**Lesson Cycle**

**Lesson Title/Topic:** Food sources of the six major nutrients

**Concept:** Identify foods that are sources of one or more of the six major nutrients. (5th Grade)

**Standards/Rationale: 115.7(b)1C**

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| **Learning Target:**The student will demonstrate food sources of the 6 major essential nutrients with a quiz showing 70% accuracy. | **Assessment:**Completed Quiz |

**Materials:** Grocery ads, laminated food cards, index cards, timer, envelopes, paper, markers.

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| **Lesson Cycle:** **(Cooperative Learning)** |

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| **The teacher will:** | **The student will:** |
| **Focus/Mental Set:** (Hook): 5 minsHave 2 envelopes of laminate food cutouts at each group desk. When class starts tell the students they have 2 minutes to work with their shoulder partners to determine which of the foods are healthy vs unhealthy. Have them display in 2 separate piles. Use the remaining 2 minutes to have the pair discuss their selections with the other pair at their table. (We went over the food pyramid this last lesson.) The last minute you are going to say now we are going to identify foods that are sources of the 3 major nutrients: protein, carbohydrates, fats we will continue the lesson tomorrow for vitamins, minerals and water using the laminates in front of you. unhealthy / healthy food definitionsStep 1: Show a picture of bad food, give thumbs down gesture and say unhealthy food.Show a picture of good food, give thumbs up and say healthy foodStep 2: Teacher says healthy food then unhealthy food then teacher / student switch roles for repetition.Step 3: Teacher says healthy food then unhealthy food | Discuss with partners and will make 2 piles of healthy vs unhealthy foods using the laminated cutouts. They will then discuss their selections with the other table pair. At end of activity partners will look at language objective (usually vocabulary) on the board. Look at the pictures, say the words together, read the definition, discuss it. (if necessary use bilingual dictionary). Repeat 3 times. Encourage them to look and listen to other pairs during the process. unhealthy / healthy food definitionsStep 1: Teacher shows a picture of bad food, give thumbs down gesture and say unhealthy food.Teacher shows a picture of good food, give thumbs up and say healthy foodStep 2: student does the gesture, teacher checks for learning by displaying correct/incorrect picture. Students shakes head yes or no)Step 3: student repeats word and does gesture (thumbs up) then repeats word and gesture (thumbs down) |
| **Teacher Input:** 20 minutes of interactive instruction. Tell the student to get up and quickly find a new partner. When all are seated instruct the pair to open the envelope with labeled nutrients in front of them.1. Have the pairs turn over card #1(Protein), on the card is the explanation of what protein does for the body. Using the laminate cards ask them to display all the foods that they think contain protein. Give them 2 minutes to discuss. Uncover answers on the board.

Have each student individually give an example of the grocery item they picked and why they think it goes under that category1. Move on to card #2(Carbohydrates) on the card is the explanation of what carbohydrates does for the body. Using the laminate cards ask them to display all the foods that they think contain carbohydrates. Give them 2 minutes to discuss. Uncover answers on the board. Have each student individually give an example of the grocery item they picked and why they think it goes under that category.
2. Have the new pairs turn over card #3(Fats), on the card is the explanation of what fats do for the body. Using the laminate cards ask them to display all the foods that they think contain fats. Give them 2 minutes to discuss. Uncover answers on the board. Have each student individually give an example of the grocery item they picked and why they think it goes under that category.
 | Interact with one another: thinking, discussing, organizing laminated food pieces into specific categories based on index card shown at the time.  |
| **Guided Practice:** 8-10 minutes (Cooperative Learning: Single RoundTable)Have students get up and move next to someone they haven’t worked with today. When students are sitting in groups have one person from each table take a piece of paper from pile on table. Walk around and monitor closely assist when needed. Next, instruct them that they are going to quickly write down one food that contains the nutrient protein and then pass it to the person next to them. This is going to have to be a fast process let them know they are limited to 1 minute per answer continue to monitor class engagements. The idea is to have them come up with 4 different foods that were discussed earlier in the class for that nutrient. Repeat the process until all nutrients are covered. .  | Work as a team member, use memory recall, write down answers, discuss.  |
| **Independent Practice:** 8-10 minutesCover up the answers on the board. Have the students take out a piece of paper. Ask them to name as many foods of the list as they can remember. Start with protein give them a minute to write it down, continue on to carbohydrates repeating the process for fats, vitamins, minerals and water. Uncover the answers and ask how they did? For low level learners, at a group table have them read the questions quietly to you and ask for opinions. Have them vocabulary objectives on board with picture examples to reinforce content. For the mid-level learners, ask them to expand on their learning by creating a recipe that has all 6 essential nutrients. For the high level learners, ask them to find out what the nutrients listed do for the body. Write a short essay on the back explaining what all the nutrients do for the body and which in their opinion is the most important. | Recall and write down as many foods from each of the groups that they remember. |
| **Closure: (Mix Pair Share)**Have students move around the classroom in random order, when mixed enough have them pair with person closest to them and while standing have them share three things they learned during the lesson. | Share and explain 3 takeaways from this lesson. |

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| **Options:** |   |
| ***Enrichment:*** Group the students. Have them pick out a recipe for breakfast, lunch and dinner that contain the six essential nutrients. Armed with recipes, conduct a field trip to a local grocery store. Each group along with a chaperone searches the store for necessary ingredients. Meet up and have them go through their shopping cart explaining which of the six essential nutrients the product has. If field trip is not viable. Students pick out recipes and list what essential nutrients are in each. | ***Reteach:*** Watch <https://www.youtube.com/watch?v=dHtMU3Tr-PM> |

**Modifications/Correctives:**

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| IDEA #4 - Emotional Disturbances:Anxiety disorder - nervousness, fear, apprehension, and worrying.Obsessive – compulsive disorder - uncontrollable, reoccurring thoughts (obsessions) and behaviors (compulsions) that he or she feels the urge to repeat over and over.Allow them to sit in their ‘comfort zones.’ Do not have them move at any time during the lesson unless they request to do so. Provide extended time to complete activities.Check in frequently to read their comfort levels and to check for understanding. If comfort level is decreasing have them stop assignment and take a break until they feel comfortable again.ELL/ESL students: key vocabulary for lessonUsing Hands-on or Manipulatives for Practice. This is done throughout the lesson. They are given multiple opportunities to practice, practice is meaningful and relevant, practice includes hands-on activities.. Abstract concepts need to be connected with concrete experiences. This is done with the activities created for the lesson by making and playing games for content review.Have student’s select key vocabulary words from the lesson. This will be a group effort and they need to be guided to include most if not all of the ones listed below.Carbohydrates NutrientsEssential ProteinsFats UnhealthyHealthy VitaminsMinerals Water | Both 504 students: Allow students to sit in predesignated chairs (their comfort zones) with designated buddies for lesson. Do not have them move from table to table they will work on assignment in pairs with buddy separate from the class. Give them extended time for activities. Check in with them frequently to check for understanding. DO NOT call on those students to read aloud.ELL/ESL students: Key vocabulary for lesson1. As a group select key vocabulary words from the lesson.
2. Then have them define terms in language they will understand.

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