

Posterous™ “My Favorite Whole Foods” Post Grades: 5ⁱ

OBJECTIVES	<p>Upon completing this assignment, students will be able to:</p> <ul style="list-style-type: none"> • Identify whole foods (fruits, vegetables, whole grains, etc.) • Discuss facts about their favorite whole foods • Utilize given facts to create a summary • Research new facts about the nutritional content of certain foods • Upload attachment to Posterous space
SKILLS DEVELOPED	<ul style="list-style-type: none"> • Language Arts <ul style="list-style-type: none"> ○ Writing ○ Note-taking skills • Computers/Technology <ul style="list-style-type: none"> ○ Accessing website ○ Uploading attachments saved on computer •
STANDARDS	<ul style="list-style-type: none"> • Indiana Standards <ul style="list-style-type: none"> ○ English and Language Arts <ul style="list-style-type: none"> ▪ 4.4, 4.5, 4.6, 5.6 ○ Health and Wellness <ul style="list-style-type: none"> ▪ 5.5, 5.6 ○ Computers and Technology
MATERIALS	<ul style="list-style-type: none"> • Overhead projector with dry erase pen • Pictures or models of whole foods (or real whole foods) as well as fruit juices and white bread, cereal, etc (for comparison) • Powerpoint • Notebook paper or blank Word document (for students to take notes on) • Handout: “How to Access and Post to Posterous” • Rubric Handout: “My Favorite Whole Foods” • Parent’s (or students) e-mail addresses • Posterous Account

PROCEDURE	<p>Introduction/Pre-preparation:</p> <ul style="list-style-type: none"> • Prepare PowerPoint to include: <ul style="list-style-type: none"> ○ Facts describing why we need whole foods ○ Facts about the nutrients provided by whole grains, vegetables, and fruit ○ For each category, give one or two examples. For each example, explain: <ul style="list-style-type: none"> ▪ What vitamins it contains ▪ Does it provide a good source of fiber? ▪ What are specific minerals or nutrients it contains? ○ Comparisons of fresh vs. canned/frozen food ○ Comparisons of juices vs. real fruits and vegetables ○ Explain the importance of color in regards to choosing healthy fruits and vegetables. • Arrange examples of fruits, vegetables, and whole grains so students can see them (i.e. tape pictures to wall/chalkboard or arrange models/real thing on demonstration table) • Discuss what the students will be learning <ul style="list-style-type: none"> ○ Key Message: <ul style="list-style-type: none"> ▪ Children need a variety of vitamins and minerals plus adequate calories and fiber every day to grow and develop normally. The best source of nutrients in the diets of young children is whole foods such as fruits, vegetables and whole grains <p>Demonstration:</p> <ul style="list-style-type: none"> • Using the Powerpoint, explain the concepts of each food group with the students • On the overhead projector, take notes of examples the students come up with of each food group (examples of whole grains, fruits, vegetables) <ul style="list-style-type: none"> ○ If some examples are incorrect, discuss with them why they don't fit in the food group. ○ For examples that are correct, ask the
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	<p>students if they know what nutrients each food provides.</p> <ul style="list-style-type: none"> ○ Ensure that students are taking notes as well <ul style="list-style-type: none"> • Talk about fresh vs. canned or frozen produce Explain that they can be substituted for fresh produce if need be, and that the nutritional content is basically the same. • Ask if the students think they can receive nutrients from fruit juices. Explain that most fruit juices contain a lot of extra sugar, and does not contain the fiber that we need. • Explain the difference between whole grain vs. refined grains. • Talk about the importance of eating a lot of “colorful” food. Describe why color correlates to a healthy diet. • Be sure to show examples of fruits and vegetables. When doing so: <ul style="list-style-type: none"> ○ Write the name of the fruit of vegetable on the overhead and include a few important nutrients of each ○ If using real foods or models, pass them around class so each student can note on the smells, texture, etc. of each food <p>Application:</p> <ul style="list-style-type: none"> • After discussing nutrients, handout both the handout and rubric • Show the students how to access posterous, following the steps provided on the handout • Demonstrate how to upload attachment to Posterous space • Discuss the requirements of the rubric <p>Practice:</p> <ul style="list-style-type: none"> • As homework, students use their notes from class to discuss their favorite whole foods • If additional information is necessary, students use the link provided on the handout to learn new facts • Upon completing research, students will type a five-sentence paragraph for a type of food from each food group: one for fruit, one for vegetables and one for whole grains. <ul style="list-style-type: none"> ○ The food they choose is up to the students. May want to suggest using
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	<p style="text-align: center;">foods they enjoy eating</p> <ul style="list-style-type: none"> • Once completed with the three paragraphs, students are to upload the document on Posterous, following guidelines on instruction sheet. • Assignment is completed once uploaded to Posterous. • For further work within Posterous, students may choose to comment on each other's posts. However, this step is totally voluntary
<p>ASSESSMENT</p>	<p>____(3 points) Student researches a food from each whole food group (fruits, vegetables, whole grains).</p> <p>____(5 points) Student includes five facts in complete sentences about each whole food</p> <p>____(2 points) Proper grammar, spelling and punctuation</p>

ⁱ Lesson plan inspired by:
<http://www.ode.state.or.us/services/nutrition/cacfp/tn/basics/>