LESSON #  N-7

UNIT TITLE:  Nutrition

Created By:  Angel Bravo - Spring 2002

GRADE:  1st
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)
RATIONALE

The main purpose of this unit is to instill healthy eating habits in the students. In order to accomplish this goal, the students must know the importance and benefits of eating healthy foods. Maintaining and choosing a well-balanced diet are important decisions that children must make as they grow. That is why I will introduce them to the food pyramid. By talking about the food pyramid the students will know what foods to eat more of and what foods they should maintain at a minimum in their diet. The students will also learn why it is important for them to wash their hands before they handle and eat food. By doing a lesson on our sense of taste and smell, the students will discover that our food choices in most cases are determined by those two senses. At the end of the unit the students will be able to participate in a cultural lesson in which they will have the opportunity to taste foods from other cultures and at the same time develop an appreciation for food from other cultures.
VOCABULARY LIST

Nutrition
Nutrients
Proteins
Minerals
Vitamins
Carbohydrates
Health
Diet
Dairy
Grains
Sugars
Fats
Servings
Energy
Growth
Fruits
Vegetables
Germs
Poultry
Animals
Plants
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<th>Lesson 1</th>
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<td>2:10-3:00 C-1 form</td>
<td>2:10-3:00 C-1 form</td>
<td>12:30-1:10 Fight forms and small hand</td>
<td>2:25-3:00 Meal Planning and the Sense of whales</td>
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<td>2:25-3:00 Ground and the food准备 for food Friday</td>
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<td>11:00-11:45 Introduction to the form 准备 for food Thursday</td>
<td>11:45-12:15 Introduction to the form 准备 for food Wednesday</td>
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**Block Plan**

Feb 24 - March 6
Name: Angel Bravo  
Grade: 1  
Curriculum area: Health and Writing  
Lesson title: Introduction to Nutrition

**Vocabulary**  
Nutrition  
Nutrients  
Minerals  
Vitamins  
Carbohydrates  
Energy  
Protein

**Objective:** The students will be introduced to the concept of nutrition and nutrients and how they promote good health.

**Materials for teacher:**  
KWL chart  
Marker  
Nutrition video

**Materials for student:**  
Pencil  
Paper

**Set:** “Today we will begin a new unit. For the next two weeks we will be talking about nutrition and why it is important for everyone of us to know about nutrition. You will also have the opportunity to watch a video that talks about nutrition and healthy foods”.

**Procedure:**  
1) The teacher will begin by having the students share what they know about nutrition and healthy foods and what they want to know. I will be writing their ideas on a KWL chart.

2) The teacher will then show the students a video about nutrition and healthy food choices which will discuss some of the things that they want to know about nutrition.

3) After the film, we will go back to the KWL chart and the students will discuss what they learned from the video. The teacher will write their comments in the “what we learned” column of the chart.

4) The students will be given a paper and instructed to write about why they feel that it is important to know about nutrition and healthy food choices based on what they learned from the video. The teacher will be walking around the classroom to make sure students are writing and assist those who need help.

**Closure:** The lesson will end by having the students review some of the key things that were learned from our discussion and the video.

**Evaluation:** I will use the KWL chart to see what the students learned from the video. I will also check the students writing assignments.
Name: Angel Bravo  
Grade: 1  
Curriculum area:  
Lesson Title: The four food groups

**Vocabulary**  
Grains  
Dairy  
Vegetables  
Fruits  
Poultry

**Objective:** After having reviewed the four food groups, the students will be able to classify different foods within the respective food group.

**Materials for teacher:**  
Butcher paper  
Marker  
Food card  
Masking tape

**Materials for students:**  
Pencil  
Paper

**Set:** “Today we will learn more about the four food groups and what foods belong in these groups. In each group there are many different foods. For example meat is not the only food in this group. Chicken, eggs, and nuts are also in this group”.

**Procedure:**
1) The first thing I will do is to write on a large butcher paper the names of the four food groups and give examples of food items from each of the four groups.

2) Each student will receive a food card. One by one each student will be asked to tape the card under the group they think it belongs in on the butcher paper.

3) As a class we will take a look and see if all the food cards were placed under the right group. If any of the cards are in the wrong place, we will change them and discuss where they should go and why.

4) Working in groups of four the students will then make a list with as many food items as they can from each group. The students will be given 10 minutes to do this assignment.

**Closure:** After the ten minutes, the groups read the names from their list. I will be writing the names of the foods from their list on the board to see how many different foods the class came up with.

