

2nd Grade Health-Nutrition Assessment

Title: Healthy Snacks

Purpose: **Students will learn about the relationship between food and health.**

Objective: **Students will learn about food labels and their relationship to nutrient-dense foods.**

DOK Level: 1 recognize information on food labels
 2 classify, organize and construct a summary of your choices

Learning Targets (LT):

- (1) The student will identify the important parts of a food label.
- (2) The student will classify the information that defines a nutrient-dense food (high vitamin/mineral, fiber content, low calories, fat)
- (3) The student will determine which food label out of several is the most nutrient-dense in each food group.
- (4) The student will demonstrate comprehension of nutrient-dense snacks using examples from each food group.

National Physical Education Standards (NPE) or National Health Education Standards (NHES)

NHES 1- Students will comprehend concepts related to health promotion and disease prevention to enhance health.

NHES 4- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

NHES 5- Students will demonstrate the ability to use decision-making skills to enhance health.

Missouri GLEs: (May create a cluster from any discipline.)

ME2B2 – Identify a healthy snack from each food group. (p. 23 Health GLEs)

ME2C2 – Identify the basic parts of the Nutrition Facts label. (p. 24 Health GLEs)

ME2E2 – Select foods that are nutrient-dense to provide the body with long-lasting energy for thinking and physical activity. (p. 26 Health GLEs)

Show-Me Process Standards: (Goals 1-4)

1.2 – Conduct research to answer questions and evaluate information and ideas.

3.5 – Reason inductively from a set of specific facts and deductively from general premises.

4.1 – Explain reasoning and identify information used to support decisions.

Equipment: Food labels from 4-5 foods from each food group. For fresh foods and vegetables, create 'labels' that have major vitamins/minerals, fats, and calories per serving. (Optional – Use food models that have labels on the back instead of actual food labels.) Students will need pencil and paper. (Teacher could create a worksheet with the names of the foods for each group to help students record their choices.)

Directions: Set up stations with labels (food models) for 4-5 foods for each food group. Students will travel from station to station looking at the labels to decide which of the foods at each station is most nutrient-dense.

Assessment: Students will demonstrate comprehension by selecting nutrient-dense foods and organizing their conclusions in the format of their choice such as: poster, sing a song, write a paragraph, make a healthy snack pack, etc. Students may present their conclusions/justifications to the class.

Teacher Assessment Options

Rubric, checklist, teacher observation, teacher questioning, student presentations

Attachments: NA

Resources:

<http://www.mypyramid.gov/>

<http://kidshealth.org/>

	1	2	3
	Not yet proficient	Meets expectations	Exceeds expectations
Identify nutrient rich foods	Student choices do not consistently demonstrate ability to recognize nutrient rich food labels.	Student selects nutrient-rich foods from each group.	Student consistently and accurately selects multiple nutrient-rich foods from each food group.
Justify choices	Vague or limited justifications are stated.	Accurate justifications are provided for each selection.	Detailed/accurate justifications are provided for each selection

Checklist:

Name _____

Select one nutrient-dense food from each group:

Selection	Explanation		
	Limited	Complete	Exceptional
Grains <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vegetables <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fruits <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Milk <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meats <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples of teacher questions/prompts:

- Select a food from this group and tell me why you chose this food.
- Explain why this choice is better than another choice in the group.
- What information helped you make this choice?