

**Closure:**

I will ask the students these questions:

- Alright, students, what are the 6 parts of the food pyramid?
  - “Dairy.”
  - “Fruit.”
  - “Vegetables.”
  - ...etc.
- So, is it better for you to have an apple or a candy bar for a snack?
  - “An apple.”
- What group does that apple belong to on the food pyramid?
  - “Fruit group.”
- What did you learn about the digestive system?
  - “It is a process of turning the food we eat into energy and nutrients for our body.”
  - “The esophagus connects the mouth and the stomach.”
  - “The stomach is used to store and then mix up the food.”
- What else can you tell me about what we’ve learned today?
  - “We talked about why we need to eat good foods.”
- And why is that?
  - “To get the vitamins and stuff into our bodies so that we can have energy to play and do things at school and to be healthy.”
- Very good! It seems like you all have learned a lot today about the food pyramid, healthy eating, and the parts of the digestive system. (Communications Component). You also did a great job understanding and applying these skills in class and on your worksheets. Great job today!

**Assessment:**

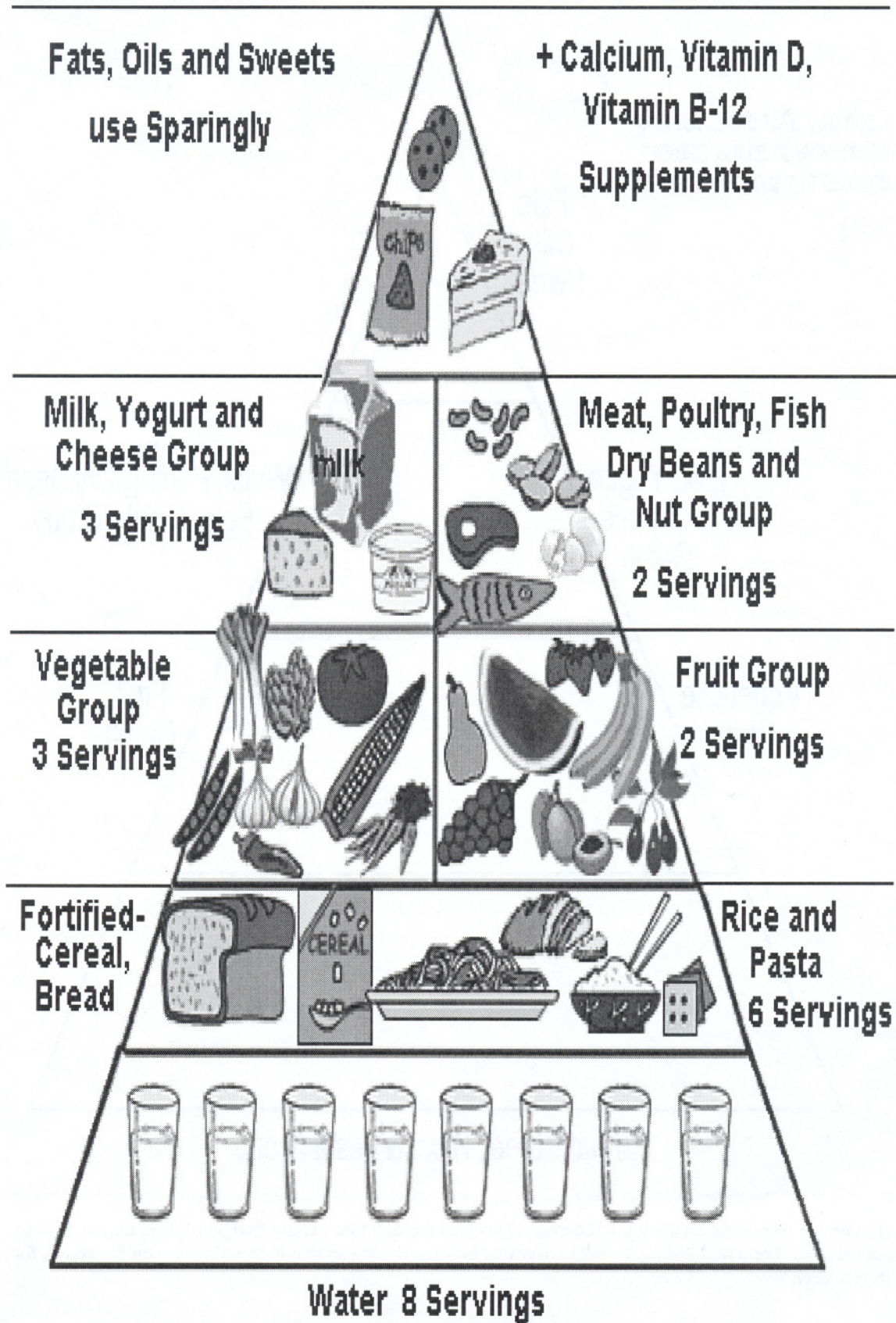
During the activity, I will assess the students learning by how well they do on the class activities such as placing the food on the correct place on the food pyramid. I will also look at how well they listen and participate in class discussions. This is known as criterion-referenced grades because it compares individual performance stated criteria. This allows me to get information about their strengths and weaknesses in this topic (Psychology Applied to Teaching, 472).

