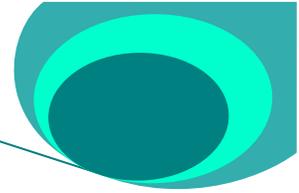


An abstract graphic composed of overlapping, semi-transparent teal and light blue geometric shapes, resembling a stylized, multi-faceted letter 'H' or a series of connected planes. The central area is a solid teal color where the title is placed.

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

Advisory Group/Reviewers

	OPH	OCDSB - ESL/LINC
Sue Boudreau, Developer, OCDSB	Marcela Tapia	Shirley Graham
Catherine Hodgins, Developer, OCDSB	Victoria Snyder	Jennifer McKay
Rhonda Newhook, Developer, OCDSB	Claudelle Crowe	
Jane Hammingh, Content reviewer, OPH	Nathalie McKenna	
Penny Burton, Content reviewer, OPH	Carole Legault	
Kathy Lavigne, Design and Layout, OPH	Nickolaas Van Veen - Visuals	

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- Cecilia Lemus, participation in field-test design
- OPH and OCDSB staff who participated in the field test
- 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?

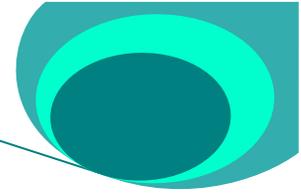
Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

- 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.

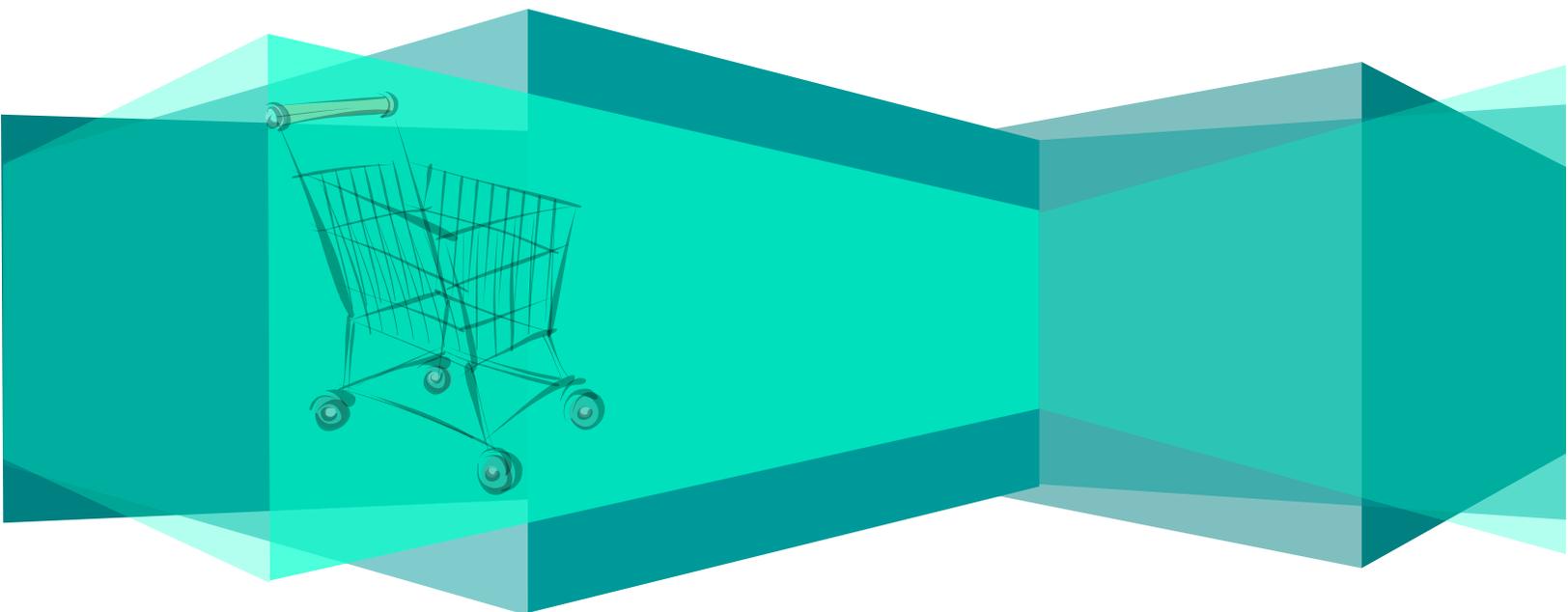
How can I provide my feedback on the lesson plans?

