



Active Living Video

Part II **Making Healthy Food Choices**

ELSA Literacy
Teaching Resource

Video Resources
and
Teacher's Notes

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ELSA Net Active Living – Literacy

Video Resources and Teaching Materials

Part II – Making Healthy Food Choices

Content Objectives:

Learners will:

- learn about making healthy food choices

Language Objectives:

Learners will be able to:

- 🗣️ Express likes/dislikes
- 🗣️ Offer an alternative
- 🗣️ Invite classmates for a picnic
- 👂 Identify specific literal details
- 👂 Identify details in listening texts
- 📖 Identify upper/lower case letters
- 📖 Identify letters of the alphabet
- 📖 Understand the concept of same/different
- 📖 Read and follow short instructions
- 📖 Read and understand formatted interactional messages
- ✍️ Complete a simple cloze story
- ✍️ Convey a formatted interactional message
- ✍️ Present formatted information
- 📱 Sort like/unlike objects
- 📱 Understand patterns and groups

Overview:

Introduction of vocabulary – apple, banana, orange, grapes, carrots, broccoli, lettuce, potato, corn, beef, chicken, fish, tofu, beans, bread, rice, noodles, cereal, milk, cheese, eggs, cake, French fries, ice cream, donut, cookies, potato chips, hamburger

Matching vocabulary

Letter Recognition – spelling dictation

Reading/Writing Development – Say Read Write; Complete the word; Different Word

Listening Development – Circle the word

Introduction of LIKE/DISLIKE and HEALTHY/NOT HEALTHY

Reading Development – What do they eat?

Writing Development – What do they like to eat?

Story Introduction – eliciting info about the story

Story Outline – understanding the story

Story Cloze – final review of the story

Listening Activity – suggesting a healthy alternative

Healthy Picnic Food – choosing food for a picnic

Reading an Invitation – learning parts of an invitation

Writing a Picnic Invitation – invite students from another class for a picnic

****Be mindful of your learners' needs – choose only those activities that are suitable for them****

Before Watching:

Activity	Materials	Development
Introduction of vocabulary	<ul style="list-style-type: none">• 8.5x11 food picture cards (p.10-37)• Mactac or tacks• Sets of food cards (p. 38-51)	<ul style="list-style-type: none">➤ Introduce the food vocabulary as a class using the large pictures and words - <i>apple, banana, orange, grapes, carrots, broccoli, lettuce, potato, corn, beef, chicken, fish, tofu, beans, bread, rice, noodles, cereal, milk, cheese, eggs, cake, French fries, ice cream, donut, cookies, potato chips, hamburger.</i>➤ Distribute the large pictures and words to the students. Have them find their "partner" then sit down.

		<ul style="list-style-type: none"> ➤ Stick the pictures to the whiteboard or bulletin board. Have the students stick the words underneath the correct picture. ➤ In pairs or groups, give students a set of cards. Have them match all 3 (picture-lowercase words-uppercase words). Then have the students sort them into "like" piles (pictures together, lowercase words together, uppercase words together).
Matching Vocabulary	<ul style="list-style-type: none"> • Draw a line worksheet (p. 52) • OHP and OHT 	<ul style="list-style-type: none"> ➤ Distribute the worksheet to the students. On an OHP, demonstrate the first match. Have the students work on the other questions first tracing the match with their finger, later actually drawing the line with their pen/pencil. Go over as a class.
Letter Recognition	<ul style="list-style-type: none"> • 8.5x11 food picture cards (p.10-37) • Sets of food cards (p. 38-51) • Sets of letter cards (p. 53-54) 	<ul style="list-style-type: none"> ➤ Distribute a set of letter cards to each student (or pairs/groups depending on their level). Teacher holds up a big picture and students find the corresponding picture card. ➤ Teacher says the word a few times, then dictates the spelling – repeating as often as necessary for students. Student use the letter cards to spell the dictated vocabulary word – they put the letters in order sequentially under their picture card. ➤ When everyone is finished, teacher chorals the word and the spelling with the class.
Reading/Writing Development	<ul style="list-style-type: none"> • Say Read Write worksheet (p. 55) • Complete the word worksheet (p. 56) • Different word worksheet (p. 57) • OHP and OHT 	<ul style="list-style-type: none"> ➤ On an OHP, demonstrate what to do – look at the picture, say the word; look at the word – read the word; copy the word on the line – read the word. Go through entire sheet having students repeat. Distribute the worksheet and have students work on it themselves. Go over as a class. ➤ Demonstrate how to complete the worksheet. Review the names of the pictures, showing the words in the box. Have students complete the worksheet. Show the sheet on the board, have individual students come up to the board to complete the word. ➤ Go over the concept of same/different with students – use

