

SIOP Lesson Plan

Subject: Health

Instructional Unit: Nutrition / Food Pyramid

Timeline for Unit: Five Days

Grade: 4th Grade

Proficiency Level: Speech – Emergent Stage

Pass Skills: Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources.
Examine decision-making skills related to personal behavior which may be healthy/unhealthy.
Demonstrate the ability to apply a decision-making process to health and safety.

Content Objective: Student will identify food groups, nutritional benefits and serving size.

Language Objective: Student will use nutrition key vocabulary in listening, speaking, reading and writing skills as defined in each lesson.

Key (Special Vocabulary)			
Food Pyramid	Fruits, Vegetables	Dairy, Milk	Meat, Protein
Breads, Grains	Fats, Sweets	Others	Food Names
<i>Additional vocabulary as noted in each lesson</i>			
Supplementary Materials (graphs, models, visuals)			
Food Pyramid Charts			
Nutrition Booklet (Pyramid Explorations)			
Nutritional Video (Video is not incorporated in these lessons but can be used as an enrichment if time allows)			
Nutrition Concentration			
Graphic Organizer			
Classroom Poster			
Chef Combo CD (music)			
Procedure Guidelines			
Nutrition / Food Pyramid Unit is written to be taught in five sessions.			
Lessons are 45 to 60 minutes each.			
Initial vocabulary is listed above, but additional key vocabulary is added in Lesson 2 & 3			
Reflections – Keepers? Clunkers			

MI and Bloom's will be labeled in SIOP Features column using the following letter/number codes.

- A Verbal Linguistic
- B Visual/Spatial
- C Logical Mathematical
- D Naturalist
- E Musical
- F Bodily Kinesthetic
- G Intra personal
- H Interpersonal

- 1 Knowledge
- 2 Comprehension
- 3 Application
- 4 Analysis
- 5 Evaluation
- 6 Synthesis

Lesson 1 Nutrition

Time: 45 minutes / Day 1 of 5 days of instruction.

Content Objective: Students will identify sections of the food pyramid.
Students will identify foods in each section of the Food Pyramid.

Language Objective: Students will use key vocabulary when answering questions 1 & 2 orally.
Students will form complete sentences using key vocabulary for section 3.

SIOP Features **Blooms & MI	Lesson 1
Background Knowledge “links” Manipulatives (Hands on)	Teacher will start lesson by asking students the following questions. Teacher will write student answers on the board. Guided discussion with whole group. Review what is a Food Pyramid? (Use manipulatives)
Meaningful Activity **1-A	1. “What’s your favorite food?” Discuss where each food belongs in the Food Pyramid.
Meaningful Activity Guided Practice Modeling **1-A	2. “What did you eat from each food group for breakfast/lunch?” Ask students for one item. Call on individual students. Write student answers on board and place answers in correct food group. Ex: Dairy Protein Grain Fruits Vegetables Other _____ _____
Visuals Application of Knowledge Review/Group Response Modeling/Clear Explanation Integration of Skills / Listening & Speaking Assessment Product, Group Performance **1-H,C	3. Give each student a Food Pyramid chart. Students will be placed in small groups. Students will name two foods for each food group. Cooperative small learning groups will turn in one food chart with the names of two foods for each group. Teacher will model what the students are to do with assignment.

Lesson 2 Nutrition

Time: 60 minutes / Day 2 of 5 days of instruction.

Content Objective: Student will identify key nutrients and health benefits of each food group.

Language Objective: Student will use key vocabulary to describe, orally and in writing, the benefits of key nutrients.

Additional Key Vocabulary:

calcium	vitamin A	fiber	clot
protein	vitamin C	bones	muscles
heal	carbohydrate	blood	growth
wounds	healthy	energy	skin
infection	digestion		

