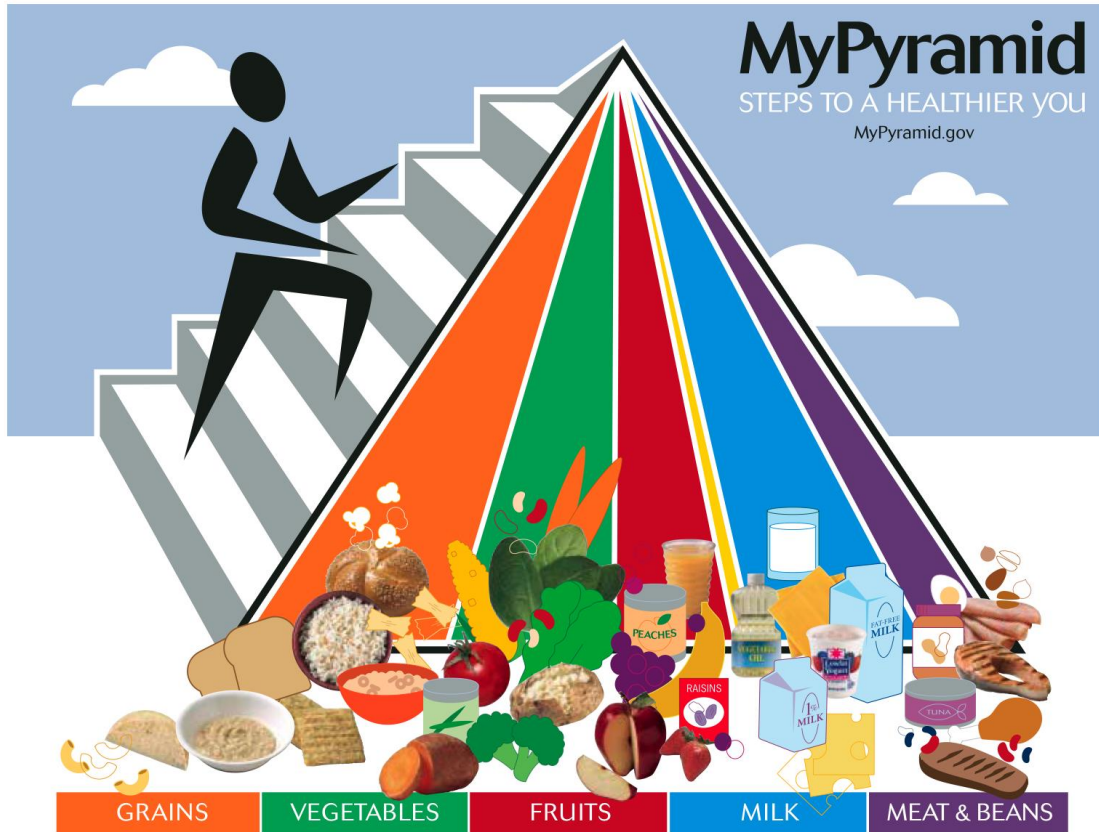


# Nutrition Unit Plan



Designed for Kindergarten students

By: Lisa Barr, ID # 113648

April 21, 2010

Student Teaching 2nd Placement

Dr. Walker



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Miss Lisa Barr, Kindergarten student teacher

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Dear Parents/Guardians,

April 9, 2010

Our class is going to be learning about nutrition over the next few days. This unit is appropriate for your kindergarten child because it teaches them valuable information about their health and food choices.

This unit will help your child understand the different foods that they should and should not be eating. It will also help them understand how much they should have of each food group on a daily basis. This will be helpful for your child because they will learn how to be fit and live a healthy life style.

The nutrition unit will start on April 12, 2010 and will proceed for five days. I strongly encourage your participation with your child at home with the different assignments that he/she will be bringing home. During the course of the five days your child will be using their imagination to create healthy meals.

On Thursday April 15, 2010 we will be taking a field trip to Giant Food Stores located in Bloomsburg. If you would like to join us for this experience, more information will be sent home at a later date.

I am looking forward to the next several weeks of class designed for your child's learning and achievement on nutrition.

If you have any questions or concerns, please feel free to contact me.

Sincerely,

Miss Barr

# Rationale

The unit on nutrition is appropriate for kindergarten students because it teaches them valuable information on food and how to make healthy choices. Students will be eating different foods everyday of their lives and will need to know how to make healthy choices for themselves. This unit meets the standards because it covers listening, talking, reading, writing, viewing, and visual representation.

It is important for the teacher to do research and learn nutrition and healthy choices just as it is for the students. A teacher needs to do a lot of research and make sure they understand what they are talking about and the concepts that they are dealing with. This is a topic that can be covered by the basics or it can go into a depth of information. The teacher needs to pull specific information for the students. This is a very important topic to cover with the students because it deals with something that they are around every day. This is also important for the teacher because they are also around food and need to make healthy choices on a daily basis.

