

VITAL INFORMATION

Grade: 1

Subject: Healthy Living, Language, Science and Technology

Topic: Health Breakfasts in Humans and Marine Mammals

Suggested Prerequisite Knowledge/Skills:

- Knowledge of the four food groups
- Ability to write journal entries with previous experience
- Some knowledge of types of marine mammals
- Some knowledge of marine mammal diets

Vocabulary: mammal, marine, environment, whales, dolphins, sea lions

Time Allotment: Estimated 2 periods at 40 minutes a period

Objective:

Students will be able to:

- identify healthy eating habits for healthy bodies;
- communicate ideas for specific purposes;
- gather information from fellow classmates;
- investigate the characteristics and needs of animals;
- demonstrate an understanding of the basic needs and characteristics of animals, including humans.

Summary:

- Students will discuss health eating habits at breakfast time and synthesize their own journal entry on these healthy eating habits. Following this, students will then read about and discuss the needs and characteristics of a young marine mammal's breakfast. Followed by synthesizing a second journal entry based on the marine mammal's dietary needs at breakfast.

IMPLEMENTATION

Introduction:

*The introduction will take place during the first allotted time period for this lesson.

An open class discussion will take place about "What is a good breakfast routine?" The teacher should have this question written somewhere in the classroom for the students to see, also they should make sure to have room to write student ideas on the discussion question. Some possible discuss points to raise are:

- What will you do before you eat in the morning?

- What will you drink?
- What will you eat?
- Did you think of the four food groups?
- What will you do after you eat?
- How will a good healthy breakfast routine help your body?

Following this discussion, students will go off to write a journal entry describing their own good breakfast routines. These journal entries must include a title, the date, illustrations, and answer the discussion points from before.

Procedure:

* The procedure will take place during the second allotted time period for this lesson.

1. Another open class discussion will take place, this should start with the teacher either reading or having the students read independently the following:

A mammal is an animal that drinks milk from its mothers body as a baby. A marine mammal is an animal that lives in a marine environment. Whales, dolphins, sea lions and walruses are examples of marine mammals.

* This small paragraph can be written on a white board or typed and put up on SMART board.

2. Students will get in to groups of 2 or 3. In these groups students will discuss marine mammals and what they eat for breakfast. Also have the students describe what their marine mammal's breakfast routine might look like.
3. Class will gather in a common area and discuss the following:
 - The marine mammal breakfast routine
 - Why do they think the marine mammals would follow this breakfast routine?

Closure:

As before, following the discussion, students will go off and write a journal entry describing what they believe to be a marine mammal's breakfast routine, and why they follow this routine. This journal entry, like before, must include a title, the date and illustrations. Students will hand in both journal entries for marking.

MATERIALS AND RESOURCES

Instructional Materials:

- Journal paper or book
- Writing tools
- Colouring tools
- White board, SMART board, or chart paper

Resources:

- The 2007 revised Science and Technology, Ontario curriculum, grades 1-8.
- Sciencesaurus: A student handbook. (2006) By: Great Source education group, A Houghton Mifflin Company.

EXPECTATIONS AND ASSESSMENT

Expectations from the Ontario Health Living Curriculum Grade 1:

C1. Understanding Health Concepts

- C1.1: Explain why people need food to have healthy bodies.

C2. Making Healthy Choices

- C2.1: Describe how the food groups in Canada's Food Guide can be used to make healthy food choices.

Expectations from the Ontario Language Curriculum Grade 1:

1. Developing and Organizing Content

- 1.2 Generate ideas about a potential topic using a variety of strategies and resources

2. Using Knowledge of Form and Style in Writing

- 2.1 Write short texts using simple forms

Expectations from the Ontario Science Curriculum Grade 1:

2. Developing Investigation and Communication Skills

- 2.2 Investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources (e.g., prior knowledge, personal experience, discussion, books, videos/DVDs, CD-ROMs).

Assessments:

- Rubric assessment provided