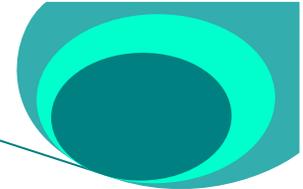


An abstract graphic composed of several overlapping, semi-transparent teal and light blue geometric shapes, primarily triangles and quadrilaterals, arranged in a horizontal, slightly undulating pattern across the middle of the page.

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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- 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?

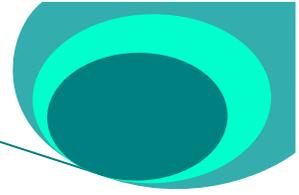
Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

- 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?

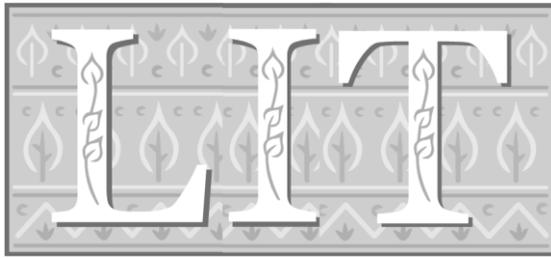
These lesson plans have been designed for anyone who teaches ESL/LINC, and who would like to incorporate important public health content into their language teaching. As mentioned in the Instructor Notes of each lesson plan, they have been designed in a way that they can be adapted to the individual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

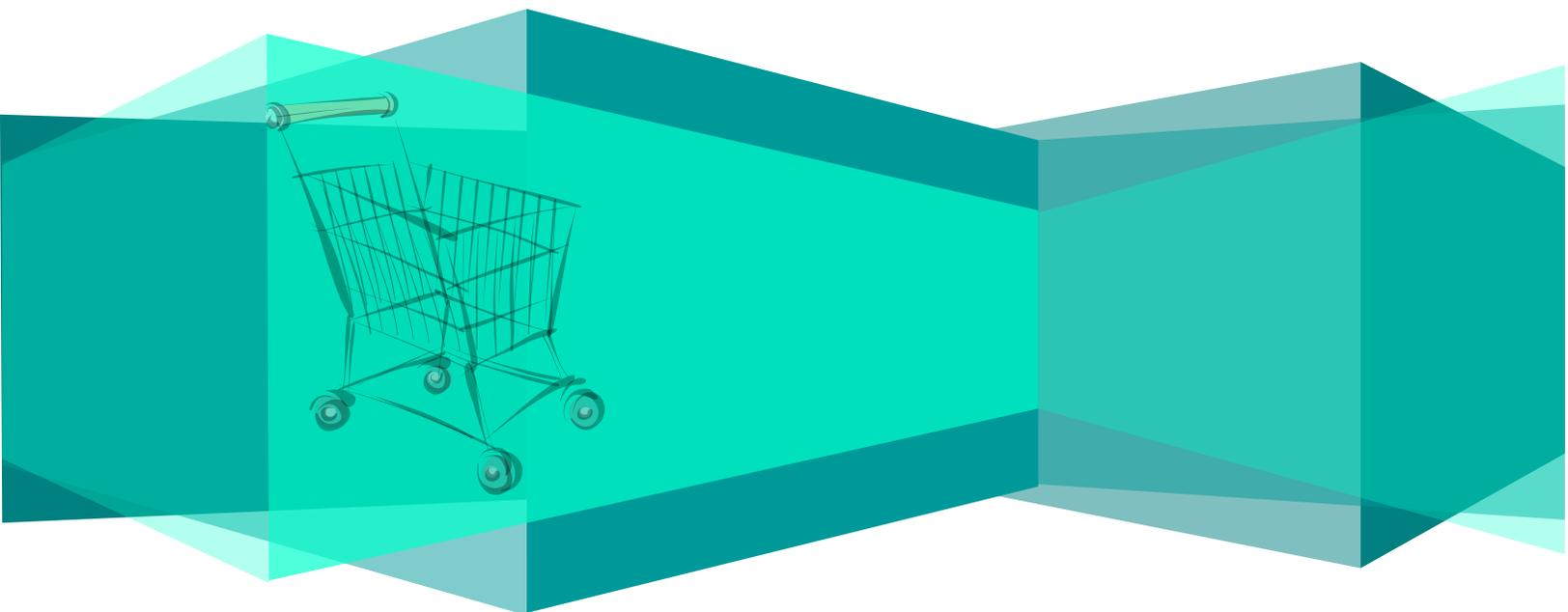
Geared towards continuous quality improvement, the *Language Learning for Health* collaborative project is in constant evolution. Your comments and suggestions regarding the lesson plans will be greatly appreciated and can be emailed to: OPH-ESL_LessonPlans@ottawa.ca.

