

# THE FOODS WE EAT

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Title: The Foods We Eat  
Subject: Science  
Grades: One through Four

**Description:** This unit was designed to allow first through fourth graders the opportunity to learn more about the five food groups and the seven basic nutrients. Technology will be used for illustrations of Bible verses, display of foods in each group, research and games related to this unit.

The first lesson is an introduction to the unit, the second, is the third in the series and will feature the fruit and vegetable food group. The lessons involve 20-25 minutes of teacher instruction, followed by 20-25 minutes of pupil worktime. Pupil worktime may include computer games and activities, worksheets, research, individual and group activities. Third and fourth graders will work in two-member cooperative groups to research information for a final project.

**Curriculum Benchmarks:** (Source: <http://cnets.iste.org/students/>) Technology

- 1b. Students are proficient in the use of technology.
- 2a. Students practice responsible use of technology systems, information and software.
4. Technology research tools
- 5a. Students use technology resources for solving problems and making informed decisions.

**Curriculum Benchmarks:** Food Groups/Nutrients

1. Students will be able to identify the five basic food groups.
2. Students will be able to identify 3-10 foods in each group.
3. Students will be able to tell how many servings are recommended daily.
4. Students will be able to read and understand the Food Guide Pyramid.
5. Students will be able to read and understand the Vegetarian Food Guide. (third and fourth graders)
6. Students will be able to identify the seven basic nutrients and tell which foods contain them.

**Faith Integration:** God created man and designed a diet for optimum health. He planned that food should be a big part of life. He expects us to make wise food choices which will help our bodies to function properly. The following Bible verses from the International Children's Bible will be introduced as the basis for this unit.

1. Genesis 1:26 (God created man in the beginning.)
2. Genesis 1:29, 30 (God gave man a plant diet.)
3. 1 Cor. 6: 19, 20 (Our bodies are God's temples.)
4. 1 Cor. 10:31 (We should eat to God's glory.)
5. 3 John 2 (God wants us to prosper and be in good health.)
6. Psalm 139:14 (God made man fearfully and wonderfully.)

First and second grade students will use paper, crayons or markers to illustrate verses 1 or 2.

Third and fourth graders will use KidPix to illustrate one of the verses.

Materials/Hardware/Software:

Paper

Crayons or markers

Computers

Printers

Internet access (Pics4Learning, Science for Kids, K-12)

KidPix Deluxe 3, 2000, Broderbund, The Learning Company

Rockets and Raisins

Food Guide Poster

Fruits/vegetables

**Teacher Preparation:** A poster will be displayed for each Bible verse as well as the Food Guide Pyramid. Websites for games, puzzles, worksheets, mazes and additional food guides will be researched and compiled. Examples of illustrated verses and slideshows will be available for students to review. A rubric will be constructed and printed.

**Student Preparation:** Students will know how to access the internet, use the tools in KidPix, set up a slide show, follow a recipe and import Pictures from the Internet to KidPix.

### **Activities/Procedures**

1. Students will illustrate Bible verses.
2. Students will print a Food Guide poster. (permission given)
3. Students will decorate Food We Eat booklet pages with pictures of foods found on background, rubber stamp and animation tools in KidPix. (Booklet has a page for each food group.)
4. Students will play a food group/food servings game in Kids Korner. (third and fourth graders)

5. Students will complete worksheet, unscrambling fruit-related words. (third and fourth graders)
6. Students will complete fruit related maze on computer. (first and second graders)
7. Students will research information on computer, related to food guide and nutrients. (third and fourth graders)
8. Students will research the Bible for clean and unclean meats, seafood, and birds. (third and fourth graders)

### **Assessment/Evaluation**

1. First and second graders will remove the foods, which do not belong on the fruits and vegetables plate. (Assessment attached)
2. All students will repeat and explain a Bible verse of choice, introduced at the beginning of this unit.
3. Third and fourth graders may choose an assessment from the following activities:
  - a. Make a slideshow using pictures of foods in each food group. Use a digital camera, KidPix or clipart. (Rubric attached)
  - b. Prepare a recipe, using a food in your assigned food group, as the major ingredient. (This food will be used for a "Restaurant Day" at the school.
  - c. Keep a journal for one week, which lists the foods eaten at each meal. Classify the foods into the different food groups and display on a graph or chart.
  - d. Make a menu for one week, including three meals for each day. Tell whether or not you meet the recommended daily allowance
  - e. Make a menu for a vegetarian for one week, including three meals per day. Follow the food guide for vegetarians.

