

Katrina Sladky
Website Lesson Plan
May 5, 2004
Grade 3-4

Dairy Rocks the House

I. Long Range Goals: For students to use the internet as a resource and gain a better understanding of nutrition concepts.

II. Objectives: SWBAT understand concepts about dairy: where milk comes from and why it is important for our health. (S3, HPE1)
SWBAT navigate a website to do research. (1.4)

Questions to consider:

How much experience do the students have with the internet?

How can I pair students so that all students will benefit from the activity?

III. Procedure:

1. Intro/Hook/Set:

Hook: Ask students what they had for breakfast and/or lunch

Intro: Ask students what parts of these meals were fruits, vegetables, meat, grains, and dairy. Ask the students if they know why we need to eat all of these different foods. Why do we eat dairy? What does it do for our body? How does it get from the cow to the grocery store? Why don't we drink milk right from the cow? Tell them that today we will be using the internet to learn about dairy. Through our research, we will answer these questions.

Set: The students will work in pairs on the internet. Some of the websites require a lot of reading, others have more illustrations and games. Pair students so that stronger readers can help weaker readers, and so that students will work together productively. This lesson will take place at the computers in the classroom, or in a computer lab, as long as there is internet access.

2. Content:

a. Assign students to computers. Prepare another activity for students who are not at the computer if there isn't a computer available for every pair.

b. Have students follow the instructions on the website. Give students the Power of Dairy worksheet to do as they explore the websites. Partners should work together to explore the websites and find information, but each student should fill out his or her own worksheet.

3. Check for Understanding: Walk around as students are working on the internet. Informally assess if they are productively navigating through the sites and working cooperatively with their partners.

4. Closure: When all students have had a chance to use the website and complete the worksheet, bring all of the students together on the carpet or at their desks. As a class, go over the answers to the questions on the worksheets to discuss what the students have learned.

IV. Materials:

Computers with Internet access
The power of Dairy Worksheets, 1 per student
12x18 white paper, 1 sheet per student
Markers, pencils, crayons

V. Student Assessment/ Student Assignment:

Students will be given the assessment/assignment to create a billboard design. The billboard should explain through pictures and words either 1. Why dairy products should be part of a persons' diet, or 2. How milk gets from the cow to the grocery store. Students are free to use their worksheets and the internet as a resource for this assessment, since one of the objectives was to "navigate the internet for research." The billboards will be graded using the attached rubric.

VI. Self-Evaluation:

What were the strong points of the lesson?
Did the students have fun?
What were the most popular/ useful websites?
What websites were too difficult or boring for the students?
Did the students work well in pairs for this activity?

Name: _____ Partner: _____

THE POWER OF DAIRY

Dairy Internet Exploration

Please write the answer to the question and the website you found it on. You may abbreviate websites: Buttercup, Fact 3, MooMilk, Why Milk, Got Milk, National Dairy Council.

1. Why do we pasteurize milk?

Pasteurizing means heating the milk up to 145 degrees Fahrenheit. This kills bacteria that might be in the milk.

2. Milk is good for your bones. What is another thing that is good for your bones?

Exercise. It makes bones denser, more thick.

3. Name three vitamins or minerals that are in milk and tell what each one does for your body.

Calcium -strong and healthy teeth and bones

Vitamin D- calcium absorbtion

Vitamin A- maintains outer layer of skin

Riboflavin and niacin- energy

Phosphorus-cell growth and repair, in bones and teeth

Vitamin B-12- helps build red blood cells

Protein- build muscles, healthy hair and nails

4. How many servings of milk should a person have?

At least three servings.

5. When can a cow start giving milk?

After she has her first calf baby.

6. After the cow is milked, the milk goes to the milk tank or vat. What does the milk tank or vat do?

It keeps the milk cold.

7. What is one new and interesting fact that you learned from these websites?

Answers will vary.

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Billboard Rubric

- 4.** Billboard clearly explains, using pictures and words either: 1. Why dairy products should be part of a person's diet, or 2. How milk gets from the cow to the grocery store.
Students based their billboards on information from internet resources, and use extra resources. Information is accurate.
Billboard designed neatly and organized in a clear way and is extremely visually appealing.
- 3.** Billboard clearly explains, using pictures and words either: 1. Why dairy products should be part of a person's diet, or 2. How milk gets from the cow to the grocery store.
Students based their billboards on information from internet resources.
Information is accurate.
Billboard designed neatly and organized in a clear way.
- 2.** Billboard somewhat explains, using pictures and words either: 1. Why dairy products should be part of a person's diet, or 2. How milk gets from the cow to the grocery store.
Students based their billboards on some information from internet resources.
Information is somewhat accurate.
Billboard lacks organization.
- 1.** Billboard does not explain, using pictures and words either: 1. Why dairy products should be part of a person's diet, or 2. How milk gets from the cow to the grocery store.
Students did not use information from internet resources. Information is not accurate.
Billboard messy and lacks organization.