		<p>realia, pictures, and words until students have a good understanding. Distribute the sheet and demonstrate how to complete. Allow students a chance to finish on their own. Project the sheet on an OHP and have students come up to the board to show the answer.</p>
Listening Development	<ul style="list-style-type: none"> • Sets of food cards (p. 38-51) • Circle the word worksheet (p. 58) 	<ul style="list-style-type: none"> ➤ Practice students listening skills. Give pairs of students a set of cards (either words or pictures depending on level). Teacher says a word and the students hold up the card for that word. Do this enough times to make sure students' skills are strong. ➤ Distribute sheet. Make sure to demonstrate "circle" and ensure that students are actually circling the words (not ticking or underlining). Choose a word from each group of words on the sheet. Say the word a few times to give students a chance to circle. Go over answers as a class.
Introduction of LIKE/DISLIKE and HEALTHY/NOT HEALTHY	<ul style="list-style-type: none"> • 8.5x11 food picture cards (p. 10-37) • Sets of food cards (p. 38-51) 	<ul style="list-style-type: none"> ➤ Teacher writes the two categories (like/dislike) on the board and demonstrates. Do as many examples as needed for students to start to understand. ➤ In pairs, give the students a set of cards and sort them into LIKE and DISLIKE. Have the students practice saying "I like ____." AND "I don't like ____." ➤ Teacher writes the two categories (healthy/not healthy) on the board and demonstrates. Do as many examples as needed for students to start to understand. ➤ Hand out the large cards – one for each student. Have the rest of the class sort those students into "healthy" and "not healthy" groups. Have the students holding the cards to say their word and their category (ie, Apple – Healthy OR Hamburger – Not Healthy). Then have them stick the cards on the board in the correct category. ➤ In pairs, give the students a set of cards and sort them into HEALTHY and NOT HEALTHY.

		<p>➤ After the cards are sorted, in pairs have student 'A' choose a card from the NOT HEALTHY pile and say "I want <u>(unhealthy food)</u>." Student 'B' chooses a card from the HEALTHY pile and responds "How about <u>(healthy food)</u>?" Student 'A' then responds "Sure."</p> <p>A: I want <u>(unhealthy food)</u>.</p> <p>B: How about <u>(healthy food)</u>?</p> <p>A: Sure.</p>
Reading Development	<ul style="list-style-type: none"> • 8.5x11 food picture cards (p. 10-37) • What they eat worksheet (p. 59) 	<p>➤ Introduce the question "What do they eat?" – hold up each of the pictures and ask the question. Give the answer for the students and have them repeat (ex. They eat chicken.). Drill and choral until students feel comfortable.</p> <p>➤ Distribute the sheet and demonstrate what to do and make sure they are underlining (not circling or ticking). Go over as a class. If students are higher, have them write the answer on the board.</p>
Writing Development	<ul style="list-style-type: none"> • 8.5x11 food picture cards (p. 10-37) • What do they like to eat worksheet (p. 60) 	<p>➤ Introduce the question "What do they like to eat?" – hold up each of the pictures and ask the question. Give the answer for the students and have them repeat (ex. He likes to eat eggs.). Drill and choral until students feel comfortable.</p> <p>➤ Distribute the sheet and demonstrate how to use the word bank to complete the sentences. Go over as a class. If students are higher, have them write the completed sentences on the board.</p>

