



*Simply Good Eating
for English Language Learners
Calcium*

Behavioral Goal: Participants will consume adequate amounts of calcium in their diets on a daily basis.

Vocabulary List

calcium
deplete
fortified
lactose
osteoporosis
store
supplement

Teaching Vocabulary

- a. List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.
- b. Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do *not* go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.
- c. Pass out copies of the Vocabulary List at the *end* of the lesson.
- d. Encourage the ELL teacher to review the Vocabulary List later.

Objectives

Participants will be able to:

- Define “calcium”
- Identify one reason they need calcium in their diets
- Identify sources of calcium in their own diets
- Identify the amount of calcium needed in their diets or the diets of children in their families
- Identify ways to meet their minimum calcium requirements in their diets



Before You Start: Review the concepts from your last lesson.

Activity 1: Bones, Bones...

Purpose: To have participants recognize that calcium is important for bone development and prevention of osteoporosis

Needed from kit: Materials: Example of bones, such as a skeleton or a model of a bone; picture of a broken bone; picture of an adult with osteoporosis; five plastic storage bags of flour containing the amounts of calcium in bones across the lifespan

Estimated time: 10 minutes

Activity 2: Where Is the Calcium?

Purpose: To enable participants to recognize available sources of calcium

Needed from kit: Handout: “Where Is the Calcium?”

Materials: Eight % Daily Value headers ranging from 5% to 40%, display board or flannel board (optional), an enlarged food label with calcium highlighted, food labels showing different amounts of calcium with the % Daily Value of calcium highlighted (including at least two calcium supplements)

Estimated time: 25 minutes

Activity 3: Does Your Calcium Measure Up?

Purpose: To have participants practice choosing adequate calcium intake for a day

Needed from kit: Handouts: “Does Your Calcium Measure Up?” and “How to Get the Calcium You Need”

Materials: Overhead transparency of the handout “Does Your Calcium Measure Up?” (optional), non-permanent transparency marker (optional), Dairy Council food cards, food models of child and adult milk servings, % Daily Value strips of colored paper corresponding to percentages on the bar chart in the handout “Does Your Calcium Measure Up?” cut to fit the bar chart

Estimated time: 20 minutes

Activity 4: Cooking

Purpose: To give participants a chance to try high-calcium foods

Materials needed: *Simply Good Eating Recipe Cards*, Grilled Cheese Sandwich recipe

Suggested foods

and recipes: A wide variety of ready-made foods that contain calcium (including non-dairy) for participants to taste, Orange Smoothie, Hot Chocolate Mix, Broccoli-Rice Casserole, Grilled Cheese Sandwich

Calcium Kit Contents

Handouts

- “Where Is the Calcium?”
- “Does Your Calcium Measure Up?”
- “How to Get the Calcium You Need”
- “Calcium Vocabulary List” (distribute at end of lesson)
- “Calcium: Review and Writing Practice” (for ELL teacher)

Materials to Gather (see Materials section)

- Example of bones, such as a skeleton or a model of a bone
- Picture of a broken bone
- Picture of an adult with osteoporosis
- Five plastic storage bags of flour containing the amounts of calcium in bones across the lifespan
- Eight % Daily Value headers ranging from 5% to 40% and using 5% increments, with a different color for each % Daily Value
- Enlarged food label with calcium highlighted
- Food labels showing different amounts of calcium with the % Daily Value of calcium highlighted (including at least two calcium supplements)—for participants with lower-level English, use labels with colored sticker dots corresponding to the same colors on the % Daily Value headers
- Overhead transparency of the handout “Does Your Calcium Measure Up?” (optional)
- Non-permanent transparency marker (optional)
- Dairy Council food cards
- Food models of child and adult milk servings
- % Daily Value colored strips of paper corresponding to percentages on the bar chart in the handout “Does Your Calcium Measure Up?” and cut to fit the bar chart
- Grilled Cheese Sandwich recipe
- *Simply Good Eating Recipe Cards, Volumes 1 and 2*

Calcium is a mineral required for bone development in children and to prevent osteoporosis in adults. Calcium is being heavily researched for other health benefits, too. For example, it appears that adequate consumption may be helpful in reducing high blood pressure and is recommended in the DASH (Dietary Approaches to Stop Hypertension) diet. For many adult immigrants, osteoporosis was not an issue in their home country. However, adequate growth for young children may have been an issue due to limited access to calcium-rich foods and adequate nutrition in general.

