

Lesson Plan on Food

Name: Helen Karas

Date: November 22nd, 2005

Place: Ecole Arc-en-ciel

Students: 6th grade Intensive

Previous lesson: Time

Estimated time:

Aim: Students will become familiar with the four major food groups

Objectives:

- Students will become familiar with the vocabulary on food
 - They will also accomplish this by doing some brainstorming at the beginning of this lesson
 - For Ss to accomplish this they will do an activity whereby they will classify clippings from grocery stores and put them in the right food category.
 - Due to the activity where the students categorize certain foods in certain sections the teacher will provide them with the language functions they need in order to complete the group task
 - There is also an alphabet game that Ss will do in order to practice vocabulary

- Students will also become familiar with the different meals of the day: breakfast, lunch and supper.
 - In order to achieve this, once Ss have understood the four major food groups they will need to create a healthy daily menu for the three eating periods.

Linguistic content:

- Vocabulary
- Language functions: “where and in which...”

Anticipated problem

- Some Ss might not understand what to do in the menu activity
 - It is the T’s responsibility to model the activity well and show Ss what is expected of them. It is also important to indicate the procedure they must take and show an example or two of the finished product

Materials Needed:

- Canadian food guide
- 5 food groups worksheet
- Envelopes with clippings
- Vocabulary sheet
- Measuring cup

Pre-activity

Time	Activity	What the teacher does	What the Students do	Rationale
20 mins	Brainstorming	<ul style="list-style-type: none"> • T writes the four major food groups on the board and ask Ss to give an example or two for each category • Once the four major food groups with examples T shows the Ss the Canadian Food Guide. T explains what it is and passes one out to each S. (1-2mins) 	<ul style="list-style-type: none"> • Ss give a few examples • Ss look at the food guide and ask any questions they might have about it. 	<ul style="list-style-type: none"> • T wants to brainstorm on some vocabulary as well as introduce the four major food groups • Giving Ss a visual aid to comprehend the 4 major food groups.

While-activity

Time	Activity	What the teacher does	What the Students do	Rationale
15 mins	Categorizing	<ul style="list-style-type: none"> • T explains to Ss that soon they will get into groups of four (1 of 5) and will each receive an envelope with different food products. Their goal is to learn new vocabulary, categorize the items in the right food category, and use the language functions. (5 mins to explain and model) • Before they get into groups remind Students of their cooperative learning roles (1 min) • Teacher makes groups with sticks and warns students they have 10 mins to complete the task. Those who finish early can switch envelopes with another group who has finished. (10 mins) • When 10 mins is up gather Ss attention and begin correcting. If someone doesn't know what 	<ul style="list-style-type: none"> • Ss listen and pay close attention to the model. • Ss elicit the 4 major roles in cooperative learning • Ss get into their groups when T is done and being activity • Ss share their answers with the classroom 	<ul style="list-style-type: none"> • T models an example so Ss know what to do once they get into their groups. • T reminds Ss of their cooperative roles and that they should be using them • T makes groups to save time. Switching envelopes to keep faster students busy. • T allows Ss to share because it will expose

		<p>a certain food item is ask the group to hold up the picture instead of translating. (5-10 mins)</p> <ul style="list-style-type: none">• Congratulate Ss on a job well done. And ask Ss if they have used the language on the board. Or the language of their cooperative roles.	<ul style="list-style-type: none">• Ss answer as honestly as possible.	<p>their vocabulary to other Ss as well.</p> <ul style="list-style-type: none">• Positive reinforcement for the Ss and checking their language usage.
--	--	--	--	---

