

## **Eating Healthy Lunches**

**Grade Level:** Grade Four

**Unit Theme:** Eating healthy lunches

**Ohio Standards Connection:** Foreign Language

**Standard:** Communication: Communicate in languages other than English.

**Benchmark A:** Ask and answer questions and share preference on familiar topics.

**Indicator 1:** Ask and answer questions about personal needs and wants (e.g., school supplies, food, health).

**Benchmark B:** Exchange personal information.

**Indicator 2:** Exchange information about personal interests (e.g., likes, dislikes, what they are doing, what they are planning to do).

**Benchmark D:** Give and follow a short sequence of instructions.

**Indicator 4:** Give and follow a sequence of instruction (e.g., how to play a game, how to get to a certain place).

**Benchmark E:** Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.

**Indicator 5:** Follow a series of requests or instructions (e.g., make a sandwich, follow a treasure hunt map).

**Benchmark I:** Dramatize songs, short stories, poetry or activities.

**Indicator 9:** Explain an everyday activity to peers through actions and words (e.g., making a sandwich, washing your face).

**Standard:** Cultures: Gain knowledge and understanding of other cultures.

**Benchmark C:** Observe, identify, describe and reproduce objects, images, and symbols of the target culture.

**Indicator 4:** Identify and describe objects, images, and symbols of the target culture (e.g., monuments, flags, dwellings).

**Unit Mode(s) of Focus:** Interpretive, Interpersonal, and Presentational

## **Unit Description**

In this unit, students will gain the ability to use age-appropriate expressions to identify and exchange information about common foods for school lunches in China and in the United States. This unit reviews vocabulary for time, schedule, colors and some Chinese food items. Students will be able to connect to previously learned units in order to further reinforce the vocabulary learned here. Initially, students interpret and react to food items in the pictures. Then, they will interact with their teacher and classmates by asking and telling about their favorite lunches and compare it with lunches for children in China. Students will identify healthy foods and learn about the food pyramid. At the end of this unit, students will select healthy food for lunch and make a group poster of the food pyramid.

## **Performance Outcomes**

Students will be able to:

- identify the names of common foods and drinks in Chinese and use them in meaningful contexts;
- express likes and dislikes;
- identify healthy food and junk food;
- identify food categories in the food pyramid; and
- ask and tell about foods they should choose for lunches.

**Time Frame/Estimated Duration:** *Seven classes/Three and one-half hours*

## **General Tips from the Writers**

- Modify the time needed for this unit based on class size and time it takes to move through the activity sequence.
- You may show real foods and tell the names of each.
- A cooking lesson on how to prepare a bento lunch could be considered if feasible.

## **Pre-Assessment**

The purpose of the pre-assessment is to learn about the students' previous knowledge of common foods for lunches. Instead of using the attached worksheet, the teacher may use plastic foods.

- Pass out Attachment A, Pre-Assessment Response Sheet. (You may wish to copy and paste the Chinese characters for the food categories from Attachment B onto Attachment A prior to printing.)
- Discuss with students what they think is in each of the pictures A through E. Ask them which are healthy using thumbs up or a picture of a strong, healthy person and which ones are not as healthy using thumbs down or a picture of a sickly person.
- Have the students draw a line to connect the corresponding food items.

## **Pre-Assessment Scoring Guidelines**

Collect the students' pre-assessment worksheets and use the following scale to evaluate their background knowledge of food:

11-15 = Strong understanding of topic

- 7-10 = Adequate understanding of topic
- 4-6 = Poor understanding of topic/ Needs remediation
- 0-3 = Insufficient understanding of topic/ Needs remediation

### **Interpretive Assessment**

Students will complete Attachment B, Post-Assessment Sheet.

### **Interpretive Assessment Scoring Guidelines**

Score the worksheet using interpretive sections of Attachment C, Rubrics for Post-Assessment. The same scale used in the pre-assessment can be used to score the interpretive assessment.

### **Interpersonal Assessment**

At the conclusion of this unit, students will participate in conversations about a healthy lunch they like. Each student will have the opportunity to chat with a classmate without any assistance from the teacher or peers. Students will be required to use culturally appropriate gestures as they converse with each other.

