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LESSON PLAN NAME: Nutrition Facts and Food Labels

LESSON PLAN #2

KALMANOVITZ
SCHOOL OF
EDUCATION

I. Planning Statement

Central Focus of Lesson or Learning Segment

This lesson will help develop students' understanding of nutrition and healthy eating and teach them read and understand the information given on food labels. For young people, it's important to read and understand Nutrition Facts labels to prevent health problems and fight obesity. By reading these labels, children will become more aware of what they eat. It also gives them the nutritional information needed to make healthier food choices and establish lifelong healthy eating habits.

Grade: 4th - 5th

Content Area: Nutrition Facts and Food Labels

Time Allotted:
50 Minutes

Classroom organization:
Students will sit at their desks to begin with and then move about the room

Instructional resources and materials:

Blank Nutritional Facts Form, Real food products one for each pair of students, Pictures of 6 GRAIN products with food labels and a recording sheet. Homework instructions and nutrition label.

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.
- 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:

- *What do you want students to learn in this lesson? Students will learn:*
 - Learn to read food labels
 - List the food groups which make up a healthy diet
 - Interpret nutrition information on packaging, e.g. nutrition panels, ingredients lists

- *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
 - Understand the value of food labels on each food item
 - Understanding of a balanced meal
 - Create a well-balanced breakfast

Prerequisites:

- *What prior academic learning and prerequisite skills do students need for this lesson?*
An understanding of the five food groups. Knowledge of the nutrients in foods and how our bodies need a balance meal to grow and get strong.
- *How will you determine whether students have these?*
Previous lessons have provided students with this knowledge. 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 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.

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 per 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 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
 - Use *negotiating of meaning* to provide ways to express needs, ideas, thoughts, and intentions

Assessment:

- *Describe your planned formal and informal assessments.*
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
- *How will your assessment(s) provide evidence of student learning?*
Informal assessment will be given through evaluation of student's participation in food label identification. I will be able to identify students who may not be grasping the value of reading a food label.
- *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>Show children the selection of products/product packages.</p> <ul style="list-style-type: none"> • Talk about the packaging. • Which packaging do you like? Why? • What is on the packaging? • What do food labels tell us? • Do you look at food labels? <p>Hand out the products/product packaging so each pair has one to share. Ask them to look at the ingredients. Ask students to name the first one or two ingredients in their food. Explain that the largest amount of the ingredients is listed first in products. Ask the children to look at the back of pack nutrition information.</p> <p>Hand out a blank Nutrition Facts form to each student. Explain that they will be filling out this form for their product.</p> <p>Locate the Nutrition Facts label for your food item(s).</p> <p>Question them: What can you see listed? (e.g. energy, fat, carbohydrate)</p> <p>Find the Serving Size and Servings Per Container. Remember: all of the nutrition information on the label is based on one serving of the food. A package of food often has more than one serving!</p> <p>Find the calories. They are the "fuel" our bodies need for our daily activities. The calories listed are for one serving. Tell the students that many people don't even realize how many servings they are eating Remind young people that for the most part calories are good.</p> <p>Explain to the children that they are going to do an activity to explore the different foods or food packages in the room in more detail.</p>
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15 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>Each table will be given pictures of 6 GRAIN products with food labels. Explain to the children that they are going to choose three wheat-based products and three non-wheat based products and record the first/main ingredient, what ingredient provides them with energy? What are the total carbohydrates</p>
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	<p>and fiber provided by each product? The students will use the Comparing food labels worksheet to record their findings. When the children have completed the activity, ask them to share some facts they have noticed. Question them:</p> <ul style="list-style-type: none"> • Which foods had the most carbohydrate? • Which foods had the most fiber? • Which foods had the most energy? • When looking at a wheat based label- what would you expect to find most often? • Were any of you surprised by the first/main ingredients listed in any of the products? Why?
	<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> Recap the learning by questioning the children:</p> <ul style="list-style-type: none"> • What information can be found on food labels? • How does the information on food labels help us? <p>Ask the children to collect information from products at home. Look at food labels</p>
15 mins	<p>Monitoring and Informal Assessment: <i>Throughout the lesson, how will you determine what students are understanding?</i> Students will participate in a Food Label Search. Placed around the room will be enlarged-laminated food labels. Each student will be asked to find a label that is high in Protein. One that is low in Fat. List a food item that the first ingredient is _____. Questions will vary with several different Food Labels.</p> <p><i>How will you keep students on task?</i> Students will keep on tack by instituting a timing system. They will have 15 minutes to complete five tasks.</p>
5 mins	<p>Extending the Lesson/Homework (optional):</p> <p>Ask the children to collect information from products at home. Homework Task is to design a label for a snack product. They can make this up by combining two or three nutritional snacks. For example- a type of fruit and nit mix. Remind them to consider factors that would make the item healthful or unhealthful. Encourage young people to think about MyPlate as they create their snacks. Does it have ingredients that are part of the five food groups (vegetables, fruits, grains, dairy, and protein)? Is it low in fat and added sugars and/or too much salt?</p>
	<p>Reflection, Next Steps:</p>

References

Nutrition Forms personally made
Nutrition Fact Recording form personally made
Nutrition Fact Label copied from google