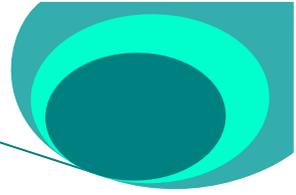
Geared towards continuous quality improvement, the *Language Learning for Health* collaborative project is in constant evolution. Your comments and suggestions regarding the lesson plans will be greatly appreciated and can be emailed to: OPH-ESL_LessonPlans@ottawa.ca.



Let's Go Shopping for Food

CLB 2-3





Instructor Notes

Let's Go Shopping for Food – Instructor Notes – CLB 2-3

Core Contents:

Learn how Canadian food stores are organized and tips to save money when shopping.

Learning Objectives:

- understand different types of places to shop for food
- use store flyers
- copy a shopping list
- be familiar with how food is organized in a Canadian food store

Materials Needed:

- store flyers from various food stores
- flipchart paper
- masking tape
- markers
- food flashcards (instructor-made)
- food store departments and food cards (small) – ([Assessment 1 – CLB 2](#))
- “Food Store Departments” card game ([Activity 6](#))

Word Bank

Prior Knowledge: grocery store, department store, farmers’ market, ethnic food store, specialty shop, bulk food store/department, corner/convenience store flyer, budget

Activity 1: food store departments: Produce, Bakery, Meat, Dairy, Frozen Food

Activity 2: n/a

Activity 3: n/a

Activity 4: specials, on special

Activity 5: healthy, meal, shopping list

Activity 6: n/a

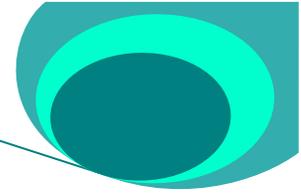
Activity 7: n/a

Activity 8: Good Food Box, choices, fresh, bursting, emphasizing, seasonal, singles, households, flavour, nutrition, voice mail, website

Note: *The term “department” is used to depict a type of food store (department store) and to depict how food is categorized in a food store (food store departments). Please make sure learners understand the difference.*

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:

- Explore the advantages/disadvantages of each type of food store as learners mention them, keeping in mind that learners will give single word answers or short phrases at these CLB levels.

1. Where do you usually shop for food in Canada? Why?

Possible Answers:

Places where people usually shop for food	Advantages	Disadvantages
grocery store (e.g., Metro, Loblaws, Food Basics, etc.)	close; lots of choice; sales; flyers to help plan and save	not all ethnic foods will be available
department store (e.g., Wal-Mart, Giant Tiger)	close; sales; flyers to help plan and save	very big; sometimes have to walk through non-food departments to get what you want
market (e.g., Byward Market)	produce is fresh; help support local farmers	can only get vegetables, fruit, and sometimes bread – no meat; usually further away from home
ethnic food store	familiar food and spices learner knows	more expensive; further away
specialty shop (e.g., meat market, cheese shop, bakery, etc.)	more variety; can buy larger quantities; fresher food	more inconvenient; takes more time because you have to stop at many different shops
bulk food store or the bulk department in a grocery or health food store	less expensive; can buy only the quantity you need; less packaging; environmentally friendly	don't usually carry fresh produce or meat; have to write down nutritional information, expiry dates and storage information as there is no packaging
corner store/convenience store (e.g., Quickie, Macs, 7-11, etc. – or substitute the name of a similar store in your students' neighbourhood)	Close to home; have forgotten something; don't need much	more expensive; not much choice; not many sales

2. How do you prepare before you go food shopping? Why?

Possible Answers:

Things to do to prepare for food shopping	Reason/Why?
check fridge and cupboards to see what you need	so you don't buy things you already have
look at store flyers	to help you save money
plan meals	so you can only buy the ingredients you will need; saves money

make a shopping list	so you don't buy things you don't need; makes it harder to give in to impulse buys; saves time
know your budget	so you don't spend more than you can afford
eat before you go	so you aren't hungry (it's easy to buy impulse items/food you don't need when you are hungry)

3. When you walk into your food store, what kind of food do you see first? Next? After that? (etc.). What kind of food is around the walls of the store?