### **Interpersonal Assessment Scoring Guidelines**

Review each student's contribution to the conversation and evaluate his or her performance based on the criteria found on Attachment C, Rubrics for Post-Assessment.

### **Presentational Assessment**

Learners develop a poster of the food pyramid in groups of four.

### **Presentational Assessment Scoring Guidelines**

Co-develop the assessment rubric for the poster with your learners. Consult prior units if you need assistance.

### **Vocabulary and Structures**

I eat <u>fruit</u> .	Wǒ měitiān chī shuǐguǒ.	我每天吃水果。
I eat <u>vegetables</u> .	Wǒ meitian chī shūcài.	我每天吃蔬菜。
I also want to eat <u>meat</u> .	Wǒ yě yào chī ròu.	我也要吃肉。
I also eat <u>beans</u> .	Wǒ yě chī dòuzi.	我也吃豆子。
I drink <u>milk</u> .	Wǒ hē niúniǎi.	我喝牛奶。
I like to drink <u>soybean milk</u> .	Wǒ xǐhuān hē dòujiāng.	我喜欢喝豆浆。
What do you like to eat for lunch?	Nǐ wǔfàn xǐhuān chī shénme?	你午饭喜歡吃什麼？
I like to eat <u>fried rice</u> .	Wǒ xǐhuān chī chǎofàn.	我喜歡吃炒飯。
I also like to eat a <u>sandwich</u> .	Wǒ yě xǐhuān chī sānmíngzhī.	我也喜歡吃三明治。
I want to eat <u>salad</u> .	Wǒ yào chī shālá.	我要吃沙拉。

## **Materials, Resources and Useful Web Sites (see extensions and technology connections, below)**

- Real or plastic food items
- Colored pencils/crayons
- Colored construction paper
- Scissors
- Picture cards that depict the vocabulary words.
- Large poster board for each group of students

## **Sequence of Activities**

### **Day One**

- Review telling time and talking about a schedule and show or talk about a daily schedule for students in China. (See Attachment D, Daily Schedule for Elementary School Students.)
- In comparison with student's own daily schedule, ask them to answer simple questions on when they come to school, what time they go home, and when is lunch time.
- Show pictures of Chinese students eating lunch (Attachment E, Pictures of Eating Lunch in Chinese Elementary School). Review the use of chopsticks and point out that some students bring bento box (biàndāng) 便当 (便當) as a lunch box.
- Ask students to draw and talk about what they have in their lunch bag.
- Begin the Pre-Assessment activity by passing out Attachment A, Pre-Assessment Activity Response Sheet.
- Conduct the Pre-Assessment.

### **Day Two**

- Have students take picture cards from a magic bag. Point at each picture mentioning the name of the food item. Then, go around the class asking who has 蔬菜 shūcài (vegetables), 肉 ròu (meat), 水果 shuǐguǒ (fruit), 谷类 (穀類) gǔlèi (grains), or 奶类 (奶類) nǎilèi (milk products).
- Show a diagram of the food pyramid and review the colors orange, red, blue, green, and purple.
- Have students cut out the food items on the Pre-Assessment sheet (Attachment A) that they did on Day One. Classify and paste those food items on color-coded papers.
- Have students complete the food pyramid worksheet with colored pencils or crayons. Use Attachment F, Poster of Food Pyramid, Attachment G, Food Pyramid Worksheet Instruction for Teacher and Attachment H, Food Pyramid Worksheet for Students.

