



Lesson 4: Carbs Give Us Energy to Move!

Grade Level: Kindergarten

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 and nouns, this lesson introduces carbohydrates as a source of energy for the body and shifts the writing focus from nouns to verbs. Students watch a short video about carbohydrates and identify foods made from grain crops, such as wheat, oats, and corn, as well as potatoes. Students then explore verb antonyms through movement, read sentences pairing carbohydrate-rich foods with actions, and act out each movement after reading. The lesson closes with a writing task in which students write a sentence about a food and an action, then underline the food noun and circle the action verb.

Skillset: Gathering information from a video source, understanding verb antonyms, applying phonics and word analysis skills to decode words, reading decodable text, reading high-frequency words, physical movement connected to reading, using frequently occurring nouns and verbs in writing, recalling information from experience, phonetic spelling, and identifying nouns and verbs within a written sentence.

Kansas Academic Standards

Kansas ELA Standards

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.K.3.c Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.4 Read decodable texts that support instruction.

RI.K.12.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.10.b Use frequently occurring nouns and verbs in writing.

W.K.11.d Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

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.

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:

- Recall information from a video about how carbohydrates provide energy for the body.
- Demonstrate understanding of frequently occurring verbs by relating them to their opposites (antonyms) through physical movement.
- Decode words and read decodable sentences about food and actions.
- Read common high-frequency words in the decodable sentences.
- Incorporate frequently occurring nouns and verbs in writing, drawing on information from the video and movement activity.
- Identify nouns and verbs in a written sentence by underlining the food noun and circling the action verb.
- Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

Agriculture Objectives

Students will be able to:

- Explain that carbohydrates are found in foods such as grains and potatoes and provide energy for the body.
- 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

Verb Antonym & Movement Cards:

- Verb antonym picture cards: run/stop, push/pull, stand/sit, wake up/sleep (one set for whole-group display)
- Decodable sentence cards pairing a grain/carb food with a movement verb (companion document, one for whole-group display and one for each student to follow along with and take home - see below)
- Grain/carb food picture cards: wheat, oats, corn, potato, rice, bread (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

- a. Explain to students: “A long time ago 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.”
- b. 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?”
- c. 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.
- d. 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 give our bodies energy, and what do they help us do?
- e. Explain to students: “Let’s watch a short video to find out what carbohydrates are and where they come from.”
2. Video — Play a short YouTube video. Eat Happy Project: How do carbohydrates give us energy? <https://youtu.be/Xto8ZqCYDvY>. After the video, ask students:
- “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. Record student responses on chart paper: “Carbs Give Us Energy!” Guide students toward a simple list such as bread, rice, oats, corn, and potatoes. (W.K.8 — students are gathering information from the video as a provided source. Students will reference this chart again during the writing component at the end of the lesson.)
3. Verb Antonyms Through Movement
- a. Explain to students: “Remember, carbs like bread, wheat, oats, corn, and potatoes give our bodies energy — energy to move! Before we use that energy, let’s talk about the kind of words we use to describe moving.”
- b. What is a verb? Explain to students: “A verb is an action word. It tells what someone is doing. Run is a verb. It tells me you are moving your legs fast. Jump is a verb. It tells me you are pushing off the ground. Every time our bodies use the energy from carbs to do something, we can use a verb to describe it.”
- c. Ask students: “Can you think of a verb — an action word — that tells something your body can do?”
- Call on 2–3 volunteers and have the class perform each suggested verb briefly.
- d. What is an antonym? Explain to students: “Now that we know what a verb is, let’s learn about opposites. An opposite is called an antonym. When two verbs are antonyms, they mean the opposite of each other — they are as different as they can possibly be.”
- e. Teach each antonym pair by having students physically perform both actions. Explicitly name each word as a verb before demonstrating it:

