

## Lesson Plan Template

Lesson Segment Focus Food Groups Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed Physical Education and Health - Food Groups Date 10/16/18 Grade 1st

### Student Outcomes

Specific learning objectives for this lesson.	Students should be able to list the food groups and determine what foods go in each group.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should already know that foods belong in groups.
Knowledge of students background (personal, cultural, or community assets)	Students eat and deal with many of these food groups at home.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<b>HW.12.1.4 : Place foods in the appropriate food groups using nutritional guides</b>
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### Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>I would use graphs and videos that list and help explain the food groups and what foods go in each group. I would use visual cutouts of various foods so students could physically see them. For students at different levels of academic language development, I would assign worksheets with not as many foods on them. I would let these specific students focus on a smaller group of foods at a time so they aren't overwhelmed with information.</p>
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Proteins, Fruits, Vegetables, Dairy, Grains, PowerPoint, slide, etc.
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## Materials

Materials needed by teacher for <b>this lesson.</b>	SmartBoard, PowerPoint, charts, videos, visual cutouts of foods, and worksheets.
Materials needed by students for <b>this lesson.</b>	SmartBoard, PowerPoint, worksheets, various cutouts of foods

## Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Time of Time	Instructional Strategies & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
3 minutes	<b>Introduction:</b> Introduce the various food groups to the students	I, the teacher, will introduce my students to the five food groups. I will show my students videos and charts about the food groups. As a whole on the carpet, we will discuss the foods we like to eat and the foods we commonly eat at home.
10 minutes	<b>Instruction:</b> Discussing the food groups, completing worksheets	I, the teacher, will ask my students to go back to their seats. I will then pass out worksheets that have the five food groups on them. The worksheets will have foods on them that correspond with the five food groups. Students will take the time to become familiar with the worksheet and students will color in the different foods with crayons. When students are finished with their worksheet, I will ask students some questions that deal with foods and their food groups. I will ask questions like “What food group does chicken belong in?” or “Is a peach a fruit or vegetable?”

15 minutes	<p><b>Closure:</b> As a class, we will complete the PowerPoint</p>	<p>Students, with the help of myself, will work together to complete the PowerPoint. Each slide is labeled Protein, Fruit, Vegetable, Grain, and Dairy. Students will brainstorm different foods that belong in each group. With my help, we will find pictures of foods and put them on their according slide.</p>
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**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>Multiple methods and strategies will be used to accommodate/modify the lesson for students. I might have to go over concepts slower and explain more details in depth. Some additional modifications would be to have these students learn from videos and audiobooks rather than me teaching the concepts to them. These students might need worksheets with larger print. The students might benefit better from recording the lesson or the students might require a written list of detailed instructions. For the lesson, the student might need to be seated closer to the smartboard or seated further away with no other students around. I, as the teacher, might have to modify the worksheets given to the child that has different foods or fewer foods listed. When grading or assessing students, I would have to take into consideration their abilities and be sure to be fair when grading.</p>
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**Differentiation:**

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>In this lesson, I will be incorporating an authority teaching style (lecture), a demonstrator teaching style (coaching style), and a delegator teaching style (group style.) By incorporating these various teaching styles and instructional methods, I am able to ensure that the needs of all my students are met in some way. These styles are very different, but help to accommodate my students' needs as much as possible. By using various visuals, videos, and worksheets, I am able to reach a vast majority of my students' needs, as well.</p>
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**Assessments: Formative and/or Summative**

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment &amp; what is assessed).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.	
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**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from:

<http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us;>  
[http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;](http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx)  
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
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