





3rd Grade Nutrition Unit Unit Blueprint


	Lesson	Essential Questions* (for conceptual benchmarks)	Benchmarks (Bolded sections indicate portion of benchmark addressed.)	Formative and Summative Assessments (Unless noted as a Summative Assessment, the assessments are formative and should be used to guide teaching and learning.)	Using Assessments to Monitor & Facilitate Student Learning
1	<p><u>My Pyramid for Kids (See Level 2 booklet)</u></p> <p>Pacing Suggestions: 1 Day</p> <p>Teacher Resources:</p> 	<p>What is the food pyramid? Why is it important?</p> <p>What are the basic food groups?</p> <p>What do you need to do to be physically healthy?</p> <p>How is the new food pyramid different from the old one? Why did it change?</p>	<p>The food pyramid provides guidelines for a healthy diet. It outlines the daily-recommended servings of each food group (grains, milk, fruits, vegetables, meat & beans, and oils). Following the recommendations helps maintain a balanced diet and healthy weight.</p> <p>Health requires a balanced diet, exercise, and adequate sleep.</p> <p>Science changes as new information becomes available. (This benchmark should be addressed in the conversation about the new and old food pyramids.)</p>	<p>Use the class discussion to collect information about students' overall knowledge of the food pyramid, healthy eating, and the food groups.</p>	<ul style="list-style-type: none"> • Are the students able to list the 5 basic food groups? What misconceptions do students have about the food groups? • Are students able to give healthy examples of foods from the different food groups?



*Essential questions are major questions driving the unit of study. They are directly aligned with the benchmarks. Generally, no one lesson addresses a question in its entirety. By the end of the unit, students should be able to answer these core questions.

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2	<p><u>Delving into the Food Pyramid</u> (Lesson is teacher-created. See “Teacher Tips” for lesson information.)</p> <p>Pacing Suggestions: 2-3 Days— Group pyramid posters (<i>Pyramid Go Fish</i> is optional)</p> <p>Teacher Resources: </p>	<p>What is the food pyramid? Why is it important?</p> <p>What are the basic food groups?</p>	<p>The food pyramid provides guidelines for a healthy diet. It outlines the daily-recommended servings of each food group (grains, milk, fruits, vegetables, meat & beans, and oils). Following the recommendations helps maintain a balanced diet and healthy weight.</p>	<p>Students’ pyramid posters with samples of food groups</p>	<ul style="list-style-type: none"> • Do the posters have correct examples of all the food groups? • Do students have difficulty finding food examples for any particular food group? • To what extent are students able to differentiate between healthy and unhealthy foods for each food group? (Note: This is a developing skill. Students will address this further in the next lesson.)

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3	<p><u>Getting the Most Nutrition from Your Food</u> (See Level 3 booklet)</p> <p>Pacing Suggestions: Day 1— Complete <i>Getting Started</i> and <i>Getting the Most Nutrition from Your Food</i> Day 2— Complete <i>Activity: My Pyramid Worksheet</i> (<i>MyPyramid Blast-Off</i> Game is optional)</p> <p>Teacher Resources:</p> 	<p>What is the food pyramid? Why is it important?</p> <p>What do you need to do to be physically healthy?</p>	<p>The food pyramid provides guidelines for a healthy diet. It outlines the daily-recommended servings of each food group (grains, milk, fruits, vegetables, meat & beans, and oils). Following the recommendations helps maintain a balanced diet and healthy weight.</p> <p>Health requires a balanced diet, exercise, and adequate sleep.</p>	<p>Class discussion about the width and narrowing of the bands on the food pyramid</p> <p><i>MyPyramid Worksheet—Personal Eating Habits Analysis.</i> (Use the teacher-created version of the worksheet available under “Teacher Resources” on the electronic curriculum in place of the sheet in the Teacher’s Booklet.)</p>	<ul style="list-style-type: none"> • Are students able to identify foods that should be eaten sparingly (placed at the top of the food pyramid) versus healthy foods (placed at the bottom of the food pyramid)? • Are students able to correctly assign the foods they ate to the corresponding food group? • As students reflect on their eating, sleep, and exercise habits, do they identify positive choices and areas for improvement?

