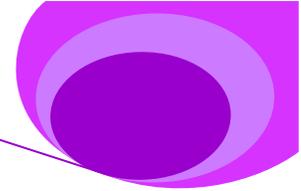


An abstract graphic composed of overlapping, semi-transparent purple polygons of various shades, creating a layered, crystalline effect. The shapes are arranged in a horizontal, slightly undulating pattern across the middle of the page.

Language Learning for Health

*Prepared by the OPH-OCDSB Collaborative Team
Ottawa, 2014*



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OPH-OCDSB Collaborative Team: Healthy Eating Lesson Plans

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- All the ESL/LINC students, especially those who kindly provided feedback for the refinement of the lesson plans.
- Hindia Mohamoud and Hasmik Minasyan and the members of the Language and Health and Wellness tables from the Ottawa Local Immigration Partnership (OLIP)

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ABOUT THE HEALTHY EATING LESSON PLAN SERIES

How did the lesson plans come about, who developed them, and why?

Language learning is essential for newcomers' integration and wellbeing. Proficiency in an official language has been associated with immigrants' employment rates, self-reported health and health outcomes. To address language as a key determinant of health while tackling priority health concerns for immigrants, a collaborative project that includes staff from Ottawa Public Health (OPH) and the Ottawa Carleton District School Board (OCDSB) has been established to develop and implement lesson plans on various health topics.

This collaborative work has enabled the integration of health content into language instruction through two programs: English as a Second Language (ESL) and Language Instruction for Newcomers to Canada (LINC). As a result, ESL/LINC instructors, in collaboration with OPH staff, have designed a first series of 24 lesson plans on eight healthy eating topics for adult learners. Field tested in a variety of ESL/LINC settings and reviewed by a multidisciplinary team, the lesson plans are not only relevant, accurate and easy to follow but appropriate for learners from diverse cultural backgrounds and at different levels of language proficiency. The lessons are based on the Canadian Language Benchmarks (CLB) which is a descriptive scale of language ability. Each topic includes a lesson plan at each of the following levels: ESL Literacy-CLB 1, CLB 2-3, and CLB 4-5.

What is included in each lesson plan?

Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

- The ***Instructor Notes*** at the beginning of the lesson plans provide guidelines and suggestions on how to use them.
- Each ***activity*** has been designed to focus on a particular skill area of listening, speaking, reading or writing and on certain competency areas. The activities are ready to use, which may minimize the time instructors need to prepare engaging sessions. Some of the worksheets (e.g., cards, game boards) can be laminated and re-used. The activities are interactive and encourage learning through participation and dialogue.
- The ***assessments*** have been designed as a way to gauge learning from the lesson plan and may be used as a Portfolio Based Language Assessment (PLBA) tasks.
- The ***learner self-reflection*** task captures a learner's intention to adopt a desirable practice as a result of the knowledge acquired.

Often healthier than the Canadian-born population when they first arrive in Canada, immigrants' health deteriorates over time

Known as the "healthy immigrant effect," this phenomenon has been observed particularly among non-European immigrants. The reasons for this deterioration are complex. The process of immigration itself is stressful and may impact immigrants' health. Financial constraints, employment problems or the lack of a social support networks can affect their health and overall wellbeing. Immigrants may also adopt unhealthy behaviours that are common in their new country. Also, medical problems arise as they age just like anyone else.

Source: Ng E., Wilkins R., François Gendron F. and Berthelot J-M. The Changing Health of Immigrants. Statistics Canada, autumn 2005.

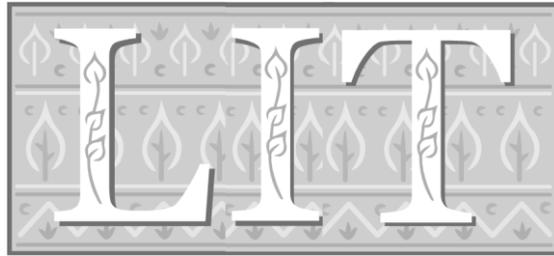
Who are these lesson plans for, and how can they be used?

These lesson plans have been designed for anyone who teaches ESL/LINC, and who would like to incorporate important public health content into their language teaching. As mentioned in the Instructor Notes of each lesson plan, they have been designed in a way that they can be adapted to the individual needs of the learners in a classroom.

The lesson plans seek to introduce newcomers to Canadian culinary culture and recommended healthy eating practices, while encouraging learners to maintain the healthy habits from their countries of origin. Given Canada's wide and rich cultural diversity, it would have been impossible to include preferred foods and practices of all learners in a classroom. However, acknowledging the rich variety of cultures through examples that resonate with learners is essential. For this reason, instructors are encouraged to begin discussions with learners on popular foods, culinary and healthy eating practices from their countries of origin. Public health staff/nutritionists can assist with the adaptation of traditional dishes (e.g., replacing unhealthy with healthy oils) as needed.

How can I provide my feedback on the lesson plans?

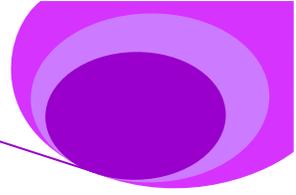
Geared towards continuous quality improvement, the *Language Learning for Health* collaborative project is in constant evolution. Your comments and suggestions regarding the lesson plans will be greatly appreciated and can be emailed to: OPH-ESL_LessonPlans@ottawa.ca.



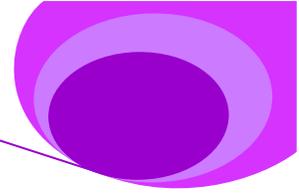
Everybody's Food Budget

ESL Literacy and CLB 1





Instructor Notes



Everybody's Food Budget – Instructor Notes – ESL Literacy and CLB 1

Core Contents:

Learn how to save money by planning before going shopping for food, being a smart shopper, and avoiding food waste.

Learning Objectives:

- preplanning for food shopping to help save money
- planning a menu
- understanding food staples
- making a shopping list
- becoming familiar with how food is organized in a Canadian food store
- saving money in the food store
- storing food correctly
- identifying leftovers

Materials Needed:

- flipchart paper
- markers
- masking tape
- scissors

Word Bank

Warm-up: n/a

Activity 1: food store, money, weekly menu, fridge, cupboard, store flyers, eat, children

Activity 2: food budget, spend (money), shopping list

Activity 3: n/a

Activity 4: leftovers, extra food, meal, breakfast, noon meal, evening meal, snack

Activity 5: [in this activity, the learner matches a picture of a “staple” with its name; names can be learned during the activity rather than pre-teaching them]

Activity 6: n/a

Activity 7: aisles, outside aisles, prices, lower, higher, cashier, inside aisles

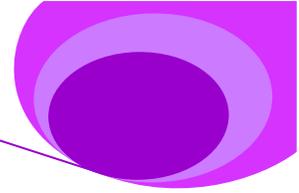
Activity 8: eye level, above, below, compare, unit price, separate packages, single serving, ready-to-eat, prepared food, store receipt, garbage

Activity 9: leftover food, container, label, freezer

Activity 10: instructor may pre-teach food words or talk about them as they take up the exercise

Prior Knowledge

** It is essential that the instructor elicit learners' prior knowledge on the topic so the activities can build on what learners already know.*



Instructor-led discussion to elicit prior knowledge:

- Ask learners questions, such as: Where did you shop in your country? How often do you go shopping in Canada? Why? What is different about shopping in Canada?
- Tell an anecdotal story about what you do before you go grocery shopping.
- Involve learners in your story by pausing frequently to allow learners to provide words or concepts if they can.
- Concepts should include:
 - i. I buy food at... (food store/supermarket)
 - ii. I know how much money I have to spend on food this week
 - iii. I plan what I am going to eat this week (menus)
 - iv. I check my cupboards and fridge to see what I need to buy
 - v. I look at store flyers
 - vi. I try to leave my young children at home
 - vii. I snack or eat before I go food shopping
- Write vocabulary on the blackboard or flipchart paper for help in Activity 1.
- Read words with learners.