It is important for students to learn about nutrition and healthy choices because it will help them stay fit and healthy. Students will also learn what foods they are to eat on a daily basis and which ones they are to eat in moderation. It is very important that students are taking the time to learn about nutrition because society is having a problem with childhood obesity. The one place for this to stop is in the classroom. At Saint Columba the students are only allowed to bring in a birthday treat if it has a healthy snack with it. Students need to be healthy and learn to make healthy choices at a young age so it carries with them as they get older. This is why it is important for nutrition and healthy choices to start at a young age.

Students will learn how to give a presentation, and learn how to speak clearly and professionally in front of others. The students will be practicing their listening skills by listening to the teacher talk, and by listening to other student's presentations. The different passages through-out the unit that the students are listening to will help them hear fluent reading which will help on comprehension of passages. The students will be talking in small and large group discussions.

Students will want to learn about nutrition because they are surrounded by it every day and will want to make healthy choices for themselves.

## **The standards this unit covers are as follows:**

### *Health, Safety and Physical Education*

#### 10.1: Concepts of health

- E- Recognize that there are a variety of foods that can be grouped
- F- Develop an understanding of the importance of eating healthy and the role of food in keeping the body healthy
- G- Develop an understanding of the importance of drinking water to keep the body healthy

### *Mathematics*

#### 2.6: Statistics and Data Analysis

- A- Gather, organize and display data on a bar graph and/or a pictograph

### *Person – Social*

#### 3.1: Develop Self-Regulation

- G- Make transitions between activities
- H- Follow adult rules

### *Reading, Writing, Speaking and Listening*

#### 1.2: Reading Critically In All Content Areas

- A- Determine important ideas and messages in informational texts

#### 1.3: Reading, Analyzing and Interpreting Literature

- A- Understand and respond to a variety of literary selections that are read, listened to or viewed

#### 1.4: Types of Writing

- C- Identify illustrations that depict story content
- D- Draw or write informational sentences (letters, descriptions, definitions, collections of facts simple instructions) using illustrations when relevant

#### 1.5: Quality of Writing

- A- Demonstrate conventional penmanship-trace, copy and generate letters of alphabet-both uppercase and lower case
- E- Organize words into a complete thought
- H- Publish or present writing

#### 1.6: Speaking and Listening

- C- Speak clearly enough to be understood by most listeners
- E- Ask and answer relevant questions and share experiences individually and in groups
- F- Initiate and respond appropriately to conversations and discussions

### *Science*

#### 3.1: Unifying Themes

- K- Examine and explain change through simple observation and recording

- M- Describe change to objects caused by heat, cold, light or chemicals

#### 3.2: Inquiry and Design

E- Use the five senses as tools with which to: observe, collect information, classify describe

*Social Studies*

6.2: Scarcity and Choice

A- Identify scarcity as the concept that all resources are limited (why all of us can't have everything we want)

## Unit Goals

- 1.) The students will understand good food from bad food.
- 2.) The students will know how to make healthy choices when choosing different foods to eat.
- 3.) The students will recognize the importance of eating healthy.

## Unit Outline/Summary

### ***Pretest:***

The teacher will pass out a sheet that has a blank food pyramid on it. The students must complete the pyramid by drawing foods that go into each section and also labeling the sections.

### ***Lesson 1: "BREAD BREAD BREAD" By: Ann Morris***

- Take a picture walk through the story.
- Discuss the story with the students.
- Go over the different types of bread the students have eaten.
- Make bread with the students.
- Go over the food pyramid with the students.
- Taste tests the food.

### ***Lesson 2: "Cloudy with a chance of Meatballs" By: Rick Barba***

- Make predictions on what the students think is going to happen in the story.
- Read the story with the students.
- Discuss what happened throughout the story.
- Students will design their own food falling from the sky.
- Students will write about what they would do with all of their favorite food.

### ***Lesson 3: "Growing Vegetable Soup" By: Lois Ehlert***

- Discuss the title.
- Read the story to the class.
- Discuss what happened in the story.
- Each student will decorate vegetables
- We will fill the large kettle pot with our vegetables.
- This will be placed in the hall and labeled "What's Cooking in Kindergarten"

### ***Lesson 4: "Gregory, the Terrible Eater" By: Mitchell Sharmat***

- Take a field trip to Giant Food Stores.
- Discuss our field trip as a class.
- Write a thank you letter to our tour guide.
- Look at the book's title and predict what is going to happen.
- Read the story as a class.
- Talk about our predictions.
- Make Gregory's meal for him.

### ***Lesson 5: "Gregory, the Terrible Eater" By: Mitchell Sharmat***

- As a class we will review the story from the previous day.
- Each student will receive two different types of food.
- Students will color the food.
- As a class we will take the food and create our own food pyramid in the hall.
- We will label the pyramid with servings and titles (this will be the post test).

