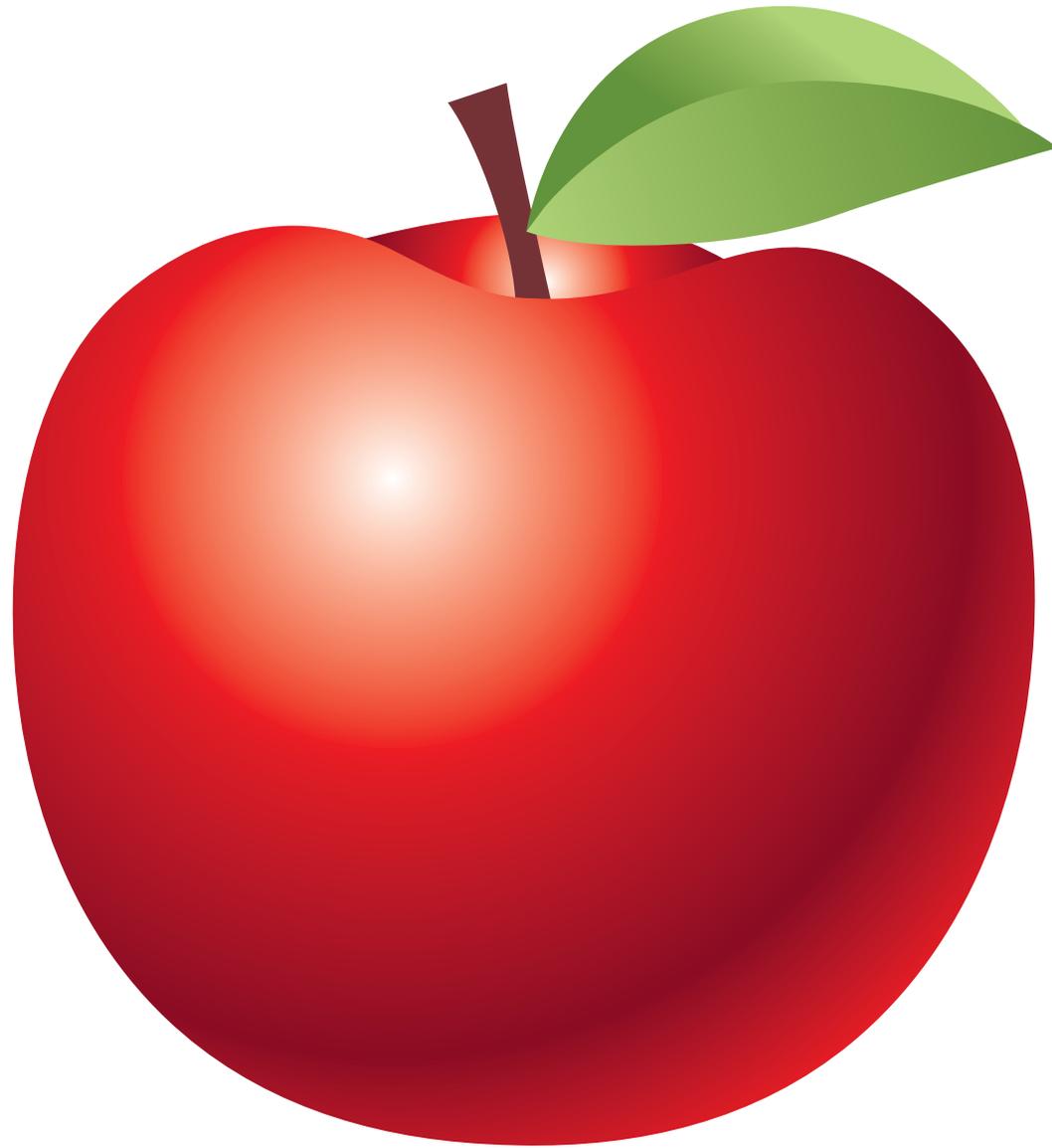
Fruits

**Farrah
Fruit**

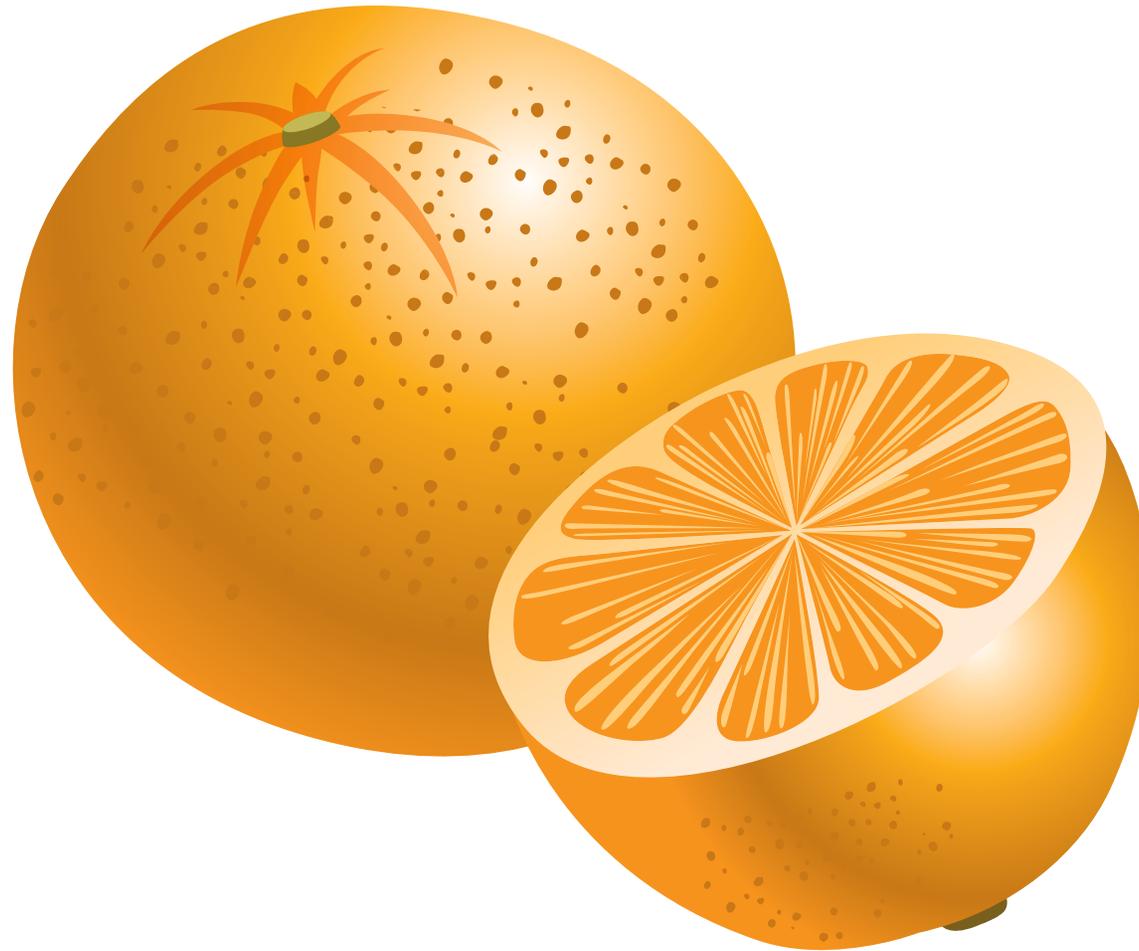


Sight words: **the, is, eat, are, I**

This book belongs to:



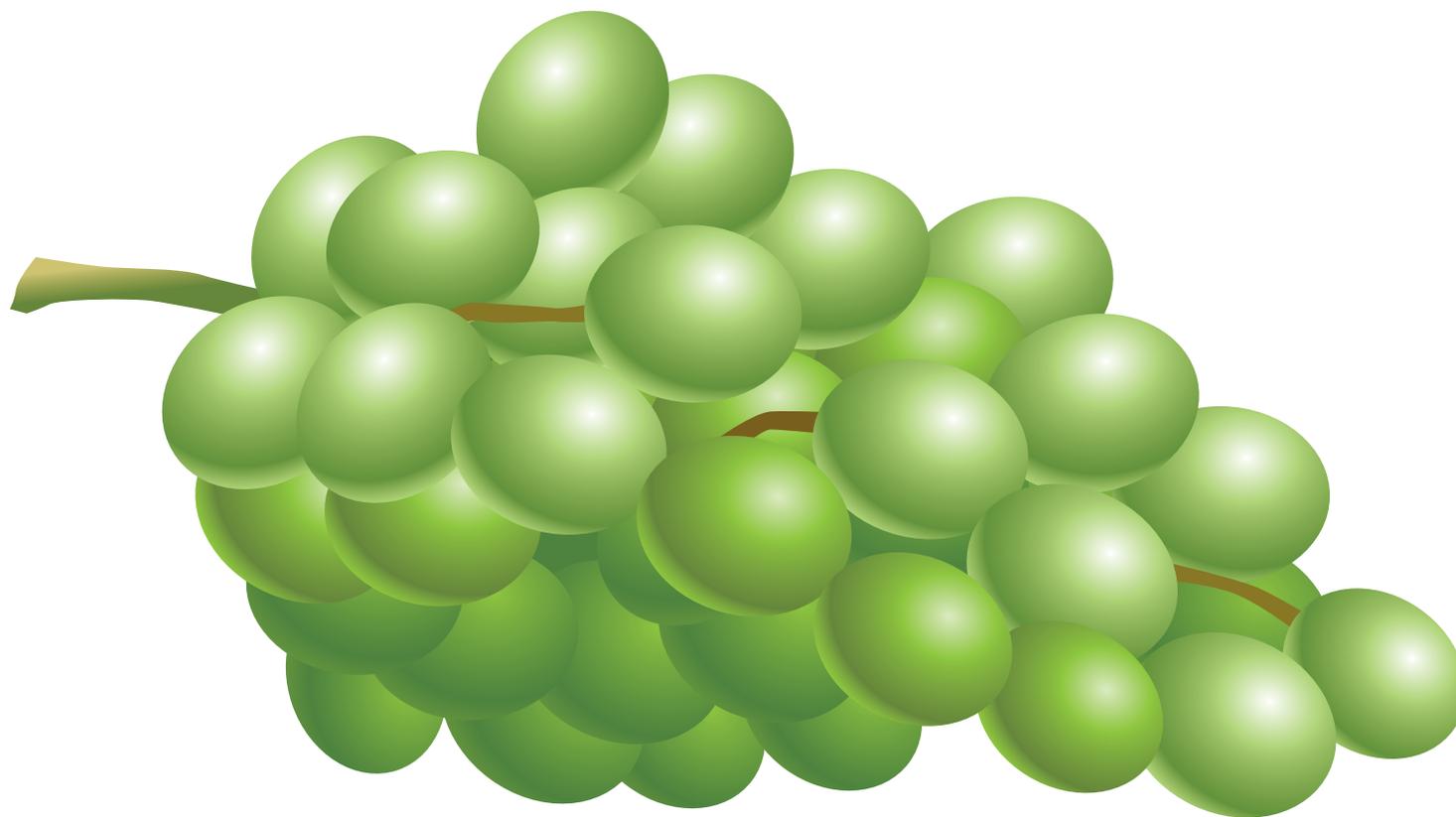
The apple is red.