**** Instructor may choose or adapt any of the following activities depending on the needs of the learners. However, please note that assessments/self-reflections are often based on using all the activities in a lesson plan and might have to be changed accordingly if not all activities are used.***

Activity 1 – Vocabulary/Reading/Listening/Writing

Competencies: Comprehending Information/Reproducing Information

- Photocopy a set of Activity 1 Cards (2 pages) for each learner.
- Instructor may pre-cut the cards or let learners do it.
- 1st time: Have learners work with a partner to match pictures and words.
- For subsequent practice, learners have their own set to practise with.
- Word cards can also be used to practise alphabetical order.
- Listening practice: Instructor says a word; learners hold up the picture card or word card.
- Learners can play concentration with two sets of cards (with or without a partner).

Note: The following five worksheets use the same pictures and vocabulary practised above. Choose the appropriate worksheets for the level of your learners.

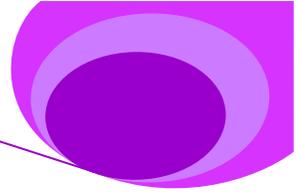
Activity 1, Worksheet 1

- Learners look at the word beside the picture and circle the word that is the same in that line.

Activity 1, Worksheet 2

- Learners copy the word on the line under picture.

Activity 1, Worksheet 3 (2 pages)



- Learners look at the picture and word, and then copy the word under the correct picture.

Activity 1, Worksheet 4

- Learners draw a line to match the picture and word.

Activity 1, Worksheet 5

- Learners look at the picture and complete the sentence with the correct word.

Activity 2 – Printing Cardinal and Ordinal Numbers

Competency: Numeracy

- Hand out Activity 2, Worksheet 1.
- Read with learners the things they should do to help them stick to their food budget.
- Point out this is a good order in which to do these things.
- Learners follow the arrows and put numbers 1 to 6 on the lines under the pictures.
- Hand out Activity 2, Worksheet 2.
- Learners use ordinal numbers to order the activities.

Activity 3 – Canada's Food Guide

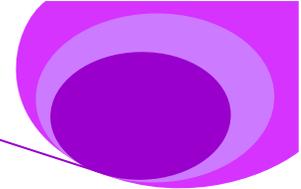
Competency: Comprehending Information

- Menu-planning is an important step in helping stick to a budget.
- Canada's Food Guide helps with menu planning.
- Use Canada's Food Guide to create learner awareness of their current eating habits and possible changes they could make to incorporate healthier eating habits by finding out the recommended size and number of servings per day from each of the food groups for children, women, and men. This is covered in depth in the Ottawa Public Health **Canada's Food Guide** unit.
- If that unit has not yet been taught, it is suggested that at least activities 5 and 6 from the **Canada's Food Guide** unit be done in preparation for Everybody's Food Budget Activity 4.

Activity 4 – Listening/Speaking/Reading/Writing: Planning a Menu

Competencies: Comprehending Information/Sharing Information

- Ask learners if they plan what they will eat:
 1. for the whole week
 2. for one day
 3. when they get home from school
- Which is better to do? Why?
- Ask if they cook a different meal every night.
- Introduce the word "leftovers." Talk about cooking extra food to have leftovers for meals later in the week. Ask:
 1. Do you sometimes/often cook extra food?
 2. Why do you/don't you cook extra food?
 3. Is it a good idea?



4. Why/why not?
 5. If some learners do cook extra food, ask what food they cook and how they use the leftovers.
- On flipchart paper or a blackboard, draw a chart similar to the one below:

	Sunday	Monday	Tuesday
Breakfast			
Noon Meal			
Evening Meal			
Snack			

- Brainstorm with the class what they might eat for the four meals on Sunday and fill in the chart. Do the same for Monday's meals.
- Guide the learners towards cooking a food on Sunday or Monday that could be used as leftovers on Tuesday (e.g., a roast chicken could be used in a stir-fry or for sandwiches).
- Learners copy the menus into their notebook.

Notes to instructor:

1. There is a variety of menu-planning tools available on the Internet. The two listed below are the most user-friendly, but are probably beyond the abilities of ESL Literacy and CLB 1 learners. However, if you have access to a classroom computer, you could walk learners through the websites and show them how to use them.
2. Menu-planning is complex and many (maybe most) people do not plan their menus. It's important for the learners to know that it is not absolutely necessary to plan for the whole week or for every meal. Sometimes just planning for dinner or planning for a few days at a time will help.

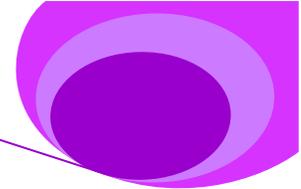
Menu-planning websites:

1. <http://soscuisine.com>
2. <http://eatrightontario.ca>

Background information on websites for instructor:

1. SOS Cuisine

- It is a versatile and easy-to-use site.
- Learners can customize their profiles and specify food needs, preferences (vegetarian, diabetic etc.), how many people in household, and so on.
- Each week, the site sends a free a menu adapted to learner's specifications, a shopping list, and all the recipes needed to make the meals suggested in the menu.
- There is a section where learners can see where to shop for the best deals at the nearest grocery store.
- There is a step-by-step action plan to save time.
- There is a chart of what fruits and vegetables are in season.
- There is a database of over 1600 recipes.



2. EatRight Ontario

- It is easy to use.
- Learners can get a personalized menu-planning package to suit their goals (healthy weight, stretch food dollars, vegetarian, etc.)
- There is a weekly menu plan.
- There are seasonal recipes and shopping lists.
- There is a Diabetes Menu Plan with seven days of meals and snacks to help prevent or manage diabetes.
- There are menu-planning tips.
- There is additional information on budgeting, seniors nutrition, and so on.
- There are videos on healthy eating, kitchen tips, food handling, nutrition labelling, and more.
- There is an email and phone number for direct contact with a Registered Dietitian.
- Service available in English and French and over 100 other languages through an interpreter service. TTY service is also available.

Activity 5 – Listening/Speaking/Reading/Writing: Staples

Competencies: Comprehending Information/Sharing Information/Reproducing Information

**If the listening/speaking level of your class is too low to do Activity 5A, skip to Activity 5C.*

Activity 5A

- Ask learners if they know what the word “staples” means (i.e., ingredients that keep well and that are the basis for making many common recipes).
- Brainstorm a list of staples; write them on flipchart paper.
- Learners copy for later review.

Answer Key:

This list can be adapted depending on one’s cooking habits, likes and dislikes of the learners.

Baking/Cooking	flour baking powder brown sugar	cornstarch white sugar	baking soda cocoa
Milk and Alternatives	skim milk powder		
Vegetables/Fruit	onions frozen vegetables tomato paste potatoes	canned tomatoes tomato sauce carrots dried fruit	canned vegetables canned fruit
Grain Products	rice pasta	couscous	bulgur
Meat and Alternatives	peanut butter canned salmon	dried or canned peas, beans, lentils	canned tuna
Spices/Condiments	salt ketchup	pepper vinegar	soya sauce dry mustard

	salad dressing	favourite spices	mayonnaise
Oils and Fats	soft margarine	cooking oil	
Other	tea	coffee	chicken, beef or vegetable bouillon cubes

Activity 5B

- Use the three-day menu you planned in Activity 4.
- Work with the class to highlight any staples on the menu.

