Daily Lesson Plan Template

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Mod. 6 Critical Thinking

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**Daily Lesson Plan Template Guide**

**Understanding by Design**

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| **Stage 1 – Desired Results** | | |
| **Content Standard(s):**   * **The student understands that personal health decisions and behaviors affect health throughout the life span.** * **The student will be able to identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices** * **Students will understand their own individual eating patterns and ways these patterns may be improved.** * The students are required to understand the different types of foods they consume. The main idea for this lesson is to teach the students the value of the foods they consume. The theme of the lesson will be, “You are what you eat.” Therefore, they will take a key understanding of the different type of food items, as well as be able to identify items with health benefits. | | |
| **Understandings:**  Students will understand that…   * The foods consumed contribute to overall human diet. Therefore, the need to understand what a balanced and nutritious diet is composed of. * Understand about a meal plan that they can come up with to ensure they consume or shop for all the nutritious food items. * Understand their personal food intake patterns, to be able to gauge if they adhere to proper nutrition as they have discussed from their readings. | **Essential Questions:**   * What constitutes a balanced diet? * What types of healthy foods can I incorporate into my diet plan for my weekly and daily intake. * What are my eating and food intake patterns? | |
| **Student objectives (outcomes):**  Students will know and be able to…   * Understand and interpret nutrition information from a nutrition chart that concerns foods. * Tell the nutritional value of various food items from different readings. * Plan to incorporate groceries in their diet. | **Students will build relationships by…**   * Understanding the key terms used when discussing the topic on food items. * Group work assessment of the nutritional value of all food items identified. * Understand the effects of having an imbalanced diet. | |
| **Stage 2 – Assessment Evidence** | | |
| **Performance Task(s):**  **“GRASPS”**   * The students will grasp the health effects of poor consumption of balanced diet from foods * Topics of interest among the students should revolve around, obesity, diabetes, high blood sugar, heart problems, stoke and cancers. * Understand the dietary requirements of each age group giving examples of how nutrition can be fulfilled in those age groups by incorporating the health benefits of all food identified. | | |
| **Self-Assessments**   * Quizzes to identify different type of nutritious foods. * Quizzes and questions for understanding food charts and food pyramids. * Writing prompt for the students to write at least two health benefits of each item identified as a food item * The performance of tasks of facilitating class group discussions and presentation on the findings on groceries. | | **Other Evidence (assessments)**   * Skill check of each student’s ability to examine the health nutrition benefits of various food items and the health risks associated with the food item. * Student will have a chance to use the computer to practice answering questions related to various food items. |
| **Stage 3 – Learning Plan** | | |
| **Learning Activities:**  This is the core of your lesson plan and includes a listing describing briefly (usually in easy-to-follow bulleted or numbered form) what:   * The lesson activities will usually begin with a video presentation from the teacher on the food topic. * Introduction using an entry catchy question. (Terebessy 2016). * Ask the students to bring along or establish a food documentation or journal where they write down all the foods they consume. * Help students categorize various food items into the required groups and chart them down. | | |
| **Learning Activities:**  “WHERE”  [The acronym **WHERE** stands for ***where*** the student is headed from the beginning to the end of the unit; ***hook*** the student; ***explore*** the subject and ***equip*** the student; ***rethink*** work and ideas, and ***evaluate*** results.]  ***Where-Understanding the importance of making healthy choices***  ***Hook- Through real life examples of food items.***  ***Explore- Students will explore various food labels.***  ***Rethink- Rehearse and Revise their findings from these items***  ***Evaluate- Self monitor weekly progress on foods consumed.***  ***Day***  **Lesson Activities:**   * Engage the students in studying nutritional books and facts. * Carry out group work assessment of each food item and the benefits derived from it. * Students will need to reflect the different nutrition values of food items and write them down. * Carry out a personal meal plan to incorporate food items that they have an interest in.   **Materials Needed:**   * Nutrition textbooks * Samples of various grocery items collected * Notebooks * Ipad | | |
| **Feedback Strategies** | | |
| Based on the article “[Seven Keys to Effective Feedback](http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx)” by Wiggins (2012) and the [Secondary Response to Instruction and Intervention (RtII)](http://static.pdesas.org/content/documents/Sec-RtII-Tier1.pdf), how will you ensure you provide your learners with effective feedback throughout and at the conclusion of this lesson?   * Healthy living requires an effort and personal responsibility of incorporating good eating habits into the basic meal plans. Groceries are a good starting point for incorporating healthy living into their life (Cornelius, 2016). * The actual implementation of the lessons from this class will be practiced and examined by the assessor on how strictly the students adhere to their meal plans. * Feedback will come from group discussions * Short Quiz on their understanding thus far, | | |

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| This plan is effective for all student.  **Consider: Will the students** . . .  • Know where they're going (the learning goals), why the material is important. (reason for learning)  The students will be prepared and have knowledge of which foods are healthy.  • Be hooked — engaged in digging into the big ideas (e.g., through inquiry, research, problem solving, and experimentation)?  Since all student are now familiar with the challenges facing healthy eating, they will have enough experience and knowledge to make healthy choices when selecting meals.  • Have adequate opportunities to explore and experience big ideas and receive instruction to equip them for the required duties such as sorting groceries?  Yes. By having learned and studied all that they needed to know about the grocery and healthy eating business, they will be able to experience big ideas and opportunities. In addition, they will have learned  that making healthy eating choices not only affects their health but also lifestyle.  • Have sufficient opportunities to rethink, rehearse, revise, and refine their work based upon timely  Feedback?  Yes. Revising will not be a problem to them since they have covered all the information so refining their work will be easier. (Cornelius, 2014)  **Consider: Is the learning plan . . .**  • Tailored and flexible to address the interests and learning styles of all students?  Yes. This plan addresses all students with various learning styles and ways of thinking, and it is effective with the students since all of their interests will be covered and fulfilled throughout the lesson. |

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| **Explanation**  The main concept/idea in this lesson is to keep student updated and know more about healthy grocery and terms used in grocery and also equipping student with research skills and knowledge. |

References

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