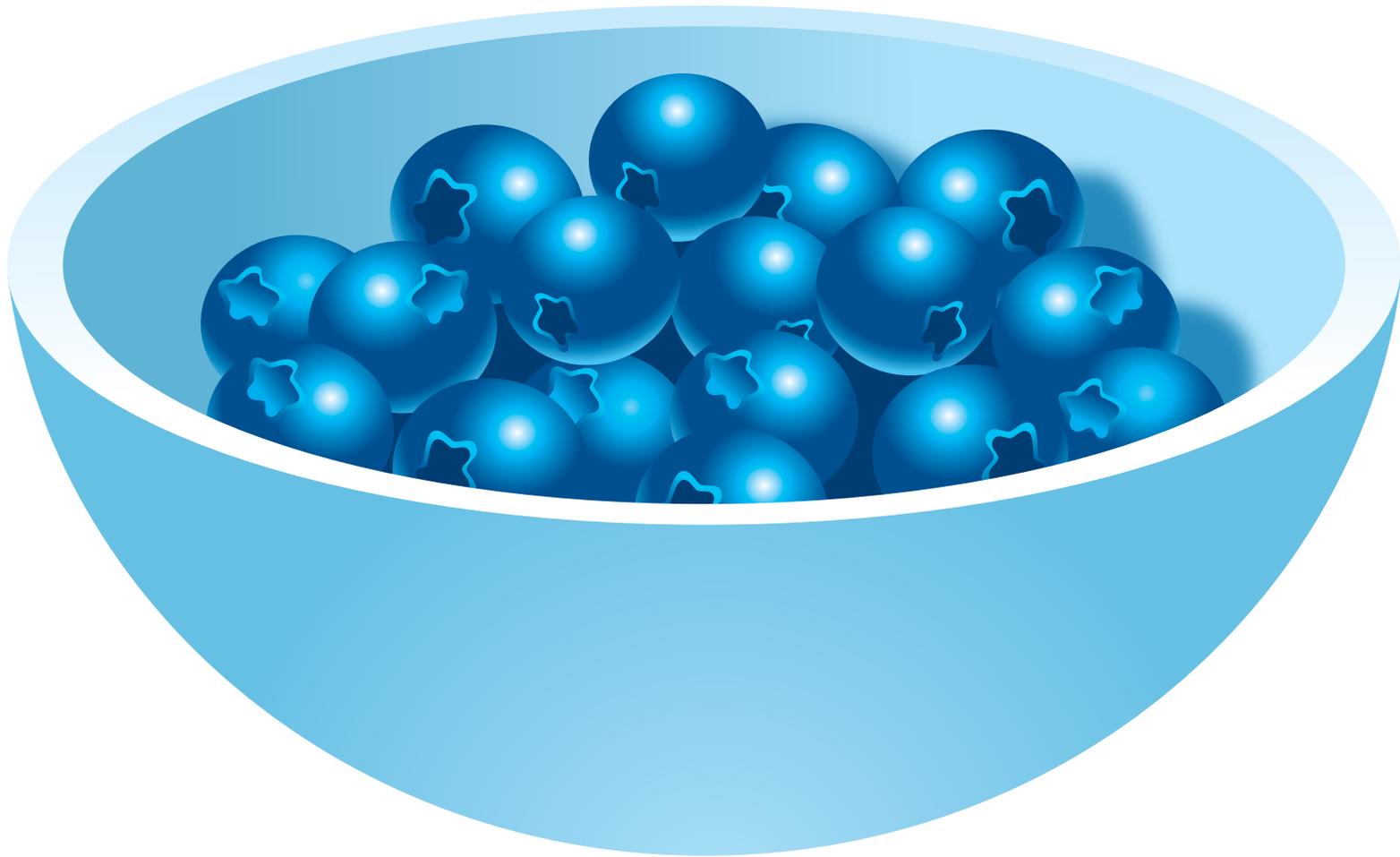
The orange is orange.



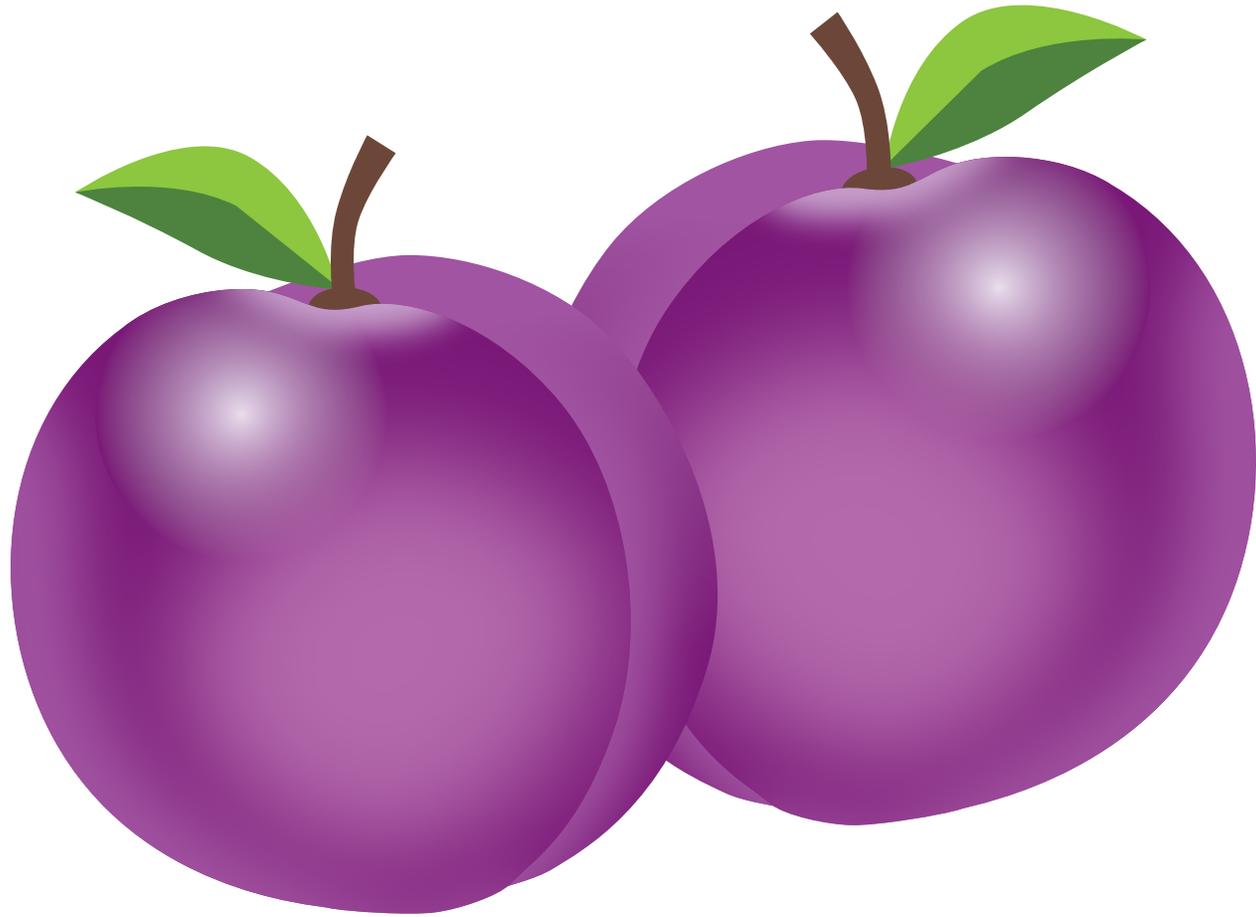
The pineapple is yellow.



The grapes are green.



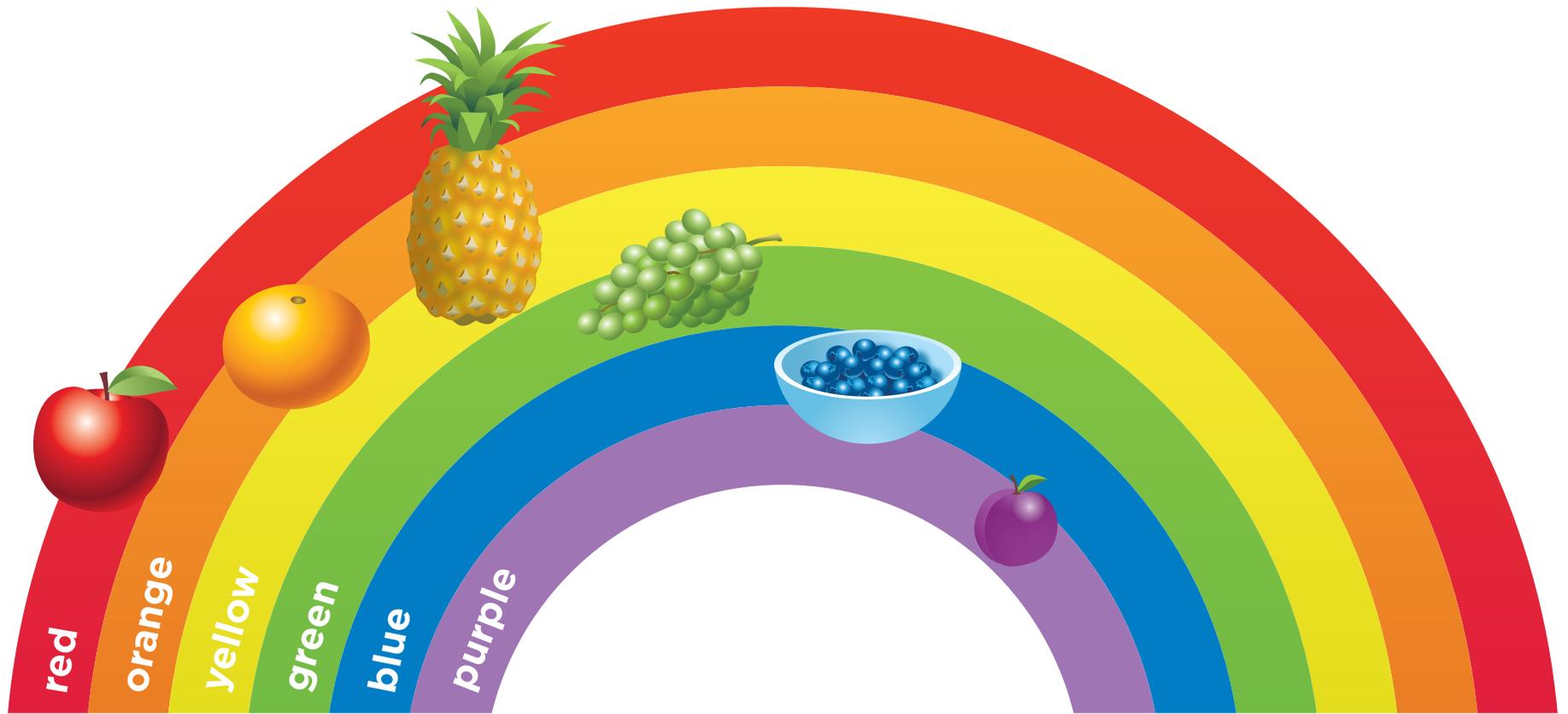
The berries are blue.



The plums are purple.



I eat fruit.



I eat a rainbow. Yum!

Activities

- Ask children to circle the sight word “eat” as you read through the story. Using different-colored crayons, ask children to circle the sight words “is” and “are.”
- Invite children to use crayons to color the fruits.
- Ask children to count the number of fruits they have tried in the story.
- Ask children to name other fruits that they can add to the rainbow.
- Ask what fruits are red, orange, yellow, green, blue, and purple.





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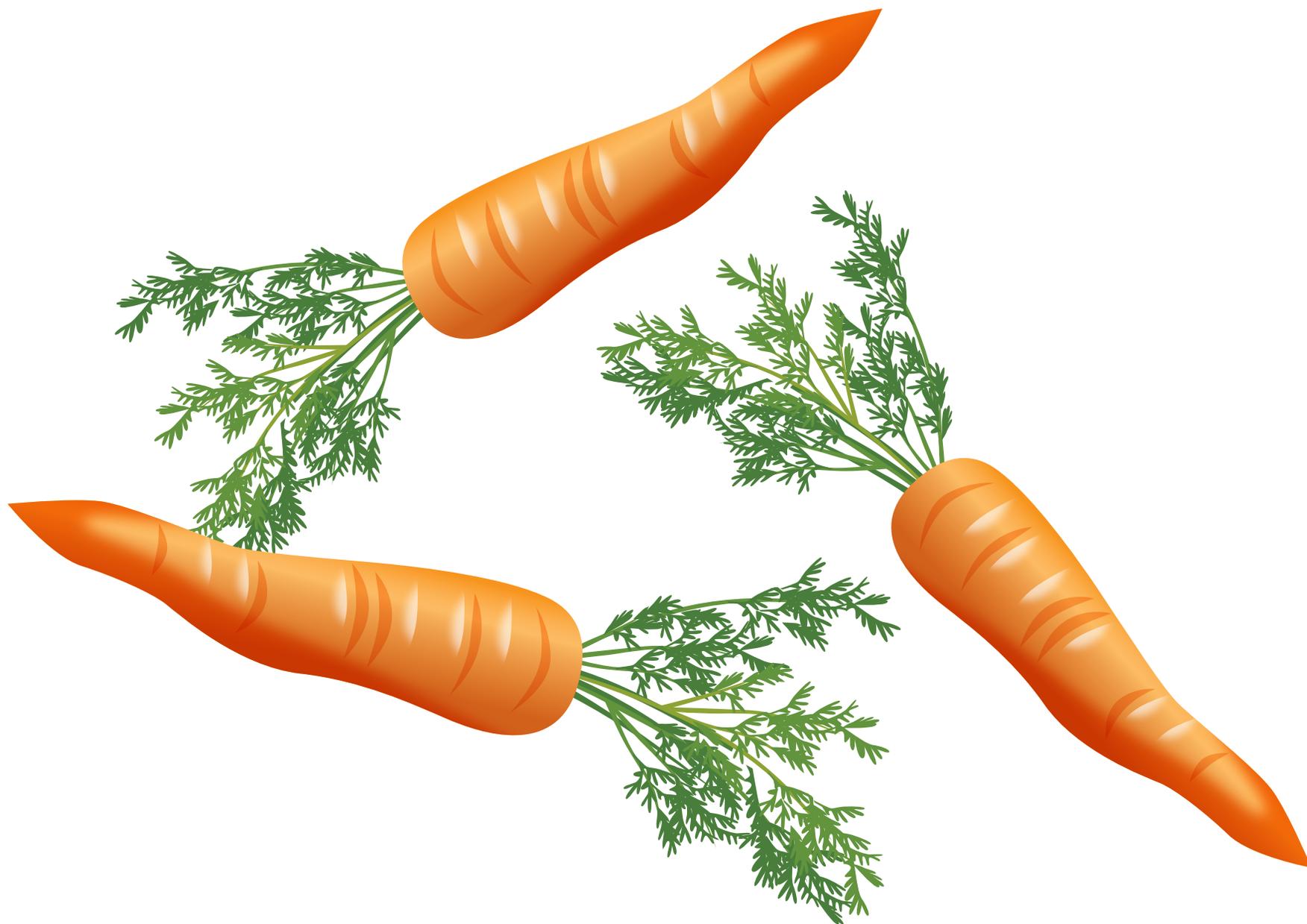
Vegetables