### **Follow-up activities:**

1. Design a place mat. Use Kidpix tools to decorate your placemat with fruits and vegetables.

2. Make an apron, using teacher prepared pattern. Glue fruits and vegetables for decoration.
3. Write a song, poem or rhyme about your assigned food group.
4. Prepare a recipe to represent one of the food groups. Use a digital camera to record each step.

### **Hot List For These Lessons:**

<http://www.usda.gov/cnpp/KidsPyra/index.htm> (Copyright permission given for this poster.)

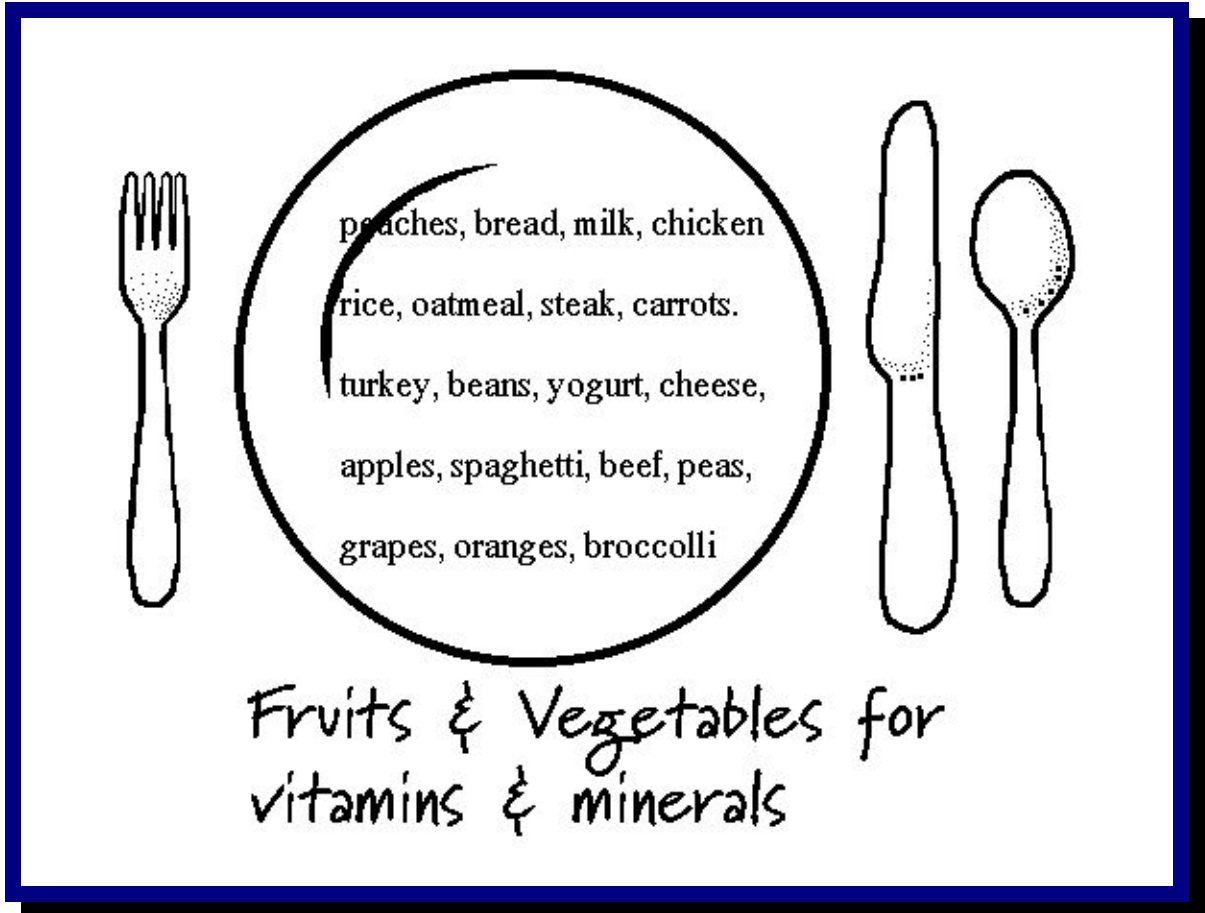
<http://www.ring.com/health/food/food.htm>

<http://www.nal.usda.gov:8001/py/pmap.htm>

<http://sln.fi.edu/biosci/healthy/pyramid.html>

<http://www.freeclipartpictures.com/>

Assessment/Evaluation (attachment 1)  
Sound is available in KidPix.



Assessment/Evaluation (attachment 2)

## Multimedia Project: **Foods We Eat**

Teacher name: Ilmajean Willis

Student Name \_\_\_\_\_

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
<b>Sources</b>	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
<b>Attractiveness</b>	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
<b>Content</b>	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
<b>Organization</b>	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
<b>Originality</b>	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.

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