

Lesson 4: Carbs Give Us Energy to Move!

Grade Level: 1st Grade

Time: 60 minutes

Subjects: ELA, Agriculture

Overview: This lesson is Lesson 4 of 5 in the *Growing Up Strong* unit within the *Growing Readers* micro-curriculum, based on a series of books written by Kansas author Dan Yunk. Building on Lesson 3's focus on protein, this lesson introduces carbohydrates as a nutrient that provides energy for the body. Students watch a short video explaining that carbohydrates are found in foods such as bread, rice, cereal, and potatoes, many of which are made from crops grown by farmers. Students then distinguish shades of meaning among verbs that describe eating and moving in different ways, decode one-syllable food words, read sentences pairing a food with a movement, and act out each movement. The lesson closes with a writing task in which students recall a food and movement from the activity and write their own sentences, spelling untaught words phonetically.

Skillset: Gathering information from a video source, distinguishing shades of meaning among verbs, applying phonics and word analysis skills to decode and encode words, reading with accuracy and fluency, physical movement connected to reading, recalling information from experience, and spelling untaught words phonetically.

Kansas Academic Standards

Kansas ELA Standards

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.1.3.b Decode regularly spelled one-syllable words.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

RI.1.12.d Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.1.11.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

National Agriculture Literacy Outcomes

Plants and Animals for Food, Fiber, and Energy

T2.K-2.d Identify examples of food and fiber products that come from plants and animals.

Agriculture and the Environment

T3.K-2.b Recognize that agriculture provides our most basic necessities: food, fiber, energy, and shelter.

Objectives

English Language Arts Objectives

Students will be able to:

- Gather information from a video about how carbohydrates provide energy for the body.
- Distinguish shades of meaning among verbs describing different ways of eating and moving.
- Decode regularly spelled one-syllable words representing foods that contain carbohydrates.
- Read decodable sentences with sufficient accuracy and fluency to support understanding.
- Recall information from the video and movement activity to support their writing.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Agriculture Objectives

Students will be able to:

- Explain that carbohydrates are found in foods such as grains and potatoes and give the body energy.
- Identify wheat, oats, and corn as crops grown by farmers and recognize foods made from these crops.

Materials Needed

Whole Class:

- Smartboard or display screen
- YouTube, Eat Happy Project: How do carbohydrates give us energy?
<https://youtu.be/Xto8ZqCYDvY>.
- Chart paper titled: “Carbs Give Us Energy!”
- Markers

Shades of Meaning & Movement Cards:

- Word cards for eating verbs: nibble, munch, gobble (one set for whole-group display)
- Word cards for moving verbs: walk, march, stomp, tiptoe (one set for whole-group display)
- Decodable sentence cards pairing a carb food with a movement verb (companion document)
- Grain/carb food picture cards: wheat, oats, corn, bread, toast (one set for whole-group display)
- Open floor space for movement

Writing:

- Carbs Give Me Energy writing sheet — companion document (one per student)
- Pencils and crayons

Lesson Procedures

1. Connecting to What We Know. Explain to students: “In one of our very first units, we read a book called Celebrate Wheat. Do you remember what Kailey learned about wheat? Kansas farmers grow huge fields of wheat, and that wheat gets turned into flour, which is used to make foods like bread and pizza crust.”
 - a. Ask students:
 - “What do you remember about wheat and the foods it helps make?”

- “If you live out in the country, have you ever seen a big golden field of wheat? What did it look like?”
 - “If you live in a town or city, have you eaten bread, crackers, or pizza crust made from wheat? Where did you get it?”
- b. Explain to students: “In our last lesson, we learned about protein and how it helps our muscles grow strong. Today we are going to learn about a different nutrient that gives our bodies something else important: energy. Wheat is actually one of these foods! “Carbohydrates, or carbs for short, are a nutrient found in many foods. They help give our bodies energy.”
- c. Ask students:
- “What do you do during the day that takes a lot of energy? Running? Playing? Even just paying attention in class takes energy!”
 - “Where do you think your body gets that energy from?”
 - What foods contain carbohydrates, and what do carbohydrates help our bodies do?
- d. Direct students: “Let’s watch a short video to find out what carbohydrates are and where they come from.”
2. YouTube Video — Eat Happy Project: How do carbohydrates give us energy?
<https://youtu.be/Xto8ZqCYDvY>.
- a. After the video, ask students the following questions. Record student responses on chart paper: “*Carbs Give Us Energy!*” Guide students toward a simple list such as bread, rice, oats, corn, and potatoes. This chart will be referenced again during the writing component at the end of the lesson.:
- “The video said carbs are like fuel for our bodies. What does fuel mean? What does fuel do for a car?”
 - “What foods did the video mention that have carbs in them? Can you name one?”
 - “The video said carbs help us do things like run, pay attention, and even breathe. Which of those things have you done today?”
- b. Explain to students: “The video just showed us that carb energy shows up in two moments: the moment we eat the food, and every moment after that when we use the energy to move. Let’s learn some new action words, or verbs, that describe both of those moments, and then we will get to use our own carb energy to try them out.”
3. Shades of Meaning: Eating and Moving. Explain to students: “Carbs in food like bread, cereal, pasta, and potatoes give our bodies energy. But even the way we eat can be described with different action words, or verbs, that mean slightly different things. Let’s learn three verbs that all mean eating, but each one is a little different.”
- a. Teach each eating verb by defining it and modeling a small gesture:
- “Nibble means to take small, slow, gentle bites. A mouse nibbles a piece of cheese.” (Mime tiny, careful bites.)
 - “Munch means to take steady, chewing bites. A cow munches on grass in a field.” (Mime regular chewing.)
 - “Gobble means to eat something quickly, in big bites. A hungry dog gobbles its food.” (Mime fast, big bites.)
- b. Ask students:
- “Which of these three words means eating the fastest? Which means eating the slowest and gentlest?”

