










Technology-Connected Lesson Plan

Title:	Good Enough to Eat
Grade Levels:	1-3
Curriculum Areas:	🖥️ Science, Language Arts
Lesson Objectives: (This lesson is used within a unit focusing on foods/nutrition.)	<ul style="list-style-type: none"> 🖥️ Students will be able to identify the Five Food Groups and foods within each group as identified on the Food Guide Pyramid. 🖥️ Students will demonstrate the ability to use available technology resources (clip art, computer, printer) to create and publish an 'ABC' food book.
La. Content Standards:	<p>Science:</p> <p>Standard (Life Science) The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <ul style="list-style-type: none"> 🖥️ LS-E-A6 recognizing the food groups necessary to maintain a healthy body. (1, 2, 4, 5) <p>Language Arts:</p> <p>Standard One Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</p> <ul style="list-style-type: none"> 🖥️ ELA-1-E1 gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g, phonics, sentence structure, meaning); (1, 4) <p>STANDARD TWO</p> <ul style="list-style-type: none"> 🖥️ Students write competently for a variety of purposes and audiences. <p>ELA-2-E3 Creating written texts using the writing process.</p> <p>STANDARD THREE Students communicate using standard English grammar, usage,</p>

	<p>sentence structure, punctuation, capitalization, spelling, and handwriting.</p> <ul style="list-style-type: none"> ☞ ELA-3-E2 Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments; (1, 4)
<p>Technology Guidelines:</p>	<p>1. Technology Communication Tools (<i>Communication Foundation Skill</i>) Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences.</p> <p>2. Technology Problem Solving and Decision-Making Tools F. Use technology tools (e.g., publishing, multimedia tools, and word processing software) for individual and for simple collaborative writing, communication, and publishing activities for a variety of audiences. (1,3)</p> <p>6. Basic Operations and Concepts J. Use technology resources to assist in problem-solving, self-directed learning, and extended learning activities. (2,4)</p>
<p>Technology Connection:</p>	<ul style="list-style-type: none"> ☞ Computer, printer, word program, clip art, internet
<p>Procedures:</p>	<ul style="list-style-type: none"> ☞ Review the five basic food groups with students. This can be done a variety of ways, but using a pocket chart and picture cards can turn the review into a game. (See below) ☞ Explain to students that today they will be combining knowledge of technology use with what they have learned about food. ☞ Each student will choose or be assigned a letter of the alphabet. ☞ Students will then choose a food that begins with their letter. ☞ Students will make a complete statement about their food, including the group to which it belongs. (ex. Oranges are sweet and juicy and belong to the fruit group.) ☞ Students will find and insert into their page a picture either from clip art or from the internet. (Fast workers may be asked to do a second page if there are letters left over or they may design the front/back cover for the book.

	 Upon completion of their work, students will share their page with the class. Pages will be bound into a class book.
Assessment:	 Check list
Materials:	 pocket chart  picture cards  computer with printer
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Game: Divide the class into teams. Label the rows of a pocket chart with each of the food groups. Have students pick a card with a food picture on it. The student then has 5 seconds to place the card in the correct row. Correct answers gain a point for their team.