



A Nutrition Unit

A Resource Thematic Unit Plan For Third Grade

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Spring 2008

SECTION II: SUBJECT MATTER OUTLINE

SECTION III: GOALS, STANDARDS & OBJECTIVES

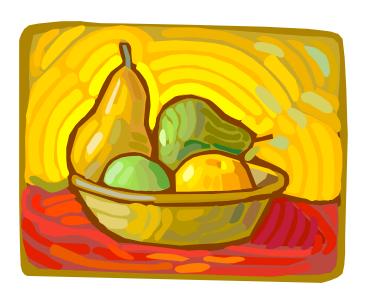
SECTION IV: STARTING ACTIVITIES

SECTION V: ENBLING ACTIVITIES

SECTION VI: CULMINATING PROJECT

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OVERVIEW AND RATIONALE

OVERVIEW

In this unit titled "Smart Mouth," students will learn how to be smart about what they are putting into their mouths. The students will learn that proper nutrition is essential for maintaining good health. We are going to learn about how food affects our bodies, good and bad. Our bodies need to be treated right in order for them to function correctly. This unit will help the student to gain the ability to practice health-enhancing behaviors and reduce health risks through proper diet.

We are going to learn about nutritious foods using MyPyramid. The students will learn about each food group, daily recommendations and portion sizes. Students will also learn about nutrients and what they do for the human body. After learning all of this, the students will create their own menus for a fictional restaurant following the guidelines they have learned.

The students will also read "Gregory The Terrible Eater" and we will incorporate the vocabulary and ideas from the story into our lessons.

RATIONALE

This unit is developed to teach students which foods they eat are healthy for their bodies and which foods they eat are not. The students should understand why they are expected to eat more vegetables and fruit than other foods. They will understand why school lunch always includes a vegetable and a fruit. This unit will help the students to grow in to healthy adults by teaching the importance of a healthy diet and what a healthy diet consists of.

Health, Science, Mathematics, ELA and Technology are the standards that will be addressed in the unit. Students will read books on the topic, collect and graph data, create menus and express and critique overall understanding of the idea that how they eat affects their bodies. For the culminating project the students will create their own restaurant menu and prepare a healthy dish through group work.

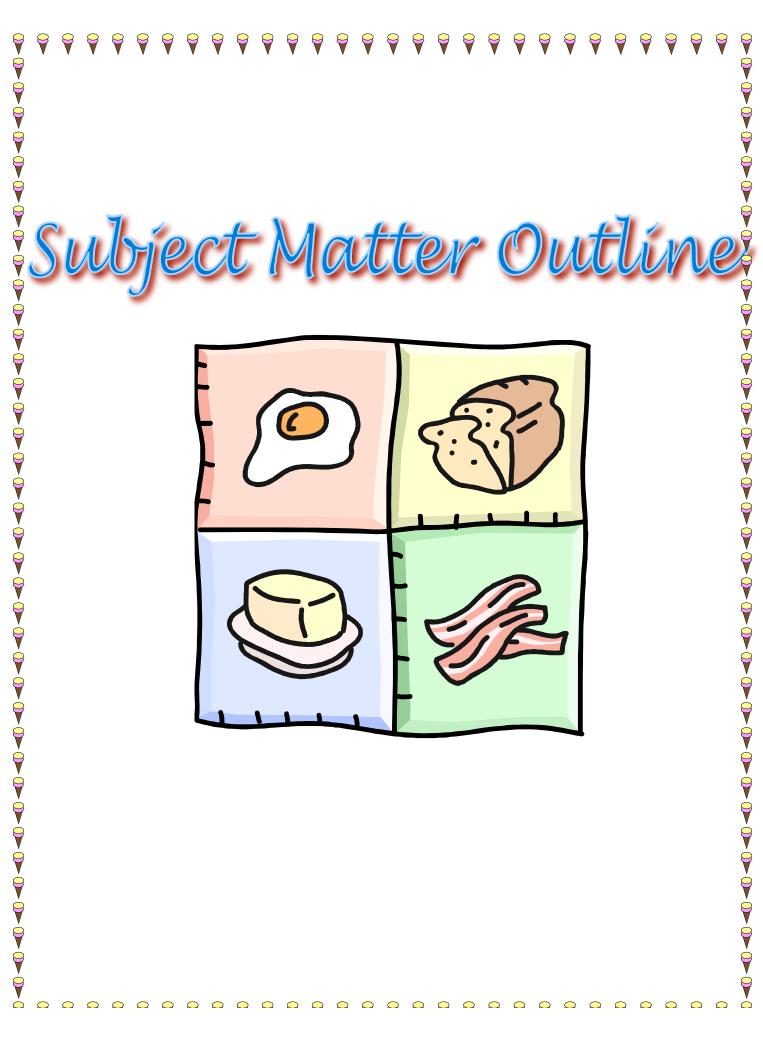
Essential Content Questions

- ❖ Can you create a healthy diet?
- Can you follow a healthy diet?
- ❖ Do you know how food affects your body?

Culminating Essential Questions

- ❖ What happens when you eat too much?
- What makes foods good for you?
- * How much food is enough?
- Why do we have a food pyramid?