- “Show me how you would nibble a cracker. Now show me how you would gobble it.”
 - c. Bridge to moving verbs. Explain to students: “Nibble, munch, and gobble describe the moment we eat. But once that food gives us energy, we do not just sit still; we move! Let’s learn some verbs for moving too.”
 - d. Teach each moving verb by defining it and having students act it out immediately:
 - “Walk means to move at a normal, steady pace. Let’s walk in place.”
 - “March means to step high and stiff, like in a parade. Let’s march in place.”
 - “Stomp means to step down hard and loud. Let’s stomp in place.”
 - “Tiptoe means to step light and quiet, so no one hears you. Let’s tiptoe in place.”
 - e. Ask students:
 - “Which of these four ways of moving is the loudest? Which is the quietest?”
 - “Of all seven of our new verbs, which one would you use if you were really hungry and eating fast? Which one would you use if you were trying to be sneaky and quiet?”
 - f. Explain to students: “All seven of these verbs, from nibbling a cracker to stomping across the room, take energy. That energy can come from carbs. Now let’s go read about some carb foods and put that energy to work.”
4. Reading About Carb Foods and Using Our Energy. Explain to students: “We are going to read short sentences that pair a carb food with one of our moving verbs from a minute ago. First, let’s make sure we can read the carb food words. They are all one-syllable words, which means they have just one beat, and they are spelled in a regular way we can sound out.”
- a. Model decoding each word on chart paper:
 - “Bread: b-r-ea-d. The ea says its short /ĕ/ sound here. Blend it: bread.”
 - “Oats: oa-t-s. The oa says its long /ō/ sound. Blend it: oats.”
 - “Corn: c-or-n. When a vowel is followed by r, it changes the vowel sound. Blend it: corn.”
 - “Toast: t-oa-s-t. The oa says its long /ō/ sound, just like in oats. Blend it: toast.”
 - b. Ask individual students to decode *oats* and *toast* aloud without teacher support, to check for independent understanding.
 - c. Explain the goal of fluency: “Let’s practice reading these words not just sound by sound, but smoothly, like we already know them. Watch me read bread quickly this time: bread.” Now you try reading oats, corn, and toast quickly, all together.” Read the words fluently as a group, without stopping to sound out each letter.
 - d. Explain to students: “Now let’s put these words into sentences with our moving verbs from a minute ago, and act each one out.”
 - Model one full example. Display a decodable sentence card: “*I eat bread. I can walk.*”
 - Read the sentence aloud, sounding out each word explicitly and pointing to each one:
 - “First word: I. That is a word we know by sight.”
 - “Next word: eat. The ea says its long E sound. Blend it: eat.”

- “Next word: bread. That is a carb food we just decoded. Blend it: bread.”
 - “Now the next sentence: I. Sight word. Can. Sight word. Walk, remember our walking verb from a few minutes ago.”
 - “Now let’s read it all together, smoothly: I eat bread. I can walk.”
- e. Explain to students: “Bread is a carb food made from wheat, a grain that farmers grow. Eating bread gives me the energy to walk. Let’s do it: everybody walk in place!”
 - Lead students in performing the movement (walking in place) for 5–10 seconds.
- f. Display each remaining decodable sentence card one at a time. Read together, briefly discuss the food’s agricultural source, then lead the movement. After each sentence and movement, ask: “Where did that carb food come from? A farmer grew it! Which of our shades-of-meaning verbs did we just use, and how is it different from the others?”
 - “I eat oats. I can march.” “Oats are a grain crop that farmers grow. Let’s march!”
 - “I eat corn. I can stomp.” “Corn is one of the biggest crops Kansas farmers grow. Let’s stomp!”
 - “I eat toast. I can tiptoe.” “Toast is made from wheat, just like the bread we talked about earlier. Let’s tiptoe!”