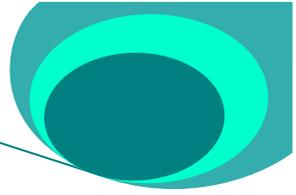




Let's Go Shopping for Food

ESL Literacy and CLB 1





Instructor Notes

Let's Go Shopping for Food – Instructor Notes – ESL Literacy and CLB 1

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
- scissors
- flipchart paper
- glue
- masking tape
- food store departments and food cards (small, with pictures) ([Activity 7](#))
- food flashcards (instructor-made)
- “Food Store Departments” card game ([Activity 8](#))
- picture dictionaries

Word Bank

Prior Knowledge: ethnic food store, specialty store (fridge, cupboards, store flyer, shopping list, spend, eat, snack)

Activity 1: grocery store, department store, farmers’ market, bulk food store, corner store, specialty store

Activity 2: one, two, three, four, five, six, first, second, third, fourth, fifth, sixth. *If not mentioned in Prior Knowledge, introduce the following now:* fridge, cupboards, store flyers, shopping list, spend, eat

Activity 3: n/a

Activity 4: n/a

Activity 5: food store departments: Produce, Bakery, Meat, Dairy, Frozen Food

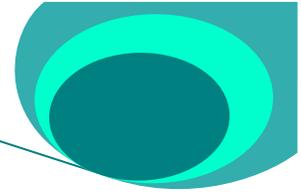
Activity 6: n/a

Activity 7: n/a

Activity 8: n/a

Activity 9: Good Food Box, choices, fresh, bursting, emphasizing, seasonal, produce, singles, households, flavour, nutrition

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:

- Ask learners where they usually shop for food
- Prompt, if necessary, by putting names on the blackboard (e.g., Metro, Giant Tiger, ByWard Market, etc.).
- Ask why they like to shop there.
(Keep in mind that learners may only give single word answers at these CLB levels.)

Possible answers:	
Places where people usually shop for food	Why?
Metro, Loblaws, Food Basics	close; lots of choice; sales
Wal-Mart, Giant Tiger	close; sales
ByWard Market, farmers' market	produce is fresh
T&T, Asian supermarkets	food and spices learners may be more familiar with
specialty cheese stores, local butcher, bakery	more variety; fresh
Bulk Barn	cheaper; can buy how much they need
Quickie, 7-Eleven	close; don't need much

- Ask learners what they do before they go food shopping.
- Prompt, if necessary, by asking if they:
 - i. look in their fridge or cupboards to see what they need
 - ii. look at store flyers
 - iii. think about what they want to eat that week (i.e., plan meals)
 - iv. write a shopping list
 - v. think about how much money they can spend
 - vi. eat or snack before they go food shopping
- If learners mention any of the above, and if their listening and speaking abilities permit, ask why they do the things they mentioned.

Note: Instructor is eliciting prior knowledge here. If learners do not do any of these things, do not introduce them at this point. Continue to Activity 1.

Possible answers:	
Things to do to prepare for food shopping	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

think about what you want to eat that week	so you can buy ingredients you need; saves money
write a shopping list	so you don't buy things you don't need; saves time

** 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 – Writing: Copy Name of Type of Store

Competency: Reproducing Information

ESL Literacy:

- Hand out [Activity 1, Worksheet 1](#).
- Read names of different types of stores to class.
- Learners repeat names.
- Learners copy names on the line.
- Hand out [Activity 1, Worksheet 2](#).
- Learners circle Yes or No to show which kinds of stores they shop at.

CLB 1:

- Hand out [Activity 1, Worksheet 3](#).
- Read names of different types of stores to class.
- Learners read names to you.
- Learners copy the names of the six types of food stores on the line under the correct picture. (The store names are in alphabetical order, not in the order of the pictures.)
- Hand out [Activity 1, Worksheet 4](#).
- Learners circle Yes or No to show which kinds of stores they shop at.

Activity 2 – Writing: Print Cardinal and Ordinal Numbers

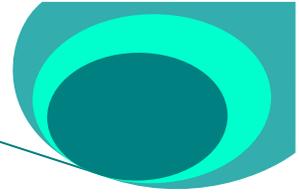
Competency: Numeracy

- Hand out [Activity 2, Worksheet 1](#).
- Read with learners the things they should do before they go food shopping.
- Point out that this is a good order in which to do these things.
- Learners follow the arrows and put the numbers 1 to 6 on the lines under the pictures.
- Hand out [Activity 2, Worksheet 2](#).
- Learners use ordinal numbers to order the pre-shopping activities.