Activity 5C – Reading**Competency: Understanding Information**

- Ask learners if they know what the word “staples” means (i.e., ingredients that keep well and that are the basis for making many common recipes).
- Photocopy a set of the following handouts for each learners:
 - Activity 5 Vocabulary and Picture Cards (3 pages)
 - Activity 5 Picture Cards (3 pages)
 - Activity 5 Vocabulary Cards (3 pages)
- Instructor may precut the cards or let learners do it.
- 1st time: learners work with a partner to match picture and word.
- For subsequent practice, learners have their own set to practise with.
- Word cards can also be used to practise alphabetical order.
- Listening practice: Instructor says a word; learners hold up the picture card or word card.
- Learners can play concentration with two sets of cards (with or without a partner).
- Hand out Activity 5, Worksheets 1 and 2. These worksheets use the same food items as the activity above. Learners either match the image with the correct word or complete the sentence with the correct word.

Additional Activity Ideas**Idea 1**

- Staples are important and may be unfamiliar to the learner; learners could copy the name of the staple under the picture.

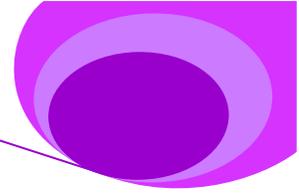
Idea 2

- Any of the worksheets used in Activity 1 can be adapted for Activity 5C.

Idea 3

- Learners find nine pictures from their sets (or have all pictures in front of them).
- Learners take a plain piece of paper and fold it into nine squares.
- Learners write numbers from 1 to 9 inside each square.
- Instructor says: “Put the flour on square number 1” or “Put the picture of rice on square number 2”; etc.
- Learners follow instructions.
- Learners could then tell classmates where to put the pictures.

A variation of the above is:



- Learners match picture and word cards.
- Instructor says "Put the **word card** couscous on square 3" or "Put the **picture card** couscous on square 7."

Activity 6 – Writing: Making a Shopping List

Competency: Reproducing Information

- Ask learners if they make a shopping list before they go food shopping. Why/why not?
- Remind them that this is a good way to save money (they only buy food they need, they don't forget to buy something, etc.)
- Create a shopping list of healthy foods for learners to copy (ESL Literacy: a 5-item list; CLB 1: an 8- to 10-item list).
- Learners copy the list.

Activity 7 – Reading/Writing: Layout of a Food Store

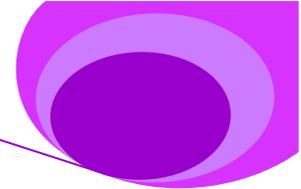
Competencies: Comprehending Information/Reproducing Information

- Hand out Activity 7, Worksheet 1 to (2 pages) ESL Literacy learners and Activity 7, Worksheet 2 to CLB 1 learners.
- Talk about the picture: What is it? What do they see? What is the picture explaining?
- Ask learners to look at the picture while you read the story.
- Read again; learners follow along.
- Discuss any unknown vocabulary.
- Learners could highlight the word "and" or another common word throughout the story.
- Read again; learners read with you if they can.
- There are two exercises:
Activity 7, Worksheet 1: ESL Literacy learners look at sentence (1) in the story and sentence (1) in the exercise, and write the word that is missing;
Activity 7, Worksheet 2: CLB 1 learners read the sentences and fill in the missing words using the Word Bank.
- As you are correcting it, talk about the ideas presented.
- If learners have previously studied this Ottawa Public Health **Everybody's Food Budget** unit, ask if they remember the departments that are around the outside aisles of the store (Produce, Bakery, Meat, Dairy, Frozen Food). You could also talk about examples of foods found in these departments.
- What might they find at the end of aisles? At the cashier? Why are the prices higher?
- Then have learners dictate a story or sequence to the teacher who writes it on the blackboard or flipchart paper; learners then copy the story.
- If the story is on flipchart paper, it can be put on the wall for further reading practice.

Activity 8 – Writing/Listening/Speaking/Reading: Saving Money in the Store

Competencies: Comprehending Information/Sharing Information/Reproducing Information

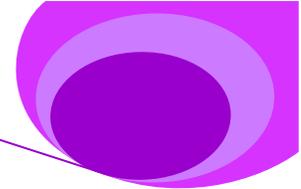
- Explain that there are some things learners can do to save money when they are food shopping.



- Hand out Activity 8, Worksheet 1.
- Look at the pictures with learners and talk about the pictures; ask learners what they see.
- Ask learners if they know how the ideas represented in the pictures will help them save money.
- After discussion, write the following sentences on the blackboard or flipchart paper:
 - a. Leave young children at home.
 - b. Check your food store receipt.
 - c. Buy food in separate packages.
 - d. Check price of food above or below eye level.
 - e. Compare prices.
- Learners copy sentences under correct picture.

Background Information for Instructor:

1.	<ul style="list-style-type: none"> • Young children can make shopping more expensive. <ul style="list-style-type: none"> ○ They may pressure parents to buy unnecessary/unwanted items. ○ They may be too distracting and not allow parent to make informed decisions (e.g., no time to check labels, compare prices, etc.) • Shopping alone tends to be more efficient; parent can finish more quickly. <p>Note: Some learners may not be able to leave young children at home or may prefer to take them food shopping.</p>
2.	<ul style="list-style-type: none"> • Unit pricing shows the cost of an item per kilogram, litre, milligram, etc. • It helps compare prices of similar items of different brands and sizes • Most stores show the per-unit price on the shelf below the product. <p>Note: Instructor may choose to give learners practice on unit pricing using their own activities.</p>
3.	<ul style="list-style-type: none"> • Food in separate packages is usually cheaper because it is not usually taxed (e.g., a box of crackers, a package of cheese). <div style="display: inline-block; vertical-align: middle; text-align: center;">  </div> • Pre-packaged, single serving, ready-to-eat items are often subject to Harmonized Sales Tax (HST) and therefore cost more. <div style="display: inline-block; vertical-align: middle; text-align: center;">  </div>
4.	<ul style="list-style-type: none"> • Popular food companies pay a premium to place their products at the consumer's eye level. • Consumer may pay more for these foods. • Save money by checking prices of food placed higher than or below eye level on grocery shelves; as these foods tend to cost less.



5.	<ul style="list-style-type: none"> • Check grocery store receipt before leaving store; mistakes are frequent. • If learner finds a difference between the price on receipt and the price in store, ask to have the price checked. • Scanner Price Accuracy Voluntary Code is a voluntary code that most major retailers in Canada follow; it guarantees accurate prices at the checkout scanner. <ul style="list-style-type: none"> ○ If the item scanned has a wrong price, the consumer will get it for free or get \$10 off the item if it costs more than \$10. ○ Participating stores should have a sticker near the checkout register and entrance doors to show they are adhering to the Price Accuracy Voluntary Code.
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- Handout Activity 8, Worksheet 2 (2 pages).
- Explain that learners will see 12 questions, each with a box a) and a box b).
- One of the boxes has a good idea for saving money when food shopping, the other box has an idea that is not helpful.
- Learners work with a partner or small group.
- They put a **v** in the box if the idea is good and an **x** if the idea is not good.

Note to Instructor from Ottawa Public Health re: box 2A:

Cooking a different meal every day is not necessarily a bad thing; if people have enough money (and time) to cook something different every day, and it's healthy, that's okay. But for people who are 1) time crunched, 2) don't have a lot of money, or 3) just don't want to cook every day, the temptation to go out to eat or cook pre-packaged foods is greater. In those cases, menu-planning becomes very useful.