*Reggie
Veggie*

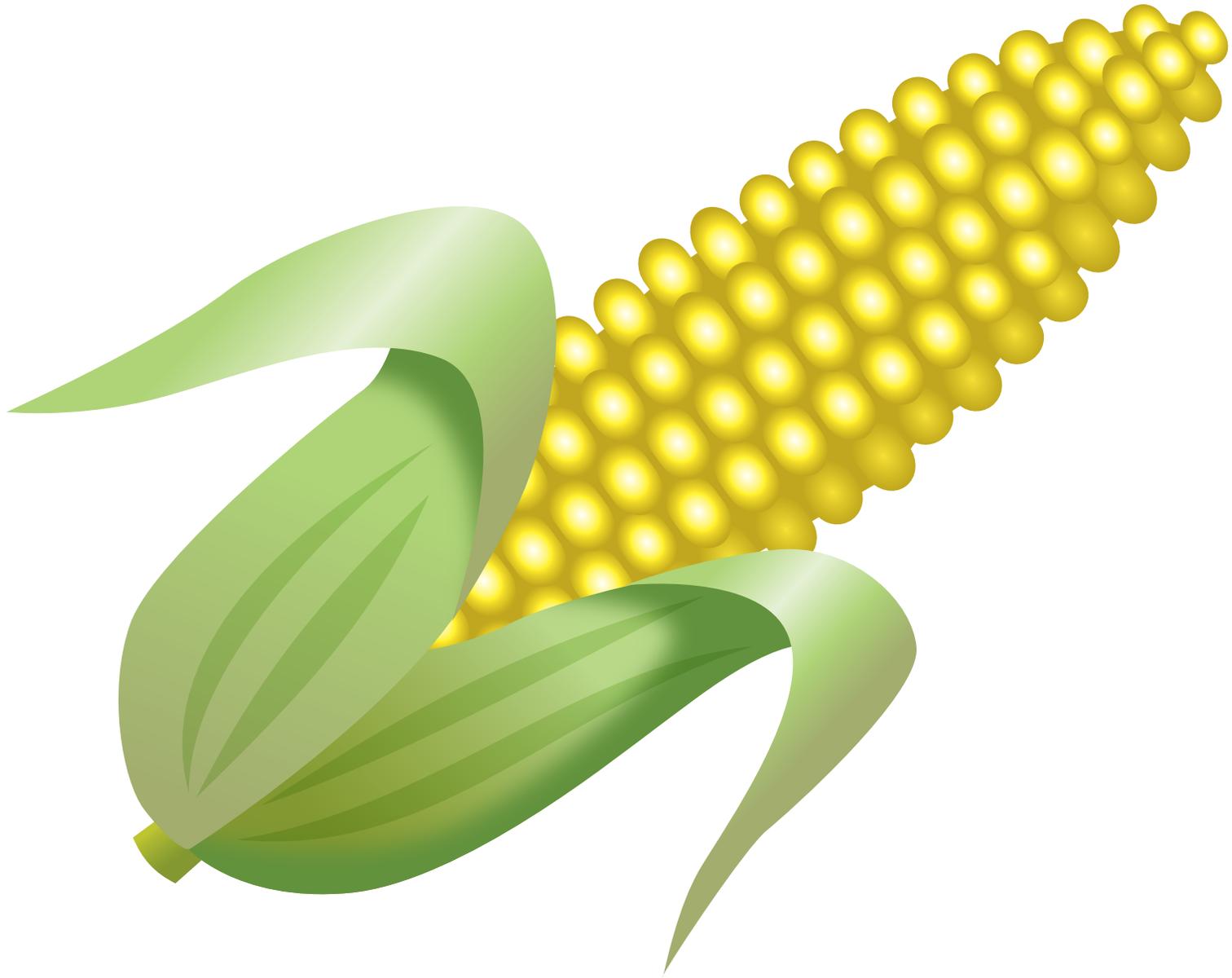


Sight words:
I, have

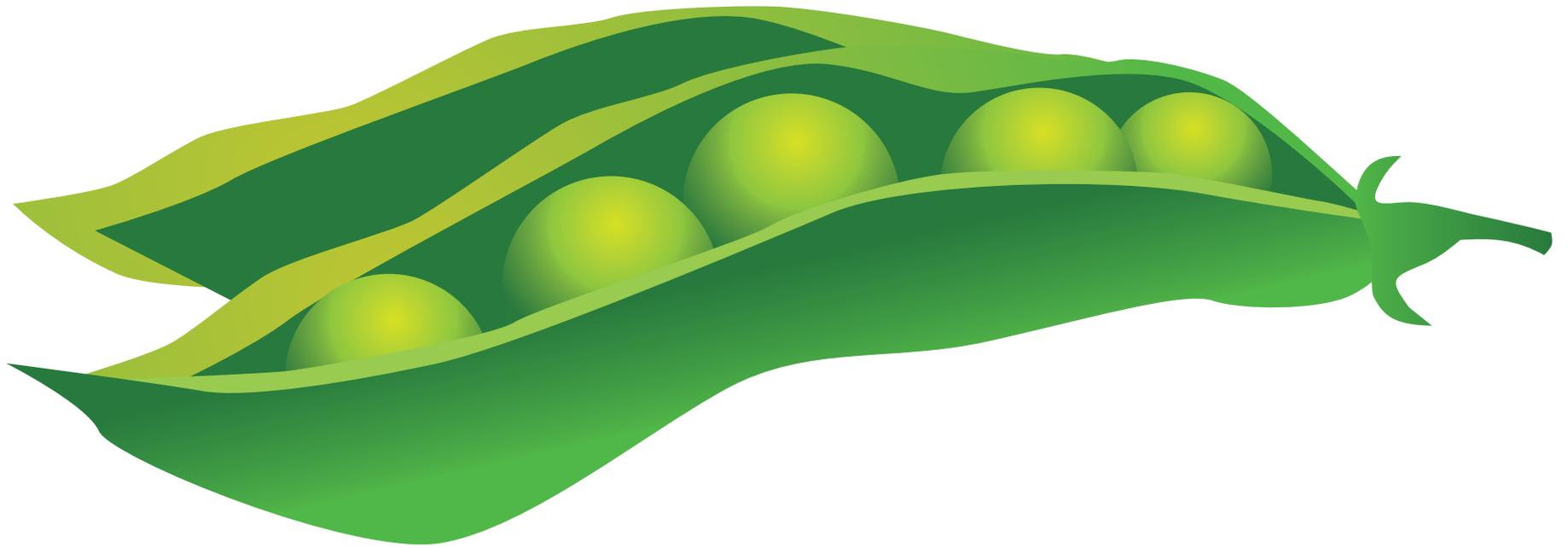
This book belongs to:



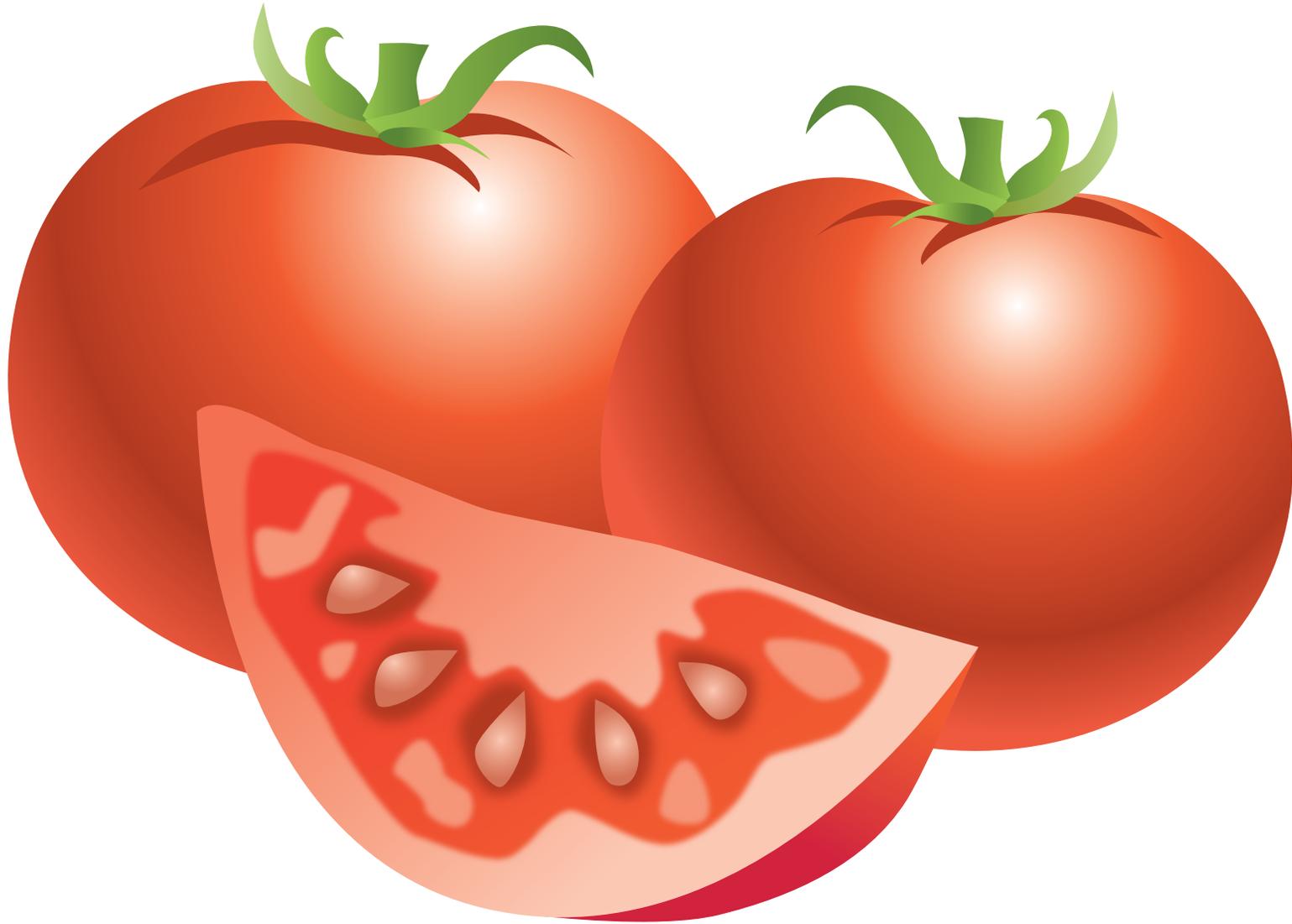
I have carrots.



