**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Healthy vs. Unhealthy** | | | | |
| **Your name:**  **Nicole Moore** | **Age or Grade Level:**  **K/1st** | | **Integrated Disciplines/Subjects:**  **Nutrition/Eating Healthy** | **Time frame for Lesson:**  **30 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| **NE-ELG—(HP.04) ⮚Child shows knowledge of healthy eating and lifestyle habits**   * **Demonstrates knowledge that some foods are healthier than others** * **Child begins to distinguish more or less healthy foods, and understand that healthy foods help them to grow and give them energy to play and think** | | | | |
| **Objectives:**  After reading and talking about nutrition, students will be able to identify healthy and non-healthy foods and what they do for our bodies. | | | | |
| **Assessment:**  Students will be graded on participation and the completion of their individual healthy meals. | | | | |
| **Materials:**  *Good Enough To Eat* by Lizzy Rockwell (optional)  Paper  Newspaper Ads (to cut out food)  Pictures of healthy and non-healthy food | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:**  To get the group’s attention I will start by either reading the book or by asking them what they know about food groups. Example; Do you know what vegetables or fruits are? What about grains or dairy? Or meat and beans? | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** | | | | |
| **Teacher will do:**   * Read book to class or ask questions listed in the anticipatory set. * On the marker board, the teacher will create a chart with the food group titles and will ask the children to give examples * The teacher will then make a list asking for foods that are unhealthy * The teacher will then ask the class to go back to their seats and will pass out materials * The teacher will explain that every child was given a piece of paper with an empty plate on it and that they are to cut out pictures of healthy food items to create their own healthy meals. * After the students are done the teacher will ask the class to regroup on the front rug and bring their plates and ask if anyone wants to share | | **Student will do:**   * Sit at the front of the room and listen to the teacher read or answer the question if able. * Students will raise hands to give an example of the certain food group that was asked * Students will raise hands again and tell the teacher what they believe are unhealthy foods * The class will walk back to their seats and wait for directions for the next activity. * The class will listen to the teacher explain the directions and will then begin to cut out food for their healthy meal on their plate * The students will then go back to the front rug and bring their healthy meals. They will raise their hands if they would like to share what is on their plates. | | |
| **Closure:**  As a group, the teacher will ask the class questions. Examples; “What did we talk about today?” “Why is important to eat from the different food groups?” “Can anyone tell me a food group and an example?” “What about foods that are unhealthy?” | | | | |
| **Differentiation:**  If there is a child with an intellectual disability, they can watch a video instead of listening to the book or participating in the board activity. If there is a student with a physical disability and is unable to cut out or draw pictures, with the teacher or para, can have a set of play food and be questioned on what a certain food is or to hold up a certain food from a specific food group. | | | | |
| **References:**  *Good Enough to Eat* by Lizzy Rockwell | | | | |
| **LESSON ANALYSIS** | | | | |
| **Content Knowledge:**  My lesson plan gives students multiple ways to learn about nutrition and healthy eating. The book and the group chart on the board helps the class distinguish what each food group is and what food belongs to eat. The healthy meal plate activity lets students decide for themselves what they would want to eat for a meal.  **Teaching Methods/Strategies:**   * Class discussion conducted by teacher * Board Activity * Art/Pictures | | | | |
| **REFLECTION** | | | | |
| Every child that participated in the activity met the objective because all of the students contributed to the making of the list on the white board and completed their healthy meal plates. During the closure discussion, the majority of the class raised their hands to answer the questions included in the closure. All of the children listened intently to the story and were very eager to go back to the tables and create their own plates.  I really liked the way that this activity turned out. I would definitely teach this lesson to the same group of students again. The only thing I would change would be to get more grocery store advertisements so every student has more than just one and doesn’t have to wait on another student to finish to get a new ad. | | | | |

Updated by Dr. M. K. Felton

September 2014