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LESSON PLAN NAME: Nutrition and Fitness
Keeping our Brains Healthy

LESSON PLAN #3

I. Planning Statement	
Central Focus of Lesson or Learning Segment Through health education, students learn skills that enable them to make healthy choices for a lifetime of healthy living. Students develop healthy choices and avoid high-risk behaviors. Students will engage in several different activities to support learning about key nutrients and their functions; and the relationship between nutritious food intake and how their brain works. The brain is one of the body's most vital organs. Without the brain, nothing else in your body can function. This lesson helps young people understand what they need to do to protect and help grow their brains. They will learn about activities and habits that help their brains develop and function best.	
Grade: 4 th -5 th	Content Area: The BRAIN and Nutritious Eating
Time Allotted: 45 minutes	Classroom organization: Students will be seated at their desks
Instructional resources and materials: Videos- TED Ed, "How the food you eat affects your brain:" https://www.youtube.com/watch?v=xyQY8a-ng6g Discover News, "This is the best diet for your brain:" https://www.youtube.com/watch?v=OAB0jU0KiEE Laminated food cards. Laminated clap cards. Station signs, Blank MyPlate work sheet	
Content Standard(s) – include number and text:	
Standard 1: Essential Concepts 1.3.N Describe the relationship between food intake, physical activity, and good health	
Standard 2: Analyzing Influences 2.1.N Identify internal and external influences that affect food choices	
Standard 3: Accessing Valid Information 3.2.N Use food labels to determine nutrient and sugar content	
Standard 5: Decision Making 5.1.N Describe how to use a decision-making process to select nutritious foods and beverages.	
Standard 6: Goal Setting 6.1.N Make a plan to choose healthy foods and beverages.	
Standard 7: Practicing Health-Enhancing Behaviors 7.1.N Practice how to take personal responsibility for eating healthy foods. 7.2.N Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, drink 7.3.N Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet	
Specific Academic Learning Objectives:	
<ul style="list-style-type: none"> • <i>What do you want students to learn in this lesson? Students will learn:</i> <ul style="list-style-type: none"> - Understand the role of nutrition and the functioning of the brain. - Know that a balanced diet and one filled with vitamins and minerals • <i>What should students be able to do after the lesson? Students will be able to:</i> <ul style="list-style-type: none"> - State importance choosing nutritious foods to help their brain function - Reviews the MyPlate food groups and which ones are best for your memory - Create a well-balanced breakfast 	
Prerequisites:	
<ul style="list-style-type: none"> • <i>What prior academic learning and prerequisite skills do students need for this lesson?</i> An understanding of the MyPlate five food groups. Knowledge of the nutrients in foods and how our bodies need a balance meal to grow and get strong. Making a connection that our brain functions best when fueled with foods filed with vitamins and minerals. 	

- *How will you determine whether students have these?*
When children have a good deal of experience and begin to form some ideas, they need to step back from their hands-on investigative work, review and reflect on what they have done, and bring together data/ideas and formulate patterns and relationships
- *How will you connect to students' assets, including everyday experiences, cultural and language backgrounds and practices, and interests?*
Developing an in-depth understanding of each learner can be accomplished by developing student learning profiles to capture learning identity of all students. Work to make each lesson meaningful to all students. Adopt a student-centered approach to instruction increase opportunities for student engagement, which then helps everyone more successfully achieve the course's learning

(If Applicable) Key ELD Standard(s):

Academic Language:

Academic language demands:

- *What academic language is used in the lesson? (language functions, vocabulary/symbols, syntax and discourse)*
Listening along with student being able to evaluate, describe, and identify the information they will be learning. Another key language demand will be speaking out loud to a partner, table group, or entire class. Students will define vocabulary words and connect to the instructions. Students will need to describe what nutrition is and how they can make good nutritional choices.
Vocabulary to be used:

Academic language supports:

- *Identify the specific strategies/tasks/language supports used before and during the lesson to help all students meet the language demands.*
 - Provide a brief overview of the content material being presented
 - Make available scaffolding and extension options to build on previous learning
 - Provide students with the definitions and model sentences for all vocabulary words
 - Stop and summarize Identify important concepts
 - Maintain eye contact to engage in active listening

Accommodations (to ensure all students have access to the curriculum):

- *Describe your instructional strategies and planned supports for:*
 - *individual and/or groups of students who are learning English*
 - Direct/indirect modeling of English language structures and conventions with corrective feedback
 - Decoding simple reading passages
 - Daily language lessons in writing, spelling, and grammar that are connected to the related readings of the content curriculum, not taught as isolated and unrelated skills
 - Giving students an amount of “wait time” to interpret information or to process questions related to content is encouraged before demanding a response.
 - *individual and/or groups of students who have special needs*
 - Extended time to complete assessments will be provided for those students who need that time, or who are guaranteed that time according to I.E.P.s or 504 plans.
 - Summarizing, paraphrasing, and notes will be provided for those students who struggle with reading comprehension and written expression, or those who are guaranteed those accommodations according to I.E.P.s or 504 plans.
 - Proficiency of a specific skill/concept will be appropriate alternative assessments for those students whose multiple intelligences have large weaknesses in reading comprehension and written expression
 - Use *negotiating of meaning* to provide ways to express needs, ideas, thoughts, and intentions

Assessment:

- *Describe your planned formal and informal assessments.*
 - Informal assessment will be done as lesson begins. Following the introduction of what we will be learning, the teacher will ...