Activity 3 – Writing: A Shopping List

Competency: Reproducing Information

- Create a 5- (Literacy) to 10- (CLB 1) item shopping list of healthy foods.
- Learners copy the list.



Activity 4 – Reading/Speaking: Matching Food with Pictures

Competencies: Getting Things Done/Sharing Information

- Learners copy their shopping list from Activity 3 onto a half sheet of flipchart paper.
- Learners work with a partner to find, cut out, and glue pictures of items on their list from the store flyers.

Activity 5 – Listening/Reading: Put Food in Correct Food Store Department

Competencies: Comprehending Instructions/Comprehending Information

- Introduce names of food store departments (Produce, Bakery, Meat, Dairy, Frozen Food).
- Write these headings on the blackboard as you talk about them.
- Ask for a few examples of foods found in each department.
- Give learners large pictures of food that can be found in each department.
- Learners put pictures on the blackboard under the correct heading.

Activity 6 – Listening: Labelling the Departments of a Food Store

Competency: Comprehending Information

- Hand out [Activity 6, Worksheet 1](#).
- Explain that instructor will give a number and a department name.
- Learners will write the number on the correct department. For example, “Put number 1 on the Bakery”; “Put number 2 on Frozen Food”; etc.
- There are two diagrams per page so the activity can be repeated.

Activity 7 – Reading: Categorizing Foods by Food Store Department

Competency: Comprehending Information

- Write the 5 food store department names on flipchart paper taped up around the room.
- Distribute food cards with picture and word - [Activity 7 Picture Cards](#) (4 pages) - and/or word only cards - [Activity 7 Word Cards](#) (4 pages) - to learners, depending on benchmark level and prior knowledge.
- Learners walk around and tape their card under the correct department name.
- Discuss and correct as a class.
- Learners can copy list for writing practice.
- For further practice, photocopy sets of these cards; learners can practise putting the food under the correct department when they finish other work early.

Activity 8 – Listening/Speaking: “Food Store Departments” Card Game

Competencies: Comprehending Information/Sharing Information

- [Activity 8 Card Game](#) (8 pages) reinforces which foods are found in which departments in a food 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 cardstock before cutting into individual cards.

Activity 9 – Reading/Writing: “Ottawa Good Food Box” Brochure

Competencies: Getting Things Done/Reproducing Information

- Hand out Activity 9, Worksheet 1.
- Have learners look at the excerpt from the “Ottawa Good Food Box” brochure.
- Ask learners to copy the missing information into the correct box.

Assessments 1 & 2– Writing

Competency: Reproducing Information

- Hand out Assessment 1 to ESL Literacy learners and Assessment 2 to CLB 1 learners.
- Write a shopping list of healthy foods on the left-hand side of either Assessment 1 or 2. Write 5 items for Literacy learners and 10 items for CLB 1 learners.
- Photocopy the assessment.
- Ask learners to copy the list on the right-hand side.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Writing section.

Assessment 3 – Reading

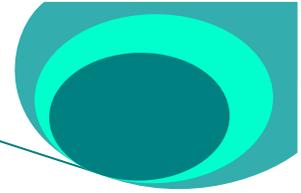
Competency: Comprehending Information

- Hand out Assessment 3 to ESL Literacy learners.
- Use the food cards from Activity 7 Picture Cards (4 pages).
- Give Literacy learners any 8 food cards with pictures and all 5 food store department names.
- Learners work individually to put the food cards under the correct food store department.
- There are two rubrics per page; cut in half and use for two different learners.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language Companion in the My Portfolio Reading section.

Assessment 4 – Reading

Competency: Comprehending Information

- Hand out Assessment 4 to CLB 1 learners.
- Use the food cards from Activity 7 Picture Cards 1-4 or Activity 7 Word Cards 1-4, depending on the ability of the learner.
- Give CLB 1 learners any 10 food cards with pictures and all 5 food store department names.
- Depending on the ability of the learner, they may be given cards with pictures and words, or cards with words only.
- There are two rubrics per page; cut in half and use for two different learners.



- This can be used as a Portfolio Based Language Assessment (PBLA) task. 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 with the class.
- Learners 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 to reflect on healthy lifestyle changes.

Follow-up

- Go on a field trip to a grocery store.

