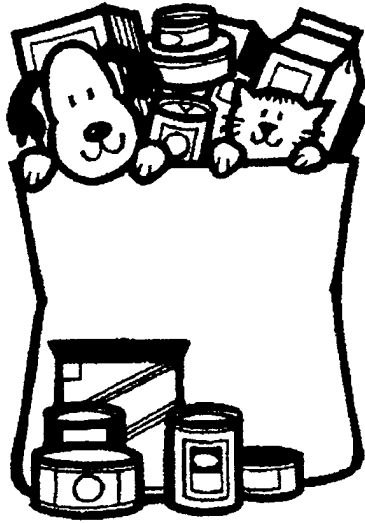


Nutrition



English as a second language

Teaching Unit
for
Cycle two, year one and year two
with suggestions for use in cycle three

By: Solange Moseley
2001



COMMISSION SCOLAIRE
MARIE-VICTORIN

INTRODUCTION

March is national nutrition month. The following learning situation can help bring this theme into the ESL classroom in an in-depth and dynamic way, adding to students' awareness of the consequences of nutrition on their health and well-being.

Originally created for Cycle Two, this unit now contains some tasks appropriate for Cycle Three students. It also includes numerous tasks that allow the teacher to integrate simple communications technologies, which will undoubtedly spark students' interests. The tasks are meant to be completed in sequence since they build up to a final group project, although some may go beyond the scope of one's teaching time. While there are some formal evaluation tasks offered, teachers are encouraged to informally evaluate their students throughout the entire learning situation.

This document contains both a teacher's guide and a student copy that can be downloaded in the format of your choice and photocopied as needed.

For background material on the nutritional needs of young children, read *Canada's Food Guide to Healthy Eating Focus on Preschoolers - Background for Educators and Communicators*, *Health Canada's Food Guide Facts*, and *A Closer look at Other Foods*. Have children collect and bring in pictures of various foods and grocery store flyers. Refer to *Canada's Food Guide Infosheet #1* and *Infosheet #2*, or order your class copies from:

Publications
Health Canada
Ottawa, Ontario K1A 0K9
Telephone: (613) 954-5995

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PLANNING CHART

Title: NUTRITION

Outcome: At the end of the second cycle, students will be able to create a meal that includes items from the four food groups.

Cycle 2: (years 1 and 2)

Cycle 3 students will write a cookbook of their favourite recipes using the computer.

BROAD AREA OF LEARNING: health and well-being

FOCUS OF DEVELOPMENT: awareness of the consequences of personal choices on health and well-being in the following area: nutrition.

CROSS-CURRICULAR COMPETENCY:

Intellectual: - to exercise critical judgement

Methodological: - to use information and communication technologies



ESL COMPETENCIES: 1 - to interact orally in English

> **Focus:** to transmit an oral message

2 - to reinvest understanding of oral and written texts

> **Focus:** to carry out meaningful tasks using strategies

3 - to write a text

> **Focus:** to revise a text using strategies

ESL EVALUATION CRITERIA

ESL competency 1 (for Cycles 2 and 3) and competency 2 (for Cycle 3 only)

- Use of strategies
- Appropriate non-verbal reactions to the interaction situation
- Use of functional language
- Participation in exchanges
- Pronunciation

MATERIALS NEEDED

- Task 1 - Food chart acetate
- Task 2 - Cardboard food pictures and envelopes
- Task 3 - Survey worksheet
- Task 4 - Cardboard food pictures and envelopes
- Task 5 - Plastified picture cards and string
- Task 6 - Sets of cards (body parts - food groups)
- Task 7 - Homework sheet

Wordsearch puzzle



Pictionary

Storybook

Crossword puzzle



Story: Why do our stomach growl when we're hungry?

Grocery store flyers (1 per student)

Treasure hunt worksheets and Health Canada booklets

PREPARATION

TASK 1 Guided discussion about food in general and good eating habits.
Put acetate on OHP. (Make an acetate of the attached Worksheet.)
Go over the vocabulary at the top of the page.

