

Nutrition

Grade-Level Expectations

The exercises in these instructional tasks address content related to the following science grade-level expectation(s):

LS-E-A6 Determine which foods are superior for developing a healthy body (GLE 27)

Contents

- These instructional tasks contain a set of document- or resource-based exercises about *nutrition*.
- Teachers may choose to use or modify the tasks as part of an instructional lesson or as a formative or summative assessment.
- The printable student version excludes teacher directions.

	Objective(s)
Scaffolding Exercise 1	<ul style="list-style-type: none"> • Recognize the body’s need for healthy foods for a variety of purposes
Scaffolding Exercise 2	<ul style="list-style-type: none"> • Classify foods into food groups • Determine whether a recipe is a healthy food choice
Culminating Exercise	<ul style="list-style-type: none"> • Recognize healthy and unhealthy food choices • Propose healthier solutions for food choices • Explain reasoning
Scoring Rubric	
Scoring Notes	
Printable Student Version	

Scaffolding Exercise 1



<http://www.livewelltoday.info/four-keys-to-optimum-nutrition-and-good-health/>

Teacher Directions

Display the picture for students. Have students work with a partner to determine 2 things this picture tells us. Share some of the ideas with the class. If possible, have students write their thoughts. Discuss with students that this poster is not a scientific drawing showing that there are apples in our elbows and carrots in our brain. It shows that healthy foods make our bodies work well. For example, carrots, broccoli, and other vegetables are good for our brain.

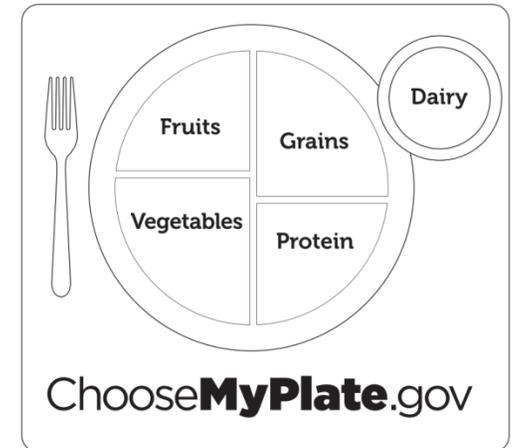
Extension: Have students trace their bodies on large paper. Give them the grocery store pull-outs from newspapers to cut out pictures of healthy foods and glue them on their "body" to create a visual to take home.

Teacher Directions

Prior to the Lesson: Write the [ingredients](#) on chart paper. Print each group of 2-3 students a chart of the ingredients. Print each group the “[my plate](#)” diagram.

During the Lesson: Show students the picture of the black bean wrap with jicama-grilled corn salsa. Brainstorm with students the ingredients that can be seen in the picture. Next, do a shared reading with students using the ingredient list you made prior to the lesson. Choose a few ingredients (jicama, avocado, etc.) to discuss with students. Have students work in groups to classify the remaining ingredients onto the plate. Based on their classifications, have students determine if this recipe is a healthy food choice and explain their reasoning.

Extension: Provide a recipe that is not very healthy for a comparison discussion.



Student Directions

Neal wanted to eat only healthy foods. He wrote down what he ate for a day.

Breakfast

bacon
eggs
toast with jelly
juice



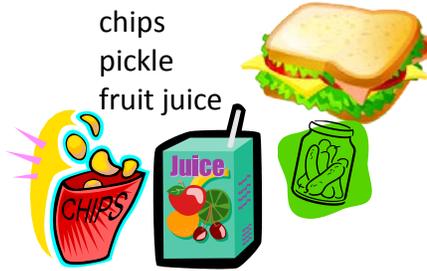
Snack

yogurt
water



Lunch

ham sandwich
chips
pickle
fruit juice



Snack

carrots
ranch dip
soft drink



Supper

chicken
potatoes
peas
milk



Choose a food or drink Neal could replace with something healthier. Tell what you would replace his choice with. Explain why your choice is healthier to eat or drink.

Rubric	
<p>Key Elements:</p> <p>A. Response names a food or drink Neal could replace and the healthier choice to replace it with.</p> <p>B. Response explains why the second food or drink is a better choice.</p>	
2 Points	<p>Response includes both key elements.</p> <p>Response contains no scientific errors.</p>
1 Point	<p>Response includes one of the key elements.</p> <p>Response may include scientific errors.</p>
0 Point	<p>Response does not include any key elements.</p>

