CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON # F - 14

UNIT TITLE: A unit of Fun on Nutrition

Created By: Amelia Mix

GRADE: 2nd
A Unit of Fun on Nutrition

By: Amelia Mix
BINKO /Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the “Five Themes”

Objective: (only one)
The students will _________________________ by _________________________ (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
The teacher will......
The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
Standards

Science

**Investigation and Experimentation**

2.4a Make predictions based on patterns of observation rather than random guessing.

2.4c Compare and sort common objects according to two or more physical attributes (e.g. color, shape, texture, size, weight).

**Language Arts**

**Reading Comprehension**

3.2 Demonstrate the ability to follow two-step directions.

3.7 Demonstrate an understanding of cause and effect relationships in text.

**Language Mechanics**

5.1 Demonstrate knowledge of capitalization by identifying correctly capitalized word or phrase.

5.2 Demonstrate knowledge of correct punctuation in a sentence.
**Language Expression**

6.2 Demonstrate ability to effectively compose well-written and constructed sentences.

**Writing Strategies**

7.2 Write neatly in manuscript using correct margins and spacing between letters, words, and sentences.

**Listening Strategies**

10.2 Demonstrate comprehension of a story that is read aloud.

10.3 Demonstrate the ability to follow three and four step oral directions.
Goal

The purpose of this unit is to provide my second grade students an opportunity to be introduced to many aspects of health and nutrition. Students will participate in class discussions, make a mini-poster on vitamins, play a food pyramid game, watch related videos, and perform an experiment using their taste buds. Students will do work as a whole class, in small groups, and independently. Students will be introduced to new ideas and vocabulary that will hopefully stimulate interest in them to want to learn more on their own and help them to make better choices related to health and nutrition.
Vocabulary

- nutrition
- brush
- teeth
- cavity
- healthy
- vitamin
- eating
- bones
- supports
- body
- extras
- sweet
- salty
- bitter
- sour
- food
- pyramid
- tongue

- group
- digestive system
- mouth
- esophagus
- stomach
- intestines
- exit
- milk
- vegetables
- meat
- fruits
- breads
- grains
- habits
- meal
- snack
- dentist
- floss
Grade: 2  
Subject: Nutrition  
Standards:  
- Comprehension and Analysis of Grade-Level Appropriate Text- 2.2 State the purpose in reading (i.e., tell what information is sought).  
- Comprehension and Analysis of Grade-Level Appropriate Text- 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).

Lesson Title: Intro. To Nutrition  
Vocabulary: Vitamin, nutrient, healthy, nutrition, food etc...  
S materials: Lined paper, and a pencil.

Objective: S will produce two written questions that they have about food and nutrition after an adult read aloud of Why are Pineapples Prickly?  
Set: T will read aloud story and when finished, show S the questions that T has about nutrition. T will engage S in a grand conversation about story and questions to activate some background knowledge.

Procedures (40-50 minutes):  
1. T will read aloud story.  
2. T will encourage S to share what questions they have about nutrition.  
3. T will share pre-generated questions on dry erase board.  
4. T will select 3 or 4 students to verbally share their questions they have about nutrition.  
5. T will give S two minutes to share, collaboratively in their group, their ideas/questions.  
6. T will instruct S to write two questions they have about nutrition on their lined paper.  
7. T will select 2 S to share their questions verbally with the whole class.

Closure: T will tell S that it is okay to have questions about nutrition and that by writing them down we may be able to answer many or all of the questions they have.

Assessment: S will be assessed on what they have learned based on number of questions written about nutrition.
Grade: 2
Subject: Nutrition

Standards:
- Listening Strategies 10.3 - Demonstrate the ability to follow three and four step oral directions.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.7 - Interpret information from diagrams, charts, and graphs.

Lesson Title: Intro to Nutrition 2 (Food Pyramid)

Materials: Pre-generated worksheets, dry-erase board, and food pyramid poster.

Vocabulary: Food pyramid, vitamin, nutrient, healthy, nutrition, food etc...
Materials: Bland food pyramid, and a pencil.

Objective: S will select 3 foods for each section of their food pyramid and write them in the appropriate box.
Set: T will introduce the food pyramid by showing S the poster. T will ask S to notice what kinds of foods are in each section of the pyramid.

Procedures (40-50 minutes):
1. T will show S the worksheet they will be completing and explain directions to S so they know the goal of the lesson.
2. T will draw columns on the board to signify the different sections of the pyramid.
3. T will encourage S to raise their hand and to name one food and what column it fits into on the board. T will ask group by group.
4. T will ask S what they like to eat to get S started thinking about different food choices.
5. T will select every S for input into the food groups to maximize S input.
6. T will pass out worksheet and instruct S to pick 3 foods off the board, by column, and fill them into the correct portion of the pyramid.
7. T will start at the top section and work down to the bottom until the pyramid is full.
8. T will monitor S as each section is completed to check for understanding.

