

More Nutrients Please

Lesson Overview:

This lesson addresses the importance of food as our fuel. The phrase, you are what you eat, is so true. Not all food is created equal and throughout this lesson students will be honing their skills to examine food choices and develop habits that lead to wellness—to be healthy you need to eat healthy. Students start to build an understanding that food contains nutrients and examine how nutrients get into our bodies through digestion.

Grade Level: 2nd-4th

Time Needed: 60 minutes (can split into two days)

Materials Needed:

- *Why Should I Eat Well?* by Claire Llewellyn
- *What Happens to a Hamburger?* by Paul Showers
- Chart Paper
- Half sheet of drawing paper
- Carrots
- Sugar Cups

Content Integration: Nutrition, English Language Arts, Art, Science

Corresponding Standards:

Identify how healthful eating habits can lead to wellness

Lesson Objective:

Students will begin to learn why fruits and vegetables are so important. Students will have an opportunity to practice making healthy choices.

Lesson Description:

1. Lead-in:

Start by asking the question, “What does it mean when people say you are what you eat?” Give students some time to think independently and then have students share their ideas and post them on chart paper. Use this discussion to emphasize the idea that food is our fuel and not all food is created equal. Students should begin to develop an understanding of nutrients, calories, and digestion. These terms and their connections to food may also need more time to “percolate” with extension future lessons.

- **Nutrients:** The tiny parts of food our bodies need to grow. They give us energy and help us stay healthy. They include—protein, carbohydrate, vitamins, minerals, water, and fat.
- **Calories:** The amount of energy in food

- Digestion: To break down food into tiny parts for our bodies to use

2. Step by Step:

After some discussion, use the book *Why should I Eat Well?* to illustrate the value of different foods and how this relates to our health and wellbeing. Ask if anyone has a new thought or idea to add to the chart. Give students the opportunity to draw themselves as a food item or a combination of food items with the heading- You Are What You Eat! Pass out a blank piece of paper and instruct students to think about the foods they eat most or like the most. Now use another book (*What Happens to a Hamburger?* by Paul Showers) to provide an illustration of the digestive process and how food gets to all parts of our body. Students will also have the opportunity to participate in two short investigations to more concretely see the digestive process. Use the book as a read aloud, stopping at the sugar and carrot sections to have the students try the investigations.

3. Closure:

Assess your students' understanding of the previous content by having them write several sentences around the question "Why is food important?"

