

**LESSON PLAN**

II. Specific Objectives * Enrichment Objectives ** Remedial Objectives	Ind. #	III. Procedure A. Introduction/Motivation B. Study/Learning Activities C. Culmination D. Follow-up (Include directional statements for evaluation and any enrichment or individual activities)	IV. Materials/Resources	V. Evaluation related to objectives
<p><b>Objective #1:</b> Given resources, the student will create a collage of the food groups, scoring at least 5 out of 7 on the checklist. (APPLY)</p>		<p>A. Introduction/Motivation</p> <ol style="list-style-type: none"> <li>1. Call the class to order.</li> <li>2. Tell students that today we will be talking about a few of the food groups from the food guide pyramid.</li> <li>3. Have students write a list of the fruits, vegetables, and meats they ate yesterday.</li> <li>4. Have students volunteer to share what they have eaten.</li> <li>5. Tell the students that today we will be learning about the nutritional value of fruits, vegetables, and meats. Tell students that by the end of today's lesson they will be able to make a collage representing foods found in each of the food groups.</li> </ol> <p>B. Study/Learning.</p> <ol style="list-style-type: none"> <li>1. Show students a picture of the Food Guide Pyramid.</li> <li>2. Show the students the fruit group which is red, the vegetable group which is green, and the meat and bean group which is purple.</li> <li>3. Ask students why they think the sizes of the colors are different.</li> <li>4. Cue students towards the correct answer.</li> <li>5. Explain that fruits and vegetables both provide our body with vitamins, minerals, carbohydrates, and fiber. While meats and beans are rich in protein, and also provide vitamins minerals and fats.</li> <li>6. Tell the students that carbohydrates are the body's main source of energy.             <ul style="list-style-type: none"> <li>• Fats help your body store energy, and supply energy.</li> <li>• Vitamins help your body fight disease, and help the body systems work well.</li> <li>• Minerals help your body work well and build new cells.</li> </ul> </li> </ol>	<p><a href="#">Food Guide Pyramid</a></p>	

I. Main Ideas/Conceptual Understandings/Goals: to gain a better understanding of the fruit, vegetable, and meat food groups

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		<ol style="list-style-type: none"> <li>7. Explain to the students that in order to have a well-balanced diet, they need to eat the proper amount of food from each food group daily.</li> <li>8. Tell the students that they should eat 3 to 5 servings of fruit a day, and that each serving should be 1 ½ cups.</li> <li>9. Tell the students that they should eat 2 to 4 servings of vegetables a day, and that each serving should be 2 ½ cups.</li> <li>10. Tell the students that they should eat 5 ounces of meat and beans a day, and the 5 ounces should be for the whole entire day.</li> <li>11. <b>(GUIDED PRACTICE)</b>: Tell the students we will now complete an activity to help them understand more clearly what they have learned.               <ul style="list-style-type: none"> <li>• Explain to students that this activity will help them understand more clearly the serving sizes of each of the food groups learned today.</li> <li>• Show the students how to measure using measuring cups.</li> <li>• Remind the students of the fractions they would need to use while measuring. <b>(MATH)</b></li> <li>• Divide the students into groups of 3 or 4.</li> <li>• Give each group several measuring cups, paper plates, and small blocks.</li> <li>• Have the students divide out what one serving of fruit, one serving of vegetables, and one serving of meat would be. Have them place each on a different paper plate as labeled.</li> <li>• Review with students to make sure measurements are correct.</li> </ul> </li> </ol>	<p>Measuring cups, paper plates, small blocks</p>	

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		<p>12. <b>(INDEPENDENT PRACTICE)</b>: Tell students they will now do an activity on their own to help them understand more clearly what they have learned.</p> <ul style="list-style-type: none"> <li>• Divide the class into partners.</li> <li>• Have each group come up with 2 meals that represent proper servings of each of the discussed food groups.</li> <li>• Give each group two paper plates, and have groups draw their meal on the plate.</li> <li>• Have the groups present their meals to the class.</li> </ul> <p>C. Culmination</p> <ol style="list-style-type: none"> <li>1. Give each student a picture of either a fruit, vegetable, meat, or bean.</li> <li>2. Divide the board into four parts: meats, beans, fruits, vegetables.</li> <li>3. Have each student come to the board and place their picture under the correct category.</li> <li>4. After each picture is placed on the board, have the students share what each group provides for our health.</li> </ol> <p>D. Follow-up</p> <ol style="list-style-type: none"> <li>1. Tell students they will now complete a collage of the food groups.</li> <li>2. Give each student the checklist of how they will be graded.</li> <li>3. Give each student several magazines, glue, scissors, and a paper plate.</li> <li>4. Have students complete the collage, and turn it in when they have completed their work. <b>(ART)</b></li> <li>5. Grade student's work using checklist.</li> </ol>	<p>Paper plates, crayons, markers, colored pencils</p> <p>Pictures</p> <p><a href="#">Checklist</a></p> <p>Paper plate, glue, magazines, scissors</p> <p><a href="#">Checklist</a></p>	<p>Grade student's work using checklist.</p>