Closure: T remind S that it is important to separate foods by groups so that we know if we are eating a balanced meal or not.

Assessment: S will be assessed on what they have learned based on correct placement of three items into each section of the food pyramid.
Grade: 2
Subject: Nutrition
Standards:
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.7- Interpret information from diagrams, charts, and graphs.
- Organization and Focus 1.1- Group related ideas and maintain a consistent focus.

Lesson Title: Intro to Nutrition 3 Vitamins
T materials: Poster boards of different foods under different vitamins.
Vocabulary: Food pyramid, vitamin, nutrient, healthy, nutrition, food etc...
S materials: Blank paper, and a pencil.

Objective: S will recognize what the vitamins A, B, C, and D do for their body.

Set: T will introduce the term *vitamin* to S. T will show S pictures of foods that correspond to the vitamins A, B, C, and D to gain interest.

Procedures (40-50minutes):
1. T will explain that vitamins are like “little workers that help our body work well.”
2. T will point out foods in the pictures that have a certain vitamin in them.
3. T will have S notice that each vitamin has a different function.
4. T will ask S if they can think of any other foods that may have vitamins in them.
5. T will pass out blank paper to S and instruct them to fold it into fours lengthwise.
6. T will instruct S to put one vitamin letter at the top of each column.
7. T will ask S to write two foods they would find each vitamin in.
8. T will have S write the function of each vitamin according to the picture cues.

Closure: T remind S that vitamins are important to our body and help to keep it healthy.

Assessment: S will be assessed on what they have learned based on correct description of what each vitamin does for our body.
Grade: 2
Subject: Nutrition
Standards:
- Listening and Speaking Strategies-Comprehension 1.1- Determine the purpose of
  listening (e.g., to obtain information, to solve problems, for enjoyment).
- Listening and Speaking Strategies-Comprehension 1.3- Paraphrase information
  that has been shared orally by others.

Lesson Title: Intro to Nutrition 4 Muscles/Joints/Bones
T materials: Flex Your Muscles video.
Vocabulary: muscles, joints, and bones
S materials: Blank paper, and a pencil.

Objective: S will recognize how muscles, joints, and bones make our body move.

Set: T will tell S that we are going to be watching a cartoon about some school kids
trying to build a robot that will do their chores.

Procedures (40-50 minutes):
1. T will question S about vocabulary terms to check for background knowledge.
2. T will tell S to pay close attention to movie and listen for those words and what each
   one does for our body.
3. T play video.
4. Upon completion of video, T will question S again to see if they retained the functions
   of the vocabulary words.
5. As a group, T will instruct S to write each vocabulary word down and name its
   function.

Closure: T remind S of how muscles, joints, and bones make our body move.

Assessment: S will be assessed on what they have learned based on the correct
vocabulary word next to the correct function it performs.
Grade: 2
Subject: Nutrition
Standards:
  - Organization and Focus 1.1- Group related ideas and maintain a consistent focus.
  - Spelling 1.7- Spell frequently used, irregular words correctly.

Lesson Title: Intro to Nutrition 5 Food Pyramid Word Scramble
T materials: Dry erase board and list of foods purposely misspelled.
Vocabulary: any food names
S materials: Blank food pyramid, and a pencil.

Objective: S will recognize where different foods go on the food pyramid.

Set: T will tell S that we are going to be playing a game with the food pyramid.

Procedures (40-50 minutes):
1. T will verbally question S about where certain foods go into the food pyramid to activate background knowledge.
2. T will explain to S that once they know where the food goes, they are to write it in the appropriate box on their blank food pyramid.
3. T will explain game to S.
4. T will explain that S are to guess, according to group number chosen for that turn, what the food is written on the board.
5. T will make clear that once they figure out what the food is, they should say it right away because they only have 30 seconds to do so.
6. T will explain they are to also tell what food group it belongs in on their food pyramid.
7. If they answer correctly, the group will get points. If not, the next group will have a chance to answer.
8. The group with the most points wins and adds that total to their classroom point system.
9. All groups will receive points for effort.

Closure: T remind S of how important it is to be able to classify foods into the food pyramid.

Assessment: S will be assessed on what they have learned based on the correct placement of foods into the correct box in the food pyramid.
Grade: 2  
Subject: Nutrition  
Standards:  
- Investigation and Experimentation 2.4a- Make predictions based on patterns of observation rather than random guessing.  
- Investigation and Experimentation 2.4e- Compare and sort common objects according to two or more physical attributes (e.g. color, texture, size, weight).

