



<b>Review/Assessment/Closure:</b>		
<b>Extension:</b>		
<b>Reflection:</b>		

## Food Groups

<b>Grade:</b>	Small adjustments may be made for each.			<b>Skill Level:</b>	All			
<b>Focus:</b>	Nutrition							
<b>Sub focus:</b>	Food Groups in the Pyramid							
<b>Content Objectives: At the end of this lesson the students will be able to...</b>								
distinguish where specific examples of food fall in terms of the five food groups.								
create a healthy meal that is low in fat, oils and sugar.								
connect their prior knowledge and build upon it so as to better understand nutrition.								
<b>Language Objectives: At the end of this lesson the students will be able to...</b>								
list prior knowledge of eating smart from previous units.								
discuss prior knowledge and come to a group consensus as to which points are most important for the group to present.								
present prior knowledge to the whole group.								
<b>Key Vocabulary/Concepts:</b>								
The vocabulary words in this unit will be taught throughout the unit. For example in this lesson they will be displayed on the word chart and the teacher will ask students to read the chart as they are lining up at the end of class. In the following lesson, they will be included in the main activity.								
<i>balanced diet</i> - eating foods from each food group everyday.								
<i>diet</i> - The food a person usually eats and drinks.								
<i>fiber</i> - mostly indigestible material in food that stimulates the intestine to move its contents along -- called also bulk, roughage								
<i>food guide pyramid</i> - a tool to help you choose foods for a healthful diet.								
<i>food label</i> - found on packaged food, it gives information on how nutritious a food is.								
<i>ingredients</i> - the things that go into foods.								
<i>nutrients</i> - parts of food that help your body grow and get energy.								
<i>nutrition</i> - the study of food and how it affects the body.								
<i>pathogens</i> - germs in foods that can cause illness.								
<i>serving</i> - the measured amount of food you would probably eat in a meal or for a snack.								
<i>snacks</i> - food between meals.								
<i>spoiled food</i> - a food that is unsafe to eat.								
<b>Materials/Equipment:</b>								
food group cards	food boxes & cartons	hula hoops	large cones					
grouping cards	dry erase boards	dry erase markers						
laptop	word chart	vocab cards						
<b>Instant Activity:</b>								
Students will read on the board that they should take a card and find the people who have the same physical activity as them, do the activity and then sit in the circle.								
<b>Organization/Management:</b>								
There will be 5 large cones around the outside of the gym and containers of cards and boxes, etc.. In the center. Students will sit in the circle after finding their group. The teacher will assign a large cone for each team.								
<b>Resources:</b>								
<a href="http://www.calolive.org/images/download/pdf/edu_ggg_activities.pdf">http://www.calolive.org/images/download/pdf/edu_ggg_activities.pdf</a>								
<a href="http://www.calolive.org/images/download/pdf/edu_ggg_activities_spanish.pdf">http://www.calolive.org/images/download/pdf/edu_ggg_activities_spanish.pdf</a>								

## Food Groups

### **Introduction/Building Background:**

Remember when we discussed eating smart in the fitness unit? Well, today we are going to start a new unit on nutrition, which will help us make decisions to eat smart. Let's make a KWL chart. We will have a class discussion, if students come up with good points on what they have learned or would like to know, then they are asked to write it on the large chart (on chart paper). On the last day of the unit, the KWL will be completed. I used one large chart for each day. Alternatively, I have the worksheet that students may work on in small groups.

### **Standards:**

NASPE 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

NASPE 3: Participates regularly in physical activity.

NASPE 4: Achieves and maintains a health-enhancing level of physical fitness.

NASPE 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

NASPE 6: Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.

### **Presentation/Task Development:**

After the KWL project, students will be assigned to their cones & hula hoops and told the rules of the first game.

### **Tasks/Application:**

Give an example of a food from each food group.

Groups compete to sort all of the food cards into the 5 food groups (one for each group).

Groups compete to create the breakfast with the least amount of sugar.

Groups travel around to other groups' meals and then a vote is taken as to which group has the breakfast with the least amount of sugar.

Groups compete to create the lunch lowest in fat.

View and vote.

Groups compete to create the dinner lowest in oils.

View and vote.

Beg, borrow or steal: Various empty boxes and cartons of food products will be placed in the center of the gym. The object of this game is to collect the most healthy snacks. Groups will have a hula hoop in which to place their food. Time for 2 minutes. You may not guard your food or make contact with anyone.

2-5 Nutrition Game Show: 3 contestants answer 3 questions about an empty food container. What is your serving size? How much fat/sugar/fiber is in one serving? If I wanted to eat the whole container, which product is a better choice? For K-1 just ask similar questions between tag games.