### **Day Three**

- Continue to learn more food items.
- Conduct a quick oral review of the vocabulary with picture cards.
- Have students take picture cards from a magic bag. Point at each picture mentioning the name of the food item. Then go around class asking who has 豆浆 (豆漿) dòujiāng (soybean milk), 牛奶 niúnnǎi (milk), 三明治 sānmíngzhì (sandwich),

热狗（熱狗）règǒu (hotdog), 橘子júzi (orange), 葡萄pútáo (grapes), 炒饭（炒飯）chǎofàn (fried rice), 汉堡hànbǎo (hamburger), 糖果tánguǒ (candies), 薯条（薯條）shǔtiáo (french fries), 饼干（餅乾）bǐngān (cookies), 蛋糕dàngāo (cakes), etc. Ask students to tell each other:

午饭我喜欢吃薯条，也喜欢喝牛奶。（午飯我喜歡吃薯條，也喜歡喝牛奶）  
Wǔfàn wǒ xǐhuān chī shǔtiáo, yě xǐhuān hē niúǎi. (For lunch, I like to eat French fries and drink milk.)

- Using Attachment I, Class Survey, What Do You Like for Lunch, have students conduct a survey. Have them ask their classmates what they like for lunch. Post the chart in front of the classroom.

#### **Day Four**

- Have students sit in a circle and you sit in the middle of the circle. Show the result of the class survey from Day Three. Ask students about which ones are good foods/healthy foods and which ones are bad foods/junk foods (Attachment J, Healthy Food or Junk Food). Use a T chart to sort students' favorite lunch foods into two piles if you choose.
- To review food items learned in Day One through Day Three, use Attachment K, Bingo Sheet. Call out, "Grains, Vegetables, Fruits, Milk, Meat, Milk Products, etc." Have students mark the appropriate food item with an X or with small items to cover the picture. Use as much Chinese as possible to give the directions for the game. Use actions and gestures to help the students' comprehension.
- Divide the students into small groups. Have students use picture cards to select and describe a healthy lunch for their group based on the recommendations from the Food Pyramid.

#### **Day Five**

- Give students a choice of games during this class period to review healthy food vocabulary.
- Using Attachment L, Memory Game Cards, have students work in pairs to cut out the memory game cards. In these pairs or a small group of three, have students play the memory game. Encourage students to name the food items according to the pictures as they play. Use as much Chinese as possible to give the directions for the game. Use actions and gestures to help the students' comprehension.
- Using Attachment M, Go Fish Game Cards and working in groups of three or four, have students cut out the Go Fish picture cards and play the Go Fish game. Students may have the options of using the Food Groups or naming the food items according to the pictures. Use as much Chinese as possible to give the directions for the game. Use actions and gestures to help the students' comprehension.

#### **Day Six**

- Conduct the interpretive assessment by asking students to complete Attachment B, Post Assessment Sheet. Score this using the Interpretive section of Attachment C, Rubrics for Post-Assessment.

- Following the Interpretive Assessment, have students choose visuals representing healthy eating choices and pair up to share their choices for lunches through simple questions and answers. Model a few conversations with puppets prior to having students discuss on their own. Score this Interpersonal assessment using the Interpersonal sections of Attachment C, Rubrics for Post-Assessment. Have students switch partners in a Round Robin until you hear all learners at least once.

**Day Seven**

- Conduct a poster contest in class. Show Attachment N, Sample Posters of Food Pyramid as an example.
- Working in small groups, have students create a poster of the Food Pyramid. Supply labels or have students copy from a classroom poster.
- Have them then help you create a rubric for selecting the best poster for display.

**Differentiated Instructional Support**

*Instruction is differentiated according to learner needs to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).*

Allow students who are initially hesitant to use word utterances or short expressions that correctly respond to the questions. Partner these students in subsequent activities with students who can provide a strong model for complete sentences.

**Extensions and Home Connections**

- Encourage students to teach the vocabulary of foods to their parents or siblings at home. Students can teach the Chinese name of these foods to another family member and ask their parents for signature.
- Students can help their parents to prepare a healthy lunch they can bring to school on the next day.
- Encourage students to download and watch the videos below.

**Download Videos from <http://www.mypyramid.gov/>**

The animation video can be downloaded. Select from the list below. PC users: right click to save.

