

SCIENCE

(Food Groups)

| VOCABULARY | | | |
|---------------|----------------|--------------------|--------------------|
| food diary | breakfast | meat: | eggs |
| healthy | lunch | poultry: chicken, | milk (yogurt, |
| water | dinner | turkey, duck, | cheese, ice cream) |
| balanced meal | snacks | Cornish hens | calcium |
| vegetable | grain: | (anything that | others: |
| juice | bread, cereal, | flies), fish beef, | fats, oils, |
| fruit | pasta, rice, | pork | sweets, salty |
| vegetable | tortilla | beans | snacks |

SAMPLE LESSON

Skill Area: Content Area Subjects

Language Stage: Speech Emergence

Outcome: Student will be able to place different foods into their correct food groups.

Materials: Food (Guide Group) Pyramid, actual items or pictures of items, paper for brainstorming magazines for cut-up, paper for drawing

Procedure: Have students cut out pictures of food that they eat, also pictures of food that is unfamiliar to them. Student-led, how they think food should be grouped; have each student explain rationale for grouping. Next introduce the actual food groups. Compare students' grouping to the actual food groups. Have students draw pictures of their food under correct food group. Label also. Gathering of pictures homework - magazines to be supplied if needed or may be drawn. Final product collage or brochure at this time. Breakfast, lunch, dinner and snacks could also be introduced and what is eaten. All vocabulary should be discussed to determine student's understanding of words. Homework - writing paragraph on favorite foods for different meals.

Note: Assessment can be done in a "Match Game" format (picture/word).