Resources:

www.ottawa.ca

www.hc-sc.gc.ca

www.ottawagoodfoodbox.ca

Ottawa Good Food Box brochure

Worksheets

Let's Go Shopping For Food – Activity 1, Worksheet 1 – ESL Literacy

I can shop for food at a...
Copy the type of food store on the line under the picture.



grocery store



department store



farmers' market



bulk food store



corner store



ethnic store



specialty store



Let's Go Shopping For Food – Activity 1, Worksheet 2 – ESL Literacy

I shop for food at a...
Circle Yes or No to show where **YOU** shop for food.



grocery store Yes No



department store Yes No



farmers' market Yes No



bulk food store Yes No



corner store Yes No



ethnic store Yes No



specialty store Yes No

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

I can shop for food at a...

Copy the name of the food store from the Word Bank on the line under the correct picture.

Word Bank

bulk food store	corner store	department store	ethnic store
grocery store	farmers' market	specialty store	





Let's Go Shopping For Food – Activity 1, Worksheet 4 – CLB 1

I shop for food at a...

Circle Yes or No to show where **YOU** shop for food.



grocery store Yes No



department store Yes No



farmers' market Yes No



bulk food store Yes No



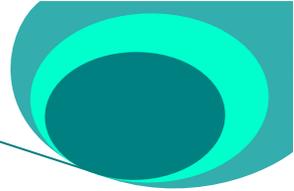
corner store Yes No



ethnic store Yes No



specialty store Yes No



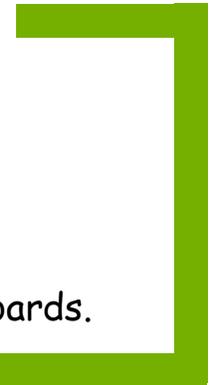
Let's Go Shopping For Food – Activity 2, Worksheet 1 – ESL Literacy and CLB 1

Good things to do before I go food shopping

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



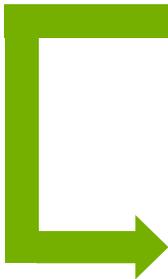
weekly plan	morning	after noon	evening
monday			
tuesday			
wednesday			
thursday			
friday			
saturday			
sunday			



_____ Know how much money I can spend.

_____ Plan my meals for the week.

_____ Check my fridge and cupboards.



_____ Make a shopping list.



_____ Look at the store flyers.



_____ Eat before I go shopping.

Let's Go Shopping For Food – Activity 2, Worksheet 2 – ESL Literacy and CLB 1

Good things to do before I go food shopping

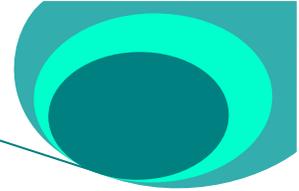
1. Write First, Second, Third, Fourth, Fifth, Sixth on the line, in order.
2. Now write 1st, 2nd, 3rd, 4th, 5th, 6th beside the pictures, in order.

1. _____ I will know how much money I can spend.
2. _____ I will plan my meals for the week.
3. _____ I will check my fridge and cupboards.
4. _____ I will make a shopping list.
5. _____ I will look at store flyers.
6. _____ I will eat before I go shopping.



