Partner Lesson Plan	
Preliminary Information	
Candidate Name: Synthia Phippen, Hannah Elliott	**Grade Level:** First Grade
Candidate's Endorsement: Elementary Education K-5	**Central Focus:** Food and nutrition
Subject/Topic: Science/nutrients	**Learning Segment Theme:** Energy balance and why nutritious food is so important for our bodies.
Where in the learning segment does this lesson occur? ☐Beginning ☐Middle ☐End	**Lesson Structure or Grouping:** Whole Class
Student Assets (Knowledge of Students)	
Personal (Interests, family backgrounds, experiences, etc.)	Ask about favorite types or meals at home made by mom. Favorite snacks.
Cultural (Traditions, dialects, worldview, literature, arts, etc.)	Talk about food in different countries. Ask about the most unique food they have ever had.
Community (Landmarks, community events, etc.)	Food brings people together and shares cultures.
Developmental (Cognitive, physical, social, and emotional)	Your body needs good nutrients to produce a healthy lifestyle and be developmentally healthy in all areas needed.
Content Standards	
State Standards	Energy Balance 1.5
National Standards	
InTASC Standards	
Learning Objective(s) *These must be behavioral and measurable.*	

Statements of what students will know, understand, and be able to do at the end of the lesson *(consider all three domains).* Include condition, performance, and criterion.
Students will be able to identify healthy food for their bodies. Condition: The child will see many different healthy and unhealthy foods and understand the difference. Performance: The students will sort which foods are healthy and which foods are unhealthy for their bodies. Criterion: Children will start to understand their bodies better and leave with more knowledge of what they are eating than they came in with. They will do a worksheet with 16/16 correct.
Beginning: Launch/Hook/Anticipatory Set How will you get the lesson started? What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students?
How many of you guys love food? Ask about their favorite food and snack. Explain to the students the difference between healthy and unhealthy food using the power point and real-life food examples. Hold up a banana and sweet treat explain why a banana has more nutrients and why sweet treats are bad for you are your health.
Middle: Instructional Strategies to Facilitate Student Learning For example: How will you engage students with ideas/texts to develop understanding? What questions will you ask? How will you promote question generation/discussion? What activities will you use to engage students in learning—for individuals, small groups, or the whole class? How will you incorporate technology? How will you address the academic language demands? Detail your plan. Note: For math lesson plans, please write or attach every task/problem student will solve during the lesson—with the correct answers. Ask who likes fruits and vegetables. Ask what healthy foods they eat at home. Transition to activity with plates. We will explain how they are going to work in pairs to sort healthy from non-healthy foods on one side and the other on the other side. We will talk about why it is important to eat healthy food and how it makes your body grow better. You can run faster when eating better nutrients as well.

Instruction/Modeling	Holding up a banana and a sweat treat and explain the difference in nutrients.
Guided Practice	Students will group up in pairs and sort foods on a plate by healthy and unhealthy for them.
Independent Practice	Students will use a worksheet by coloring healthy foods and crossing out unhealthy foods.
End: Closure How will you end the lesson in a way that promotes student learning and retention?	
We will have the students participate in a fun game where we blurt out different types of foods, and if the food is healthy, they will run to the right, and if the food is unhealthy, they will run to the left to further show their understanding of good and bad foods.	
Evidence and Assessment of Student Learning How will you know whether your students are meeting your learning objective? What tools will you use to measure their progress? How will you provide feedback to promote student learning?	
Diagnostic/Pre-assessment(s) (could be prior to the lesson)	The plate activity where the students are working together in pairs to create one side that's healthy and one side unhealthy.
Formative Assessments/ **Feedback to Learners** (part of the activities in the lesson)	The Worksheet will allow us to know how the students are learning the material and engaging with the lesson.

Summative Assessments (matches the objective)	The game shows that the students fully understand the different food types.
Academic Language Demands	
Language Demand(s)	Students need to understand what food has nutrients in it and what does not and why this is important for their bodies.
Language Support(s)	We will teach the students the importance of nutrients and how to achieve it for a healthy life through our lesson.
Essential Vocabulary	Students need to understand why we eat food. What food they eat at home and what it's called. They will know the difference between fruit and ice cream.
LU SOE Specific Lesson Requirements	
Character Education	Teaching students to be healthy with the food they choose to eat. Understand why it is important to take care of our bodies by eating healthily.
Materials	PowerPoint Real Fruit and dessert Organizer plates with cut out pictures of food Worksheet

Technology Connection	PowerPoint with fun graphics and pictures that keep the students engaged
Consider the Following Question for the next section of this Form: How will you support students to meet your goals? Describe EXPLICITLY what you will do! List planned supports (instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus).	
Planned Supports	As teachers, we will be ready to support any child that needs it and be open to looking for help. When a child is confused and falling behind, we will have an easier worksheet they can use and provide it when needed or give them more time on the worksheet.
Supports: Differentiation/Extension How will you provide successful access to the key concepts for all the students at their ability levels?	
Exceptionalities (special needs [IEPs/504 plans], gifted and talented, accommodations, etc.)	Provide extra help on the worksheet if necessary. Help them individually when doing the group activity.
ELL	Students who may need help in this area can still participate with our worksheet and plate game as they need assistance we will provide it to them.

Learning Styles/Student Engagement	Provide different activities throughout the lesson so the students of all learning styles are impacted. For example, there is coloring and physical activities and visual examples of good and bad foods.
Extension	If students are struggling to get the worksheets or activity done in time, we will allow them to save it and do it another day so that they have more time.
References: Resources Cite all sources used in the development of the lesson materials and resources, including URLs or other references.	
https://marketplace.canva.com/EAE9kQj6MuI/1/0/1131w/canva-print-friendly-healthy-and-unhealthy-food-worksheet-gBZGSkTzNIw.jpg https://2.bp.blogspot.com/-dAM8UuwiaCY/U1dvEy6gY_I/AAAAAAAAMPw/eatR9ua-MRY/s1600/healthy-food-classifying-page-002.jpg	
References: Research to Support Instructional Design Cite all research used to support instructional design, including URLs or other references.	
Used the standards as our base idea and went off that to create this lesson plan from our brains.	