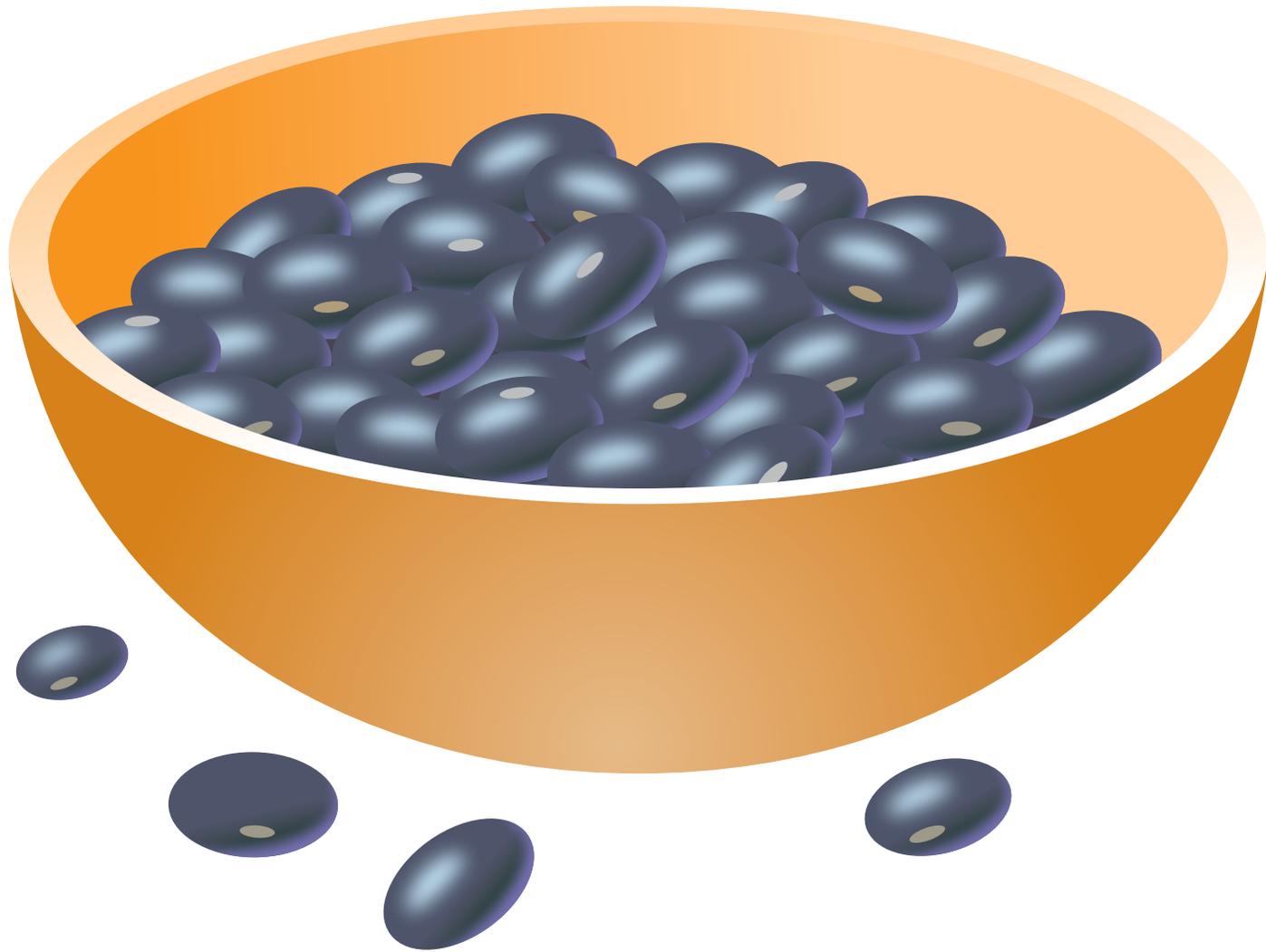
I have corn.



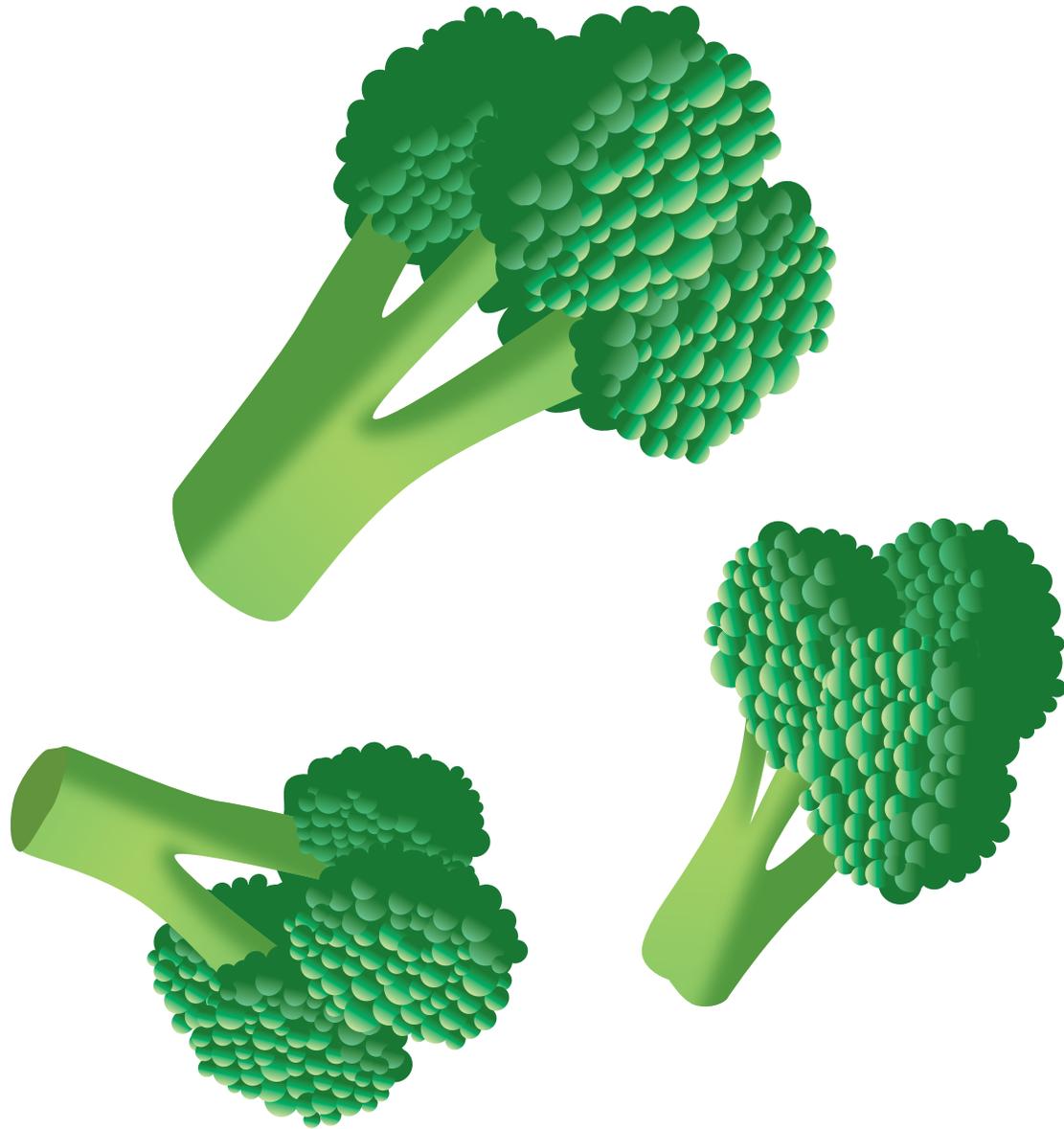
I have peas.



I have tomatoes.



I have beans.



I have broccoli.



I have lettuce.



I have a salad. Yum!

Activities

- Ask children to circle the sight word “have” as you read through the story.
- Invite children to use crayons to color the vegetables.
- Ask children to count the number of vegetables in the story that they have tried.
- Ask children to name other vegetables that they can add to the salad.





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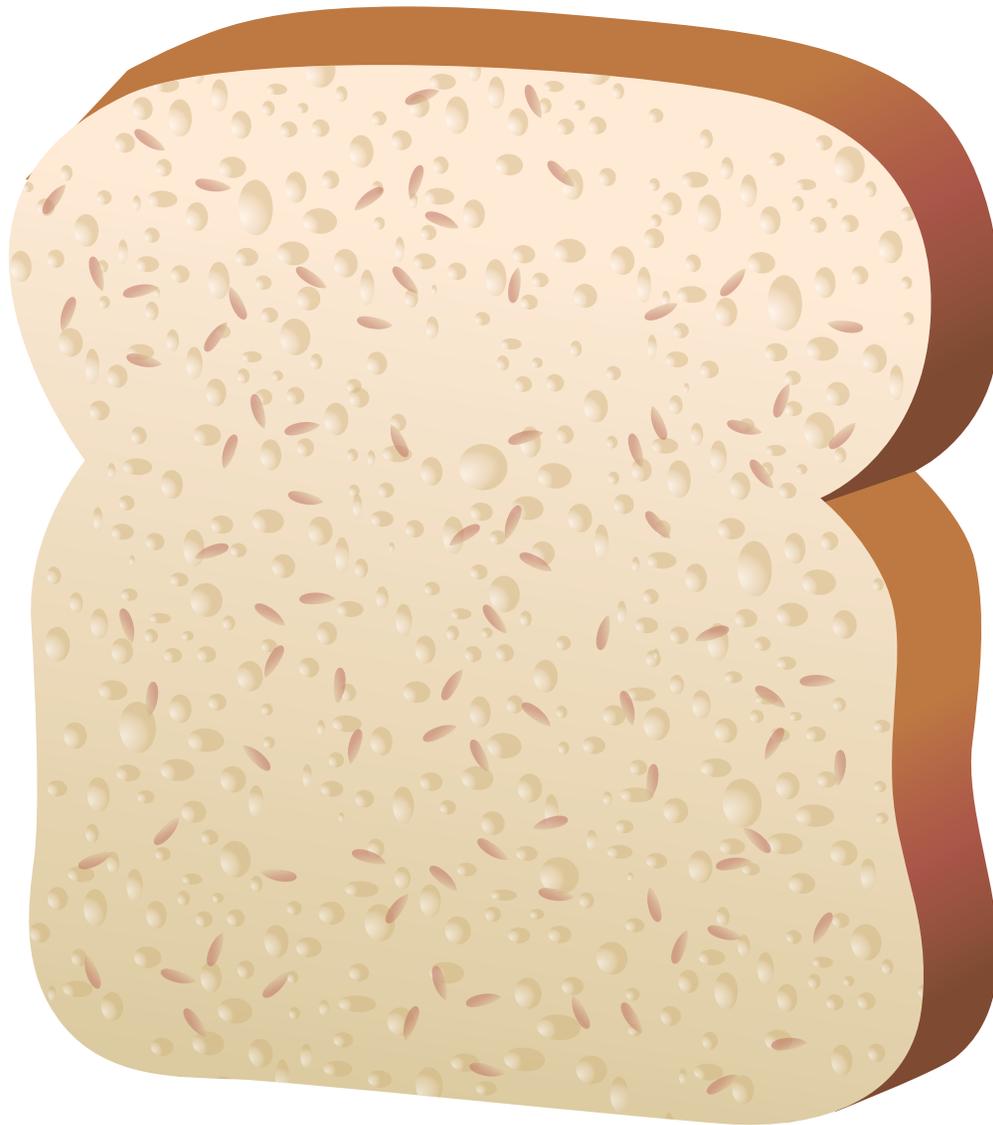
Grains

Jane.
Grain

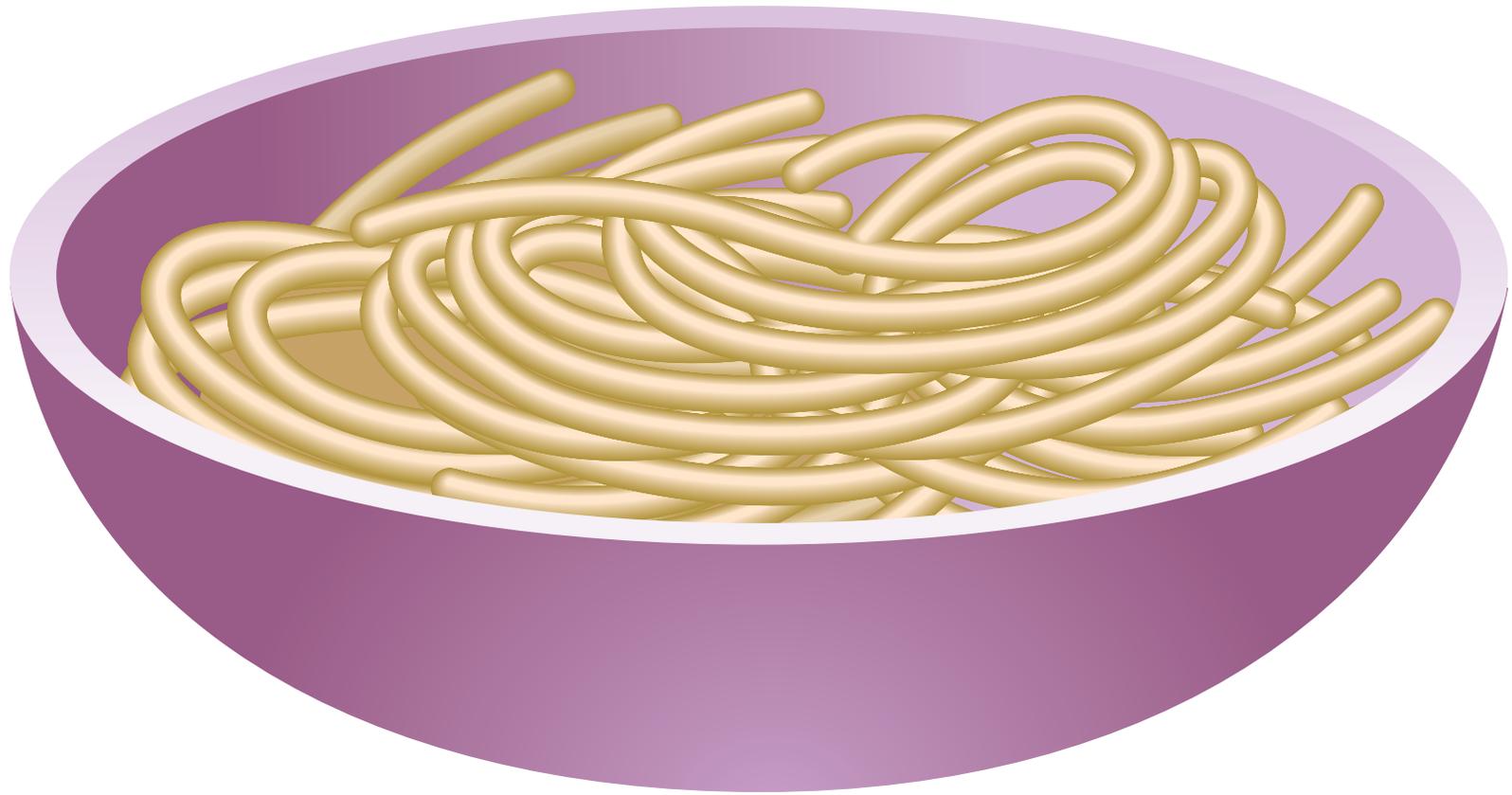


Sight words: I, like

This book belongs to:



I like bread.