Activity 9 – Reading/Writing: Storing Food Correctly

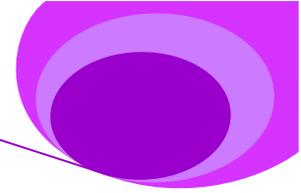
Competencies: Comprehending Information/Reproducing Information

- Read Activity 9, Worksheet 1 with learners.
- Explain what leftover food is and that it is important to store leftover food correctly.
- If food is kept too long, it should be thrown out. This is a waste of food and money.
- Learners should remember the “2” rule:
 1. Put food in fridge or freezer within 2 hours of cooking.
 2. Label container with 2 things: name of food and date it was cooked.
 3. Use refrigerated leftovers within 2 days of cooking.
 4. Use frozen leftovers within 2 months of cooking.
- Hand out Activity 9, Worksheet 2.
- Learners complete sentences using Activity 9, Worksheet 1 to find the answers.
- Read worksheet to a partner when finished.

Activity 10 – Listening/Speaking: Matching Original Food with Leftover

Competencies: Comprehending Information/Sharing Information

- Another way to save money is to use leftovers.



- Ask learners if they remember what leftovers or leftover food is.
- Ask if they sometimes have leftover food. If yes, why? (cook too much/cook extra so they don't have to cook so often during week) What do they do with leftovers?
- Hand out Activity 10, Worksheet 1.
- Learners match original food with leftover dish.

Activity 11 – Listening/Speaking: “Everybody’s Food Budget” Board Game

Competencies: Comprehending Information/Sharing Information

- This board game reinforces topics covered in the unit (good planning, smart shopping, leftovers, etc.). Learners play with a partner or small group.
- Hand out Activity 11 Board Game.
- Give each partner or group one dice. Learners roll the dice and move their marker around the board game.
- Information on some squares reminds learners of helpful actions to take (and allows them to move ahead or take another turn), and actions that are detrimental to good food budgeting (in which case they move back or lose a turn).

Note: For durability, laminate game board and/or print on heavier card stock.

Assessments 1 and 2 – Reading

Competency: Comprehending Information

- Hand out Assessment 1 to Literacy learners and Assessment 2 to CLB 1 learners.
- Learners put a ✓ beside ideas that they think will help them save money and an x beside the one that will not help them save money.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Reading section.

Learner Self-Reflection

- Hand out the Learner Self-Reflection task and read together as a class.
- Ask learners to circle Yes, No or Maybe.
- Self-Reflection task can be put in the Language Companion in the My Notes section and revisited at a later date.

Resources:

Everybody’s Food Budget Book, available at:

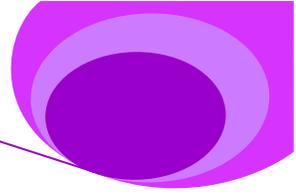
<http://ottawa.ca/sites/ottawa.ca/files/migrated/files/con041398.pdf>

<http://ottawa.ca/health>

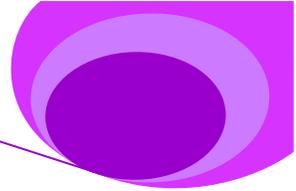
<http://soscuisine.com>

<http://eatrightontario.ca>

<http://www.hc-sc.gc.ca>



Worksheets



Everybody's Food Budget – Activity 1 Cards (page 1 of 2) – ESL Literacy and CLB 1



food store



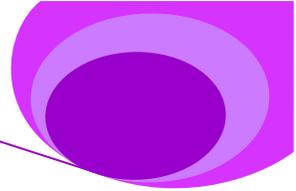
money

weekly plan	morning	after noon	evening
monday			
tuesday			
wednesday			
thursday			
friday			
saturday			
sunday			

weekly menu



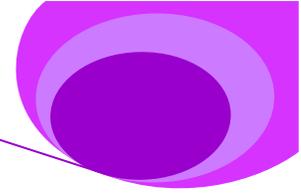
fridge



Everybody's Food Budget – Activity 1 Cards (page 2 of 2) – ESL Literacy and CLB 1



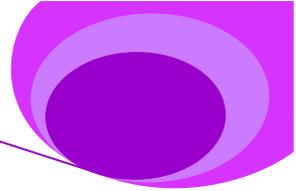
	<p>cupboard</p>
	<p>flyers</p>
	<p>eat</p>
	<p>children</p>



Everybody's Food Budget – Activity 1, Worksheet 1 – ESL Literacy and CLB 1

Look at the picture. Read the word. Circle the word that is the same.

	<p>store</p>	<p>store menu eat</p>
	<p>money</p>	<p>menu children money</p>
	<p>weekly menu</p>	<p>cupboard weekly menu flyers</p>
	<p>fridge</p>	<p>store fridge eat</p>
	<p>cupboard</p>	<p>cupboard children store</p>
	<p>flyers</p>	<p>flyers store fridge</p>
	<p>eat</p>	<p>fridge eat cupboard</p>
	<p>children</p>	<p>money flyers children</p>



Everybody's Food Budget – Activity 1, Worksheet 2 – ESL Literacy and CLB 1

Copy the word on the line under the picture.



store



money

weekly plan	morning	after noon	evening
monday			
tuesday			
wednesday			
thursday			
friday			
saturday			
sunday			

weekly menu



cupboard



fridge



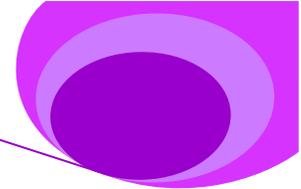
flyers



eat



children



Everybody's Food Budget – Activity 1, Worksheet 3 (page 1 of 2) – ESL Literacy and CLB 1

1. Look at the pictures and words.



store



money



flyers

weekly plan	morning	after noon	evening
monday			
tuesday			
wednesday			
thursday			
friday			
saturday			
sunday			

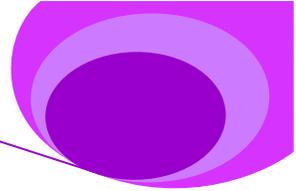
weekly menu

2. Now copy the words on the line under the correct picture.

weekly plan	morning	after noon	evening
monday			
tuesday			
wednesday			
thursday			
friday			
saturday			
sunday			







Everybody's Food Budget – Activity 1, Worksheet 3 (page 2 of 2) – ESL Literacy and CLB 1

1. Look at the pictures and words.



cupboard



fridge



children

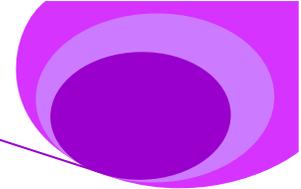


eat

2. Now copy the words on the line under the correct picture.







Everybody's Food Budget – Activity 1, Worksheet 4 – ESL Literacy and CLB 1

Draw a line to match the picture and the word.

1. 
 - a. money

2. 
 - b. weekly menu

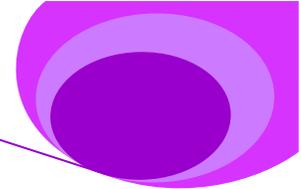
3. 
 - c. food store

4. 
 - d. flyers

5. 
 - e. eat

6. 
 - f. cupboard and fridge

7. 
 - g. children



Everybody's Food Budget – Activity 1, Worksheet 5 – ESL Literacy and CLB 1

Complete the sentence with the correct word.

Example:



This is a cupboard.

1.



This is _____.

2.



This is a _____.

3.



These are _____.

4.

weekly plan	morning	after noon	evening
monday			
tuesday			
wednesday			
thursday			
friday			
saturday			
sunday			

This is a _____.

5.



These are _____.

6.



This is a _____.