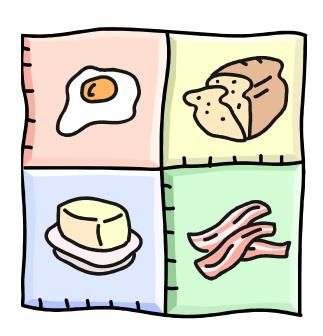
SUBJECT MATTER OUTLINE

- I. WEEK ONE
 - A. FOOD PYRAMID
 - 1. THE FOOD GROUPS
 - a. Grains
 - b. Vegetables
 - c. Fruit
 - d. Dairy
 - e. Meats
 - f. Fats, Oils and Sugars
 - 2. WHAT GROUP IS IT IN?
 - a. Healthy Foods
 - b. Unhealthy Foods
 - B. "GREGORY THE TERRIBLE EATER"
 - 1. STORY COMPREHENSION
 - a. Vocabulary
 - 2. EATING UNHEALTHY SNACKS
- II. WEEK TWO
 - A. SERVING SIZES
 - 1. DAILY SERVINGS
 - 2. SERVING SIZE FOR EACH GROUP
 - B. "GREGORY THE TERRIBLE EATER"
 - 1. OVER-EATING
- III. WEEK THREE
 - A. NUTRIENTS
 - 1. THE 6 NUTRIENTS
 - a. Vitamins
 - b. Minerals
 - c. Proteins
 - d. Carbohydrates
 - e. Fats

- f. Water
- 2. WHERE ARE THEY FOUND?
 - a. Food groups
- 3. WHAT DO THEY DO?
 - a. The good and the bad
 - b. How much is enough

IV. WEEK FOUR

- A. THE PERFECT MENU
 - 1. Ms. Rumore's Restaurant
 - a. Healthy food choices
 - b. Serving Sizes
- B. THE PERFECT DISH
 - 1. Cooking a dish
 - 2. Judging the dish



PRE-REQUISITE KNOWLEDGE & SKILLS

Students should be aware of the importance of certain foods such as fruits and vegetables. Students should also be aware of the fact that <u>junk</u> food is not good for them. It is assumed that parents, doctors and previous teachers have addressed this with the students to some extent.

KEY CONCEPTS

Health, Nutrition, Food Pyramid, Balanced Diet, Exercise

SKILLS TO BE DEVELOPED

SCIENCE- Measuring food, making menus

ENGLISH- Writing, reading, class discussion

MATH- Graphing and collecting data

TECHNOLOGY- Locating Internet Resources

HEALTH- Choosing the right foods to eat

VOCABULARY

Calories: A unit of energy-producing potential equal to the amount of heat that is contained in food released upon oxidation by the body

Energy: The ability or power to work or make an effort

Appetite: The natural desire for food

Proteins: Any group of complex organic macromolecules that contain carbon, hydrogen, oxygen, nitrogen, and usually sulfur and are composed of one or more chains of amino acids. They are essential to the diet of animals for the growth and repair of tissue and can be obtained from foods such as meat, fish, eggs, milk, and legumes.

Carbohydrates: Any groups of organic compounds that include sugars, starches, celluloses, and gums and serves as a major energy source in the diet of animals.

Minerals: An organic element, such as calcium, iron, potassium, sodium or zinc, that is essential to the nutrition of humans, animals and plants.

Vitamins: Any of various fat-soluble or water-soluble organic substances essential in minute amounts for normal growth and activity of the body and obtained naturally from plant and animal foods.

Diet: A regulated selection of foods

Nutrient: Any substance that provides nourishment, for example, the minerals that a plant takes from the soil or the constituents in food that keep a human body healthy and help it grow

Nutrition: The science or study that deals with food and nourishment

Fat: A mixture of such compounds occurring widely in organic tissue, especially in the adipose tissue of animals and in seeds, nuts and fruits of plants.

(From Gregory The Terrible Eater)

Average: Not terrible, but not very good either

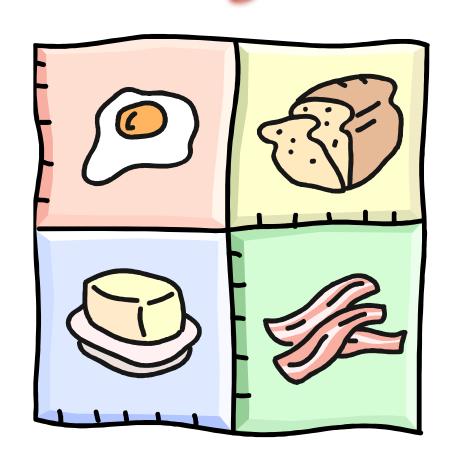
Fussy: Very dogmatic about likes and dislikes

Develop: To acquire a particular feature, habit that becomes more marked or extreme

Revolting: Unattractive or otherwise unpleasant

Junk: Discarded things, or things regarded as worthless

Goals, Standards and Objectives



GOALS, STANDARDS & OBJECTIVES

SCIENCE AND TECHNOLOGY

http://www.nap.edu/readingroom/books/nses/html/3.html

National Standards

> Content Standard F

As a result of activities in grades K-4, all students should develop understanding of -Personal health

Key Idea: Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health. Recommendations for good nutrition include eating a variety of foods, eating less sugar, and eating less fat.

➤ Technology Research Tools Key Idea: Students use technology to locate, evaluate, and collect information from a variety of sources.



NYS Standards

➤ MST Standard 4: Science

Students will understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize historical development of ideas in science.

Goal: Student will learn how to choose healthy foods.

Performance Indicator: describe the factors that help promote good health and growth in humans.

➤ MST Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.

Key Idea: Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

Performance Indicator: access needed information from media, electronic databases and community resources

Goal: Students will use technology to research a nutrient.

Objectives

- Given a model of the food pyramid, the student will state in writing, 2 relevant reasons why fats and oils are the smallest section on the food pyramid.
- Given a blank figure of "MyPyramid" the student will correctly label, from memory, the five food groups and the stairs.
- Given the task to play the game "MyPyramid Bean Bag Toss," the student will fill each food group area with the correct number of servings, filling at least 4 out of 5 food groups correctly.
- Given the task to research a nutrient online, the student will find information on the nutrient in at least 3 different websites.

MATHEMATICS

http://www.emsc.nysed.gov/ciai/mst.html

National Standards

Data Analysis and Probability Standard

Key Idea: Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them

➤ Measurement

Key Idea: Apply appropriate techniques, tools, and formulas to determine measurements



NYS Standards

➤ MST Standard 3: The students will become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics

Goal: Students will solve problems that arise in the context of menu creation

Performance Indicator: student will estimate and find measures such as length, perimeter, area, and volume using both nonstandard and standard units.

