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| **Subject:** | Language Arts |
| **Title:** | Sports Drinks |
| **Grade Level:** | 6 |
| **Purpose:** | * Students will gather and organize information on sports drinks. |
| **Curricular**  **Connections:** | * Students will organize, record and evaluate   using outlines, thought webs and  summaries to show the relationships among ideas  and information to summarize meaning. |
| **Materials:** | * access to internet * markers * rulers |
| **Activity:** | 1. Gather as a group and ask the students, what they think would be important to know when purchasing and consuming sports drinks. Possible categories might be:   Price / Sizes / Sugar content / Flavors / Calories  Sodium percentages / Appeal (bottle shape, screw top, flip top) / Sports drinks endorsed by athletes   1. Create a list of categories on the board. 2. Students do research on the categories. 3. Organize the information on Webs or Mind maps. Students may design their own webs or mind maps, search for appropriate ones online, or use teacher- provided materials. |
| **Extension:** | * Use various categories to do the same activity except using energy drinks as the topic. Students may want to add things like: caffeine content, labeling, can vs. bottle, commercials, type of event associated with the product etc. to the categories. * Students then design a chart comparing the similarities and differences between sport and energy drinks. * An example would be:  |  |  |  |  | | --- | --- | --- | --- | | Categories | Gatorade | Powerade | All Sport | | Sugar |  |  |  | | Carbs |  |  |  | | Sodium |  |  |  | |  |  |  |  | |
| **Assessment:** | 1. Students complete goal-setting statements and/or self-evaluation stems. Some examples include:  * What went well with my research? Why? * What did not go well? Why? * While working on my web/mind map I….. * Tomorrow I will….. * I was surprised that….. * I still need to….. * I would recommend this drink because….. * After completing this assignment I’ve decided….. |