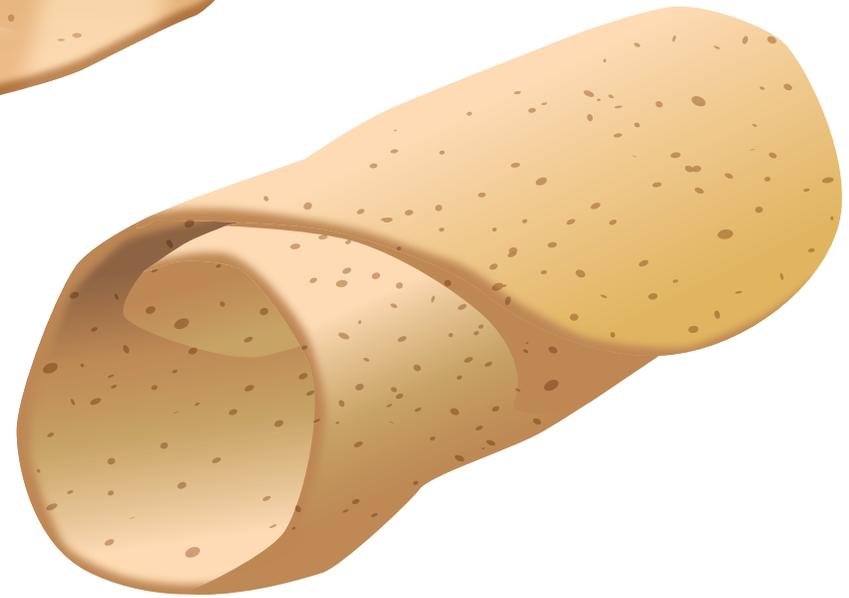
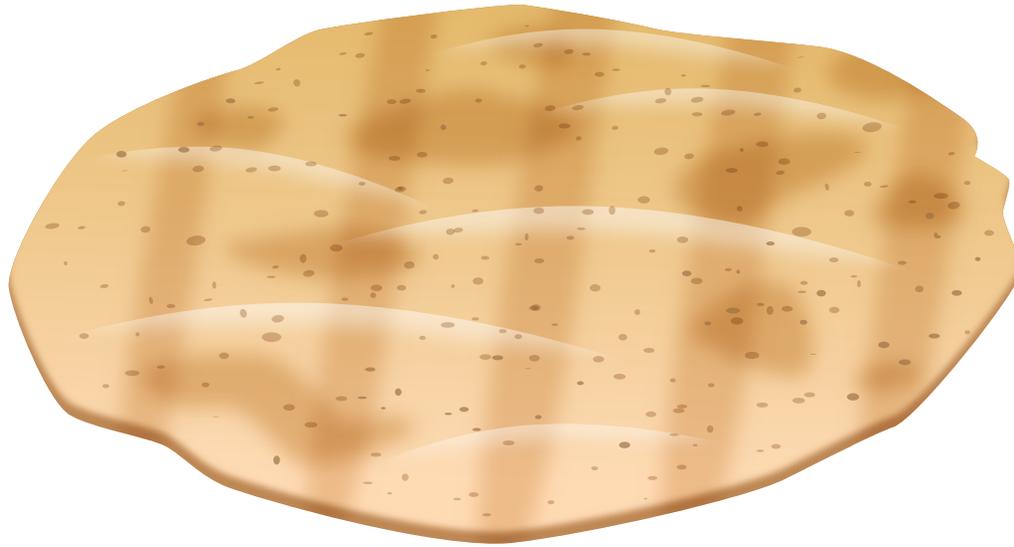
I like pasta.



I like popcorn.



I like cereal.



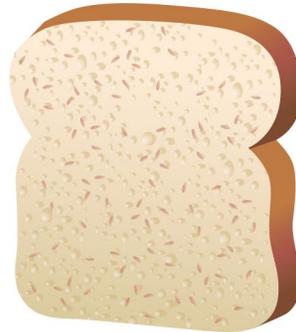
I like tortillas.



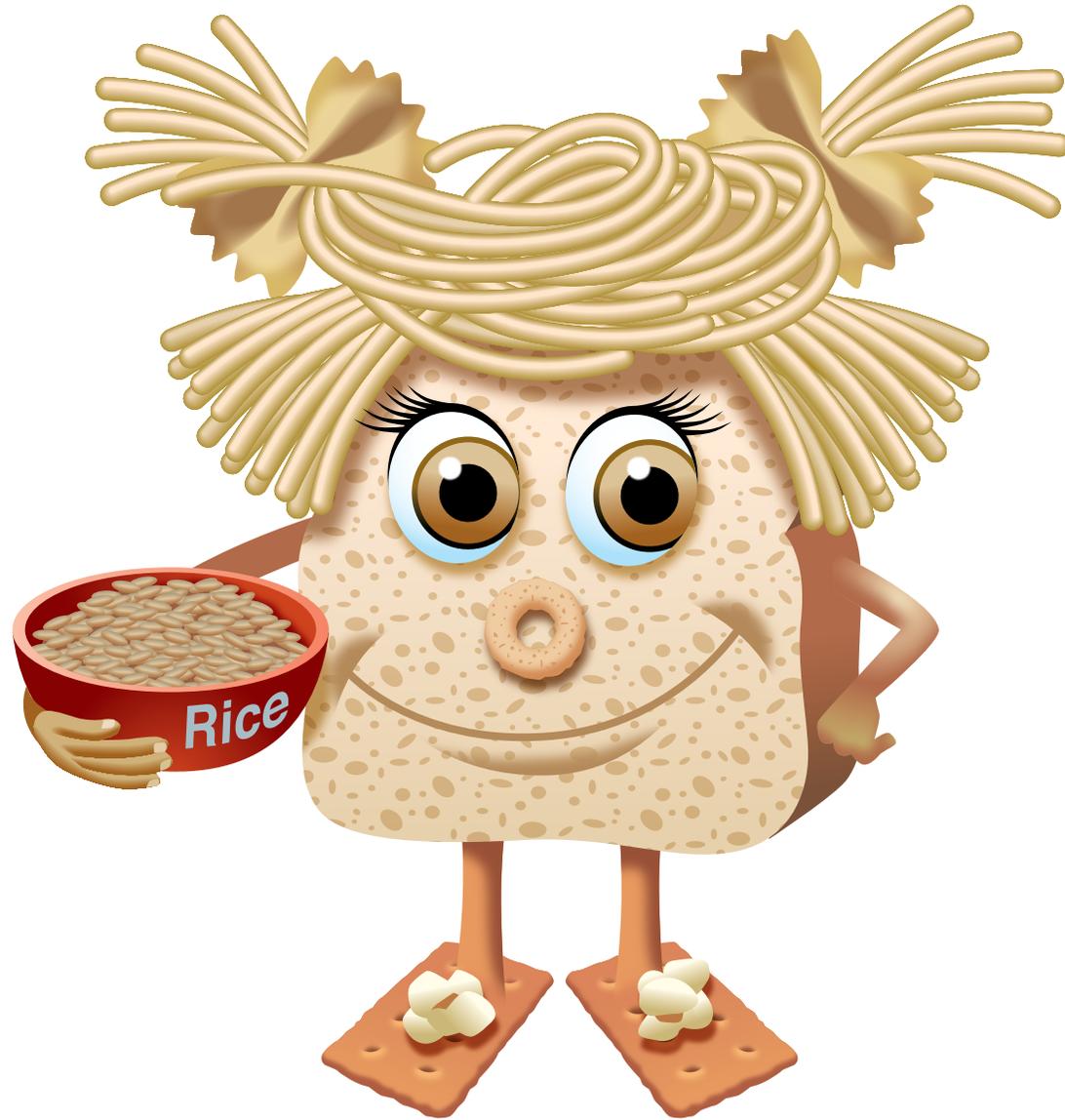
Rice



I like rice.



I like grains.



Hello, Jane Grain!

Activities

- Ask children to circle the sight word “like” as you read through the story.
- Ask children to use crayons to color the foods.
- Ask children to count the number of grains in the story that they have tried.
- Ask children to name other foods they think are part of the Grains Group.
- Review what foods Jane Grain is made out of. (They are all mentioned in the story except for graham crackers.)



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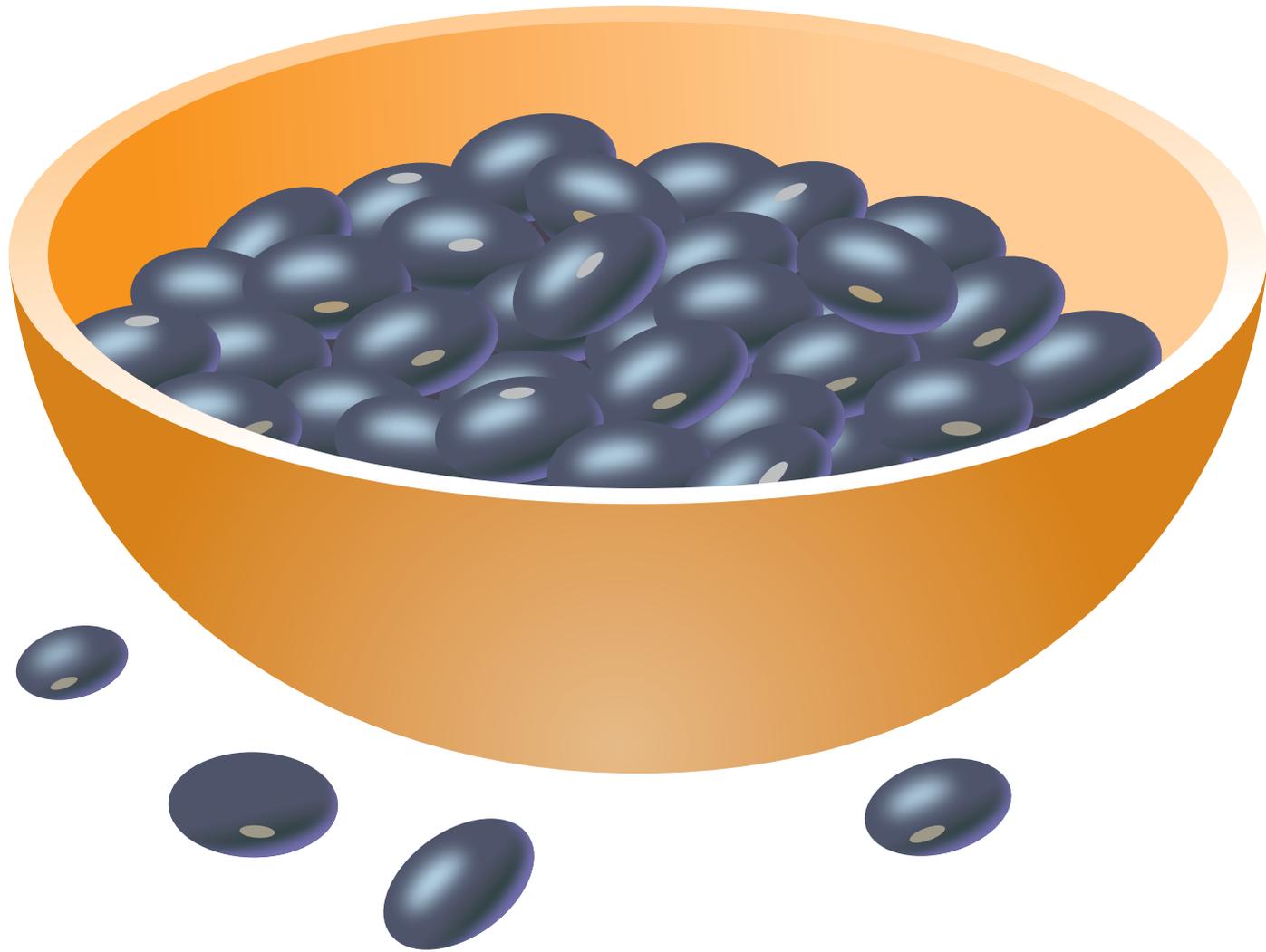
Protein Foods