Calcium (along with vitamin A, vitamin C, and iron) is a key indicator nutrient to help assess the overall quality of the diet. Participants' traditional, non-Western diets often contain adequate calcium through non-dairy sources such as corn tortillas, fish sauce, dried fish, pounding of bones in soups, high intake of greens, etc. The health effects of rapid changes in diets from traditional foods to a Western diet can leave some nutrients lacking. Assisting participants with making healthy choices in this change is critical. Moreover, dietary preferences may make it impossible for some participants to get the necessary calcium in their diet. These individuals would benefit from a supplement. Calcium carbonate is generally the least expensive calcium supplement. Make sure participants understand that it is best absorbed when taken with a meal.

The Nutrition Facts label uses 1000 mg as the 100% Daily Value (DV) calcium requirement for a healthy adult. 1000 milligrams is considered the Adequate Intake level for an adult. This is an especially useful target amount mathematically, and we use 100% as a teaching tool in this lesson. Before you start, you need to understand that “10% = 100 mg” in the equation in Activity 3, so you do not find yourself confused in the middle of the lesson. Because most Nutrition Facts labels show only the percentage of calcium contained in the food, we limit our discussion of milligrams of calcium. Instead, we emphasize percentages, and we recommend you use the label and its percentages in this lesson. Percentages will be easier for participants to understand.

Note: *For the purposes of this lesson, we have rounded the % DV of calcium shown on the handouts to the nearest 5%.*

Reference:

U.S. Department of Health and Human Services and Department of Agriculture, *2005 Dietary Guidelines for Americans*, available online at <http://www.health.gov/dietaryguidelines/dga2005/document/> [accessed February 20, 2007]

Activity 1
Bones, Bones...**Needed from Kit****Materials:**

- Example of bones, such as a skeleton or a model of a bone
- Picture of a broken bone
- Picture of an adult with osteoporosis
- Five plastic storage bags of flour containing the amounts of calcium in bones across the lifespan

Preparation

Decide in advance whether you are going to prepare the bags of flour before class or ask participants to help make them.

1. Introduction

Show an example of a skeleton or a bone. Ask, “What is this? What is it made up of?” After participants have responded that there is calcium in bones, ask, “Why do children need calcium? Why do adults need calcium?” Supplement participants’ answers with necessary information. Explain that bones and teeth all contain calcium which help them become hard and strong. Children need calcium for growth, and adults need calcium to keep bones from weakening. Many adults believe calcium is only needed by children and do not realize that they need it, too. Show a picture of an adult with osteoporosis to illustrate the weakening of bones, and then show a picture of a broken bone to illustrate a fracture that may occur due to osteoporosis or weakening of the bone.

2. Demonstration

Demonstrate that bones are made up of calcium. Explain, “There are other things in bones besides calcium, but today we are only discussing calcium.” Use plastic storage bags of flour to demonstrate the amount of calcium in bones across a person’s lifetime. Prepare the bags in advance, or ask participants to help measure the correct amounts.

Newborn	= 1/4 cup calcium
10 year old	= 3 1/2 cups calcium
17 year old	= 8 1/2 cups calcium
35 year old	= 9 1/2 cups calcium
Woman with osteoporosis	= 6 1/2 cups calcium

Source: New England Dairy and Food Council, “Do You Know Where Your Calcium Is?” Online: <http://www.newenglanddairyCouncil.org/PDF/calciumandflouractivity1.pdf> [accessed November 16, 2006].

Note: *This demonstrates the critical importance of adequate calcium intake during childhood, in order to build up the amount of calcium in the bones. However, maintaining calcium levels is important for adults. Bones stop storing calcium at around 25 years of age. In order to prevent calcium bone loss, it is important to have adequate dietary calcium daily.*

3. Summary

Tell participants, “All of us need calcium in our diets every day for our bones and teeth, whether we are growing or not. Calcium is also helpful for other things in our body, such as our heart. Next we will learn where we can get calcium in foods.”

Activity 2

Where Is the Calcium?

Needed from Kit

Handout:

- “Where Is the Calcium?”