Often	Sometimes	Rarely
Good 😊	Okay 😐	Bad ☹️

TASK 2 "The Good and the Bad"
Group students for co-op activity

Explain roles: Secretary
Animator
Materials Manager
Reporter

Hand out an envelope to each group with pictures of various foods.
"The Canadian Food Guide" kit contains a great variety of cardboard food pictures.

In co-op groups, students decide under which category to write the different foods (envelopes)

After 10 minutes, regroup and the reporters from each group share their results. Use acetate to compile information.

FOOD CHART

often	sometimes	rarely
good 😊	okay 😐	bad ☹️

ACTION

TASK 3 - Carrying out the task

Survey (interaction activity) *Can be evaluated

Worksheet (see attached)

Go over the questions first: Do you like _____?

Yes, I like...

No, I don't like...

Hand out worksheet; students walk around and ask 5 classmates what they like.






Regroup and share information. (Have students, in turn, present one classmate's like, and another's dislike; example: "*(Maxime) likes (chocolate); (Nathalie) doesn't like (peanut butter).*")

TASK 3 - Survey



Ask 5 classmates what foods they like. Ask for their signature.



Name	<i>signature</i>	Do you like?	Yes, I do.	No, I don't.
		pizza 		
		chocolate 		
		fruits 		
		cheesecake 		
		cabbage 		








Write your own →

TASK 3 - Survey



Ask 5 classmates what foods they like. Ask for their signature.



Name	<i>signature</i>	Do you like?	Yes, I do.	No, I don't.
		pizza 		
		chocolate 		
		fruits 		
		cheesecake 		
		cabbage 		



Write your own →



ACTIVITY - Wordsearch

Check: <http://puzzlemaker.school.discovery.com/>

On this site, students can enter food words of their choice.

The computer will make the word search in printable form.



ACTIVITY - Have students prepare a "Vocabulary Log" or add the new words to their picture dictionary (a picture dictionary).

Note to teachers: Here is a sample word puzzle created on the "puzzlemaker" web site.

Food Groups

L	E	B	S	T	S	S	O	I	S	D	S	N	C	E
X	G	C	T	E	K	N	R	A	R	G	U	A	T	V
M	W	S	U	S	S	W	A	E	G	K	U	E	O	H
H	S	L	N	T	N	E	N	E	N	N	U	W	Z	Z
N	X	Q	A	Z	T	C	G	V	B	H	R	V	Q	H
W	H	Y	E	Q	H	E	E	D	W	H	S	I	C	W
U	T	M	P	I	K	J	L	Y	G	H	W	T	C	Y
P	H	H	C	C	H	I	G	I	U	R	O	R	O	E
W	O	K	S	L	I	T	N	E	L	R	A	G	D	Z
M	E	C	H	E	E	S	E	K	R	J	U	P	A	L
N	B	K	P	L	B	L	R	A	Y	R	Q	N	E	W
E	L	P	P	A	D	C	C	N	T	A	N	M	R	S
T	J	M	S	B	U	P	U	Y	Z	O	J	C	B	J
I	L	X	V	I	M	T	V	F	P	U	X	J	Z	V
M	I	L	K	G	L	Z	R	O	F	T	H	G	O	R

APPLE
CARROT
EGGS
LETTUCE
PEANUTS

BEANS
CHEESE
GRAPES
MILK
RICE

BREAD
CHICKEN
LENTILS
ORANGE
YOGURT

15 of 15 words were placed into the puzzle.

Visit Puzzlemaker at discoveryschool.com

Food Groups Solution

+ E + S + S + O + + + S + + + +	(Over,Down,Direction)
+ + C T + + N R + + G + + + + +	APPLE(5,12,W)
+ + + U + + + A + G + + + + + +	BEANS(10,5,NW)
+ + + N T + + N E + + + + + +	BREAD(14,13,N)
+ + + A + T C G + B + R + + +	CARROT(8,12,NE)
+ + + E + H E E + + + + I + +	CHEESE(3,10,E)
+ + + P I + + L + G + + T C Y	CHICKEN(7,5,SW)
+ + + C + + + + + + R O + O E	EGGS(9,4,NE)
+ + K S L I T N E L R A G D +	GRAPES(10,7,SE)
+ E C H E E S E + R + U P A +	LENTILS(10,9,W)
N + + + + + + + A + R + + E +	LETTUCE(8,7,NW)
E L P P A + + C + T + + + R S	MILK(1,15,E)
+ + + + + + + + + + + + + B +	ORANGE(8,1,S)
+ + + + + + + + + + + + + + +	PEANUTS(4,7,N)
M I L K + + + + + + + + + + +	RICE(12,5,SE)
	YOGURT(15,7,SW)