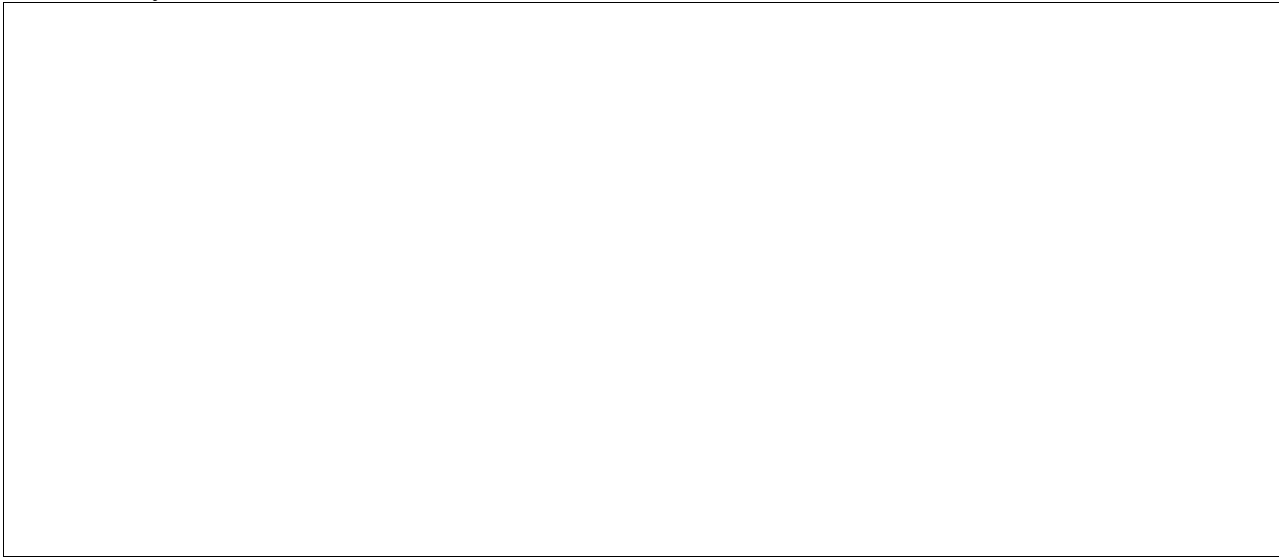
Post Activity 1

Time	Activity	What the teacher does	What the students do	Rationale
20 mins	Menu	<ul style="list-style-type: none"> • T explains that in partners they will have to create a daily menu: breakfast, lunch, and supper. • T explains what each meal is and specifies to Ss that “diner” is not lunch like in French. T also points out the spelling of supper. • T models the activity to the Ss by writing the criteria they should have on the menu. T gives them the language functions on paper, and goes over it with them. • Once they are done Ss will compare their results with another partnership. 		