SIOP Features **Bloom's & MI	Lesson 2
Links to Past Learning Cooperative Learning/ Speaking Skills Review of key concepts and key vocabulary. **1-H	Review / Allow students to reflect in their cooperative / small groups the six food groups from Lesson 1. Teacher will then ask each group to name a food group. Teacher will write answers on board.
Whole Class **1-F	1. Read Acts I & II from "Pyramid Explorations." Students will take turns reading character parts orally (15 parts)
Modeling Guided Practice Opportunities to use learning strategies Clear Explanation of Task Meaningful Activity Application of Knowledge Small Group Assessment / Product **2,3,6-A,B,H	2. Teacher will model with whole group how to answer graphic organizer on page 10, Milk Group. <ol style="list-style-type: none"> a. Ask students to underline key nutrients from milk in their booklets. b. One student will give the answer (calcium) orally and describe where the answer is in booklet. c. Teacher will underline in her booklet the answer and show students the underlined answer. d. Students will then underline health benefits from calcium. (Next two lines in booklet) e. Teacher will fill in overhead of page 10 / Milk Group, to demonstrate for students. f. Students will record information on page 10 as modeled by teacher, and underline answers in booklet, students will work in small cooperative learning groups. g. Each student will turn in page 10 to the teacher.

Lesson 3 Nutrition

Time: 1st part – 45 minutes / Day 3 of 5 days of instruction.
 2nd part – 45 minutes / Day 4 of 5 days of instruction

Content Objective: Student will be able to plan a day’s meal using the recommended number of servings in each food group.

Language Objective: Student will discuss and write one day’s menu with a partner using the correct number of servings.

Additional Key Vocabulary: serving menu minimum

SIOP Features **Bloom’s & MI	Lesson 3 Part 1
Links to Past Learning 4-H,D	Review / Each group receives one food item. The group discusses which food group the food item belongs to, what is its key nutrient, and what health benefit it provides. The reporter from each group reports the information to the class.
Integration of Skills Small Groups **1-H	1. Read Acts IV & V in cooperative learning groups. Parts will be assigned by teacher according to cooperative learning role. Assigned parts will be written on the board before lesson.
**2-H	2. After reading both acts, students will underline number of servings needed from each food group in their booklets. (page 15)
Assessment / Spot Check	3. Teacher will spot check under lined answers on page 15. Review number of servings for each food group.
Manipulatives Meaningful Activity **6-H,F	4. Each group will be given a set of food manipulatives. The group will create a day’s menu, using the manipulatives that will show the correct number of servings for each day.
Higher Order Thinking Skills **4-A	5. Teacher will visit with each group to assess menu. Teacher gives guidance, to correct any mistakes, by asking questions. Also, questioning techniques will be used to ask groups questions that will tap into the higher order thinking skills. Example: Slice of Pizza - What are the food groups that are in a slice of pizza?
SIOP Features **Bloom’s & MI	Lesson 3 Part 2
Manipulatives Application of Knowledge Visuals Meaningful Activities	6. Once menu is set (previous day manipulatives) the group will create a poster, illustrating the menu using words and pictures. Sample menus will be available for the groups needing guidance. During this lesson the nutrition music will be playing. Teacher will review the nutrition facts from the songs after the students have completed their posters.

Assessment / Product *6-A,B,H,E	
Graphic Organizer Integration of Skills Listening / Speaking / Writing **2-F	7. Posters will be hung in classroom. Students will do a “Gallery Walk” of all menu posters. Reporter from each group will explain the menu and the number of servings.

Lesson 4 Nutrition

Time: 45 minutes / Day 5 of 5 days of instruction.

Content Objective: Student will demonstrate knowledge of food groups, key nutrients, health benefits, and number of servings needed for elementary students.

Language Objective: Student will dissect the breakfast and lunch menu for one school day by identifying in writing, food groups, key nutrients, health benefits, and number of servings.
Student will write a menu for dinner and one snack to complete a day's recommended daily servings from each of the six food groups.

SIOP Features **Bloom's & MI	Lesson 4
Past Learning Manipulatives Cooperative Learning Group *1-F,H	1. Review key vocabulary from last three lessons by playing "concentration" with cooperative learning groups.
Integration of Skills Speaking / Writing **2,5-G,A,B	2. Teacher will give lunch menus to students. Each member of the group will receive a different menu. Students will identify in writing the food groups, key nutrients, health benefits and number of servings. Students will evaluate the school menu and determine if it is representative of a healthy menu as defined by the Food Pyramid.
Manipulatives Meaningful Activity Application of Knowledge **6,3,4-G	3. Student will create a dinner and snack to complete the day's requirements of servings for each food group. This will be completed on paper, individually. Food manipulatives will be available to help students remember to use a variety of foods.
Assessment / Product	4. Teacher will collect and grade each student's final project.