



# BETHANY

## LUTHERAN COLLEGE

**Instructor's Name:** Rachael Heidorn

**Subject :** Health

**Grade:** 2nd

**Title of Lesson:** Graphing Our Snacks

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### Standard(s) the Lesson will Address:

Not a standard but should be!

### Objective:

Students will graph the amount of sugar that is in 5 different snacks.

**Shared Learning Target:** Sugar

### Materials Needed:

- Scholastic News: *The Truth About Sugar*
- [Graph Our Snacks!](#)
- Package of cheese its
- Package of swiss rolls
- Hersheys bar
- Package of fruit snacks
- Carrots
- Bags of sugar filled with how much each items has ex: 0 grams in the carrot bag, 23 grams in hershey's bag
- Coloring utensils
- *I Tried Something New* Week Chart

### Vocabulary:

**Academic:** sugar

**Anticipatory Set:** How will you get the students ready and/or excited to accept instruction?

“Today we are going to talk about something that is sweet and sour. We’re talking about sugar.”

“It tastes sweet but it’s kind of sour for our bodies.”

## **Input:**

### **First Day**

Instruct students to be seated at their desks.

Read Scholastic News: *The Truth About Sugar* with the students.

Have a conversation with the students about what you are reading.

Pass out “Graph Our Snacks!” to the students.

Tell them they can use whatever utensil they want to fill in the graph.

“We have heard before that too much sugar is bad for us. But do we really know how much sugar is in some of our favorite snacks?”

“Today and tomorrow, we are going to graph how much sugar is in some of the snacks we eat.”

“Children your age are only supposed to have a maximum of 24 grams, that’s 6 teaspoons, per day.”

“Some of our snacks alone have that much sugar.”

Tell them to take out a crayon, marker, or pencil to color the graph.

Pull up graph on SMARTboard.

Graph each snack and show the bag of sugar that goes with that snack.

### **Second Day**

Whatever is not done the first day will be finished on day two.

## **Closure: (SCRIPTED)**

“Now when you eat a snack, think about how much sugar is in that snack and whether or not your body should have it or not.”

### **Independent Practice/Summative Assessment:**

Give the students the *I Tried Something New* week chart. Encourage them to fill this chart out. Tell them they have to try a new healthy food to be able to fill an apple. Having a new kind of candy does not count. If the students try at least 7 new foods, they will receive dinner and a movie the next Monday.

### **Reflection**

#### **1. As I reflect on the lesson, to what extent were students productively engaged?**

Day 1: All of the students were engaged the whole time. There was a lot of discussion going on but it was always about what we were talking about

Day 2: The students were not as engaged as yesterday's lesson. It may have been because they were at her desk,

#### **2. To what extent did the students learn what I intended? Were instructional objectives met?**

Day 1: The students were shocked about what kinds of food has sugar in it. They met my personal requirements of getting to know what is in our food. The only objective we did not get to was the graphing out snacks.

Day 2: My objectives were met. They graphed the sugar content and realized how much sugar is really in some of their snacks.

#### **3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?**

Day 1: I ran out of time to start the graphing activity so I decided that will all be for tomorrow,

Day 2: I continued the conversation longer than expected. I did not plan the questions I asked, rather went where the lesson took us.

**4. To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?**

Day 1: I let conversations go for a while as long as they were about the sugar topic. Once I told them it was time to move on, they listened right away. I had to remind a few students and move one but that is nothing out of the ordinary. I should have moved the one student earlier.

Day 2: They were a little louder today. I think, like I said above, if I had them on the carpet, things would have gone smoother. There was also one student who was not taking the importance of sugar seriously. He kept saying he did not care and I had to sternly tell him that this is actually a very serious issue.

**5. To what extent did I provide closure to the lesson?**

Day 1: I ended the lesson with a preview of what we are doing tomorrow and the challenge to try new foods.

Day 2: I ended the lesson asking for any questions and kept saying how we really need to pay attention to what is in our food.

**6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?**

Day 1: I would honestly do it the same exact way. I loved how this lesson went.

Day 2: Instead of having them sit at their desks and me write on the SMART board, I would have them sit on the red rug and I would have my own worksheet that I would fill in.