Scoring Notes

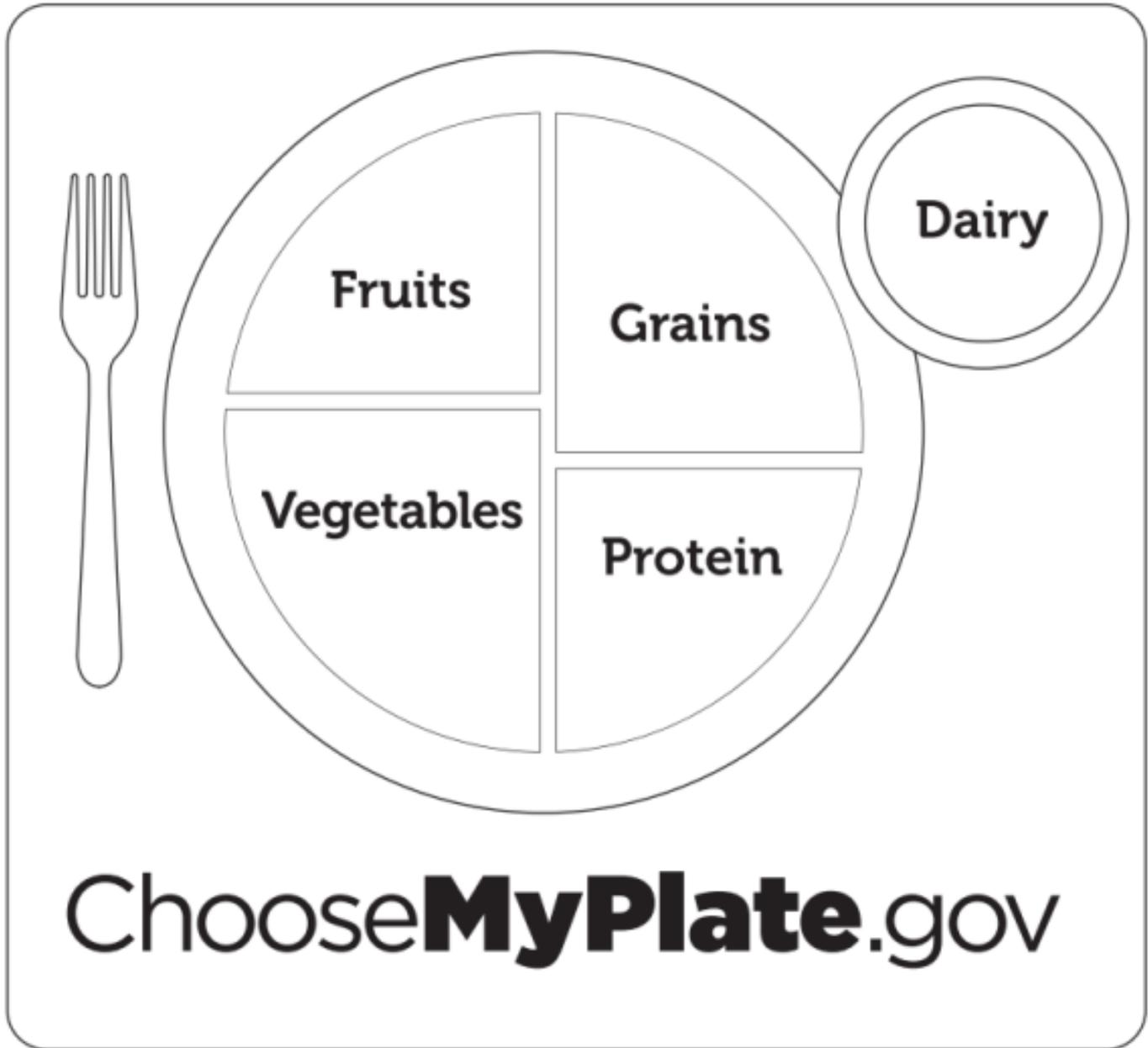
The following are examples only. All reasonable, valid responses should be accepted.

- Neal could eat raisins with his sandwich instead of chips. Chips are made with grease which isn't good for you. Raisins are dried-out grapes and are not made with grease.
- Neal could drink water with his snack instead of a soft drink. A soft drink has a lot of sugar in it. Water does not have any sugar in it.

**Printable
Student Version**







Neal wanted to eat only healthy foods. He wrote down what he ate for a day.

Breakfast

bacon
eggs
toast with jelly
juice



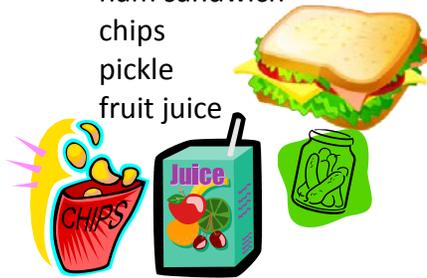
Snack

yogurt
water



Lunch

ham sandwich
chips
pickle
fruit juice



Snack

carrots
ranch dip
soft drink



Supper

chicken
potatoes
peas
milk



Choose a food or drink Neal could replace with something healthier. Tell what you would replace his choice with. Explain why your choice is healthier to eat or drink.