**Lesson Planning Form for Differentiating Instruction — Calvin College Education Program**

Teacher Kelsey Stark

Date March 2013 Subject/ Topic/ Theme: Healthy Habits: Proper Nutrition Grade \_\_\_2nd Grade\_\_\_

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| **I. Objectives** |
| **How does this lesson tie in to the unit plan?**This is the second topic in the unit plan "healthy habits." This lesson will teach students why proper nutrition is important to a person's overall health and will challenge them to make changes in what they eat. This lesson will emphasize why proper nutrition enables our bodies to be "temples of the holy spirit" (based off of 1 Corinthians 6:19-20.) |
| **Learners will be able to:** | Cognitive-K C A A S E\* | Psychomotor | affective |
| * categorize what types of foods belong in each food group
* explain why each food group is important for the body.
* re-create the "my plate" diagram.
* decide which foods to combine into their own healthy meal with ease.
* argue why proper nutrition is important if we are "temple of the holy spirit" (1 Corinthians 6:19-20).
* decide whether or not to integrate what they have learned about the food groups to their own everyday choices by participating in the "daily challenge."
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| **II. Before you start** |
| **Identify prerequisite knowledge and skills.** | Students should be able to recognize and name everyday foods from pictures Students should be able to work together with a partner, combining and compromising ideas.Students should be able to participate in a discussion, politely and respectfully, while adding ideas.Students should be able to write in complete sentences with correct grammar.Students should understand the Holy Spirit and have basic understanding of 1 Corinthians 6:19-20.Students should have basic artistic skills. |
| **Outline assessment activities** | Diagnostic assessment will occur at the beginning of this lesson. When the students create their "perfect" meal, the teacher will gain insight as to how healthy of decision the students are making and whether they consider healthy options.Formative assessment will occur during this lesson during class discussions, while students choose the foods that belong to each food group, while they do the motions of why the foods are important, while students redo their original "perfect" meal, and during review activities. The teacher will use these activities to judge how much the students are grasping and decide if more instruction, or review, needs to take place.Summative assessment during this lesson will occur when the students turn in their "healthy habits badge." The badge will help the teacher understand how much the students took away from the lesson, and the amount that was learned about nutrition. |
| **Identify learners (individuals or groups) in your class who will need special attention and describe the level of support and/or challenge you plan on giving them.**  | Talking about everyday foods from the American culture might be difficult for multi-cultural learners. If multi-cultural learners are in your classroom consider integrating foods from their culture. Ask them what a common meal in their country is. As a class you could learn about the food, and teach the students its nutritional values. Also, giving ELL's the names of the foods in both English and their original language may be necessary.Students that have difficulty with language learning, and therefore writing, should be given extra help when they are asked to write on their badges. Extra time could be given to these students to complete the badge as well.  |
| **Materials-what materials (books, handouts, etc.) do you need for this lesson and are they ready to use?** | The "perfect" dinner worksheet (about 2 per student.) \*Included in unit planThe "My Plate" introduction worksheet (one for every student.) \*Included in unit planColored pencils, crayons, or markers.White "Temples of the Holy Spirit..." poster (from the previous lesson)"Daily Challenge" worksheet, Day 2 (one for every student.) \*Included in unit planThe student's healthy habits badges (from the previous lesson.) Cut out pictures of about 4 foods from each of the food groups (See examples listed below.)  |
| **How will your classroom be set up for this lesson?**  | For most of this lesson the classroom can be set up regularly. The teacher should have cut out pictures of foods, from each of the five food groups, already placed around the room.  |