➤ MST Standard 3: Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.

Goal: Student will understand the concept of graphing to show food choices

Performance Indicator: use logical reasoning to reach simple conclusions.

Objectives

- Given a list of five snack options, the student will collect data on their classmate's favorite snacks by way of a survey and create a chart that makes mathematical sense.
- Given a data on classmate's favorite snacks, the student will create a graph showing how many students chose healthy snacks and how many chose unhealthy snacks.

• Given dry grains and measuring cups the student will measure out the daily requirement amount of grains.

ENGLISH LANGUAGE ARTS

http://www.educationworld.com/standards/national/lang_arts/english/k_12.shtml

National Standards

➤ English: Applying Language Skills K-12.12: Students will use spoken, written, and visual language to accomplish their own purposes.

➤ English: Applying Knowledge K-12.6 Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.



NYS Standards

➤ ELA Standard 4: Language for Social Interaction Students will read, write, listen, and speak for social interaction.

Performance Indicator: Student will listen attentively and recognize when it is appropriate to speak.

Performance Indicator: Students take turns speaking and responding to others' ideas in conversations on familiar topics.

➤ ELA Standard 2: Language for Information and Understanding

Student will read, write, listen and speak for literary response and expression.

Performance Indicator: Students present personal responses to literature that make reference to the plot, character, ideas, vocabulary, and text structure.

Goal: Students will learn about healthy eating through class readings and group work.

Objectives

- Given the task to work in groups on the Nutrition Worksheet, the student will work collectively in the group as per the rubric.
- Given the task to work in groups on the Nutrition Worksheet, the student will present the information found in a 3-minute oral presentation as per the rubric.
- Given the task to listen to presentations, the student will behave as stated in the rubric.

HEALTH

http://www.aahperd.org/aahe/pdf files/standards.pdf

National Standards

➤ NPH-H.K-4.3 Reducing Health Risks

Students will:

Identify Personal Health Needs

Demonstrate strategies to improve or maintain health

Identify responsible health behaviors

➤ NPH-H.K-1.2.1 Health Promotion, Disease Prevention

Students will:

Identify that healthy behaviors affect personal health





NYS Standards

➤ Health, Physical Education, and Home Economics Standard 1 Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health

➤ A Safe and Healthy Environment Standard 3 Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Performance Indicator: Students possess basic knowledge and skills, which support positive health choices and behaviors
Performance Indicator: Students practice and support others in making healthy choices.

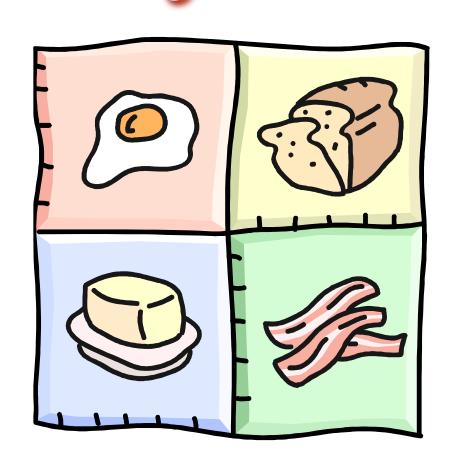
Goal: Students will learn about MyPyramid

Objectives:

- Given a blank figure of "MyPyramid" the student will correctly label, from memory, the five food groups and the stairs.
- Given 5 baskets labeled with the names of the 5 food groups, and 20 various pieces of toy food, the student will sort each food into the correct basket placing at least 15/20 in the correct basket.
- Given the task to play the game "MyPyramid Bean Bag Toss," the student will fill each food group area with the correct number of servings, filling at least 4 out of 5 food groups correctly.



arting Activiti



Set #1- Are You a "Terrible Eater?"

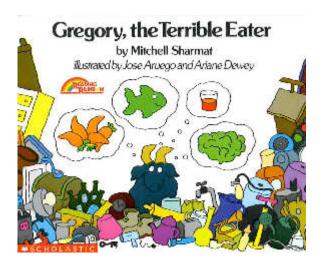
Objective:

Given the cover of the book "Gregory the Terrible Eater" and the task to analyze, the student will state at least 3 ideas about what they think the book is about.

Set Description:

I will gather the students in a reading circle and introduce the book "Gregory the Terrible Eater." I will read the title aloud and ask the children if they have any ideas about what the book is about. The student's responses about the title and cover art will help me to *pre-assess* their knowledge of healthy eating. The fun illustrations on the cover of the book will *focus* the students and *motivate* them. Some children will know the label "terrible eater" because they too have been called a "terrible eater" by a parent. The *transfer* will occur when I announce that we will be reading this book during our nutrition unit and that the lessons ahead will be associated with eating and food.

Possible Responses: "a goat who eats a lot/ not enough," "a goat who eats too much junk."



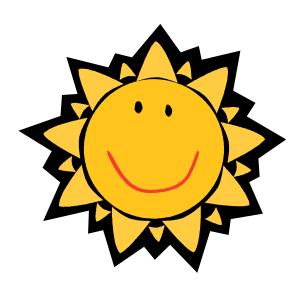
Set # 2- "Put a Little Sunshine in Your Mouth"

Objective:

Given the YouTube video, "<u>Put a Little Sunshine in Your Mouth</u>," and the task to brainstorm the student will state at least 3 familiar facts from the song.

Set Description: I will use a projector to open the website, http://www.youtube.com/watch?v=jqvMP-DQEtE&feature=related, we will watch "Put a Little Sunshine in Your Mouth" as a class. After the video I will *pre-assess* the students by asking them if they heard any familiar facts in the song. I will be able to see if the students know anything about eating healthy. The catchy tune and colorful video will keep the students *focus*. The *transfer* will happen when I announce the theme of the unit plan and connect what the students knew already to what they are going to learn in the unit. Helping the students to make these connections will *motivate* them for the unit ahead.