### **Review/Assessment/Closure:**

Who can name all 5 food groups? Who can name one food from each group? Who can describe an example of a healthy meal that includes most of the food groups?

### **Extension:**

Food diary worksheet.

### **Reflection:**

## Food Groups

Students loved the game show, even the fifth graders. The large chart worked very well because students were eager to get to write on it.

### KWL Chart

Names in Group:

Classroom Teacher's Name:

Date:

1. Complete the first two columns of your chart with your group at the beginning of the unit.

Column 1 What do you know about nutrition and eating smart?	Column 2 What would you like to know about nutrition and eating smart?

2. Complete column 3 at the end of the unit.

Column 3 What have you learned about nutrition and eating smart?

## Food Groups



## Exploring Pyramid

<b>Grade:</b>	Small adjustments may be made for each.			<b>Skill Level:</b>	All			
<b>Focus:</b>	Nutrition							
<b>Sub focus</b>	Exploring the Pyramid							
<b>Content Objectives:</b> At the end of this lesson the students will be able to...								
understand that foods with lots of sugar, oil and/or fat can zap their energy and foods from the food guide pyramid can provide them with energy.								
assemble a graphic organizer (the food pyramid) and exert energy in a positive way.								
<b>Language Objectives:</b> At the end of this lesson the students will be able to...								
discuss and dissect the food pyramid for better understanding.								
distinguish the appropriate meaning of unit vocabulary words.								
<b>Key Vocabulary/Concepts:</b>								
The vocabulary words in this unit will be taught throughout the unit.								
<i>balanced diet</i> - eating foods from each food group everyday.								
<i>diet</i> - The food a person usually eats and drinks.								
<i>fiber</i> - mostly indigestible material in food that stimulates the intestine to move its contents along -- called also bulk, roughage								
<i>food guide pyramid</i> - a tool to help you choose foods for a healthful diet.								
<i>food label</i> - found on packaged food, it gives information on how nutritious a food is.								
<i>ingredients</i> - the things that go into foods.								
<i>nutrients</i> - parts of food that help your body grow and get energy.								
<i>nutrition</i> - the study of food and how it affects the body.								
<i>pathogens</i> - germs in foods that can cause illness.								
<i>serving</i> - the measured amount of food you would probably eat in a meal or for a snack.								
<i>snacks</i> - food between meals.								
<i>spoiled food</i> - a food that is unsafe to eat.								
<b>Materials/Equipment:</b>								
vocabulary cards	word chart	large cones	beanbags					
food pyramid puzzles	cone words (large)	pinnies						
<b>Instant Activity:</b>								
Stand by the vocabulary word on the cone that you understand. If you don't know any of them, stand in the center circle.								
<b>Organization/Management:</b>								
The cones each have a vocabulary word on them and are fairly close to the center of the gym. There will be shoe boxes full of cards and cups full of puzzle pieces around the outside of the gym. The word chart should be out and contain the unit vocabulary words. Beanbags should be in crates around the outside of the gym.								
<b>Introduction/Building Background:</b>								
Everyone think about how you would explain what we learned last time? We are going to play tunnel tag for 2 minutes and during that time I would like you to think of one thing you would like to learn about nutrition. Ask one student after some wait time has passed to share their summary.								
<b>Standards:</b>								
NASPE 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.								
NASPE 3: Participates regularly in physical activity.								