Lesson Title: Intro to Nutrition 6 Tasty Buds  
T materials:  
Vocabulary: muscles, joints, and bones  
S materials: Blank paper, and a pencil.

Objective: S will recognize how muscles, joints, and bones make our body move.

Set: T will tell S that we are going to be watching a cartoon about some school kids trying to build a robot that will do their chores.

Procedures (40-50 minutes):  
1. T will question S about vocabulary terms to check for background knowledge.  
2. T will tell S to pay close attention to movie and listen for those words and what each one does for our body.  
3. T play video.  
4. Upon completion of video, T will question S again to see if they retained the functions of the vocabulary words.  
5. As a group, T will instruct S to write each vocabulary word down and name its function.

Closure: T remind S of how muscles, joints, and bones make our body move.

Assessment: S will be assessed on what they have learned based on the correct vocabulary word next to the correct function it performs.
Grade: 2
Subject: Nutrition

Standards:
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.8-Follow two-step written instructions.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.7-Interpret information from diagrams, charts, and graphs.

Lesson Title: Intro to Nutrition 7 Teeth/Dental Hygiene

T materials: teeth worksheet

Vocabulary: cavity, teeth, toothbrush, sugar, healthy, floss, rinse.

S materials: Teeth worksheet, pencil.

Objective: S will recognize the importance of healthy teeth and define what a cavity is.

Set: T will ask S what kind of foods they eat that are good and or bad for their teeth.

Procedures (40-50 minutes):
1. T will question S about foods they eat that may effect their teeth to check for background knowledge.
2. T will have a whole class discussion about what foods are good and or bad for our teeth.
3. T will pass out teeth worksheet.
4. T will go over each item on worksheet with the whole class.
5. S will share their healthy teeth habits if they do so wish as called upon by T.

Closure: T remind S of how important it is to keep our teeth healthy.

Assessment: S will be assessed on correct definition of a cavity as well as completing worksheet about their personal healthy teeth habits.
Grade: 2
Subject: Nutrition

Standards:
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.8-Follow two-step written instructions.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.7-Interpret information from diagrams, charts, and graphs.
- Comprehension and Analysis of Grade-Level-Appropriate Text 3.7-Demonstrate an understanding of cause and effect relationships in text.

Lesson Title: Intro to Nutrition 8 The Digestive System

T materials: What We Eat book for read aloud, digestive worksheet.

Vocabulary: digestive, mouth, esophagus, stomach, intestines, and exit.

S materials: Digestive system worksheet, pencil.

Objective: S will recognize the importance of the human digestive system, and label the five most important parts accordingly in diagram.

Set: T will ask S what kind part of their body their food goes after they eat it. Read aloud to whole class What We Eat.

Procedures (40-50 minutes):
1. T will question S about foods they eat and where that food ends up after we eat.
2. T will show S diagram of the digestive system (only listing mouth, esophagus, stomach, intestines, and exit.)
3. T will pass out digestion worksheet.
4. T will go over each item on worksheet with the whole class.
5. S will work in their small groups to fill in the diagram of the digestive system.
6. T will monitor S as they work in groups.

Closure: T remind S of parts labeled on their diagrams and restate each ones purpose.

Assessment: S will be assessed on correct placement of terms for parts of the digestive system.
Activities

Read Aloud/Question and Answer Session

Teacher will read aloud chosen book on nutrition. Teacher will show students questions that some people may have on nutrition. Teacher and students will have a grand conversation about questions and or answers that come up. Students will write two questions they have about nutrition on paper.

Go-Together Foods

Students will name foods that correspond to each food group. Teacher will name one food such as "pizza". Students will name the items that may be found on a pizza and what food group they belong in.

Vitamins Poster

Students will make a mini poster of vitamins they see on the board. Teacher will have poster board visible for students to see. Teacher will explain what each vitamin does for our body and what foods have certain vitamins in them. When whole class activity is completed, students will make their own mini poster of what they see on the board.

Food Pyramid Word Scramble

Teacher will write a word on the board (e.g. ocnr). According to group, students must unscramble and guess the word AND the food group to which it belongs. The group with the most correct answers wins.
**Tasty Buds Experiment**

This experiment helps students to explore their sense of taste. Students will be given a map of a tongue. Cups and cotton swabs will be given to students. Each cup has distinct tasting water in it (sweet, salty, bitter, or sour.) Students will chart where they sense each taste.