While Watching:

Activity	Materials	Development
Story Introduction	<ul style="list-style-type: none"> • 8.5x11 story picture cards (p. 61-64) 	<p>➤ Introduce the second part of the story as a class using the large pictures and words. Elicit the names of the characters and what they are doing in the pictures.</p>
Story Outline	<ul style="list-style-type: none"> • Sets of story cards 	<p>➤ Show the second section of the video without sound (can</p>

	<p>(p. 65)</p> <ul style="list-style-type: none"> • Active Living DVD • 8.5x11 story picture cards(p. 61-64) • Put the story in order worksheet (p. 66) 	<p>pause at certain moments to elicit names or activities).</p> <ul style="list-style-type: none"> ➤ In pairs, give students a set of story cards. Have them separate the pictures and the sentences. Show the video again with sound and have the students put the picture cards in the order that they happen in the video. Review with the students and have them match the sentence with the picture cards. Show the video again. ➤ Hand out one picture or sentence to different students. Have them work together to stick the pictures and sentences in order on the board. Watch the video again to make sure that it is correct. ➤ Distribute the sheets to the students. Start watching the video, but pause it after seeing the moment of the first picture card to show that the students should write "1" under the picture. If the students are unclear, the video can be paused again for number "2". Go over the answers as a class.
Story Cloze	<ul style="list-style-type: none"> • OHP and OHT • Story Cloze worksheet (p. 67) • Word bank words cut out • Mactac or tacks 	<ul style="list-style-type: none"> ➤ Using the OHP, project the story on the board. Give students word cards to fill in the blanks of the story by sticking them in the correct blank. Go over the story and have students repeat the sentences aloud. ➤ Distribute the worksheet for students to complete themselves using the word bank.

After Watching:

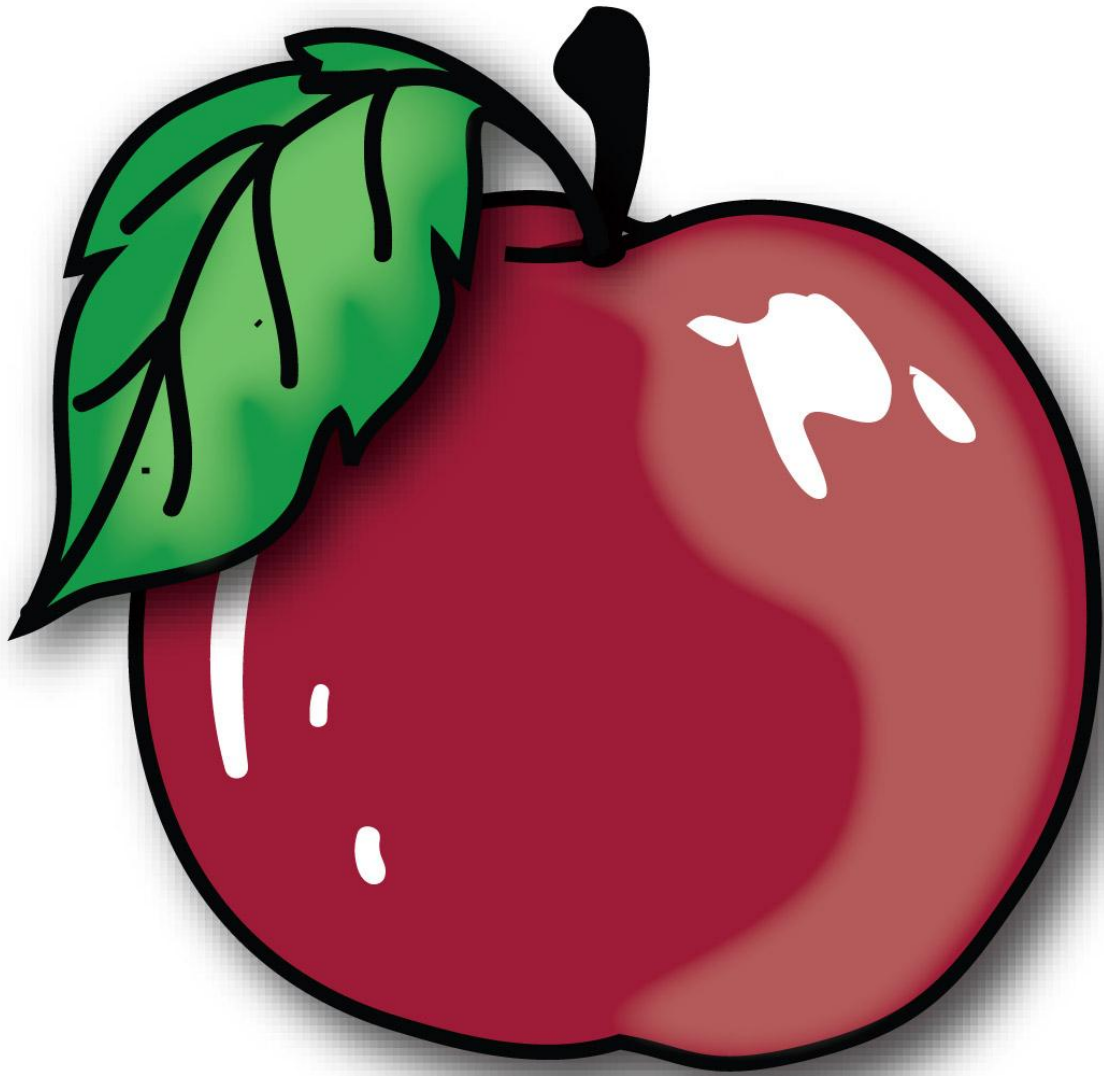
Activity	Materials	Development
Listening Activity	<ul style="list-style-type: none"> • Food Dialogue worksheet (p. 68) • Suggesting a healthy alternative listening file – mp3 • Mp3 player 	<ul style="list-style-type: none"> ➤ Have students listen to the short dialogue asking for something to eat. Teacher asks questions about the listening text orally as a class. ➤ Distribute the worksheet. Teacher chorals the dialogue with the class, taking turns, and then students practice with their partner.