Everybody's Food Budget – Activity 2, Worksheet 1 - ESL Literacy and CLB 1

Print 1, 2, 3, 4, 5, 6 on the line under the picture. Follow the arrows ()



Know my food budget
(how much money I
can spend).



weekly plan	morning	after noon	evening
monday			
tuesday			
wednesday			
thursday			
friday			
saturday			
sunday			

Plan a weekly
menu.



Check my cupboards and fridge.



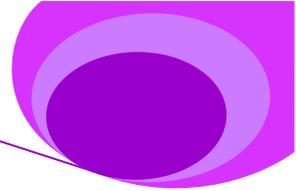
Make a shopping list.



Look at the
store flyers.



Eat before I go shopping.



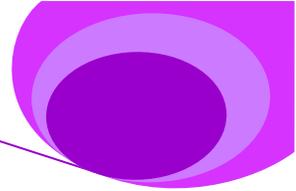
Everybody's Food Budget – Activity 2, Worksheet 2 – ESL Literacy and CLB 1

A. Write first, second, third, fourth, fifth, sixth on the line, in order.

1. _____ I will know my food budget. (how much money I can spend)
2. _____ I will plan a weekly menu.
3. _____ I will check my cupboards and fridge.
4. _____ I will make a shopping list.
5. _____ I will look at store flyers.
6. _____ I will eat or snack before I go food shopping.

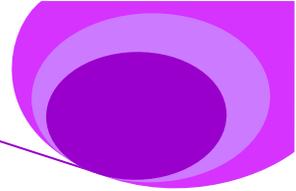
B. Now write 1st, 2nd, 3rd, 4th, 5th, 6th beside the pictures, in order.



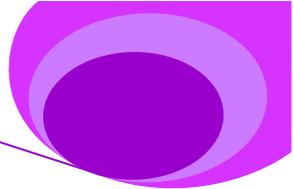
Everybody's Food Budget – Activity 5, Vocabulary & Picture Cards (page 1 of 2) – ESL Literacy and CLB 1

			
flour	sugar	skim milk powder	onions
			
potatoes	carrots	dried fruit	canned tomatoes
			
frozen vegetables	rice	pasta	couscous
			
bulgur	peanut butter	lentils	chickpeas

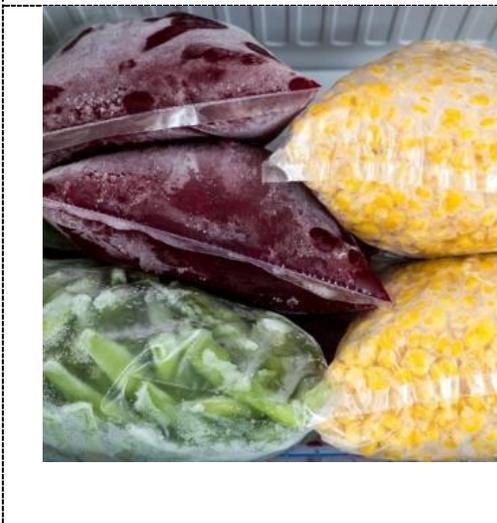
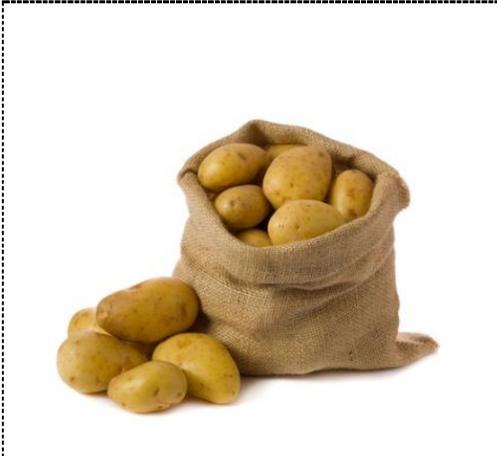


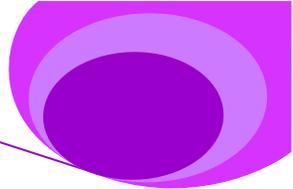
Everybody's Food Budget – Activity 5, Vocabulary & Picture Cards (page 2 of 2) – ESL Literacy and CLB 1

			
canned salmon	salt	ketchup	vinegar
			
spices	soy sauce	mayonnaise	soft margarine
			
cooking oil	canned tomato sauce	bouillon cubes	



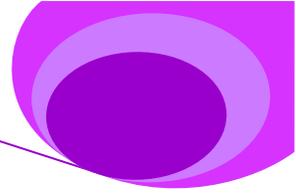
Everybody's Food Budget – Activity 5, Pictures Cards (page 1 of 3) – ESL Literacy and CLB 1





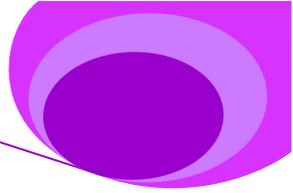
Everybody's Food Budget – Activity 5, Pictures Cards (page 2 of 3) – ESL Literacy and CLB 1





Everybody's Food Budget – Activity 5, Pictures Cards (page 3 of 3) – ESL Literacy and CLB 1

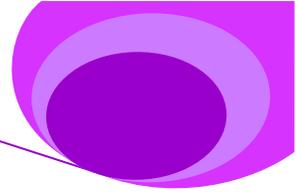




Everybody's Food Budget – Activity 5, Vocabulary Cards (page 1 of 3) – ESL Literacy and CLB 1



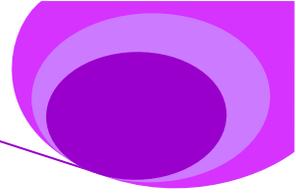
flour	sugar	skim milk powder
potatoes	carrots	dried fruit
frozen vegetables	rice	pasta



Everybody's Food Budget – Activity 5, Vocabulary Cards (page 2 of 3) – ESL Literacy and CLB 1



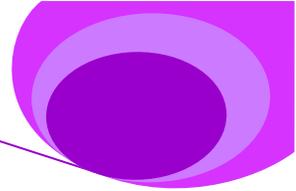
bulgur	peanut butter	lentils
canned salmon	salt	ketchup
spices	soy sauce	mayonnaise



Everybody's Food Budget – Activity 5, Vocabulary Cards (page 3 of 3) – ESL Literacy and CLB 1



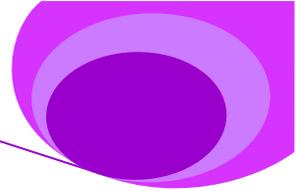
cooking oil	canned tomato sauce	bouillon cubes
onions	canned tomatoes	COUSCOUS
chickpeas	vinegar	soft margarine



Everybody's Food Budget – Activity 5, Worksheet 1 – ESL Literacy and CLB 1

Match the image with the correct word.

