

Lesson Plan Model¹

Lesson Title/#: Introduction to Food Groups

Grade Level: Kindergarten

Learning Central Focus

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| Central Focus What is the central focus for the content in the learning segment? | Introduce students to the five major food groups. (Grains, fruit, vegetables, protein foods and dairy) |
| Content Standard What standard(s) are most relevant to the learning goals? | ADE Stands for Physical Education and Health Grades K-8 Strand: Health and Wellness Standard 12: Nutrition HW.12.K.4 Recognize that foods are categorized into groups (Refer to USDA) |
| Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson? | Specific goals: Students should be able to appropriately categorize common fruits, vegetables, dairy products, proteins and grains. Procedure: Discuss the five major food groups. Review Inspiration material. Categorize as a class. Discuss. Concepts/Reasonings: Ask students to relate lesson to their everyday life. EX: "Can anyone name a fruit or vegetable that they ate yesterday?" Problem Solving: Given the five major food groups, ask students to categorize several pre-arranged subgroups. |
| Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson? | Prior knowledge that students would need is limited. A general understanding of categorization is useful. Students ability to categorize will support this lesson. |

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

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| <p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p> | |
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Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

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| <p>Launch ____10____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p> | <p>I would engage student's in the lesson by asking them what types of foods they had recently had. This would be an exciting classroom discussion that would excite students. Then, I would ask students if they could classify those foods. At this point, students would not fully comprehend what I was asking of them, thus we would start the lesson.</p> |
| <p>Instruction ____15____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their</p> | <p>Discuss how the things that you eat will determine how well you feel. Ask students the importance of eating healthy. Ask students if they try to eat healthy. I would ask the students to think about the things they eat. How are some of those healthy or unhealthy? Why is it important to have a balanced diet?</p> |

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| <p>personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p> | |
| <p>Structured Practice and Application ____15____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p> | <p>Group activity. I would have pre-printed and laminated picture of different foods. I would give each student a few cards and ask them to take turns classifying them into the five major food groups. Once students have completed the designated cards, I would give them all a blank piece of paper and assign them into groups. Each group would be given an assigned food group. I would then ask students to draw a food that would be properly classified into their assigned food group.</p> |

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| <p>Closure _____5____ Minutes</p> <p>How will you end the lesson?</p> | <p>As a form of “homework” I would ask the students to go home and think about the things that they were eating and return tomorrow with two new classification. This would be a great activity for students to explore the different cultural areas of the classroom as well as community assets. Once we have completed the lesson, group activity, and homework, I would assess the students. Students should be able to accurately classify common/known foods.</p> |
| <p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p> | <p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP’s or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p> |
| <p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p> | <p>Student interactions will take place during the class activity as well as classroom discussion.</p> |

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| <p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p> | <p>Some students may question the classifications of certain foods due to prior knowledge, even if that knowledge is wrong. To adjust, I will respond in a positive manner and praise the child for thinking ahead but then inform them of the correct categorizing and why.</p> |
| <p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p> | |
| <p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p> | <div data-bbox="352 816 1056 1383"> </div> <div data-bbox="1077 816 1602 995"> <p>Pre-printed and laminated flash cards. Crayons and paper. Copy of the USDA guidelines. Copy of the Arkansas State Standards Web of Food Groups</p> </div> |

Academic Language Demand(s):

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| What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson? | |
| What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson | |
| What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson? | |
| What are your students' abilities with regard to the oral and written language associated with this lesson? | |
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| How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson? | |

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

| Type of assessment (Informal or Formal) | Description of assessment | Modifications to the assessment so that all students could demonstrate their learning. | Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide? |
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Analyzing Teaching

To be completed after the lesson has be taught

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| <p>What worked? What didn't? For whom?</p> | |
| <p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p> | |
| <p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p> | <p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p> |
| <p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p> | |

Resources:

Attach each assessment and associated evaluation criteria/rubric.