



<b>Theme:</b> Food	<b>Topic:</b> Healthy Eating
<b>Stage:</b> 1	<b>CLB Outcome Level(s):</b> 2
<b>Task:</b> Learners categorize food by food groups and design a balanced meal menu.	
<b>Estimated time for the task:</b> 4 - 5 hours	
<p><b>CLB Outcomes</b>  <i>By the end of this topic, learners will be able to ...</i></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• give a basic description (2)</li> <li>• talk about things one enjoys (2)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• follow an expanded range of common basic daily instructions (2)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• understand very short, basic common forms, diagrams, signs, labels (2)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• copy information (2)</li> </ul>	
<p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>• Canada’s Food Guide and teacher-made worksheet</li> <li>• Canadian Concepts 2</li> <li>• teacher-prepared picture cards from food flyers</li> <li>• curriculum Resource Package, local Health Unit</li> <li>• chart paper and markers</li> </ul>	<p><b>Suggested Community Contacts</b></p> <ul style="list-style-type: none"> <li>• visit/guest speaker from local health unit</li> <li>• visit local grocery stores</li> </ul>
<p><b>Language Focus</b> <i>Grammar, vocabulary, pronunciation</i></p> <ul style="list-style-type: none"> <li>• grammar: Imperative forms</li> <li>• vocabulary: diet, serving, whole grain, vitamin, low-fat, caffeine, lean, cholesterol</li> </ul>	



### **Developing the skills**

*To achieve the outcomes learners could ...*

1. Warm-up – Teacher (est. 20 mins.):
  - brainstorms with learners about foods - favourite, least favourite, etc.
  - lists new vocabulary
  - groups foods, drinks, types of foods
2. Writing and Speaking Task - (Canadian Concepts 2, Unit 6, p 78) - Learners (est. 30 mins.):
  - look at pictures and number them
  - discuss how the food is grouped
  - write the names of the four food groups on the board
  - complete each list by adding more food names
3. Reading Task – (Canada’s Food Guide) – Teacher (est. 20 mins.):
  - explains “servings” and how to read the Food Guide
  - prepares simple “wh-questions” about the Guide
4. Reading Task – Learners (est. 45 mins.):
  - work in groups, each with a set of picture cards, to categorize food into groups
5. Listening Task (Food Find) – Learners (est. 30 mins.):
  - following a clue given by teacher (e.g., a fruit that is yellow, a vegetable that starts with the letter t), race to locate and hold up appropriate cards for points
6. Speaking and Writing Task – Learners (est. 1 hour):
  - in groups of four, design balanced menus for breakfast, lunch, and dinner
  - record menus on chart paper
  - class chooses the “healthiest” menu, and the “tastiest” menu
7. Final Task – Learners (est. 1 hour):
  - in groups, make posters to illustrate “Canada’s Food Guide”



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### SAMPLE LESSON PLANS FEEDBACK FORM

I have used the lesson plan on:

THEME \_\_\_\_\_

TOPIC \_\_\_\_\_

MONTH POSTED \_\_\_\_\_

I used the lesson plan with these changes...

Another task to add to this lesson plan could be....

Here are some additional resources for this lesson ...

In general, I have found the sample lesson plans to be:

Very useful

Somewhat useful

Not useful

*Please circle your response*

COMMENTS:

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