**Evaluation:** I will use the activity and the group lists to evaluate the students. I will also provide the students with a handout in which they will practice what they learned. I will be collecting the handout to check for comprehension of lesson concept.
Name: Angel Bravo  
Grade: 1  
Curriculum area: Health and Art  
Lesson title: The Food Pyramid

Vocabulary:
- Fats
- Sweets
- Servings

Objective: The students will be introduced to the food pyramid and learn how to use it to make healthy food choices.

Materials for teacher:  
- Food pyramid bulletin board  
- The Edible Pyramid  
- Food pyramid copies

For students:
- Pencil  
- Crayons

Set: “We have learned about the four food groups, but from what groups should we eat more food from and which should we eat less of? We are going to learn about the food pyramid and how we can use it to make healthy food choices”.

Procedure:
1) The teacher will read the book The Edible Pyramid to introduce the topic of the lesson.

2) The teacher will then discuss the shape of the pyramid and the different sections and explain how we use the pyramid shape to help us know what foods we need more servings of and what foods we need to eat very little of.

3) The teacher will then ask the students questions about what food groups we need to consume more of and what foods we need to avoid.

4) Each student will then receive a copy of the food pyramid with the food items missing from the sections. They will be instructed to draw two food items in each of the sections of the food pyramid.

Closure: Each student will come to the front of the classroom and share their food pyramid with the class. After all the students have shared their food pyramids they will hand them to me.

Evaluation: I will look at each students food pyramid and make sure that the students drew the correct food items within the corresponding section of the food pyramid.
Name: Angel Bravo
Grade: 1
Curriculum area: Science
Lesson Title: Why do we wash our hands before handling foods?

**Vocabulary**
- Germs

**Objective:** The students will learn about the importance of washing their hands before handling and eating food.

**Materials for teacher:**
- Potato peeler
- Two sterilized jar with lids
- Masking tape
- Marker
- Soap

**Materials for students:**
- none

**Set:** “Today we will begin an experiment in which we will learn why it is important to wash our hands before we handle and eat food. After a couple of days you should be able to observe some very interesting things. Hopefully at the end we will be able to understand the importance of washing our hands”.

**Procedures:**
1) The teacher will begin by telling the students of the different ways that our hands can get germs and how they can make us sick. I will then discuss what we can do to get rid of them.

2) The teacher will then explain to the students what the experiment will be and what materials we will use.

3) The teacher will then proceed by peeling a potato without washing my hands and place it in a jar and label it “unwashed hands”.

4) The teacher will then wash my hands and the potato peeler and peel the other potato. This potato will be placed in a separate jar and the jar will be labeled “washed hands”.

5) The jars will be placed in a warm area in the room to be observed by the students for the next four to five days.

**Closure:** The students will be instructed to make daily observations and write about what changes they see in both potatoes.

**Evaluation:** If the experiment results are positive, the students will be able to understand the importance of washing their hands.
Name: Angel Bravo
Grade: 1
Curriculum area: Health and Art
Lesson Title: Making a balanced meal

**Vocabulary**
Sweets
Fats
Balanced meal

**Objective:** The students will learn what a balanced meal consists of and make a collage of a balanced meal using food pictures from magazines.

**Materials for teacher:**
- Gregory, The Terrible Eater
- Construction paper
- Magazines
- Food pyramid bulletin board

**for students:**
- Pencil
- Scissors
- Glue

**Set:** “By now we are beginning to have an idea of what foods are healthy and what foods are not. But what does a balanced meal consist of? Is a salad a balanced meal? How about a Whopper meal, is it a balanced meal and is it healthy? In the next couple of minutes we will be talking about what are healthy balanced meals and unhealthy meals”.

**Procedure:**
1) The teacher will begin the lesson by reading the book *Gregory, The Terrible Eater* to the class.

2) After reading the book, the students will participate in a grand conversation about the theme of the book. During this time we will talk about why “junk food” is not considered healthy for our body.

3) The teacher will then direct the students attention to the food pyramid bulletin board. I will then share with the students what a healthy balanced meal should consist of and give examples of healthy balanced meals using the food pyramid as a reference.

4) Each student will then receive construction paper and a set of magazines. The students will then be instructed to cut out pictures of different foods from the magazines. Using the different pictures the students will glue together foods that would make a balanced meal.

**Closure:** At the end of the period all of the collages will be collected to be displayed in the classroom. We will briefly review what was learned from the lesson.

**Evaluation:** The collages will be used to evaluate each student’s understanding of the lesson topic.
Vocabulary
- taste buds
- sweet
- sour
- salty

Objective: The students will learn about the importance of our sense of taste and smell in determining what foods we like to eat.