## Exploring Pyramid

NASPE 4: Achieves and maintains a health-enhancing level of physical fitness.										
NASPE 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.										
NASPE 6: Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.										
<b>Presentation/Task Development:</b> After students choose a word, one student from each group should volunteer to explain the word. Tell the class that today we will be exploring nutrition further. The next activity should be explained afterwards.										
<b>Tasks/Application:</b> <table border="1"><tr><td>2 Teams compete to find the meaning of the vocabulary words.</td><td>Use the word chart, have the vocab words in pockets and several words that are part of each definition on the floor. Each team has a representative who places cards in the pockets until the team is satisfied with the meaning of each word.</td></tr><tr><td colspan="2">Alternative to above activity: Each team has one vocabulary word and several other words. Teams race to find their definition first. <b>Or</b>, all of the defining words are in the middle and each team has a vocabulary word and on each turn a team can send one person to collect or trade one card. The first team with the right definition wins.</td></tr><tr><td colspan="2">The Power of Food Tag Game: One student each is fatty foods, oily foods, sugary foods and they are the taggers. One student each is from each food group (grains, vegetables, fruits, dairy, meats and beans). These students have energy (bean bags) to give out. If you get tagged, you must "eat" (catch a beanbag) some food that will give you energy back before you can get back in the game.</td></tr><tr><td colspan="2">Teams race to find pieces and assemble the food pyramid. Each team has a home base (large cone) and they race out, one at a time to collect or trade puzzle pieces.</td></tr><tr><td colspan="2">Discuss the steps on the pyramid, whole grains, what each stripe represents, the size of the food groups and the narrowing of each stripe towards the top of the pyramid. Give examples of foods in each stripe, on the bottom and top, I.e. white bread is at the top while whole wheat bread is at the bottom. The latter should be eaten more than the former.</td></tr></table>	2 Teams compete to find the meaning of the vocabulary words.	Use the word chart, have the vocab words in pockets and several words that are part of each definition on the floor. Each team has a representative who places cards in the pockets until the team is satisfied with the meaning of each word.	Alternative to above activity: Each team has one vocabulary word and several other words. Teams race to find their definition first. <b>Or</b> , all of the defining words are in the middle and each team has a vocabulary word and on each turn a team can send one person to collect or trade one card. The first team with the right definition wins.		The Power of Food Tag Game: One student each is fatty foods, oily foods, sugary foods and they are the taggers. One student each is from each food group (grains, vegetables, fruits, dairy, meats and beans). These students have energy (bean bags) to give out. If you get tagged, you must "eat" (catch a beanbag) some food that will give you energy back before you can get back in the game.		Teams race to find pieces and assemble the food pyramid. Each team has a home base (large cone) and they race out, one at a time to collect or trade puzzle pieces.		Discuss the steps on the pyramid, whole grains, what each stripe represents, the size of the food groups and the narrowing of each stripe towards the top of the pyramid. Give examples of foods in each stripe, on the bottom and top, I.e. white bread is at the top while whole wheat bread is at the bottom. The latter should be eaten more than the former.	
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The Power of Food Tag Game: One student each is fatty foods, oily foods, sugary foods and they are the taggers. One student each is from each food group (grains, vegetables, fruits, dairy, meats and beans). These students have energy (bean bags) to give out. If you get tagged, you must "eat" (catch a beanbag) some food that will give you energy back before you can get back in the game.										
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Discuss the steps on the pyramid, whole grains, what each stripe represents, the size of the food groups and the narrowing of each stripe towards the top of the pyramid. Give examples of foods in each stripe, on the bottom and top, I.e. white bread is at the top while whole wheat bread is at the bottom. The latter should be eaten more than the former.										
<b>Review/Assessment/Closure:</b> Hold up food cards and ask questions, each students should answer without words. Thumbs up means yes, thumbs down means no, and thumbs to the side means I don't know. Questions: Is this a food that should be eaten often? Is this food in the grains food group (popcorn)?										
<b>Extension:</b> Your Health Activity book page 25, Use word meanings. Send home as homework for grades 4 and 5.										
<b>Reflection:</b>     										

*food guide pyramid*

*ingredients*

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**Balanced diet - eating foods from each food group everyday.**

Day	Drinks	Meats or Beans	Vegetables	Fruits	Milk & Dairy	Grains & Bread	Oils & Sweets
Sunday							
Monday							
Tuesday							
Wednesday							

**Balanced diet - eating foods from each food group everyday.**

Day	Drinks	Meats or Beans	Vegetables	Fruits	Milk & Dairy	Grains & Bread	Oils & Sweets
Thursday							
Friday							
Saturday							

