

**CODE/MOE/UOIT Makerspaces Project--Lesson Planning Template**

**School Board: Rainy River District School Board**

**Grade(s): 4**

**Subject(s): Health & Physical Education**

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| **BIG IDEAS:**  We can promote healthy eating by making healthy food choices.  **Curriculum Expectations:**  **OVERALL:**  Analyse personal food selections through self-monitoring over time, using the criteria in Canada’s Food Guide (e.g., food groups, portion size, serving size), and develop a simple healthy eating goal appropriate to their age and activity level (e.g., eat breakfast every day; include at least one fruit or vegetable at each meal and snack.  Identify ways of promoting healthier food choices in a variety of settings and situations (e.g., school, arena, recreation centre, stores, food courts, special events; when camping, having a snack or meal at a friend’s house, eating on weekends versus weekdays)  **SPECIFIC:**  C1.1 identify the key nutrients (e.g., fat, carbohydrates, protein, vitamins, minerals) provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance  C2.1 analyse personal food selections through self-monitoring over time, using the criteria in Canada’s Food Guide (e.g., food groups, portion size, serving size), and develop a simple healthy eating goal appropriate to their age and activity level  C3.1 identify ways of promoting healthier food choices in a variety of settings and situations (e.g., school, arena, recreation centre, stores, food courts, special events | |
| **Learning Goals:**  “We are learning to…”  -make healthy food choices by exploring Canada’s Food Guide and making healthy choices. | **Success Criteria:**  “We will be successful when…”  **-w**e complete a vending machine planner with correct amounts and choices. |
| **Lesson Overview:**  **After exploring the healthy food guide students plan and design their paper models and then create a 3D cardboard vending machine.** | |
| **Materials and Technology:**  -Chromebooks were used to access Canada’s Food Guide  -Cardboard  -Makedo kits  -Paint | |
| **Student Accommodations/Modifications:**  -Extra adult support for a few students. | **Lesson will be differentiated by:**   * **Content, specifically:** * **Process, specifically:** * **Product, specifically:** * **Environment, specifically:** |
| **MINDS ON: Getting Started** | |
| During this phase, the teacher may:  • activate students’ prior knowledge;  • engage students by posing thought-provoking questions;  • gather diagnostic and/or formative assessment data through observation and questioning;  • discuss and clarify the task(s). | During this phase, students may:  • participate in discussions;  • propose strategies;  • question the teacher and their classmates;  • make connections to and reflect on prior learning. |
| **Describe how you will introduce the learning activity to your students.**  -Exploring Canada’s Food Guide with a focus on specific daily nutrition requirements for students.  **What key questions will you ask?**  -How many servings of each food group do you require?  -What kinds of food do you enjoy?  -We discussed the difference between “everyday” and “sometimes” foods.  **How will you gather diagnostic or formative data about the students’ current levels of understanding?**  Observations, discussion, paper planners.  **How will students be grouped? How will materials be distributed?**  This activity will be completed independently. | |
| **ACTION: Working on it** | |
| During this phase, the teacher may:  • ask probing questions;  • clarify misconceptions, as needed, by redirecting students through questioning;  • answer students’ questions (but avoid providing a solution to the problem);  • observe and assess;  • encourage students to represent their thinking concretely and/or pictorially;  • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may:  • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.);  • participate actively in whole group, small group, or independent settings;  • explain their thinking to the teacher and their classmates;  • explore and develop strategies and concepts. |
| **Describe the task(s) in which your students will be engaged.**  -Use of technology to explore Canada’s Food Guide.  -Engaged by hands-on building with Make-do and cardboard.  **What misconceptions or difficulties do you think they might experience?**  -Some students may not be familiar with some of the healthy food options.  **How will they demonstrate their understanding of the concept?**  -By completing the healthy food planner and vending machine.  -**How will you gather your assessment data (e.g., checklist, anecdotal records)?**  -The class collaborated on a rubric that would be used to assess their vending machines.  **What extension activities will you provide?**  -Students were able to present their vending machines to students in other grades. | |
| **CONSOLIDATION: Reflecting and Connecting** | |
| During this phase, the teacher may:  • bring students back together to share and analyse strategies;  • encourage students to explain a variety of learning strategies;  • ask students to defend their procedures and justify their answers;  • clarify misunderstandings;  • relate strategies and solutions to similar types of problems in order to help students generalize concepts;  • summarize the discussion and emphasize key points or concepts. | During this phase, students may:  • share their findings;  • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings;  • justify and explain their thinking;  • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)?**  **-All planners and vending machines were displayed.**  **What key questions will you ask during the debriefing?**  -Why is it important to follow Canada’s Food Guide?  -What nutritional information surprised you?  -How will this new knowledge change your eating habits? | |