ASSIMILATION AND TRANSFER

TASK 4 - Introduction of the four food groups.
Divide the board into 4 sections. Title the four sections as follows:

Dairy Products	Fruits and vegetables	Meat and substitutes	Bread and cereal
----------------	-----------------------	----------------------	------------------

Divide the class into 5 or 6 groups. Hand out to each group an envelope containing a variety of food pictures from the 4 food groups.

In groups, students decide in which food group(s) their pictures belong.

A "reporter" from each group places the group's pictures under the appropriate title.

Use pictures from the *Canadian Food Guide Kit*, or pictures cut from flyers.

Go over the pictures with the students making sure the pictures are placed in the appropriate category.



Homework - *A pantry inventory*

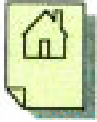
Hand out homework sheet. (See attached)

Students fill in the appropriate categories with items they have in their pantry.

Students can type their lists at home using "Word" and bring a diskette to school. Lists can be compiled in a class document, printed and distributed to all students.

Alternatively, the compiled list can be edited by the teacher and the class as it is being projected on the screen with a multimedia projector.


A third option is for students to E-mail their homework to the class E-mail account (hotmail.com offers free and simple E-mail accounts). The lists would then be compiled into a class document and edited.



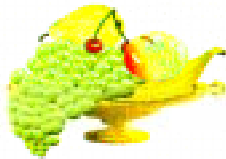
Pantry Inventory

👁️ Look in your pantry. List the foods you see in the correct category.


Dairy Products




Fruits and Vegetables



Meat and Substitutes



Bread and Cereal



Name: _____

Parent's signature: _____ 

Co-operative task - ***A shopping list***

(requires math skills - addition and subtraction)

Materials needed

1 supermarket flyer per student
1 grocery list worksheet (see attached)

Preparation

Divide students into their cooperative groups
(4 students per group)

Have students determine their roles :
secretary
materials manager
animator
reporter

Distribute materials

Procedure

Tell the students they are going to create a shopping list which includes the food from the four groups. Have them respect a budget.

Each student is responsible for one of the four food groups, and he/she suggests items in turn.

When the groups have reached their spending limit, have them either compare their answers with another group, or report their answers to the class.

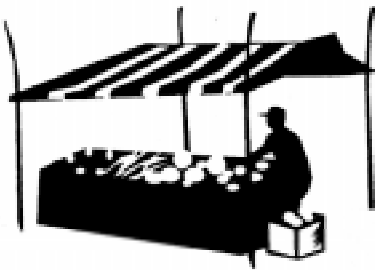
Evaluation tip

This task can be observed and evaluated according to the criteria for ESL competency 1.

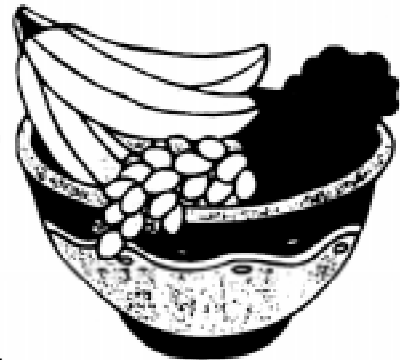
Cooperative task - *A shopping list*

With an amount of _____ \$ make your own grocery list including the four food groups.

ARTICLE'S NAME Ex.: A box of cereal - A loaf of bread.	PRICE \$	BALANCE \$



Group names



1. _____
2. _____
3. _____
4. _____

TASK 5 - *Interactive activity - "What am I?"*

?

On the board, write different questions students can use to find out which food item is on their back.

?

?

Preparation: Prepare as many food picture cards (see attached) on a long string as you have students (as a necklace).

?

?

