



NUTRITION LESSON “Fueled for Success” Third Grade

WELCOME!!

MORE HEALTH is going to look a little different this school year. We are very excited to continue to offer you our health and safety lessons via a live virtual platform. Our instructors have been preparing and working hard to bring you the fun, interactive, and engaging lessons you have come to expect and rely on for over 30 years. Because things will look a little different this year, I urge you to read through this pre-packet thoroughly. As always, if you need further assistance please don't hesitate to reach out to us directly. Along with this pre-packet, you will find the necessary materials you will need to assist in student learning. **If you would like to access this pre-packet virtually, use the instructions below.**

Online Teacher Resources

- **The MORE HEALTH website is equipped with a classroom Teacher section.** In this section you have the capability to access pre and post-visit activities, vocabulary words, and pre and post-visit videos. **Books will not be sent for the school year 2020-2021.**
- **To access Teacher section - visit morehealthinc.org,** The teacher section is located at the top of the home page. Click on “teacher” and find the MORE HEALTH lesson you need.
- **Password: resources**

Material Aids for Lesson

- **Fueled for Success Worksheet (one per student – hand out prior to start of lesson. To be used during virtual lesson)**

Take Home Materials for Students

- Parent Letter
- MORE HEALTH Newsletter
- My Daily Food Plan Worksheet

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Pre-Visit Activities

1. Review the enclosed Vocabulary. Students do not need to have a working knowledge of the terms, rather a beginning familiarity.
2. Follow the directions on the cover page to access the following video: *Healthy Weight* (5:28) <https://www.youtube.com/watch?v=MbGrS48Gvo4&t=235s>
If time permits, there are activities and a quiz associated with the video on the website.

Suggested Post-Visit Activities

1. 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 choosemyplace.gov website as a guide.
2. 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 and cereal. They can make a graph depicting the amount of sugar, salt, and/or protein in each item.
3. 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 fries, fried chicken, etc.) on a paper bag for a day. If there is a greasy, translucent stain, that food contains fat.
4. Create a classroom recipe book with healthy snacks, meals, and beverages. Students will need to compute and convert the goal servings on the My Daily Food Plan worksheet into actual servings for the recipes.
5. For additional nutrition and fitness activities visit *The Choose My Plate* websites <https://www.choosemyplate.gov/kids>
6. **Recommended reading (NOT REQUIRED)** Read the book: What Happens to a Hamburger, by Paul Showers. This is very good reading to use in helping students determine main ideas, identify details and facts, and most importantly, arrange events in chronological order.

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Vocabulary

1. **activity_n** vigorous or energetic action
2. **calcium_n** a mineral that is needed in the diet to build strong bones and teeth
3. **carbohydrates_n** nutrients in food that provide energy; the starches and sugars in food
4. **diet_n** the usual food or drink consumed by a person
5. **digestion_n** the process of changing food in the stomach and intestines into a form that can be used by the body
6. **energy_n** power to work or be active
7. **empty calories** high in calories, low in nutrients
8. **esophagus_n** the tube through which food passes from the throat to the stomach
9. **exercise_n** active use of the body to make it stronger and healthier
10. **fats_n** nutrients in food that provide energy; build new cells and repair damaged ones
11. **health_n** the condition of being well in body and mind
12. **large intestine_n** the thicker part of the tube which food passes through from the stomach
13. **minerals_n** nutrients needed to keep teeth and bones healthy; make blood clot; and regulate fluids in the body
14. **multi-vitamin_n** a pill that contains a variety of vitamins and minerals; needed to supplement your daily diet

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15. **nourish_v** to feed; provide with the things needed for life and growth
16. **nutrient_n** any of the substances in food that are needed for good health
17. **nutrition_n** the process by which an animal or plant takes in food and uses it in living and growing
18. **obesity_n** an unhealthy overweight condition that may cause harm to your heart, liver, kidney, brain and bones
19. **osteoporosis_n** a disease that affects the bones; bones full of holes
20. **proteins_n** nutrients needed for growth and to repair damaged bones, muscles, skin, and other parts of the body.
21. **saliva_n** the watery liquid produced in the mouth by certain glands; helps to digest food
22. **serving_n** a single portion of food
23. **small intestine_n** the long, narrow, coiled part of the tube which food passes through from the stomach
24. **stomach_n** the large, hollow organ into which food goes after it is swallowed; food is partly digested here
25. **vitamins_n** nutrients needed for good health; a balanced diet provides all the vitamins needed by the body
26. **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:

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

Objectives:

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

Standards:

The student will...

- HE.3.C.1.1 describe healthy behaviors that affect personal health.
- HE.3.C.1.3 describe ways a safe, healthy classroom can promote 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.2.3 explore how the traditions and customs of the school and community influence health behavior of children.
- HE.3.C.2.4 identify classroom and school rules that promote health and disease prevention.
- HE.3.C.2.5 discuss the positive and negative impacts media may have on health.
- HE.3.C.2.6 discuss the positive and negative impacts technology may have on health.
- HE.3.B.3.1 locate resources from home, school, and community that provide valid health information.
- HE.3.B.3.2 describe criteria for selecting health information, resources, products, and services.
- HE.3.B.3.3 describe how the media influences the selection of health information, products, and services.
- HE.3.B.5.1 recognize circumstances that can help or hinder healthy decision making.
- HE.3.B.5.2 list healthy options to health-related issues or problems.

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- 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.
- HE.3.B.6.2 examine resources that could assist in achieving a small group personal health goal.
- HE.3.P.7.1 practice responsible personal health behaviors.
- 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.
- SC.3.P.8.3 compare materials and objects according to properties such as size, shape, color, texture, and hardness.
- LAFS.3.RI.1.1 ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- LAFS.3.RI.2.5 use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- LAFS.3.SL.1.3 ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- LAFS.3.SL.2.6 speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- LAFS.3.L.2.3 use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LAFS.3.L.3.4 determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- 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.
- 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.

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