

Lesson Plan
Food and Nutrition

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Title: Food and Nutrition
Subject: Science/Health
Intended Grade Level: 3rd

Description

In this unit, students will learn the benefits for maintaining good nutrition and a well balanced diet. The students will be able to categorize foods into the correct food group, decide if a meal is balanced, and be able to create a full day menu which demonstrates what they have learned.

Faith Integration

God created our bodies as His temple. He has given us the responsibility to keep them in good health. This lesson will provide a simple connection between the subject and our faith. The following Bible verses help to integrate the lesson.

“For you created my inmost being: you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know full well.”

Psalms 139:13, 14

“Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth.”

3 John 1:2

“For ye are bought with a price: therefore glorify God in your body, and in your spirit, which are God’s.”

I Corinthians 6:20

Curriculum Benchmarks

- #1 Basic operations and concepts
Students demonstrate a sound understanding of the nature and operation of technology systems.
- #2 Social, ethical and human issues
Students practice responsible use of technology systems, information and software
- #3 Technology productivity tools
Students use technology tools to enhance learning, increase productivity and promote creativity
- #4 Technology communications tools
Students use a variety of media and formats to communicate information and ideas effectively to multiply audiences

Materials/Hardware/Software

- *Computers
- *Digital Camera
- *Internet
- *KidPix Deluxe 3
- *Dole Fruit Company, 5 A Day CD-Rom
- *National Dairy Council Nutrition Unit
- *Good Enough to Eat, by Lizzy Rockwell
- *Gregory the Terrible Eater, by Mitchell Sharmat
- *Magazines with lots of pictures
- *Poster board

Teacher Preparation

- *Have supplies ready and accessible
- *Teach background information on the subject
- *Create an eye catchy bulletin board
- *Xerox worksheets
- *Bookmark the following sites:
 - <http://www.abcteach.com>
 - <http://www.atozteacherstuff.com>
 - <http://www.enchantedlearning.com>

Student Preparation

- *Needs to know how to use KidPix and/or digital camera
- *Needs to know how to save and print their pictures
- *Needs to have a background knowledge of food and nutrition from lessons leading up to this lesson
- *Student will bring in magazines with food pictures

Activities/Procedures

- *Teacher will set background information on the basis four food groups using the National Dairy Council Nutrition Unit
- *Student will keep a food journal which tracks their food intake for a 24-48 hour time frame
- *Student will categorize foods into the proper food group
- *Student will know the right amount of food one needs to have/per food group/per day
- *Student will assess their eating habits using prior information learned
- *Student will use a venn diagram to help distinguish between healthy foods and snack foods
- *Student will distinguish between fact and opinion
- *Teacher will read Gregory the Terrible Eater, and the Student will make a mini book which is a sequel
- *Student will collect various juice boxes and labels and be able to distinguish between healthy and junk juices
- *Student will begin learning to read labels

Assessment/Evaluation

*Class participation

*Worksheets

*Final assessment – 50 single food item cards will be provided. Each student will categorize the cards into the proper food group

*Student will look at a pictures of prepared meals and be able to distinguish if it is a well balanced meal or not

*Final project - student will create a poster (using digital pictures) or a KidPix slide show demonstrating material learned.

Follow-up Activities

*Student will present their final to the class

*Student will “evaluate” their family’s eating habit

*Student will begin reading labels for nutritional value

*Student will make a funny faced snack from a slice of whole wheat bread, peanut butter, banana slices, raisins, dried fruit...

*Student will contribute one recipe to a class cook book

Food Alliterations

Alliterations are phrases or sentences that start with the same sound. They are often used to write funny tongue twisters, or to add interest to one's writing. For clarity you can add small words like on, in, the.



Here are some examples:

Big beans bake beautifully.

Please pass the plate of peas politely.

Now try writing some of your own. They can be funny. Try reading them aloud quickly when you are done. Are they a tongue twister?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Which alliteration is your favorite?

Illustrate your favorite alliteration on the back of this paper or on another piece of paper.

Fact or Opinion

When people talk about food they either are stating a fact or an opinion. A fact states something that is true about the food, whereas an opinion is what someone thinks about the food. Read the examples below.

Beans grow from seeds. This is a fact. Beans taste horrible. This is an opinion.

Read the statements below and tell whether they are facts or opinions.

Write Fact or
Opinion

- _____ Corn is my favorite vegetable.
- _____ Bread is made from flour.
- _____ Fruit and vegetables are healthy.
- _____ Beets taste better than tomatoes.
- _____ I love spinach.
- _____ Beef is meat from a cow.
- _____ Milk is a dairy product.
- _____ Chocolate milk is yummy.
- _____ The food pyramid is a healthy guide.
- _____ Strawberries taste so good.