## Shopping Spree

<b>Grade:</b>	Small adjustments may be made for each.	<b>Skill Level:</b>	All
<b>Focus:</b>	Nutrition		
<b>Sub focus</b>	Shopping Spree		
<b>Content Objectives:</b> At the end of this lesson the students will be able to...			
make nutritious choices at a mock grocery store.			
move around the various "isles" at the "Alsup Food Mart".			
<b>Language Objectives:</b> At the end of this lesson the students will be able to...			
discuss food labels in terms of health.			
identify foods high in saturated fats, sugar and whole grains.			
<b>Key Vocabulary/Concepts:</b>			
The vocabulary words in this unit will be taught throughout the unit.			
<i>balanced diet</i> - eating foods from each food group everyday.			
<i>diet</i> - The food a person usually eats and drinks.			
<i>fiber</i> - mostly indigestible material in food that stimulates the intestine to move its contents along -- called also bulk, roughage			
<i>food guide pyramid</i> - a tool to help you choose foods for a healthful diet.			
<i>food label</i> - found on packaged food, it gives information on how nutritious a food is.			
<i>ingredients</i> - the things that go into foods.			
<i>nutrients</i> - parts of food that help your body grow and get energy.			
<i>nutrition</i> - the study of food and how it affects the body.			
<i>pathogens</i> - germs in foods that can cause illness.			
<i>serving</i> - the measured amount of food you would probably eat in a meal or for a snack.			
<i>snacks</i> - food between meals.			
<i>spoiled food</i> - a food that is unsafe to eat.			
<b>Materials/Equipment:</b>			
food packages	shopping cart-milk crates		
food cards	shoe boxes or other means of displaying food boxes, cards		
<b>Instant Activity:</b>			
Vegetable freeze tag: If you don't want to be frozen say a vegetable before you get tagged. If you are frozen have a friend unfreeze you. When you hear the whistle or countdown, sit in the circle.			
<b>Organization/Management:</b>			
Students are sitting in the circle after the instant activity. There are shoe boxes/displays around the gym full of food cards. Large cones define the instant activity area.			
<b>Introduction/Building Background:</b>			
Discuss the My Pyramid worksheet about what you ate yesterday. Ask the students if they have ever wrote in a journal or if they have ever kept track of something before. Why would you keep track of your food? How can you improve your eating habits in order to prevent illness?			
<b>Standards:</b>			
NASPE 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.			
NASPE 3: Participates regularly in physical activity.			
NASPE 4: Achieves and maintains a health-enhancing level of physical fitness.			
NASPE 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.			
NASPE 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.			

## Shopping Spree

<b>Presentation/Task Development:</b> We are going shopping today at the Alsup Food Mart! Each of you has a family to feed, they depend on you to provide nutritious food so they can grow healthy and strong.
<b>Tasks/Application:</b> Shopping Spree Game: Each student has a shopping bag and is trying to fill their bag with nutritious foods. Shoe boxes contain various cards with nutritiously dense foods and less nutritiously dense foods on them. Lay out the Alsup Food Mart like the local grocery store. Give each team a shopping bag, dry erase marker & board. Award points as multiplication problems, I.e. your points are equal to $2 \times 5$ . Have students record their scores for each round and add them together along the way. I never make a big deal about who has the most points, I just congratulate them for getting the points they got and encourage the math skills!
K-2 - Round 1: Go shopping for a food from each food group (2 points each).
3-5 Round 1 & K-2 Round 2 - Go shopping for a low-fat food in each food group (4 points each).
3-5 Round 2 & K-2 Round 3 - Go shopping for a food from each group that is low-fat and low in cholesterol (6 points each).
4-5 Round 3 - Go shopping for a food from each food group that is low in fat, cholesterol and high in fiber (8 points each).
4-5 Round 4 - Go shopping for a food from each food group that is low in fat, sugar, cholesterol and high in fiber (10 points each).
4-5 Round 5 - Go shopping for a food from each food group that is low in fat, sugar, salt, cholesterol and high in fiber (12 points each).
Alternative: Tell the kids they need to shop for their families' food for the whole day, the whole week and remind them to get food for all three meals and snacks.
Discuss and pass around food items, highlighting saturated and trans fat, sugar, cholesterol, fiber and salt.
Listen to NPR: Your Health for Thursday, Sept. 07, 2006, the second story describing a heart attack.
Give demonstration of an artery being clogged with PVC pipe, water and a sponge & bucket. Explain that the sponge is cholesterol clogging the artery and that this can cause a heart attack.
<b>Review/Assessment/Closure:</b> My pyramid Worksheet: How well did you eat yesterday and how will you do tomorrow?
<b>Extension:</b> Grocery Store Scavenger Hunt Worksheet. Next lesson: Discuss the most common foods and ask students if any of their choices could have been healthier.
<b>Reflection:</b> The kids enjoyed the shopping spree game more than I would have thought. Students in third through fifth grade had no problem multiplying. I asked the students in the second grade to add, for example, instead of $2 \times 4$ , I said, "4+4." When I added music, they liked it even more. I used the pvc pipe to explain to 1-3 students the process of cholesterol clogging the artery and asked them to teach the class at the end. This was a huge success and not messy!!