Place a "necklace" on each student's back (so that students don't see what food item they have). The aim of the game is for students to guess which food is on their back. To do so, students walk around the classroom and must ask 4 questions before being allowed a guess.

Questions on the board.

Am I a (vegetable, dairy product, meat or substitute, fruit or vegetable)?

Am I (colour)?

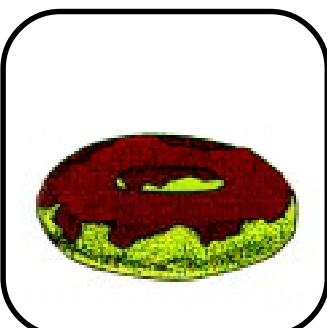
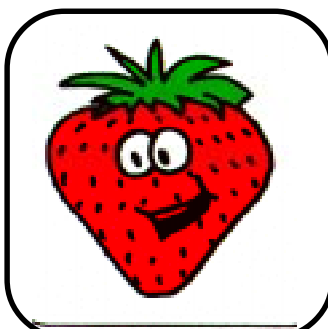
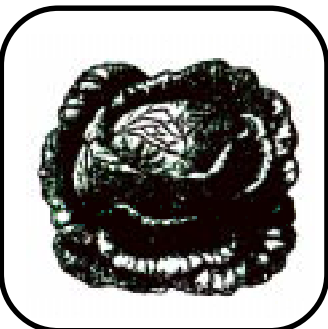
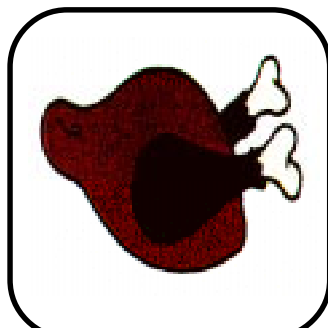
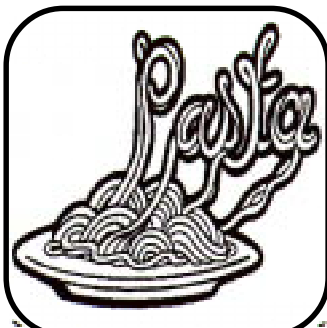
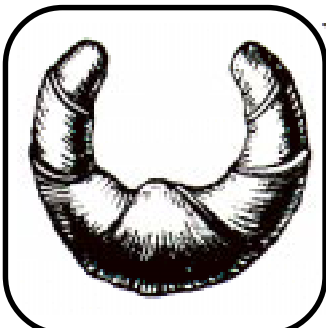
Am I (shape)?

Am I a (banana)?

Students can only answer with "yes" or "no".

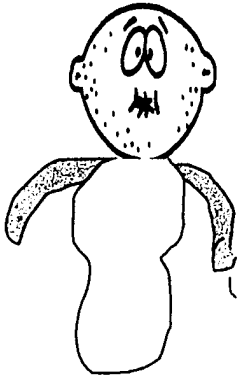
Prepare additional pictures so that students who quickly guess their food item can play again with a different picture.

TASK 5 - "What am I?"



TASK 6 - Vocabulary review: body parts, food items, colours, Yummy Mummy

Co-op activity: using 2 sets of cards (see attached templates).



Students in groups of 4 pick, in turn, a card from each set: one Food Group card and one Body Part card then draws those items to create the group's Yummy Mummy.

Using construction paper, students cut out various food items (according to which Food Group and Body Part card they picked) and build a "puppet".

Give their puppet a name.

Present it to the class.
(can be used as evaluation)

"This is V8.
His head is a lemon.
His body is a peanut.
His arms are two green beans..."

Grammar notions

He / she / it

a / an

his / her

is / are

TASK 6 - Body Parts Template

Copy on cardboard. Cut out.

BODY

HEAD

EYES

NOSE

EARS

MOUTH

HAIR

NECK

ARMS

LEGS

FEET

HANDS

TASK 6 - Food Groups Template

Copy on cardboard. Cut out.

FRUITS AND VEGETABLES	FRUITS AND VEGETABLES	FRUITS AND VEGETABLES
MEAT AND SUBSTITUTES	MEAT AND SUBSTITUTES	MEAT AND SUBSTITUTES
BREAD AND CEREAL	BREAD AND CEREAL	BREAD AND CEREAL
DAIRY PRODUCTS	DAIRY PRODUCTS	DAIRY PRODUCTS

EVALUATION

Pairs evaluation - Competency 1

Place the "Yummy Mummies" (task 6) on the board with a letter above each.

