



NUTRITION LESSON “Fueled for Success” Third Grade

- The MORE HEALTH website is equipped with a classroom TEACHER section. Here you will find pre- and post-visit activities, vocabulary words, and in many cases pre- and post-visit videos.
- Visit [morehealthinc.org](https://www.morehealthinc.org) – <https://www.morehealthinc.org/teachers/>
- Password: resources

Pre-Visit Activities

- Review the enclosed Vocabulary. Students do not need to have a working knowledge of the terms, rather a beginning familiarity.
- Read aloud: *What Happens to a Hamburger* by Paul Showers.
 - Click the link to play video: *Healthy Weight (5:28)* <https://youtu.be/MbGrS48Gvo4>If time permits, there are additional activities and a quiz associated with the video on the website.

Suggested Post-Visit Activities

- Have students complete the My Daily Food Plan worksheet. Discuss how a nutritious diet helps to keep us healthy. They can build a healthy plate using the www.myplate.gov website as a guide.
- Use the **Nutrition Worksheet** as an additional resource: homework, extra credit, etc. For teacher reference, an answer key is provided (page 6).
- Re-Think Your Drink/Snack: **Prior to activity** – have students bring in food labels or find labels online for drinks, snacks, and/or cereal they regularly drink/eat. Have students discuss and determine which are the healthiest drinks, snacks, or food items. They can display a graph depicting the amount of sugar, salt, and/or protein in each item.
- Test foods for extra fats and oils by doing the “brown paper bag test.” Set a particular food (such as a cookie, potato chips, french-fry, fried chicken, etc.) on a paper bag for a day. If there is a greasy, translucent stain, that food contains fat.
- Create a classroom recipe book with healthy snacks, meals, and beverages. Have students investigate further and compute and convert the goal servings on the My Daily Food Plan worksheet into actual servings for the recipes.
- For additional resources, games, and activities your students can visit the *My Plate* website: <https://www.myplate.gov/>

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Vocabulary

- **absorbed_v** to take in through very small openings
- **activity_n** vigorous or energetic action
- **calcium_n** a mineral that is needed in the diet to build strong bones and teeth
- **carbohydrates_n** nutrients in food that provide energy; the starches and sugars in food
- **diet_n** the usual food or drink consumed by a person
- **digestion_n** the process of breaking down food into a substance that our body uses for growth, energy, and cell repair
- **energy_n** power to work or be active
- **empty calories_n** high in calories, low in nutrients
- **esophagus_n** the tube through which food passes from the throat to the stomach
- **exercise_n** active use of the body to make it stronger and healthier
- **fats_n** nutrients in food that provide energy; build new cells and repair damaged ones
- **health_n** the condition of being well in body and mind
- **large intestine_n** the thicker part of the tube which food passes through from the stomach
- **minerals_n** nutrients needed to keep teeth and bones healthy; make blood clot; and regulate fluids in the body
- **multi-vitamin_n** a pill that contains a variety of vitamins and minerals; used to supplement your daily diet
- **nourish_v** to feed; provide with the things needed for life and growth
- **nutrient_n** any of the substances in food that are needed for good health
- **nutrition_n** the process by which an animal or plant takes in food and uses it in living and growing

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- **obesity_n** an unhealthy overweight condition that may cause harm to your heart, liver, kidney, brain, and bones
- **osteoporosis_n** a disease that affects the bones; bones full of holes
- **proteins_n** nutrients needed for growth and to repair damaged bones, muscles, skin, and other parts of the body.
- **saliva_n** the watery liquid produced in the mouth by certain glands; helps to digest food
- **serving_n** a single portion of food
- **small intestine_n** the longer, narrow, coiled part of the tube which food passes through from the stomach, where nutrients are absorbed
- **stomach_n** the large, hollow organ into which food goes after it is swallowed; food is partly digested here
- **vitamins_n** nutrients needed for good health; a balanced diet provides all the vitamins needed by the body
- **water_n** a nutrient that carries the other nutrient to the cells and carries away wastes; regulates body temperature and helps in the digestion of food

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Goals

- Students will know the nutritional values of different foods.
- Students will know how good personal nutritional health behaviors influence individual well-being.

Objectives

- Students will be able to learn about the six nutrients, where they are found in food, and how they help the body.
- Students will be able to understand how the digestive system works.
- Students will be introduced to the Choose My Plate Guide and be able to describe the five food groups.
- Students will be able to learn how to make wise food choices.

Standards

The student will...

- HE.3.B.3.1 locate resources from home, school, and community that provide valid health information.
- HE.3.B.3.3 describe how the media influences the selection of health information, products, and services.
- HE.3.B.5.2 list healthy options to health-related issues or problems.
- HE.3.B.5.3 discuss the potential short-term personal impact of each option when making a health-related decision.
- HE.3.B.5.4 find a healthy option when making a decision for yourself.
- HE.3.B.6.1 select a personal health goal and track progress toward achievement. (*suggested post-visit activity*)
- HE.3.C.1.1 describe healthy behaviors that affect personal health.
- HE.3.C.1.4 recognize common childhood health conditions.
- HE.3.C.1.5 recognize that body parts and organs work together to form human body systems.
- HE.3.C.2.1 explore how family and friend's traditions and customs may influence health behaviors.
- HE.3.C.2.6 discuss the positive and negative impacts technology may have on health.

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- HE.3.P.7.2 investigate a variety of behaviors that avoid or reduce health risks.
- HE.3.P.8.1 promote positive behaviors to others.
- SC.3.N.1.3 keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted. *(suggested post-visit activity)*
- SC.3.N.1.6 infer based on observation. *(suggested post-visit activity)*
- ELA.3.V.1.1 use grade-level academic vocabulary appropriately in speaking and writing.
- PE.3.L.3.1 identify a moderate physical activity.
- PE.3.L.3.2 identify a vigorous physical activity.
- PE.3.L.3.3 identify opportunities for involvement in physical activities during the school day.
- PE.3.L.3.4 identify opportunities for involvement in physical activities after the school day.
- PE.3.L.3.5 use an activity log to maintain a personal record of participation in physical activity over a period of time. *(suggested post-visit activity)*
- PE.3.L.3.6 identify lifestyle changes that can be made to increase the level of physical activity.
- PE.3.L.4.7 read food labels for specific nutrition facts. *(suggested post-visit activity)*

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Worksheet – Answer Key

1. **Nutrients** are special ingredients that give you energy and help you grow.
2. Nourish means to develop and **Grow**.
3. **Carbohydrates** gives us energy.
4. **Fats** can be found in healthy oils.
5. **Vitamins** make your eyes sparkle and your skin glow.
6. The mineral **Calcium** helps keep our teeth and bones strong.
7. Our bodies are made up of **65 - 75** % water.
8. Protein builds **Muscle** and cells to help us grow.
9. The breaking down of food is called **Digestion** and it begins in our **Mouth**.
10. Our small intestines is **21** feet long.
11. Our large intestines is **5** feet long.
12. The Five Food Groups are: a. **Grains** b. **Fruits**
c. **Vegetables** d. **Protein** e. **Dairy**
13. Candy, soda, cookies and chips are called **Extras**.
14. Pizza, tacos and spaghetti are examples of **Combination** foods.
15. We should get **60** minutes of exercise every day.

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