*Take the final assessment*

*Hand out Eat for good Health awards to each student*

## **Pretest**

**Each student will be given a pretest. This pretest will not be graded. I will simply use the test results to see what the students know and what they do not know about the food pyramid and the specifics of each group.**

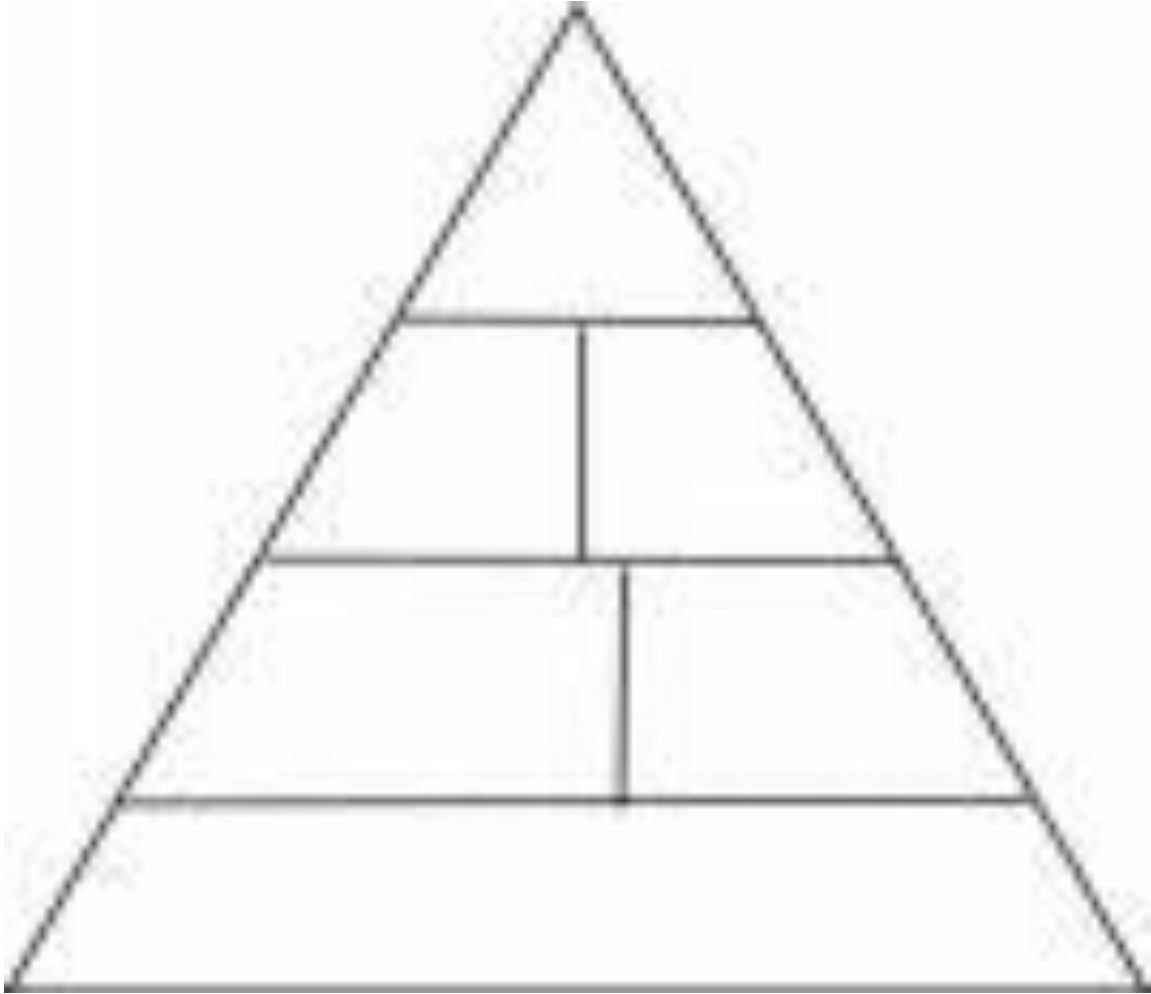


NAME: \_\_\_\_\_

**This is a food pyramid. There are six different sections to a food pyramid.**

***Directions:***

- 1. Label each section**
- 2. Draw one piece of food for each section**



NAME:

## ANSWER KEY

This is a food pyramid. There are six different sections to a food pyramid.

### *Directions:*

1. Label each section
2. Draw one piece of food for each section



# Motivational Device for Unit



A motivational device as an introduction to a new unit is very important. The students' minds must be grasped as early in the unit so that they are willing to want to learn and in a fun way.