Maybe fruit and vegetables, or bread, then meat, milk, cream, eggs, frozen food (exact answers will depend on the store the learners shop at). Healthier and fresher foods are usually around the outside of the store.

** 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 – Listening/Speaking: Put Food in the Correct Food Store Department

Competencies: Comprehending Information/Sharing Information

- Introduce names of food store departments (Produce, Bakery, Meat, Dairy, Frozen Food).
- Write headings on blackboard.
- Ask for examples of foods found in each department.
- Give learners flashcards, each with the name of a food from one of the above departments.
- Learners put their flashcard under the correct department heading.

Activity 2 – Writing/Speaking: Complete a Chart and Dialogues; Practice Dialogues with a Partner

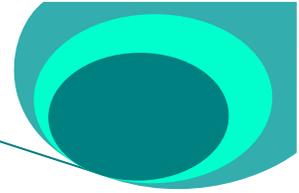
Competencies: Getting Things Done/Sharing Information

- Hand out Activity 2, Worksheet 1 to learners.
- Learners work with a partner to complete a chart with names of food found in the different departments of a food store.
- Read short dialogues with partner.
- Complete own dialogues and read with partner.

Activity 3 – Listening/Speaking

Competency: Comprehending Instructions/Sharing Information

- Instructor describes how the five departments in the food store where she/he shops are arranged; draw a diagram on blackboard and label each department.
- Ask a learner to describe how the store where she/he shops is laid out.
- As learner is describing it, draw diagram on blackboard.



- Learners then work with a partner to describe their food store while their partner draws it, and vice versa.
- If learners are from the same neighbourhood and shop at the same food store, they could describe another food store in Canada where they have shopped.

Activity 4 – Reading/Speaking: Looking through Flyers for Healthy “Specials”

Competency: Getting Things Done/Sharing Information

- Learners work with partner or small group.
- Give each pair/group a grocery store flyer.
- For more variety, use flyers from different food stores.
- Learners write down one or two specials from each of the five food store departments on blackboard or flipchart paper.
- Present specials to class.
- Activity 4 can be extended by having learners ask each other: “What vegetables are on sale this week? At which store?”; “Is milk on special this week?”; etc.
- If some choices are not healthy ones, talk about healthier alternatives (e.g., low fat, high fiber, lower salt).

Activity 5 – Speaking/Writing: Plan Two Healthy Meals & Make a Shopping List

Competencies: Sharing Information/Reproducing Information

Note: If this activity is done on the same day as Activity 4, learners can build on those specials to plan their meals and write their shopping list. If this activity is done on a different day, follow the instructions below.

- Provide Activity 5, Worksheet 1 to learners.
- Put learners with a partner and give them a store flyer. For more variety, use flyers from different food stores.
- Learners look through the flyers for specials and plan two healthy meals.
- Encourage them to use food from as many of the five different departments of the store as they can.
- After they have planned their meals, learners write their shopping list.
- Point out that it is easier and quicker to shop if they write the food they need on their shopping list in the order they will find it when walking through the store.

Activity 6 – Listening/Speaking/Reading/Writing: A Trip to the Food Store

Comprehending Information/Sharing Information/Getting Things Done/Sharing Information

- Ask one of the pairs of learners from Activity 5 to tell you a food from their shopping list and which department it would be in.
- Write what they tell you on the blackboard, in paragraph form, to make a story about a trip to the food store.
- Read it with the class (and then erase it so the learners whose information you used cannot just copy it from the board).

- Ask each of the pairs of learners who worked together in [Activity 5](#) to work together to write a paragraph about their “trip to the food store” based on the list they made.
- They must mention one food they “bought” and the department where they found it.
- Learners write their story on flipchart paper and then read it to the class.