- Run — stop: “Run and stop are both verbs. Run means to move your legs fast. Stop means to freeze and not move at all — the exact opposite of run. Let’s use our carb energy to try it: run in place... now stop!”
 - Push — pull: “Push and pull are both verbs. Push means to move something away from you. Pull means to move something toward you — the exact opposite of push. Let’s try it: push your hands forward... now pull your hands back!”
 - Stand — sit: “Stand and sit are both verbs. Stand means to be up on your feet. Sit means to lower your body down — the opposite position of stand. Let’s try it: stand up... now sit down!”
 - Wake up — sleep: “Wake up and sleep are both verbs. Wake up means opening your eyes and becoming active. Sleep means closing your eyes and resting—the opposite of wake up. Let’s try it: pretend to sleep... now wake up!”
- f. Ask students:
- “If push is the opposite of pull, can you think of another pair of verbs that are opposites?”
- g. Explain to students: “Every single movement we just did — running, stopping, jumping, landing, standing, sitting, waking up — all of it takes energy. Our bodies need energy to move, play, and learn. Carbohydrates in foods like bread, pasta, cereal, and potatoes help give our bodies energy. Many of these foods come from crops farmers grow, like wheat, oats, and corn. Let’s use that carb energy in our next activity!”
4. Decoding the Movement Sentences. (Pass out the Decodable Sentence Cards sheets)
Explain to students: “Today we are going to read short sentences that pair a carb food with a movement. After we read each sentence, we will act out the movement using the energy that food gives us. Remember, spaces tell us where one word ends and the next word begins. Let’s read one word at a time.”
- a. Model one full example. Display a decodable sentence card: “I eat bread. I can run.” 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. Let’s sound it out — /e/ /t/. Wait, listen again — eat has three letters in it, but two letters work together, e and a, to make one long /ee/ sound. /ee/ /t/. Blend it: eat.”
 - “Next word: bread. That is a carb food! /b/ /r/ /e/ /d/. Blend it: bread.”
 - “Now the next sentence: I. Sight word. Can. Sight word. Run — let’s sound it out: /r/ /u/ /n/. Blend it: run.”
 - “Now let’s read it all together: I eat bread. I can run.”
- b. Explain to students: “Bread is a carb food made from wheat, a grain that farmers grow. Eating bread gives me the energy to run! Let’s do it — everybody run in place!”
- Lead students in performing the movement (running in place) for 5–10 seconds.
5. Carb-Powered Movement Activity. Explain to students: “Now we are going to do this with more carb foods and more movements. Each time, we will read the sentence together, talk about where the food comes from, and then use our energy to move!”

- a. Display each decodable sentence card one at a time. Read together, sounding out letters and blending explicitly. 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! What did the carb food give you energy to do?"
 - "I eat oats. I can jump." — "Oats are a grain crop that farmers grow. Let's jump!" (Students jump in place.)
 - "I eat corn. I can stomp." — "Corn is one of the biggest crops Kansas farmers grow. Let's stomp!" (Students stomp their feet.)
 - "I eat rice. I can spin." — "Rice is a grain, just like wheat, oats, and corn. Let's spin!" (Students spin in place.)
 - "I eat toast. I can hop." — "Toast is made from wheat, just like the bread we talked about earlier. Let's hop!" (Students hop in place.)

(Allow approximately 8–10 minutes for this movement activity. Keep the pace brisk and playful — read, discuss briefly, move, repeat.)
6. Nouns and Verbs in a Sentence. Gather students where they can see chart paper clearly.
 - a. Explain to students: "You just used a lot of energy moving your bodies! Now we are going to write about one of our carb foods and movements. In a few minutes, you will pick your own favorite carb food and movement and write your own sentence. Remember from our last lesson: a noun names a person, place, thing, or animal. Today we are also going to learn about verbs. A verb is an action word. It tells what someone is doing. In our sentences today, we will look for our carb food to be the noun, and the action verb will be our movement."
 - b. On chart paper, write the two-sentence frame: "I eat _____. I can _____."
 - Write the completed sentence on chart paper, thinking aloud sound by sound for each key word:
 - "I eat corn. Corn is my noun — it names a thing. /c/ matches c, /o/ matches o, /r/ matches r, /n/ matches n. C-o-r-n."
 - "I can jump. Jump is my verb — it tells the action I am doing. /j/ matches j, /u/ matches u, /m/ matches m, /p/ matches p. J-u-m-p"
 - c. Read the completed sentence aloud together, tracking each word with your finger: "I eat corn. I can jump." Give students a brief reminder: "Quick reminder as you write your own sentence: start with a capital letter, leave a space between your words, and end with a period."
 - d. Underlining nouns and circling verbs. Explain to students: "Now watch how I mark my own sentence. I am going to underline my noun, because a noun names a thing. Corn is my noun. I draw a line under the word corn. Then I am going to circle my action verb, because a verb is my action word. Jump is my action verb. I draw a circle around the word jump." Model underlining *corn* and circling *jump* on the chart paper sentence.
 - Ask students: "Which word in my sentence is the noun? Which word is the verb? How do you know?"
7. Independent Writing — Carbs Give Me Energy Writing Sheet. Distribute the Carbs Give Me Energy writing sheet.
 - a. Direct students: "Choose your favorite carb food and movement from today. Write your own sentence using our frame: I eat _____. I can _____. Then underline your

