



**Grade: First**      **Subject: Science**      **Unit: Healthy Living**      **Time: 6 weeks**  
**Instructional Goals: TLW identify and classify food from the five food groups.**

TLW identify healthy food choices.  
 TLW list ways to stay healthy.

ESLO	Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes
1 2 6 7 8	K-1 INQD	TLW report <i>observations</i> of simple <i>investigations</i> , using drawings and simple sentences. TLW listen to and use <i>observations (evidence)</i> made by other students.	4 days 5-10 min. Weekly	<b>Hands-on Activity:</b> Plant seeds in small cups. Water daily. Have students keep accurate records of their plant with a picture and the measurement of the height. Discuss with students the importance of accurate records. <b>Discussion:</b> Ask students the following questions while the plants are still on the window: Did all the seeds start in the same position? Which direction the leaves are growing? What is in that direction? Which direction are the roots growing? What is in that direction? Lead them to understand that leaves need the sun so they grow up whereas the roots gather the water so they grow down. <b>Presentations:</b> After a couple weeks of growth, have students share their records with the class, showing their pictures and talk about how they saw their seed grow into a plant. Students should include knowledge of the individual parts of the whole plant. <b>Discussion:</b> Students must then use other students' observations to conclude if their observations were accurate. i.e. If one student's seed didn't grow, was that normal or did something go wrong?	Seeds Cups Dirt Water Place for plants to sit and grow	Student records: Did students accurately color a picture and measure their growing plant.	*Complete this activity before planting large garden – speak with Chad or Krista about when the garden needs to be planted to be ready for expedition night. <b>BI:</b> Story of the mustard seed. Talk with students about the fact that they only need faith as small as a mustard seed in order for God to awesome things. If available, do a project with actual mustard seeds for students to see the size of a seed.
	K-1 INQE	TLW state verbally or in writing a need to repeat <i>observations (evidence)</i> to be certain the results are more <i>reliable</i> .					
	K-1 INQF	TLW record <i>observations (evidence)</i> honestly and accurately.					
	K-1 LSIF	TLW <i>explain</i> that most plants get water from soil through their roots and that they gather light through their leaves.					
	K-1 SYSA	TLW name at least five different parts, given an illustration of a whole object, plant or animal. TLW compare a part of an object with the whole, correctly using the words “whole” and “part.”					



**Grade: First**      **Subject: Science**      **Unit: Healthy Living**      **Time: 6 weeks**

**Instructional Goals: TLW identify and classify food from the five food groups.**

TLW identify healthy food choices.

TLW list ways to stay healthy.

ESLO	Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes
3 5 8	K-1 LS2B	TLW identify the <i>characteristics</i> of a habitat that enable the habitat to support the growth of many different plants and animals (e.g. have trees to provide nesting places for birds and squirrels, pond water for tadpoles and frogs, blackberry bushes for rabbits to hide in). (D)	1 day	<b>Field trip:</b> Discuss what students' plants needed after observing them in the classroom. Make students mention, dirt, sunlight, water, and space to grow. Explain that they are going to be planting a garden, and today, they need to go outside and choose where in the garden would have all that their plants need. Walk to the garden – demonstrate and explain proper behavior around plants (walk between the rows and not on the plants, do not run, touch gently, do not pull out of the ground, etc.) Allow students to choose the ideal place for their vegetables and help plant garden.	School garden Felo (Wallace's gardener)	Observations: Are students able to participate in choosing the ideal place to plant vegetables? Do students follow the expectations on how to walk and treat plants in a garden?	*speak with Chad or Krista and Felo (their gardener) before this activity – discuss with Felo the different areas in the garden that are options to plant in- he will prepare the ground – try and allow students to see how the ground is prepared, and ask him if they could help, if possible
2 6 8	K-1 INQD  K-1 INQF  K-1 SYSA	TLW report <i>observations</i> of simple <i>investigations</i> , using drawings and simple sentences. TLW listen to and use <i>observations (evidence)</i> made by other students. TLW record <i>observations (evidence)</i> honestly and accurately. TLW name at least five different parts, given an illustration of a whole object, plant or animal. TLW compare a part of an object with the whole object, correctly using the words "whole" and "part"	4 days (once a week)	<b>Hands-on Activity:</b> Bring students to the garden each week – alternating weeks, allow them to draw the plants and measure the plants. Discuss the changes the plants undergo (flowers, bigger leaves, etc.)  <b>Presentation:</b> Students will label their drawings with individual plant parts and create a label for their whole drawing. Students will present their drawings to the class.  <b>Discussion:</b> Can a plant be take apart into its individual pieces and then put back together again? Can any of the tools we use in the garden?	Rulers Worksheets Crayons Pencils	Student Records: Are students able to accurately measure and draw a picture of the growing vegetables?	<b>BI:</b> Talk with students about the creator of all things and how God created the plants to grow and be fruitful for us to enjoy and benefit from.
K-1 SYSB	TLW identify which of several common objects may be taken apart and put back together without damaging them (e.g., a jigsaw puzzle) and which objects cannot be taken apart without damaging them (e.g.,						





