

Expedition: Keeping Fit & Healthy

Timeline: 6 weeks

**Grade: 1st
Semester: Fall**

Guiding Questions:

- How does my body work?
- What do I need to do to keep my body healthy?

Learning Targets: Students will:

- identify and categorize foods from the 5 groups.
- identify healthy food choices.
- list ways to keep their body healthy (exercise, sleep, dental and personal hygiene)
- identify the purpose of their muscles and bones.
- plant and tend a garden.

Week	Language	Math	Science	Social Studies	Art/Music	Computer	Biblical Int.
1			<p>Introduce idea of food/healthy habits Centers –</p> <ol style="list-style-type: none"> 1. Play food 2. Books related to healthy body/nutrition 3. Jumping jacks/counting heartbeats 4. Coloring pages related to health/nutrition <p>After centers, have students brainstorm what expedition topic is about, then reveal guiding questions/topic</p> <p>*Students should have already planted a garden which they will tend throughout the unit – they will help care for them and harvest them to serve to parents on expedition night</p>	<p>Unit on the 7 continents, focusing on the foods eaten in a specific country on each continent – create small book and stamp this “passport” each time they visit a new continent</p> <p>South America – Venezuela</p>			
2	<p>Food groups as vocabulary: Grains, Meat and Beans, Vegetables, Fruits, Milk and Dairy</p> <p>- Review words daily, illustrate foods that go in each group as final assessment</p>	<p>Create a store with play food labeled with various prices – count out coins necessary to purchase each item</p>	<p>Lesson 1 and 2 – Food groups/balanced meal Activities: - Go outside and create circle with yarn – stand outside of it – call in students with various characteristics (short hair, black hair, blue eyes etc.) – establish that although</p>	<p>North America – USA</p>	<p>- Draw favorite meal, cut out pieces and glue them on a plate (highlight that to make a balanced meal, various food groups need to be included) - Give each student picture of food from magazine – put them up</p>		

3	<p>Vocabulary words of week: Snack Nutritious Portion Exercise Review of food group names</p>	<p>Memory – matching food and numbers – have students color various numbered groups of foods that illustrate addition and subtraction sentences (4 apples + 6 apples = 10 apples, etc.) – match food and corresponding number sentences as a math game/center</p>	<p>we all are different, there are many ways our body is the same. - Cut-out and glue a model of a paper skeleton onto construction paper, highlighting how inside, we all look similar - Centers: grouping food into five food groups, coloring, highlighting idea of balanced meal.</p> <p>Lesson 3 – Healthy vs. unhealthy - Focus on food groups – taste tests in each group Grains – imp. of whole grain, taste test whole vs. not whole Vegetable – vary colors of veggies, try veggies of various colors Fruit – have whole fruits, not lots of juice Milk and Dairy – low fat content in milk Meat and Beans – expose to multiple foods in group, highlight that it has protein and gives them energy - Highlight importance of having healthy snacks – give students paper bags – allow them to rub various snack foods on them (carrots, raisins, chips etc.) – can check fat content by appearance of the paper.</p>	<p>Europe – United Kingdom</p>	<p>on a large food pyramid to display throughout. Drawings of healthy vs. unhealthy foods</p> <p>Cut out foods from various magazines – create a collage of healthy foods next to one of non-healthy foods</p>	
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4	<p>Review last week's words – add: Skeleton Bones Muscles</p> <p>Take pictures of foods cut-out by students for collages/cut out more pictures – blindfold a student and they need to ask questions to discover the food they are holding (Is it a fruit? Is it red? Etc.)</p>	<p>Create story problems related to exercise (heartbeat, pulse, time of exercise) for students to solve during math time.</p>	<p>Lesson 4, 5 and 7 – exercise/health habits, muscles and exercise Activities: - Give students two bands of construction paper of different color – measure arms relaxed with 1 strip, flexed with the other – compare the two – talk about how the reason the size changed was because they were using their muscle. - Have students do exercises and then listen to heart with a stethoscope. Do various exercises and have them identify different muscles they can feel working. - Field trip to a grocery store to identify foods from various food groups and note how they are organized in the store.</p>	<p>Africa – South Africa</p>	<p>Begin creating detailed drawings of food (one item per child) to place on a large food pyramid (students will have many drafts throughout the next three weeks to complete the project)</p>	
5	<p>Read “Harry the Dirty Dog” – Discuss the following: Why is it important to be clean? Are there times when it's OK to be dirty? What do you do to clean yourself up?</p> <p>Vocabulary words: Review all Wash Germs Clean</p>	<p>Sleep log – calculate hours of sleep</p>	<p>Lesson 4/6 – Keeping clean/why do you need sleep? Activities: - Give students pictures of various items used to clean various places (body, floor, clothes etc.) – allow them to sort the pictures based on what the items clean. - 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.</p>	<p>Asia – Indonesia</p>		

6	<p>Read Arthur's Loose Tooth – allow students to share times when they have lost teeth</p>	<p>Graph the number of students who have lost teeth and those who haven't, graph number of teeth lost.</p>	<p>Lesson 8 – Dental Health</p> <ul style="list-style-type: none"> - 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 - Field trip to the dentist <p>Harvest lettuce/vegetables from garden for expedition night</p>	Antarctica and Australia	<p>Finish final product (color triangles for food pyramid, finish drawings, put together and laminate)</p> <p>Create a healthy dinner using cut-out or drawn pictures as a final assessment.</p>	
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<p>Products:</p> <ul style="list-style-type: none"> • Food Pyramid • Vegetable Garden 	<p>Service Projects:</p> <ul style="list-style-type: none"> • Hang Food Pyramid in school cafeteria • Provide vegetables for their own families and for the school cafeteria.
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