<b>Grade:</b>	Small adjustments may be made for each.	<b>Skill Level:</b>	All
<b>Focus:</b>	Nutrition		
<b>Sub focus</b>	One vs. One Hundred		
<b>Content Objectives:</b> At the end of this lesson the students will be able to...			
test their knowledge of nutrition.			
review their nutrition knowledge.			
<b>Language Objectives:</b> At the end of this lesson the students will be able to...			
read the questions on the screen and come to their own conclusions about the answers.			
complete an outline on the food guide pyramid.			
<b>Key Vocabulary/Concepts:</b>			
The vocabulary words in this unit will be taught throughout the unit.			
<i>balanced diet</i> - eating foods from each food group everyday.			
<i>diet</i> - The food a person usually eats and drinks.			
<i>fiber</i> - mostly indigestible material in food that stimulates the intestine to move its contents along -- called also bulk, roughage			
<i>food guide pyramid</i> - a tool to help you choose foods for a healthful diet.			
<i>food label</i> - found on packaged food, it gives information on how nutritious a food is.			
<i>ingredients</i> - the things that go into foods.			
<i>nutrients</i> - parts of food that help your body grow and get energy.			
<i>nutrition</i> - the study of food and how it affects the body.			
<i>pathogens</i> - germs in foods that can cause illness.			
<i>serving</i> - the measured amount of food you would probably eat in a meal or for a snack.			
<i>snacks</i> - food between meals.			
<i>spoiled food</i> - a food that is unsafe to eat.			
<b>Materials/Equipment:</b>			
clickers	grocery ads	glue sticks	laptop cart
graphic organizers	scissors	markers	projector
Activity Book pg 24			
<b>Instant Activity:</b>			
Food Group Tag: Taggers represent fatty foods, sweet foods and each time you are tagged, you move slower. Have 5 students who represent each of the food groups, if they tag someone who is moving slow, that person may speed up each time.			
<b>Organization/Management:</b>			
Upon hearing the countdown, students will sit in the circle. The screen will be pulled down. A cart with a laptop and projector will be in front of the screen.			
<b>Introduction/Building Background:</b>			
The tag game helps to build background because it reviews the previous lessons. Students must say out loud what food they represent before tagging someone.			
<b>Standards:</b>			
NASPE 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.			
NASPE 3: Participates regularly in physical activity.			
NASPE 4: Achieves and maintains a health-enhancing level of physical fitness.			
NASPE 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.			

NASPE 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Presentation/Task Development:**

We are going to play a game show called One vs. One Hundred, it will help us find out how much you have learned and what you still need to learn.

**Tasks/Application:**

One vs. One Hundred Clicker Game Show: Everybody plays and answers questions with the clickers. See questions sheet. Whoever misses the fewest questions wins.

**Play vocabulary charades**

Have students make graphic organizers (or fill in g.o. with pictures): Each vocabulary word with a picture to depict the meaning. They can cut out pictures from the grocery adds, color and make shapes.

**Review/Assessment/Closure:**

Clickers quiz in the form of One vs. One Hundred. Answer of the questions from the KWL.

**Extension:**

Activity Book pg 24, Outline Information.

**Reflection:**

**Clicker Questions**

1. Which snack has the least saturated fat if you eat the whole package, Dark Chocolate M & M's (20 g), Reece's Peanut Butter Cups (13 g) or Twix (14 g)?
2. Which snack has less saturated fat, nachos, low-fat cheese and crackers or low-fat string cheese?
3. Which food from the grain group is a healthier choice, egg noodles, brown rice or white bread?
4. Which food has less fat, chocolate cake, or angel food cake?
5. Which food would make a good snack, dried apricots, fresh strawberries, canned cherries or any of the above?
6. Which is healthier to cook with, olive oil, Crisco or butter?
7. Which is a better source of your daily oils, pistachios, buttered toast, fish, both a & c?
8. Which bread has less sugar, Orowheat whole wheat bread or Sara Lee White Bread?
9. Which food has more fiber, white rice, flour tortillas, or popcorn? Popcorn
10. Which food is not a fruit, kiwi, tomato, zucchini? Zucchini
11. How many servings are in a bag of Hot Cheetos? 1
12. How many grams of fat are in a bag of Hot Cheetos? 8g
13. How many more grams of fiber does a large apple have in comparison to a bag of Hot Cheetos?  $5.1 - 1 = 4.1$
14. How many servings in a bottle of Coke? 2.5
15. How many grams of sugar in a bottle of Coke? 67.5 g
16. How many calories from fat are in a McDonald's Big N Tasty? 220
17. After eating the Big N Tasty, how many more calories from fat should you eat today?  $130 - 220 = -90$  You have already exceeded your allotted amount for the day by 90 calories

## 1 vs 100

1. Why are sweets "bad" for you? A cavities Blots of calories c both
  2. What will happen if you don't eat smart? A get sick b gain weight c both
  3. Why is oatmeal good for you? A whole grain b refined grain c
- Why are whole grains so important? Heart healthy, teeth healthy, digestive health, or a&

