

H E A L T H “Let’s Go Banapples!”

- Subject:** Health
- Concept:** How to recognize health information, and identify types of food that help the body grow, such as fruits and vegetables, while articulating their knowledge through writing.
- Grade Level:** First Grade – Second Grade
- Objective:** To transfer knowledge of nutritional information to writing. To strengthen healthy behaviors while creating an awareness of fruits as a healthy breakfast and/or a snack.
- Materials:** Student journals and pencils, www.fruitsandveggiesmatter.gov information, various pictures of apples and bananas, copies of the banana poem and the apple poem [below]
- Timeline:** One week

Instructional Procedures:

1. Teacher reviews information on the www.fruitsandveggiesmatter.gov web site – suggest downloading coloring book sheets off the internet from various sources of an apple and a banana for the students to color.
2. Teacher reviews the vitamin content in the apple and the banana referencing the nutrition label for each fruit, and discussing the role of each vitamin as it grows our bodies.
3. Teacher identifies and explains key words for the writing assignment, such as Vitamin B, blood pressure, magnesium, fiber, heart disease and potassium.
4. Teacher reads the following poetic verse about the “banana” and the “apple” to serve as a guide for the students to write their own poem or story [one to two paragraphs] or monologue [taking on the identity of the apple or the banana and writing about what it feels like to be one of those fruits and to help people with their health].
5. Students write one poem/story/monologue about an apple or a banana, and present their writing piece to the class in an oral presentation.

BANANA POEM: A jungle full of magnesium, potassium and Vitamin B, gives monkeys energy so they can climb a tree. Bananas lower blood pressure, and that helps our heart. Eat one for breakfast for a swinging start.

APPLE POEM: Some are red, some are yellow and some are green. Apple trees blossom white flowers in the spring. So eat an apple a day, if you please. ‘Cause fiber lowers our risk of heart disease.

Integrated Curriculum:

Writing/Language Arts skills, public speaking/presentation skills

Assessment:

Teacher will grade the student writing which should include at least three of the key words discussed in the lesson. Students must include the specific vitamins and nutritional information that are found in the fruit selected. Students who include a graphic, drawing or photo with their writing piece can be given extra credit. Students will be graded on their oral presentation to complete the lesson assessment.