

1. Lesson Plan Information	
<b>Subject/Course:</b> Health and Physical Education	<b>Name:</b> Lauren Bell, Mark Fabiano & Alyssa Scricca
<b>Grade Level:</b> 5	<b>Date:</b> Friday September 25, 2015 <b>Time:</b> 12:30pm
<b>Topic:</b> Healthy Eating	<b>Length of Period:</b> 40 minutes

2. Expectation(s)	
<b>Expectation(s) (Directly from The Ontario Curriculum):</b> 5p157 C2.1 Grade 5 > Health & Physical Education > Healthy Living > Making Healthy Choices: <ul style="list-style-type: none"> <li>✚ Explain how to use nutrition facts, tables and ingredient lists on food labels to make healthier personal food choices.</li> </ul>	
<b>Learning Skills (Where applicable):</b>	
Responsibility	Organisation
Independent Work	Collaboration
Initiative	Self-Regulation

3. Content	
<b>What do I want the learners to know and/or be able to do?</b> I would like students to be able to identify and understand the quantity of fat, carbohydrates, protein, vitamins and minerals and sugars. Eventually, the students should be able to read and understand the nutrition facts on a product label so that they may autonomously make healthy eating choices.	
<b>Today learners will:</b> Explain, with a partner, how to use the nutrition facts found on a product label (food or beverage).	

4. Assessment (collect data) / Evaluation (interpret data) (Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)	
<b>Based on the application, how will I know students have learned what I intended?</b> <ul style="list-style-type: none"> <li>✚ After the collection of the worksheets, evaluate students on their ability to understand and utilize nutrition labels to describe the products' importance to nutrition.</li> <li>✚ Record: record observation of each student's ability to understand and utilize the nutrition labels in anecdotal record for each specific student. Also record in the same place if the student was able to describe the product's importance.</li> <li>✚ On a checklist, record students' ability to record accurate information about product labels: E G S N. During evaluation of worksheet, record students' ability to explain how to use nutrition facts as a means for choosing healthier options (Application): E G S N.</li> </ul>	
<b>Assessment of learning skills:</b> <ul style="list-style-type: none"> <li>✚ During application, observe and record students' ability to Collaborate: E G S N.</li> <li>✚ During class discussion, observe and record students' Initiative in terms of active participation: E G S N.</li> </ul>	

5. Learning Context	
<b>A. The Learners</b>	
<b>(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?</b> <ul style="list-style-type: none"> <li>✚ The students should be able to recognize what a nutrition label looks like and where to find it on a given product.</li> <li>✚ The students will need to recall the nutrients that we discussed and defined last class. They are: <ul style="list-style-type: none"> <li>○ Fats (saturated and unsaturated)</li> <li>○ Sodium</li> <li>○ Carbohydrates (fibre and sugar)</li> </ul> </li> </ul>	

- Protein
- Vitamins
- Minerals

- ✚ The students should recall how to record information appropriately in a Nutrition Log as we briefly reviewed it last class.
- ✚ The students should have the ability to recognize whether the product they are analyzing is healthy or unhealthy.

**(ii) How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)**

- ✚ DD has ADHD (see IEP) and will have a hard time sitting still during the lesson and application. In order to differentiate his instruction, allow him to take frequent “breaks” so that he may stand up and stretch, or go for a quick walk down the hallway, in order for him to refocus on the task at hand. He is paired up with AK, as she is a hard worker and regularly helps to keep DD on task. He is appreciative of her help.
- ✚ LL has DS (see IEP) and will need assistance when completing this activity. Mrs. Macdonald will be in the class to help him participate in activity. He is more than capable of completing this task. Check with him a couple of times throughout Application to ensure he is comfortable with new material.

**B. Learning Environment**

- ✚ Students will be sitting in their assigned seats (seating chart is located on teacher’s desk, top right hand drawer).
- ✚ Product labels used for analysis are located in a box on the red shelf behind teacher’s desk chair.
- ✚ Class begins promptly after lunch and ends 40 minutes later (1:10pm).
- ✚ Students are to work in the same pairs as last class’ Math Graphing Assignment (list of partners located with seating chart).
- ✚ Nutrition Log worksheets are located in a yellow folder inside the box with the nutrition labels.