		<ul style="list-style-type: none"> ➤ Using the choices listed in the word bank, students can practice making their own dialogue and substituting different choices.
Healthy Picnic Food	<ul style="list-style-type: none"> • 8.5x11 food picture cards (p. 10-37) • Food realia, real food, blanket, picnic basket • 8.5x11 Picnic at the park picture (p. 69) • Picnic Food Worksheet (p. 70-71) • Scissors and glue 	<ul style="list-style-type: none"> ➤ Teacher sets up a “picnic area” at the front of the class – lay out the blanket (have a picnic basket if have one). Post the “Picnic at the Park” picture on the wall. In another area, lay out food realia (either plastic or real) or large food pictures. Demonstrate how you are packing food for a picnic. ➤ Have students sort the large pictures (or realia) into healthy and not healthy piles. Ask the students to help pack food for the picnic by choosing healthy foods that they like and placing them on the picnic blanket. ➤ Now that they have packed for a “class picnic” – have them pack for their own picnic. Give them the picnic food worksheet and have them cut out the pictures of healthy food. Have them choose the items they want and glue them onto their page. ➤ Arrange the students into groups and have them tell their classmates what food they chose to pack for their picnic.
Reading an Invitation	<ul style="list-style-type: none"> • OHP and OHT • 8.5x11 Picnic Invitation (p. 72) • Invitation questions worksheet (p. 73) • Word bank words cut out 	<ul style="list-style-type: none"> ➤ Project the completed invitation on the board using the OHP. Ask students questions orally as a class (What is it? Who is it for? When is it? Where is it? Etc). Go over what each part means to make sure students understand the concept and sections. ➤ Project the question sheet onto the board. Cut out the words from the word bank (or write larger words on pieces of paper. Ask the student to stick the correct answer beside the question. ➤ Give the students the questions sheet. Have them complete the questions using the word bank and/or copying the answers still on the board. Lower students can cut out the