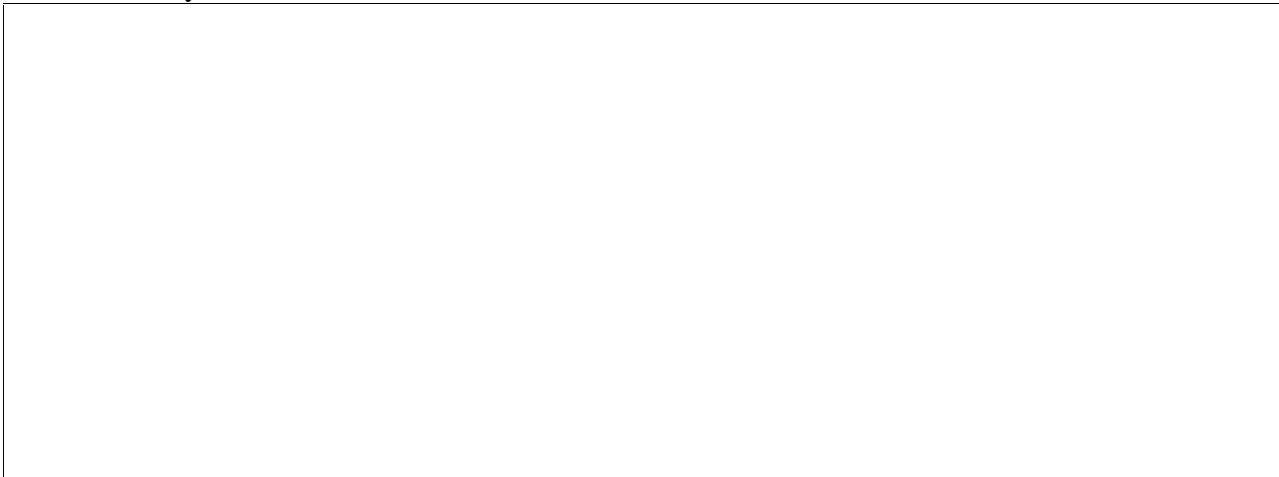
Post- activity 2

Time	Activity	What the teacher does	What the students do	Rationale
10 mins	Menu	<ul style="list-style-type: none"> • T explains that now they will play a game in the groups that they are in. The game is called the food-alphabet game. Omit letters “q, x, and z” • T models an example with three Ss • Once the modeling is done hand out the vocabulary sheet as extra help as well as what is on the board, and allow them to start. 	<ul style="list-style-type: none"> • Ss listen and pay close attention to model • Material managers pick up the sheets for their teams and they begin playing the game 	<ul style="list-style-type: none"> • This game is a good review for vocabulary and it’s fun • T models so Ss know what to do • The vocabulary sheet is a bit like a cheat sheet to help out those in need.

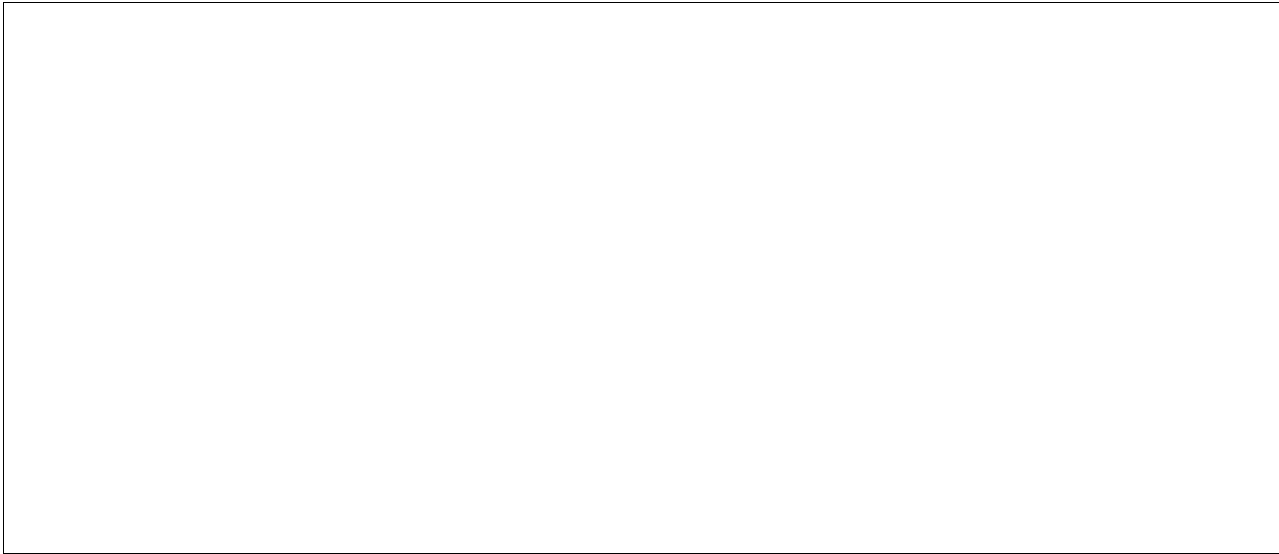
Pre-activity board work

A large, empty rectangular box with a thin black border, intended for pre-activity board work. It occupies the upper half of the page.