Write three facts about food.

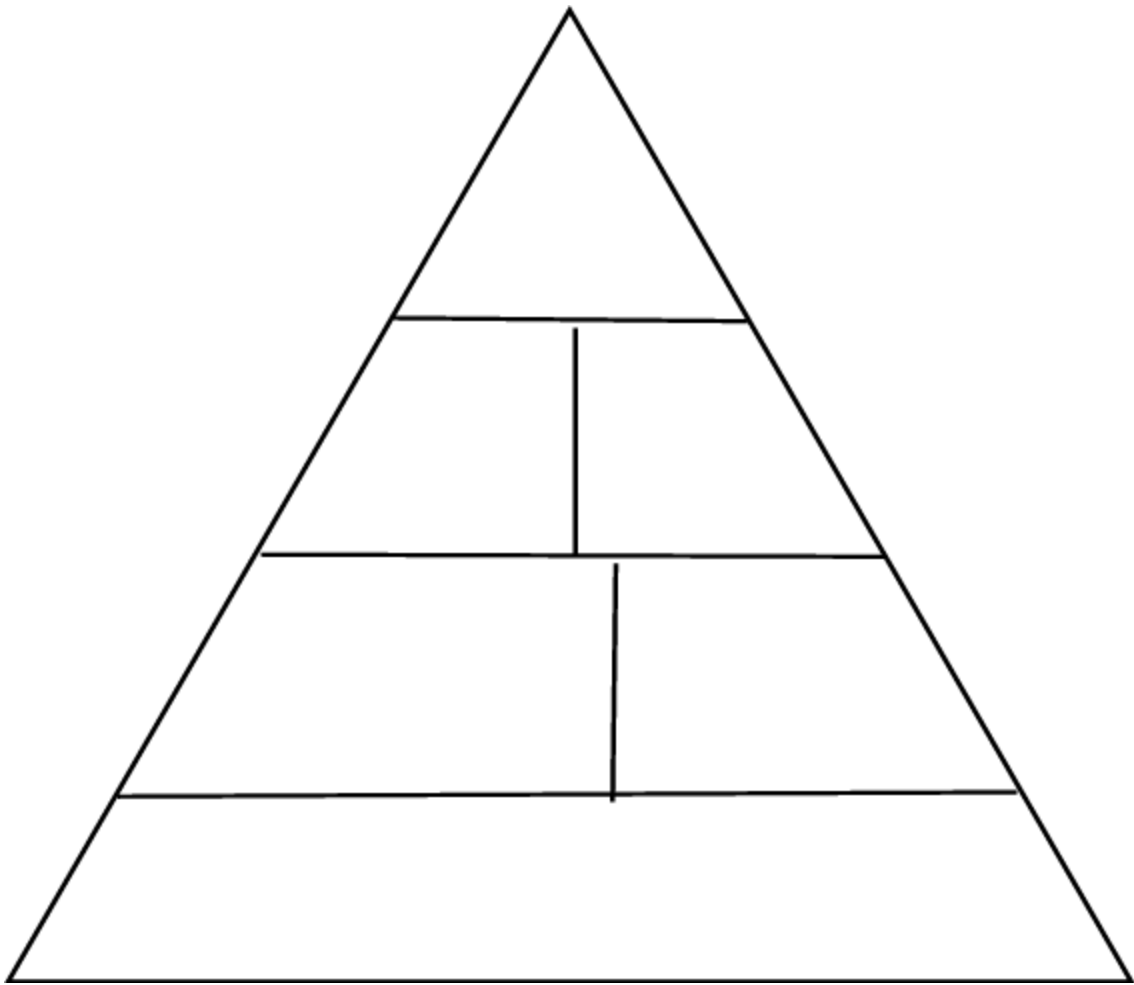
1. _____
2. _____
3. _____

Write three opinions about food.