This unit is covering nutrition and healthy choices. I am going to introduce this unit to the students by having many different foods that we are going to be using throughout our lesson around the room. The students are going to rotate in groups around the room to see, touch, and buy these different items. The items that are going to be sitting out are as follows: fruit, vegetables, bread, dairy, meat, and sweets. The students are permitted to walk around to each station and look at the foods and mention if they like or dislike certain foods. The teacher will be walking around listening to these comments.

There will also be a cash register at each station that the students can play store if they would like to. The teacher will also be watching to see what items each student buys to eat.

This is going to be a fun unit for the students because the majority of it is hands on. The students are going to enjoy themselves while having fun, but also being safe at the same time.



## ***Lesson 1***

### ***“BREAD BREAD BREAD” By: Ann Morris***

#### **Academic Standards**

##### *Health, Safety and Physical Education*

###### 10.1: Concepts of health

- E- Recognize that there are a variety of foods that can be grouped
- F- Develop an understanding of the importance of eating healthy and the role of food in keeping the body healthy
- G- Develop an understanding of the importance of drinking water to keep the body healthy

##### *Mathematics*

###### 2.6: Statistics and Data Analysis

- A- Gather, organize and display data on a bar graph and/or a pictograph

##### *Person – Social*

###### 3.1: Develop Self-Regulation

- G- Make transitions between activities
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##### *Science*

###### 3.1: Unifying Themes

- K- Examine and explain change through simple observation and recording
- M- Describe change to objects caused by heat, cold, light or chemicals

###### 3.2: Inquiry and Design

- E- Use the five senses as tools with which to: observe, collect information, classify describe

#### **Anchors**

N/A

#### **Objective**

- 1.) Students will label the different types of bread by their characteristics with 95% accuracy.

#### **Motivational Devices**

Ask the students about different good items that they enjoy eating the most. Go around the whole class so that every student has a chance to say something. When a student says a healthy food say healthy and when a student says an unhealthy food say unhealthy. See if the students can guess what we are going to be talking about.

### **Content**

1. Take the students through a picture walk of the book “BREAD BREAD BREAD” By: Ann Morris.
2. Read the story to the students. Ask the following questions as you read the story.
  - a. Page 6: What do you notice about this type of bread?  
- This bread is circular and is on the ground.
  - b. Page 9: Have you ever seen these types of breads? If so where?  
- Answers will vary.
  - c. Page 11: Have you ever used bread in this way before?  
- Answers will vary.
  - d. Page 15: Have you ever seen someone carry bread on their head? If so where?  
- Answers will vary.
  - e. Page 18: Have you ever baked bread before? If so what kind?  
- Answers will vary.
  - f. Page 24: Have you ever seen someone selling bread like this man? If so where?  
- Answers will vary.
3. Discuss what was read.
  - a. Have the students look back at pictures and discuss how all countries are different but the world is one and we all eat bread.
  - b. Ask what types of breads they noticed in the story.
4. Talk with the students on the different types of bread that they have eaten before.
  - a. See if the students know the names of the different types of bread they have eaten.
5. Explain to the students that they are going to be making bread as a class.
  - a. Go over the directions for the kitchen with the students.
    - No running or using loud voices
    - Wait your turn
    - Follow the directions given by the teacher
    - Set the timer when placed in the oven
6. Take the students to the kitchen and have the students wash their hands.
7. Have the students mix up the ingredients (follow the directions on the box).
8. While the bread is cooking, introduce the food pyramid is introduced to the students.
  - a. Introduce each group
  - b. Go over examples in each group
9. Have the students name the different foods that they eat.
10. Take the bread out of the oven and take it back to the classroom to cool down to have with snack.
11. Have the students taste test the bread and keep a tally chart on the board for them to see which bread they liked better.

### **Differentiated Learning activities**

In my classroom I have four students that are higher than the rest of the students. I also have three students that are lower than most of the students. There is one child that has severe ADHA in my classroom. These are all important learning disabilities that I have to work with everyday for learning to take place for all of these students.

The high students will be asked different questions that I know the other students will not be able to answer. This will allow the students to help the other students with information.

The low students would receive help from the high students when answering questions. The students can phone a friend and ask for help.

The ADHA student will be sitting beside me. I will be able to focus my attention to this student and if he/she was to act up I could simply just look at the student and it would stop.

### **Instructional Resources**

- A. Bread mix
- B. 1/3 cup of milk
- C. 1 egg
- D. 1/2 cup of water
- E. Baking sheets
- F. Oven
- G. Food pyramid
- H. Kitchen
- I. Hand Sanitizer
- J. *Bread, Bread, Bread*

### **Formative Assessment**

The students will be assessed on their participation in class while reading the book and also mixing the ingredients for the bread making.

### **Reflection**

Today's lesson went very well. The students were a little rowdy because my cop was out, but I handled them very well and hopefully they will listen better tomorrow. The students enjoyed my lessons very much and wanted to bake more items than what we baked.