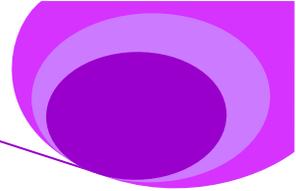
	flour	flour	fruit	frozen vegetables
	dried fruit	dried vegetables	dried beans	dried fruit
	chickpeas	chicken	chickpeas	carrots
	spices	spaghetti	sugar	spices
	cooking oil	couscous	cooking oil	cocoa
	canned tomatoes	canned tomatoes	canned tomato paste	canned tomato sauce
	sugar	salt	sugar	spices
	frozen vegetables	frozen fruit	dried fruit	frozen vegetables



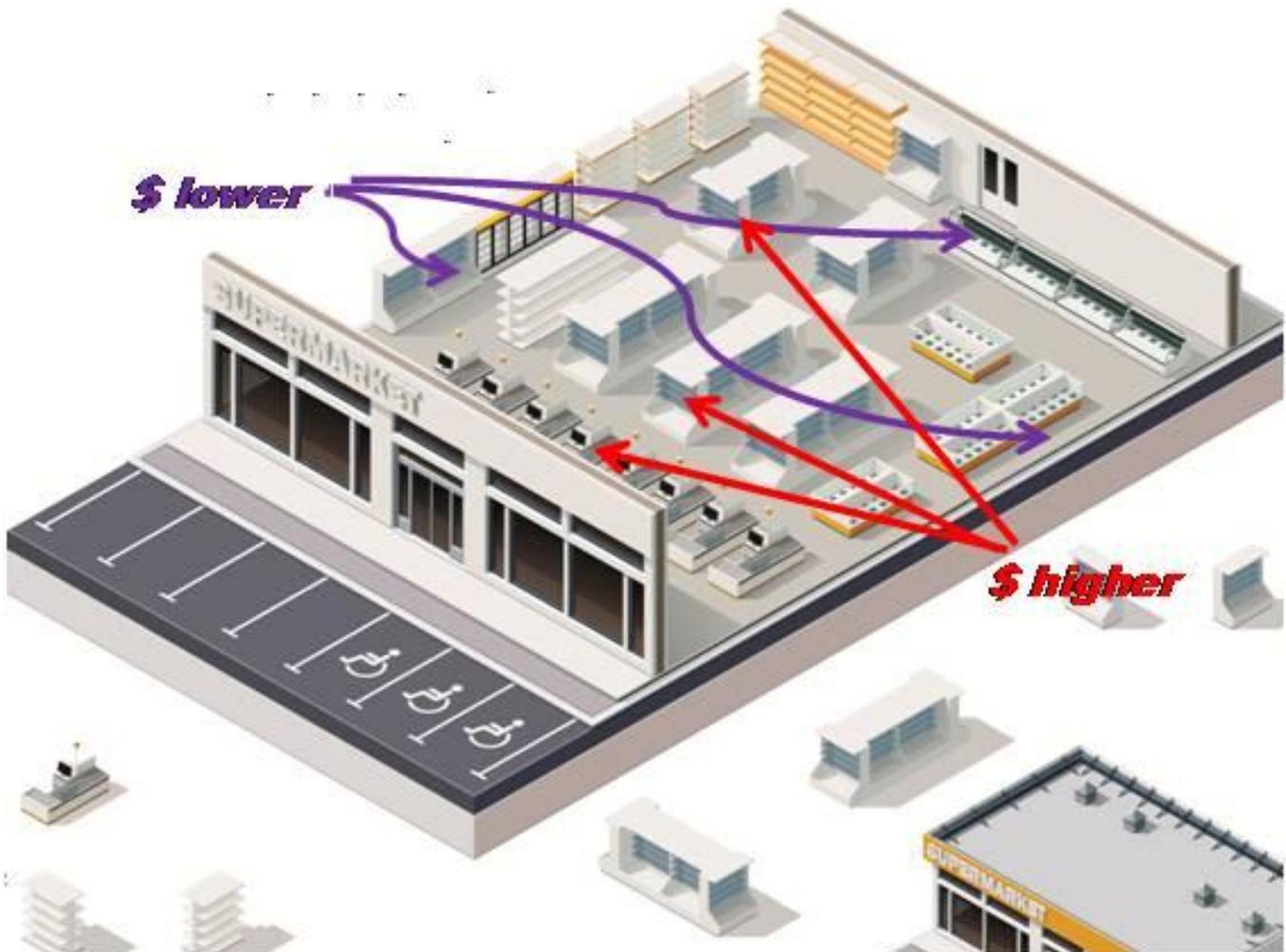
Everybody's Food Budget – Activity 5, Worksheet 2 – ESL Literacy and CLB 1

Complete the sentence with the correct word.

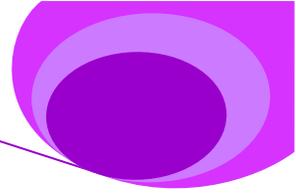
<p>Example:</p>		<p>This is rice.</p>
<p>1.</p>		<p>This is _____.</p>
<p>2.</p>		<p>These are _____.</p>
<p>3.</p>		<p>This is _____.</p>
<p>4.</p>		<p>This is _____.</p>
<p>5.</p>		<p>This is _____.</p>
<p>6.</p>		<p>These are _____.</p>
<p>7.</p>		<p>This is _____.</p>



Everybody's Food Budget – Activity 7, Worksheet 1 (page 1 of 2) – ESL Literacy



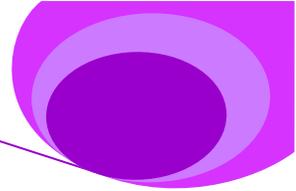
1. This is a food store.
2. You can see the inside of the store.
3. A food store has aisles.
4. Shop the outside aisles first.
5. Many of Canada's Food Guide foods are here.
6. Shop the end of aisles last. The prices are higher.
7. The prices at the cashier are also higher.
8. Shop the inside aisles for rice, noodles, peanut butter, oil, spices and flour.



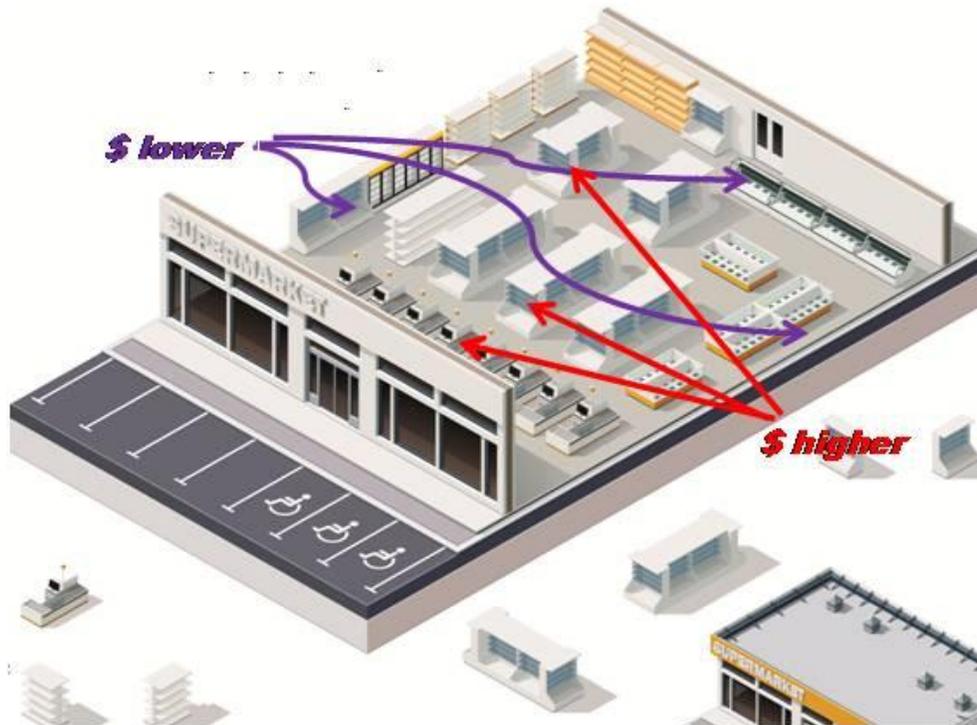
Everybody's Food Budget – Activity 7, Worksheet 1 (page 2 of 2) – ESL Literacy

Complete the sentences using Activity 7, Worksheet 1 (page 1 of 2).

1. This is a _____ store.
2. You can see the inside of the _____.
3. A food store has _____.
4. Shop the _____ aisles first.
5. Many of Canada's Food Guide foods are _____.
6. Shop the _____ of aisles last. The prices are _____.
7. The prices at the cashier are also _____.
8. Shop the _____ aisles for rice, noodles, peanut butter, oil, spices, and flour.