	<b>Short Version (43 sec, no audio)</b>	<b>Long Version (1m 40sec, with audio)</b>
<b>PC</b>	<a href="#">.WMV</a>	<a href="#">.WMV</a>
<b>Mac</b>	<a href="#">.MOV</a>	<a href="#">.MOV</a>

**Download Free Power Panther Nutrition Songs from <http://www.thefeltsource.com/Nutrition.html>**

- [Power Panther MP3's](#)
- [Sheet Music for Songs](#)
- [Power Panther Lyrics](#)

## **Technology Connections**

<http://www.mypyramid.gov/>

<http://www.thefeltsource.com/Nutrition.html>

<http://www.xgrb.cn/.../20071028090222880.jpg>

<http://web-japan.org/.../2-6.jpg>

<http://img102.imageshack.us/.../clipboard04uj1.jpg>

<http://www.jiangle.gov.cn/upimg/20074/12105616-25.jpg>

<http://www.qpdfzx.edu.sh.cn/Photo/UploadThumbs/xswc.JPG>

[http://pachome.pacific.net.sg/.../30Aug06shots\\_001.jpg](http://pachome.pacific.net.sg/.../30Aug06shots_001.jpg)

<http://www.nsfis.net>

## **List of Attachments**

Attachment A, Pre-Assessment Response Sheet

Attachment B, Post-Assessment Sheet

Attachment C, Rubrics for Post-Assessment

Attachment D, Daily Schedule for Elementary School Students

Attachment E, Pictures of Eating Lunch in Chinese Elementary School

Attachment F, Poster of Food Pyramid

Attachment G, Food Pyramid Worksheet Instruction for Teacher

Attachment H, Food Pyramid Worksheet for Students

Attachment I, Class Survey on “What do you like for lunch?”

Attachment J, Healthy Food or Junk Food

Attachment K, Bingo Sheet

Attachment L, Memory Game Cards


















Attachment M, Go Fish Game Cards

Attachment N, Sample Posters of Food Pyramid

# Attachment A Pre-Assessment Response Sheet

Please connect the following foods to the category listed in the middle column.  
Use color pencils or crayons to draw lines for connection.


















Orange line – grains     
 Green line – vegetables     
 Red line – fruits  
Blue line – milk/ dairy products  
Purple line - meat, beans, fish, and nuts

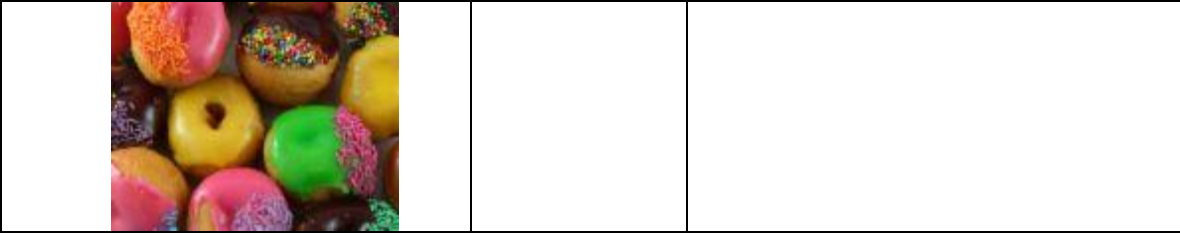
	<div style="background-color: orange; padding: 2px; font-weight: bold; color: white;">Grains</div> <div style="background-color: #cccccc; padding: 5px; margin-top: 5px;"> <b>Grains</b>   </div>	
	<div style="background-color: green; padding: 2px; font-weight: bold; color: white;">Vegetables</div> <div style="background-color: #cccccc; padding: 5px; margin-top: 5px;"> <b>Vegetables</b>   </div>	
	<div style="background-color: blue; padding: 2px; font-weight: bold; color: white;">Milk</div> <div style="background-color: #cccccc; padding: 5px; margin-top: 5px;"> <b>Milk</b>   </div>	
	<div style="background-color: red; padding: 2px; font-weight: bold; color: white;">Fruits</div> <div style="background-color: #cccccc; padding: 5px; margin-top: 5px;"> <b>Fruits</b>   </div>	
	<div style="background-color: purple; padding: 2px; font-weight: bold; color: white;">Meat &amp; Beans</div> <div style="background-color: #cccccc; padding: 5px; margin-top: 5px;"> <b>Meat and Beans</b>   </div>	
		