Materials:

- Eight % Daily Value headers ranging from 5% to 40% and using 5% increments, with a different color for each % Daily Value
- Enlarged food label with calcium highlighted
- Food labels showing different amounts of calcium with the % Daily Value of calcium highlighted (including at least two calcium supplements)

Preparation

If participants have a lower English language level, mark each food label in advance with a colored sticker dot representing the % DV of calcium. Use the same colors as you used for the laminated % DV headers.

Place the % Daily Value headers on a display board, flannel board, table, or wall so everyone can see them.

1. Introduction and Demonstration

Show participants the colored headers with 5%-40% Daily Value (in 5% increments) on them. Explain that these numbers tell shoppers how much calcium is in the food they buy. The larger the percentage, the greater the amount in one serving of the food. Using an enlarged food label, show participants where you found the % DV information. Ten percent is considered a good source of calcium, 20% is better, and 30% is better than 20%.

Note: *Ten percent is considered a good source, and 30% is considered equivalent to a glass of milk.*

2. Participant Activity

- a. Pass out a variety of food product labels or pictures. Include at least two calcium supplements.
- b. Ask participants to choose one or more products and check the % Daily Value by looking at the label or using the dots as a guide. Whenever possible, challenge them to find the % DV on the food label. Ask each participant to bring their food up and classify it under the % DV for that product. Ask questions such as, “Have you ever eaten this food? How would you use this food? Which group provides the most calcium? Are there any foods there that you like?”

3. Participant Review Activity

Have participants review the material by giving them the handout “Where Is the Calcium?” Ask them to find the foods they selected previously and circle them on the handout. Next, ask them to circle good sources that you haven’t categorized but that are included on the handout.

Note: *If you are short on time and unable to do the next activity, or if the group has low-level English, you could modify this review activity: Have them circle foods they would eat that have calcium. Ask them to try to include more of these foods every day in their meals or snacks.*

Activity 3

Does Your Calcium Measure Up?

Note: *This activity requires higher-level English and math abilities. It is a difficult activity for participants with lower-level English. If your group has a lower English language level, or if you do not have time for this activity, see the note at the end of Activity 2 (above) for an alternative.*

Needed from Kit

Handouts:

- “Does Your Calcium Measure Up?”
- “How to Get the Calcium You Need”

Materials:

- Overhead transparency of the handout “Does Your Calcium Measure Up?” (optional)
- Non-permanent transparency marker (optional)
- Dairy Council food cards
- Food models of child and adult milk servings
- % Daily Value colored strips of paper corresponding to percentages on the bar chart in the handout “Does Your Calcium Measure Up?” and cut to fit the bar chart

Preparation

Decide in advance whether you will use an overhead transparency to display the enlarged bar chart from the handout “Does Your Calcium Measure Up?” or draw the bar chart on a white board or chalk board. Also decide in advance whether you will have participants 1) use the % Daily Value colored strips of paper or 2) color in their bar charts. Note that if you have participants color in their bar charts, some participants may become confused as the amounts add up. Using the colored strips of paper limits this problem.

1. Introduction

Distribute the handout “Does Your Calcium Measure Up?” Ask participants to circle their age group on the bar chart. Next, display an enlargement of the bar chart from the handout on an overhead transparency, or draw the bar chart on a white board or chalk board. Ask each participant, “What percentage of calcium do YOU need?” Point to the corresponding percentage mark on the bar chart after each person responds. Explain that depending on their age, people require different amounts of calcium.

2. Demonstration

Demonstrate how you would like participants to use the handout. This modeling is very important if you expect participants to understand your instructions.

- a. Tell participants, “I’m 45 years old. On the chart, I need 100% calcium.” (Circle the percentage on the bar chart.)
- b. “What should I eat tomorrow to fill this up? I’m going to look through the food pictures and choose foods that I would eat.” (Choose corn tortillas and yogurt as examples.)
- c. “Now I need to look at the labels of the foods I chose and find the colored strips of paper that are the same as the calcium amount of each of my foods.” (Show the colored strips labeled 10%-40%. Point out that all the 10% strips are the same color, etc.)
- d. “Now I’m going to put the cards on my bar chart, one after another, starting at the 0% line and going to the right.” (Demonstrate on the bar chart enlargement.) Ask, “Is that enough calcium for me?” Give participants a chance to respond, and then continue, “No, I do not have enough calcium for me. I need more. Getting my calcium needs met means filling up to 100%” (or more for those with greater calcium needs).