**Grade: First**      **Subject: Science**      **Unit: Healthy Living**      **Time: 6 weeks**  
**Instructional Goals: TLW identify and classify food from the five food groups.**

TLW identify healthy food choices.  
 TLW list ways to stay healthy.

ESLO	Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes
				<p>jumping jacks/other exercises, and then feel heartbeat again – discuss difference.</p> <p><b>Brainstorming:</b>            After completing these centers (perhaps 2 times with similar centers), discuss what students have seen and brainstorm possible expedition topics – reveal the topic after discussion.</p>			<p>your body is a temple of the Holy Spirit who is in you, whom you have from God and that you are not your own? For you have been bought with a price: therefore glorify God in your body.            1 Corinthians 6:19-20</p>
2	K-1 LLS1A  K-1 SYSA	<p>TLW identify the external parts of a human body (e.g., head, hands, feet, knees, and elbows). (E)</p> <p>TLW name at least five different parts, given an illustration of a whole object, plant or animal.</p> <p>TLW compare a part of an object with the whole object, correctly using the words “whole” and “part.” (E)</p>	1 day	<p><b>Hands-on Activity:</b>            Create a circle with yarn outside. Students stand in a circle outside it – call in students with various characteristics (short hair, blue eyes, etc.) – establish that although we are all different, there are many ways our bodies are the same.</p> <p>Inside- Cut out and glue different pictures of a human body, talking about how each picture is similar and how they are different. Highlight that each picture all have the same body parts even they may look a little different.</p>	Yarn Pictures of human bodies	<p>Conference:            Have students identify the parts of the body by pointing at their body part and saying the name.</p>	
	K-1 INQA	<p>TLW ask questions about objects, organisms, and events in their own environment.</p> <p>TLW follow up a question by looking for an answer through students’ own activities (e.g., making observations or trying things out) rather than only asking an adult to answer questions.</p> <p>TLW observe patterns and relationships in the natural world, and record observations in a table or picture graph.</p>	4 days	<p><b>Discussion/Centers:</b>            Establish five food groups (vegetables, fruits, grains, milk and dairy, meat and beans) – show students various pictures of foods in different food groups.            Give each student a picture of a type of food (students could cut these out of magazines as an earlier activity)            Place these foods on a food pyramid on butcher paper</p> <p><b>Centers:</b>            1. Group play food into five food groups            2. Create food book with pictures</p>	Butcher paper Pictures of food cut out Play food Butcher paper with five food groups written on for food sort Coloring squares of food to put in book Paper stapled together to make book		



**Instructional Goals: TLW identify and classify food from the five food groups.**

TLW identify healthy food choices.

TLW list ways to stay healthy.

