

**UNLV/Department of Teaching & Learning
Elementary Lesson Plan Template**

UNLV Student:	Madison Smith	PSMT Name:	Mr. Morris
Lesson Plan Title:	Reading nutrition labels	Lesson Plan Topic:	Health
Date:	4/3/18	Estimated Time:	45-60 minutes
Grade Level:	5 th	School Site:	Snyder Elementary

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1. State Standard(s):
(5)3.1 Apply basic nutritional information found on food labels to a balanced diet.
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 2. Teaching Model(s):
Direct Instruction
Group discussion
Whole Brain Teaching
 3. Objective(s):
Students will be able to read and understand nutrition labels. Students will be able to complete quiz with 80% accuracy.
 4. Materials and Technology Resources
 - Chef Solus Food Label Guide (60)
 - iPad (60)
 - Pencils
 - Highlighters
 - Elmo
 - Projector
 5. Instructional Procedures:
 - a. Motivation/Engagement:

- TW ask students to get their iPad, a pencil, and a highlighter, while they do that TW pass out reading handout
 - TW introduce topic by asking if they have ever gone grocery shopping with their parents and have a quick discussion about what they say
 - TW introduce objective and review what they learned in previous lesson
 - TW ask **“So why do you think we need to learn how to read food labels?”** (B.T. level 1; DOK level 1)
 - SW discuss the question
 - TW say today we will take a closer look at how we read the nutrition label, take a look at your worksheets
- b. Developmental Activities or Learning Experiences:
- TW say reading a food label is very simple once you know how, so to make it simple we are going to break it into parts
 - TW say discuss what I just said
 - “Teach!”
 - “Class!”
 - TW say each box tells you about a different part of the nutrition label, let’s look at a few together.
 - TW read serving size box
 - TW then say “I am going to highlight what the key words in the box that I just read”
 - TW say “next I am going to highlight where serving size is on the food label.”
 - TW ask **“Why do you think that I highlighted these key words?”** (B.T. level 2; DOK level 2)
 - “teach”
 - “class”
 - T&SW Discuss
 - TW say “let’s look at what servings per container is” (read description)
 - TW say now I am going to highlight where servings per container is on the food label and the key words about what serving size is.
 - TW ask **“if a serving per container is how much is in the whole package how many servings is in this package?”** (B.T. level 1; DOK level 1)
 - “teach”
 - “class”
 - T&SW discuss
 - TW read calories
 - TW say now you guys are going to find where calories is on the food label and highlight the most important information about calories that we just read
 - “teach”
 - “okay”
 - Discuss
 - TW have one person come up and highlight where calories is located on the nutrition paper
 - TW Read percent daily value

- TW have them discuss what are the key words that should be highlighted and where to highlight percent daily value on the label
- “teach”
- “class”
- TW discuss with the class and have one student come up and highlight where it is on the label
 - Student may highlight just percent daily value, but not understand that the percentages below are the actual values, discuss
- TW say for the next two boxes (calories from fat and fiber) you will read them with your shoulder partner and do exactly what we have been doing
- “teach”
- “class”
- Discuss
 - TW ask **“Why would food companies that make food like, Twinkies or ice cream, want to put that it has all this fat, sugar, and calories on the label?”** (B.T. level 3; DOK level 3)
 - **“Wouldn’t that make us not want to eat it? Why do people still eat these foods?”** (B.T. level 4; DOK level 3)
- TW tell them to do the last 4 with there shoulder partners aside from the vitamin section
- “teach”
- “okay”
- Discuss the last 4
 - TW ask **“What is sodium?”** (B.T. level 1; DOK level 1)
 - **“For Cholesterol and sodium, it says that you should look for 5% or less, why do you think that is?”** (B.T. level 5; DOK level 4)
 - **“What are some foods that you know that are high in protein?”** (B.T. level 5; DOK level 4)
- TW will go over vitamin section together
- SW read the vitamin section aloud as a class
- TW as where do you think the vitamin section is on the food label
- TW ask **“why would I want 20% or more in vitamins?”** (B.T. level 2; DOK level 2)

c. Closure:

- TW say think about your favorite cereal how big is the bowl you use?
 - Is it big is it small?
 - Do you fill it to the top?
 - Do you actually measure out the cereal?
 - Next time you eat your cereal try measuring it out you may be surprised.
 - (not questions to check for understandings, just questions to get them thinking about their own eating habits)
- TW close with we do not have to be sticks to be considered healthy being healthy is about making smart choices for healthier futures

d. Extension:

If time allows students will work on a worksheet based on a food label.

6. Accommodations, Modifications and Differentiations for Diverse Learners:

Accommodations: There are a few students with IEPs and the specialist will be in to help them through the lesson

Modifications: Some of the discussion times can be cut short or cut out in the event we are running out of time. The lesson can also be changed to be more challenging if they are understanding the objective better than expected, they will work more independently for more of the lesson than stated.

Differentiation: Students will be in groups with a mix of “high” to “low” students so they will be able to help one another.

7. Assessment and Evaluation of Learning:

a. Formative: As students work in their groups I will check for understanding, as we have our discussions I will assess and reteach as needed.

b. Summative: SW take a quiz on goformative based on the lesson

8. Homework Assignment:

SW go home and start measuring their favorite foods to what the serving size says and answer these questions:

Was the amount in the serving size surprising to you? Why or why not?

Were you full after eating the state serving size?

Would you continue to do this even after this assignment?

9. Reflection:

a. Strengths: this lesson went more smoothly than the previous lesson. My confidence has increased immensely since my first lesson and I feel very comfortable in the classroom now.

b. Concerns: The WBT is still a struggle because the hand motions that go along with certain things is hard to remember and carry out in front of the class. There is a workshop that I plan to attend to improve. I have to work on my questioning strategies that bring forth discussion.

c. Insights: I have great questions, but my mentor suggested creating questions that lead to great discussions rather than just the answer. He also informed me of the WBT workshop at the school.