## Attachment B Post-Assessment Response Sheet

1. Please connect the following foods to the category listed in the middle column.
2. Identify and mark good food (healthy food) with V and bad food (junk food) with X

	<div style="background-color: orange; padding: 5px; margin-bottom: 5px;">谷类</div> 	
	<div style="background-color: green; padding: 5px; margin-bottom: 5px;">蔬菜类</div> 	
	<div style="background-color: cyan; padding: 5px; margin-bottom: 5px;">奶类制品</div> 	
	<div style="background-color: red; padding: 5px; margin-bottom: 5px;">水果类</div> 	
	<div style="background-color: purple; padding: 5px; margin-bottom: 5px;">肉类豆类</div> 	
		



**Attachment C**  
**Post-Assessment Scoring Rubrics**

	<b>5</b>	<b>3</b>	<b>1</b>
Identify and categorize food items. (Interpretive Assessment)	Student identifies all food groups and places 10 to 15 items correctly.	Student identifies at least three food groups and places 7-10 food items correctly.	Students identifies only two food groups and places fewer than 7 items correctly.

	<b>5</b>	<b>3</b>	<b>1</b>
Exchange information about their preference of food for lunch. (Interpersonal Assessment)	Student, on the first try, used culturally appropriate expressions when asking and giving information about his/her favorite foods for lunch.	Student, on a second or third try, used culturally appropriate expressions when asking and giving information about his/her favorite foods for lunch.	Student attempted to use culturally appropriate expressions when asking and giving information about his/her favorite foods for lunch.
Clarity of speech (pronunciation, intonation, Fluency/Flow)	Student's remarks are easily understood by a native speaker.	Student's remarks are easily understood with some difficulty by a native speaker.	Student's remarks are not comprehensible to a native speaker.

## Attachment D Daily Schedule of Elementary School in China

<http://www.nsfhs.net:101/Default.asp?BigClassName=服务育人&SmallClassName=食堂一菜谱>

文华小学部作息时间表 [系统管理][2005年9月7日][0]

小 学 ( Primary Grade1-4 )		
上 午	首站发车 Bus Start (A9车首站为6:55)	7:05
	早 操 (周一升旗) Morning Exercises	7:55~8:15
	早 餐 Breakfast	8:15~8:35
	第一节课 1 <sup>st</sup> Period	8:40~9:20
	第二节课 2 <sup>nd</sup> Period	9:30~10:10
	第三节课 3 <sup>rd</sup> Period	10:20~11:00
	眼保健操 Eye Exercises	11:00~11:05
	第四节课 4 <sup>th</sup> Period	11:15~11:55
中 午	午 餐 Lunch	11:55~12:30
	午 休 Break	12:40~14:00
下 午	写 字 Writing Time	14:20~14:30
	第五节课 5 <sup>th</sup> Period	14:30~15:10
	眼保健操 Eye Exercises	15:10~15:15
	第六节课 6 <sup>th</sup> Period	15:25~16:05
	第七节课 7 <sup>th</sup> Period 周 五 (Friday)	16:15~17:05 16:15~16:30
	教工下班 Dismissing Time	17: 15