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| III. The Plan |
| Time | Components | **Describe teacher activities and student activities for each component of the lesson.** |
|  | **Motivation** | To introduce the lesson the teacher should split the students up into pairs. Each pair will get a paper plate. The teacher should then ask the students to create their "perfect" or "favorite" dinner together with their partner. They will draw each of the different parts of the meal onto their worksheet. Once the students are finished the teacher will explain that today they will be exploring nutrition, or what foods are the best and healthiest for the human body. The teacher should emphasize that as a class they will be deciding what a healthy plate of food looks like, and deciding if the "perfect" meal they made is actually good for their bodies. The teacher should tell the students to put the plate worksheet in one of the partner’s desks because they will need it later. |
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|  | **Development** | To begin the next portion of the lesson the teacher should hand out a "My Plate" introduction worksheet to each student in the class. The teacher should explain that this is what a healthy plate should look like, and that each color represents a different type of food. The teacher should go through each of the different food groups. He or she should ask students what foods they think belong to that food group (likely students will use the pictures on the sheet as a clue) or have some prior knowledge. While the teacher says each food group he or she should write the name of the food group, and the foods that belong in it, on the board throughout the activity. By the end of the discussion the teacher should make sure that students understand the different foods in each food group. Examples of the different foods within each group are:Fruits - strawberries, blueberries, apples, oranges, grapes, peaches, bananas.Grains - oatmeal, whole wheat bread, rice, rolls.Dairy - milk, yogurt, cheese.Vegetables - broccoli, green beans, celery, potatoes, corn, carrots, tomatoes, mushrooms.Protein - meat, fish, nuts, beans, peanut butter.Next the teacher should have various foods from these different groups cut out and placed around the room. The teacher should go around to each food, asking students which food group they think it belongs to. The teacher should get answers from several students and encourage discussion amongst the whole class before a final answer is given. When the students answer correctly the teacher should ask a student near him or her to place that food on the whiteboard under the appropriate heading.Once about one food picture is in each of the groups the teacher should pause the activity and ask students why each of these foods is important, or healthy. The teacher should question students as to why oranges, for example, are better to eat everyday than ice cream. The teacher should listen to and respond to several students’ answers. Then the teacher should explain that each of the food groups is extremely important, and helps keep our bodies healthy. The teacher should then introduce each food group again, explaining why it is important and introducing a motion to go along with its importance. The reasons and motions are listed below. (The teacher should say the importance while doing the motion, having students repeat after them.) Fruits - Action - air punchImportance = "Fight against cancer, heart disease, and weight gain." Grains -Action - Put hand on someone's head next to you, pretending to feel for a fever.Importance - "Prevent you from getting sick"Dairy - Action - Flex, then touch teethImportance - "Builds strong bones and teeth." Vegetables - Action - Put to eyesImportance - "Keep eyes and skin healthy"Protein -Action - put hand high above head, pretending to measure height.Importance - "Helps body grow"At this point in the lesson the teacher should tell the students to find their original "perfect" diner partners from the beginning of the lesson. The students should be instructed to get out their plates and sit next to their partners. The teacher will then give the students a new copy of the "perfect" dinner handout and ask them to remake their "perfect" meal using the information they learned in class, and food groups on the board. During this time the teacher should go around the room and make sure each group is basing their plate off of the My Plate diagram.Next, the teacher should get out the "Temples of the Holy Spirit..." poster from the previous day. He or she should write a "nutrition" heading underneath the previous day's section on sleep. The teacher should then project 1 Corinthians 6:19-20 on the board, and lead the students in saying the verse all together (you can make them say it twice if it is too quiet, unenthusiastic, or if the words do not come out clear.) The teacher should then ask the students why they think nutrition is important if we are temples of the holy spirit. The teacher should implant ideas and help lead students, since it is a complex concept. The teacher should have volunteers write down the reasons mentioned on the white sheet of paper. By the end of the activity the teacher should make sure that the students understand that nutrition is important because it helps their muscles and bones grow strong, fights diseases, and helps give them energy.During the last portion of the lesson the teacher will once again introduce the "daily challenge." It is at this time that the teacher should tell the class the results from their previous day's challenge and fill the thermometer poster up to that point. Then, the teacher will pass out day two's daily challenge take home sheet. The teacher will explain that the challenge is to write down one food they ate from each of the food groups over the next day. Explaining to the student that school lunch that day or the next counts would be helpful. To review with them ask the class why each of the food groups listed is important. Then, ask them what some of the foods in each group might be. Encourage them to write down these examples next to the name on the worksheet to help them with the challenge. The teacher should then tell the students to bring the sheet back the next day to earn points for the class. |
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|  | **Closure** | To conclude the lesson the students will each be passed out their healthy habits badge from the previous day. The teacher will explain to the students that like the day before they will be writing three complete sentences about what they learned that day onto the "nutrition" portion of the badge. |
| **Your reflection about the lesson including ideas for improvement for next time.** (Write this after teaching the lesson, if you had a chance to teach it. If you did not teach this lesson, focus on the process of preparing the lesson.) |