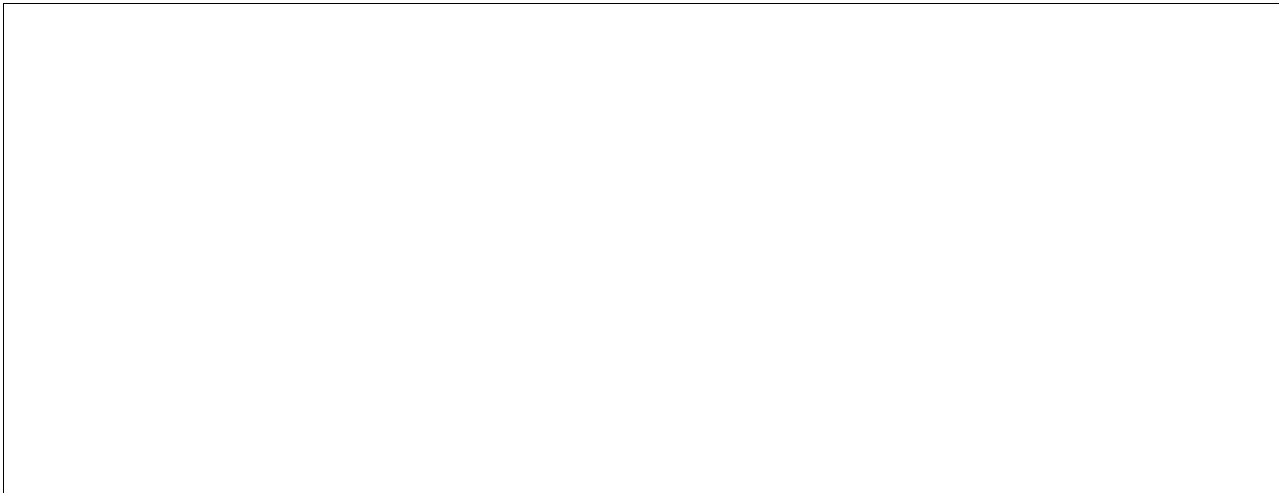
While activity board work

A large, empty rectangular box with a thin black border, intended for while activity board work. It occupies the lower half of the page.

Post act 1



Post act 2



Language

- What should we eat for breakfast, lunch, or supper?
- Maybe we can eat (pasta and meat sauce, a sandwich)
- We are missing something from the (fruit and vegetables, dairy, grain, or meat and alternatives) group.
- You are missing something from the (grain) group.
- Oh! That's a good idea!
- MMMM! That sounds good!
- Maybe you should add more (vegetables, nuts, bread..).

How to evaluate another team's menu

- Do they have a meal for breakfast, lunch, and supper?
- Does each meal include at least 1 item from each food group?
- Are the meals a healthy choice?
- Would you like to eat something from their menu? Yes or No

Example of a healthy daily menu

<u>Our daily menu</u>		
Breakfast	Lunch	Supper
<ul style="list-style-type: none">• Honey and nuts cereal• 1 glass of Milk• 1 banana• 1 orange	<ul style="list-style-type: none">• 1 chicken club sandwich with cheese• Salad• 1 glass of orange juice• 1 yoghurt	<ul style="list-style-type: none">• Steak• Pasta• Steamed vegetables• Fruit Salad

Vocabulary Sheet

Fruits	Vegetables	Meats	Other	
apple apricot banana berry cantaloupe cherry coconut fruit grapefruit grape lemon lime orange peach pear pineapple plum prune raisin raspberry strawberry tomato watermelon	asparagus avocado beans beet cabbage carrot cauliflower celery corn cucumber garlic green beans lettuce mushrooms onion pea potato pumpkin radish rice squash sweet potato turnip vegetable	bacon beef chicken fish ham hamburger hot dogs lamb meat pork meat loaf roast sausage turkey <p style="text-align: center;">Drinks</p> coffee coke cream ice juice lemonade milk orange juice tea water wine	bone bread butter candy cake catsup cereal cheese chocolate cookie cottage cheese dessert egg flour honey ice cream jam <p style="text-align: center;">Dishes</p> bowl cup fork glass knife napkin plate saucer spoon	jelly macaroni mayonnaise mustard noodle nut oil peanut pepper pie roll salad salad dressing salt sandwich sauce spaghetti sugar vanilla vinegar <p style="text-align: center;">Meals</p> breakfast dinner meal lunch snack supper



Health
Canada Santé
Canada

CANADA'S

Food Guide

TO HEALTHY EATING
FOR PEOPLE FOUR YEARS
AND OVER

Enjoy a variety
of foods from each
group every day.

Choose lower-
fat foods
more often.

