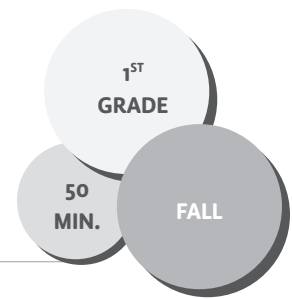


Go, Grow, Glow

Adapted from Life Lab's *The Growing Classroom*.

THEME: MAKING HEALTHY FOOD CHOICES



ESSENTIAL QUESTION

How can eating certain foods help our bodies grow strong and healthy so that we can be who we want to be and do what we want to do in the world?

LEARNING OBJECTIVES

- ✓ Students will be able to explain how eating certain foods helps them be healthy.
- ✓ Students will be able to identify foods that fall under each go, grow, and glow category.

LESSON DESCRIPTION

In this lesson, students play go, grow, and glow charades, learning about the different foods that help their bodies have energy (go), grow strong (grow), and stay healthy (glow). They then draw themselves in action and at their best, with connections to the foods that enable them to enjoy those activities. This lesson is designed to be taught in conjunction with winter lesson Go, Grow, Glow Quesadillas and spring lesson Plant a Go, Grow, Glow Bed.

MATERIALS

- Index card for each student
- Go, Grow, Glow Poster (p. 243)
- Go! Grow! Glow! Worksheet (p. 244) for each student
- Projector and document camera or chart paper and markers
- Colored pencils and crayons

PREPARATION

- › If you don't have a document camera to project the worksheet, create a version of it on chart paper to fill in with your own model.
- › Photocopy the Go! Grow! Glow! Worksheet.

ACTION STEPS

1. Engage: Gather students in a circle, and ask them to think about their favorite activity, like running, reading, etc. Pass out index cards, and have each student write the activity on their index card. Circulate through the room, and help students write if needed. **(5 min.)**

2. Playing Charades: Then say, *We're going to play a game where you act out your favorite activity and then we have to guess what you're doing.* Take volunteers to stand up in the middle of the circle and act out their activity. Then have students show their card to see if the class was able to guess it. Play a new round by collecting everyone's cards, shuffling them, and taking volunteers to act out a random activity from the pile. You might have to support students in reading each other's writing. **(10 min.)**

3. Explain: Explain, *Did you know there are certain foods we eat that give us energy to do our favorite things? These are the "go" foods.* Have students wiggle their bodies to show using energy, then say, *There are also foods that help*

us grow and get strong. These are “grow” foods. Have students show their bicep muscles. Then say, *There are also foods that help our skin, teeth, and hair look nice; help our brain think; and help our body feel good. These are foods that help us “glow”!* Have students give a full-toothed smile, and frame their faces with their hands. **(5 min.)**

4. Guessing Game: Show students the Go, Grow, Glow Poster, and go over some foods in each category saying, *Grains like bread and rice help us go! Protein-rich foods like beans, nuts, dairy, and meat help us grow! Fruits and vegetables help us glow!* For each category have students pantomime the gesture you taught them to reinforce the concept. Then play a game where you call out a food, and students must guess which category it goes in by performing the corresponding gesture. For example, say, *Chicken!* and then have students make a muscle. Or *Cucumber!* and have students make a big, glowing smile. **(10 min.)**

5. Model: Model for students how they’ll be filling in the Go! Grow! Glow! worksheet, using either the document camera or chart paper. Explain aloud while drawing a picture of yourself in the center of the wheel doing your favorite activity. Then draw some of the corresponding go, grow, and glow foods from each section of the Go Grow Glow Poster on the outer part of the wheel, emphasizing that go, grow and glow foods help give us the energy, strength and health to do our favorite things. **(5 min.)**

6. Making a Go, Grow, Glow Wheel: Pass out worksheets to students and then circulate through the room, guiding students to refer to the poster to remember which foods match which category (go, grow, or glow). **(10 min.)**

REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

- *What are some go foods you like eating?*
- *What are some grow foods you like eating?*
- *What are some glow foods you like eating?*