# Attachment E

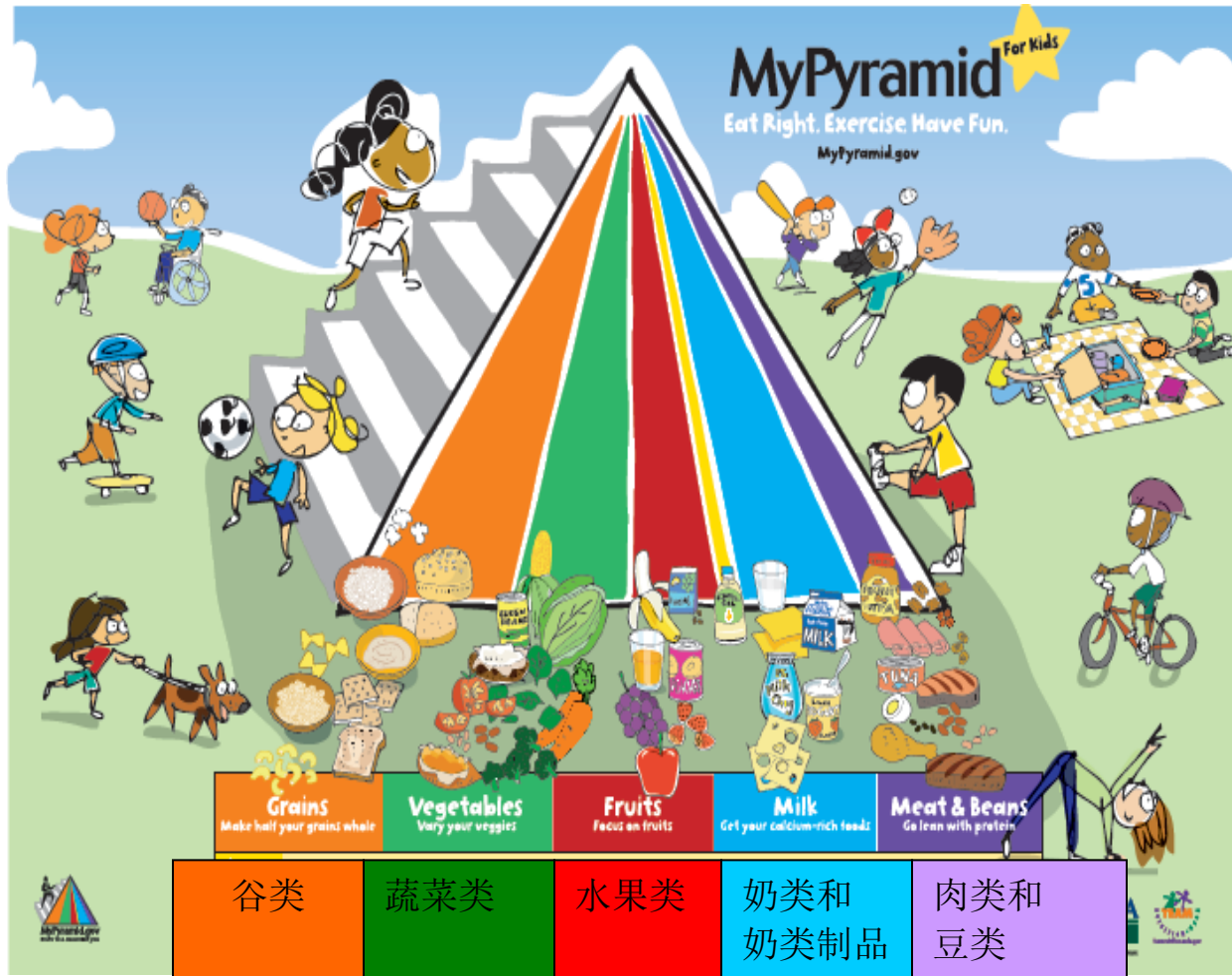
## Eating Lunch at Elementary School in China