Adjustment to the Learning Environment:

- ✚ Make sure the data projector works
- ✚ Have video link loaded and ready to be played on laptop
- ✚ Have lesson plan printed and available on teacher desk
- ✚ Have any resources needed set out at the front of the classroom on the ledge for easy access during the lesson

**C. Resources/Materials**

- ✚ This Lesson plan
- ✚ Attendance sheets/class
- ✚ Laptop
- ✚ Data projector
- ✚ URL: <https://www.youtube.com/watch?v=MrdCBqFYDyo>
- ✚ Product labels (18)
- ✚ 2 Ziploc bags each containing sugar (measured in grams) representing the amount of sugar in both Coca Cola and Orange Juice
- ✚ Nutrition Logs (found in orange cubby hole at the back of the class)
- ✚ Spare sharpened pencils and erasers (found in basket by pencil sharpener)
- ✚ Handout (15 copies) (see attached)
- ✚ Large pretend Nutrition Label done on Bristol Board (in classroom closet)
- ✚ Tape
- ✚ Large piece of chart paper

## 6. Teaching/Learning Strategies

### INTRODUCTION

***How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)***

**Have YouTube video on projector ready to play before class**

**(7 minutes)**

1) Say, "Today Grade 5's we are going to be talking about nutrition labels. Before we get into our discussion, I have a short video I would like to show you".

2) Play video using data projector  
<https://www.youtube.com/watch?v=MrdCBqFYDyo>

**(3 minutes)**

3) After the video, I will demonstrate the importance of understanding nutritional labels by showing students the high level of sugar content in familiar beverages such as Coca Cola and Orange Juice. This activity is intended to be an eye opener to many individuals in the class.

### MIDDLE:

***Teaching: How does the lesson develop?***

***How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).***

**(5 minutes)**

4) After the sugar demonstration, I will show the students where they can find the nutritional information on food and beverage products. Use the large pretend food label done on Bristol board to do this. Stick it to the board using tape. This is when we will discuss the 3 *Simple Steps* that were highlighted in the YouTube video.

- I. Examining the ingredients list (making sure there are low amounts of sugar)
- II. No trans-fats (they are bad!)
- III. At least 3g of fibre per 100 calories (or 1 serving) of the product (as a daily rule of thumb)

***Consolidation and/or Recapitulation Process: How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?***

**(5 minutes)**

5) On the projector, I will demonstrate a picture of the Coca Cola nutritional label. Together we will record on a large piece of chart paper taped on the board the healthy nutrients and then the nutrients that we need to consume in moderation.

***Application: What will learners do to demonstrate their learning? (Moving from guided, scaffolded practice, and gradual release of responsibility.)***

**(15 minutes)**

6) Ask students to get into partners.

7) Distribute 1 product with its label to each pair of student and handout that students will need to complete individually (see attached handout).

8) Students are to record nutritional facts on the handout and explain how to use the facts found on a product label. I will walk around to each pair to observe the students' understanding and collaboration.

9) Allow 15 minutes to complete this handout.

10) Spend the last 5 minutes of the class discussing their findings and describing the importance of healthy living.

11) Students will hand in their completed worksheets at the end of class, on my desk. If students are not finished, I will allot time next health period for completion.

**CONCLUSION: *How will I conclude the lesson?***

**(Final 5 minutes)**

- 12) The lesson will conclude with a class discussion on students' findings; why is it relevant? How does it help us to make healthier food choices?

**7. My Reflections on the Lesson**

***What do I need to do to become more effective as a teacher in supporting student learning?***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Nutrition Log

Product Name: \_\_\_\_\_

<b>Nutrition Facts</b>	
Serving Size	
Servings Per Container	
_____	
<b>Amount Per Serving</b>	
<b>Calories</b>	Calories from Fat
_____	
	% Daily Value*
<b>Total Fat</b>	_____
Saturated Fat	_____
Trans Fat	_____
<b>Cholesterol</b>	_____
<b>Sodium</b>	_____
<b>Total Carbohydrate</b>	_____
Dietary Fiber	_____
Sugars	_____
<b>Protein</b>	_____
<b>Vitamin</b>	_____
*Percent Daily Values are based on a 2,000 calorie diet.	

1. Is this product a healthy choice? Circle:   Yes   /   No  
Explain why.

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2. Explain how we use Nutrition Facts for healthy eating?

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