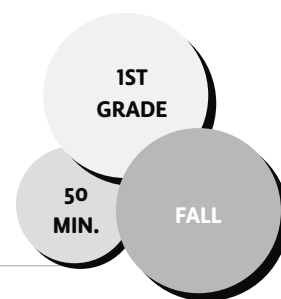


Go, Grow, Glow

Adapted from Life Lab's *The Growing Classroom*

THEME: MAKING NOURISHING 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.

CONCEPTS

energy go, grow, glow protein

ENGAGING THE CLASSROOM TEACHER

During Action Step 6, suggest that the teacher help students correctly categorize their favorite foods.

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 lessons The Great

Balancing Act, Go, Grow, Glow Quesadillas and Plant a Go, Grow, Glow Bed.

MATERIALS

- Index card for each student (optional)
- Go, Grow, Glow Poster (p. 130)
- Go! Grow! Glow! Worksheet (p. 131) 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 for each student.

ACTION STEPS

1. Engage: Gather students in a circle, and ask them to think about their favorite activity, like running, reading, etc. If you want to practice literacy, pass out index cards, and have each student write the activity on their index card. Check in and encourage students to sound out what words begin with and use their own spelling, or let them draw a picture. **(2–5 min.)**

2. Playing Charades: 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 and act out their activity. The student who correctly guesses is the next one to act. If you've had students write their activity on index cards, 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.)**

Social and emotional learning

- What was your favorite part of the activity today? How did it make you feel?

Check for understanding

- 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.

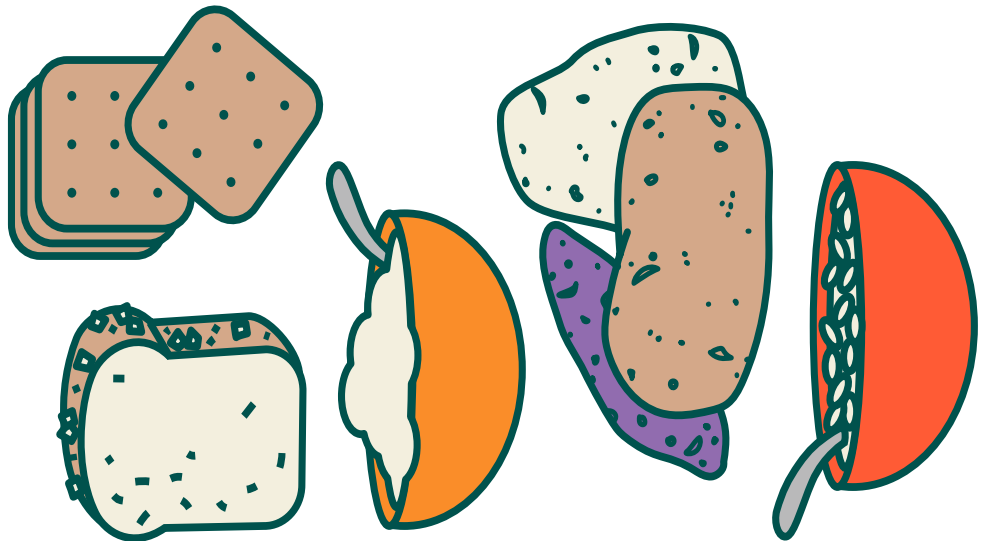
ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

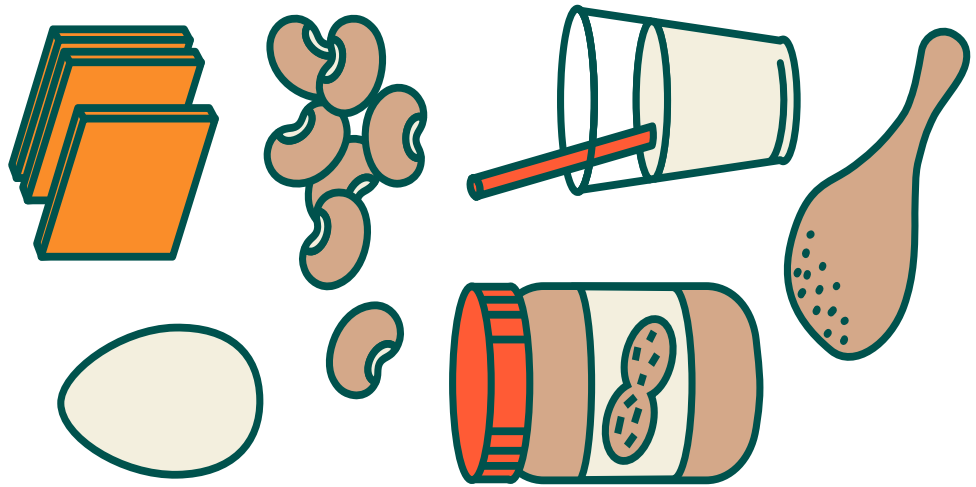
CCSS.ELA-LITERACY.L.1.1.J

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.

