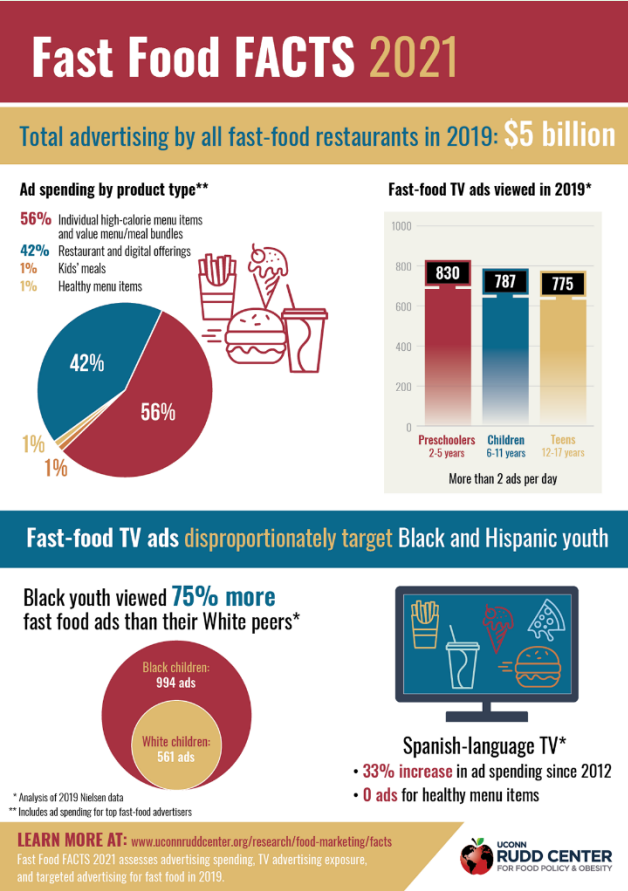


# Choose My Plate

## 1. Question & Research Task



Examine the infographic about how much money was spent on advertising fast food versus fruits/vegetables in 2012 (click or tap on the picture to see a larger version).

How might this kind of advertising affect your food choices?

Do fast food advertisements encourage you to make healthy food choices?

Watch [Annie and Moby](#) talk about nutrition.

Image Source: [Fast Food Marketing.org](http://FastFoodMarketing.org)

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

What does a complete, healthy meal look like for me?

## 2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

The building blocks for a **healthy diet** are [fruits](#), [vegetables](#), [protein](#), [dairy](#), and [grains](#).\*

\*Click on each term to read more.

To learn more about building a healthy plate, you will research information about each food group. Your teacher can show you this [video](#) about food groups to help you gather information and build new knowledge. [Visit MyPlate.gov](#) to research the different food groups.

\*Your teacher/librarian will give you the World Book database login if needed.



Your teacher can show this [SciShow Kids video](#) about all of the food groups to your class! Image Source: YouTube

### 3. Student Activity

Use the information sources on Slide 2 to answer these questions about each food group:

- ❖ What foods are in each group? List some examples.
- ❖ How much is needed daily?
- ❖ What counts as a cup?

Organize your research! These notes will help you to complete the assessment on Slide 4.



Image Source: [Healthguidelines Wikispaces](#)

# What does a complete, healthy meal look like for me?

- Using the knowledge gained from your research, create a healthy dinner plate for an 8-year-old boy or girl.
- Illustrate healthy food choices and portions by creating a presentation on [Wixie](#)



Image Source: [Food and Health Communications](#)



# 5. Enrichment Activities

SLIDE NAVIGATION

[1](#)

[2](#)

[3](#)

[4](#)

[5](#)

[6](#)

[Next](#)



Image Source:  
[Food and Health Communications](#)

\*Your teacher/librarian will give you the database login if needed.

Learn more about healthy food choices and have fun playing these games!

- [“What Being ‘Overweight’ Means”](#) – Kids Health (be sure to click the *LISTEN* button to turn on the read-aloud feature)
- [Digestive System](#) – BrainPOP Jr. (play the game after watching the video)
- [Exercise](#) – BrainPOP Jr. (play the game after watching the video)
- [Food Groups Quiz](#)- BrainPop Jr.
- [Eating Right](#)- BrainPop Jr. (play the games after watching the video)

# 6. Teacher Resources

## Learning Standards Alignment

### [Content Learning Standards](#)

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.

4.5.4 Demonstrate how to ask for assistance to enhance personal health.

### [Common Core State Standards for English Language Arts & Literacy](#)

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[AASL Standards Framework for Learners](#) Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### [P21 Framework: 21<sup>st</sup> Century Student Outcomes](#)

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

## SLIDE NAVIGATION

<u><a href="#">1</a></u>	<u><a href="#">2</a></u>	<u><a href="#">3</a></u>	<u><a href="#">4</a></u>	<u><a href="#">5</a></u>	<u><a href="#">6</a></u>
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## Grade 3 Health: Unit 2

**Objective:** Students will conduct brief, focused research in order to explain how to plan a balanced and healthful diet that includes adequate nutrients (as classified in the Food Guide Pyramid) and water.

**Time Frame:** Two class periods

### **Differentiation strategies for this lesson:**

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- Refer to [Digital Content Snapshot/Support pages](#) as needed.
- Print out a paper copy of the organizer on Slide 3 prior to instruction.

### **Notes to the teacher:**

- Collaborate with your school library media specialist to plan and implement this lesson.
- Any YouTube videos need to be shared as a class by the teacher as students do not have YouTube access.
- Direct links to PebbleGO, BrainPOP, and BrainPOP Jr. will not work in the PowerPoint version of this Slam Dunk; however, they will work in the PDF version. If you wish to personalize this Slam Dunk, make your modifications in PowerPoint and then save your changes as a PDF. Students should view this Slam Dunk as a PDF.
- Consider using the [Schoology Assignment Apps](#) feature to assign Microsoft/Google Docs for students to access, edit, and submit through Schoology.