

Day Four, Lesson #4

Time Estimate: 20-30 minutes
Content Area: Health
Grouping: Cooperative Groups to Individual

Objectives

- ◆The student will demonstrate knowledge of at least one group from the USDA Food Guide Pyramid.
- ◆The student will name the members of at least one group from the pyramid.
- ◆The student will participate in a cooperative group.

Materials

- ◆Butcher paper
- ◆Markers (6)
- ◆Activity Sheet #4

Procedure

1. Divide the class into six groups. Give each group a big piece of butcher paper.
2. Draw the Food Guide Pyramid on the board. Decide as a class the names of the six food groups on the pyramid. Give each group of students one of the six food groups as their label.
3. Give each group time (10 minutes) to brainstorm about foods which are members of their food group and list them on the butcher paper.
4. Discuss each group's list as a class. Discuss any characteristics peanuts have in common with members of each food group. Discuss why they are members of the meat and meat substitutes group.
5. Distribute Activity Sheet #4 and have students complete.

Assessment Questions

Does student have some knowledge of the Food Guide Pyramid and its groups? Did students participate cooperatively in naming members of a Food Group?

Day Five, Lesson #5

Time Estimate: 45 minutes
Content Area: Geography
Grouping: Large Group to Individual

Objectives

- ◆The student will locate and name countries which grow peanuts.
- ◆The student will locate and name countries which import peanuts from the U.S.

Materials

- ◆Large world map
- ◆Activity Sheet #5 for each student
- ◆Map colors for each student

Procedure

1. Distribute Activity Sheet #5. Place a large world map in a location where everyone can see it. Have one student come up and locate #1, United States on the large map. Have students write number "1" on the United States on their map.
2. Have another student locate and name another country which is marked on the activity sheet. Point it out to everyone on the large map so all can repeat the procedure of writing down the country and marking it with the corresponding number on the map.
3. Repeat this procedure until each marked country has been named.
4. Have students complete the bottom part of the activity sheet on their own. Review the meaning of "import" if necessary.

Assessment Questions

Is student able to locate and name countries on a world map? Does student demonstrate some map skills? Can student name some countries which grow peanuts? Can student name countries which import peanuts? Does student understand the meaning of "import"?