ESLO	Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes
2 3 6 7	K-1 INQA	TLW ask <i>questions</i> about objects, <i>organisms</i> , and events in their <i>environment</i> . TLW follow up a <i>question</i> by looking for an answer through students' own activities (e.g., making <i>observations</i> or trying things out) rather than only asking an adult to answer the <i>question</i> . TLE observe patterns and <i>relationships</i> in the <i>natural world</i> , and record <i>observations</i> in a table or picture graph.	3 days	of food colored by students put on pages for each category. 3. Books related to types of food around the world. 4. Examining food pyramid and discussing it with teacher.  <b>Experiment:</b> Discuss importance of having healthy food. Have students ask questions about unhealthy food and their bodies. Discuss that we can learn the answers by doing an experiment. - Give groups of students pieces of brown paper bags. Invite them to lightly rub various types of snack foods on them (carrots, raisins, chips, etc.) -Have students measure and record the amount of grease left on the paper. -Create a table of results. - After allowing experimentation, discuss students' findings. Look for patterns in results (more oil is found in the unhealthier foods). - To ensure students' understanding of the topic covered, demonstrate how oil changes the appearance of a piece of brown paper bag – foods that have a lot of oil, like the chips, are not healthy snacks.  <b>Demonstration:</b> Cut off end of empty coke bottle, pour water through bottle, explain that this is like blood flowing through our veins when we are healthy. Then put paper towels in empty coke bottle and explain that this is like fat/oil in our veins when	Variety of food Paper bags		Be sure the snack foods provided are dry (i.e. allow carrots to sit out and dry before use)
	K-1 INQC	TLW describe patterns of data recorded, using tallies, tables, picture graphs, or bar-type graphs. TLW participate in a discussion of how the recorded data ( <i>evidence</i> ) might help to explain the <i>observations</i> .					
	K-1 APPC	TLW develop two possible solutions to solve a simple problem (e.g., design a mapping place for a favorite stuffed animal, decide on the best food to eat for lunch. (E					



**Grade: First      Subject: Science      Unit: Healthy Living      Time: 6 weeks**

**Instructional Goals: TLW identify and classify food from the five food groups.**

TLW identify healthy food choices.

TLW list ways to stay healthy.

ESLO	Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes
				we are not healthy. Ask students: What can we do to keep our veins healthy? As they answer take parts of the paper towel out to have water flow freely again.			
	K-1 APPD	TLW apply the abilities of counting, measuring, and classifying to solve a problem (e.g. is that enclosure big enough for a pet to stand up in? What types of food can it eat? How much food should I put into the enclosure for my pet?)	1 day	<b>Discussion/Hands-on Activity:</b> Students quickly draw and label a favorite meal. Introduce idea of a balanced meal being one in which multiple food groups are included. Show students various examples of meals and allow them to identify whether it is balanced or not. Return student papers and discuss whether their favorite meal is a balanced meal. If it is not, what type of foods could they add/take away to make it a well balanced meal?	Paper Crayons Food pyramid	<b>Project:</b> Invite students to make detailed drawings of parts of a well-balanced meal. Cut out pictures and glue them on a plate	
	K-1 APPC	TLW develop two possible solutions to solve a simple problem (e.g., design a mapping place for a favorite stuffed animal, decide on the best food to eat for lunch. (E)					



**Grade: First**      **Subject: Science**      **Unit: Healthy Living**      **Time: 6 weeks**

**Instructional Goals: TLW identify and classify food from the five food groups.**  
 TLW identify healthy food choices.  
 TLW list ways to stay healthy.