**Lesson 2**  
**“Cloudy with a chance of Meatballs” By: Rick Barba.**

**Academic Standards**

*Health, Safety and Physical Education*

10.1: Concepts of health

- E- Recognize that there are a variety of foods that can be grouped
- F- Develop an understanding of the importance of eating healthy and the role of food in keeping the body healthy
- G- Develop an understanding of the importance of drinking water to keep the body healthy

*Person – Social*

3.1: Develop Self-Regulation

- G- Make transitions between activities
- H- Follow adult rules

*Reading, Writing, Speaking and Listening*

1.2: Reading Critically In All Content Areas

- A- Determine important ideas and messages in informational texts

1.3: Reading, Analyzing and Interpreting Literature

- A- Understand and respond to a variety of literary selections that are read, listened to or viewed

1.4: Types of Writing

- C- Identify illustrations that depict story content
- D- Draw or write informational sentences (letters, descriptions, definitions, collections of facts simple instructions) using illustrations when relevant

1.5: Quality of Writing

- A- Demonstrate conventional penmanship-trace, copy and generate letters of alphabet-both uppercase and lower case
- E- Organize words into a complete thought
- H- Publish or present writing

1.6: Speaking and Listening

- C- Speak clearly enough to be understood by most listeners
- E- Ask and answer relevant questions and share experiences individually and in groups
- F- Initiate and respond appropriately to conversations and discussions

**Anchors**

N/A

**Objective**

- 1.) Students will be able to sketch a picture of a healthy food falling from the sky with 97% accuracy.

**Motivational Devices**

Open the lesson with a story. Tell the students that you were on vacation over the summer and it got very cloudy so you thought it was going to rain. When it started to rain it wasn't rain though, it was jelly beans. I was very confused but then I started to eat all of the jelly beans.

### **Content**

1. Review the food pyramid with the students.
  - a. Have the students come up to the felt board and place the pieces on the board.
2. Read the story, "Cloudy with a chance of Meatballs" By: Rick Barba.
  - a. Take a picture walk through the story and have the students predict what is going to happen.
  - b. Have the students try and figure out the ending to the story.
3. Discuss what happened in the story.
  - a. Characters
  - b. Plot
  - c. Setting
  - d. Have the students think back to their predictions whether they were correct or not.
4. After reading the story the students will design their own food falling from the sky.
  - a. This will be placed onto the blank sheet provided.
  - b. The students will then write what their food is and what they would do with all of their food.
5. The students will then present their pictures to the class and explain what was falling from the sky and what they would do with everything.
6. These will then get hanged up in the hall for everyone to see in the school.

### **Differentiated Learning activities**

In my classroom I have four students that are higher than the rest of the students. I also have three students that are lower than most of the students. There is one child that has severe ADHA in my classroom. These are all important learning disabilities that I have to work with everyday for learning to take place for all of these students.

The high students will be the ones to place the different pieces on the felt board. These students will also be the ones to help their table mates with spelling of different words and any other guidance that they may need.

The low students will look up to the high students for guidance if needed. The teacher will also be around to help these students figure out their sentence and then write the lines of how many words are needed for that sentence.

The ADHA student will be checked on periodically by the teacher. If he/she is acting up I will place them at the front of the room at the focus desk.

### **Instructional Resources**

- A. *Cloudy with a chance of Meatballs*
- B. Felt board and food pieces
- C. Blank paper
- D. Crayons

### **Formative Assessment**



The students will be assessed on their completion of the project. The students will also be assessed on their writing punctuation.

**Reflection**

Today was not a better day with the students, it was actually worse. I took recess away from the students and when I did this they knew that I meant business. In the afternoon they were a little better. The students did very well with the lesson today besides talking over me.

### **Lesson 3**

## **“Growing Vegetable Soup” By: Lois Ehlert.**

#### **Academic Standards**

##### *Health, Safety and Physical Education*

##### 10.1: Concepts of health

- E- Recognize that there are a variety of foods that can be grouped
- F- Develop an understanding of the importance of eating healthy and the role of food in keeping the body healthy
- G- Develop an understanding of the importance of drinking water to keep the body healthy

##### *Person – Social*

##### 3.1: Develop Self-Regulation

- G- Make transitions between activities
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##### *Reading, Writing, Speaking and Listening*

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##### 1.4: Types of Writing

- C- Identify illustrations that depict story content

##### 1.5: Quality of Writing

- A- Demonstrate conventional penmanship-trace, copy and generate letters of alphabet-both uppercase and lower case

##### *Social Studies*

##### 6.2: Scarcity and Choice

- A- Identify scarcity as the concept that all resources are limited (why all of us can't have everything we want)

#### **Anchors**

N/A

#### **Objective**

- 1.) Students will be able to recognize a vegetable from other foods with 97 % accuracy.

#### **Motivational Devices**

Tell the students that today they are going to be chefs. Have them think about what their favorite thing is that they would like to cook as a meal. Mention to the students that today we are going to be making vegetable soup.

