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## Nutrition and Exercise

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Nutrition and Exercise

Grade Level: Pre-Kindergarten

Subject/Topic Area(s): Science

Designed By: Beth Morrow and Anne Peppers

Time Frame: 1 week

School District: East Central Independent School District

School: East Central Development Center

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### **Brief Summary of Unit:**

This unit addresses the Texas Pre-Kindergarten Guideline “Child identifies good habits of nutrition and exercise.” By the end of the unit, students will know that:

- exercise is necessary to stay healthy
- how the body is affected by eating healthy vs. unhealthy foods

and will be able to:

- identify healthy and unhealthy foods;
- sort ‘go,’ ‘slow,’ and ‘whoa’ foods; and
- demonstrate and discuss the need for exercise and rest to stay healthy.

**Stage 1 – Desired Results**

<p>Established Goals (Texas Pre-Kindergarten Guidelines)</p> <p>Child identifies good habits of nutrition and exercise (SCVID3)</p>	<b>Transfer</b>	
	<i>Students will independently use their learning to...</i>	
	<b>Meaning</b>	
	<p><b>Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>- Our bodies require healthy food and exercise</li> <li>- Exercise keeps the body strong</li> </ul>	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What should we eat to keep our bodies healthy?</li> <li>2. How do we keep our bodies healthy?</li> <li>3. What is exercise?</li> <li>4. Why is exercise important?</li> </ol>
	<b>Acquisition</b>	
<p><b>Knowledge</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- Exercise is necessary to stay healthy</li> <li>- How the body is affected by eating healthy vs. unhealthy foods</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>- Identify healthy and unhealthy foods</li> <li>- Sort ‘go,’ ‘slow,’ and ‘whoa’ foods</li> <li>- Demonstrate and discuss the need for exercise and rest to stay healthy</li> </ul>	

**Stage 2 – Evidence**

CODE (M or T)	Evaluative Criteria (for rubric)	
<p>M</p> <p>T</p>	<ul style="list-style-type: none"> <li>- Images from each food group</li> <li>- Sufficient explanation of unhealthy item</li> <li>- Explanation of effects on the body</li> </ul>	<p><b>Performance Task(s)</b> <i>Students will demonstrate meaning-making and transfer by...</i></p> <ol style="list-style-type: none"> <li>1. Students will sort pictures of food into 2 categories: healthy foods and not so healthy foods. (Pacing Guide assessment)</li> <li>2. Students will use magazines to find and cut out images of healthy foods to glue onto a paper plate to create a healthy meal. They will also add one unhealthy item of their choice and explain why it’s unhealthy and its effects on the body.</li> </ol> <p>-----</p> <p>Other Evidence (e.g., formative)</p>

**Stage 3 – Learning Plan**

<p><b>CODE</b> (A, M, T)</p>	<p style="text-align: center;">Pre-Assessment</p> <p>Ask students “What does healthy mean?” (Does it only refer to our bodies or other things, too?) Write answers.</p>
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	<b>Learning Activities</b>	<b>Progress Monitoring (e.g., formative data)</b>
M/A	<p>1. Pre-assessment. Watch “Five a Day: Finding Fruits and Vegetables” (Discovery Education). Students will go on a fruit/vegetable hunt outside (depending on weather), then sort their findings inside. Students will then draw a picture of their favorite fruit or vegetable.</p>	<p>Sorting Drawing</p>
M/A	<p>2. Review that fruits and vegetables are healthy foods, then introduce food picture cards (from Lakeshore Food Pyramid Pocket Chart – may use food picture cards, attached) and food groups. Label a large piece of paper with food groups, then invite each child to choose a food picture card from the previously discussed photos and sort it correctly on the chart. Students will take turns rolling a food cube and naming the food group each food belongs to during small groups.</p>	<p>Sorting Naming correct food group  Student responses</p>
M/A	<p>3. Introduce concept of unhealthy foods. Solicit student ideas of unhealthy foods, watch “Sid the Science Kid: I Want Cake,” discuss concept of balancing meals so that we can indulge in unhealthy foods sometimes. In small groups, make a healthy snack such as ants on a log or yogurt pies and ask students to identify food groups in our snack.</p>	<p>Sorting</p>
M/A	<p>4. Students will sort pretend play food (ie: housekeeping food) into ‘healthy’ and ‘unhealthy’ baskets. Performance task 1: Students will sort pictures of food into 2 categories: healthy foods and not so healthy foods.</p>	
M/T	<p>5. Performance task 2: Students will use magazines to find and cut out images of healthy foods to glue onto a paper plate to create a healthy meal. They will also add one unhealthy item of their choice and explain why it’s unhealthy and its effects on the body. Post-assessment (same as pre-assessment) – what do you think now?</p>	

Rubric for Performance Task 2:

	-	√	+
Images from each food group	Student selects appropriate images for 0-2 food groups	Student selects appropriate images for 3-4 food groups	Student selects appropriate images for 5-6 food groups
Sufficient explanation of unhealthy item	Student does not provide an explanation of unhealthy item	Student provides a partial explanation of unhealthy item	Student provides a full, accurate explanation of unhealthy item
Explanation of effects on the body	Students does not provide an explanation of effects of unhealthy item	Student provides a partial explanation of effects of unhealthy item	Student provides a full, accurate explanation of effects of unhealthy item

Rubric for Performance Task 1 (Pacing Guide assessment):

+ 6-7 correct
√ 4-5 correct
- 3 or fewer correct

Yogurt Pie Snack Recipe:

Ingredients: Graham crackers, yogurt, whipped topping

Ants on a Log Recipe:

Ingredients: Celery, peanut butter, raisins