Dean
Protein

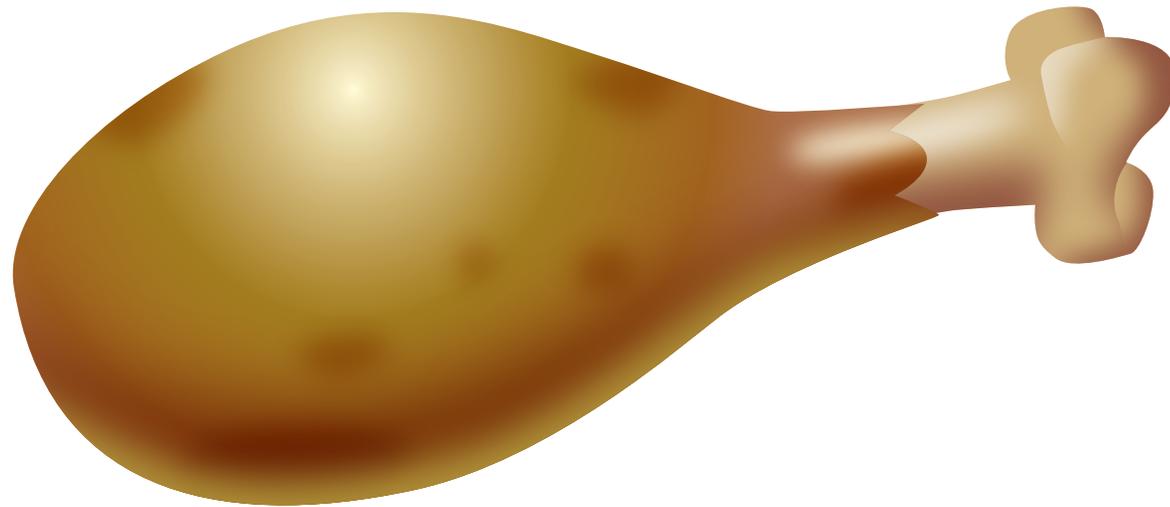


Sight words: I, see

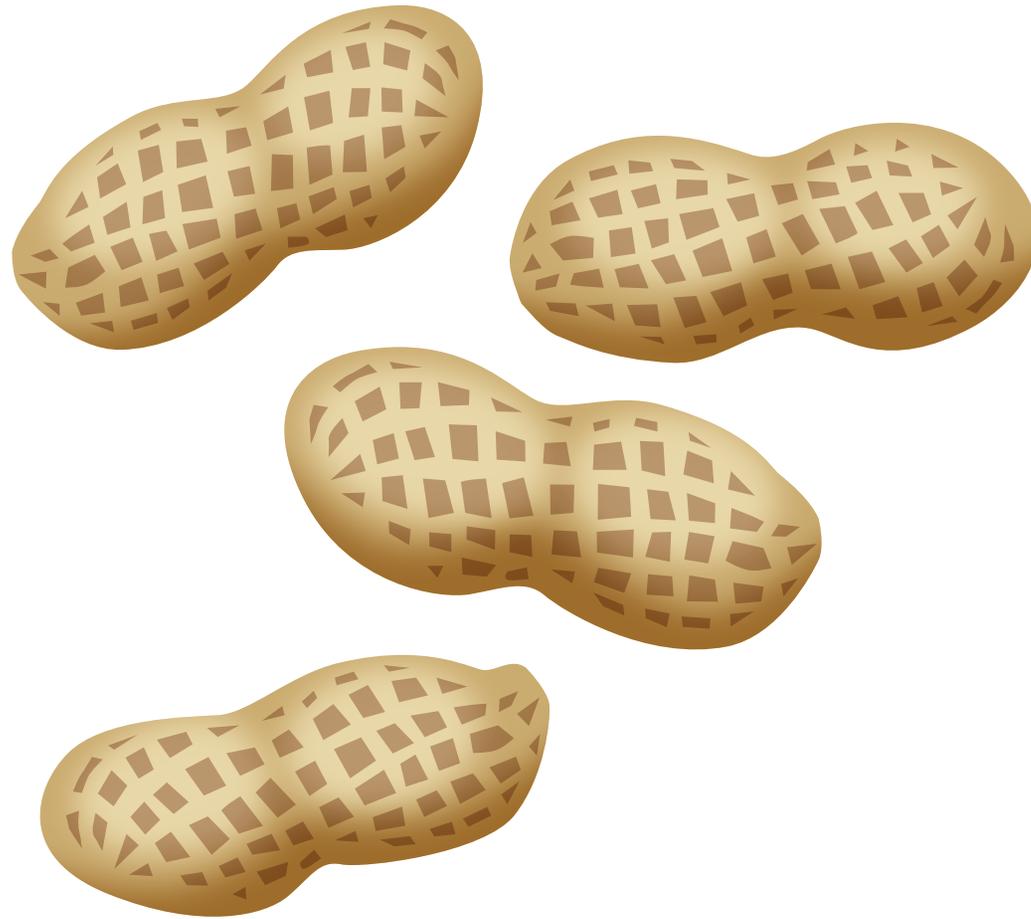
This book belongs to:



I see beans.



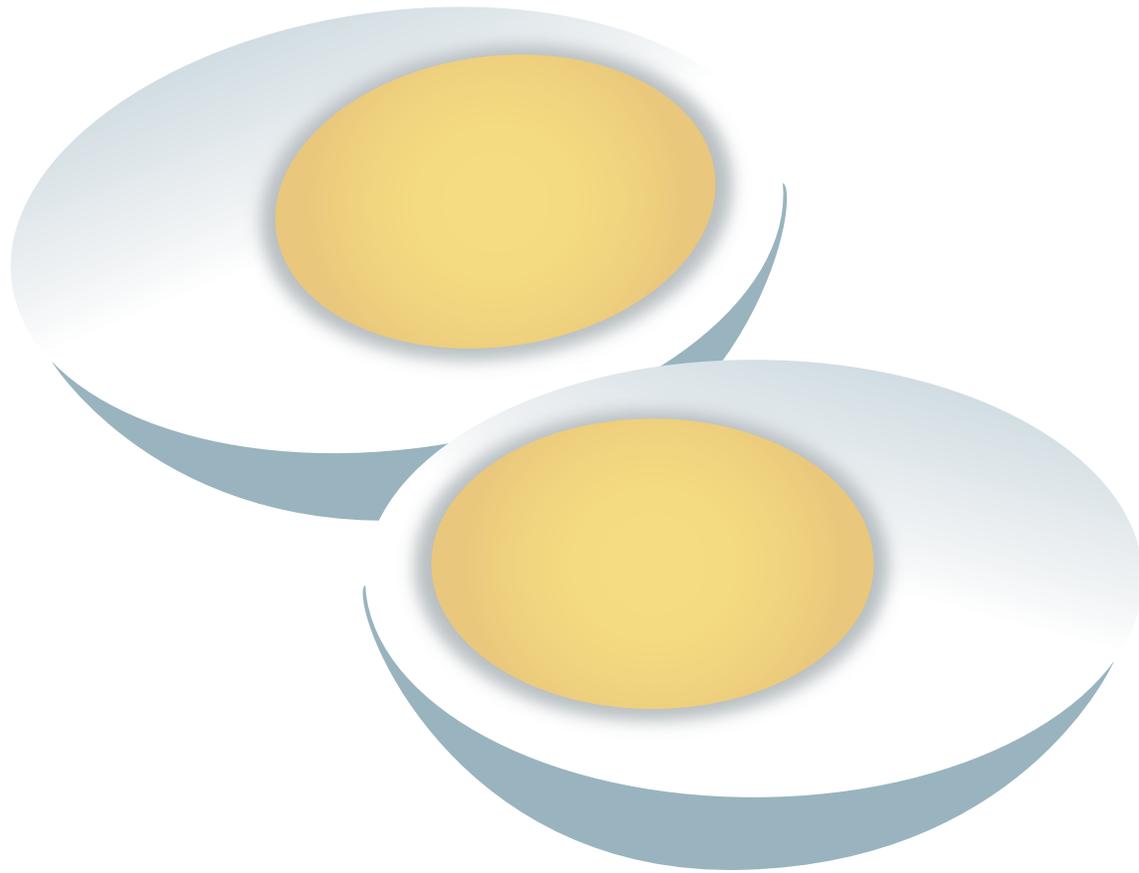
I see chicken.



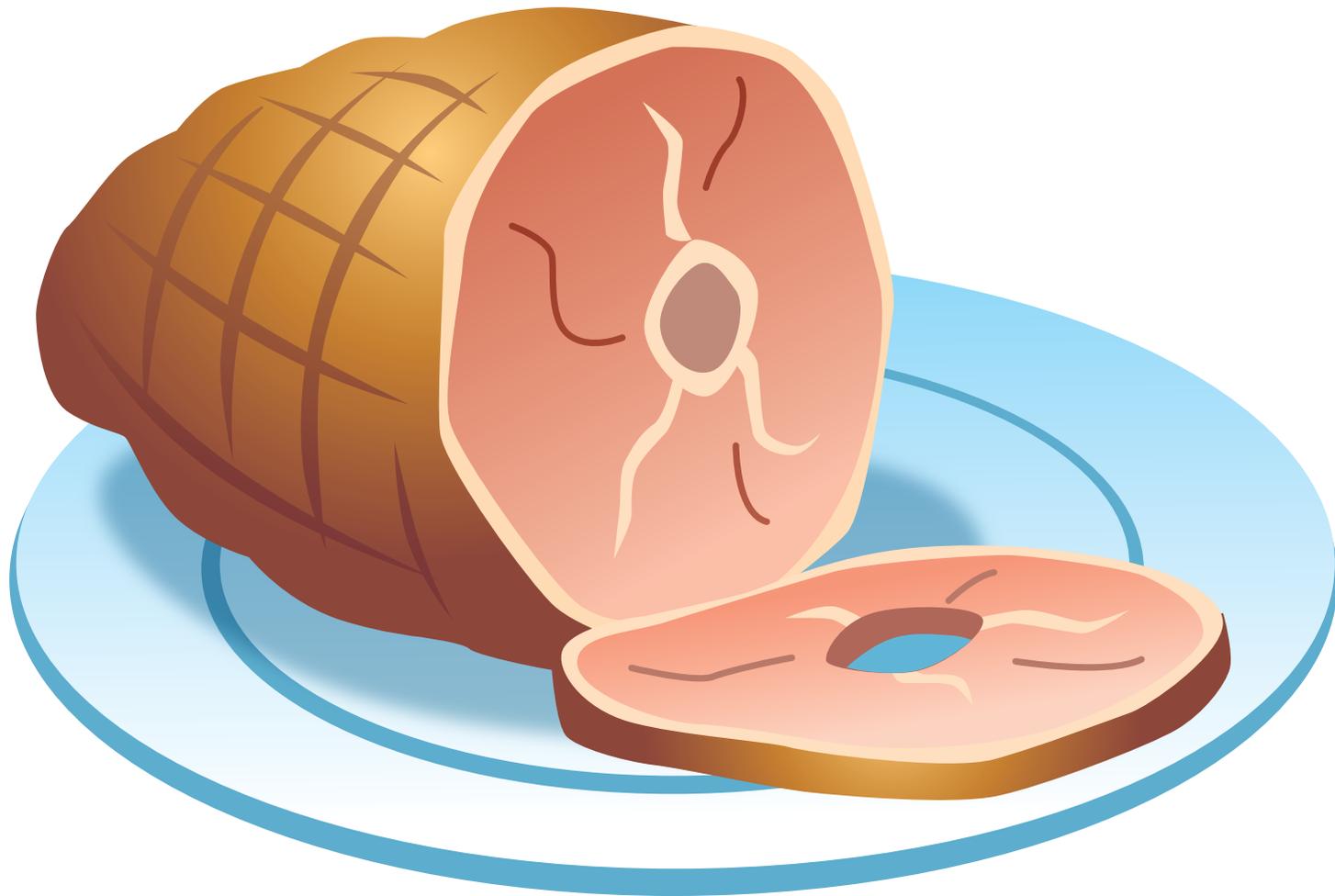
I see nuts.