On a loose-leaf paper, students write numbers 1 to 4. In pairs: one student describes to his classmate four of the seven Mummies.

The other writes his answer on his sheet. Reverse roles.

Explain clearly the criteria for evaluation:

Students evaluate each other according to the following criteria: the student correctly uses the names of the food items, the body parts, the possessive pronouns his / her, and the singular and plural form of the verb "to be".

Written production (individual work) - Competency 3



Students create a meal using 2 items from each food group. (8 items in total)
Students may use their pictiionary,

Pairs evaluation - Competency 3



Creating a crossword puzzle.

Have students work in pairs. Log on to the following site: www.puzzlemaker.com and go through the procedure for making a crossword puzzle with them.

Specify the number of clues each group must make to define a food word.

Pairs submit their crossword puzzle to other groups, and correct it for them afterwards.

JUST FOR FUN

A. Story Reading

"Why do our stomachs growl when we are hungry?"

Story includes discussion questions and activity suggestions. (see attached)

B. The Grambling stomach"

Matching captions to the illustrations. Contains a student copy and an answer key. (see attached)

NUTRITION

Just for Fun - Activity A: Story reading

?

Why do our stomachs growl when we are hungry?

If you haven't eaten in a long time, your empty stomach may make a loud growling noise. Scientists call this noise borborygmus (bor-buh-RIG-mus.) Your stomach naturally makes gurgling, bubbling noises as it works to digest your food. When your stomach is empty, these noises are louder because only air, not food, is being moved around your stomach. Food will help!

1. When was the last time you heard your stomach growl? How did it sound? How did it feel?



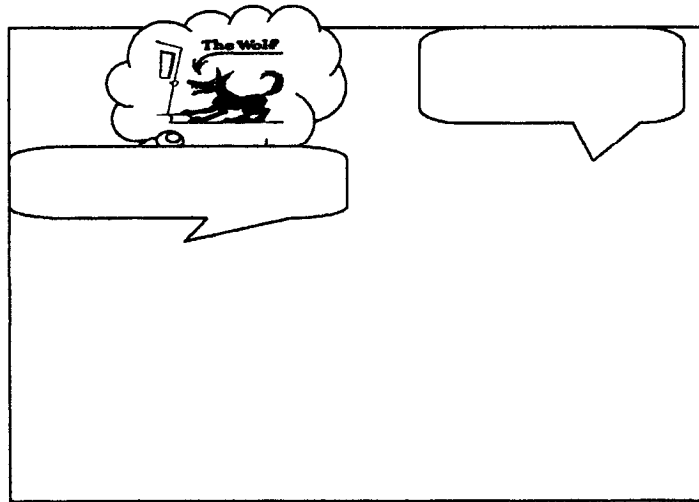
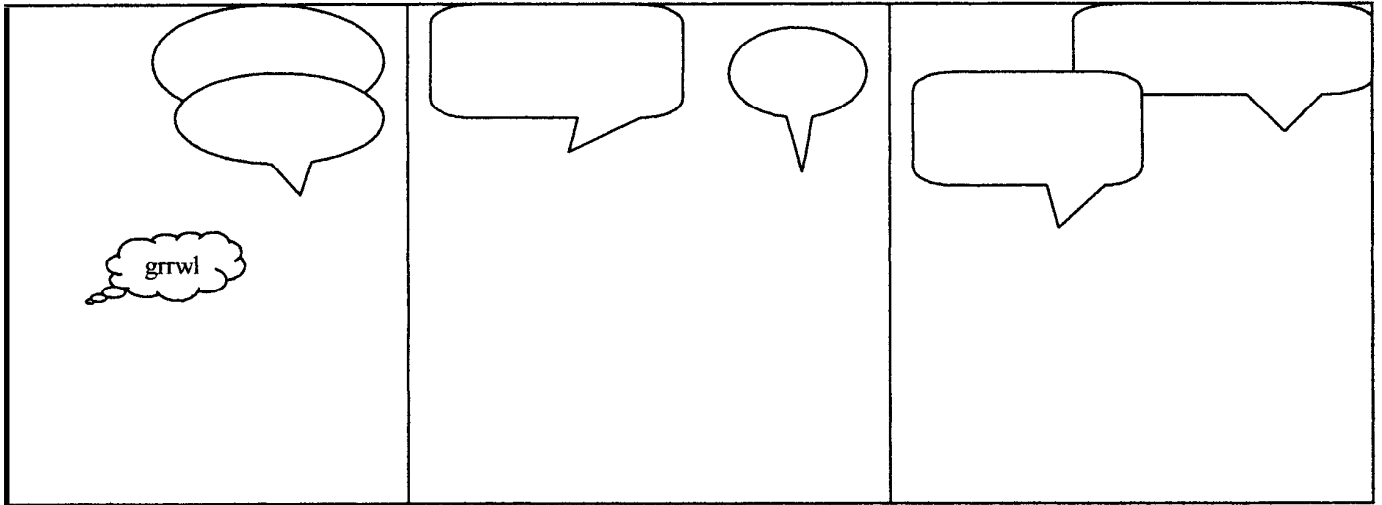
2. What do you think is happening in the picture?
3. If you hear your stomach rumbling, what can you do to stop the noise?
4. Ask a friend or a family member if you can put your ear on his or her stomach. What do you hear? Can you feel anything?
5. On a separate piece of paper, can you draw a picture of yourself when your stomach is growling?
6. Make up a song about a grumbling hungry tummy that is searching for food. What other words could you use in your song that rhyme with **grumbling** and **tummy**?

