

Name: Robin Nelson

School:

Minutes Per Period: 45 minutes

Course: Foods

Unit Topic: Cereal Grains

Number of Days: 3

State Standard: Students will identify the sources and function of carbohydrates and fiber and apply appropriate preparation techniques. Apply food selection and preparation guidelines related to quick breads, rice, grains, and pasta.

Supplies Needed: Refer to each day for supplies.

Terminal Objective: After the unit the students will identify and prepare several grains by participating in class activities 100%.

Terminal Concept: There are seven types of grains we use in the world today.

Pre-assessment/Introduction: Have the class act out “The staff of life.” The story will introduce the seven grains used in the world today.

Day# 1

Unit Topic: Cereal Grains

State Standard: Identify carbohydrates, their sources, and functions in the body.

Supportive Objective: After the lesson the students will identify grains by filling out a worksheets, and participating in class.

Supportive Concept: There are seven types of grains used in the world today.

Supplies Needed: worksheets, name tags for story, scripts for each part.

Content and Learning Activities:

10 minutes

Show samples of the seven grains with letters on a tray. Have a list of the grains for the students to try and identify each grain.

Read the story “The Staff of Life.” Ask for volunteers to read and participate.

When they are finished go over the seven grains with them for review, and to see how many they can identify.

30 minutes

Discuss with the students the handout on “Grains on Parade.” Have the class participate in the discussion.

Sources: Amber Baines (Canyon View Jr. High) Guide to Good Food

Evaluation: I will collect their worksheets, and watch classroom participation.

Day# 2

Unit Topic: Grains

State Standard: Apply food selection and preparation guidelines related to quick breads, rice, grains, and pasta.

Supportive Objective: After the lesson the students will identify nutritional value among cereal by filling out a comparison between cereal products.

Supportive Concept: According the Food Guide Pyramid, you should eat 6-11 servings of grains.

Supplies Needed: Large variety of cereal boxes, worksheets, recipe and ingredients for cereal treats

Content and Learning Activities:

5 minutes

Discuss with the students the nutritional value of grains and cereal.
Presweetened, unsweetened, enriched, etc.

20 minutes

The students will prepare a quick cereal treat, which is one way to prepare cereal.

They will be making:

Sweet Chex Treat

1/4 cup margarine

1/4 cup brown sugar

2 Tablespoons granulated sugar

1 cup mini marshmallows

½ teaspoon vanilla

2 cups rice Chex cereal

Mix all ingredients --except the cereal--in a saucepan. Bring to a boil and cook 2 minutes. Add the cereal and spoon onto waxed paper. Let cool.

20 minutes

While they are preparing their cereal treat have them do the following:

Pass out cereal boxes to each group and a worksheet "Breakfast Cereal Comparison." Have the students fill out the nutritional information for two kinds of cereal.

Sources: Guide to Good Food

Evaluation: I will watch their class participation.

Day# 3

Unit Topic: Cereal Grains

State Standard: Apply food selection and preparation guidelines related to quick breads, rice, grains, and pasta.

Supportive Objective: After the lesson the students will identify the nutritional value of different cereals.

Supportive Concept: The nutritional value and cost changes between presweetened and unsweetened cereal.

Supplies Needed: Cereal tasting worksheets

Content and Learning Activities:

(5 minutes)

Pass out the worksheets "Cereal Comparison With Sugar, and Without Sugar"

Have six cereals for the students to sample.

Three will be unsweetened and three presweetened. (I used the following to compare in my class Cheerios --Honey Nut Cheerios Corn Flakes – Frosted Flakes Rice Chex – Frosted Rice Chex)

Tell the students they will need to sample all six cereal and not to get full on the first one. They will get ½ cup of each one and 1 ½ -2 cups of milk.

Also have the price of the cereal and the number of servings so they can figure of the cost per serving.

(35 minutes)

Have the cereal on a table. The teacher should dish out the cereal so there is enough for all to get some. The students will come up and get ½ cup of each to sample, along with 1 cup of milk. Remind them they need to go easy on the milk because they will only receive 1 more cup. After

they have sampled one cereal they will come up and get the next one, until they have tried all six cereals. Be sure they fill out their worksheets while they sample the cereal.

(5 minutes)

Clean up and talk with the students about what they found out.

Sources: Guide to Good Food

Evaluation: I will watch class participation.