ADAPTATIONS

Tasting Extension: Have students make a go, grow, and glow snack, such as crackers with hummus and vegetables from the first grade lesson *The Great Balancing Act* or a yogurt parfait with granola from the kindergarten lesson *Perfect Parfait*.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.L.1.1.J

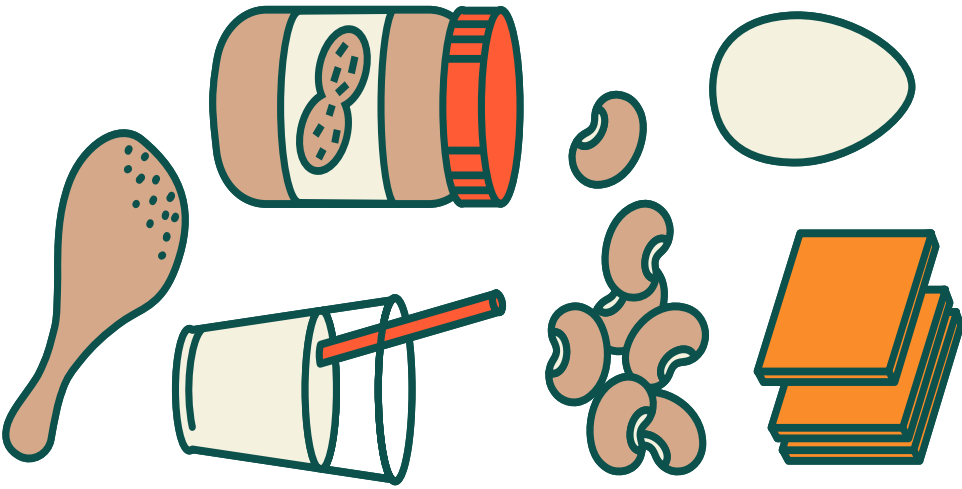
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.



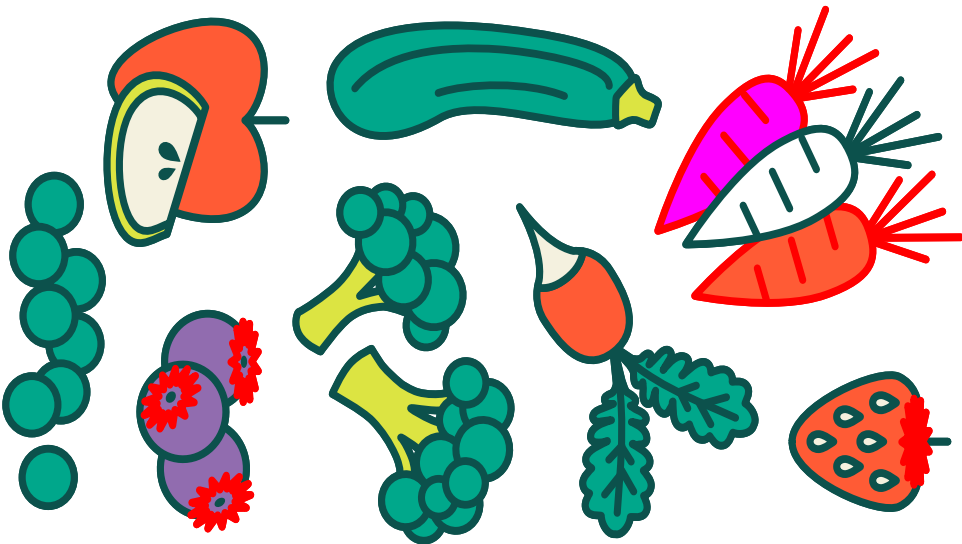
GO
FOODS



GROW
FOODS



GLOW
FOODS



Name: _____ Date: _____

Go! Grow! Glow! Worksheet

Directions: Draw a picture of your favorite activity in the middle circle.
Draw the go, grow, and glow foods you like to eat on the outside of the circle.

