

Fuel For Life: Exploring Healthy Eating

In this lesson, students will explore the significance of maintaining a balanced diet for overall health, as outlined by the U.S. Department of Agriculture's MyPlate guide.

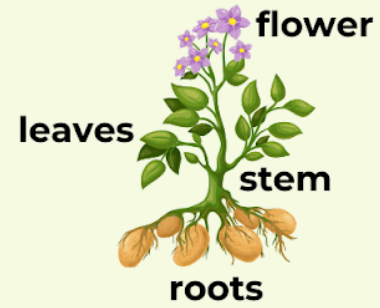
Grades: K-2		Subject(s): ELA & Science
Focus Standard(s)	<p>CCSS.ELA-Literacy.RI.8 Identify the reasons an author gives to support points in a text.</p> <p>K-2-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>LS1.A: Structure and Function Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.</p> <p>LS1.C: Organization for Matter and Energy Flow in Organisms - All animals need food in order to live and grow. They obtain their food from plants or from other animals.</p>	
Learning Objective(s)	Students will be able to identify which parts of vegetable plants humans eat using information gained from the text.	
Materials/Resources	Vegetables on MyPlate What's a Vegetable? Worksheet	
Vocabulary	Nutrients: building blocks that plants and animals need to live and grow; edible: able to be eaten; benefits: good outcomes	
Anticipatory Set	Ask students, "What are some of your favorite vegetables? Which vegetables have you not tried?" Allow time for students to share their thoughts.	
Mini-Lesson	Explain to students that there are five main food groups: fruits, grains, dairy, protein, and vegetables. Today they are going to be learning about the benefits of vegetables.	
Guided Practice	<ol style="list-style-type: none"> 1. Begin reading the article aloud to students. Pause after the first paragraph and ask, "What is the next section going to be about?" [what a vegetable is] 2. Read the second paragraph and ask students, "What parts of vegetables can you eat?" [leaf, stem, root, flower] Explain to students that some vegetable plants flower first (string beans) and then the flower turns into a pod or the fruit of the vegetable plant. Then ask students, "What do you think I am going to learn in the next paragraph?" [the benefits of vegetables] 3. Read the section titled "How Do Vegetables Help?" Ask students, "What is one benefit of eating vegetables?" [answers will vary] 4. Read the rest of the article aloud to students and then ask students, "What is an example of a dark green vegetable?" [broccoli or kale] "What about a red or orange vegetable?" [carrot or squash] Continue asking students to identify vegetables based on their sub group. 	
Independent Practice	Have students work with a partner to complete the accompanying worksheet titled "What's a Vegetable?"	
Closure/Assessment	Assess students' understanding of parts of plants by reviewing their answers to the worksheet below. (See Answer Key)	
Differentiation	Adjust lexile® levels as needed; answer questions as a whole group; use accessibility features or Read to Me feature as needed; print copies of article	

WHAT'S A VEGETABLE?

Inquiry question: What parts of plants do humans eat?

Instructions:

Humans eat many parts of plants. Identify which part of the plant the following food items come from, and correctly label using these terms: roots, stem, leaves, flower, fruit.











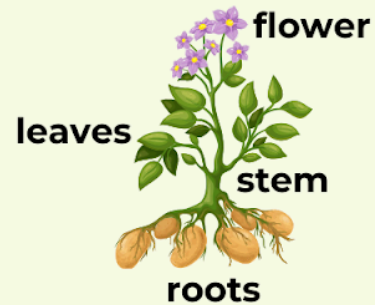


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fruit

flower



leaves

fruit



roots

stem



stem

roots



stem

leaves