# Attachment F

## Poster of Food Pyramid

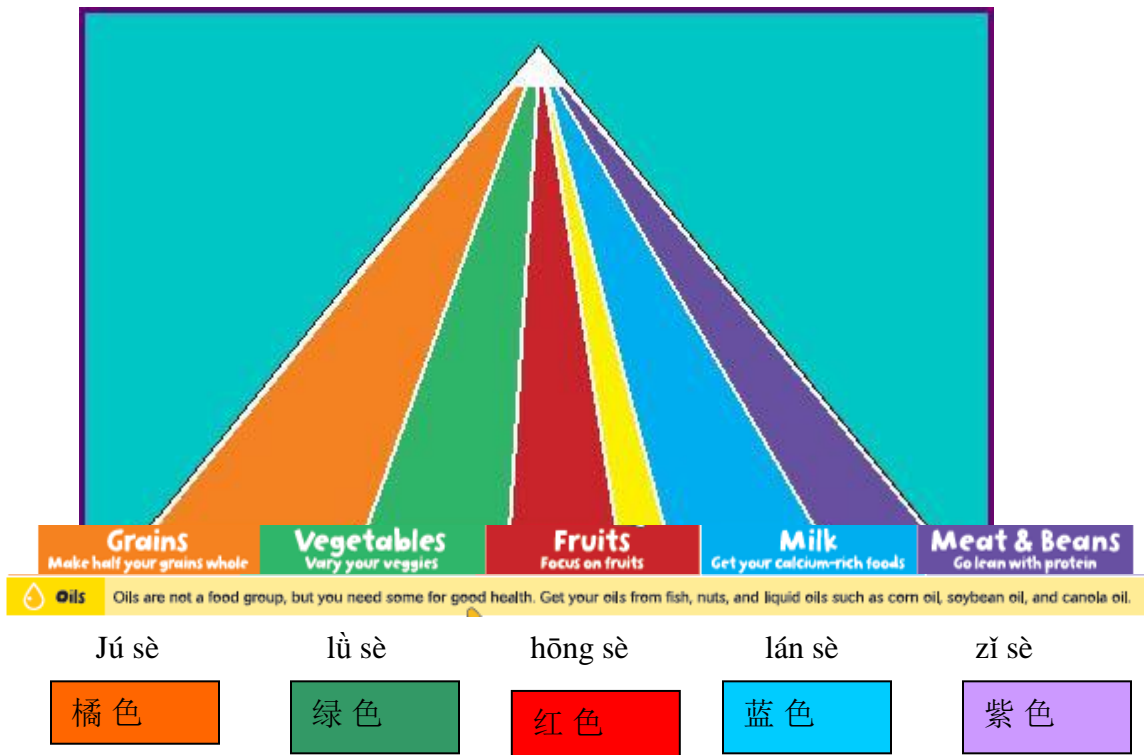
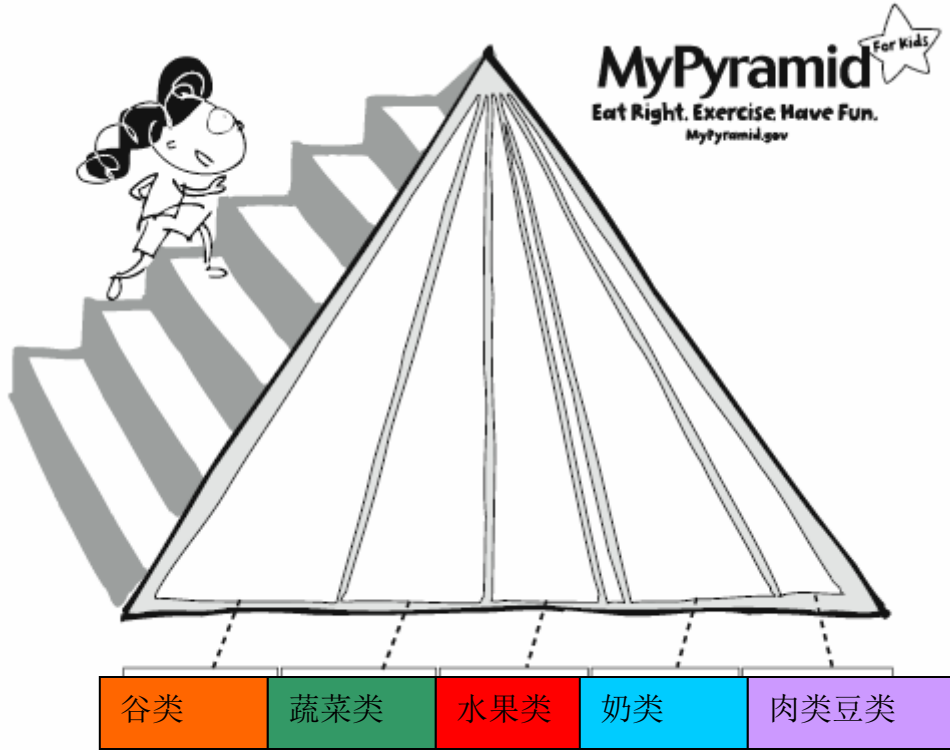
<http://www.mypyramid.gov/>



