

## Lesson Plan Template

<b>Grade:6-8</b>		<b>Subject:Health</b>	
<b>Materials: Grocery Store Ads</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>✓ <b>Standard 3:</b> <i>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></li> <li>✓ <b>Standard 4:</b> <i>Exhibits responsible personal and social behavior that respects self and others.</i></li> <li>✓ <b>Standard 5:</b> <i>Recognizes the value of physical activity for health, enjoyment challenge, self-expression and/or social interaction.</i></li> </ul>		<b>Differentiation</b> <b>Below Proficiency:</b> -allow them to use other resources to reference the food pyramid to help them plan their meal/meals. <b>Above Proficiency:</b> -challenge them by providing them with a larger budget to try and make their meal plan for a greater period of time <b>Approaching/Emerging Proficiency:</b> -give them a larger budget and also challenge them by adding on to how many days they need to plan for. <b>Modalities/Learning Preferences:</b> -work with an assistant, a student and use the flyer to create their own meal.	
<b>Objective(s)</b> -TLW will use prior knowledge of the food pyramid to create healthy, well balanced meals. -TLW will analyze the smartest strategy to come up with a meal within their allotted budget. -TLW will provide reasoning to how and why they formed the meal/meals that they did.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <b>EVERYDAY RULES:</b> <ul style="list-style-type: none"> <li>✓ All students dress for class unless previously pre-excused for specific reason</li> <li>✓ Every student starts class with 5 participation points and will only lose points if they break one of the "golden rules" posted on the gym wall.</li> <li>✓ Whenever music stops, everyone freezes and waits for further instruction</li> <li>✓ RESPECT: Yourself, Others, Equipment</li> <li>✓ Participation: For the ENTIRE activity</li> <li>✓ Win without gloating-lose without blaming</li> <li>✓ Attempt new things and always try your best, and learn from you mistakes</li> </ul>	
<b>Bloom's Taxonomy Cognitive Level:</b> <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <b>GOALS TO SUCCESS: (these are carried over from P.E. class)</b> <ul style="list-style-type: none"> <li>✓ Try to the best of my ability to fairly divide the students into teams and be open to adjusting and modifying as needed.</li> <li>✓ Encourage students to be competitive without being too aggressive.</li> <li>✓ Stay on top of it and avoid violent confrontations.</li> <li>✓ Increase self-confidence and ability to focus and use self-control.</li> <li>✓ Reward problem solving as well as physical ability and participation.</li> <li>✓ Teach teamwork and positive social behavior.</li> </ul> <i>Remember, no set of rules can replace a student's respect for another student and the ultimate spirit and objective of the game.</i>			
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> -Prior to lesson teach students about the different components of the food pyramid.		
5	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>  -Students will each write down what their last meal was on a sheet of paper. After doing so, they will then try and label what food pyramid categories were included in that particular meal. -Explain the activity format: <ul style="list-style-type: none"> <li>• Explain to students that not all categories in the pyramid are equal, so they should have MORE grains, fruits and veggies than dairy, meat, and sweet/oils.</li> </ul>		
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> -Students will each be given a flyer from a local grocery store. Ideally a larger store which will provide more variety of choices. -They will be instructed to create a meal, either a breakfast, lunch or dinner which includes all components of the food pyramid.		

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	<p>Their budget will be \$10.00. Students will then use the flyers to create their meal and write down their choices. After completion ask students to come up to the board and share their meal with the class.</p>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>          -Consider increasing students' budget to purchase meals for a week or a daily menu for a family of four.          -Students could also figure the calorie count for each meal, cost per serving, and also the amount of exercise needed to expend that many calories.</p>
	<p><b>Review (wrap up and transition to next activity):</b>          -This will be when the students come up to the board and share their meals.</p>
<p><b>Formative Assessment: (linked to objectives)</b>          Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.          -Go from student to student and select a component of their meal and ask them to explain why they chose it and what category it falls under.</p> <p><b>Consideration for Back-up Plan:</b>          -Pair students up and carry this activity out as a group activity.</p>	<p><b>Summative Assessment (linked back to objectives)</b>          End of lesson:          -Have the students write down their meal on a piece of paper and identify the different components of the food pyramid.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>-Overall the lesson was successful but even as I was going through the lesson, I was taking mental notes of a few simple and important changes that could be made in order to make the activity more effective for the students.          -The students seemed to be very engaged and I could tell that they appreciated doing something different and doing something hands on that had a connection to real life situations.          -After getting great feedback from the students, I am confident that I can take the great suggestions to change a few areas so that I can restructure the lesson and continue to teach it.          -I will make handouts for the students on the "essentials" which will consist of the basics such as; milk, bread, eggs, etc. and their prices so that way in case the grocery ads don't have these they will still have access to the prices so they can put them into their meals.          -Another great idea is that I can go deeper into this and turn it into a semester project that is linked with Physical Education class. We will analyze calories vs. calories burned, and then in the end, turn it into a service learning experience for the students by doing something such as forming a relationship with a senior citizen's center and a meals on wheels type program.</p>	