Possible Responses: "fruits and vegetables are good for you"



Set # 3- You Are What You Eat

Objective:

Given the lyrics of the song "You are What You Eat" and the task to sing along, the student will recall at least 3 nutrition facts that were stated in the song that are new to them.

Set Description:

I will hand each student a copy of the lyrics to the song "You are what You Eat." The class will sing the song with me. After we sing the song, I will *pre-assess* the students by asking them to tell me which facts from the song were new to them. The fun of singing in a large group will help to *focus* the students. The *transfer* will occur when I inform the students that we will be learning many more new and interesting facts about nutrition in the unit we are beginning. The idea of getting to know what food does to their bodies will *motivate* the students.



YOU ARE WHAT YOU EAT



BY: MARCY MARXER

CHORUS:

You are what you eat
You are what you eat
Whether it's fruit or meat
Or a sticky, gooey treat
You are what you eat

Well, nuts and beans give you good protein
To keep your body strong overall
They give you strength to run
They give you strength to play
They will help you grow real tall

CHORUS

We get calcium from milk and cheese
To build strong bones and teeth
Strong bones to bend and twist and jump
Strong teeth to smile and say cheese

CHORUS

Give me salad with lots of leafy greens
Some big red tomatoes and some little chickpeas
Some broccoli and carrots and some good green beans
And give me some tiny bean sprouts please

CHORUS

Sugar, it can drive you wild
It shifts your body into overdrive
Makes you play twice as hard
Then you get real tired
'Cause your energy took a dive

Set # 4- "Fruity Fun"

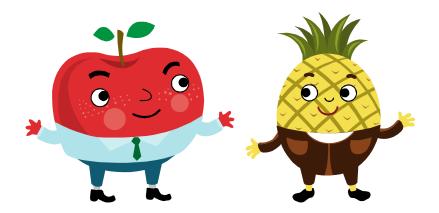
Objective:

Given the crossword puzzle titled, "Fruity Fun" the children, as a group, will use the clues to fill in the puzzle.

Set Description:

I will place the crossword puzzle "Fruity Fun" on the smartboard. As a class we will take turns reading the clues aloud and then answering collectively. I will then ask the class what they think about eating fruit. Their answers will help me to *pre-assess* their knowledge of fruit as a good food choice. The fun puzzle and use of the smartboard will help me to *focus* and *motivate* the class. The *transfer* will occur when I tell the students that we will be doing many more activities involving food in the weeks to come.

Possible Answers: "I eat a lot of fruit," "I eat fruit at lunch time," "Fruit is good for you"



Link to Puzzle:

 $\underline{http://nutrition forkids.com/fruity fun.pdf}$

Set # 5- "Milk Maze"

Objective:

Given the puzzle titled "Milk Maze," and the task to brainstorm, the student will give one reason why the character needs to get milk.

Set Description:

I will pass out the puzzle titled "Milk Maze" to the students. The will complete the maze, leading the milk to the character. I will then *pre-assess* the students by asking them why they think the character needs the milk. The puzzle activity and fun characters will *focus* and *motivate* the students on the unit topic. The *transfer* will occur when I explain to the class that in the next four weeks we will be learning about why we needs certain types of foods in our bodies.



Link to Maze:

http://www.nutritionexplorations.org/pdf/kids/milkmaze.pdf

Conclusion to the Starting Activities

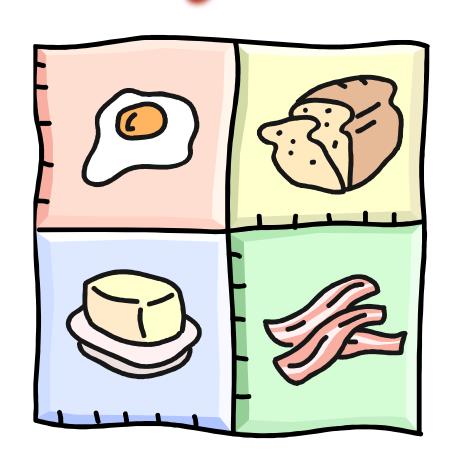
The objective and the purpose told to students in the end of each Anticipatory Set:

After completing this activity with you, I see that you all know a little bit about eating healthy and the 5 food groups. We will be beginning an important unit on nutrition this week. Nutrition is important to study because it affects the way we live each day of our lives. Our bodies are precious and we must learn how to treat them well.

By the end of this unit plan you will have created a menu and a great dish to eat for your very own healthy restaurant.



Enabling Activitie



ENABLING ACTIVITY #1

Subject Area- Science
Grade Level- 3rd Grade
Activity Title- The Five Food Groups
Time Needed to Complete the Lesson- 40 minutes
Content Essential Question: What are the 5 food groups?

GOAL:

The student will know the names of the five food groups and what they consist of.

TARGETED STANDARDS:

National:

SCIENCE CONTENT STANDARD B: As a result of the activities in grades K-4, all students should develop an understanding of: characteristics and life cycles of organisms.

NY State:

Standard MST4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

OBJECTIVE:

Given 5 baskets labeled with the names of the 5 food groups, and 20 various pieces of toy food, the student will sort each food into the correct basket placing at least 15/20 in the correct basket.

MATERIALS:

5 Food Groups PowerPoint, (Menu Mix Game) 5 baskets with food groups labels and 20 pieces of toy foods.

USE OF TECHNOLOGY:

Five Food Groups PowerPoint Presentation

INTRODUCTION/ANTICIPATORY SET:

I will ask the student if they can name different types of foods. I expect to hear the answers like candy, fruit, healthy, junk...

I will then tell them that we will get to know the five food groups.

DEVELOPMENT:

I will present the five food groups using direct instruction with a PowerPoint presentation.

