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HEALTHY EATING

LEARNING INTENTION:

Students will learn about types of nutrients in foods and how they work to maintain our health; create and evaluate a daily menu, with suggestions to align it with food guide recommendations.

SUCCESS CRITERIA:

- research the benefits of certain nutrients to the human body
- determine the organs that certain nutrients help to maintain their health
- research the types of foods that contain healthy nutrients
- identify the main food groups in a healthy food guide, acknowledging suggested servings
- record your own daily food intake for one day
- consult a healthy food guide to analyze and evaluate your food intake choices
- make self-recommendations for a healthier diet
- create a daily menu that includes a healthy, balanced diet

MATERIALS NEEDED:

- a copy of “The Nutrients We Need” worksheet 1, 2, and 3 for each student
- a copy of “A Guide to Healthy Eating” worksheet 4 for each student
- a copy of “What Are You Eating?” worksheet 5 and 6 for each student
- a copy of “What’s On the Menu?” worksheet 7 for each student
- access to the internet or local library
- clipboards, pencils, pencil crayons, chart paper, markers
- poster paper (*optional material*)

PROCEDURE:

***This lesson can be done as one long lesson, or be done in five or six shorter lessons.**

1. Give students worksheets 1, 2, and 3. They can visit the local library or access the internet to gather information about proteins, carbohydrates, healthy fats, vitamins, and minerals. Students will focus their research on what these nutrients do to help the body to function healthily, and which components or organs of the body they help. Using worksheet 3, students will give examples of foods that contain these nutrients.
2. Give students worksheet 4. Read through information with students and generate a discussion about the types of foods that are found in each group, and how much we should be eating from each group daily to maintain optimum health. Be sure to address the meaning of ‘sometimes foods’ to ensure students understanding that these foods are available to us, but should be eaten in small quantities and in moderation.
3. Give students worksheet 5. They will record the food that they eat in one typical day.
4. Give students worksheet 6 to complete. To complete this, students will need to consult the information on Worksheet 4 while analyzing what they previously recorded on worksheet 5. To complete the task, students should make some recommendations for themselves about their eating habits.



5. Give students worksheet 7. Using what they have learned about the food groups and the foods that make up each group, students will plan a healthy, full day menu for themselves. This menu should incorporate the recommendations that they made for themselves about healthier eating on worksheet 6. As a follow up option, post these healthy menus on a bulletin board to educate others about healthy eating options.

**To enhance students' learning, show them short online videos about types of foods that contribute to a healthy body, and the nutrients that are found in certain foods. Great video clips can be accessed at www.healthyactivekids.com*

DIFFERENTIATION:

Slower learners may benefit by working with a strong peer to navigate the research needed to complete worksheets 1, 2, and 3. As an alternative, these learners could work as a small group with teacher direction, in which each learner is assigned a nutrient to research, then shares his/her findings with the small group. Teacher can record answers on one chart paper.

For enrichment, faster learners could:

- create a healthy, daily menu plan for an adult
- create a poster to promote eating from all the food groups to achieve a balanced diet
- write up a grocery list with healthy food choices that their family can take on their next grocery shopping trip

The Nutrients We Need

You have learned a lot about how the human body digests food. But what exactly is in the food that is digested that the human body needs to function in a healthy state?

There are many different nutrients found in foods.

Proteins, carbohydrates, vitamins, minerals, and healthy fats are the main nutrients your body needs in the right amounts in order to be well nourished each day.

Research It!

What do these nutrients do to help your body to function healthily? Which components or organs of your body do they help?

Proteins - _____

Carbohydrates - _____

Healthy Fats - _____



Continue your research. What do these nutrients do to help your body to function healthily? Which components or organs of your body do they help?

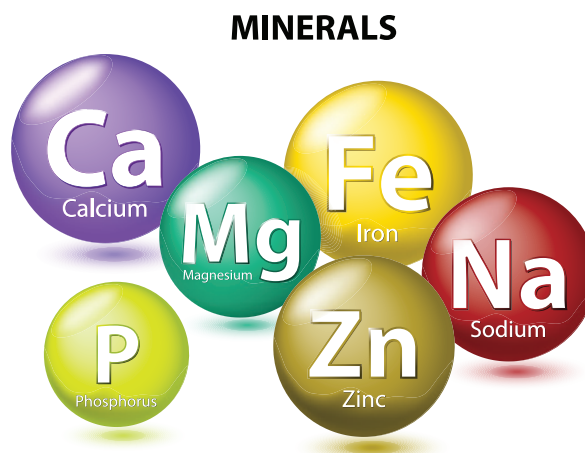
Vitamins - _____

Give a specific example of a vitamin type. Explain how it helps to make a body healthy.



Minerals - _____

Give a specific example of a mineral type. Explain how it helps to make a body healthy.