Activity 7 – Listening/Speaking: “Food Store Departments” Card Game

Competencies: Comprehending Information/Sharing Information

- [Activity 7 Card Game](#) (8 pages) reinforces which foods are found in which departments in a grocery store.
- Learners work in groups to collect as many cards as they can for each department, and then as many departments as they can.

Note: For durability, laminate card pages and/or print on heavier card stock before cutting into individual cards.

Activity 8 – Reading/Writing: “Ottawa Good Food Box” Brochure

Competencies: Getting Things Done/Reproducing Information

- Hand out [Activity 8, Worksheet 1](#).
- Learners look at excerpt from “Ottawa Good Food Box” brochure.
- Learners copy the missing information into the correct box.

Assessment 1 – Reading: Put Food in the Correct Food Store Department

Competency: Comprehending Information

- Hand out [Assessment 1](#) to CLB 2 learners.
- Print out 3-4 master copies of [Assessment 1 Word Cards](#) (3 pages). These sets of cards can be kept and reused each time this unit is taught.
- Give groups of 3-4 learners all 5 food store department names and 10 food cards.
- Learners work together to put cards under the correct food store department name.
- Follow the instructions on [Assessment 1](#).
- This can be used as a Portfolio Based Language Assessments (PBLA) task. When marked, put in the Language Companion in the My Portfolio Reading section.

Assessment 2 – Reading: Put Food in the Correct Food Store Department

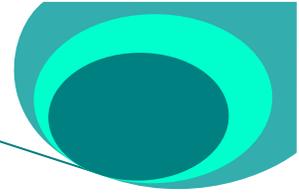
Competency: Comprehending Information

- Hand out [Assessment 2](#) to CLB 3 learners.
- Learners work individually to write the names of food under the correct department.
- This can be used as a Portfolio Based Language Assessments (PBLA) task. When marked, put in the Language Companion in the My Portfolio Reading section.

Assessment 3 – Writing: Complete a Short, Guided Text about a Shopping Trip

Competency: Sharing Information

- Hand out [Assessment 3](#) to CLB 2 learners.
- Learners complete guided text individually about a recent shopping trip.



- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language Companion in the My Portfolio Writing section.

Assessment 4 – Writing: Complete a Short, Guided Text about a Shopping Trip

Competency: Sharing Information

- Hand out Assessment 4 to CLB 3 learners.
- Individually, have learners write five sentences about a recent shopping trip.
- Explain rubric at the bottom of the assessment worksheet to learners first so they know what they are being assessed on.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language companion in the My Portfolio Writing section.

Learner Self-Reflection

- Hand out the Learner Self-Reflection task and read together with the class.
- Learners fill in the blanks with a word or phrase.
- Self-Reflection task can be put in the Language Companion in the My Notes section and revisited at a later date to check on healthy lifestyle changes.

Follow-up

- Go on a field trip to a grocery store.

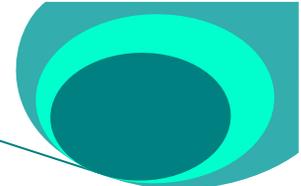
Resources:

www.hc-sc.gc.ca

www.dietitians.ca

www.ottawagoodfoodbox.ca

Worksheets



Let's Go Shopping for Food – Activity 2, Worksheet 1 – CLB 2-3

1. With your partner, write the names of 3 food items in the correct department in the chart below.

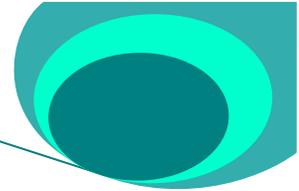
Produce	Bakery	Meat	Dairy	Frozen Food

2. Now, read the following dialogues with your partner.

Example 1: Student A "Excuse me. Where are the carrots?"
 Student B "The carrots are in the produce department."
 Example 2: Student A "Excuse me. Where is the milk?"
 Student B "The milk is in the dairy department."

3. a) Complete the dialogues below with food from your chart.
 b) Practise the dialogues with your partner.