Note: *If you drew an enlarged bar chart on the board, you could fill in amounts using chalk or dry erase markers.*

3. Participant Activity

Ask participants to do the same activity you just demonstrated with their own handouts. They should choose calcium sources they would eat using the Dairy Council food cards and fill in their bar charts using the % Daily Value colored strips of paper. Move around

the class and offer assistance as needed. When participants have finished, ask, “Did you get enough calcium for tomorrow?” If not, help select additional foods to meet their calcium requirements.

4. Call to Action

- a. Call participants’ attention to the question on the handout, “What will you eat to get your calcium tomorrow?” Give participants a chance to respond. After they have given their suggestions, demonstrate what you want them to do by using yourself as an example. Tell participants, “I’m going to drink 2 cups of milk. One cup gives me 30% of the Daily Value for calcium, so 2 cups gives me 60%. Is that enough for me? I need more. What else should I eat? When I finish, I’m going to write down on my handout the names of all those foods I plan to eat and how much of each food (serving size) I’m going to eat.”
- b. Before participants begin writing their own answers on the handout “Does Your Calcium Measure Up?” distribute the handout “How to Get the Calcium You Need” as a reference. Encourage them to choose high-calcium foods that they enjoy. When they are done, ask for volunteers to share what they wrote. Encourage participants to take the handouts home to help remind them to choose high-calcium foods every day.

Activity 4 Cooking

Needed from Kit

Materials:

- A wide variety of ready-made foods that contain calcium (including non-dairy foods and a variety of cheeses) for participants to taste
- Suggested recipes from *Simply Good Eating Recipe Cards*: Orange Smoothie, Hot Chocolate Mix, Broccoli-Rice Casserole
- Additional recipe (see Materials section): Grilled Cheese Sandwich

Preparation

If your budget will allow it, gather examples of foods that contain calcium for participants to taste. Include a variety of cheeses as well as non-dairy foods, such as kale, collard greens, and calcium-fortified orange juice and soy products (tofu, soymilk). You may also want to prepare a dish that contains calcium.

1. Introduction

Explain, “Some of the foods that are high in calcium may be new to you and your family. Today we are going to prepare a simple recipe that contains an excellent source of calcium.”

2. Food Preparation

- a. Have all participants (including yourself) wash their hands.
- b. Lay out the recipe ingredients and/or the foods that contain calcium. Go over the recipe with participants, being sure to explain the steps and introduce unfamiliar foods. Ask participants to identify the foods that are high in calcium.
- c. If this recipe requires preparing more than one of the same thing, such as a smoothie, have participants take turns preparing different steps in the process and/or prepare their own individual recipe.
- d. While participants are cooking and tasting ready-made calcium foods, assist as needed.

3. Summary

Ask, “Did you like this calcium-rich food? If you have children, would they enjoy it? What are some other recipes you have tasted that are high in calcium and good to eat?” Encourage participants to include calcium-rich foods in their diet every day, using foods they know and trying new ones.

Suggestions for Follow-up and Review

1. Leave “Calcium: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use it within the next few days.
2. Ask, “How many servings of calcium should you eat every day? How did you get your calcium this past week?”
3. If time did not allow you to complete all the activities, leave the handout and its instructions with the ELL teacher.

Example of bones (Activity 1)

NASCO, for example, carries miniature and full-size skeleton models. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at <http://www.enasco.com>

Bags of Flour Demonstrating the Amount of Calcium in Bones (Activity 1)

Decide in advance whether you are going to prepare the bags of flour before class or ask participants to help make them. You will need five clear plastic storage bags and flour. Measure the flour as follows to demonstrate the amount of calcium in bones at five ages across the life cycle:

Newborn	= 1/4 cup calcium
10 year old	= 3 1/2 cups calcium
17 year old	= 8 1/2 cups calcium
35 year old	= 9 1/2 cups calcium
Woman with osteoporosis	= 6 1/2 cups calcium

Source: New England Dairy and Food Council, "Do You Know Where Your Calcium Is?" Online: <http://www.newenglanddairyCouncil.org/PDF/calciumentflouractivity1.pdf> [accessed November 16, 2006].

