

Sample Outline for a Daily Lesson Plan

Teacher: Megan Carnaghi ***Date submitted:*** 2/10/2010 ***Lesson date:*** 2/5/2010

Overall lesson topic/title: Creating a Healthy Meal Plate

Learning goals: (From the Michigan Health Education Expectations)

- Nutrition and Physical Activity:

1.1 Describe how consuming a variety of foods and beverages helps a person stay healthy

Rationale:

- Apply to near and distant contexts with support

This lesson will mark the end of our weeklong exploration of healthy eating. In the previous four lessons the students were introduced to the food pyramid and the five food groups. The students learned about each of the food groups, the function each food group serves in keeping our body healthy, as well as how we need a variety of foods from each of the food groups to keep us healthy. In the previous four lessons, the students had the opportunity to explore ideas and phenomena about the patterns regarding healthy eating through whole class discussion, reading and discussing books about healthy eating, various homework assignments, and participating in a whole class food group sort. The students also had an opportunity to explain patterns via creating their own food pyramids, as well as whole group small group discussions. This lesson will serve as a way for students to apply what they have learned regarding healthy eating and the food pyramid by creating their own healthy meal plates from magazine and newspaper clippings to share with the class and their families.

Materials & supplies needed:

- Large poster of food pyramid we have created as a class
- Magazine and newspaper clippings of variety of foods
- Glue
- Scissors
- Markers
- Paper plates
- Various vegetables and veggie dips

Procedures and approximate time allocated for each event

- ***Introduction to the lesson*** (1-2 minutes)

-I will begin by having the students come to the rug where I will be waiting, with our class constructed food pyramid poster displayed. I will remind them it is time for learning and I need them to be sitting flat on their bottoms, criss-cross-applesauce, with their ears open and their voices off, ready to learn.

-Once the students are ready I will tell them we are going to

Academic, Social and Linguistic Support during each event):

The students I am concerned about most are my 2 ELL students who do not speak any English and my 2 students who seem to have a very difficult time staying focused during longer lessons/ discussion lessons. To accommodate the

be taking everything we've learned regarding healthy eating and the food pyramid to create healthy meal plates.

• ***OUTLINE of activities during the lesson*** (20 minutes)

-First, I will call their attention to the food pyramid we constructed as a class.

-I will ask them, "How many food groups are there?"
(Anticipated Responses: 5)

-I will ask them, "What are the five food groups?"
(Anticipated Responses: grains, vegetables, fruits, milks, meat & beans)

-I will then ask them, "What are some examples of foods found in each of the food groups?"

(Anticipated Responses:

-grains: breads, pastas, cereals

-vegetables: broccoli, carrots, cucumbers, salad

-fruits: apples, oranges, bananas, strawberries

-milks: milk, yogurt, cheese, ice cream

-meat & beans: chicken, beans, peanut butter, fish)

-I will then ask them, "Why is each food group important?"
(Anticipated Responses:

-grains: give us energy

-fruits and vegetables: give us vitamins and minerals

-milks: give us calcium to keep our bones strong and help us grow

-meat & beans: give us protein to help us build muscles)

-We will then discuss how we need foods from each of the food groups to keep our bodies healthy.

-I will then tell the students they are going to have an opportunity to make their own healthy meal plates. I will tell them that sitting at each of their tables are enough paper plates for each of them as well as magazine and newspaper clippings for them too look through and cutout a variety of healthy foods to put on their healthy meal plates. I will demonstrate making a plate for them and we will discuss how a healthy meal plate would have foods from each of the food groups and not just a lot of foods from one or two of the food groups. I will tell the students that when they are done with their healthy meal plates they will share them with one another and we will share a healthy snack as a class (carrots, broccoli, cucumbers and veggie dip).

The students will then have 15 minutes to create their healthy meal plates.

needs of my ELL students I will speak slowly and try to look directly at them when speaking so they know I am including them in our discussion. I will also be sure to carefully announce my words. I will repeat my questions once or twice as well. For my students who have trouble staying focused, I have found it works best if I ask them to come and sit up-front by me (I usually ask them this quietly and individually before I begin a lesson as to not call them out in- front of the class. I also tell them it's so they will have a great view of the board and will be able to hear everything I say, clearly.) I will make sure to make eye contact with them throughout the lesson as to try and keep them focused and engaged. Furthermore, I have found it works best, if when they become restless or unable to focus, if I lay a gentle hand on their shoulder as a subtle reminder and to bring them back in to the lesson.

- I have found that my ELL students still raise their hands frequently, even if they have no idea what's going on. I will be sure to call on them and give them proper wait time and try to carefully listen to their answers (sometimes they try to speak in English, usually mimicking another student or something I have just said, and most times they speak back to be in their native language). I try to nod my head when they are speaking and keep eye contact with them so they know I think what they are saying is valuable and important. Even if I cannot necessarily understand them or answer them back I still smile and give them a thumbs-up to

<p>• <i>Closing summary for the lesson</i> (8 minutes)</p> <p>-After the students have completed their healthy meal plates I will call them back to carpet (with their meal plates in-hand). The students will find two different people to share their healthy meal plate with. We will then discuss as a class how the students went about making their meal plates, how/why they decided to put particular foods on their meal plates, etc.</p> <p>-Then, as a class we will enjoy a healthy snack together to celebrate all we have learned regarding healthy eating and the food pyramid.</p>	<p>let them know I appreciate their input. This way I am not necessarily telling them they were right or wrong, but that I appreciate their effort.</p> <p>When I referring to the food pyramid we have made, I will be sure to point to each of the food group labels as I say them, as well as the labels of each of the foods as I reference them.</p>
<p><i>Basis for assessment</i></p> <p>In order to gauge the students' learning, I will use our class discussions as a form of informal assessment. I will be looking for their responses in regards to my questions about healthy eating and the food pyramid, to see if they match my above mentioned anticipated responses. I will use the students' food plates as a form of formal assessment to see if they students have learned what healthy eating looks like, as well as if they understand that you need a variety of foods from each food group to keep our bodies healthy.</p>	<p><i>Academic, Social, and Linguistic Support during assessment</i></p> <p>I will do a lot of modeling, pointing and repeating for my ELL students and those who have trouble focusing.</p>