1 vs 100

## Monopoly

<b>Grade:</b>	Small adjustments may be made for each.	<b>Skill Level:</b>	All
<b>Focus:</b>	Nutrition		
<b>Sub focus</b>	Health Monopoly		
<b>Content Objectives:</b> At the end of this lesson the students will be able to...			
be physically active while learning more about nutrition.			
make choices about nutrition and activity that are realistic to their lives.			
realize that with every choice there is a healthier option and a less healthy option.			
<b>Language Objectives:</b> At the end of this lesson the students will be able to...			
describe their collection of choices to the teacher.			
justify their decisions and stand by them.			
<b>Key Vocabulary/Concepts:</b>			
The vocabulary words in this unit will be taught throughout the unit.			
<i>balanced diet</i> - eating foods from each food group everyday.			
<i>diet</i> - The food a person usually eats and drinks.			
<i>fiber</i> - mostly indigestible material in food that stimulates the intestine to move its contents along -- called also bulk, roughage			
<i>food guide pyramid</i> - a tool to help you choose foods for a healthful diet.			
<i>food label</i> - found on packaged food, it gives information on how nutritious a food is.			
<i>ingredients</i> - the things that go into foods.			
<i>nutrients</i> - parts of food that help your body grow and get energy.			
<i>nutrition</i> - the study of food and how it affects the body.			
<i>pathogens</i> - germs in foods that can cause illness.			
<i>serving</i> - the measured amount of food you would probably eat in a meal or for a snack.			
<i>snacks</i> - food between meals.			
<i>spoiled food</i> - a food that is unsafe to eat.			
<b>Materials/Equipment:</b>			
crates	food cards	tape	activity book p26
hula hoops	activity cards	drink cards	cones
fake money			
<b>Instant Activity:</b>			
Sit in the circle to learn how to play Health Monopoly.			
<b>Organization/Management:</b>			
the Monopoly board will be taped on the gym floor, 2 hula hoops will be in the center, each containing cards.			
<b>Introduction/Building Background:</b>			
We are going to play Health Monopoly. Has anyone played Monopoly before? How do you play? How do you win? Compare the 2 games. Build on understanding of Monopoly for today's game.			
<b>Standards:</b>			
NASPE 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.			
NASPE 3: Participates regularly in physical activity.			
NASPE 4: Achieves and maintains a health-enhancing level of physical fitness.			
NASPE 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.			
NASPE 6: Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.			

## Monopoly

<b>Presentation/Task Development:</b> Explain the game and remind students that every choice they make has a consequence, whether good or bad.
<b>Tasks/Application:</b> Life size board game, Healthy. A monopoly would consist of a square from each food group (square = 2 servings of fruit). Use tape for the squares. Every time you land on a fruit square, you choose a serving, a piece of fruit, a banana split or dried fruit. When you land on a meat and beans square, you choose a serving, top round or a rib eye or a T bone. Servings all color coded according to the food pyramid and they are laminated pictures with the food group and the name of the food (use the graphic organizers idea). The cards in the middle of the board are for activities, if you land on the draw a card square, do so and decide if you want to do the activity or not. If you do the activity, you keep the card. Activities may include 10 jumping jacks that equal 10 minutes of exercise; other activities may include watching TV. In order to win the game, you need to have made the healthiest choices, i.e. you have a food from each group and have 60 minutes worth of physical activity cards. Another square will be for drinks, choose soda or water, if you have 8 glasses of water on top of everything else, you win.
Ask teachers what they are doing in Math and incorporate that into the money part.
<b>Review/Assessment/Closure:</b> At closure, we will examine each students' choices and explain why the choices the winner (s) made were the healthiest.
<b>Extension:</b> Activity Book Your Health, pg26, Make Decisions.
<b>Reflection:</b> It turns out that Monopoly was not the name of the game. It just didn't work out the way I had hoped. The metamorphosis was very successful!! There were 6 stores for each of the food groups, a drink stand and a fitness gym. Each place had a vendor who set their own prices. Each person starts out with \$34. We had a banker who gave more money to people for doing exercises.