**Digestive System**

Teacher will read aloud a chosen book on digestion. After read aloud, students will be given a chart of a human digestive system to label. This will be done whole class and consist of five items to label (mouth, esophagus, stomach, intestines, and exit).
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<thead>
<tr>
<th>MONDAY</th>
<th>1:05 - 1:15</th>
<th>1:15 - 1:20</th>
<th>1:20 - 1:22</th>
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</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Intro to Nutrition</td>
<td>Go over teacher prepared ?'s about nutrition.</td>
<td>Students will discuss questions they have about foods they eat. (2 min)</td>
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<tr>
<td>Read Aloud: Why Are Pineapples Prickly?</td>
<td>10 min</td>
<td>5 min</td>
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<tr>
<th>TUESDAY</th>
<th>1:05 - 1:15</th>
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<tbody>
<tr>
<td>Subject</td>
<td>Intro to Food Pyramid</td>
<td>Students give name of foods. Ex: pizza</td>
<td>Teacher gives name of food.</td>
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<tr>
<td>Students introduced to food pyramid poster on wall</td>
<td>Students give other foods that may fit into certain groups.</td>
<td>Teacher gives name of another food.</td>
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<th>WEDNESDAY</th>
<th>1:05 - 1:15</th>
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<tbody>
<tr>
<td>Subject</td>
<td>Intro to Vitamins</td>
<td>Teacher explains what foods contain certain vitamins.</td>
<td>Students try to guess other foods that contain those vitamins.</td>
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<td>Vitamin chart activity</td>
<td>Posters on board as visual aids with pictures</td>
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<tr>
<td>Vit. A, B, C, D</td>
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<tr>
<th>THURSDAY</th>
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<tbody>
<tr>
<td>Subject</td>
<td>Intro to Muscles (45 min)</td>
<td>previous lessons reviewed.</td>
<td>prior worked pulled out and discussed whole class.</td>
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<thead>
<tr>
<th>FRIDAY</th>
<th>1:05 - 1:15</th>
<th>1:15 - 1:20</th>
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<tbody>
<tr>
<td>Audio-Visual Material</td>
<td>Appointments</td>
<td>Lunch Room Duty</td>
<td>Yard Duty</td>
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<td>Fire Drills</td>
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<td>Time</td>
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<td>1:22 - 1:31</td>
<td>S will write 2 questions about food or nutrition. (15min)</td>
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<td>1:31 - 1:50</td>
<td>Questions read aloud &amp; answered by teacher if answer is known.</td>
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<td>Unknown questions answered during unit time at later date.</td>
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<td>New food name given by teacher.</td>
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<td>Students tell what group it belongs.</td>
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<td>Teacher may ask students to name a food, as well as a food group.</td>
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<td>Students make mini version of vitamin posters on board.</td>
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<td>Students write other foods that contain the vitamin in question.</td>
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**Remarks:** Times subject to change.
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<tr>
<th><strong>MONDAY</strong></th>
<th><strong>TUESDAY</strong></th>
<th><strong>WEDNESDAY</strong></th>
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<tr>
<td>Review Food Pyramid</td>
<td>Teacher writes a word on board. Ex: eer</td>
<td>One person in group answers. Tells food name and food group for one point.</td>
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<tr>
<td>Food Pyramid Word Scramble Game</td>
<td>Students guess word according to group.</td>
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<td><strong>TUESDAY</strong></td>
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<tr>
<td><strong>Tasty Buds Experiment (Sensory)</strong></td>
<td>Teacher hands out materials.</td>
<td>Teacher questions students about teeth/dental habits.</td>
<td>Teacher questions students about digestion. How much was retained from read aloud.</td>
<td>Review of Nutrition Unit as a whole. Students use all previous nutrition work for this review</td>
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<td>Teacher questions students about teeth/dental habits.</td>
<td>Teacher questions students about digestion. How much was retained from read aloud.</td>
<td>Teacher asks students random questions using prior work given.</td>
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<td>ex: brushing, flossing, dentist</td>
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<td>Review Food Pyramid Vitamins Muscle Taste Buds Dental Hygiene Digestion</td>
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<td>Teacher passes out chart for students to complete on habits they have.</td>
<td>Teacher gives students a digestion chart with 5 slots to fill in.</td>
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<td>Teacher completes hers aloud.</td>
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<td>1:22 - 1:37</td>
<td>Game goes until recess.</td>
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<td>1:37 - 1:50</td>
<td>Group with most points wins.</td>
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<td>Students taste each liquid in each cup.</td>
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<td>Students chart where they tasted each liquid on their tongue chart.</td>
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<td>Students determine where they tasted it on their tongue.</td>
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<td>Sensory location reviewed.</td>
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<td>Students fill in chart and share if willing to do so.</td>
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<td>Students reminded of importance of keeping healthy teeth.</td>
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<td>Q &amp; A session of any previous lesson.</td>
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<td>Students fill in chart.</td>
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<td>Teacher fills in chart on board.</td>
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<td>5 steps in digestion reviewed.</td>
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<td>Show students test on nutrition and explain each section, including directions</td>
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<td>Pass out test</td>
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<td>Test given about 20 min to complete.</td>
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<tr>
<td>ROOM ASSIGNMENTS</td>
<td>REMARKS times subject to change</td>
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</tbody>
</table>
Bibliography


