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| **Learning Objectives:**  ***Cognitive*:** Given the class discussion and several texts, LWDAT recognize and identify food into various categories based on the main food groups with 80 percent accuracy measured by responses to teacher’s prompts.  ***Affective*:** Learners will respect their peers during group discussions. Learners will be able to see the value of being able to classify and recognize foods are healthy for their bodies.  ***Psychomotor*:** LWDAT accurately use fine motor skills while working with writing utensils, scissors, and glue sticks.  **I Can**:  -identify different types of food  -sort food into food groups  -use describing words to describe different types of food  -count food items  -identify the first letter of food items  **CCSS**: K.K.4.4., K.MD.B.3., K.SL.K.2., K.SL.K.3., K.SL.K.6., K.RI.K.1., K.RI.K.7., K.RI.K.10., K.W.K.1., K.W.K.7. | | **Key Vocabulary Words:**  Grocery store  Supermarket  Fruits  Vegetables  Grains  Dairy  Meat  Food Groups  **Materials:** pencils, folders/notebooks, SB/ ENO activities, post it notes, anchor charts, scissors, magazine clippings, construction paper, play food, Brain Pop Jr. | **Strategy(ies) to use:**  Think pair share  Modeling  Turn and talk  SB visuals  Graphic Organizers  Teacher Questioning  Dramatic play  Scavenger hunt  Songs  Brain Pop Jr. |
| **Explore:**  How will I help students to interact/engage with new ideas that they encounter in order to construct meaning, monitor understanding, process ideas? | **SET/ FOCUSING EVENT:**  -The day before the unit begins, the teacher will ask students to describe anything that comes to their mind when they hear the word “food”.  -Then, the teacher will ask students what they had to eat for breakfast. The students will share what they had to eat that day, and then teacher will introduce healthy versus unhealthy foods.  -The teacher will model her favorite food using play food and then ask the students if they think the food is healthy or unhealthy.  -The students will be asked to think of their favorite meal. They will illustrate the meal on construction paper and share.  **Monday:** A trip to the grocery store  ***K.K.4.4.Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.***  *Opening question:*“Has anyone ever been to a grocery store? What is it like? What can you find there?”   * Read *A Visit to the Supermarket* by B. A. Hoena (or similar story).  Pause periodically to ask questions, compare to students own experience. * Talk about the different sections of a grocery store. (What different things can you buy at the grocery store?)   + informally assess comprehension based on response to these questions * Label sections of the classroom, ask students to go to different sections and find a picture of food in that section (scavenger hunt), bring food back to circle, and talk about other ways to classify food (by color, size, shape)   + use smart board to sort food:     - healthy or not healthy     - refrigerated vs. not     - from an animal versus not     - grown in the ground versus not   + informally assess students ability to classify food into these groups   **Tuesday-** The Food Groups  ***K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.***   * Talk briefly about prior learning from previous day (What is a grocery store?  What types of food groups are there?) * Watch Brain Pop Jr. video to introduce food groups * Use SmartBoard to describe food group plate activity * Model as a class where to put different types of food on the plates * Food group plate activity   + Distribute plates and grocery store ads.  Have students cut out food and sort into categories then paste to their plates. * Allow students to share what they placed on their plates   **Wednesday-** The ABCs of Food  ***K.SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.***   * Read [***Eat­ing the Alpha­bet: Fruits*** *&* ***Veg­eta­bles from A to Z***](http://www.amazon.com/Eating-Alphabet-Lois-Ehlert/dp/015201036X) by Lois Ehlert * Talk about the different foods listed in the book.  How are the foods alike?  How are they different?  Connect to the sections of the grocery store * Make a class ABCs of food book.   + Let each child choose a letter to focus on.  Students will draw their letter on paper, and then draw a food (ideally healthy!) that begins with that letter.  With the teachers help, the students can write the name of the food. Compile into a book to keep in the classroom. * Sing a song related to foods (A is for apple, that’s good enough for me…) * Give students a healthy snack that corresponds with some of the foods listed. (e.x: fruit salad)   **Thursday-** Counting with Food  ***K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.***   * Use Smart Board to practice counting as a whole group.   + Show an image of a group of food (Ask: What kind of food is this?  What letter does it start with?).   + Then, as a class, count the food while a student points to each piece.  Show a few more images for more practice. * Place students in pairs or small groups. Tell them they will be going on a picnic and are going to pack a snack to bring with them * Using raisins, chocolate chips, and other relevant foods to make trail mix as a class. Display recipe on SmartBoard. Each student will count a certain number of each food, then mix together to make a trail mix. While this is happening, walk around and ask questions to facilitate extended thinking (What else might you want to bring on your picnic? What will you do there?). * Have students vote on which part of the trail mix they like best. Tally up each group, and make a bar graph on SmartBoard to display results of the class poll.   **Friday-** Free Choice/ Assessment   * create centers that allow students to engage further in the activities from the previous days (drawing food, going grocery shopping, counting food, going on a picnic, voting on favorite food, singing songs on iPads) * While students have choices, teacher will call students individually to side table to assess skills acquired during the week.  Show students plastic food and ask questions that require students to sort, count, and describe food.  (How many \_\_\_\_ are there on the table? How are these two things different?) * Use a table to chart students who successfully meet objectives   . | | |
| **Support:**  How will I know what my students are thinking? What evidence can I collect to see how they are progressing towards intended objectives? What feedback will I provide? | Students will be evaluated through an individual interview conducted by the teacher during free play/center time on day five. This will contain a checklist of tasks and targets. They will receive a check next to each target that was met. Ensure that the students reach the objective goal of being 80 percent accurate in regards to this checklist.   * -The ability to appropriately categorize will be evaluated by having students sort the food items according to color, food group and  shape. They will also categorize the healthy versus unhealthy food, and categorize the food based on if they are refrigerated or not refrigerated. * Counting will be evaluated by having the students count and describe on how many food items of each color, how many food items are in each food group and how many total food items there are in all. * Description will evaluated by having the students describe the size and shape of the food items, which letter each food item begins with, and if they can identify the food item. | | |
| **Adaptations/**  **Accommodations:** | **Speech and Language Impairment/ Processing**:   Ensure that there are multiple visuals as well as the directions given orally, but make sure that there is always a visual component to the directions and activities. Limit the number of directions given, make sure you give them clearly and spaced apart (15 seconds), and make sure that they are in short simple terms. **Modifications**: Shorten down the number of steps that are included as well as have a group specific table for the struggling learners, so they can have assistance during the entire working period.  **ADD or ADHD:**   Have the materials for the lessons spread out across the room at different stations, so the student will be able to get up and move around again before having to sit and complete another task. Have an elastic band wrapped around the two front legs of his or her chair, so as the student is working on the tasks he or she may move his or her legs back and forth against the band causing some resistance. Allow the student to have some type of object in his or her hand during the discussions on the carpet, so he or she can have some type of stimulation during the discussion.  **Gifted Learner:**  Challenge this student to supply their own categories to divide the food into such as ask the student to separate the food into two or three groups. Then ask the student why he or she separated them into those groups. | | |
| **Summarize:**  How will I bring this lesson to a close?  What success criteria did my students meet? | -T will refer back to the objectives and goals and prompt S to T/P/S on what they learned in the lesson for that day  **SC**-T will refer back to the lesson goals and ask guiding reelection questions to students. These will be discussed as a whole class or in pairs/small groups. | | |