ESLO	Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes
	K-1 INQA	TLW ask questions about objects, organisms, and events in their environment TLW follow up a question by looking for a answer through students' own activities rather than only asking an adult to answer the question. TLW observe patterns and relationships in the natural world, and record observations in a table or picture graph.	4 days	<p><b>Discussion/Hands-on Activity:</b>            Grains            Show students various pictures of grains – discuss their importance in our diet (they provide us energy)            Discuss difference between grains that are whole and those that are not.            Taste-test a food item that is whole grain and one that is not – discuss why whole-grain is healthier. (i.e. white rice vs. whole-wheat rice)</p> <p><b>Discussion/Hands-on Activity:</b>            Fruits            Show various pictures of fruits – highlight that students need to limit the amount of juice they drink because it has lots of sugar            Demonstrate this through making a type of juice with students, and then eating this fruit plain (mango, pineapple, etc.), noting the sugar put into the juice that is not put into the raw fruit.</p> <p><b>Discussion/Hands-on Activity:</b>            Milk and Dairy            Show various examples of this type of food. Discuss where it comes from.            Explain that milk and dairy is very important for strong bones.            - Cut out and paste a picture of a human skeleton onto large construction paper, highlighting that having strong bones keeps our bodies healthy.            - Highlight the importance of having less fat and sugar – try Delicias Yogurt with sugar and without sugar (discuss other options for the sugarless, like adding extra fruit to the yogurt to add more natural sweetness), try whole milk and skim milk and note the difference (explain it tastes different because of the difference in fat content)</p>	Fruit (i.e. mango, papaya) Yogurt with and without sugar Skeleton outline for each student Nuts Chicken paper		



**Grade: First**      **Subject: Science**      **Unit: Healthy Living**      **Time: 6 weeks**

**Instructional Goals: TLW identify and classify food from the five food groups.**  
 TLW identify healthy food choices.  
 TLW list ways to stay healthy.

ESLO	Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes
	K-1 INQF  K-1 INQC	TLW record observations honestly and accurately.  TLW describe patterns of data recorded, using tallies, tables, picture graphs, or bar-type graphs.  TLW participate in a discussion of how the recorded data (evidence) might help to explain the observations.	1 day	<b>Field Trip:</b> Go to supermercado and have a scavenger hunt in small groups to identify foods from various food groups Choose and buy a healthy snack – while eating the snack, talk about how the supermercado was organized (somewhat based on food groups)	Scavenger hunt worksheet to complete at supermarket Money to buy snack		
	K-1 INQF	TLW record observations honestly and accurately.	2 days (one in the beginning of week and one at end)	<b>Discussion/Hands-on Activity:</b> - Discuss why sleep is important – explain number of hours of sleep needed each night – draw and color pictures of themselves sleeping, labeled with the hours of sleep that they need. - Give students a sleep log to fill out with their parents – after 1 week, examine the sleep logs. Talk about whether or not students got the amount of sleep they needed each night.			
	K-1 INQA	TLW ask questions about objects, organisms in their environment. TLW follow up a question by looking for an answer through students’ own activities rather than only asking an adult to answer the question. TLW observe patterns and relationships in the natural world, and record observations in a table or picture graph.	3 days	<b>Discussion/Hands-on Activity:</b> - Show pictures of various foods and ask which are good for teeth and which are not – teeth with lots of sugar are not good for teeth – give students the pictures and allow them to sort them. - List ways that students can keep teeth healthy – demonstrate proper way to brush teeth  <b>Field Trip:</b> Local dentist  <b>Reading and response:</b> Read <u>Grungies</u> to talk about keeping teeth clean. Create “grungies” as reminders to	Book <u>Grungies</u> Pictures of food Tooth brush and paste Local Dentist		Good to provide students with toothbrushes and small tubes of toothpaste after teaching about dental health



**Grade: First      Subject: Science      Unit: Healthy Living      Time: 6 weeks**

**Instructional Goals: TLW identify and classify food from the five food groups.**

TLW identify healthy food choices.

TLW list ways to stay healthy.

ESLO	Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes
2 3 4 5 6 7 8	K-1 APPD	TLW <i>apply</i> the abilities of counting, measuring, and classifying to solving a problem (e.g. Is that enclosure big enough for a pet to stand up in? What types of food can it eat? How much food should I put into the enclosure for my pet?)	2 days	brush teeth.  <b>Final Product ideas:</b> *Pick student-grown vegetables to give to those in need *Book with healthy snack recipes to distribute to families/Café Taino *Exercise video  Throughout the unit, ask students what we can do about the problems and solutions we are learning about. For example: Problem- families don't know what to cook for healthy meals. Solution- Create a recipe book or a menu for the Café.			