### Theme: Food  
### Topic: Healthy Eating  
### Stage: 1  
### CLB Outcome Level(s): 2  

#### Task:  
Learners categorize food by food groups and design a balanced meal menu.

#### Estimated time for the task: 4 - 5 hours

**CLB Outcomes**  
*By the end of this topic, learners will be able to …*

**Speaking**  
- give a basic description (2)  
- talk about things one enjoys (2)

**Listening**  
- follow an expanded range of common basic daily instructions (2)

**Reading**  
- understand very short, basic common forms, diagrams, signs, labels (2)

**Writing**  
- copy information (2)

#### Suggested Resources
- Canada’s Food Guide and teacher-made worksheet  
- Canadian Concepts 2  
- teacher-prepared picture cards from food flyers  
- curriculum Resource Package, local Health Unit  
- chart paper and markers

#### Suggested Community Contacts
- visit/guest speaker from local health unit  
- visit local grocery stores

#### Language Focus  
*Grammar, vocabulary, pronunciation*

- grammar: Imperative forms  
- vocabulary: diet, serving, whole grain, vitamin, low-fat, caffeine, lean, cholesterol
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”

Writer: Sandy Mak
# SAMPLE LESSON PLANS FEEDBACK FORM

<table>
<thead>
<tr>
<th>I have used the lesson plan on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME ________________________</td>
</tr>
</tbody>
</table>

| 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 … |

<table>
<thead>
<tr>
<th>In general, I have found the sample lesson plans to be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
</tr>
</tbody>
</table>

*Please circle your response*

| COMMENTS: |

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