

**SECOND GRADE
UNIT 3 NUTRITION**

**GRADE LEVEL AND CONTENT AREA:
Second Grade/Science**

OVERVIEW:

In this unit, “Nutrition”, students will learn that in order for people to survive nutritional needs must be met. Students will also learn that these nutritional needs can come from plants or animals, and these nutritional needs come in the form of carbohydrates, proteins, and fat.

STANDARDS AND INDICATORS (Listed by Number):

2.4 Human beings, like all other living things, have special nutritional needs for survival.

GRADE-LEVEL CONCEPT 1: ♦ The essential components of balanced nutrition can be obtained from plant and animal sources.

GRADE-LEVEL EXPECTATIONS:

1. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils.
2. Some foods people eat come from plants that grow wild or are planted by farmers as crops. A fruit is the ripened ovary of a flower; vegetables are the roots, stems, leaves or flowers of plants.
3. Some foods people eat come from animals that are wild or are raised on ranches. Meat, fish, dairy products and eggs all come from animals.
4. The types of crops that can grow in an area depend on the climate and soil. Some foods are grown and sold by local farms, and some foods are grown far away and transported to local grocery stores.

GRADE-LEVEL CONCEPT 2: ♦ People eat different foods in order to satisfy nutritional needs for carbohydrates, proteins and fats.

GRADE-LEVEL EXPECTATIONS:

1. All people need the same basic nutrients to grow, move and stay healthy; different cultures satisfy these needs by consuming different foods.
2. The level of energy and nutrients individuals need depends on their age, gender and how active they are.
3. Most foods contain a combination of nutrients. Labels on food packages describe the nutrients contained in the food and how much energy the food provides (calories).
4. Breads, cereals, rice and pasta are sources of carbohydrates, which provide energy.
5. Meat, poultry, fish, beans, eggs and nuts are sources of protein, which keeps the body working properly.

6. Fruits and vegetables are sources of vitamins and minerals, which keep the body healthy.
7. Nuts, meats and fish are sources of fats and oils, which provide energy.

KEY SCIENCE VOCABULARY: nutrient, crop, grain, carbohydrate, protein, dairy, fats, oils, energy

CONCEPTS: Need to know about...

1. The essential components of balanced nutrition can be obtained from plant and animal sources.
2. People eat different foods in order to satisfy nutritional needs for carbohydrates, proteins and fats.

SKILLS: Be able to do:

- Identify the sources of common foods and classify them by their basic food groups
- Describe how people in different cultures use different food sources to meet their nutritional needs.

MISCONCEPTIONS:

- Fats are not healthy for your body.
Fats, in fact, are nutrients that help provide energy to the body as well as help the body to store vitamins. It is important to not that unsaturated fats are healthier than saturated fats.
- You need to take vitamins in order to get all the daily vitamins your body needs.
If you eat a healthy diet you should not need to take vitamins; all the vitamins should be in the foods you eat.

BIG IDEA: People have special nutritional needs in order to survive. They can meet these needs by following a healthy diet rich in protein, carbohydrates, dairy, grains, and fats. By using the Food Pyramid as a guide we can be sure that we are getting the correct amount of nutrients to keep us healthy.

CUMULATIVE QUESTIONS:

What are the nutrients people need in order to survive and stay healthy?

ESSENTIAL QUESTIONS TO GUIDE INSTRUCTION AND ASSESSMENT:

- Where does the food we eat come from?
- Why are carbohydrates important for us and what kinds of food would we find them in?
- Why are proteins important for our body and what kinds of food would we find them in?
- Why are fats important for our body and where do we find them?
- How does the Food Pyramid help us to maintain a healthy body and meet our nutritional needs?

TOPICS or CONTEXT: (What you will use to teach concepts and skills – particular unit, lessons, activities)

Lesson 1: Preassessment

- Students complete “Food Pyramid” Questionnaire

- Students share what they know about nutrition and what they want to know about nutrition
- Students prepare KWL chart

Lesson 2: Where does food come from?

- Students discuss where food comes from
- Students brainstorm how food gets to the grocery store
- Students

Lesson 3: Exploring the Food Pyramid

- Students observe foods are divided into food groups
- Students identify the colors that represent the food groups
- Students identify foods they know on food pyramid

Lesson 4: Sorting foods

- Students sort foods into appropriate food groups
- Students play Pyramid Go Fish with food cards

Lesson 5: Eat Your Fruit and Veggies!

- Students identify fruits and vegetables in their diet
- Students graph number of fruits and vegetables they eat

Lesson 6: Controlling Your Portions

- Students will identify serving size and servings per container on a nutritional label.
- Students match serving sizes to a given item that corresponds with the measurement or weight.

Lesson 7: Get the Facts on Protein, Carbohydrates & Fats

- Students will recognize foods that contain major nutrients our bodies need

Lesson 8: “Moving More” Game: Incorporating physical activity

- Students act out movements
- Brainstorm what students can do to keep moving

Lesson 9: Designing Food Pyramid

- Students use knowledge of food groups to make food pyramid poster

Lesson 10: Foods Around the World

- Students research countries and the foods eaten in those countries
- Students describe how people from different cultures use different foods to meet their nutritional needs

Lesson 11: International Day

- Students prepare food from various countries
- Students sample food and record findings on a chart

Lesson 12: Post-Assessment

- Students complete Post-Assessment Questionnaire to demonstrate their knowledge of what they learned

- Students complete “L” section of the K-W-L Chart and discuss what they have learned

Lesson 13: Culminating Activity

Students prepare full day’s meal plan including recommended daily foods for their body

Literature Connections:

Gregory the Terrible Eater by Mitchell Sharmat

Walter the Lazy Mouse by Marjorie Flack

Eating the Alphabet: Fruits and Vegetables from A to Z by Lois Ehlert

Pancakes for Breakfast by Tomie dePaola

The Race Against Junk Food by Anthony Buono, Roy Nemerson & Brian Silberman

How to Teach Nutrition to Kids by Connie Evers

Five Kids and a Monkey Solve the Great Cupcake Caper: A Learning Adventure About Nutrition and Exercise by Nina Riccio

The Monster Health Book: A Guide to Eating Healthy, Being Active, and Feeling Great for Monsters and Kids by Edward Miller

Web Sites:

www.thegrowingconnection.org

www.kidsgardening.com

www.teamnutrition.usda.gov

<http://www.eduref.org>

www.learntobehealthy.org

www.dole5aday.com