Slide 1: What are the 5 food groups

Slide 2: Grains

Slide 3: Vegetables

Slide 4: Fruits

Slide 5: Milk and Dairy

Slide 6: Meats, Beans, Fish and Nuts

Slide 7: Fats and Oils

After each slide I will ask the students to name a food or the number of servings required from the current food group slide as a check for understanding.

CLOSURE:

I will ask students didactic questions:

- 1. What are the 5 food groups?
 - 2. How many fruit and vegetable servings should you have daily?
 - 3. Which food group requires the most servings per day?

I will also ask students to name at least one thing they learned during the lesson.

ASSESSMENT/EVALUATION:

Diagnostic: Questioning in the AS.

Formative: CFU during the PPT, observation.

Summative: Menu Mix Game

ACCOMODATIONS:

The menu mix game will be played in an area large enough for a wheelchair to move freely through.

Learning Disabled students will be given a print out of the PowerPoint to follow as I present.

REFLECTION:

I chose to use direct instruction to begin my unit plan. I believe that direct instruction is a good start because I can supply the students with the necessary information to help them succeed in the future assignments. Once

they begin mastering the concept of nutrition, they will be better focused and able to complete more interactive activities.



ENABLING ACTIVITY #2

Subject Area- Science
Grade Level- 3rd Grade
Activity Title- "What is MyPyramid?"
Time Needed to Complete the Lesson- 40 minutes
Content Essential Question- Where do the food groups fit into the pyramid?

GOAL: The student will learn/know where the five food groups fit into MyPyramid.

TARGETED STANDARDS:

National:

-SCIENCE CONTENT STANDARD F

As a result of activities in grades K-4, all students should develop understanding of personal health.

NY State:

- Standard <u>HPF1</u>: PERSONAL HEALTH AND FITNESS Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

OBJECTIVE:

Given a blank figure of "MyPyramid" the student will correctly label, from memory, the five food groups and the stairs.

MATERIALS:

MyPyramid Lesson. Retrieved April 17, 2008, from Team Nutrition USDA Website:

http://teamnutrition.usda.gov/Resources/mpk2_lesson1.pdf MyPyramid Poster, MyPyramid Black and White Handout

USE OF TECHNOLOGY:

The students will play the game "MyPyramid Blast Off" found at the website:

http://teamnutrition.udsa.gov/Resources/game/BlastOff_Game.html.

ANTICIPATORY SET:

I will ask the students if they have ever heard of MyPyramid or the Food Pyramid. Possible response would be, "yes", "no", "it's a triangle with food in it." I will tell the students that it involves the 5 food groups that we learned in the previous lesson.

DEVELOPMENT:

This lesson will be indirect/guided instruction. This activity introduces students to MyPyramid for Kids concepts in a fun way. We will read "A Conversation with Pyramid Pal" aloud. During the story, I will help the students to answer the questions based on my talking points.

The student will fill out the blank handout of "MyPyramid as each food group is discussed in the story.

To develop mastery of the concept, the students will play the game "MyPyramid Blast Off" taking turns in groups.

CLOSURE:

Groups will report the results of their game progress and answer the didactic questions:

- 1. Which is the largest section of MyPyramid?
- 2. What do the stairs represent on MyPyramid?
- 3. Are fats and oils a food group?

ASSESSMENT/ EVALUATION:

Diagnostic: Q&A During the "Conversation with MyPyramid Pal"

Formative: Observation during group work Summative: Fill out a blank MyPyramid Chart

ACCOMODATIONS:

Children with hearing impairment will have a paraeducator/translator to sign the "Conversation with MyPyramid Pal."

Learning Disabled students will be given extra time to fill out the chart.

REFLECTION:

This activity brings "MyPyramid" to life for the students. Having a "conversation" while learning is a great way to acquire new information. The children have fun during the lesson and then get to play a fun and educational game to go over what they have just learned.



Enabling Activity #3

Subject Area- Health
Grade Level- 3rd Grade
Activity Title- MyPyramid BeanBag Toss
Time Needed to Complete the Lesson- 40 minutes
Content Essential Question- How many servings per food group, per day?

GOAL:

The student will memorize how many servings are recommended for each of the food groups.

TARGETED STANDARDS:

NATIONAL

NPH-H.K-4.3- Reducing Health Risks

- -Identify personal health need
- -Demonstrate strategies to improve or maintain health
- -Identify responsible health behaviors

NY STATE

Health, Physical Education, and Home Economics Standard #1- Personal Health and Fitness

OBJECTIVE:

Given the task to play the game "MyPyramid Bean Bag Toss," the student will fill each food group area with the correct number of servings, filling at least 4 out of 5 food groups correctly.

MATERIALS:

Bean Bags, Large Poster Board, pretzels, "The Edible Pyramid" by Loreen Leedy, computer projector and screen.

USE OF TECHNOLOGY:

I will bring up the website,

http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2000/2000DGConsumerBrochure.pdf#xml=http://65.216.150.153/texis/search/pdfhi.txt?query=servings+per+day&pr=MyPyramid&sufs=2&order=r&cq=&id=4592b6be6

INTRODUCTION/ANTICIPATORY SET:

To begin, I will read the book "The Edible Pyramid" to the students. I will ask the students to recall any information they remember about the earlier lessons on nutrition. I expect to hear answer like, "It's a triangle," "There are 5 food groups." I will then tell the children that we are going to play a game to help them remember how many servings from each food group they need to eat per day.

DEVELOPMENT:

This lesson will consist of mainly guided instruction. First we will have a brief discussion about the book "The Edible Pyramid." I will ask:

- 1. Which food groups of the MyPyramid were discussed in the book?
- 2. What is a serving size?
- 3. Who has eaten something from the bread, fruit, and vegetable, etc. food group today?

I will reinforce that it is important to eat foods from each of the five main food groups every day. I will talk about foods that include ingredients from several food groups such as pizza, tacos, and sandwiches.

