# Form 3.3 Research Theme Statement

**Team: Swati, Jennifer, Jennifer, Katy \**

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| **OUR RESEARCH THEME:**  Nutrition; specifically the food pyramid and eating healthy  **What are the prominent learning characteristics of your students? How can you capitalize on these in order to achieve a lesson outcome where they understand that they are responsible for adopting healthy eating habits for life? Why have you chosen to use group engagement in an activity that places them in the role of knowledge producers? How can you be assured that they are able to become wise and proactive in their food selection?** |
| **OUR LESSON GOAL:**  We will advocate meaningful learning. We want to see all students engaged in lessons, activities, and learning. With the main activity provided, the students will gain knowledge and understanding in nutrition as well as the importance of the food pyramid. During the lesson, our students will have fun participating in lessons and activities that will better educate them on the food pyramid, nutrition and proper servings. Furthermore, our students will master the health concepts in the California Content Standards for each individual grade level. |
| **WE BELIEVE THIS GOAL TO BE IMPORTANT BECAUSE:**  Eating a balanced diet is important, especially with the rise in childhood obesity. |

Jennifer Jefferson

**Form 4.2 Research Lesson Template**

**Team Name:** Team Food Pyramid

**Research Lesson Title:** Food Pyramid

**[Grade Level(s)]** 3rd grade and 5th grade

**[Subject Area]** Health

**School(s)** Panorama City Elementary School

**Goals:** For students to have a basic understanding of what the food pyramid is, and why it is important.

**Standards Addressed in the Lesson:**

3rd Grade:

5.1.G Examine why a variety of behaviors promote healthy growth and

development.

7.1.G Determine behaviors that promote healthy growth and development.

8.3.M Demonstrate the ability to support and respect people with differences.ade

1.3.P Identify positive health practices that reduce illness and disease.

6.1.P Set a short-term goal for positive health practices.

5th Grade:

Nutrition and Physical Activity

Standard 1: Essential Concepts  
1.1.N   Describe the food groups, including recommended portions to eat

from each food group.  
1.6.N   Differentiate between more-nutritious and less-nutritious beverages

and snacks.  
1.9.N   Explain how good health is influenced by healthy eating and being

physically active

**Sequence of the Unit: (Unit Map):**

In this unit, students will learn to identify foods within the five food groups of the Food Pyramid. First, students will be introduced to the Food Pyramid and the food groups that it contains, as well serving amounts for each group. Next, the students will have a chance to taste different foods within each group. Then, **the students will write sentences about the nutritional value of specific foods within each food group**.

**Background Information:**

Why did we choose this topic for lesson study?

We chose the food pyramid for our Lesson Design because nutrition is important for students know and understand. Healthy eating habits are extremely important in a time where childhood obesity is on the rise. The concepts are taught at multiple grade levels. We also thought it would be an excellent learning experience to design and observe a health lesson since none of us have ever participated in one before.

Why is it important to have the lesson at this particular time in students’ learning?

It is important to have the lesson at this particular time in students’ learning because students need to learn and understand healthy eating habits. The way children eat now can affect their eating habits and health in the future. By educating children on nutrition and the food pyramid they will gain knowledge that will allow them to make healthy choices not only now, but in the future. As mentioned earlier, the health standards are listed from 3rd grade and 5th grade. This is an important aspect of their daily lives, and they must learn early on how to eat healthy, and why it is so important.

Why did we choose the main activities?

Our activities follow the California standards and they are engaging and fun for students. Each of us came up with our own ideas on how to teach the food pyramid, and each way will teach our students the importance of the food pyramid and nutrition.

What are the key instructional strategies that are needed for this lesson?

Key instructional strategies include Total Physical Response, cooperative learning, independent and guided practice, and checking for understanding.

**Lesson Process: (When multiple grade levels-this part can be completed by each team member to be aligned with specific grade level)**

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| **Learning Activities**  **And Teacher**  **Questions** | **Expected**  **Student**  **Reactions** | **Teacher Support** | **Points of Evaluation** |
| **Opening activity**  The teacher will show the students a poster of the food pyramid and ask if anyone knows what the picture on the poster is.  **Direct Instruction**  The teacher will go through the 5 food groups and their serving sizes, explain what a serving size is (roughly), and also ask how many people think they eat a balanced diet.  **Guided Practice**  Students will be given food group booklets and given directions on filling them out.  The teacher will show an example of how to fill out the pages and how to write a sentence based on the information provided at each center.  **Independent Practice**  Students will go to each center to try the foods, and fill in their booklets.  **Informal Assessment**  The teacher will ask 5 students to recite the 5 food groups. | Students will raise their hands and offer responses until the response of “The Food Pyramid” is given.  Students will give response as to whether they eat a balanced diet or not.  The students will help the teacher create complete sentences that could be written in the booklet.  The students will work in small groups. At each center, they will try the foods and create sentences with their group members.  Chosen students will recite the food group’s names. | For EL students, a visual aid will assist the understanding of the Food Pyramid.  Help students by giving them an opportunity to relate the concept to their own life.  The teacher will repeat the directions more than once. The students will have repeated exposure to the expected outcome of the activity.  They will be given a model of a correctly written sentence.  Students will be working in groups to complete the task together. Also, the teacher will be continually walking around the room to assist with struggling students/groups.  The food groups will be repeated so that students can commit them to memory. | Check for prior knowledge.  Ask many students to repeat the directions and examples of sentences to be sure that instructions were understood.  Observe students’ progress and give immediate feedback.  Check for understanding. |

**Lesson Design: The Food Pyramid**

Fifth Grade Content Standards:

# *Nutrition and Physical Activity* Standard 1: Essential Concepts

# *1.1.N   Describe the food groups, including recommended portions to eat from each food group. 1.6.N   Differentiate between more-nutritious and less-nutritious beverages and snacks. 1.9.N   Explain how good health is influenced by healthy eating and being physically active.*

## Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

*Sentence Structure*

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

*Capitalization*

1.4 Use correct capitalization.

ELD Standards:

# Writing

Organization and Focus, Evaluation and Revision

Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.

1. Lesson Objective: The students will be able to list the five food groups and their serving amounts, along with single sentences about 2 specific foods from each group.
2. Opening activity
   * The teacher will show the students a poster of the food pyramid
   * Ask if anyone knows what the picture on the poster is
3. Direct Instruction
   * The teacher will go through the names of the 5 food groups
   * Explain the servings for each group
   * Explain what a serving size is (roughly)
   * Ask how many people think they eat a balanced diet
4. Guided Practice
   * Students will be given food group booklets and given directions on filling them out
   * The teacher will show an example of how to fill out the pages
   * Show how to write a sentence based on the information provided at each center, while modeling a correctly punctuated and worded sentence.
5. Independent practice
   * Students will go to each center to try the foods
   * They will fill in their booklets with two sentences for each food group
   * The teacher will walk around the room for constant monitoring of progress
6. Informal assessment- The teacher will ask five students to recite the five food groups. This process of repeating the content of the lesson will help the students commit the food groups to memory.