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4	<p>Lesson 2—Food Math (See Level 2 booklet)</p> <p>Pacing Suggestions: 2 Days</p> <p>Teacher Resources:</p> 	<p>What is the food pyramid? Why is it important?</p>	<p>The food pyramid provides guidelines for a healthy diet. It outlines the daily-recommended servings of each food group (grains, milk, fruits, vegetables, meat & beans, and oils). Following the recommendations helps maintain a balanced diet and healthy weight.</p>	<p>Student-created menus and Reflection Questions (Use the teacher-created sheets available under “Teacher Resources” on the electronic curriculum in place of the sheets in the Teacher’s Booklet.)</p> <p>Note: Observing groups of students dialog about the menu provides powerful information about their understanding of food groups and recommended servings for each food group.</p>	<ul style="list-style-type: none"> • Are students able to create a realistic menu that reflects the recommended servings for each food group? • Do students’ menus emphasize healthy food choices?

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5	<p>Assessment: <i>Eat Smart with MyPyramid for Kids</i> (See Level 1 Booklet) & Teacher-Created Assessment Questions</p> <p>Pacing Suggestions: 1 Day + time to discuss the assessment</p> <p>Teacher Resources:</p> 	What is the food pyramid? Why is it important?	The food pyramid provides guidelines for a healthy diet. It outlines the daily-recommended servings of each food group (grains, milk, fruits, vegetables, meat & beans, and oils). Following the recommendations helps maintain a balanced diet and healthy weight.	Use the <i>Eat Smart with My Pyramid</i> sheet from Lesson 2 in the Level 1 booklet. Also use the teacher-created Part 2 questions available under “Teacher Resources” on the electronic curriculum.	<ul style="list-style-type: none"> • Use the answer key in the teacher booklet. • For Part 2: <ul style="list-style-type: none"> ○ Do students know that the stairs represent exercise, which is critical for maintaining one’s health? ○ Do students know that for each food group there are foods that are healthy choices and others that should be eaten sparingly, which is represented by the wide/narrow bands on the food pyramid? ○ Do students understand the food pyramid is important because it (1) is a guideline for a healthy diet, (2) outlines the amount of foods one should eat from each group, (3) reminds us to make healthy choices for each food group and eat “unhealthy” foods sparingly, and (4) reminds us of the importance of exercise?

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6	<p><u>Read Any Great Labels</u></p> <p>Pacing Suggestion: 1 Day</p> <p>Teacher Resources: </p>	<p>What can be learned from food labels? Why is the information important?</p>	<p>Food labels contain information on serving size, servings per container, calories, and nutrients in foods. The information is useful for making healthy food choices.</p>	<p>Class discussion about food labels</p>	<ul style="list-style-type: none"> • What prior knowledge do students have about food labels? • Do students understand how food labels can be used to make healthy food choices?
7	<p><u>Get the Nutrition Facts!</u></p> <p>Pacing Suggestion: Day 1— Complete the lab (measuring foods) Day 2— Discuss results and share reflections</p> <p>Teacher Resources: </p>	<p>What can be learned from food labels? Why is the information important?</p>	<p>Food labels contain information on serving size, servings per container, calories, and nutrients in foods. The information is useful for making healthy food choices.</p>	<p>Student reflections on the <i>Comparing Serving Sizes</i> worksheet (Use the teacher-created lab sheets available under “Teacher Resources” on the electronic curriculum.)</p>	<ul style="list-style-type: none"> • What are students’ preconceived ideas about serving size? • How do students’ ideas about serving size align with the recommended amounts? Are there particular food groups where students typically exceed or fail to meet the recommended amounts?

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8	<u>End-of-Unit Assessment</u> Pacing Suggestion: 1 Day	<p>What is the food pyramid? Why is it important?</p> <p>What can be learned from food labels? Why is the information important?</p> <p>What do you need to do to be physically healthy?</p>	<p>The food pyramid provides guidelines for a healthy diet. It outlines the daily-recommended servings of each food group (grains, milk, fruits, vegetables, meat & dairy, and oils). Following the recommendations helps maintain a healthy diet and provides information on serving size, servings per container, calories, and nutrients in foods. The information is useful for making healthy food choices.</p>	Student-created breakfast menus	<ul style="list-style-type: none"> • Do students create menus that include multiple food groups? • Do students select foods that are low in sugar? • Do students justify their menu choices by using the food pyramid information on food labels?

Under Construction