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Just for Fun - Activity B: The Grumbling Stomach

Instructions: Match the captions to the correct illustrations.

Why do our stomachs growl when we are hungry?



Captions:

- A. "Please, I'm hungry as a wolf."
- B. "Me too!"
- C. "Teacher, can I eat my apple?"
- D. "What's that noise!? It sounds like a train!"
- E. "Sorry, rules are rules."
- F. "Oh! It's me. It's 10 o'clock. I'm hungry."
- G. "No, you must wait until recess."

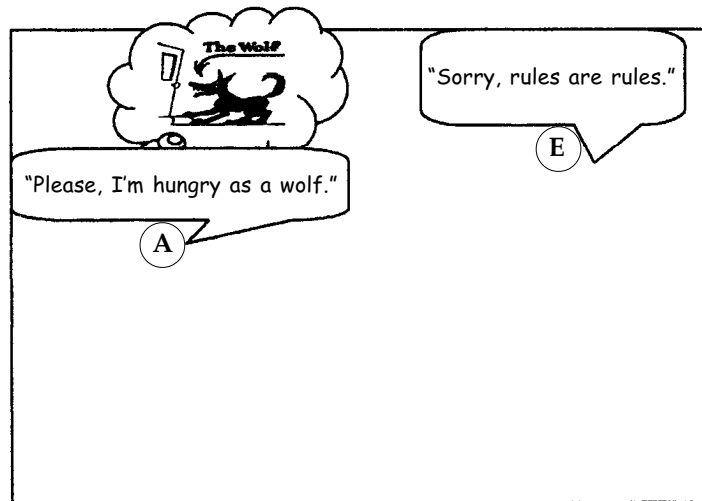
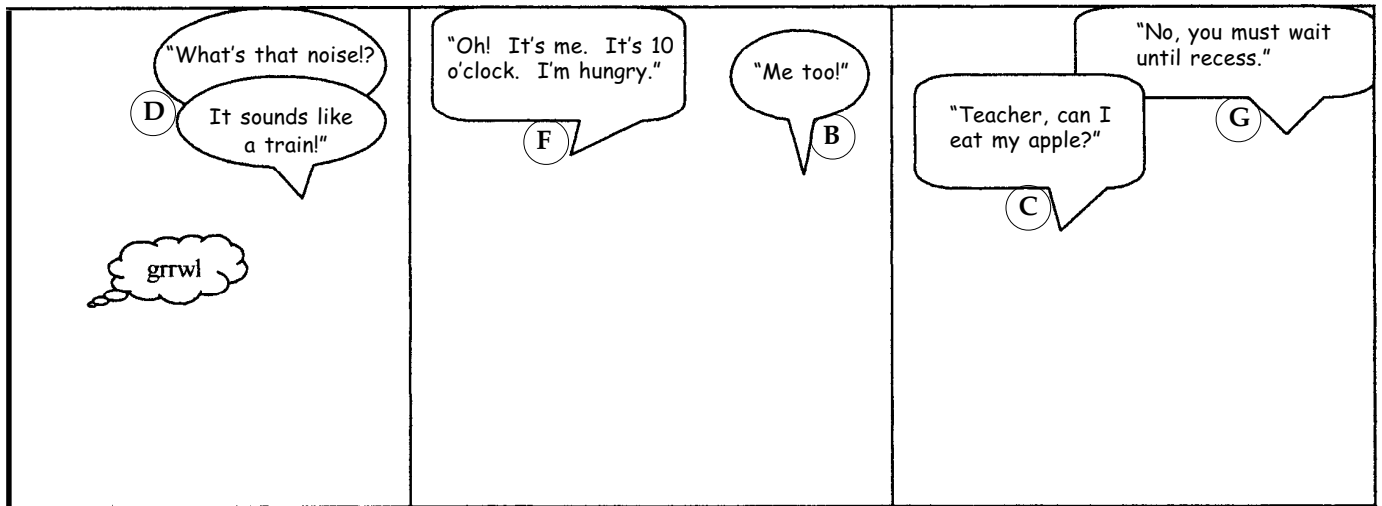
NUTRITION