As an additional assessment, the children will have an assignment to construct a healthy meal consisting of something from each category of the food pyramid.

Assessment will also be checked after the lesson is over by looking at the worksheets that the children did and their descriptive writing of the digestive process. The next day, there will be a short test over the food pyramid and the

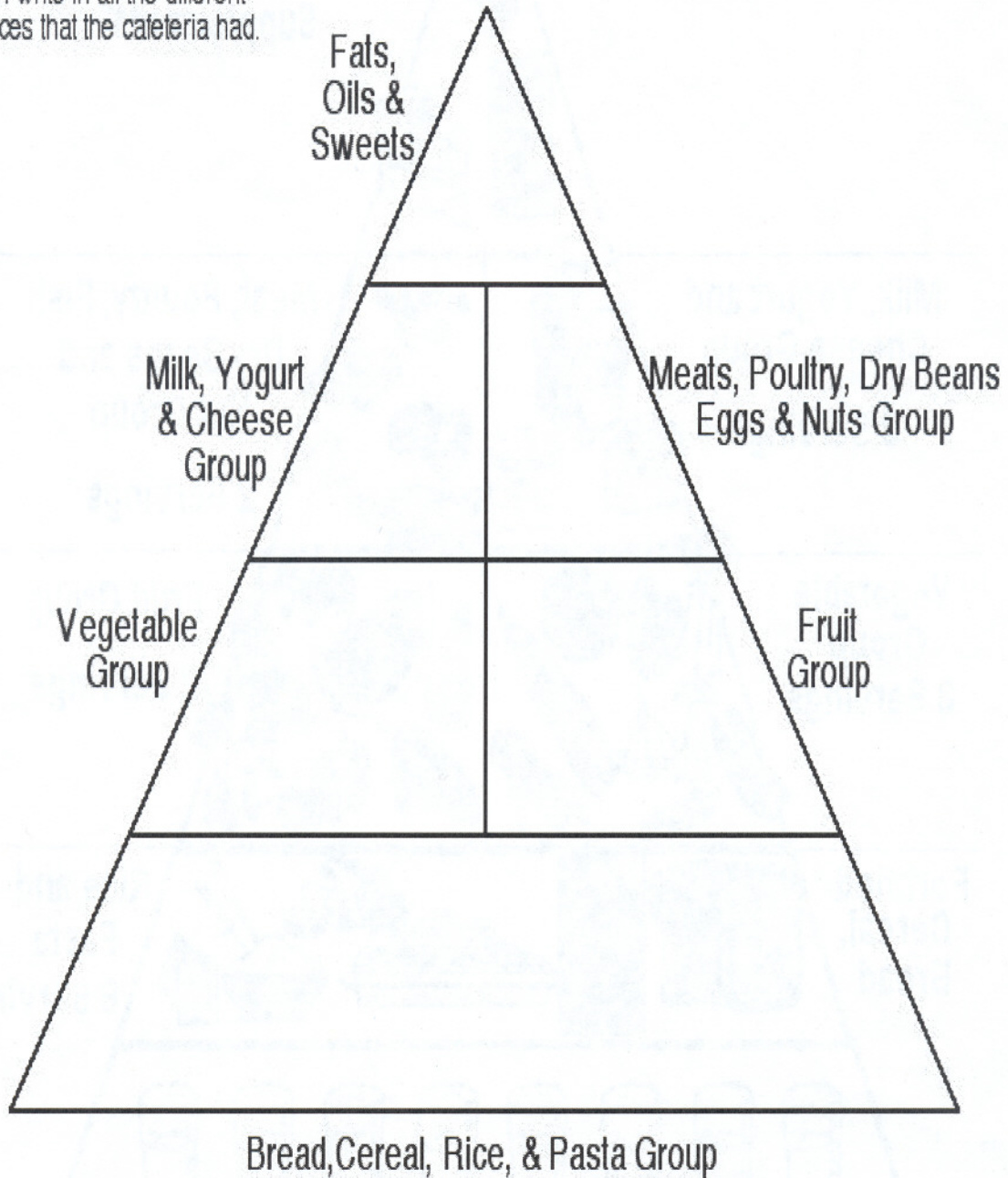
parts of the digestive system as well. This test will be a selected-response test because it will consist of multiple choice questions about the food pyramid, true and false questions about the food pyramid and eating healthy, and matching the names of the parts of the digestive system with their position on a diagram of the digestive system (Psychology Applied to Teaching, 459). I will wait a day to see how well they retained the information taught to them the day before. A limited amount of review may take place before the test. This test will be matching, requiring the students to draw a line from the group on the food pyramid to a food that would belong there. They will also be required to draw a line from the name to the part of the digestive system that it is talking about.