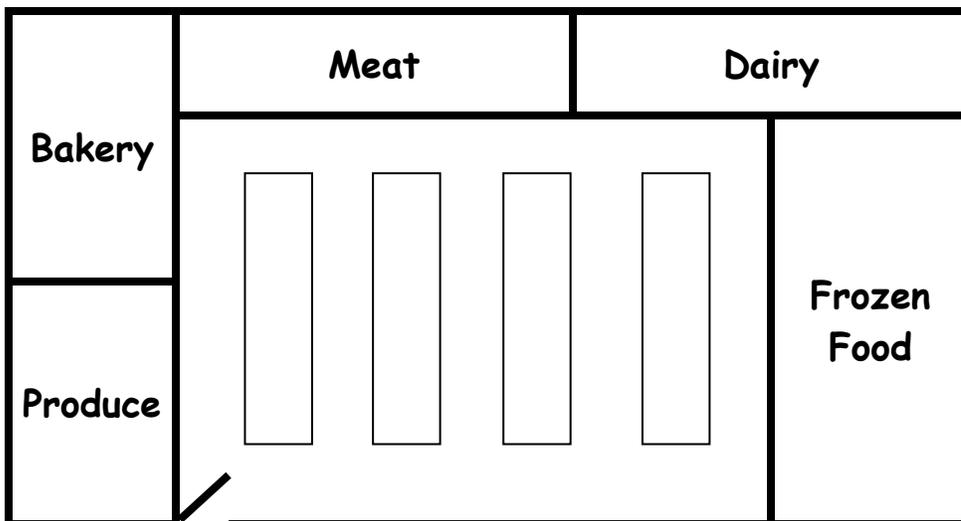
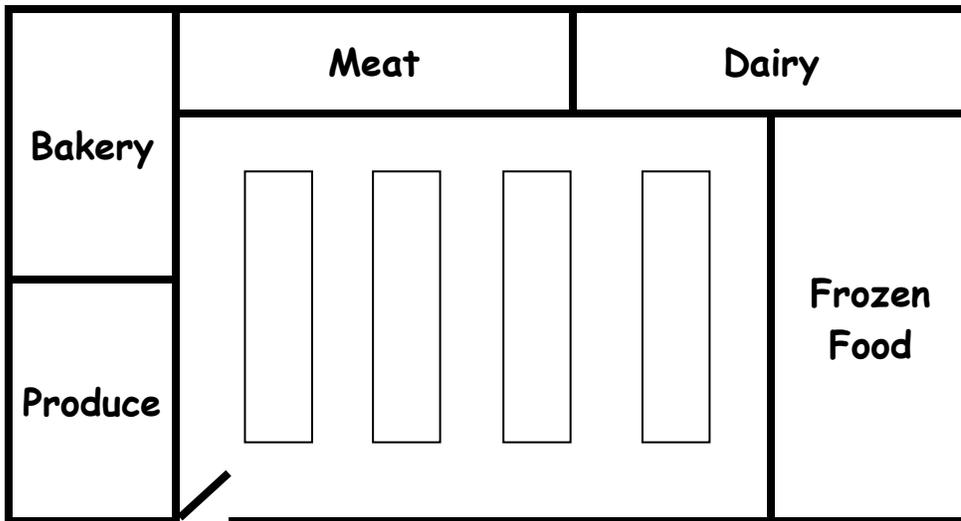
weekly plan	morning	after noon	evening
monday			
tuesday			
wednesday			
thursday			
friday			
saturday			
sunday			





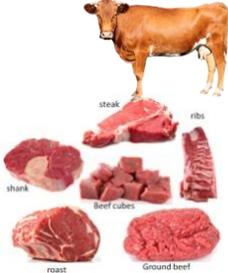
Let's Go Shopping For Food – Activity 6, Worksheet 1 – ESL Literacy and CLB 1

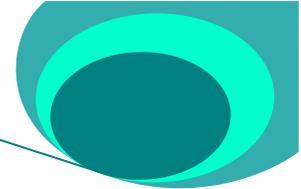
Write the number your instructor says next to the correct department name.



Let's Go Shopping For Food – Activity 7 Picture Cards 1 – ESL Literacy and CLB 1

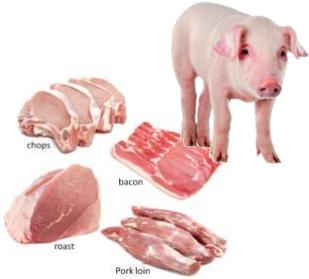
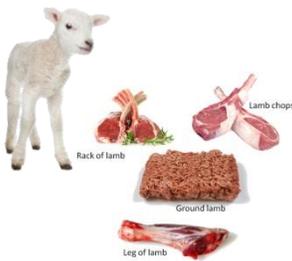
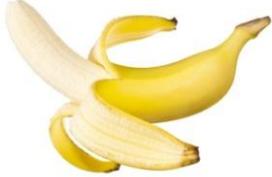


Bakery	Dairy	Meat	Produce
 <p>bagel</p>	 <p>cheese</p>	 <p>chicken</p>	 <p>carrot</p>
 <p>pita bread</p>	 <p>milk</p>	 <p>beef</p>	 <p>lettuce</p>
 <p>bread</p>	 <p>butter</p>	 <p>deli meat</p>	 <p>cucumber</p>



Let's Go Shopping For Food – Activity 7 Picture Cards 2 – ESL Literacy and CLB 1

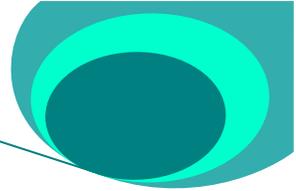


 <p>bun</p>	 <p>sour cream</p>	 <p>pork</p>	 <p>orange</p>
 <p>muffin</p>	 <p>yogurt</p>	 <p>lamb</p>	 <p>sweet potato</p>
 <p>cupcake</p>	 <p>kefir</p>	 <p>ground beef</p>	 <p>banana</p>
 <p>pie</p>	 <p>margarine</p>	 <p>fish</p>	 <p>mango</p>

