



# GRADE 3

## Farm to School Lesson

**Topic:** Our Personal Food System—Food as Fuel (suggested month: **February**)

**Monthly Essential Question:** Why do we need to eat?

**Content Areas Addressed:** Science, Health

**Standards Addressed:**

- Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS.ELA-LITERACY.RI.3.1)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS.ELA-LITERACY.RI.3.4)
- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 level topics and texts, building on others' ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.3.1a, c, d)
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS.ELA-LITERACY.SL.3.3)

<b>Key Terms:</b> Fat	<b>Materials Needed:</b> Collection of cooking magazines, recipes, cookbooks
Nutrients Vitamins	
Protein Minerals	
Carbohydrates Water	
	Blank paper
	Pencils
	Sampling food and supplies

**Introduction: (5 min)** \*Introduce essential question—"Why do we need to eat? We're going to start by playing a quick game. I'm going to say a sport or activity, and after I do, I want you to turn to the person next to you and quickly say one piece of equipment you need for that sport. Everyone point to their partner. Here's a practice round. If I said, 'Kickball', you could turn to your partner and say, 'Ball' or 'Bases' or maybe 'Field'. Let's try an easy one first, 'Football'." Continue with other sports and activities like hockey, baseball, and soccer. Move to broader categories like water sports, winter activities, recess games, etc. "Great! You thought of lots of different pieces of equipment we might need when we're playing our favorite sports or activities. These are things we need on the outside to be prepared. Today we are going to talk about things we do on the inside to get ourselves ready to do our best playing."

**Development: (20 min)** "Why do we put gas in our cars? (To keep it going). If we think of our bodies like cars, what is the fuel we put in ourselves to keep it going? (Food). Right, without enough of the right types of fuels, our bodies can't perform properly. Sometimes we can even feel when we need more food fuel. What signs does your body give you that you're running low on fuel? (Tired, hungry, thirsty). When it's time to fuel up, we want to be sure we're giving our body the best types of fuel that we can so we can run at peak performance. There are categories of food that contain the different nutrients our bodies need to give us the energy we need: protein, carbohydrates, fat, vitamins, minerals and water." Write nutrients on board, if available. "We need all of these things to keep our bodies going but we don't need the exact same amount of each category. We also know that we don't go to the store and pick up packages of 'protein' off of the shelves. We eat these nutrients through foods. We fuel up on protein by eating meat, beans, or dairy products. We fuel up on carbohydrates by eating grains like cereal, bread, rice and noodles, and also by eating fruit. Our bodies need fat to help us absorb certain vitamins and to help us grow. We can fuel up on fat through nuts and oils. Vitamins and minerals work to keep our bodies healthy by fighting off invaders. We can get these through many types of foods, especially our fruits and vegetables. We get minerals like calcium from dairy products, potassium from bananas, and iron from meat and leafy greens. Finally, we need water for everything to work smoothly in our bodies and carry the vitamins and minerals to where they need to go.. \*Let's watch a video. (explain it takes place in Australia, and what we call calories, they call joules). <https://www.healthyactivekids.com.au/teachers/online-video/fuelling-your-body/> Now I'm going to give you your mission. You and your group are going to plan a 'Power Up Meal'. Your 'Power Up Meal' can be one dish or many dishes. The goal is to plan a meal that you think will fuel your body for some serious activity. Be ready to explain to the class why you chose your meal." Put students into groups of 3-4. Give students 10 minutes to work.

**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. "Let's see how we did on our Power Up Meals." Have groups share as time allows. Refer back to nutrients when possible. Closing, "Today we planned 'Power Up Meals' because we know we need to fuel our bodies with a good balance of nutrients so we can operate at best performance. Just like cars, we are made to move and need high quality fuels to keep us going. So fuel up and get your 60 minutes of physical activity a day!" (Adapted from [www.getactivewoodcounty.org](http://www.getactivewoodcounty.org))