Percent Daily Value Headers (Activity 2)

Use heavy paper or card stock to make headers that participants can read from anywhere in the room. You will need eight headers, with one % Daily Value on each, ranging from 5% to 40% and using 5% increments. Use a different color for each % Daily Value. For example, blue represents 10%, yellow represents 20%, etc. We suggest laminating the headers. You may wish to bring your own display board or felt board and attach the headers using Velcro®.

Food Labels Showing % Daily Value of Calcium (Activity 2)

Choose food labels with different amounts of calcium. Include at least two calcium supplements with their labels.

For participants with lower-level English, mark each label in advance with a colored sticker dot (i.e., round color-coding label) representing the % DV for calcium. Be sure the colors of the dots you use correspond to the colors of the % Daily Value headers.

Percent Daily Value Strips of Colored Paper (Activity 3)

Prepare strips of colored paper that cover the bar chart in the handout “Does Your Calcium Measure Up?” from the beginning of the chart to the corresponding % Daily Value line. Use the same color coding that you developed for the % Daily Value headers in Activity 2. For example, blue strips are cut to cover the bar chart from the beginning to the 10% line, yellow strips are cut to cover the bar chart from the beginning to the 20% line, etc. Each participant will need several strips for each % Daily Value.

Food Models of Child and Adult Size Servings of Milk (Activity 3)

NASCO. *Life/form® Food Replicas and Models*. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at <http://www.enasco.com>

Dairy Council Food Cards (Activity 3)

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

Grilled Cheese Sandwich Recipe (Activity 4)

Use any recipe for a healthy grilled cheese sandwich that you would like. Make sure to use whole grain bread, low-fat cheese, and low-fat cooking methods (such as using a trans-fat free margarine and/or a non-stick pan sprayed with a low-fat cooking spray).

Simply Good Eating Recipe Cards, Volumes 1 and 2 (Activity 4)

University of Minnesota Extension. *Simply Good Eating Recipe Cards, Volume 1*. Item MI-06641. Revised 2000. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 06641), or call toll free at 1-800-876-8636.

University of Minnesota Extension. *Simply Good Eating Recipe Cards, Volume 2*. Item MI-07391. Created 1999. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07391), or call toll free at 1-800-876-8636.

Handouts

Handout 1: “Calcium Vocabulary List”

Handout 2: “Where Is the Calcium?”

Handout 3: “Does Your Calcium Measure Up?”

Handout 4: “How to Get the Calcium You Need”

Handout 5: “Calcium: Review and Writing Practice”
(for ELL teacher)

CALCIUM VOCABULARY LIST

calcium – a nutrient that is very important for strong teeth and bones

Example: Three glasses of milk daily give most people the **calcium** they need.

deplete – to use all or most of something

Example: If you **deplete** your calcium supply, your bones will become weak.

fortified – contains added vitamins and minerals

Example: When calcium is added to orange juice, it is calcium **fortified**.

lactose – the natural sugar in milk

Example: I can only drink small amounts of milk at a time because my body can't digest **lactose**.

osteoporosis – a disease that causes brittle (weak) bones, in part because the body did not get enough calcium

Example: **Osteoporosis** caused her hip to break.

store – to keep for later use

Example: The body will **store** calcium in the bones.

supplement – something extra

Example: If you don't get enough calcium in your diet, you should take a **supplement**.

WHERE IS THE CALCIUM?

► Circle the foods that have calcium.



