

# GRADE 1

## Farm to School Lesson Plan

<b>Topic:</b>	Our Personal Food System– Energy Balance (suggested month: February)
<b>Monthly Essential Question:</b>	What is energy balance?
<b>Content Areas Addressed:</b>	Science, Health

### Standards Addressed:

- Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. (CCSS.ELA-LITERACY.SL.1.1a, c)
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS.ELA-LITERACY.SL.1.2)
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS.ELA-LITERACY.SL.1.3)
- Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS.ELA-LITERACY.RL.1.2)

### Key Terms:

Energy Balance  
High-Energy Activity  
Low-Energy Activity

### Materials Needed:

Blank paper  
Coloring utensils  
Sampling food and supplies

**Introduction: (5 min)** \*Introduce Essential Question—“What is energy balance? Do you remember when we talked about needing both food and exercise to stay healthy? Energy balance is when your body brings in enough energy (from what you eat and drink) for the amount of energy your body uses (for the things you do and the ways you move). For example, when you eat breakfast in the morning, your body takes in energy. How do you use that energy? (walking, breathing, thinking, etc). Some foods give you more energy than others. It’s important to eat foods from the different food groups so that your body gets the energy it needs.”

**Development: (20 min)** “What kinds of healthy foods do you eat at breakfast? Lunch? Snack time? Dinner?” (Have one or two student share an example for each meal) “Eating healthy foods gives us the energy to complete different tasks throughout the day. Like we said before, some activities use up more energy than others. For example, doing 20 jumping jacks gets your heart beating faster than cleaning your room. Jumping up and down is a high-energy activity, and cleaning your room is a low-energy activity. When you climb a set of stairs, you use more energy than when you take an elevator. \* Let’s watch a video: [https://www.youtube.com/watch?v=B8rF0j\\_QgP0](https://www.youtube.com/watch?v=B8rF0j_QgP0) “What did you like about the video? What are some high-energy activities that you like to do?” Have 2-3 students share. “What are some low-energy activities that you like to do?” Have 2-3 students share. “Think about what you like to eat and what you like to do. How do you balance your body’s energy? On a blank sheet of paper, draw pictures of the foods you like to eat and the activities you like to do.” Give the students 5-10 minutes to work. “After you are done drawing your pictures, circle the foods you eat that are healthy and draw a triangle around the high-energy activities you do that get your heart beating faster and use up lots of energy.” Have a few students share with the class.

**Sampling & Closure: (5 min)** Conduct local fruit or veggie tasting. Instruct each student to take a ‘polite bite’ (eat at least one bite and only say polite things). \*Review essential question. Think about your usual day. Do you have a lot of high-energy activities? Or mostly low-energy? Or is it more of a balance? Do you think you are eating the right foods to maintain your body’s energy balance? For the next few days try to evaluate your body’s energy balance. Make sure you are eating healthy foods and doing at least one high-energy activity a day to help your body stay healthy.”