1. Student A "Excuse me. Where _____?"
 Student B " _____ in the produce department."
2. Student A "Excuse me. Where _____?"
 Student B " _____ in the bakery department."
3. Student A "Excuse me. Where _____?"
 Student B " _____ in the meat department."
4. Student A "Excuse me. Where _____?"
 Student B " _____ department."
5. Student A "Excuse me. Where _____?"
 Student B " _____ department."
6. Student A "Excuse me. Where _____?"
 Student B " _____ department."



Let's Go Shopping For Food – Activity 7 Card Game Rules – CLB 2-3

Food Store Departments



Rules of the game:

This 30-card game is divided into 5 departments, based on the departments in a food store. Each department has 6 cards; each card in a department has:

- the department name and a number at the top
- a picture of a food, with the name written below it in red
- the 5 other foods that belong to that department

Objective:

The aim of the game is to collect all the foods in one department, and then to collect as many departments as possible. The player who has the greatest number of departments at the end of the game is the winner.

How to play:



1. Put the learners into groups of 3 or 4.
2. Deal 5 cards to each player. The remainder form a stockpile.
3. The first player asks any other player for a particular card that (s)he wants, in order to complete a department. (S)he may ask for any card that (s)he chooses, provided that (s)he already has at least one card from that department in his/her hand.
4. If the player being asked has the card, (s)he must give it to the player making the request. The “asker” can ask any player for another particular card. (S)he may go on doing this for as long as (s)he continues to receive cards (s)he has asked for. When the person (s)he asks does not have the card, the player takes a card from the stockpile. If the stockpile card is the one (s)he wants, (s)he can continue to ask for more cards. If not, the turn passes to the last player asked.
5. When a player gets all 6 cards from one department, s(he) puts them down on the table as a set. Play continues until all cards are matched in sets. The player who has the most departments (sets) at the end is the winner.



Let's Go Shopping For Food – Activity 7 Card Game 1 – CLB 2-31



.1. Bakery



bread
pita bread
muffin
pie
cupcake
bagel

.1. Bakery



pita bread
muffin
pie
cupcake
bagel
bread

.1. Bakery

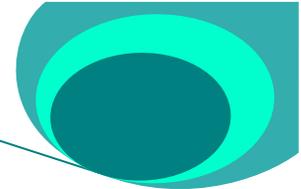


muffin
pie
cupcake
bagel
bread
pita bread

.1. Bakery



pie
cupcake
bagel
bread
pita bread
muffin



Let's Go Shopping For Food – Activity 7 Card Game 2 – CLB 2-3



.1. Bakery



cupcake
bagel
bread
pita bread
muffin
pie

.1. Bakery



bagel
bread
pita bread
muffin
pie
cupcake

.2. Dairy



soy milk
sour cream
milk
cheese
butter
yogurt

.2. Dairy



sour cream
milk
cheese
butter
yogurt
soy milk

Let's Go Shopping For Food – Activity 7 Card Game 3 – CLB 2-3



.2. Dairy



milk
cheese
butter
yogurt
soy milk
sour cream

.2. Dairy



cheese
butter
yogurt
soy milk
sour cream
milk

.2. Dairy

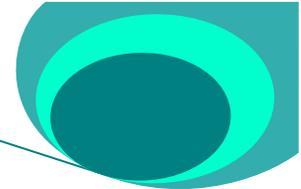


butter
yogurt
soy milk
sour cream
milk
cheese

.2. Dairy



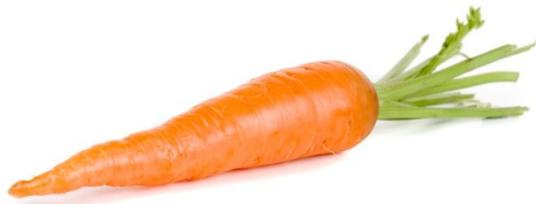
yogurt
soy milk
sour cream
milk
cheese
butter