1. _____
2. _____
3. _____

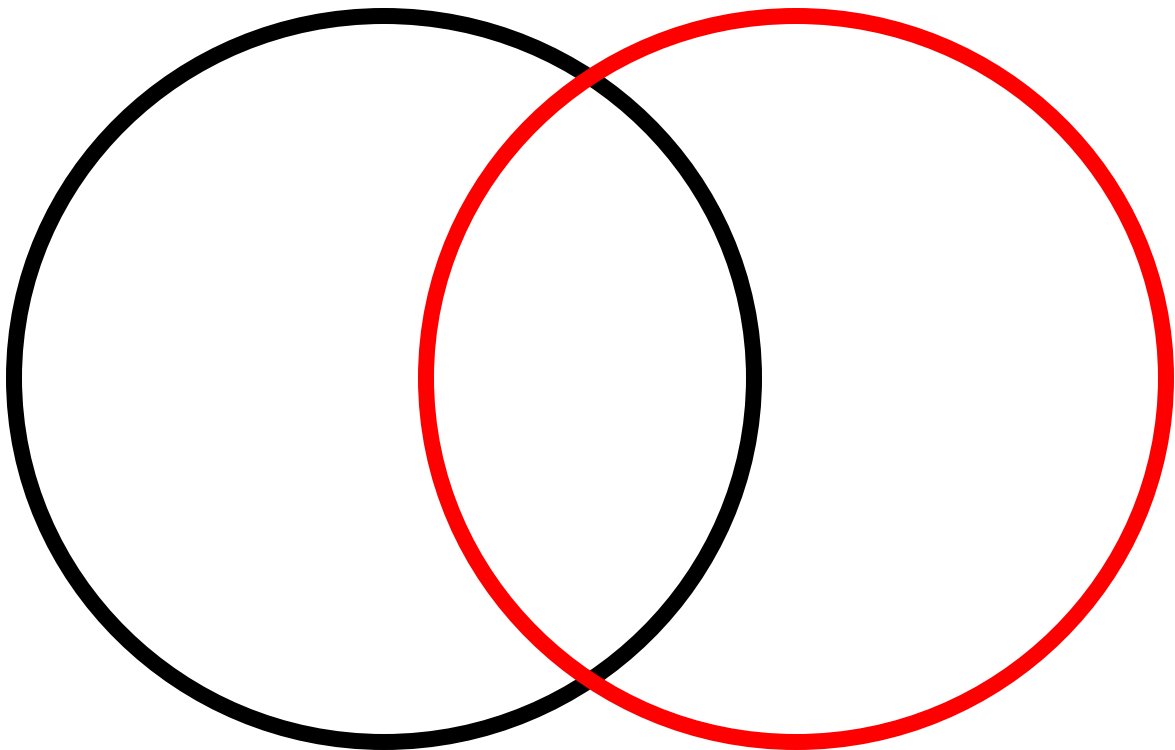
Food Pyramid Chart

Below is a chart for the Food Pyramid. Research the different sections. Label each section and draw a picture of the foods that fit that category. Write neatly.



Venn Diagram

Use the Venn Diagram below to compare Healthy Foods and Snack Foods. Some foods are healthy and snack foods. These go in the middle section. Write neatly.



NAME _____ DATE _____

Fruit

G O O S E B E R R I E S I X L
 A T C C E O R A N G E S B F O
 V R W S H I W I K I A P A N A
 N O A S W E R S R S O G N A M
 V H Q S E I R R E B K C A L B
 M G S J P L E R E P A Y N L I
 K L E U K B P F I B A S A M O
 P U N L W M E P W E E R S P J
 L X I A T B W R A Y S U G W O
 U C R A N B E R R I E S L T Q
 M T E B M I M V T I I X I B Y
 S F G D T S E H C A E P P I Y
 P I N E A P P L E S K S J W H
 K A A Y R N W L M Y K O G V T
 Y R T I K B J V K H N U D H F

APPLES	BANANAS	BLACKBERRIES	BLUEBERRIES	CHERRIES
CRANBERRIES	GOOSEBERRIES	GRAPES	KIWI	MANGOS
ORANGES	PEACHES	PINEAPPLES	PLUMS	RASPBERRIES
STRAWBERRIES	TANGERINES			

NAME _____ DATE _____

Food, Glorious, Food

S M O K E D F I S H A T K D T
T S J D Z W D C U W Z X Y X V
U D B E H J D E U C E B R A B
N R A M A S H E D P O T A T O
A I K A T A I J U T J F O O D
E E E E D M V F T T R F S Z Z
P D D T U K D L D I G G N G R
D N P S W Q E O E E G J E S Z
E O O R X D X D L E L C K I U
T O T H W H R E D B D L C T L
S D A A M I X E D F R U I T S
A L T V C Y T Q M B Z P H R Q
O E O E P L Q G H B G I C X G
R S Z T A U R B C I K Y V H B
C Z G S E L B A T E G E V V B

BAKED POTATO	BARBEQUED	BOTTLED WATER	CHICKEN	DRIED NOODLES
FOOD	FRIED RICE	GRILLED FISH	MASHED POTATO	MIXED FRUITS
ROASTED PEANUTS	SALTED EGGS	SMOKED FISH	STEAMED	VEGETABLES



Food Journal

Name _____ Week of _____

MY FOOD JOURNAL

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast					
Lunch					
Dinner					
Snack					
Snack					
Snack					