Answer key

Just for Fun - Activity B: The Grumbling Stomach

Instructions: Match the captions to the correct illustrations.

Why do our stomachs growl when we are hungry?



Captions:

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- D. "What's that noise!? It sounds like a train!"
- E. "Sorry, rules are rules."
- F. "Oh! It's me. It's 10 o'clock. I'm hungry."
- G. "No, you must wait until recess."

A TREASURE HUNT - Using the Food Guide, with option


A pairs reading activity based on Health Canada booklet entitled "Using the Food Guide" for Cycle 3 student.

This booklet can be ordered from Health Canada (leave sufficient time to receive the booklets) or the students can read it on the Internet at

www.healthcanada.ca

Materials needed: One copy of the Food Guide Treasure Hunt worksheet per student.

Procedure: Distribute worksheets. Have students get into pairs.

Distribute booklets, or if you are using the  option, log on to the booklet at the website.

Read the instructions with the class, and set a time limit.

When finished, pairs can compare their answers with another group or with yours.

FOOD GUIDE TREASURE HUNT

Instructions: Answer the following questions on a piece of paper in your duotang. You can find the answers in "Canada's Food Guide to Healthy Eating",

1. How many Guidelines for Healthy Eating are there?
2. What is important to emphasize in your diet?
3. What should you limit in your diet?
4. On which page can you find information about vitamins? What mineral do children under age 12 need?
5. What does the Food Guide tell you in general?
6. Please find two tips to reduce fat. Copy them.
7. How many servings of vegetables and fruit are recommended each day in general?
8. Turn to p. 7: read the text about David. What sport does he practise? How many servings of meat does he need?
9. What is one serving of juice (in milliliters)?
10. What is one serving of yogourt? How many do you need each day?
11. Please find two tips on how to reduce salt in your diet. Copy them.
12. Define this term: "being active".
13. Who created this Food Guide?
14. Define this term: "health".
15. How many servings of each food group do YOU need?

BOOK SUGGESTIONS

- *The Berenstain Bears and too Much Junk Food*, Berenstain, Stan and Jan
- *Taking Food Allergies to School*, Weiner, Ellen
- *Staying Healthy, Eating Right*, McGinty, Alice
- *Herb the Vegetarian Dragon*, Bass, Jules
- *The Very Hungry Caterpillar*, Carle, Eric
- *Something Good*, Munsch, Robert
- *Do the Doors Open by Magic?*, Ripley, Catherine

CLASS PROJECTS

Our well-balanced meal - Cycle Two

A class cookbook - Cycle Three