Let's Go Shopping For Food – Activity 7 Picture Cards 3 – ESL Literacy and CLB 1

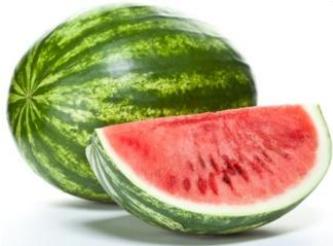


 <p>naan bread</p>	 <p>cottage cheese</p>	 <p>kebab</p>	 <p>tomato</p>
 <p>English muffin</p>	 <p>soy milk</p>	 <p>steak</p>	 <p>red pepper</p>
<p>Frozen food</p>	 <p>frozen fruit</p>	 <p>sausage</p>	 <p>bok choy</p>
 <p>ice cream</p>	 <p>popsicle</p>	 <p>hot dog</p>	 <p>broccoli</p>



Let's Go Shopping For Food – Activity 7 Picture Cards 4 – ESL Literacy and CLB 1

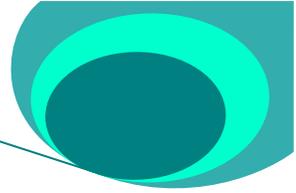


 <p>frozen dinner</p>	 <p>green beans</p>	 <p>mushrooms</p>	 <p>watermelon</p>
 <p>frozen vegetables</p>	 <p>potatoes</p>	 <p>strawberries</p>	 <p>pineapple</p>
 <p>french fries</p>	 <p>onion</p>	 <p>peach</p>	 <p>papaya</p>
 <p>frozen whole wheat bread dough</p>	 <p>lemon</p>	 <p>pear</p>	 <p>cherries</p>

Let's Go Shopping For Food – Activity 7 Word Cards 1 – ESL Literacy and CLB 1



Bakery	Dairy	Meat	Produce
bagel	cheese	chicken	carrot
pita bread	milk	beef	lettuce
bread	butter	deli meat	cucumber



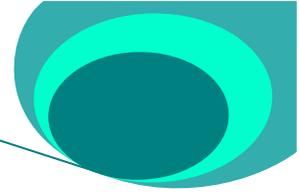
Let's Go Shopping For Food – Activity 7 Word Cards 2 – ESL Literacy and CLB 1



bun	sour cream	pork	orange
muffin	yogurt	lamb	sweet potato
cupcake	kefir	ground beef	banana
pie	margarine	fish	mango

Let's Go Shopping For Food – Activity 7 Word Cards 3 – ESL Literacy and CLB 1

naan bread	cottage cheese	kebab	tomato
English muffin	soya milk	steak	red pepper
Frozen food	frozen fruit	sausage	bok choy
ice cream	popsicle	hot dog	broccoli



Let's Go Shopping For Food – Activity 7 Word Cards 4 – ESL Literacy and CLB 1



frozen dinner	green beans	mushrooms	watermelon
frozen vegetables	potatoes	strawberries	pineapple
french fries	onion	peach	papaya
frozen whole wheat bread dough	lemon	pear	cherries

Let's Go Shopping For Food – Activity 8 Card Game Rules – ESL Literacy and CLB 1

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:

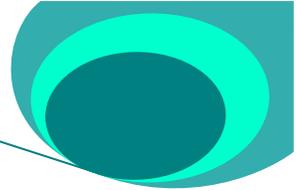
The aim of the game is to collect all the foods in one department, and then to collect as many departments as possible. The player who has the greatest number of departments at the end of the game is the winner.

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 8 Card Game 1 – ESL Literacy and CLB 1



.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 8 Card Game 2 – ESL Literacy and CLB 1



.1. Bakery



cupcake
bagel
bread
pita bread
muffin
pie

.1. Bakery



bagel
bread
pita bread
muffin
pie
cupcake

.2. Dairy

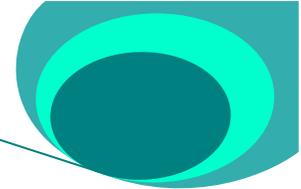


soy milk
sour cream
milk
cheese
butter
yogurt

.2. Dairy



sour cream
milk
cheese
butter
yogurt
soy milk



Let's Go Shopping For Food – Activity 8 Card Game 3 – ESL Literacy and CLB 1



.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 8 Card Game 4 – ESL Literacy and CLB 1