milk
30%



dry milk
30%



banana
0%



cottage cheese
10%



greens
10%



okra
10%



orange juice
(fortified)
30%



broccoli
5%



plain yogurt
45%



pinto beans
10%



perch (fresh fish)
10%



sardines
(canned)
30%



chicken
0%



tea
0%



coffee
0%



tofu
(enriched)
25%



sugar
0%



candy bar
0%



soda
0%



Swiss cheese
25%



American cheese
15%

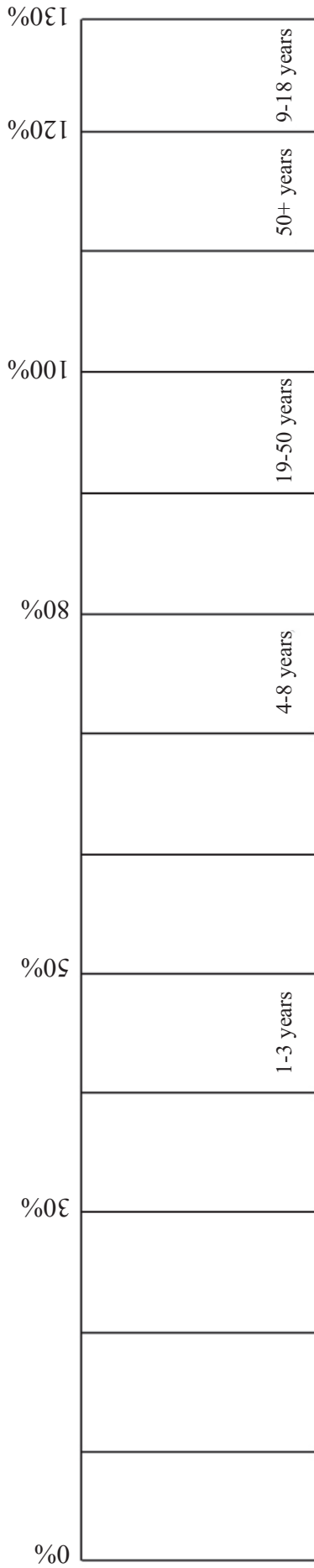


corn tortilla
5%



cookies
0%

DOES YOUR CALCIUM MEASURE UP?



a) Circle your age on the bar chart above.

b) Then, using your age, circle the calcium percentage (%) that you need on the bar chart.

c) What will you eat to get your calcium tomorrow?

You are (years old)	You need (mg calcium = %)
1-3	500 mg = 50%
4-8	800 mg = 80%
9-18	1300 mg = 130%
19-50	1000 mg = 100%
50+	1200 mg = 120%

Nutrition Facts

Serving Size 1 cup (236ml)	
Servings Per Container 1	
Amount Per Serving	
Calories 80	Calories from Fat 0
Total Fat 0g 0% Daily Value*	
Saturated Fat	0g 0%
Trans Fat	0g
Cholesterol	Less than 5mg 5%
Sodium	120mg 4%
Total Carbohydrate	11mg 0%
Dietary Fiber	0g 0%
Sugars	11g
Protein	9g 17%
Vitamin A	10% Vitamin C 4%
Calcium	30% Iron 0% Iron 25%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

HOW TO GET THE CALCIUM YOU NEED

FOOD	calcium percent (%)
Nonfat dry milk powder, instant (1/3 cup)	30
Yogurt, low fat (1 cup)	45
Milk, skim (1 cup)	30
Milk, 2% low fat (1 cup)	30
Milk, whole (1 cup)	30
Milk, 2% low fat chocolate (1 cup)	30
Orange juice, fortified (1 cup)	30
Swiss cheese (1 ounce)	25
American cheese (1 ounce)	15
Cottage cheese, 2% low fat (1/2 cup)	10
Tofu, with calcium sulfate (1/2 cup)	25
Sardines, canned with bones (3 ounces)	30
Salmon, canned with bones (3 ounces)	20
Perch, baked (3 ounces)	10
Collards, fresh, cooked (1/2 cup)	15
Turnip greens, fresh, cooked (1/2 cup)	10
Broccoli, fresh, cooked (1/2 cup)	5
Okra, frozen, cooked (1/2 cup)	10
Dry beans, pinto, cooked (1 cup)	10
Corn tortilla (6 inch)	5



dry milk



yogurt



milk



Swiss cheese



American cheese



cottage cheese



okra



perch



pinto beans



broccoli



tofu



sardines

Adapted with permission from *Eating Right Is Basic (Third Edition)*. East Lansing, MI: Michigan State University, 1995. Updated using U.S. Department of Health and Human Services and Department of Agriculture, *2005 Dietary Guidelines for Americans*. Appendix B.5.

CALCIUM: REVIEW AND WRITING PRACTICE

For ELL teacher's use

Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. Calcium is important for strong bones.
2. Offer young children dairy foods, such as yogurt, cheese, and milk, at least three times a day.
3. You can eat canned fish, such as sardines and salmon, to get calcium.
4. Everyone needs to get calcium in their diet every day.
5. Orange juice is sometimes fortified with calcium.

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