Materials for teacher:  
- Pickle
- Salted peanuts
- Chocolate candy
- Sweet, sour, salty chart
- Paper plates

Set: “Today we are going to learn about two senses, which are the sense of taste and smell. Just how important they are in determining what foods we like is what we will be exploring for the next couple of minutes”.

Procedure:  
1) The teacher will begin by asking the students about how certain foods taste and whether they like them. The teacher will then talk about sour, sweet, and salty foods and discuss how we are able to taste by way of our taste buds. The teacher will also discuss how the smell of food makes us decide whether a certain food item will taste good.  
2) The teacher will ask several students to give examples of foods that are sour, sweet, and salty describe different smell.

3) After our discussion the teacher will hand each student a paper plate with a pickle, a salted peanut, and a small chocolate candy. The students will then taste each one of the food items.

3) The teacher will ask each student which one of the three tasted better to them and take a tally on a chart.

4) Next, each student smell two cups one which will contain water and another that will contain white vinegar. The teacher will blindfold each student and have them tell which cup they think contains the water. A tally will be taken to see how many students chose the cup with water or the one with the white vinegar.
**Closure:** We will compare the results from both activities and discuss any differences in taste among the class members. The students will write a brief summary of what they learned based on the charts and class discussion.

**Evaluation:** The teacher will collect the students' summaries to evaluate their understanding of the lesson and for self-evaluation.
Name: Angel Bravo
Grade: 1
Curriculum area: Drama
Lesson Title: Making a commercial advertising food

Objective: The students will write a script for a commercial about a favorite healthy food in which they will say why they like it.

Materials for teacher:
- Video camera
- Markers
- Small white boards

Materials for students:
- Favorite food item
- Pencil
- Paper

Set: “Today we are going to have a lot of fun because each one of you will be doing your own commercial. In order to do this I will need each one of you to be very cooperative and follow directions”.

Procedure:
1) The teacher will model how to do several types of commercials.

2) The students will be given the opportunity to do a practice run of a commercial.

3) Each student will then be asked to write a script for a commercial. The teacher will be walking around the classroom and assisting the students with this.

4) When the students are done writing, the teacher will write their script on a white board so that they can read it during the videotaping.

5) The teacher will call each student at a time and videotape their commercial. At this time the other students will observing.

Closure: If time allows, the video will be played for the students so the students can see their performance.

Evaluation: I will use the video to evaluate what tactics each student used to promote their favorite food.
Name: Angel Bravo
Grade: 1
Curriculum area: Diversity
Lesson title: Learning about different cultural foods

Vocabulary
culture

Objective: The students will learn about different foods from other countries.

Materials for teacher:
A Celebration of Culture: A Food Guide for Teachers
Foods from diverse cultures
Napkins
Plates
Forks
Butter Knives

for students:

Set: "We have learned about nutrition for the last two weeks. What we will do as a culminating activity is to learn about what types of food other cultures eat. Did you know that in certain parts of the world people enjoy eating more of certain foods like fish, rice, or meat.”

Procedure:
1) I will use A Celebration of Culture: A Food Guide to Teachers to read to the students about traditional food practices of different cultures.

2) The students will then share what types of foods they have eaten from other cultures.

3) I will then talk to the students about the different foods that are in the classroom and from what cultures they come from.

4) The students will then be able to taste the different foods that will be available

Closure: As we are enjoying from our food, we will discuss what was learned from the unit and what the students enjoyed the most.

Evaluation: Students should be able to leave with an appreciation for foods of various cultures and at the same time make healthy food decisions.
CHILDREN'S BIBLIOGRAPHY


TEACHER'S BIBLIOGRAPHY


STUDENT EVALUATION

Student understanding of the unit concepts will be assessed by checking each student's work after each lesson. I will also be paying close attention to student participation and comments shared during the lessons. Student involvement to me is an indication that the students are interested in the unit. By listening to the students' responses, I can also determine what concepts the students are learning. I will also provide the students with additional handouts throughout the unit as part of their morning seatwork. These handouts will serve me as additional assessment tools.
As for my self-evaluation I will primarily be concerned with developing an appreciation for the unit topic from the students. The goal is to teach the students about nutrition, but in the process I want them to have fun while they learn. I will take notes after each day to reflect on the positive and negative aspects of each lesson. This will allow me to use different instructional approaches if necessary to promote student interest and also key in on what was successful. I will be making sure that every student participates in the activities and provide the students with opportunities to work cooperatively as well as independently.