#### **Content**

1. Introduce the book, “Growing Vegetable Soup” By: Lois Ehlert.
2. Ask the students what they think the story will be about just by the title.

- a. The students should say vegetables.
3. Discuss the vegetable section of the food pyramid with the students.
4. Explain to the students how important it is to eat from all six groups and not just from one of them. Also explain that if everyone ate the same foods that they would become scarce.
  - a. What does scarce mean?
    - There isn't enough of that particular thing.
5. As a class read, "Growing Vegetable Soup" By: Lois Ehlert.
  - a. Ask the students about the different vegetables that they notice in the story.
  - b. Ask the students if they have ever tried these vegetables and if they have what they thought about them.
6. As a class we are going to make our own vegetable soup.
  - a. Each student will make two pieces of vegetables.
  - b. Once their vegetables are made they will write the name of the vegetables on it.
7. The students will then take their vegetables into the hall way and tape them onto the pot that is cooking.
  - a. Our project in the hall way is labeled, "What's Cooking In Kindergarten".
8. As a class we will then review the vegetables section of the food pyramid and the servings that is needed per day per person.

#### **Differentiated Learning activities**

In my classroom I have four students that are higher than the rest of the students. I also have three students that are lower than most of the students. There is one child that has severe ADHA in my classroom. These are all important learning disabilities that I have to work with everyday for learning to take place for all of these students.

The high students may complete more than two items if they complete before everyone else. They can also help the low students draw their vegetables if needed.

The low students will only have to complete one food item. If they finish with time left they can make another one. If they need help the high students will be there for guidance.

The ADHA student will be able to complete more than the two items if they complete before everyone else.

#### **Instructional Resources**

- A. Growing Vegetable Soup
- B. Construction paper
- C. Scissors
- D. Tape
- E. Pot picture

#### **Formative Assessment**

The students will be assessed on their completion of their food item. They will also be assessed on their participation during the reading.

#### **Reflection**

Today went very well. My co-op came back today and talked to the students and as a class we decided to have voices off for the day. This worked and I think the

students learned from this. The students enjoyed making the soup today. It is outside of our room and we have gotten so many different complements on it. The students like to try and find where there pieces of vegetables are located.

**Lesson 4**  
***“Gregory, the Terrible Eater” By Mitchell Sharmat.***

**Academic Standards**

*Health, Safety and Physical Education*

10.1: Concepts of health

- E- Recognize that there are a variety of foods that can be grouped
- F- Develop an understanding of the importance of eating healthy and the role of food in keeping the body healthy
- G- Develop an understanding of the importance of drinking water to keep the body healthy

*Person – Social*

3.1: Develop Self-Regulation

- G- Make transitions between activities
- H- Follow adult rules

*Reading, Writing, Speaking and Listening*

1.2: Reading Critically In All Content Areas

- A- Determine important ideas and messages in informational texts

1.3: Reading, Analyzing and Interpreting Literature

- A- Understand and respond to a variety of literary selections that are read, listened to or viewed

1.6: Speaking and Listening

- C- Speak clearly enough to be understood by most listeners
- E- Ask and answer relevant questions and share experiences individually and in groups
- F- Initiate and respond appropriately to conversations and discussions

**Anchors**

N/A

**Objective**

- 1.) Students will be able to illustrate a healthy meal from scratch with 95% accuracy.

**Motivational Devices**

Ask several different students what they ate for dinner the night before. Ask them which food group each individual food items goes into. This will get the students minds ready to learn about more food.

**Content**

1. Introduce the book, “Gregory, the Terrible Eater” By Mitchell Sharmat.
  - a. Take the students on a picture walk through the story and have them think about the pictures in their minds without saying anything out loud.
2. Read the story to the students.
  - a. As you read ask the following questions to the students.

- Page 2: What about this meal looks unhealthy?
    - \* The tin cans
  - Page 6: Does this meal look healthy or unhealthy? Why?
    - \* Healthy and because it has food from every food group.
    - \* Have the students name the different foods and what food group they belong in.
  - Page 9: What foods is Gregory dreaming about?
    - \* Carrots, fruits, fish, and butter.
  - Page 16: What do you notice about these different meals that Gregory is eating?
    - \* They are healthy besides the clothing in them.
  - Page 24: What happens when you eat too much food?
    - \* You get a stomachache.
  - Page 27: What do you notice about Gregory's meal now that is different from the beginning of the story?
    - \* He is eating very healthy.
3. After the story discuss the main point in the story.
    - a. The main point throughout the story was that you should try different food items periodically rather than all at once.
    - b. You should also never say you don't like something without trying it first.
  4. Students will make Gregory's meal for him out of different food items.
    - a. Students will be given paper that looks like a plate and they will have to draw the different food items that they would like to feed Gregory.
      - As the teacher walks around the class, he/she will ask the students questions about their food.
        - \* Which food group does your food go in?
        - \* Is this a healthy or non healthy food item?
        - \* Do you enjoy this food item?
  5. Have the students present their pictures to the class and answer the questions that the teacher asked them.