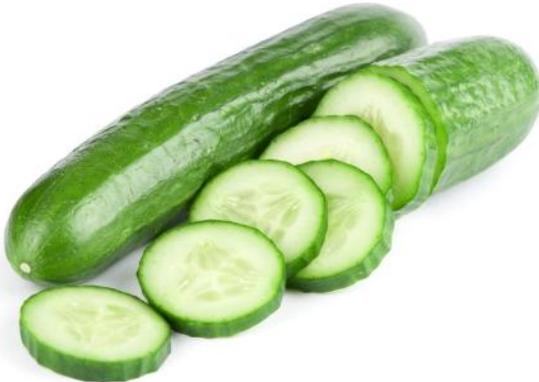


.3. Produce



carrot
cucumber
tomato
mango
banana
orange

.3. Produce



cucumber
tomato
mango
banana
orange
carrot

.3. Produce

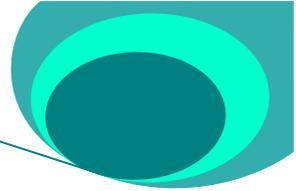


tomato
mango
banana
orange
carrot
cucumber

.3. Produce



mango
banana
orange
carrot
cucumber
tomato



Let's Go Shopping For Food – Activity 8 Card Game 5 – ESL Literacy and CLB 1



.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 8 Card Game 6 – ESL Literacy and CLB 1

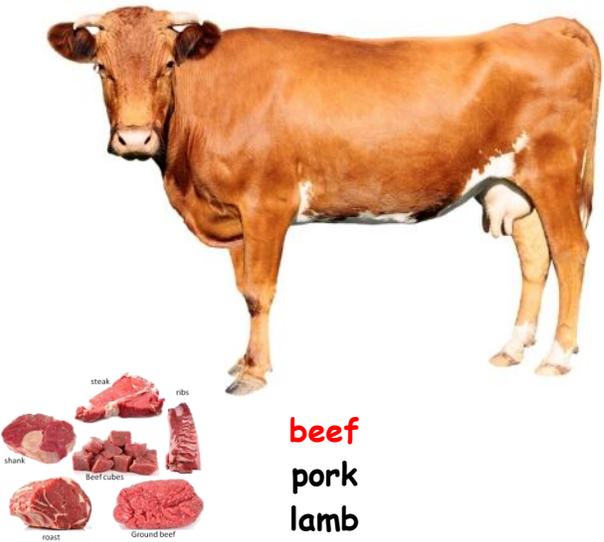


.4. Meat



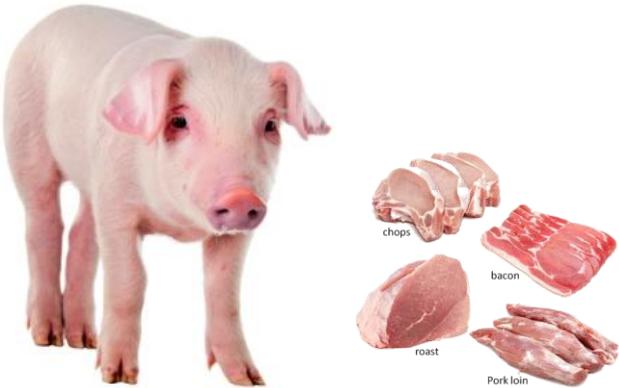
chicken
beef
pork
lamb
fish
ground beef

.4. Meat



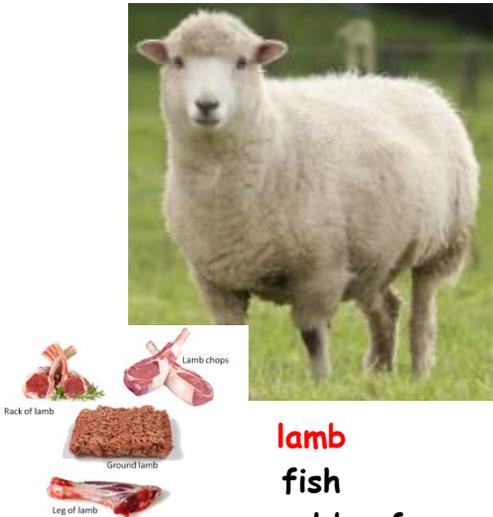
beef
pork
lamb
fish
ground beef
chicken

.4. Meat

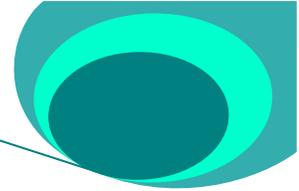


pork
lamb
fish
ground beef
chicken
beef

.4. Meat



lamb
fish
ground beef
chicken
beef
pork



Let's Go Shopping For Food – Activity 8 Card Game 7 – ESL Literacy and CLB 1



.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 8 Card Game 8 – ESL Literacy and CLB 1