4. Why should you eat food from all of the different food groups?
We will then review serving sizes briefly at the website,
<a href="http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2000/2000DGConsumerBrochure.pdf#xml=http://65.216.150.153/texis/search/pdfhi.txt?query=servings+per+day&pr=MyPyramid&sufs=2&order=r&cq=&id=4592b6be

After the review we will play the beanbag toss game. The children will take turns tossing beanbags into each food group until they fill them with the right number of "servings."

CLOSURE:

I will ask the didactic questions:

- 1. What is a serving size?
- 2. How many fruit and vegetable servings should you have per day?
- 3. Which food group requires the most servings per day?

After the last question the student will answer "grains" and I will tell them that we are going to eat a serving of grains right now! I will then hand out pretzels for a healthy snack!

ASSESSMENT/EVALUATION:

Diagnostic: Q & A after the Anticipatory Set

Formative: Observation during the beanbag toss, responses to reading

Summative: Didactic questions at end of lesson

ACCOMODATIONS:

I will modify the beanbag toss for students confined to a wheel chair by creating a tabletop version of the game. This tabletop version will have raised edges so that sections can be identified by student with visual impairments as well.

REFLECTION:

The reason I chose this activity is to ensure that my students are knowledgeable of MyPyramid and how it affects them daily. This activity allowed students to have fun while they were learning.



Enabling Activity # 4

Subject Area- Technology
Grade Level- 3rd Grade
Activity Title- The Keys to Great Health- Nutrient Report
Time Needed to Complete the Lesson- 40 minutes
Content Essential Question: What is a nutrient, and why do we need them?

GOAL:

The student will learn the 6 nutrients and what they do for the human body.

TARGETED STANDARDS:

NATIONAL:

Technology: Productivity Tools K-12.3:

-Students use technology to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

NY STATE:

MST Standard 5: Technology

-Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

OBJECTIVE:

Given the "nutrient worksheet," and the task to complete it through group work, the student will present the information on their chosen nutrient in a 3-minute presentation following the rubric.

MATERIALS:

A food label, rubric, worksheet, computers, library

USE OF TECHNOLOGY:

The students will be given a list of websites to reference while researching their nutrient.

INTRODUCTION/ANTICIPATORY SET:

I will pass out a food label and ask the children if they understand anything written on it. Some may answer with, "It tells you if the food is good for you," "it tells how much fat you are eating," "I don't know a lot of these words." I will then tell the students that we are going to learn about nutrients, which are always printed on food labels.

DEVELOPMENT:

After direct class discussion about the 6 main nutrients that are important to the body, I will break the class up into six collaborative groups, assigning a nutrient to each group. I will then hand out the "nutrient worksheet" and a list of resources to the students. We will go to the library to find the answers to each question on the worksheet. The students will then present what they have found in a 3-minute presentation. They will learn while they teach.

CLOSURE:

After each presentation I will ask the class to recall one fact they learned from the presentation. After which we will fill out a chart on the blackboard describing each nutrient, what it does and where it's found. The students will copy the chart into their notebooks.

ASSESSMENT/EVALUATION:

Diagnostic: AS questions about labels

Formative: Observation in the library, nutrient worksheet

Summative: The presentation rubric

ACCOMODATIONS:

I will create a ready-made packet of resources for learning disabled children. There will be a paraprofessional/interpreter for hearing impaired students during the presentations.

REFLECTION:

This activity is very useful because it allows the children to "teach" each other, which is an excellent way to help the children remember the facts they have learned.

Name:	Date	•
NUT	RIENT WORKSHEE	Γ
Using the websites supplied, f presentation.	and the answers to the questions belo	ow and then create your
Nutrient:		
What does it do?		
Where is it found? (list three	e foods)	
How much should you have	daily?	

Enabling Activity # 5

Subject Area- ELA Grade Level- 3rd Grade

Activity Title- Are You A Terrible Eater?

Time Needed to Complete the Lesson- 40 minutes

Content Essential Question: Do you know what foods are healthy?

GOAL:

The student will learn what happens when they do not eat healthy foods.

TARGETED STANDARDS:

NATIONAL:

English Applying Language Skills K-12.12

-Students will use spoken, written, and visual language to accomplish their own purposes.

NY STATE:

ELA Standard 4: Language for Social Interaction

-Student will read, write, listen, and speak for social interaction

OBJECTIVE:

Given a quiz with two columns titled "Healthy" and "Unhealthy," the student will write at least 3 healthy and 3 unhealthy foods under the correct categories.

MATERIALS:

"Gregory, the Terrible Eater" by Mitchell Sharmat, smartboard. quiz

USE OF TECHNOLOGY:

I will use a smartboard to go over healthy/unhealthy food with the children. They will be able to actively participate in the lesson.

INTRODUCTION/ANTICIPATORY SET:

I will gather the students in a reading circle and introduce the book "Gregory the Terrible Eater." I will read the title aloud and ask the children if they have any ideas about what the book is about. The student's responses about

DEVELOPMENT:

After reading the book "Gregory, the Terrible Eater" to the class the children will participate in active learning to decide whether they eat healthy foods. I will ask questions to check for comprehension after reading the book. Some examples of my questions are:

- 1. Are fruits, vegetables, eggs and fish junk food?
- 2. Would your parents be angry if you asked for cereal and bananas for breakfast?
- 3. Are the foods that Gregory's parents eat healthy for humans? After reading the book, I will use the smart board to go over types of healthy food and types of unhealthy foods. The children will first state whether they think the pictured food in healthy and then drag illustrations of foods to see an answer stating "Healthy" or "Unhealthy."

CLOSURE:

After the smartboard activity, I will hand out a quiz with two columns, one titled "Healthy" and one "Unhealthy." I will ask the students to write down three healthy and three unhealthy foods that they eat.