### **Differentiated Learning activities**

In my classroom I have four students that are higher than the rest of the students. I also have three students that are lower than most of the students. There is one child that has severe ADHA in my classroom. These are all important learning disabilities that I have to work with everyday for learning to take place for all of these students.

The high students will be used as guides for the low students. If the low students have any questions about what is healthy and what is not healthy they will ask the high students.

The low students will have help by the high students. When the low students are putting their meals together I will walk past them more periodically to make sure they understand the concepts. If they have any wrong I will talk with them and give hints till they figure out the proper group.

The ADHA student will be monitored by the teacher. If the student acts up he/she will be placed in the front of the room until their behavior changes and then they can rejoin the class as a whole.

**Instructional Resources**

- A. *Gregory, the Terrible Eater*
- B. Colored paper
- C. Scissors

**Formative Assessment**

The students will be assessed on their healthy meal that they make for Gregory.

**Reflection**

Today was a great day. The students enjoyed Gregory and wanted to reread him again. They enjoyed making his meal and as I walked around and listened to the students mention if the food was healthy or not I knew they understood the nutrition unit. The only thing I would do differently is limit the number of each veggie. I ended up with a lot of carrots and strawberries.

**Lesson 5**  
***“Gregory, the Terrible Eater” By Mitchell Sharmat.***

**Academic Standards**

*Health, Safety and Physical Education*

10.1: Concepts of health

- E- Recognize that there are a variety of foods that can be grouped
- F- Develop an understanding of the importance of eating healthy and the role of food in keeping the body healthy
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*Mathematics*

2.6: Statistics and Data Analysis

- A- Gather, organize and display data on a bar graph and/or a pictograph

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3.1: Develop Self-Regulation

- G- Make transitions between activities
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*Reading, Writing, Speaking and Listening*

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- A- Determine important ideas and messages in informational texts

1.3: Reading, Analyzing and Interpreting Literature

- A- Understand and respond to a variety of literary selections that are read, listened to or viewed

1.4: Types of Writing

- C- Identify illustrations that depict story content
- D- Draw or write informational sentences (letters, descriptions, definitions, collections of facts simple instructions) using illustrations when relevant

1.6: Speaking and Listening

- C- Speak clearly enough to be understood by most listeners
- E- Ask and answer relevant questions and share experiences individually and in groups
- F- Initiate and respond appropriately to conversations and discussions

**Anchors**

N/A

**Objective**

- 1.) Students will be able to prepare a food pyramid chart hands on with 98% accuracy.

**Motivational Devices**



Give each table different pieces of plastic food and ask them to place the pieces into the shape of the food pyramid in the proper places. There will be a food pyramid on the board that the students can look at if they need help.

### **Content**

1. Discuss the story that was read the previous day, "Gregory, the Terrible Eater" By Mitchell Sharmat.
  - a. The main point throughout the story was that you should try different food items periodically rather than all at once.
  - b. You should also never say you don't like something without trying it first.
2. Ask the students to think about what they had for breakfast today.
  - a. Have the students write what they ate and place it in a specific section of the food pyramid. Have the students draw this on a piece of paper which will be handed in for grading.
3. As a class we are going to make a food pyramid bulletin board.
  - a. Each student will get three cards with a type of food on each one. These food cards will get colored.
4. After all the food cards are colored we will meet in the back of the room at the bulletin board labeled, "Kindergarten's Food Pyramid."
5. There will be six different students called to the bulletin board and asked to place the titles of each food group in the board. These will be the higher learning level students.
6. Each student will be called to the board individually to place their food into the proper section of the food pyramid.
7. After the food pyramid is complete the students will then receive an award which states that they know how to make healthy choices.

### **Differentiated Learning activities**

In my classroom I have four students that are higher than the rest of the students. I also have three students that are lower than most of the students. There is one child that has severe ADHA in my classroom. These are all important learning disabilities that I have to work with everyday for learning to take place for all of these students.

The high students will receive more food items than the other students. After they finish their food items they will be asked to help the other students figure out which food group their food belongs in.

The low students will have guidance from the teacher as to where to place their food pieces on the pyramid.

The ADHA student will be monitored by the teacher during this activity. If the student acts up he/she will be asked to go back and sit at his/her desk until we are finished on the carpet.

### **Instructional Resources**

- A. Bulletin board
- B. Food cards
- C. Crayons
- D. *Gregory the Terrible Eater*

**Formative Assessment**

The students will be assessed on their completion of the food pyramid. They are going to be assessed on whether or not they know what foods go into the different sections of the food pyramid.

