

COURSE: Health	GRADE(S): 2 nd Grade
UNIT: Nutrition	TIMEFRAME: 1 Lesson

<p>NATIONAL HEALTH EDUCATION STANDARDS:</p> <p>STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>STANDARD 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>
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<p>STATE STANDARDS:</p> <p>10.1. Concepts of Health 10.1.3.C. Explain the role of the food guide pyramid in helping people eat a healthy diet.</p> <p><i>Reading Assessment Anchors:</i></p> <p>R3.A.2. Understand nonfiction appropriate to grade level R3.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction. R4.A.2.4 Identify and explain main ideas and relevant details.</p>
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<p>UNIT OBJECTIVES:</p> <p>Explain how to use the food pyramid to select healthy foods.</p>	<p>CONTENT:</p> <p>I. Introduction of the Food Guide Pyramid. A diagram that shows the food groups that foods belong to and how much food from each group to eat.</p> <p>Grains – 5 oz. of whole grains</p> <ul style="list-style-type: none"> o breads o rice o crackers o pasta <p>Vegetables – 1 ½ to 2 cups daily</p> <ul style="list-style-type: none"> o dark green vegetables o orange vegetables o dry beans and peas <p>Fruit - 1 ½ cups daily</p> <ul style="list-style-type: none"> o eat a variety of fruit (different colors) o go easy on fruit juices <p>Milk - 2 to 3 cups daily</p> <ul style="list-style-type: none"> o milk o yogurt o cheese
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	<p>Meat and beans - 4 to 5 oz. daily</p> <ul style="list-style-type: none"> o choose lean or low fat meats and poultry o fish o beans and peas o nuts and seeds <p>Oils, fats and sugars</p> <ul style="list-style-type: none"> o limit intake of these <p>II. Food allergies: an illness that causes a person not to feel well after eating a certain food. Examples: peanut allergies</p>
<p>ACTIVITIES:</p> <p>Create a food pyramid: www.mypyramid.gov (Accessing information)</p> <p>Discuss the importance of each food group (Interpersonal communication)</p> <p>Create balanced meals for a day using paper plate - draw or paste. (Self management)</p> <p>Posters</p> <p>Complete Worksheets:</p> <ul style="list-style-type: none"> o Draw a line from each food to the appropriate food group. o Cross out the food that doesn't belong and write in the name of the food group. o Circle the Healthiest Meal <p>Post Food Pyramid on board and children will place their item in the appropriate pouches (Self management)</p> <p><i>Play Nutri-bingo:</i> Each student will get a bingo card. Teacher will randomly call out a food; students cover the food with a chip. When they get three in a row they say <i>NUTRI-BINGO</i>. They must then stand up and name the food and what food group it is in to win.</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p>	<p>ASSESSMENTS:</p> <p>Students will draw and label a food pyramid correctly.</p> <p>Students can place foods in appropriate place on the pyramid.</p> <p>Students will develop a meal that includes one food from each group.</p> <p>REMEDIATION:</p> <p>Review of food groups</p> <p>Classmates assist each other as needed, choosing balanced meals or placing food items in proper pouch.</p> <p>ENRICHMENT:</p> <p>Prepare a balanced meal at home.</p> <p>Compare and contrast healthy and unhealthy snacks.</p> <p>Go to www.mypyrimad.gov and track food intake for one day.</p> <p>"Growing Vegetable Soup", by Lois Ehlert Voyager Books 1990</p> <p>"Down the Hatch", by Mike Lambourne Millbrook Press 1992</p>

RESOURCES:

Dairy Council

Web Sites:

Health Teacher:

"Nutrients and food groups"(1999-2006)

Retrieved on June 23, 2006 from:

<http://www.healthteacher.com>

My Pyramid (2006)

Retrieved on June 23,2006 from:

<http://www.mypyramid.gov>