ASSESSMENT/EVALUATION:

Diagnostic: Check for understanding questions Formative: Answers during smartboard lesson

Summative: Quiz 3 healthy/3 unhealthy

ACCOMODATIONS:

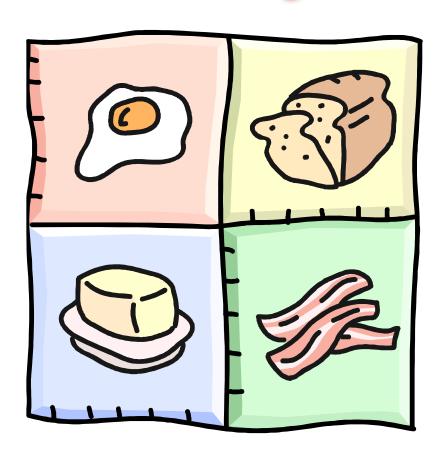
I will supply an extra copy of the book to students with hearing impairment and LD students so they may follow along as I read aloud.

REFLECTION:

"Gregory, the Terrible Eater," is a great book with a funny take on what's healthy and what's not. Children will be amused by the story and how Gregory's parents are angry about him eating vegetables and fruit. Many will be able to relate to Gregory's dilemma and this will help them to learn about healthy eating.

Name:	<u> </u>	Health		Date:		
Directions: List three healthy foods and three unhealthy foods in the correct columns.						
	HEALT	HY		UNHEA	LTHY	
1.			1.			
2.			2.			
3.			3.			

Culminating Activit



Culminating Activity

Name: Ms. Rumore's Restaurant

Description: The student will work in groups of 5 or 6 to create a health conscious menu following healthy eating practices. Various meal choices will be supplied; some healthy, some unhealthy. The group will choose one of the healthy dishes to make in class to be judged. Recipes will also be supplied. The chef from the local restaurant "Halligan's" will serve as a judge.

As I introduce the activity to the class, I will explain that the student will have an opportunity to be in control of their very own restaurant. I will stress that choosing the contents of a menu is a very important job. As the student begins the project I will make myself very accessible. I will move throughout the room and work with each group individually to ensure progress is made.

The purpose of this activity is to end the unit on a fun and enjoyable note. The students have worked very hard throughout the unit. This is a great activity where they can use the knowledge they have gained and show how much they have learned, all the while having fun. With all this talk about food and eating healthy, students are finally able to EAT!

Task: Create a health conscious menu and cook a delicious meal! Make "Ms. Rumore's Restaurant" the best in town!

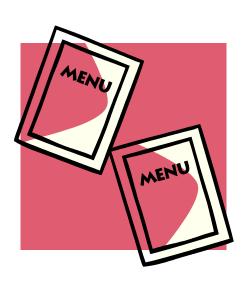
Product and/or Performance: Menu and Meal. Cooking demonstration.

Role and Purpose: Kitchen crew to serve up healthy meals

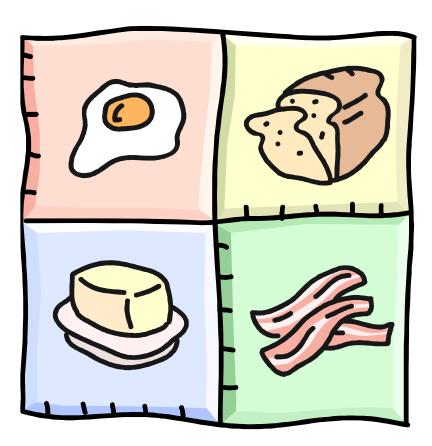
Audience: Other fourth grade classes and guest Chef from "Halligan's"

Evaluation: I will grade the student on their menus using a rubric. The grade received will be given to each student in the group. The "judge" from Halligan's will choose the best dish served.









 Diagnostic: Each of my Anticipatory Sets involves diagnostic evaluation through questioning. The questions are all stated in a way to gather information on what the student already knows.

Formative: Most of my formative assessments in this unit are informal observation. I also employed didactic questions asking and worksheets.

Summative: For my summative assessments I created two rubrics, a quiz

The following are four examples of assessments used in this particular unit.

- 1. A rubric that evaluates the student's collaborative oral presentation for Enabling Activity #4
- 2. A fill-in quiz used in Enabling Activity #5.
- 3. A worksheet with a blank figure of MyPyramid used in Enabling Activity #2.
- 4. A rubric that evaluates the student's culminating project.