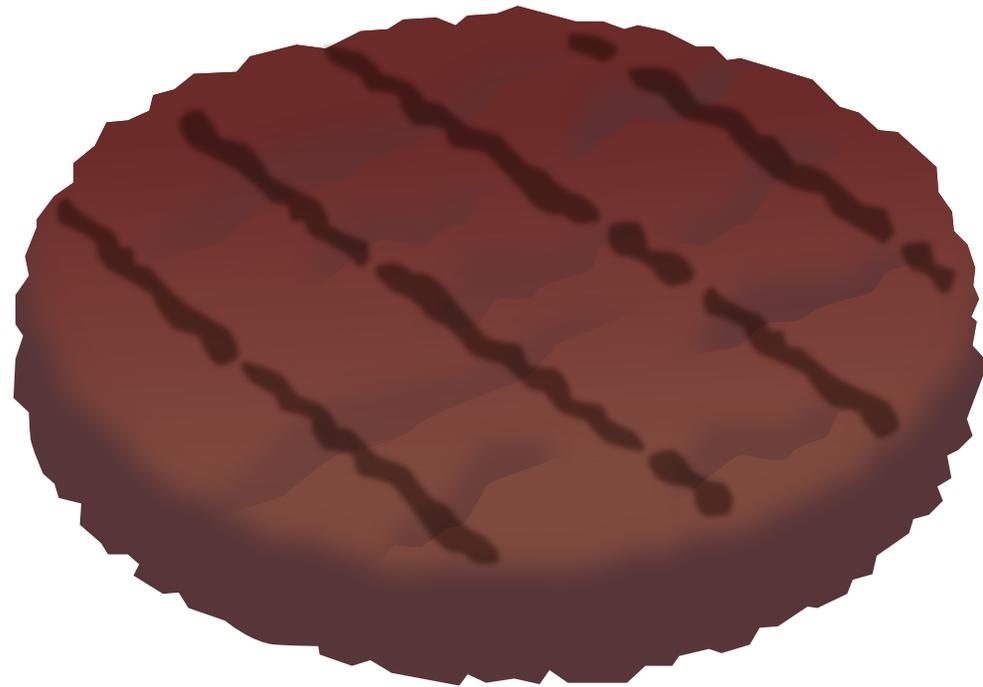
I see fish.



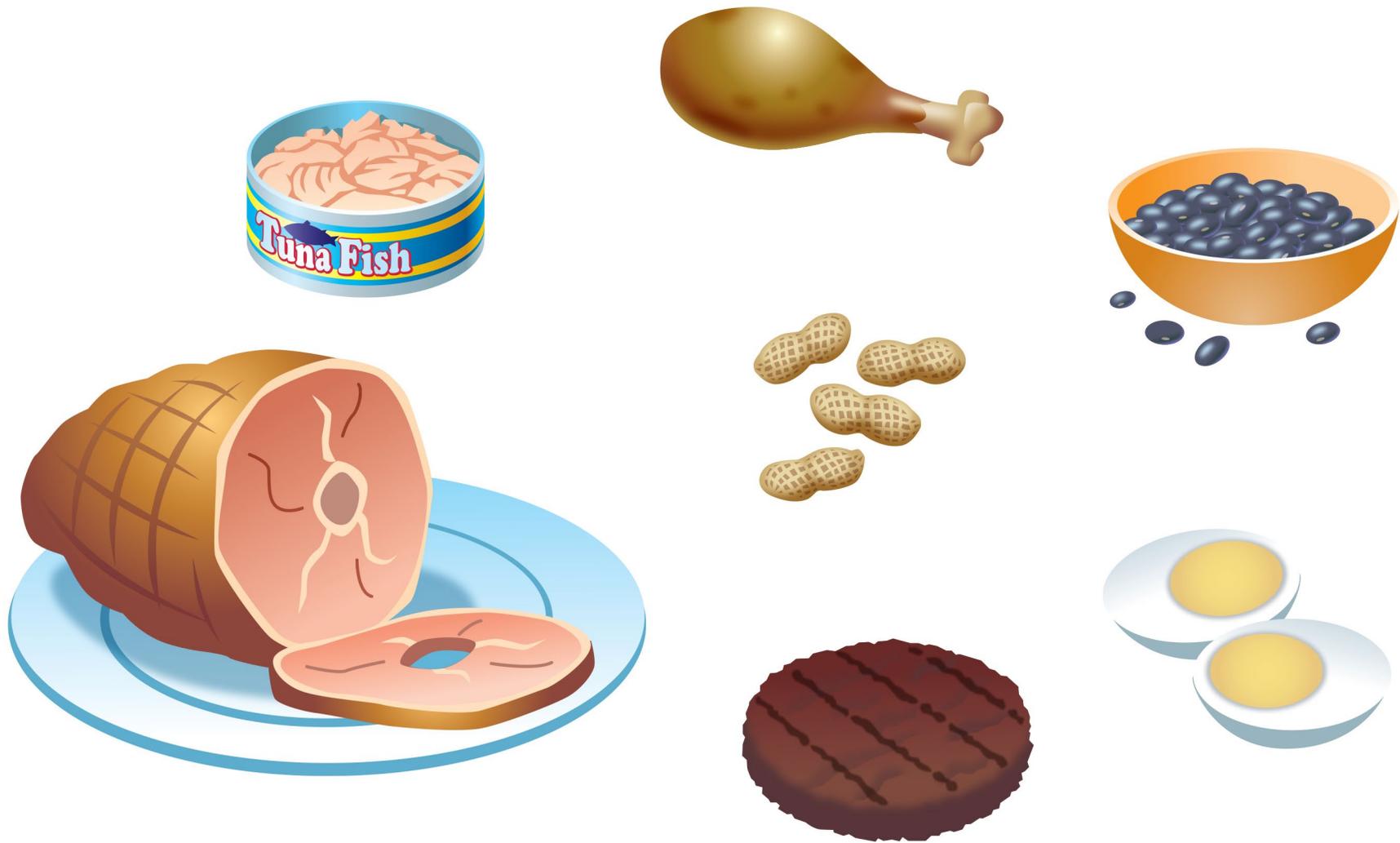
I see eggs.



I see ham.



I see meat.



I see protein foods!

Activities

- Ask children to circle the sight word “see” as you read through the story.
- Ask children to use crayons to color the protein foods.
- Ask children to count the number of protein foods in the story that they have tried.
- Ask children to name some other foods that belong to the Protein Foods Group.
- Ask children if they can identify the protein food that also belongs to the Vegetable Food Group. (*Beans*)





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Dairy

Mary Dairy



Sight words:
has, make, she, can, likes, and

This book belongs to:



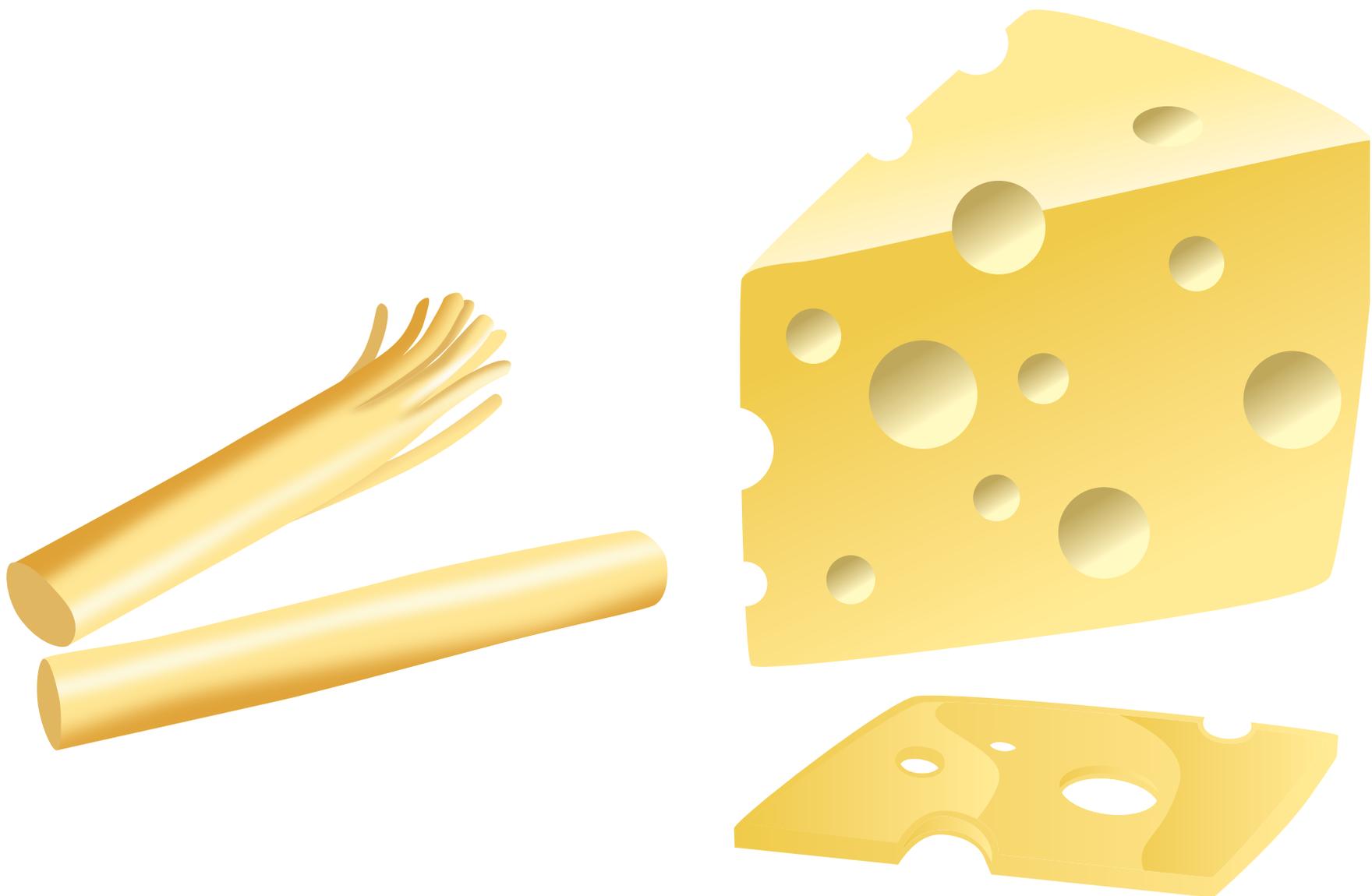
Dot has cows.



Cows make milk.



Dot has milk.



She can make cheese.



She can make yogurt.



Dot likes milk and cheese.



She likes yogurt.



Dot likes cows. Moo!

Activities

- Ask children to circle the sight word “has” as you read through the story. Using different-colored crayons, ask children to circle the sight words “makes” and “likes.”
- Ask children to use crayons to color the pictures.
- Ask children what foods the story says Dot could make from milk. (*Cheese and yogurt*)
- Ask children how foods from the Dairy Group help the body stay healthy. (*They help the body have strong bones and teeth.*)