.5. Frozen food



ice cream

popsicle

frozen whole wheat bread dough

frozen prepackaged dinner

frozen fruit

frozen vegetables

.5 Frozen food



popsicles

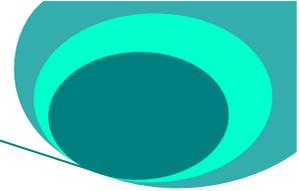
frozen whole wheat bread dough

frozen prepackaged dinner

frozen fruit

frozen vegetables

ice cream



Let's Go Shopping For Food – Activity 9, Worksheet 1 – ESL Literacy and CLB 1

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.

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.

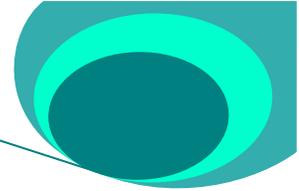
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Assessments & Learner Self-Reflection



Let's Go Shopping For Food – Assessment 1 – ESL Literacy

Writing

Competency: Reproducing Information

Name: _____ Date: _____

Copy the shopping list.

Shopping List

Shopping List

Performance indicators	Achievement		
	Yes 3 points	Sometimes 2 points	No 1 point
Copies the 5 words on the list			
Beginning to spell correctly			
Printing is easy to read			

Total: ____/9

7/9 = Task achieved: Yes No

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

Writing

Competency: Reproducing Information

Name: _____ Date: _____

Copy the shopping list

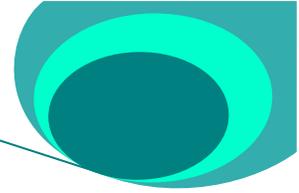
Shopping List

Shopping List

Performance indicators	Achievement		
	Yes 3 points	Sometimes 2 points	No 1 point
Copies the 10 words on the list			
Beginning to spell correctly			
Printing is easy to read			

Total: ____/9

7/9 = Task achieved: Yes No



Let's Go Shopping For Food – Assessment 3 – ESL Literacy

Reading: Put food in the correct food store department

Competency: Comprehending Information

Name: _____ Date: _____

Give learner 8 food cards with pictures, and 5 food store departments cards.
Learner places food in correct department.

1 correct mark for each food placed in the correct department.

Total: ____/8

6/8 = Benchmark achieved: Yes No

With help ____ Without help ____



Reading: Put food in the correct food store department

Competency: Comprehending Information

Name: _____ Date: _____

Give learner 8 food cards with pictures, and 5 food store departments cards.
Learner places food in correct department.

1 correct mark for each food placed in the correct department.

Total: ____/8

6/8 = Task achieved: Yes No

With help ____ Without help ____

Let's Go Shopping For Food – Assessment 4 – CLB 1

Reading: Put food in the correct food store department

Competency: Comprehending Information

Name: _____ Date: _____

Give learner 10 food cards with pictures or words, and 5 food store departments cards.

1 correct mark for each food placed in the correct department.

Total: ____ /10

7/10 = Benchmark achieved: Yes No

Used: picture cards _____ word cards _____



Reading: Put food in the correct food store department

Competency: Comprehending Information

Name: _____ Date: _____

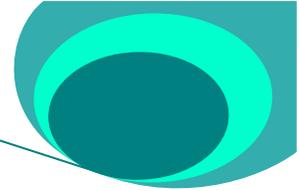
Give learner 10 food cards with pictures or words, and 5 food store departments cards.

1 correct mark for each food placed in the correct department.

Total: ____ /10

7/10 = Task achieved: Yes No

Used: picture cards _____ word cards _____



Let's Go Shopping For Food – Learner Self-Reflection – ESL Literacy and CLB 1

Name: _____ Date: _____

We learned about food shopping. We learned what to do before we go food shopping. Will you do these things? Circle your answer.

1. I will shop at a grocery store.



Yes No Maybe

2. I can name 5 food store departments.

Yes No Maybe

3. I can name some foods in the Produce, Bakery, Meat, Dairy, and Frozen food departments.

Yes No Maybe

4. I will check my fridge and cupboards before I go shopping.



Yes No Maybe

5. I will write a shopping list.



Yes No Maybe