Assessments

Formative

Formative assessments will be done using and collecting student work. Student work will be collected in a nutrition folder that students keep inside their desks until it is sent home after the completion of the two week unit.

Summative

Summative assessments will be done as students explain verbally what they have learned about health and or nutrition. Students will also demonstrate what they know by drawing pictures according to specific lessons being taught.

Criterion Referenced Based

Criterion referenced based assessment will be given to students in the form of a written test. Test is included in this unit.
Nutrition

Read the sentence carefully and choose the best answer. Then fill in the circle.

1. Miss Mix tries to brush her teeth twice each day to avoid getting a cavity. What is a cavity?
   - a. A hole in a toothbrush.
   - b. What your dentist gives you every year.
   - c. A hole in your teeth that the dentist can fix.
   - d. A book to read while you wait to see your dentist.

2. What is one thing you can to do to keep your teeth more healthy?
   - a. Eat as much candy as you want.
   - b. Brush them at least two times a day.
   - c. Never, ever floss them.
   - d. Drink soda and chew gum everyday.

Read the sentence carefully and choose the best answer. Then circle YES or NO.

3. If I am sick, I should drink juices with Vitamin C in them to get better.  
   - YES  
   - NO

4. Eating carrots is good for my eyes.  
   - YES  
   - NO

5. I should brush my teeth every morning and evening.  
   - YES  
   - NO

6. Bones are what supports my whole body so I don’t fall down.  
   - YES  
   - NO

7. To keep my body healthy, I should eats lots of “extras”.  
   - YES  
   - NO

8. I taste sweet, salty, bitter, and sour tastes in the same place on my tongue.  
   - YES  
   - NO

Write 2 or 3 sentences about the following statement.

9. Please tell me about something new or interesting you learned about nutrition. You can write about one, or more than one thing. Remember, you must write 2 or 3 sentences only. Use correct capitals, spelling and punctuation.

   ____________________________________________________

   Go back and check your work !!!
1. Name the food group.
2. Write 1 or 2 foods that go in that group.
3. Check your work.
THE DIGESTIVE SYSTEM

1. Label at least 3 parts of the digestive system
2. Check your work

Name: ________
Healthy Teeth

Your permanent teeth began to appear when you were about six years old. You will have most of them by the time you are 12 or 13. You want your teeth to be healthy and strong. You don’t want to have cavities.

Cavities are caused by bacteria that are always in your mouth. These bacteria feed on the food that is stuck in your teeth. They form an acid that eats holes in your teeth. You can help prevent cavities. Here are some rules for teeth care.

1. Brush your teeth every morning and evening.

2. Use a toothbrush that has soft bristles and a flat top.

3. Visit the dentist twice a year.

4. Do not eat a lot of sweets. This includes chewing gum and soda.

5. Eat fruits and dairy products every day.

6. After eating, brush your teeth or at least rinse your mouth.

Circle the pictures on this page that show healthy habits. Put an X on things that are not good for your teeth.

Go on to the next page.
Dental Hygiene

Eating the right foods is only part of what you can do to take care of yourself. You must be sure to brush and floss your teeth and see a dentist for regular checkups. These steps will keep your teeth from decaying. Decay is caused by acids in the mouth that eat the outer part of your teeth. The acids are caused by bacteria that live on the food in your mouth. If you brush and floss regularly, the food is taken out of your mouth, and the bacteria cannot live there. Decay can cause a hole in the tooth called a cavity. Tooth decay can also harm the gums. Regular dental exams and x-rays will detect any decay that you may have missed.

Do you have healthy teeth habits? Fill in the chart below.

<table>
<thead>
<tr>
<th>Habit</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you eat healthy meals?</td>
<td></td>
<td></td>
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<tr>
<td>Do you eat healthy snacks?</td>
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<tr>
<td>Do you brush your teeth after every meal?</td>
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<tr>
<td>Do you brush your teeth at least twice a day?</td>
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<td>Do you floss your teeth every day?</td>
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<tr>
<td>Do you visit the dentist regularly?</td>
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</table>

Look at the chart. What can you do to be more healthy?

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