- *How will your assessment(s) provide evidence of student learning?*
On Going INFORMAL ASSESMENT will take place with the list of questions teacher asks while activity is going on
There will be no formal assessment given for this lesson.
- *Describe any adaptations of your assessments for:*
 - *individual and/or groups of students who are learning English?*
-Giving students an amount of “wait time” to interpret information or to process questions related to content is encouraged before demanding a response.
 - *individual and/or groups of students who have special needs?*
-Extended time to complete assessments will be provided for those students who need that time, or who are guaranteed that time per I.E.P.s or 504 plans.

II. Instructional Sequence

<p>Time 10 Mins</p>	<p>Set or introduction: <i>How will you begin the lesson? How will you present a problem or question, engage and motivate learners, connect to prior experience, activate prior knowledge and/or share learning outcomes?</i></p> <p>Begin with a review asking students what the five food groups are. Let the students know we are going to play a game as a review of the five food groups. To assess the understanding of the five food groups- each student will be given five cards all different in color. The color card will represent one of the food groups. The green card will represent vegetables. Red will be for fruits. Yellow will be grains. Purple will be protein and Blue will be for dairy.</p> <p>The teacher says “Heads down, cards on your lap, it’s time to play “food group up!” The kids put their heads down on their desks, and put their group of cards down on their lap in front of them so they can see their cards but not look around the room.</p> <p>I am going to read a statement about a food group. When I say “food group up- I want you to keep your heads down and just raise the color card to represent the food group you believe is what I am referring to. Raise your card high in the air so I can see everyone’s card. Remind students- No peaking...</p> <p>Bridge to the new lesson by talking about how healthy eating can lead to better brain function, like increased memory. Discuss the value of healthy eating and the benefits nutritious foods have on your bodies to include your brain. Your brain needs plenty of fuel. The things you eat in the short term can impact your mental focus and concentration. It’s best to get a balanced diet full of whole foods rich in vitamins, minerals, proteins, and healthy fats. These are called super foods. Ask students if they have any thoughts on what a super food might be. Circle back to the MyPlate food groups. Ask students to say those five food groups out loud.</p>
<p>20 mins</p>	<p>Developing Content/Body of Lesson: <i>What learning tasks and instructional strategies will you use in the main part of the lesson? How will the lesson unfold? What if students finish early or are not finished?</i></p> <ul style="list-style-type: none"> • Station 1 Give students 4 after school snack options and ask them to select the one that is the most healthy. If students finish quickly, ask them to sort the foods in the snack into the correct place on MyPlate.



- **Station 2 memory Game**

Directions for Game: Shuffle the deck, and place it face down in the middle of the table. One person takes a card on the top of the deck and claps the number of claps that are on the card (if you picked a “2,” clap twice). The next person does the same clap as the person before them, and then takes a card from the deck and follows the directions on the card. This continues around in the circle until you get back to the beginning. Let the students know that memory can be affected by the foods you eat. A diet rich in proteins and grains increases memory ability/

Optional: Use the following sample cards for the deck for the memory game.

<h1>1</h1> <p>(Clap your hands once)</p>	<h1>2</h1> <p>(Clap your hands two times)</p>
<h1>3</h1> <p>(Clap your hands three times)</p>	<h1>4</h1> <p>(Clap your hands four times)</p>
<h1>5</h1> <p>(Clap your hands five times)</p>	<h1>6</h1> <p>(Clap your hands six times)</p>

- **“How does the brain function” Activity- (Station 3).**
Students will watch one of two videos. Teacher Prep: Pick the best video for your class to watch, of the two provided. This can be watched as an entire class or the links can be provided if students are using 1:1 Technology.

TED Ed, “How the food you eat affects your brain:”
<https://www.youtube.com/watch?v=xYQY8a-ng6g>

Discover News, “This is the best diet for your brain:”
<https://www.youtube.com/watch?v=OAB0jU0KiEE>

- **Activity for students to pick foods that are good for the brain to function (Station4).**

Teacher Prep: Print out the following pictures and arranged them in the middle of a shared desk. Suggestion to laminate pictures to be used over and over again. Students will need to have their MyPlate worksheet with them for this activity. Pictures taken from Google. Foods for the brain suggested from: <https://www.webmd.com/add-adhd/childhood-adhd/features/brain-foods-kids#1>

Directions: In front of you are a stack of pictures. Sort the pictures into one stack of foods that are good for your brain and food that is not good for your brain. After, sort the good foods into your MyPlate.



10 mins	<p>Closure: <i>How will learners summarize or reflect on what they learned (for example, share work, share a strategy, share a process, discuss what they learned, raise a new question)?</i> Gather students back to original seats. Ask students to take a second look at the snack they came up with at the beginning of the lesson. Ask how these snacks could be modified to ensure their brain is getting plenty of nutrients to function at its best.</p>
	<p>Monitoring and Informal Assessment: <i>Throughout the lesson, how will you determine what students are understanding? What kind of questions will you ask? What will you be watching for? How will you keep students on task?</i> Informal assessment will take place through station monitoring.</p>
	<p>Extending the Lesson/Homework (optional):</p>
	<p>Reflection, Next Steps:</p>