

NAME: Julie Johnson

LESSON PLAN NAME: Nutrition and Fitness

LESSON PLAN # 1



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. In this five-lesson module, students learn about nutrition and physical activity, two important factors in their healthy growth and development. They will learn about healthy food choices, nutrients, and the many influences on their food choices. This lesson helps young people get acquainted with MyPlate and how it can be used as a visual tool for a lifetime of healthy eating. They will explore the food groups that are represented on MyPlate and analyze a meal of their own by drawing it on a paper plate. Finally, students will reflect on the food they eat and how they can make more balanced meal choices in the future.

Grade: 4th-5th

Content Area: Nutrition- Food Groups. Food Pyramid,

Time Allotted:

45 minutes

Classroom organization:

Students will sit at their desk in table groups.

Instructional resources and materials:

Paper Plates, MyPlate USDA handout, Video, Vocabulary reference sheet, Pre assessment, Post assessment, MyPlate Homework sheet, Build a Healthy Meal take home sheet

Content Standard(s) – include number and text:

Standard 1: Essential Concepts

1.1.N Identify and define key nutrients and their functions.

1.2.N State the recommended number of servings and serving sizes for different food groups.

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 die

Specific Academic Learning Objectives:

- *What do you want students to learn in this lesson? Students will learn:*
 - List the food groups which make up a healthy diet
 - State the importance of each food group
- *What should students be able to do after the lesson? Students will be able to:*
 - List The five food groups which make a healthy diet
 - State importance of each food group
 - What foods should we eat in moderation
 - Understanding of a balanced meal
 - Create a well-balanced breakfast

Prerequisites:

- *What prior academic learning and prerequisite skills do students need for this lesson?*
Listening skills, writing skills, and drawing skills.
- *How will you determine whether students have these?*
These are my students and I will have taught for a number of months before the beginning of this unit. 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 five important dimensions of learning identity: biological traits, cultural and societal factors, emotional and social influences, academic performance, and learning preferences. 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 objectives

(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: Balanced Diet, Dairy, Food Groups, Fruits, Grains, Protein, Vegetables, Vitamins, MyPlate

Academic language supports:

- *Identify the specific strategies/tasks/language supports used before and during the lesson to help all students meet the language demands.*
This lesson unit involves careful listening skills. The sequence of instruction will be broken down as to not introduce too much new material at one time. To support the uses of vocabulary- a definitions sheet as well as descriptive picture sheets will be handed out for students to refer to.
 - 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
 - *individual and/or groups of students who have special needs*
 - 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 per 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

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 pass out the short pre-assessment to get a baseline of where the students' knowledge is at on the subject matter. This sheet will be matching and multiple choice as to give students a chance to try and use what knowledge they have about nutrition to make a connection to a definition
- *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

Time 15 mins	<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>To begin this lesson hand out paper plates. Place in the center of each table- place examples of fruits, vegetables, grains, proteins, and fats. Ask the students to draw last night's dinner. When they are finished ask them to turn their plates over on the desk.</p> <p>What is nutrition?</p> <p>Why do we need to learn about the right foods to eat, and how much food to eat? Taking in good food and nutrients will help us stay healthy and fit. Questions Students- What does it mean to be Healthy? Give them a Pre-assessment match sheet that contains the necessary vocabulary words we will be using in this unit of study.</p> <p>Show video Found at https://www.youtube.com/watch?v=mMHVEFWNLMc</p>
25 mins	<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> <p>Hand out Vocabulary information sheet. Go over the necessary vocabulary words and meanings. Have students check their answer sheets.</p> <p>Pose the Question: Why do we need food.? Wait for students to reply- Write their answers on board.</p> <ul style="list-style-type: none"> - To grow - To repair our bodies - For energy

What is meant by healthy eating? Explain to students that healthy eating is when you take in the right amount of each food group to include in your diet each day. Share the Food Group Video found at SciShow Kids- <https://www.youtube.com/watch?v=L9ymkJK2QCU>
Go over the five food groups. Grains, Proteins, Fruits, Vegetables, Fats.

Provide students with a printed sheet displaying the USDA MyPlate guidelines.
Hand out Activity sheets



Ask students to turn over their paper plate with their drawing of last night's dinner.

Ask students:
How does your plate compare with MyPlate?
Are there any food groups missing?
What food item could you add to include more food groups?
What food/drink could you have less of or substitute with another food/drink to make it more like MyPlate?
Are there any food items on your plate that are not part of the five food groups? (fats, oils, added sugars)

Closure:
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)?

To close we will have a group share what they think a good nutritious meal is. Ask students to go home and share with their families what a nutritious MyPlate meal would look like.

Remind the youth that eating foods not in the five food groups is OK in small amounts as long as they are eating most of their foods for the day from the five food group

Take Home Handouts- *MyPlate snack tips for kids*

5 mins
Monitoring and Informal Assessment:
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 will continue to ask student's what they now believe is a healthy meal. I will be asking for involvement through raising their hands with ideas, and watching the way their work to finish their MyPlate activity sheet. Ask them how they can change their favorite meal into a healthy one.

Extending the Lesson/Homework (optional):

Take Home Handouts-
MyPlate snack tips for kids and *Build a Healthy Meal from the USDA Center of nutrition*
Ask the students to bring in one healthy snack from this list.

Reflection, Next Steps:
The next lesson will review MyPlate and food groups.