Everybody's Food Budget – Activity 7, Worksheet 2 – CLB 1

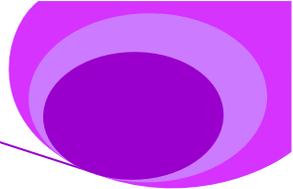


Word Bank

aisles	end	here	inside
higher	outside	store	food

Complete the sentences with a word from the Word Bank:

1. This is a _____ store.
2. You can see the inside of the _____.
3. A food store has _____.
4. Shop the _____ aisles first.
5. Many of Canada's Food Guide foods are _____.
6. Shop the _____ of aisles last. The prices are _____.
7. The prices at the cashier are also _____.
8. Shop the _____ aisles for rice, noodles, peanut butter, oil, spices, and flour.



Everybody's Food Budget – Activity 8, Worksheet 1 – ESL Literacy and CLB 1

Tips for Saving Money

a.



b.



c.

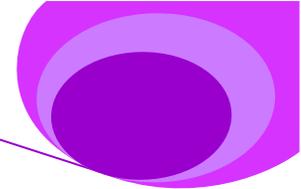


d.



e.

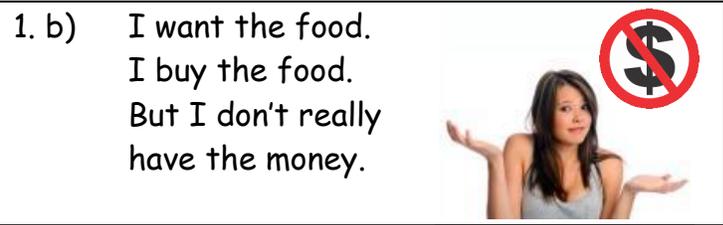


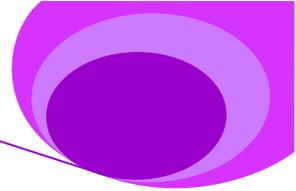


Everybody's Food Budget – Activity 8, Worksheet 2 (page 1 of 2) – ESL Literacy and CLB 1

Review: How to save money when I shop for food

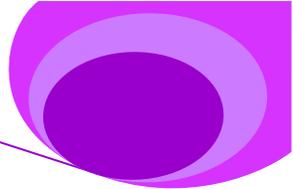
Put a ✓ in the box if the idea is good; put an ✗ if the idea is not good.

<p>1. a) I know my food budget. (how much money I can spend)</p> 	<p>1. b) I want the food. I buy the food. But I don't really have the money.</p> 																																
<p>2. a) I cook a different meal every day.</p> 	<p>2. b) I plan a weekly menu and eat leftovers.</p>  <table border="1" data-bbox="1247 659 1507 877"> <thead> <tr> <th>weekly plan</th> <th>morning</th> <th>after noon</th> <th>evening</th> </tr> </thead> <tbody> <tr><td>monday</td><td></td><td></td><td></td></tr> <tr><td>tuesday</td><td></td><td></td><td></td></tr> <tr><td>wednesday</td><td></td><td></td><td></td></tr> <tr><td>thursday</td><td></td><td></td><td></td></tr> <tr><td>friday</td><td></td><td></td><td></td></tr> <tr><td>saturday</td><td></td><td></td><td></td></tr> <tr><td>sunday</td><td></td><td></td><td></td></tr> </tbody> </table>	weekly plan	morning	after noon	evening	monday				tuesday				wednesday				thursday				friday				saturday				sunday			
weekly plan	morning	after noon	evening																														
monday																																	
tuesday																																	
wednesday																																	
thursday																																	
friday																																	
saturday																																	
sunday																																	
<p>3. a) I check my cupboards and fridge.</p> 	<p>3. b) I don't know what is in my cupboards or fridge.</p> 																																
<p>4. a) I make a shopping list.</p> 	<p>4. b) I decide what I want to buy when I get to the store.</p> 																																
<p>5. a) I put store flyers in the garbage.</p> 	<p>5. b) I look at store flyers.</p> 																																
<p>6. a) I eat or snack before I go food shopping.</p> 	<p>6. b) I go shopping when I am hungry.</p> 																																



Everybody's Food Budget – Activity 8, Worksheet 2 (page 2 of 2) – ESL Literacy and CLB 1

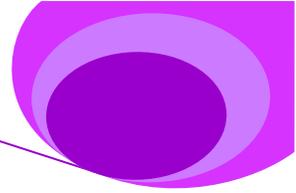
<p>7. a) I take my young children food shopping.</p>		<p>7. b) I leave my young children at home.</p>	
<p>8. a) I shop the outside aisles first.</p>		<p>8. b) I shop the inside aisles first.</p>	
<p>9. a) I check prices of food above or below my eye level.</p>		<p>9. b) I buy food at my eye level only.</p>	
<p>10. a) I buy the size I want. I don't look at the price.</p>		<p>10. b) I look at the different sizes. I compare the prices.</p>	
<p>11. a) I buy single serving, ready-to-eat prepared food.</p>		<p>11. b) I buy food in separate packages.</p>	
<p>12. a) I check my food store receipt.</p>		<p>12. b) I throw the food store receipt in the garbage.</p>	



Everybody's Food Budget – Activity 9, Worksheet 1 – ESL Literacy and CLB 1

Look at these pictures and words.





Everybody's Food Budget – Activity 9, Worksheet 2 – ESL Literacy and CLB 1

Food you do not eat is called "leftover" food.

Complete the sentences using Activity 9, Worksheet 1.

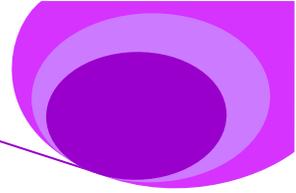
REMEMBER: 2 2 2 2

1. Put leftover food in a container in _____ hours.
2. Put _____ things on a label on the container:
 - a. Put the _____ of the food.
 - b. Put the _____ you cooked the food.
3. Put the leftover food in the freezer for _____ months.
4. Put the leftover food in the fridge for _____ days.



Keep food safely.
It will save you money.