**Reflection**

Today was a good day. The students were very well behaved and enjoyed the lessons today. Each student was tested when they had to come up and place their food on the pyramid. Out of all eighteen students there was one student that did not put their food in the right place. I was able to help this student and talk them through their choices. The only thing that I would change would be to add a day or two onto the unit so I could cover a little more information.

# Final Assessment

The final assessment of the unit will be the same as the pre-assessment. The students will have to fill out a blank chart of a food pyramid with pictures of different foods that fit into each of the six groups. The students will also have to label each group with its proper name.



## Reflection on final assessment

The students did very well on the final assessment. They improved very much from the pre-assessment. I feel that this unit went very well and that the students were able to learn a lot about healthy choices and the food pyramid.

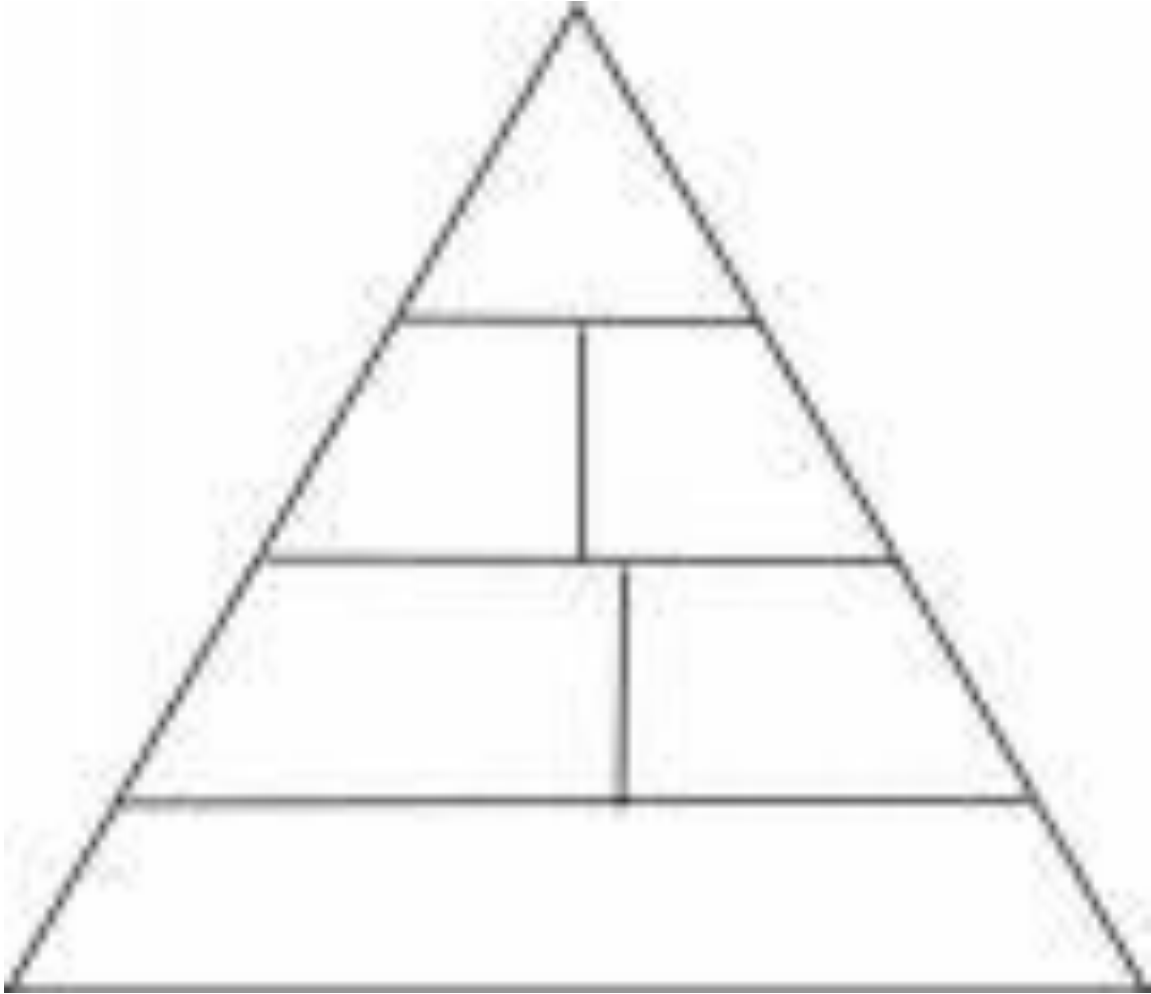
NAME: \_\_\_\_\_

**This is a food pyramid. There are six different sections to a food pyramid.**

***Directions:***

**3. Label each section**

**4. Draw one piece of food for each section**



NAME:

## ANSWER KEY

This is a food pyramid. There are six different sections to a food pyramid.

### *Directions:*

3. Label each section

4. Draw one piece of food for each section