Let's Go Shopping For Food – Activity 7 Card Game 4 – CLB 2-3



.3. Produce



carrot
cucumber
tomato
mango
banana
orange

.3. Produce



cucumber
tomato
mango
banana
orange
carrot

.3. Produce



tomato
mango
banana
orange
carrot
cucumber

.3. Produce



mango
banana
orange
carrot
cucumber
tomato

Let's Go Shopping For Food – Activity 7 Card Game 5 – CLB 2-3

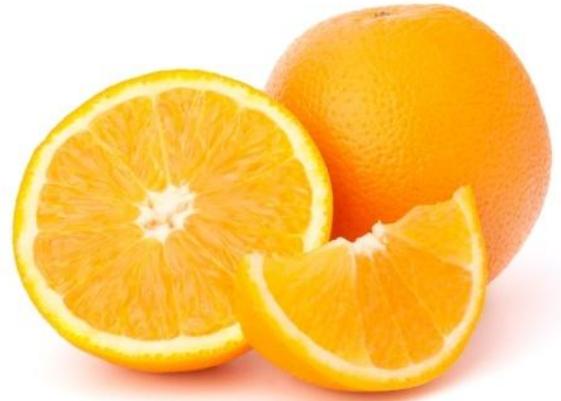


.3. Produce



banana
orange
carrot
cucumber
tomato
mango

.3. Produce



orange
carrot
cucumber
tomato
mango
banana

.4. Meat

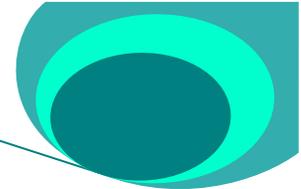


fish
ground beef
chicken
beef
pork
lamb

.4. Meat



ground beef
chicken
beef
pork
lamb
fish



Let's Go Shopping For Food – Activity 7 Card Game 6 – CLB 2-3

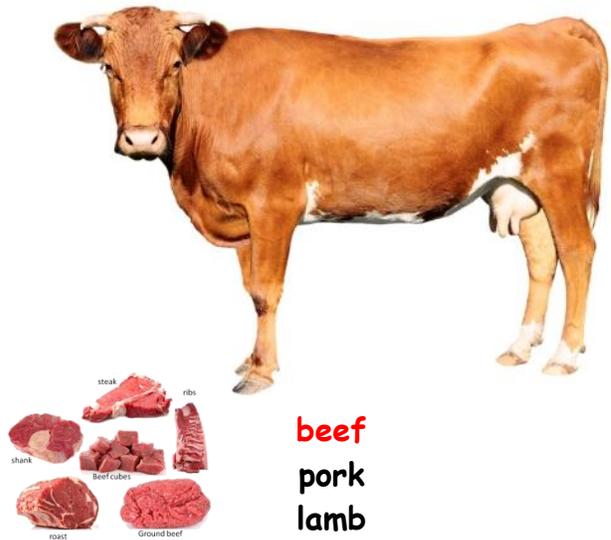


.4. Meat



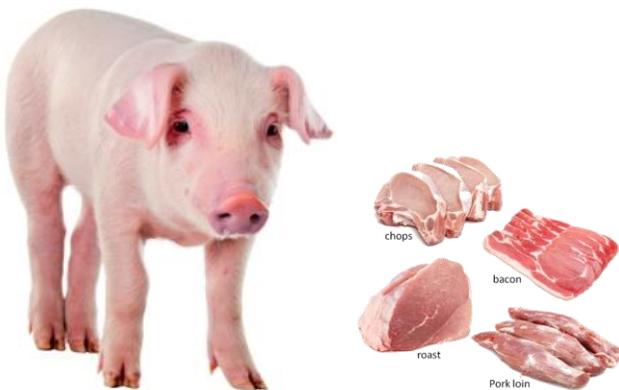
chicken
beef
pork
lamb
fish
ground beef

.4. Meat



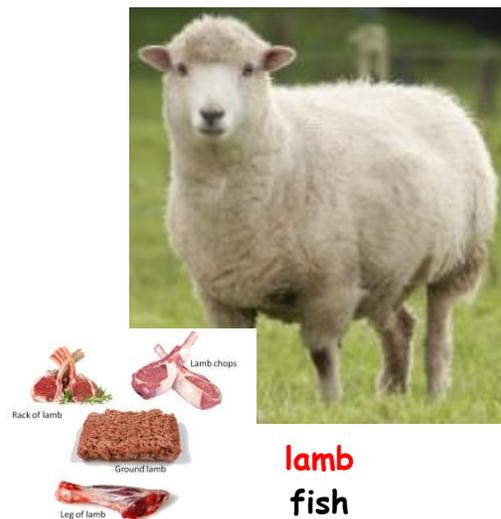
beef
pork
lamb
fish
ground beef
chicken

.4. Meat



pork
lamb
fish
ground beef
chicken
beef

.4. Meat



lamb
fish
ground beef
chicken
beef
pork

Let's Go Shopping For Food – Activity 7 Card Game 7 – CLB 2-3



.5. Frozen food



frozen whole wheat bread dough
frozen dinner
frozen fruit
frozen vegetables
ice cream
popsicle

.5. Frozen food



frozen dinner
frozen fruit
frozen vegetables
ice cream
popsicle
frozen whole wheat bread dough

.5. Frozen food

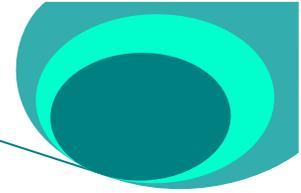


frozen fruit
frozen vegetables
ice cream
popsicle
frozen whole wheat bread dough
frozen dinner

.5. Frozen food



frozen vegetables
ice cream
popsicle
frozen whole wheat bread dough
frozen dinner
frozen fruit



Let's Go Shopping For Food – Activity 7 Card Game 8 – CLB 2-3



.5. Frozen food



ice cream

popsicle

frozen whole wheat bread dough

frozen prepackaged dinner

frozen fruit

frozen vegetables

.5 Frozen food



popsicles

frozen whole wheat bread dough

frozen prepackaged dinner

frozen fruit

frozen vegetables

ice cream

Let's Go Shopping For Food – Activity 8, Worksheet 1 – CLB 2-3

1. Look at the information below.

