**Lesson Plan for Kinesiology 389**

Teacher: Abigail Bowden and Brady Hurlich

Date: 2/5/2022

Standard of Learning: SOL 3.3-b                                               Age/Grade Level: 3rd grade

SOL Goal(s)/Objectives (If appropriate):

3.3 The student will prompt health and safety at school and at home.

 b)   Identify healthy food and beverage choices to support digestion and body function.

Specific Lesson Objective(s):

Student will demonstrate knowledge on healthy and unhealthy food and beverages (SOL 3.3-b) by:

* Listing 1-2 ways to make healthier food and beverage choices through forming sentences that align with the food pyramid.

Materials and Advance Preparation for Lesson:

   Materials:

* Index cards
* desks
* Safe space large enough for the activity

Advanced Preparation: We will collect all items necessary for the lesson; including index cards with all words needed for each sentence and folders for each group's sentences. The index cards will then be shuffled randomly and placed facing downward on desks in the front of the room. We will also separate the students into even groups in order to keep the groups fair.

Opening:

We will begin the lesson by taking the students to a large area in which we can perform the activity safely. Once in this area we will begin the lesson with a brief overview of the food pyramid and ask the students if they can name healthy and unhealthy food choices. After providing instruction on the topic, we will explain the expectations and goals of the activity and provide a demonstration of how the activity is performed. After the students listen and watch the activity, we will separate them into groups and begin.

Demonstration/Modeling:

1. Gather all supplies and direct students to the gym/large area in which the activity will take place.
2. We will begin the class discussion on healthy and unhealthy foods.
3. After the discussion we will explain and demonstrate the activity. The teacher will model by going to the index card area, picking up words necessary to create a healthy food choice sentence regarding the choices between two healthy and unhealthy options and identifying the correct foods belonging to each food group. The teacher will show his/her students their sentence templates and the index cards used to create correct sentences. Afterwards, the teacher will rewrite the sentence on the board for students to record.

Guided Practice:

Guiding the students, we will have each group take turns picking index cards. For each group that goes, the teacher will observe and ask the first question and provide prompts: what foods belong to this food group? What are some characteristics of unhealthy foods? The teacher will see each sentence each group creates and ask them to justify or explain why they used certain index cards over others. Sentences from each group will be recorded on the board and duplicate sentences will be eliminated. The teacher will begin classroom discussion on each sentence written and assess if it is correct and why. After this discussion, students will share one thing they learned throughout the lesson.