Lesson Plan- Jen Beakas

Lesson: Healthy Food Choices

Length: Approximately 1 hour

Age or Grade Level Intended: 3rd grade

Academic Standard(s): 3.4.7 Explain that eating a variety of healthful foods and getting enough exercise and rest help people to stay healthy.

Performance Objective(s): Given magazines and paper plates, students will plan out a menu for one day that includes a variety of different food groups and the correct serving amount for each food group.

Assessment: Students will work in groups to cut out pictures from magazines and glue them to paper plates labeled breakfast, lunch and dinner. The teacher will check to see that students have the proper number of servings of each food group on the three paper plates.

Advance Preparation by Teacher: Obtain paper plates, old magazines, and the story Gregory the Terrible Eater by Mitchell Sharmat. Get a copy of the food pyramid.

Procedure:

Introduction/Motivation (Engage): The teacher will read students the story Gregory the Terrible Eater by Mitchell Sharmat (Gardner, Verbal/Linguistic). The teacher will ask students if they know what foods they should eat to stay healthy (Bloom, Knowledge). Students will raise their hands and give examples of healthy foods.

Step-by-Step Plan:

Explore:

1. The teacher will divide students into groups of about three (Gardner, Interpersonal). The teacher will inform the students that they will be planning a menu of what they could eat for breakfast, lunch and dinner on a typical day.

2. Each group will receive 3 paper plates, labeled breakfast, lunch or dinner. Using magazines, students will cut out pictures of different foods that they would eat at these three meals and then place the pictures on the appropriate plate (Gardner, Visual/Spatial). Tell students that they are only supposed to cut out enough food for what they would eat in one meal.
Explain:

3. When the students have completed what they think is appropriate for a day’s worth of meals, share with them the food pyramid. Explain to students the different amount of servings they are supposed to eat from each food group every day. Ask students if they think they are getting the right amount of servings in their diets (Bloom, Evaluation). Show students examples of the different types of foods they would find in each of the food groups.

Evaluate:

4. Have students get back together with their groups. Allow students to make any changes to their plates. Tell students that since these three plates represent one day, they should have included each of the food groups and the proper amount of servings for each food group (Bloom, Synthesis).
5. When students are satisfied with their plates, have them glue the pictures in place.
6. Have students turn in their plates and assess to see that they have included the correct number of servings, and that they have included a variety of foods.

Closure (Elaborate):  Tell students to record what they eat for every meal tomorrow. When they bring this back to school, have them evaluate how their diet holds up to the food pyramid. Have them evaluate whether or not they are receiving the proper amount of food from each food group. Is there a food group that was completely missing in their diet? Have students create two goals for a healthier lifestyle based on their evaluations of their diets.

Adaptations/Enrichment:

Student who is Gifted and Talented:  Have this student plan a school lunch that would be balanced based on the amount of servings for each food group. See if the school cafeteria will actually serve the lunch one day.

Student with Autism:  Allow this student the choice of whether he or she wants to work in a group for the project, or whether he or she would prefer to work alone.

Self-Reflection:  This lesson plan is a good example of the 5E lesson plan for middle childhood science because all of the steps are clearly present. Students are engaged with a story, and then are invited to explore the different food options by looking at pictures in a magazine. After the food pyramid and serving size is explained to students, they are given the opportunity to go back and further explore with their new knowledge. The students knowledge
is then evaluated, and students are given an extension activity to further their knowledge in this subject.