## Attachment G Note for Teachers

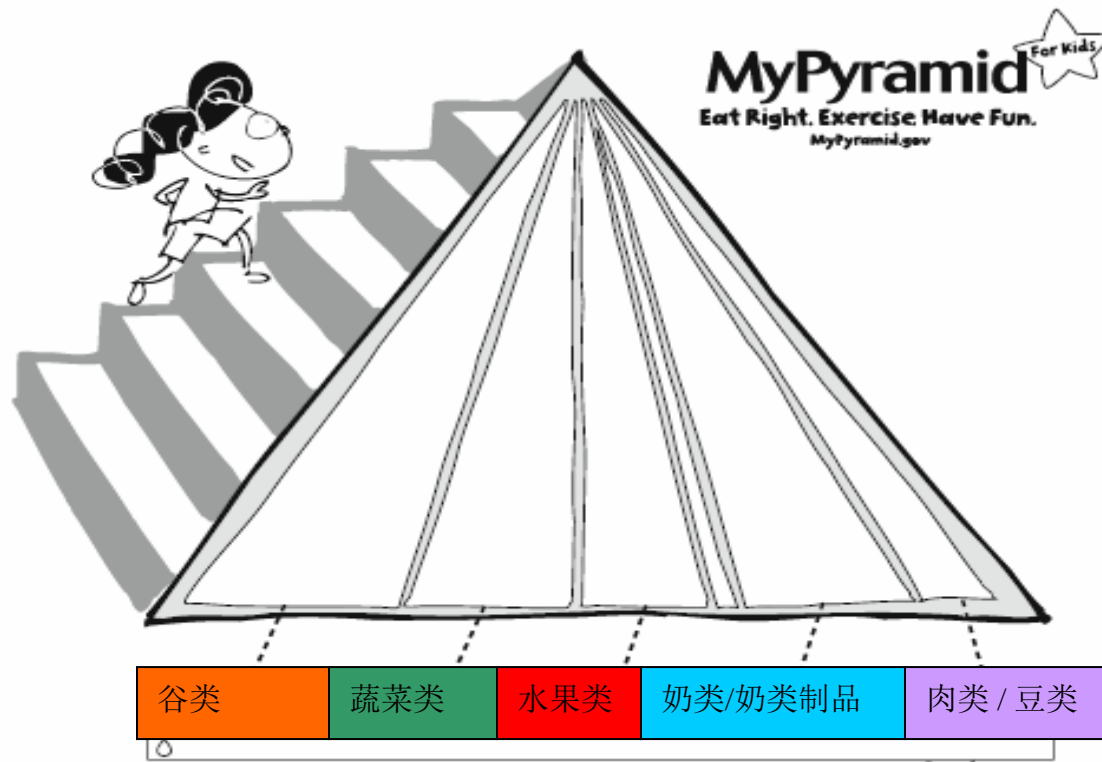
Ask student to use the color chart to below to identify food groups

Source: <http://www.mypyramid.gov/>



## Attachment H Student Worksheet



















Please use color pencils or crayons to color the following food groups.








Attachment I  
Class Survey

What do you like for Lunch? 你午饭喜欢吃什么? 喝什么?









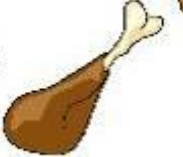





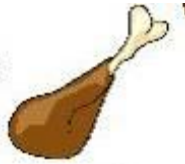








**Attachment J**  
 Good Healthy Food / Bad Junk Food  
 吃什么最健康?

Attachment K  
Bingo Sheet

<p><b>B</b>玩</p> 	<p><b>I</b>宾</p> 	<p><b>N</b>果</p> 	<p><b>G</b>游</p> 	<p><b>O</b>戏</p> 
				
		<p>Free</p>		
				
				

Attachment L  
Memory Game Cards

# Attachment M Go Fish Game Cards

# Attachment N Poster Contest

In group of four, students make posters of Food Pyramid

## Sample Posters