(Allow approximately 8–10 minutes for this movement activity. Keep the pace brisk and playful: read, discuss briefly, move, repeat.)
- 5. Writing About Carbs and Movement. Gather students where they can see chart paper clearly.
 - a. Explain to students: “We just used a lot of energy moving our bodies! Now let’s capture what we did in writing, just like a scientist recording what happened in an experiment. In a few minutes, you will write your own sentences about your favorite carb food and movement.”
 - b. Explain to students: “Watch me write my own sentences on our chart paper first. You will use your own words to write your sentences, but you can look back at mine if you need a reminder of how a sentence like this can look.”
 - c. Write a complete model sentence on chart paper, thinking aloud sound by sound for a tricky word: “I eat corn. I can stomp. Let me think about how to spell stomp. That is a word we have not spelled together before. Let me say it slowly and listen for the sounds: s-t-o-m-p. I will write down every sound I hear, even though it has a few sounds squeezed together at the start. That is what good writers do with words they have not learned yet.”
 - Read the completed sentence aloud together, tracking each word with your finger: “I eat corn. I can stomp.”
 - d. Ask students: “Which carb food will you write about? Which shades-of-meaning verb will you choose: nibble, munch, gobble, walk, march, stomp, or tiptoe?”
- 6. Independent Writing — Carbs Give Me Energy Writing Sheet. Distribute the Carbs Give Me Energy writing sheet.
 - a. Explain to students: “Choose your favorite carb food and movement from today. Write your own complete sentences on your paper, the same way I wrote mine on our chart paper. You can look back at our chart paper anytime you need to.” Students write their own sentences independently on the blank lines provided, choosing their own carb food and verb. Circulate and support:

- Prompt for content: “Which carb food are you writing about? Which shades-of-meaning verb gives that energy a job to do?”
 - Support for phonetic spelling: “Say the word slowly. What sounds do you hear? Write the letters that match.”
- b. On the bottom of the sheet, include a bonus question: “Can you show a friend a different shades-of-meaning verb from our list today?”
(Differentiation note: Students who need additional support may use a two-sentence frame, such as “I eat _____. I can _____,” to help structure their sentences while still writing independently. Students ready for a challenge can write a second sentence using a different carb food and a different shades-of-meaning verb.)
7. Closing Discussion and Kansas Connection. Gather students together with their completed writing sheets. Ask students:
- “What did we learn that carbs give our bodies?”
 - “What carb food and movement did you write about? Which shades-of-meaning verb did you choose, and why?”
- b. Kansas Connection. Explain to students: “Kansas is one of the biggest wheat-growing states in the whole country, and Kansas farmers also grow huge amounts of corn every year. Whether you live out in the country and have seen fields of wheat or corn stretching for miles, or you live in a town or city and mostly see bread and cereal at the grocery store, the carbs that give you energy to move started as a crop on a farm.”
- c. Ask students:
- “If you live in the country, have you ever seen a field of wheat or corn? What did it look like?”
 - “If you live in a town or city, what carb foods have you seen at the grocery store or eaten at a restaurant?”
 - “What carb food will you look for the next time you eat a meal?”

Assessment: Assess student understanding through teacher observation during the video discussion, shades-of-meaning verb instruction, decoding instruction, decodable sentence reading, movement activity, shared writing, and independent writing. The teacher should note whether students can distinguish shades of meaning among verbs describing eating and moving in different ways, decode regularly spelled one-syllable carb food words, read decodable sentences with sufficient accuracy and fluency to support understanding, recall information from the video and movement activity to support their writing, and spell untaught words phonetically. The completed Carbs Give Me Energy writing sheet, with students’ own complete sentences, serves as the primary written artifact for this lesson.

Supplemental Activities: Display the completed writing sheets alongside the “*Carbs Give Us Energy!*” chart and the Protein Match writing sheets from Lesson 3. Guide students to see that a healthy, energetic body needs both protein and carbohydrates, and that both come from crops and animals raised by farmers and ranchers. For an extension activity, place the shades-of-meaning verb cards and decodable sentence cards in a classroom movement center so students can continue practicing throughout the week, adding new verb families such as look, peek, and stare.

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Shades of Meaning

Eating

nibble

munch

gobble

Moving

walk

march

stomp

tiptoe

Carbohydrate Picture Cards



Wheat



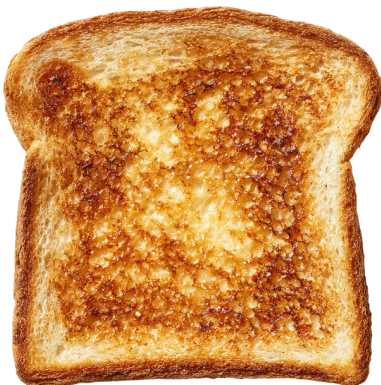
Oats



Corn



Bread



Toast

Decodable Sentence Cards

I e a t b r e a d.

I c a n w a l k.

I e a t o a t s.

I c a n m a r c h.

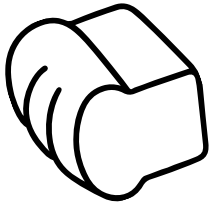
I e a t c o r n.

I c a n s t o m p.

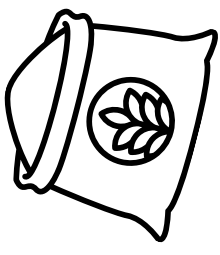
I e a t t o a s t.

I c a n t i p t o e.

Student Name: _____



Carbs Give Me Energy!



Check your work!

☐ I have a food. ☐ I have a verb. ☐ I wrote two complete sentences.

Can you show a friend a different shades-of-meaning verb from our list today?