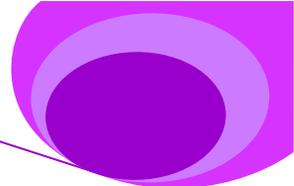




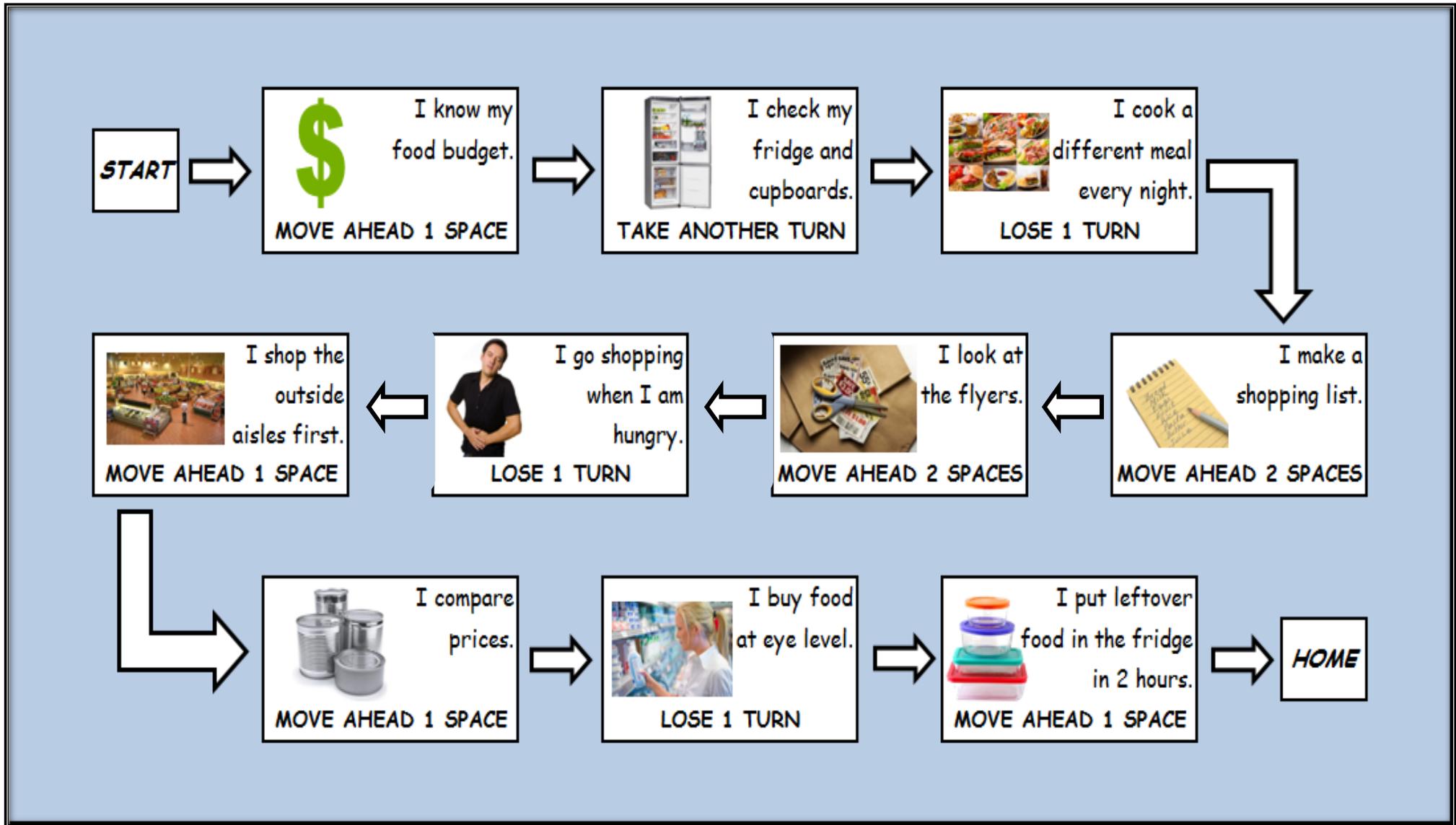
Everybody's Food Budget – Activity 10, Worksheet 1 – ESL Literacy and CLB 1

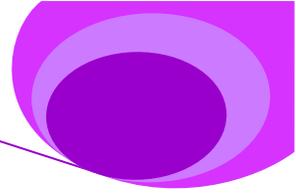
Circle the leftover that matches with the food.

<u>Food</u>	<u>Leftover</u>	
<p>1. Fresh, frozen, canned or cooked vegetables</p> 	 <p>spaghetti and meat sauce</p>	  <p>carrot cake</p> <p>omelette with vegetables</p>
<p>2. Fresh, frozen or canned fruit</p> 	 <p>beef stew</p>	 <p>smoothie</p>  <p>soup with beans, celery, peppers</p>
<p>3. Meat</p> 	 <p>stir-fry</p>	 <p>croutons</p>  <p>cereal</p>
<p>4. Bread</p> 	 <p>yogurt</p>	 <p>tortilla with meat and vegetables</p>  <p>bread crumbs</p>

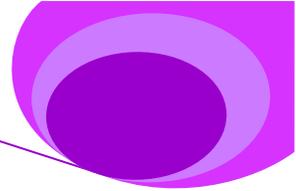


Everybody's Food Budget – Activity 11 Board Game – ESL Literacy and CLB 1





Assessments & Learner Self-Reflection



Everybody's Food Budget – Assessment 1 – ESL Literacy

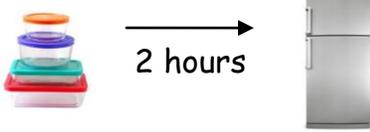
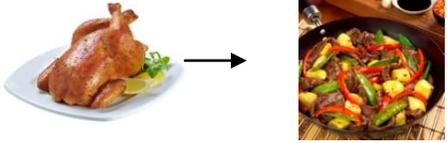
Reading

Competency: Comprehending Information

Name: _____ Date: _____

1. What is it? Write the word under the picture.

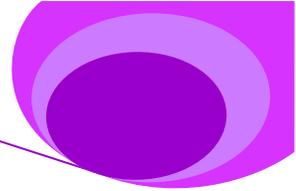
Compare prices.	Put food in fridge.	Make leftovers.
Look at store flyers.	Plan a menu.	Buy separate packages.

 <p>1. _____</p>	 <p>2. _____</p>	 <p>3. _____</p>
 <p>4. _____</p>	 <p>5. _____</p>	 <p>6. _____</p>

2. Circle 4 good ideas.

 <p>1. Know my food budget.</p>	 <p>2. Check cupboards and fridge.</p>	 <p>3. Make a shopping list.</p>	 <p>4. Shop when I am hungry.</p>
 <p>5. Take young children shopping.</p>	 <p>6. Shop the outside aisles first.</p>	 <p>7. Buy food at eye level.</p>	 <p>8. Check my food store receipt.</p>

Total: _____/10 7/10 = Task achieved Yes No



Everybody's Food Budget – Assessment 2 – CLB 1

Reading

Competency: Comprehending Information

Name: _____ Date: _____

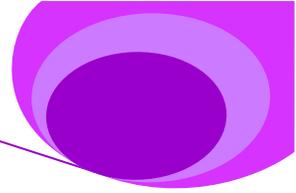
Put a check mark (✓) on the line beside the picture if it will help save money.

<p>1. </p> <p>_____</p> <p>I know how much money I can spend.</p>	<p>2. </p> <p>_____</p> <p>I check my cupboards and fridge.</p>	<p>3. </p> <p>_____</p> <p>I go shopping when I am hungry.</p>
<p>4. </p> <p>_____</p> <p>I leave my young children at home.</p>	<p>5. </p> <p>_____</p> <p>I decide what I want to buy when I get to the store.</p>	<p>6. </p> <p>_____</p> <p>I look for food above or below eye level.</p>
<p>7. </p> <p>_____</p> <p>I buy ready-to-eat snacks because they are fast and easy.</p>	<p>8. </p> <p>_____</p> <p>I compare prices.</p>	<p>9. </p> <p>_____</p> <p>I put leftover food in a container in the fridge in 2 hours.</p>

1 mark for each correct answer

Total: _____/9

7/9 = Task achieved: Yes No



Everybody's Food Budget – Learner Self-Reflection – ESL Literacy and CLB 1

Name: _____ Date: _____

We talked about saving money when we shop for food.
Read together as a class. Circle your answer.

- | | | | | |
|----|---|-----|----|-------|
| 1. | I have learned how to save money when I go food shopping. | Yes | No | Maybe |
| 2. | I will plan a weekly menu. | Yes | No | Maybe |
| 3. | I will make a shopping list. | Yes | No | Maybe |
| 4. | I will eat before I go shopping. | Yes | No | Maybe |
| 5. | I will try to leave my small children at home. | Yes | No | Maybe |
| 6. | I will shop the outside aisles first. | Yes | No | Maybe |
| 7. | I will look for food above or below my eye level. | Yes | No | Maybe |
| 8. | I will buy food in separate packages. | Yes | No | Maybe |
| 9. | I will put leftover food away in 2 hours. | Yes | No | Maybe |