Good Food Box Choices

- Good Food Box

A fresh box of fruits and vegetables bursting with colour, emphasizing seasonal produce.

-\$10 box - good for singles

-\$15 box - good for 2 -3 people

-\$20 box - good for larger households

- Fruit Bag

The \$5 fruit bag is bursting with flavour and nutrition.

our voice mail box
613-860-6767

our website
www.ottawagoodfoodbox.ca

2. Now copy the missing information into the boxes below.

Good Food Box Choices

- Good Food Box

A fresh box of and bursting with colour, emphasizing seasonal .

-\$ box - good for singles

-\$ box - good for 2 -3 people

-\$ box - good for larger households

- Fruit Bag

The \$ fruit bag is bursting with flavour and nutrition.

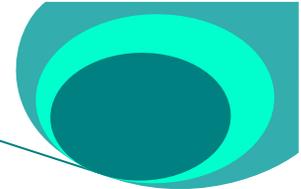
3. The Good Food Box voice mail box is _____.
4. The Good Food Box website is _____.

Ottawa
GOOD
FOOD
BOX



fresh
healthy
affordable

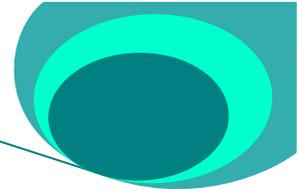
www.ottawagoodfoodbox.ca



Assessments & Learner Self-Reflection

Let's Go Shopping For Food – Assessment 1 Word Cards (page 1 of 3) – CLB 2

Bakery	Dairy	Meat	Produce
bagel	cheese	chicken	carrot
pita bread	milk	beef	lettuce
bread	butter	deli meat	cucumber
bun	sour cream	pork	orange
muffin	yogurt	lamb	apple

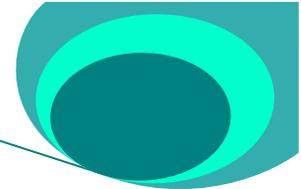


Let's Go Shopping For Food – Assessment 1 Word Cards (page 2 of 3) – CLB 2

cupcake	soya milk	ground beef	banana
pie	margarine	fish	mango
naan bread	cottage cheese	kebab	tomato
English muffin	kefir	steak	red pepper
Frozen food	frozen fruit	sausage	cauliflower

Let's Go Shopping For Food – Assessment 1 Word Cards (page 3 of 3) – CLB 2

ice cream	frozen lasagna	hot dog	broccoli
frozen dinner	green beans	mushrooms	watermelon
frozen vegetables	potatoes	strawberries	pineapple
popsicles	onion	peach	papaya
frozen whole wheat bread dough	lemon	pear	cherries



Assessments & Learner Self-Reflection

Let's Go Shopping For Food – Assessment 1 – CLB 2

Reading

Competency: Comprehending Information

Name: _____ Date: _____

Task: Place 10 food cards under the correct food store department heading.