5th graders			1st & Kinders
1.00	1	1.00	100% ones
0.90	8/9	0.90	90%
0.80	4/5	0.80	80%
0.70	5/7	0.70	70%
0.60	3/5	0.60	60%
0.50	1/2	0.50	50%
0.40	2/5	0.40	40%
0.30	2/7	0.30	30%
0.20	1/5	0.20	20%
0.10		0.10	10%
	3rd		2nd
	x		addition
	/		

## Step-by-Step Instructions

- 1 Read the materials given.
- 2 Decide what is the main idea.
- 3 Decide which are the 3 or 4 most important supporting details.
- 4 Choose who will present the main idea.
- 5 Choose who will present each detail.
- 6 Decide the order of presenters.
- 7 Practice for your presentation.

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## 7 Practice for your presentation.

Dear Participants,

Welcome to my presentation!!! Please follow the steps below.

1. Please add your knowledge to the first column of the KWL chart.
2. You will be given a food card, please hold onto it.
3. After completing your contribution to the KWL chart, please find the hula-hoop that contains the food group where you and your food belong.
4. If you are given a penny, please put it on.
5. Read the directions for the Power of Food Tag Game.

Thank you for your time and cooperation!

Jennica S. Rodriguez

### The Power of Food Tag Game

Each color represents a type of food.

Green – vegetables	Your job:	give energy
Red – fruit		give energy
Blue – milk		give energy
Purple – meat and beans		give energy
Orange – grains		give energy
Yellow – oils and fats		take energy

If you are given a yellow penny your job is to tag as many people as possible. Each time you tag someone they lose some energy they may have gotten from eating healthier choices. Eventually they will freeze.

If you are given any other color you have the gift of energy and can unfreeze those who have been frozen or are moving very slowly.

If you are not given a penny, watch out for the yellow taggers. Each time they touch you slow down. After you have been touched 3 times by yellow taggers, freeze.





<b>Grade:</b>	3-4			<b>Skill Level:</b>	All
<b>Focus:</b>	Nutrition				
<b>Sub Focus:</b>	Food Groups & Healthy Eating				
<b>National Association of Sport &amp; Physical Education Standards:</b>					
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.					
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.					
6. Values physical activity for health, enjoyment, challenge, self-expression, and /or social interaction.					
<b>Colorado Model Content Standards:</b>					
1. Students demonstrate competent skills in a variety of physical activities and sports.					
<b>Content Objectives: At the end of this lesson the students will be able to...</b>					
Cognitive:	understand the food groups, nutrition definitions and concepts of healthy eating represented in the food guide pyramid.				
Psychomotor:	review locomotor skills and practice several exercises.				
Affective:	appreciate physical activity and nutrition for health, challenge and enjoyment.				
Fitness:	move constantly for the majority of the lesson.				
<b>Language Objectives: At the end of this lesson the students will be able to...</b>					
Reading:	read and interpret nutrition information and definitions.				
Speaking:	present the main idea and supporting details of nutrition information.				
<b>Key Vocabulary/Concepts:</b>					
carbohydrates	Starches and sugars that provide the body with most of the energy it needs.				
diet	The foods and drinks you usually eat.				
fat	A high energy nutrient.				
nutrients	Substances in foods that people need to stay healthy.				
protein	A naturally occurring substance found in animal products and some plant products.				
fiber	The part of fruits, grains, and vegetables that can't be digested.				
<b>Materials/Equipment:</b>					
Step-by-Step Instructions	vocabulary definition puzzles	exercise cards	food cards		
eat a variety & balanced diet game boards	key concept documents & food group signs	eat a variety food cards	pyramid puzzles		
Pennies the color of food grps	pyramid & meal charts	kwl chart	markers		
play money	bench	crates	hula hoops	grocery bags	
<b>Instant Activity or Warm-up:</b>					
<a href="#">The Power of Food Tag Game</a>					
<b>Organization/Management:</b>					
As students enter the gym hand them each a food card in order to divide them into groups. Or ask to remember a food group.					
<b>Introduction/Building Background:</b>					
Who can tell me something about nutrition? Do you think you are eating the best foods to give your body the most energy?					
<b>Task Development:</b>					
Complete a KWL chart on what students know about nutrition.					
<b>Task:</b>					
Groups compete to sort all of the food cards into the 5 food groups (one food group for each group of students).					
Eat a variety of fruits and vegetables game: fill up your game board as fast as possible with cards of each color.					
The Power of Food Tag Game: One student each is fatty foods, oily foods, sugary foods and they are the taggers. One student each is from each food group (grains, vegetables, fruits, dairy, meats and beans). These students have energy (bean bags) to give out. If you get tagged, you must "eat" (catch a beanbag) some food that will give you energy back before you can get back in the game.					
Teams race to find pieces and assemble the food pyramid. Each team has a home base (large cone) and they race out, one at a time to collect or trade puzzle pieces.					