The next time that we do a lesson involving the body, it will begin with a review of the digestive system. This will be another great way to “test” what the students retained from the previous lesson as well as lead in to the new lesson.

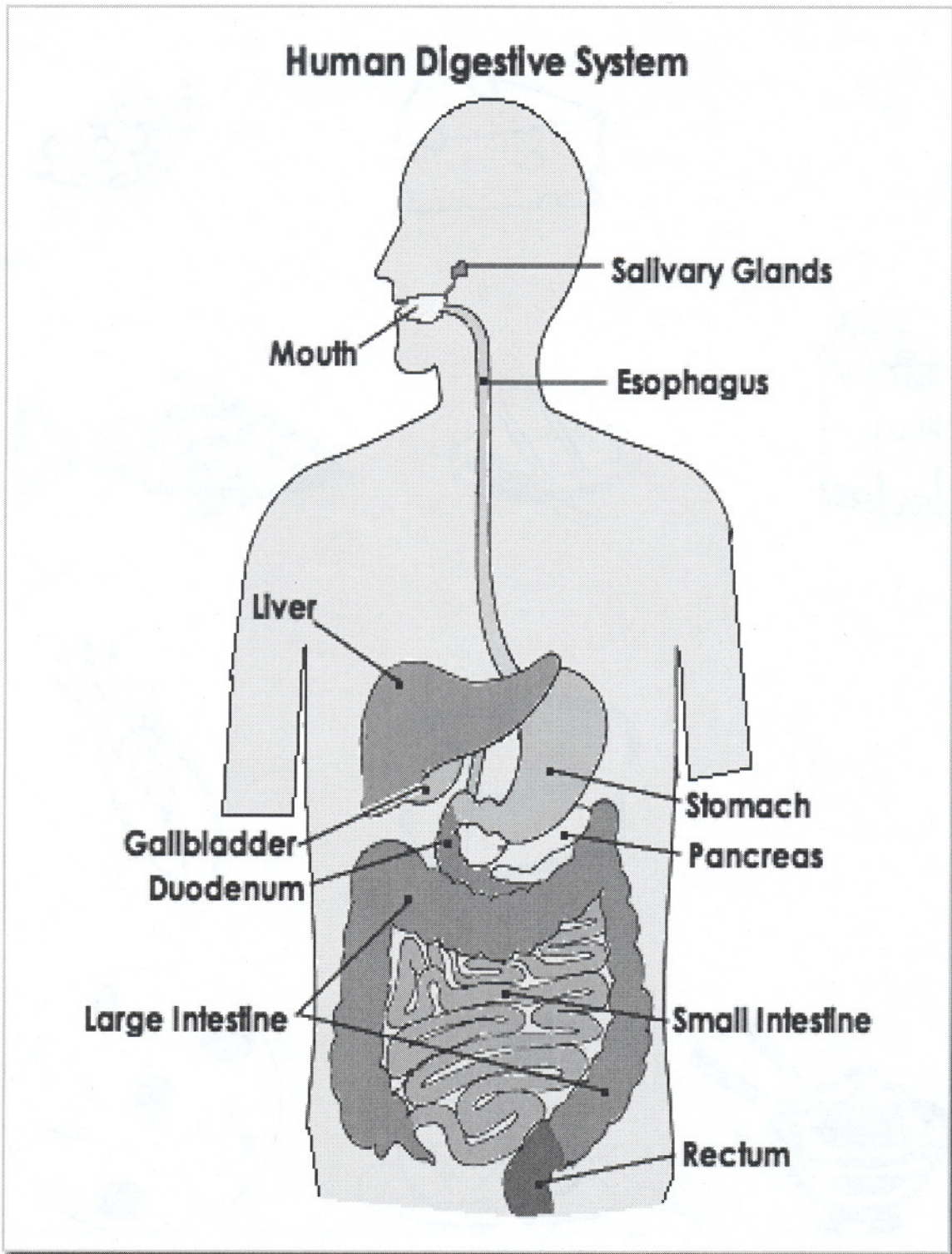


Date:

Each day after breakfast and lunch write in all the different choices that the cafeteria had.



(Ignore the directions on the top left corner. This was the best that I could find and I didn't know how to get rid of it. For a real lesson, I would cover that before copying so that it doesn't show on the copies for the children.)



(This diagram is a little too detailed for what I want to work with, but it was the best I could find.)

(Pieces of food to cut out and glue on the blank food pyramid)