noun and circle your verb, just like we did together.” Students write their sentence independently, filling in the two-sentence frame with their chosen noun and verb, then underline the noun and circle the verb. Circulate and support:

- Prompt for content: “Which carb food are you writing about? What movement gives you energy?”
- Support for phonetic spelling: “Say the word slowly. What sound do you hear first? Write that letter.”
- Support for identifying nouns/verbs: “Which word in your sentence names a food? That is your noun — underline it. Which word tells what you can do? That is your verb — circle it.”
- Quick reminder as needed: “Capital letter, spaces between your words, and a period at the end.”

- b. On the bottom of the sheet, include a bonus antonym question: “Can you think of the opposite of your verb? Tell a friend!”

(Differentiation note: Drawing and dictation are for differentiation only, not the primary task. Students who need additional support may draw their carb food and movement and dictate their sentence to the teacher or a classroom helper, who scribes while the student watches; then the student underlines the noun and circles the verb with guidance.

Students ready for a challenge can write a second sentence using a different carb food and a different movement verb.)

8. Closing Discussion & 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? What is the noun in your sentence? What is the verb?”
- “Can you think of the opposite of one of the movements we did today?”

- 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 run, jump, and even pay attention in school started as crops 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, verb antonym instruction, decodable sentence reading, movement activity, shared writing, and independent writing. Teacher should note whether students can demonstrate understanding of verb antonyms through physical movement, apply phonics skills to decode words and read decodable sentences, read common high-frequency words, use frequently occurring nouns and verbs in writing, recall information from the video and movement activity to support their writing, spell simple words phonetically, and correctly underline the noun and circle the verb in their written sentence. The completed Carbs Give Me Energy writing sheet 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 verb antonym cards and decodable sentence cards in a classroom movement center so students can continue practicing throughout the week, adding new verb pairs such as open/close or push/pull.

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Verb Antonym Picture Cards



Run



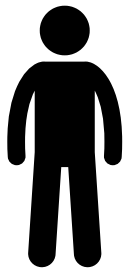
Stop



Push



Pull



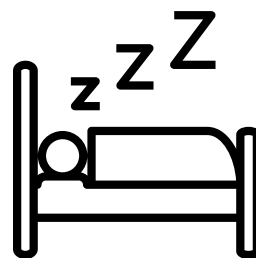
Stand



Sit



Wake up



Sleep

Carbohydrate Picture Cards



Wheat



Oats



Corn



Potato



Rice



Bread

Decodable Sentence Cards

I eat bread.

I can run.

I eat oats.

I can jump.

I eat corn.

I can stomp.

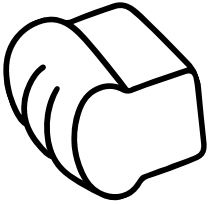
I eat rice.

I can spin.

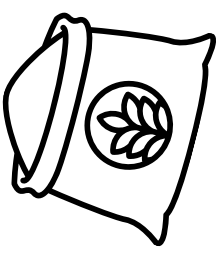
I eat toast.

I can stomp.

Student Name: _____



Carbs Give Me Energy!



Fill in the frame to write your sentence.

Underline your noun and circle your verb.

I eat

I can

Check your work!

☐ I have a noun.

☐ I have a verb.

☐ My sentences end with a period.

Can you think of the opposite of your verb? Tell a friend!