Assign teams to teach key concepts while they are waiting for other teams to finish the above activity. There are many key concepts on their team cards, I.e. the oils group might teach about physical activity in the pyramid because on the back of their card is information on physical activity.

**Fill in the chart. Draw a chart on a large piece of paper, see below.**

Have groups race to fill in the chart with healthy selections and then have the whole group decide which meal they like best. Use the food charts to fill in the chart.

Calorie Puzzles: Groups Search for calorie chart puzzle pieces and put together their puzzle. Give each group a specific gender and age. Afterwards each group presents their info.

Vocabulary puzzles: Same as the above activity except use vocabulary words and their definitions.

Draw a chart with the food pyramid and its stripes. Have students place food cards that you should eat often in the wide section of each stripe and foods that you should not eat often in the narrow part of the stripe.

Shopping Spree: Set up groups who own grocery stores, the bank, a fitness gym, a drink stand. Each student starts with a grocery bag, \$10 and part ownership in one of the stores. They go around buying healthy food, go to the bank if they run out of money. In order to get more money at the bank, students must perform an exercise for the bank employee.

Objective: collect foods from each group, healthy drink choices and 60 minutes of physical activity cards.

**Enhancements:**

IB:

Math:

Science:

SIOP: Visual demonstrations, practice and application of new vocabulary terms, language objectives, and building background.

Other: Step-by-Step Instructions

**Review/Assessment/Closure:**

The chart activities can tell you about your students' retention of the presented material.

**Reflection:**

**Extension:**

Food Logs.

**Resources:**

<http://www.mypyramid.gov/kids/index.html>

[http://www.mypyramid.gov/downloads/MyPyramid\\_education\\_framework.pdf](http://www.mypyramid.gov/downloads/MyPyramid_education_framework.pdf)

<http://www.nutritionexplorations.org/educators/pyramid-foodcards.asp>

<http://www.nutrition.org.uk/home.asp?siteId=43&sectionId=559&subSectionId=313&parentSe>

<http://www.foodfun4kids.com/>

[http://healthymeals.nal.usda.gov/hsmrs/Middle\\_School\\_Nutrition\\_Marketing/Middle\\_School\\_M](http://healthymeals.nal.usda.gov/hsmrs/Middle_School_Nutrition_Marketing/Middle_School_M)

<http://www.nche.org/2004FoodPictureCards.pdf>

<http://www.eatsmart.org/article.asp?id=3782>

<http://www.foodsubs.com/>

<http://www.yummydesigns.com/>

<http://www.cdm.org/kickstart/activities.html>

Chart	Fruit Group	Vegetable Grp	Milk Group	Meat & Beans	Grains Group
Breakfast					
Lunch					
Snack					
Dinner					

**Activity**

Gender: Male      Age: 9      Level: Moderate

Total Calories	Fruit Group	Vegetable Group	Milk Group	Meat & Beans	Grains Group

1800	1.5 cups	2.5 cups	3 cups	5 ounces	6 ounces
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Gender: Female Age: 9			Activity Level: Moderate		
Total Calories	Fruit Group	Vegetable Group	Milk Group	Meat & Beans	Grains Group
1600	1.5 cups	2 cups	3 cups	5 ounces	5 ounces

Gender: Male Age: 10			Activity Level: Moderate		
Total Calories	Fruit Group	Vegetable Group	Milk Group	Meat & Beans	Grains Group
1800	1.5 cups	2.5 cups	3 cups	5 ounces	6 ounces

Gender: Female Age: 10			Activity Level: Moderate		
Total Calories	Fruit Group	Vegetable Group	Milk Group	Meat & Beans	Grains Group
1800	1.5 cups	2.5 cups	3 cups	5 ounces	6 ounces

Gender: Male Age: 8			Activity Level: Moderate		
Total Calories	Fruit Group	Vegetable Group	Milk Group	Meat & Beans	Grains Group
1600	1.5 cups	2 cups	3 cups	5 ounces	5 ounces

Gender: Female Age: 8			Activity Level: Moderate		
Total Calories	Fruit Group	Vegetable Group	Milk Group	Meat & Beans	Grains Group
1600	1.5 cups	2 cups	3 cups	5 ounces	5 ounces

### Vocabulary Puzzles

Carbohydrate	Starches and sugars that provide the body with most of the energy it needs.
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diet	The foods and drinks you usually eat.
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fat	A high energy nutrient.
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fiber	The part of fruits, grains, and vegetables that can't be digested.
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nutrients	Substances in foods that people need to stay healthy.
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protein	A naturally occurring substance found in animal products and some plant products.
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