

## **Title: Health: Gimme 5**

### **Subject Area/Grade Level/Instructional Focus:**

ESE EBD K-5 CLASS health integrated into READING

**FL.LA.A.1.1.4** ...increases comprehension by rereading, retelling, and discussion

### **Vocabulary:**

**broccoli** – a garden vegetable with a thick central stem and green florets; eaten raw in salads, or steamed and eaten cooked.

**hand grubber** – a garden tool that is used to clear out deep rooted weeds so that a garden is kept looking its best.

**harvest** - to gather in a crop especially for food

**hoe** – a garden tool that has a thin flat blade on a long handle used for loosening the earth around plants

**plant** - living things that get their food and energy from sunlight, soil and air.

**planting** - to put or set in the ground to grow

**rake** - a garden tool that helps gather grass and leaves.

**seeds** - they grow into plants.

**shovel** – a garden tool that is used to dig.

**soil** - Plants grow in soil. It covers much of the land on Earth and is made up of minerals (rock, sand, clay, silt), air, water, and organic (plant and animal) material.

**spading fork** – garden tool used for digging to supply the soil with air

**sprouts** – a stem or branch with leaves that has begun to grow from a seed or root that is planted.

**vegetable** - an herbaceous plant cultivated for an edible part (seeds, roots, stems, leaves, bulbs, tubers, or non-sweet fruits).

**zucchini squash** - A quick growing squash that is harvested immature throughout the growing season. It is made primarily of water.

**fiber** – There are many different sources of fiber (fresh fruits and vegetables, whole-grain breads, and cereal grains). Fiber helps make you feel full faster, adds bulk to your feces, and it helps by taking things out of your body that it does not need. Fiber is not digested by our bodies. The good bacteria in our Intestines eat some of the fiber in order to live. When they eat it, which is what causes us to have gas.

**potassium** – It has many different responsibilities in our bodies. Some of them are small and some are really big. Without potassium, our heart could not beat properly. Our muscles wouldn't be able to contract and then we would not be able to move at all. As matter of fact we all have over 100 trillion cells that make up our body and every cell needs potassium to work properly.

**vitamin C** – is found in many different fruits and vegetables. It helps make your bones and teeth grow to be nice and strong. It prevents a disease called scurvy which children in poor countries or who are malnourished that don't get enough Vitamin C can get.

**fruit** - the sweet, ripened ovary or ovaries of a seed-bearing plant.

**diet** - everything that someone consumes. A balanced diet is based on the scientific principles that healthful foods and appropriate nutrients must be consumed each day.

**nutrients** - **substances** found in foods that people need to stay healthy. Proteins, carbohydrates, vitamins, minerals, and fiber are essential elements of a nutritious diet. Proteins make the cells, while carbohydrates provide energy. Vitamins regulate chemical processes in which the body converts food into energy and tissues. Minerals such as calcium are essential for building strong bones and teeth. Fiber helps keep the digestive system functioning smoothly.

**classifying** – putting objects into groups; all the objects in a group are alike in some way.

**sequencing** – to arrange in the order of occurrence (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc.)

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**Materials/Resources/Graphic Organizer:**

Video -- *Organwise Guys: Gimme Five*

Computer

Digital Projector

# OF STUDENTS Gimme 5 Activity Sheets

# OF STUDENTS Food Journal Sheets

Pencils

Crayons/Colored Pencils/Markers

**Instruction Type(s):**

Whole Group

**Components:**

**Anticipatory Set**

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This will be the first lesson of a weeklong thematic unit on fruits and vegetables. The set-up of the desks will be re-arranged to form a circle to facilitate class discussions.

As a pre-organizer, pin up a laminated poster of the food pyramid/My PLATE with the fruit and vegetable section

highlighted. Also, have different pictures of fruits and vegetables as well as some junk food with slash marks displayed in the classroom. The class setting will remain the same for the remainder of the week. The poster, as well as the pictures, are great visual reinforcements for students.

## **Procedure**

As a way to set the stage, talk to the students about food. Ask the class, "Who can tell me what their favorite foods are?" Then ask them to raise their hands if they like to eat fruits and vegetables. Then ask, "What is your favorite fruit? What is your favorite vegetable?" After giving everyone who raised their hand an opportunity to respond, further engage the students by asking, "Did you know that fruits and vegetables provide us with vitamins and nutrients we need to keep us healthy?" Briefly explain this concept in more detail. Review the vocabulary that they will encounter throughout the Fruits and Vegetables unit. Finally, ask, "Can someone tell me how many servings of fruits and vegetables we need to eat each day to stay healthy? Explain the recommendation of at least 5 servings of fruits and vegetables a day to keep our bodies strong. Then, introduce the video. "Pay close attention as we meet the Organwise Guys."

## **Assessment:**

After watching the video, have the students break-up into their small groups for discussion. Each of the five groups will be given one of the questions or topics below. They will be asked to discuss their question or topic. After 10 minutes, each group will report their answers to the class. Walk around the room and stop momentarily at each group to make sure everyone within the group is participating in the discussion.

- What do you need 5-a-day of? (ANSWER: Fruits and Vegetables)
- Why do you need to eat five fruits and vegetables a day? (ANSWER: To keep all your organs healthy and working properly and to prevent disease)
- What do the Kidney Brothers need you to do to make them function properly? (ANSWER: Drink lots of water)
- Take turns telling each other what you ate for lunch today, then choose one thing you could have replaced with a fruit or a vegetable.
- What are some of the fruits and vegetables Calci and Hardy and their friends found? (ANSWER: lettuce, watermelon, pineapple, apple, broccoli, tangerine, strawberries, corn and banana)