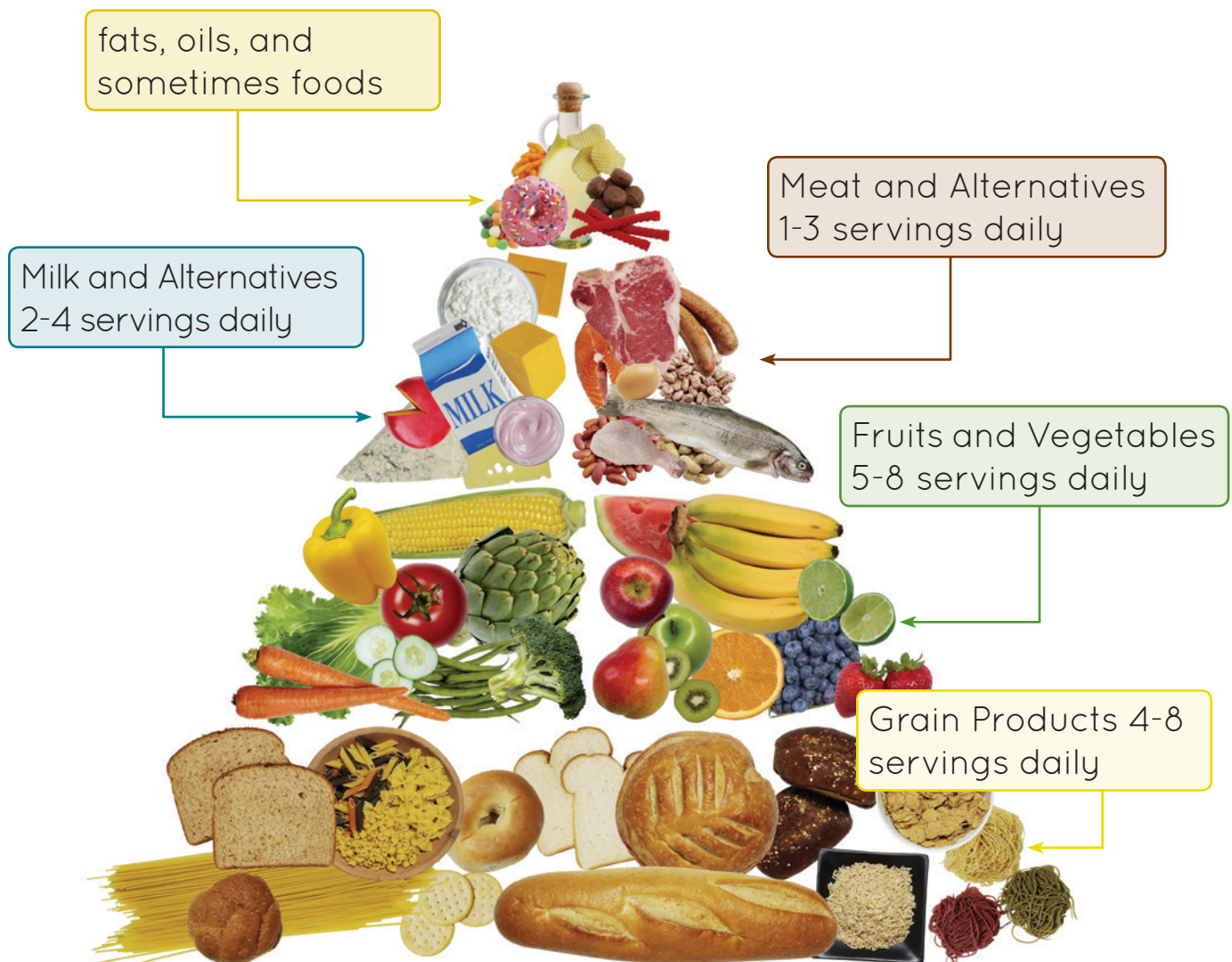
Continue your research. List some foods that contain these nutrients. For the vitamins and minerals, indicate what vitamin or mineral type the food contains.

Proteins	Carbohydrates	Healthy Fats	Vitamins	Minerals



A Guide to Healthy Eating

Food guides recommend that we eat foods from different food groups in order to achieve healthy nutrition levels. They also guide us about the amounts we need daily from each food group and the recommended serving sizes. Let's take a closer look!



Time to Analyze!

Look carefully at the food choices you made and the amounts that you had as you filled in Worksheet 5. How do they measure up when you look at the food guide recommendations for each food group on Worksheet 4?

Did you get all the recommended servings for each food group? Explain.

Grain Products - _____

Fruits and Vegetables - _____

Milk and Alternatives - _____

Meat and Alternatives - _____

What suggestions do you have for yourself to *improve* your diet?

What's On the Menu?

Use the information that you have learned about to help you plan a healthy menu for a day for a person your age.

Breakfast

_____	_____
_____	_____
_____	_____

Lunch

_____	_____
_____	_____
_____	_____

Dinner

_____	_____
_____	_____
_____	_____

Can you suggest
some healthy
snack choices?



Snacks:



Life Science Curriculum Map

The experiments in this topic fall under eight topics that relate to three aspects of life science:

1. **Human Organ & Body Systems**
2. **Maintaining a Healthy Body**
3. **Wetland Ecosystems.**

In each section you will find teacher notes designed to provide you guidance with the learning intention, the success criteria, materials needed, a lesson outline, as well as provide some insight on what results to expect when the experiments are conducted. Suggestions for differentiation are also included so that all students can be successful in the learning environment.

Lessons with google slides, have a PDF page where you click the link and save a copy of the lesson to your drive.

Introduction:

- At a Glance – List of Skills
- Introduction
- Table of Contents
- Teacher Assessment Rubric
- Student Self-Assessment Rubric

Lesson Topics:

Lesson One: Organs in the Body

Lesson Two: Systems in the Body – Part One - Skeletal and Muscular

Lesson Three: Systems in the Body – Part Two - Circulatory and Respiratory

Lesson Four: Systems in the Body – Part Three - Nervous and Digestive

Lesson Five: Systems at Work

Lesson Six: Healthy Eating

Lesson Six Healthy Eating - Google Slides and Printables

Lesson Seven: What 's In Your Food?

Lesson Eight: Wetlands

Lesson Nine: Survival in the Wetlands

Lesson Nine Survival in the Wetlands - Google Slides and Printables

Lesson Ten: Protecting Our Wetlands