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A MyPlate Meal

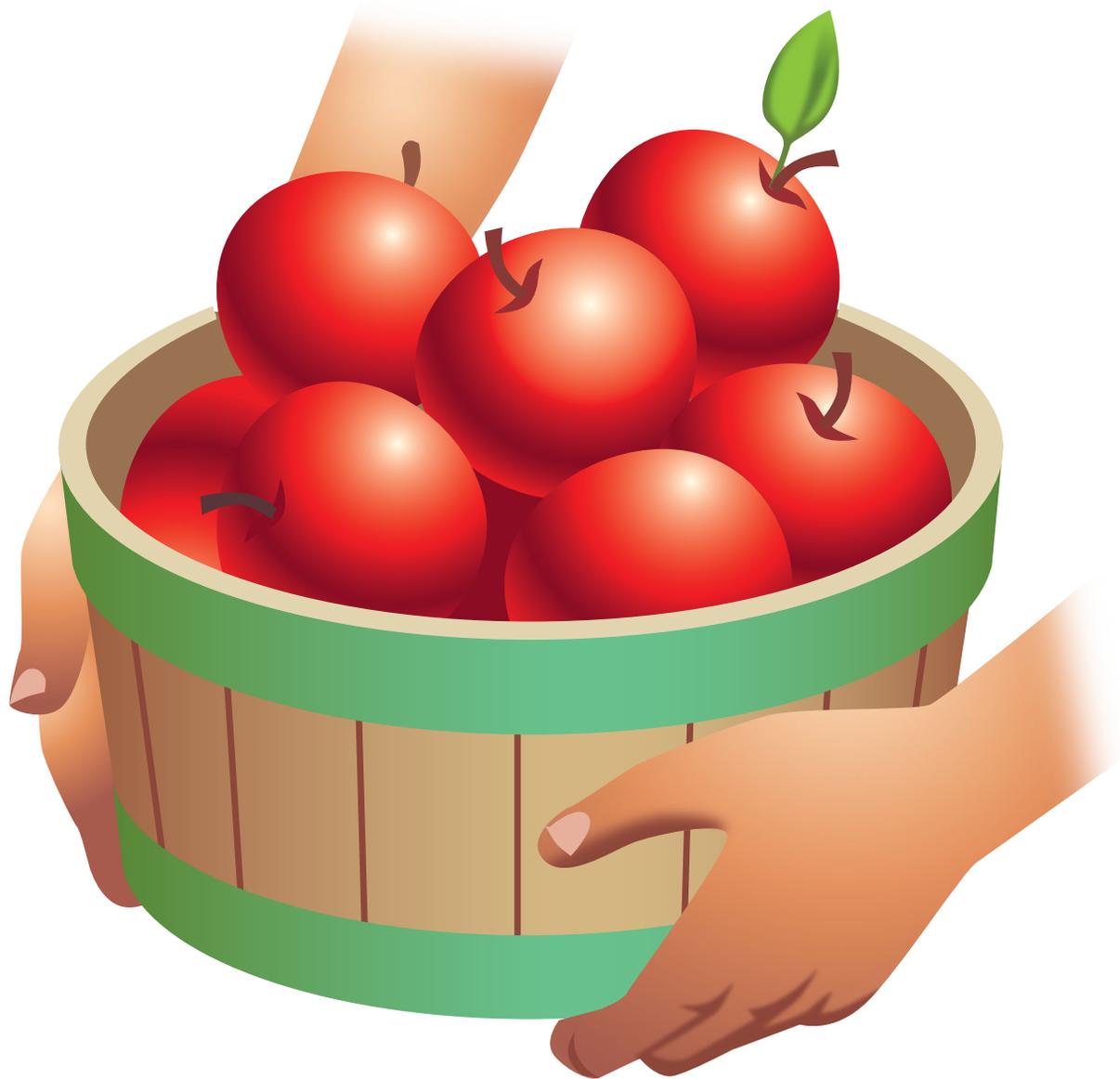
MyPlate
Kate



MyPlate
Nate

Sight words: I, she, he, we, has, have

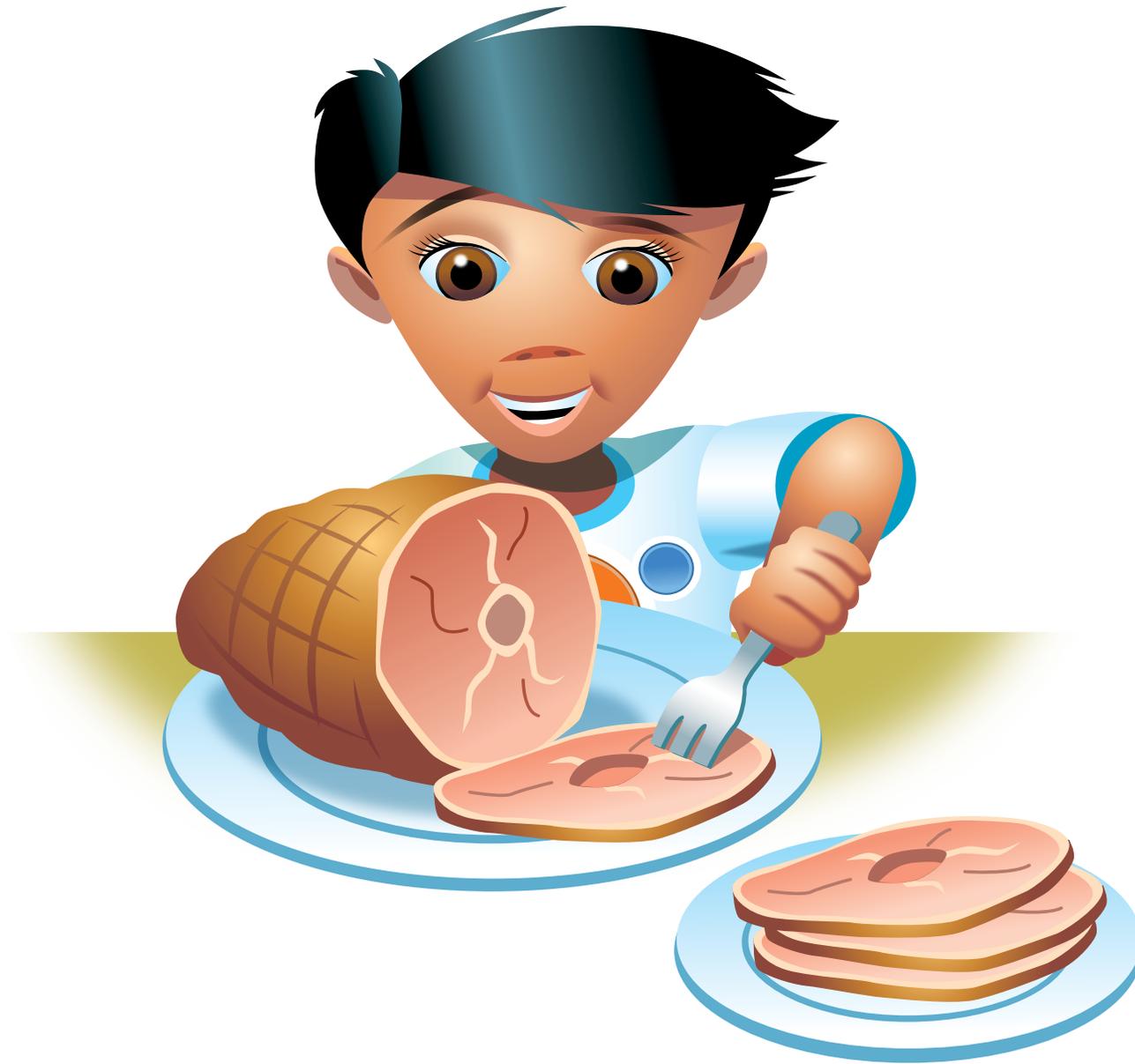
This book belongs to:



I have apples.



Nate has peas.



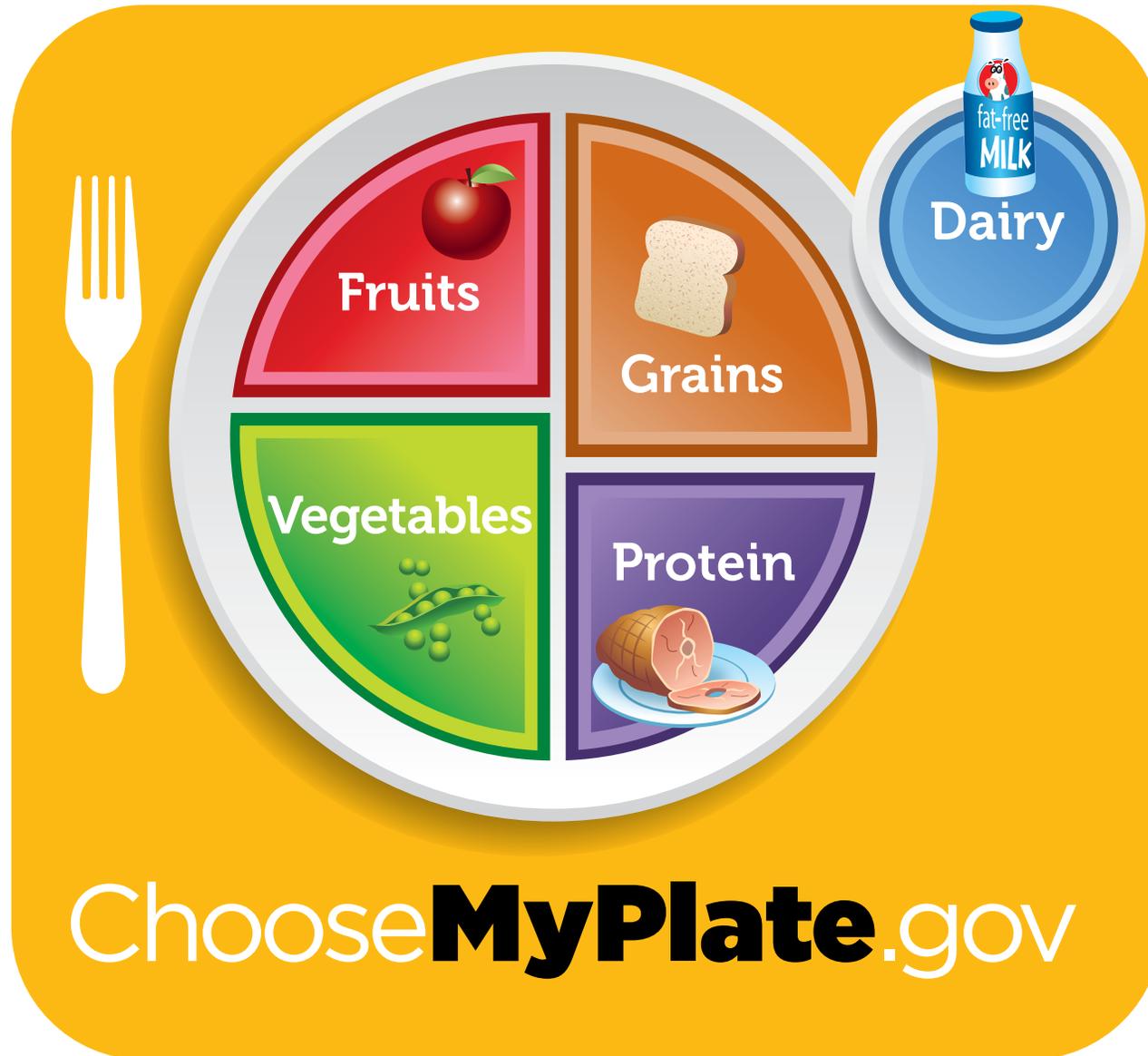
He has ham.



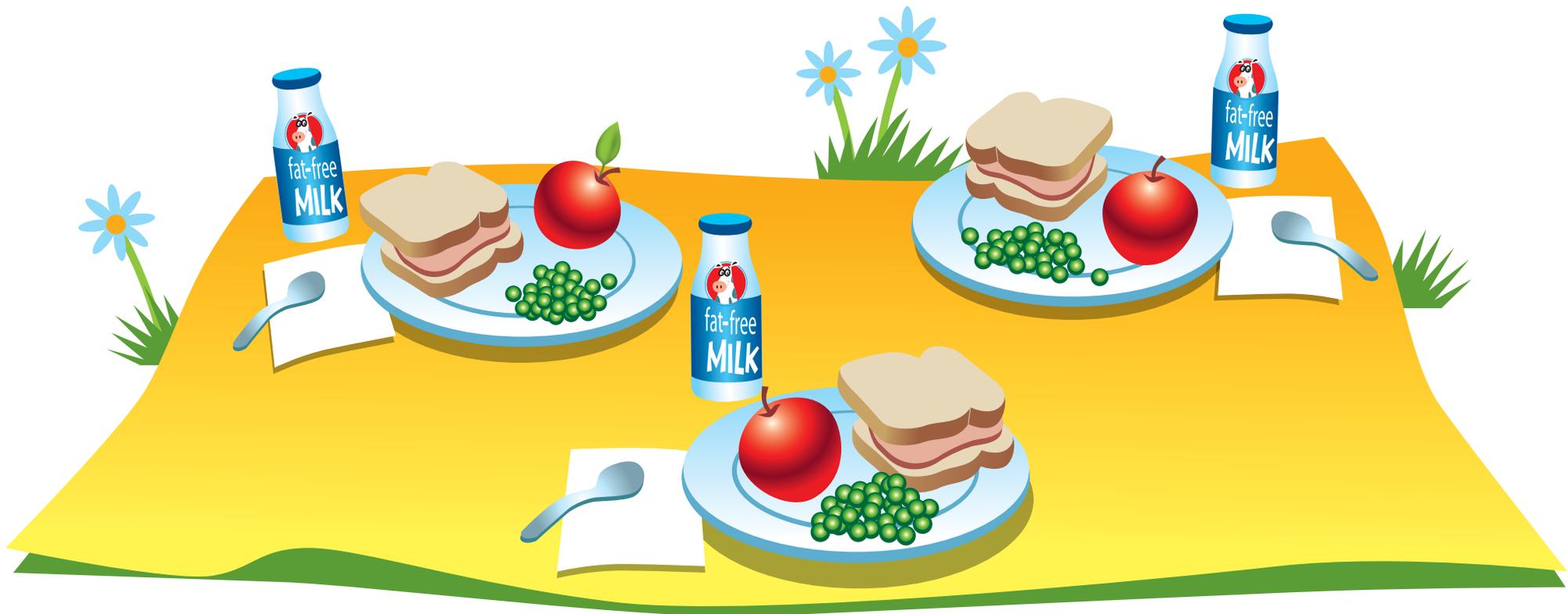
Kate has bread.



She has milk.



We have five food groups.



We have lunch.



We have fun.

Activities

- Ask children to circle the sight word “have” as you read through the story. Using a different-color crayon, circle the sight word “has.”
- Ask children to use crayons to color the pictures.
- Ask children to think of another **MyPlate** meal they can eat at a picnic.
- Ask children to share how they like to have fun, be physically active, and play.



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<http://teamnutrition.usda.gov>.



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