1 mark for each food placed in the correct department

Total: ____/10

8/10 = Benchmark achieved: Yes No



Reading

Competency: Comprehending Information

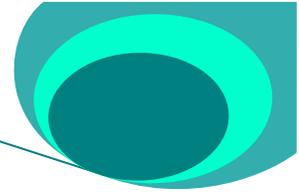
Name: _____ Date: _____

Task: Place 10 food cards under the correct food store department heading.

1 mark for each food placed in the correct department

Total: ____/10

8/10 = Task achieved: Yes No



Let's Go Shopping For Food – Assessment 2 – CLB 3

Reading

Competency: Comprehending Information

Name: _____ Date: _____

Task: Put the food in the correct food store department.

Each department might not have the same number of foods.

- | | | | | |
|----------|--------------|--------|-----------|---------|
| beef | cheese | fish | carrots | bread |
| tomatoes | frozen fruit | bagels | ice cream | yogurt |
| cupcakes | apples | milk | bananas | chicken |

Produce	Bakery	Meat	Dairy	Frozen Food

1 mark for each food placed in the correct department

Total: ____/15

12/15 = Task achieved: Yes No

Let's Go Shopping For Food – Assessment 3 – CLB 2**Writing**

Competency: Comprehending Information

Name: _____ Date: _____

Complete this story about a recent trip you made to a food store.

I went shopping at _____ to buy food.

I bought lettuce and _____ in the produce section.

I bought cookies and _____ in the bakery section.

I bought beef and _____ in the meat section.

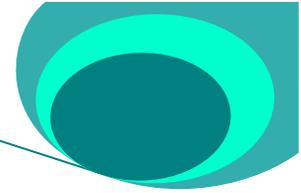
I bought eggs and _____ in the dairy section.

I bought frozen pizza and _____ in the frozen food section.

Performance indicators	Achievement		
	Yes 3 points	Sometimes 2 points	No 1 point
Completes each blank correctly			
Beginning to spell correctly			
Printing is easy to read			

Total: ____/9

7/9 = Task achieved: Yes No



Let's Go Shopping For Food – Assessment 4 – CLB 3

Writing

Competency: Sharing Information

Name: _____ Date: _____

Write 5 sentences about a trip you made to a food store. Name 5 food store departments that you have learned and give the name of 1 food that you bought in each department. Try to write in complete sentences.

Performance indicators	Achievement	
	Yes 5 points	No 1 point for each department mentioned
Names 5 food store departments		
Names 1 correct food for each food department		

	Yes 3 points	No 1 point
	Some control of spelling	
Some control of simple structures		

Total: ____/16

12/16 = Task achieved: Yes No

Let's Go Shopping For Food – Learner Self-Reflection – CLB 2-3

Name: _____ Date: _____

Think about what you have learned in this unit.
Read the sentences below and write an answer on the line.

1. I learned a good place to shop for food is _____ .
2. Before I go food shopping, I should:
 - (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
3. A food store is usually organized into _____ departments.
4. I can find the healthiest foods around the _____ of the food store.

- | | | | |
|--|-----|----|-------|
| 1. I have learned about where to shop for food. | Yes | No | Maybe |
| 2. Before I go shopping, I will plan a menu. | Yes | No | Maybe |
| 3. Before I go shopping, I will look at the sales. | Yes | No | Maybe |
| 4. Before I go shopping, I will make a list of the items I need. | Yes | No | Maybe |
| 5. I have a better understanding of how Canadian stores are organized. | Yes | No | Maybe |
| 6. I can now make healthier choices when shopping for food. | Yes | No | Maybe |

