

# Healthy Choices



## Level K

Student Name: \_\_\_\_\_ Accuracy \_\_\_\_\_ %

Running Word count: 264

Page		E	S.C.	Errors MSV	Self Corrections MSV
2	<b>Why Food I Important.</b> You need energy to be active. Your body gets energy from food. If you eat healthy foods, you'll have lots of energy.				
3	Healthy foods also help you grow and keep you strong. If you don't eat enough healthy foods, you may feel tired. You may get sick. Healthy foods keep you feeling great!				
4	<b>1. Canada's Food Guide.</b> Canada's Food Guide makes it easy to choose healthy foods. Every day, you need to eat foods from four different food groups. The four food groups are 1. Grain products 2. Vegetables and fruit 3. Milk products 4. Meat and alternatives				
5	Let's look at the foods in each of the four groups.				
6	<b>Grain Products.</b> The first food group is grain products. Many of the foods we eat are made from grains like wheat. Bread is made from grains. There are many different kinds of bread.				
7	Muffins, crackers, and pasta are all made from grains. Rice is also a grain.				
8	<b>Vegetables and Fruit.</b> The second food group is vegetables and fruit. Can you name the fruits and vegetables on this page?				
9	Juices made from vegetables and fruits also belong in this food group. If you drink tomato juice, you are drinking something from the vegetables and fruit group!				
10	<b>Milk products.</b> The third food group is milk products. Milk, cheese, and yogurt all belong in this group.				
11	<b>Meat and Alternatives.</b> The fourth good group is meat and alternatives. A hamburger patty is made from beef. Beef is a kind of meat.				
12	Fish is also in this group. Tuna is a kind of fish. We eat many different kinds of fish.				



## Highlight or circle applicable statements.

Strategies Student Used	Areas of Concern
<ul style="list-style-type: none"> <li>• Becomes familiar with story language patterns.</li> <li>• Uses pictures to predict/support the text</li> <li>• Recognizes high frequency words</li> <li>• Attempts to decode unknown words independently</li> <li>• Will read on then revisit to decode</li> <li>• Reads for meaning (it makes sense)</li> <li>• Will reread text to construct meaning</li> <li>• Uses contextual clues to decode unknown words</li> <li>• Can make reasonable predictions</li> <li>• Reads with fluency</li> <li>• Reads with expression</li> <li>• When reading:               <ul style="list-style-type: none"> <li>....omits words from text</li> <li>.... repeats words</li> <li>.... makes substitutions</li> <li>.... inserts additions</li> <li>.... self corrects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ignores sound/letter relationships</li> <li>• Fails to use pictures for support</li> <li>• Limited eight word vocabulary</li> <li>• Will stop at unknown words</li> <li>• Depends upon teacher for support</li> <li>• Reads without meaning</li> <li>• Continues reading after meaning loss</li> <li>• Ignores contextual clues when reading</li> <li>• Hesitant to predict</li> <li>• Reads word for word</li> <li>• Reads with a lack of expression</li> </ul>

Notes: