

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>Day Two Objective: Given resources, the student will create an analysis chart consisting of 5 pictures for each discussed food group. (Analyzing) Competency 1 <i>Comprehend concepts related to health promotion and disease prevention. (H, D, N)</i> Objective d. <i>Distinguish between healthy and unhealthy snacks.</i></p>		<p>A. Introduction/Motivation</p> <ol style="list-style-type: none"> 1. Open the lesson by discussing with the students what they think about candy and potato chips. 2. Listen to some responses from the students. 3. Tell students that today we will be talking about a few of the food groups from the food guide pyramid. 4. Tell the students that today we will be learning about the nutritional value of grains and fats, oils, and sweets. <p>B. Study/Learning.</p> <ol style="list-style-type: none"> 1. Show students a picture of the Food Guide Pyramid by projecting it on the wall with the projector. <ul style="list-style-type: none"> • Show the students the grain group which is orange. • Tell the students that the grain group is the largest on the pyramid. 2. Ask the students how much of the grain group do we need per day. <ul style="list-style-type: none"> • Tell the students that it is recommended that we eat at least 6 oz of grains a day. • Show students representations of different products made from grain. 3. Explain to the students that grains are an important part of our diet because grains provide many nutrients that are vital for the health and maintenance of our bodies. <ul style="list-style-type: none"> • Grains are important sources of many nutrients, including dietary fiber, several B vitamins and minerals. • Dietary fiber from whole grains, as part of an overall healthy diet, helps reduce blood cholesterol levels and may lower risk of heart disease. Fiber is important for proper bowel function. Fiber-containing foods such as whole grains help provide a feeling of fullness with fewer calories. 	<p>Projector Computer</p> <p>Products made from grain</p>	

I. Main Ideas/Conceptual Understandings/Goals: to gain a better of the grains, fats, sweets and oils.

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		<p>4. Tell the students that fats, oils and sweets are not a part of the food guide pyramid and that they should be used sparingly. Show student representations of products that contains fats, oils, and sweets.</p> <p>5. Explain to the students that:</p> <ul style="list-style-type: none"> • Fats, oils and sweets give us calories. Fats and oils like salad dressings, mayonnaise, butter, margarine and lard tend to be high in calories because of the fat they contain. • Sweets like candy, soft drinks, syrups, jams, and jellies are made mostly of sugars. Most of these foods do not contain many vitamins or minerals. So they are called "empty calorie" foods. • Fats, oils and sweets are not bad foods. When we eat them along with foods like grains, fruits, vegetables, milk and meat products they are part of a healthy diet. • Eating too many fats, oils or sweets can be a problem when we eat them instead of foods and nutrients we get in the other food groups. • Fats, oils and sweets add flavor and variety to our diets. • Oils come from many different plants and from fish. <p>6. Explain to the students that in order to have a well-balanced diet, they need to limit the amount of sweets and oils they intake.</p>	<p>Food high in fats, oil and sugars</p>	

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		<p>C. Culmination</p> <ol style="list-style-type: none"> 1. Review with the students what they have learned about grains fats and oils. 2. Tell the students that they will create a chart that represents what they have eaten from the grain group and what have they eaten that was considered to be fats, oils, or sweets. 3. Tell the student that they are to graph how much they have eaten that week. (MATH) <p>D. Follow-up</p> <ol style="list-style-type: none"> 1. Tell students they will now complete an analysis chart of the grain food group. 2. Give each student the checklist of how they will be graded. 3. Pass out the five pictures of each group we discussed. 4. Tell the students that they are to put the pictures in the corresponding category. 5. Grade student's work using checklist 	<p style="text-align: center;"><u>Food Intake Chart</u></p> <p>Pictures of the food groups discussed</p> <p style="text-align: center;"><u>Analysis Chart Checklist</u></p>	<p>Grade student's work using checklist.</p>