Oral Presentation Rubric : Nutrient Report

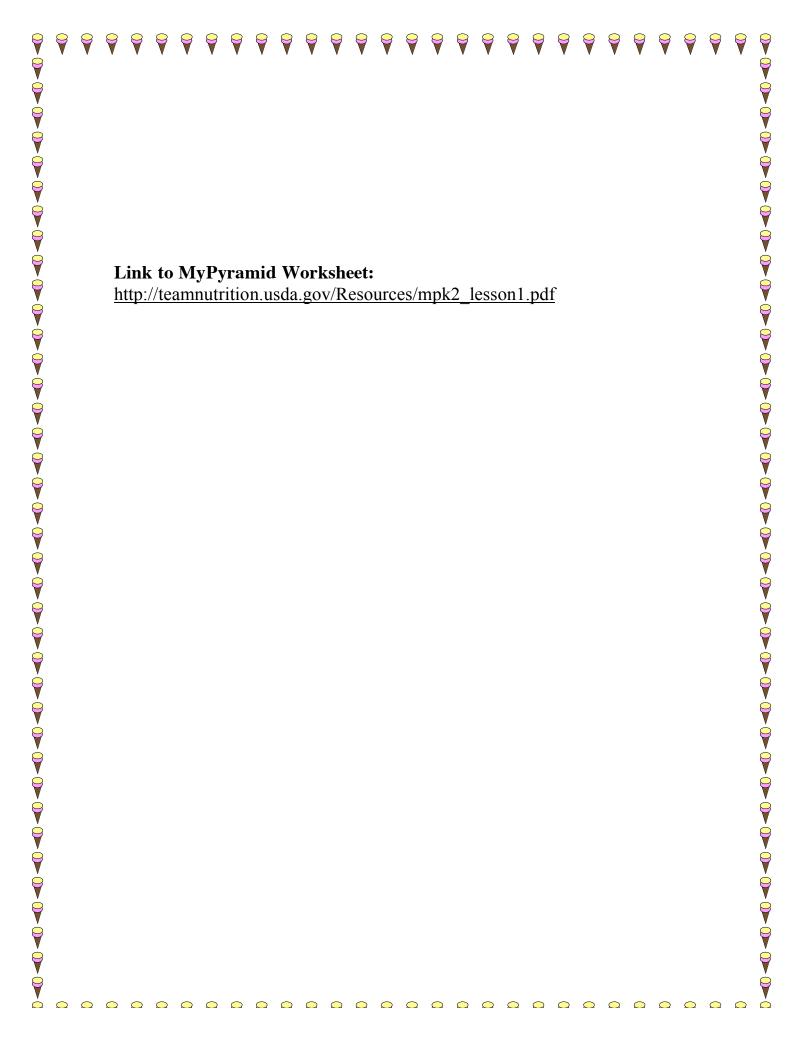
Teacher Name: J Rumore

Student Name:

it Ivanic.			
4 Excellent	3 Very Good	2 Good	1 Needs Improvement
Almost always listens	Usually listens to,	Often listens to, shares	Rarely listens to, shares
to, shares with, and	shares with, and	with, and supports the	with, and supports the
supports the efforts of	supports the efforts of	efforts of others in the	efforts of others in the
others in the group.	others in the group.	group but sometimes is	group. Often is not a
Tries to keep people	Does not cause "waves"	not a good team member.	good team member.
working well together.	in the group.		
Shows a full	Shows a good	Shows a good	Does not seem to
understanding of the	understanding of the	understanding of parts of	understand the topic very
topic.	topic.	the topic.	well.
Speaks clearly and	Speaks clearly and	Speaks clearly and	Often mumbles or can
distinctly all (100-95%)	distinctly all (100-95%)	distinctly most (94-	not be understood OR
the time, and	the time, but	85%) of the time.	mispronounces more
mispronounces no	mispronounces one	Mispronounces no more	than one word.
words.	word.	than one word.	
Always (99-100% of	Mostly (80-98%) speaks	Sometimes (70-80%)	Rarely speaks in
	in complete sentences.		complete sentences.
sentences.	1	sentences.	1
Listens intently. Does	Listens intently but has	Sometimes does not	Sometimes does not
not make distracting	one distracting noise or	appear to be listening but	appear to be listening
noises or movements.	movement.	is not distracting.	and has distracting
			noises or movements.
Student is able to	Student is able to	Student is able to	Student is unable to
accurately answer almost	accurately answer most	accurately answer a few	accurately answer
all questions posed by	questions posed by	questions posed by	questions posed by
classmates about the	classmates about the	classmates about the	classmates about the
topic.	topic.	topic.	topic.
	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. Shows a full understanding of the topic. Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. Always (99-100% of time) speaks in complete sentences. Listens intently. Does not make distracting noises or movements. Student is able to accurately answer almost all questions posed by classmates about the	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. Shows a full understanding of the topic. Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. Always (99-100% of time) speaks in complete sentences. Listens intently. Does not cause "waves" in the group. Shows a good understanding of the topic. Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. Always (99-100% of time) speaks in complete sentences. Listens intently. Does not cause "waves" in the group. Shows a good understanding of the topic. Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. Mostly (80-98%) speaks in complete sentences. Listens intently but has one distracting noise or movement. Student is able to accurately answer almost all questions posed by classmates about the	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. Shows a full understanding of the topic. Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. Always (99-100% of time) speaks in complete sentences. Listens intently. Does not make distracting noise or movements. Student is able to accurately answer almost all questions posed by classmates about the

Score: / 24

Name:	Name: Date:				
Directions: Lis	st three healtl	h Food hy foods a		althy foods	
HEA	LTHY		UNHEAL	THY	
1.		1.			
2.		2.			
3.		3.			



Menu Making Rubric: Culminating Project

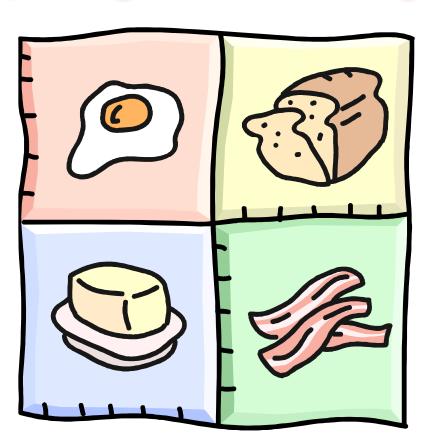
Teacher Name: J Rumore

Student Name:

CATEGORY	4 Excellent	3 Very Good	2 Good	1 Needs Improvement
Content - Accuracy	All dishes in the menu are healthy.	99-90% of the dishes in the menu are healthy.	89-80% of the dishes in the menu are healthy.	Fewer than 80% of the dishes in the menu are healthy.
Writing - Organization	Each section in the menu has a clear beginning, middle, and end.	Almost all sections of the menu have a clear beginning, middle and end.	Most sections of the menu have a clear beginning, middle and end.	Less than half of the sections of the menu have a clear beginning, middle and end.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the menu.	No more than 1 spelling error remains after one person other than the typist reads and corrects the menu.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the menu.	Several spelling errors in the menu.
Attractiveness & Organization	The menu has exceptionally attractive formatting and well-organized information.	The menu has attractive formatting and well-organized information.	The menu has well-organized information.	The menu's formatting and organization of material are confusing to the reader.

Score: / 16





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Resources

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