

Lesson Plan Template

Lesson Segment Focus: Food Groups

Lesson _____ of _____

Course & topic addressed: Food and Nutrition

Date: October 16th, 2018 Grade: 3rd Grade

Student Outcomes

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| Specific learning objectives for this lesson. | Students shall understand concepts related to nutrition and develop skills for making healthy food choices. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | In grade 2, students would have learned or been introduced to the major food groups: grains, fruits, milk and dairy products, vegetables, fats and oils, and proteins. Students will also have been introduced to google slides earlier in the year, |
| Knowledge of students background (personal, cultural, or community assets) | Due to student's different backgrounds, they may have a different perception of which foods groups they need more or less of. |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | AR HW. 12.3.5 Discuss a food source for each of the major nutrients |
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Academic Language Support

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| What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development? | Before the lesson begins, I will review the major groups with my students to ensure they know the definition of each group. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | <ul style="list-style-type: none"> - Grains - Fruits - Milk - Dairy products - Vegetables - Fats |
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| | <ul style="list-style-type: none"> - Oils - Proteins |
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Materials

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| Materials needed by teacher for this lesson. | <ul style="list-style-type: none"> - Access to Google Slides - Projector - Sticky notes with pictures of food items on them - Projector - Blank “Food Pyramid” |
| Materials needed by students for this lesson. | <ul style="list-style-type: none"> - Access to Google Slides |

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

| Amount of Time | Teaching & Learning Activities | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. |
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| | <u>Introduction</u> : 5 | To get students intrigued in this lesson, I will start off by asking what they usually eat on a daily basis. When they explain to me the types of foods they eat, I will ask what “groups” they think they belong in. I will explain to my students that some food groups need to be eaten more often than others to maintain a healthy lifestyle. |
| | <u>Instruction</u> : 25 | <p>After introducing my students to food groups, we will begin the lesson.</p> <p>For this lesson, I will project a blank food group pyramid on the white board. I will pass out sticky notes to each group/student that has an image of food on it. For example, some students might have sticky notes with meat, vegetables, fruits, etc. on it. Once all of the sticky notes are passed out, I will ask the students to help me label the different sections on the pyramid as to which food group they think is which. To do this, I will relate back to when we reviewed which food groups they need more of each day and which groups they don’t need as much of. Once we have the pyramid labeled, I will ask students to come up one at a time to place their sticky note in the correct food group. When the food group pyramid is completed correctly, I will review the pyramid with my students.</p> |

| Amount of Time | Teaching & Learning Activities | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. |
|----------------|--------------------------------|---|
| | | <p>I will go into detail again on how much of each group should be eaten daily. I will ask them why they think some foods should be eaten more than others to maintain a healthy lifestyle. I will ask what foods they think give them energy and what foods might do the exact opposite.</p> <p>Once this conversation is done, I will introduce their assessment to them. For their assessment, I will inform all of my students to get their laptops out and go to the blank google slides that I shared with them on their google drives. Each slide on the slideshow will be labeled with a different food group. I will assign each group a different food group. Each group will search the internet to find images of food that go in their food group.</p> |
| | <u>Closure: 10</u> | To end the lesson, I will have each group share their slide with the class and explain why each food they picked belongs in their food group. |

Accommodations/Modifications

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| <p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p> | <p>Some accommodations I may provide for students include:</p> <ul style="list-style-type: none"> - Notes over the food groups prior to the lesson - Extended time on their assignment - Allowing verbal responses - Be given a written list of instructions |
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Differentiation:

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| <p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p> | <p>To ensure all students needs are met, I would modify directions accordingly to how well students are understanding the lesson. For example, if it still seems like they aren't understanding the lesson when it is completed, I will not quiz them over the material until they feel confident in the material.</p> |
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Assessments: Formative and/or Summative

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

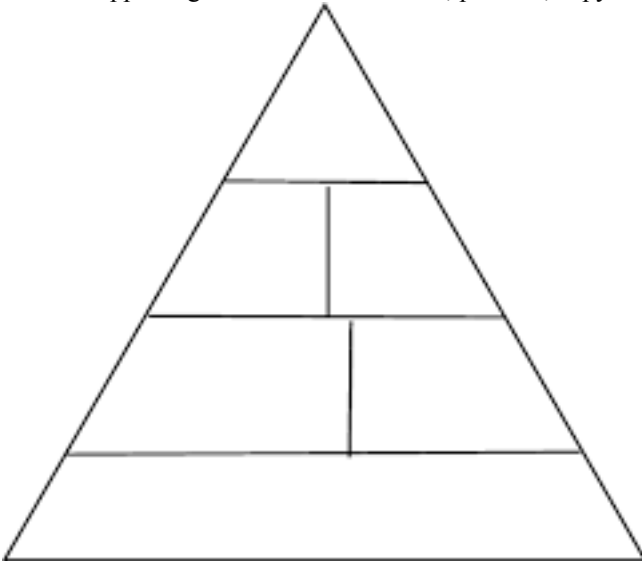
Research/Theory

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

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| 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.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;

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