



Supplemental Materials

A Healthy Match Kindergarten Activity

Add a small reading piece for students to read on their own. *(Refer to our sample reading passages)*

ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.

ELA.K.F.1.2: Demonstrate phonological awareness

ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency words.

ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.

ELA.K.R.2.2: Identify the topic of and multiple details in a text.

ELA.K.R.2.4: Explain the difference between opinions and facts about a topic.

Add a milk tasting activity. Students can taste skim milk, whole milk, heavy cream and chocolate or strawberry milk. They can record the outcomes of each taste test, color, texture, smell, and taste.

SC.K.L.14.1 Recognize the five senses and related body parts.

SC.K.N.1.1 Collaborate with a partner to collect information.

SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.

SC.K.N.1.3 Keep records as appropriate -- such as pictorial records -- of investigations conducted.

Superhero Nutrients 1st Grade Activity

Add a small reading piece for students to read on their own. *(Refer to our sample reading passages)*

ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

ELA.1.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.1.R.2.1: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.

ELA.1.R.2.2: Identify the topic of and relevant details in a text.

ELA.1.R.2.3: Explain similarities and differences between information provided in visuals and words in an informational text.

ELA.1.C.1.1: Print all upper- and lowercase letters.

ELA.1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Add a cheese tasting activity. Students can taste 4 or 5 different types of cheese (cheddar, provolone, swiss, American, mozzarella, etc.). They can record the outcomes of each taste test including color, texture, smell, and taste.

SC.1.N.1.1: Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.

SC.1.N.1.2: Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

SC.1.N.1.3: Keep records as appropriate - such as pictorial and written records - of investigations conducted.

SC.1.L.14.3: Differentiate between living and nonliving things.

SC.1.L.17.1: Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.



For second grade, add a writing worksheet and a yogurt tasting. The students can write a story titled, “A Day in the Life of a Dairy Cow.” Then, they can read their stories out loud to the class.

Science

SC.2.N.1.1: Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

SC.2.N.1.2: Compare the observations made by different groups using the same tools.

SC.2.N.1.3: Ask “how do you know?” in appropriate situations and attempt reasonable answers when asked the same question by others.

SC.2.N.1.5: Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

English Language Arts

ELA.2.C.1.1: Demonstrate legible printing skills.

ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.

ELA.2.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

ELA.2.C.2.1: Present information orally using complete sentences, appropriate volume, and clear pronunciation.

ELA.2.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Activity 1

Dairy Farmers Do It All

Grades 3-5

Add a small reading piece. *(Refer to our sample reading passages)*

ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

ELA.3.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.3.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.

ELA.3.R.3.2: Summarize a text to enhance comprehension.

ELA.4.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

ELA.4.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.4.R.3.2: Summarize a text to enhance comprehension.

ELA.5.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

ELA.5.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.5.R.3.2: Summarize a text to enhance comprehension.

Part 1

Have students research the pay for each job and then have them answer which job they would like to do considering both the job tasks and the pay.

SS.4.FL.1.1: People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.

SS.4.FL.1.2: People earn an income when they are hired by an employer to work at a job.

Explain why employers are willing to pay people to do their work.

SS.4.FL.1.3: Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.



Part 2

Find a reading piece on supply and demand within the dairy industry. This can include dairy products that might be needs vs. wants.

SS.4.FL.2.1: Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.

SS.4.FL.2.2: Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.

SS.4.FL.2.3: Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness. Also, can include how the Dairy Industry contributes to the Florida Economy.

SS.4.E.1.2: Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

Have students write a news article on an event that would affect the dairy industry. Examples could be weather, COVID, demand for the products, competition from other states or countries, etc.

ELA.3.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.

ELA.3.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

ELA.3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.3.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.

ELA.4.C.1.4: Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.

ELA.4.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.5.C.1.4: Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.

ELA.5.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

ELA.5.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

Part 3

Have students find articles on different dairy operations or entrepreneurs in the dairy industry.

SS.4.E.1.1: Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

Activity 2

Farming for the Future

Grades 3-5

Add a small reading piece. (Refer to our sample reading passages)

ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

ELA.3.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.3.R.3.2: Summarize a text to enhance comprehension.

ELA.4.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

ELA.4.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.4.R.3.2: Summarize a text to enhance comprehension.

ELA.5.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

ELA.5.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.5.R.3.2: Summarize a text to enhance comprehension.



Part 1

Have students look up the definition of environment and then discuss ways that plants and animals can impact the environment around them.

SC.4.L.17.4: Recognize ways plants and animals, including humans, can impact the environment.

Part 2

Find a small reading part on renewable and nonrenewable resources. Discuss the difference and why they are important to all life on earth.

SC.4.E.6.3: Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

Part 3

Have students write a short article or story about the resources that are available in Florida.

SC.4.E.6.6: Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

ELA.3.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.

ELA.3.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

ELA.3.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.

ELA.4.C.1.4: Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.

ELA.4.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

ELA.5.C.1.4: Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.

ELA.5.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

Have students create a poster, video, or another type of media promoting recycling or why it is important to take care of our planet.

HE.3.P.8.1: Promote positive behaviors to others.

HE.4.P.8.1: Assist others to make positive health choices.

HE.5.P.8.1: Persuade others to make positive health choices.

ELA.3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.5.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

Activity 3

Dairy Power!

Grades 3-5

Add a small reading piece. *(Refer to our sample reading passages)*

ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

ELA.3.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.3.R.3.2: Summarize a text to enhance comprehension.

ELA.4.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

ELA.4.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.4.R.3.2: Summarize a text to enhance comprehension.



ELA.5.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

ELA.5.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

ELA.5.R.3.2: Summarize a text to enhance comprehension.

For students: Add in a paragraph that includes classifying animals into major groups, the definition of mammals and then discuss ways that plants and animals are the same and/or different. Discuss the food groups and why we need each food group. Ex. Organ systems, we do not make our own food, we eat plants, etc.

SC.3.L.14.1: Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

SC.3.L.15.1: Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

SC.4.L.17.2: Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.

Find a reading piece on plant parts vs. human organs vs. a cows organs. Then discuss what body parts benefit from different types of food and/or energy sources.

SC.5.L.14.1: Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

SC.5.L.14.2: Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.

For parents: Have students find or create a recipe or plan a meal with a parent that would be healthy and meet the families nutritional needs.

ELA.3.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.

ELA.3.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

ELA.3.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.

ELA.4.C.1.4: Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.

ELA.4.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

ELA.5.C.1.4: Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.

ELA.5.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

Have students create a poster, video, or another type of media promoting healthy eating or why it is important to be aware of the foods we eat.

HE.3.P.8.1: Promote positive behaviors to others.

HE.4.P.8.1: Assist others to make positive health choices.

HE.5.P.8.1: Persuade others to make positive health choices.

ELA.3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.5.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.