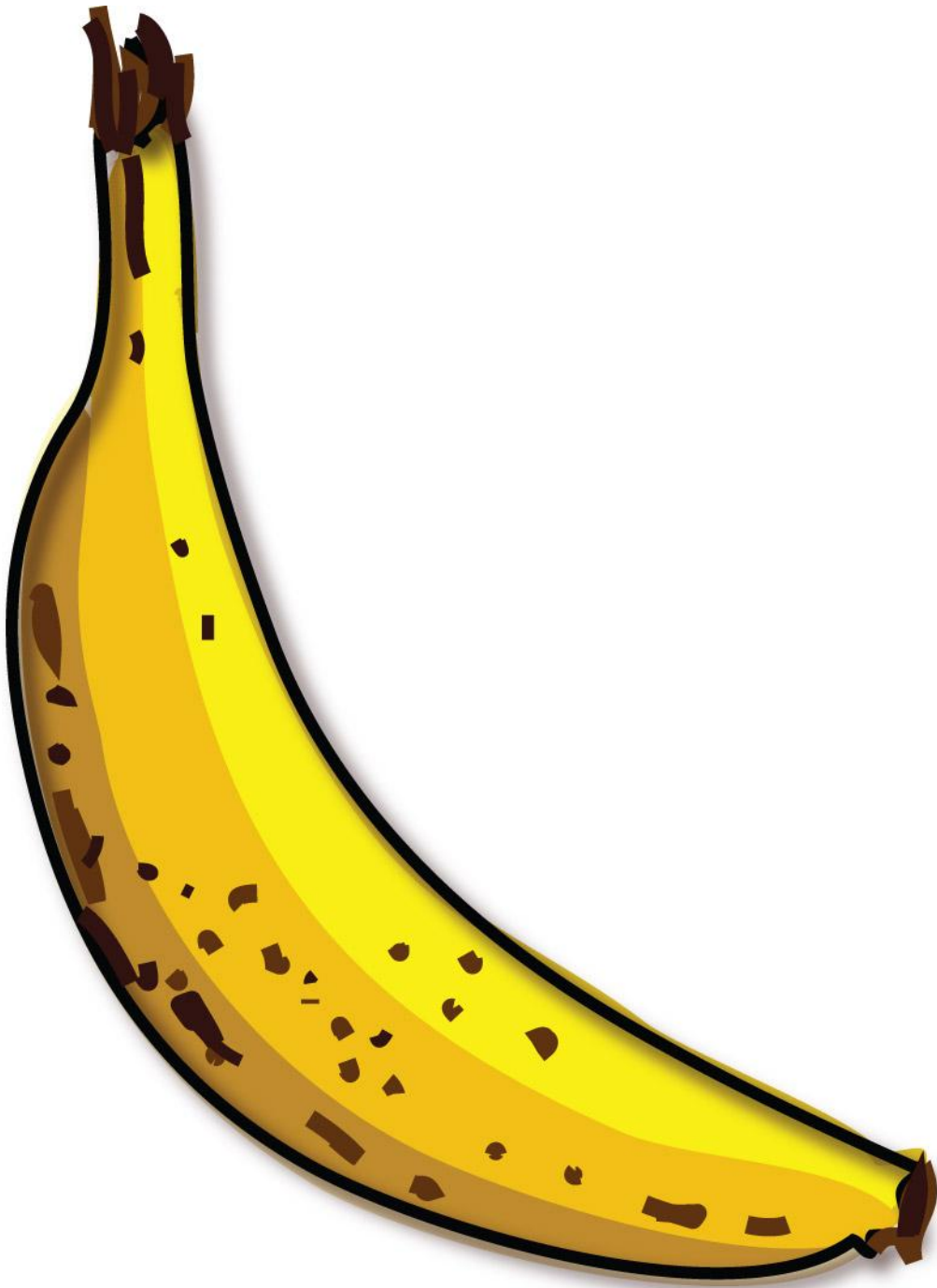
		words from the word bank and place the answers beside the correct question.
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Conclusion:

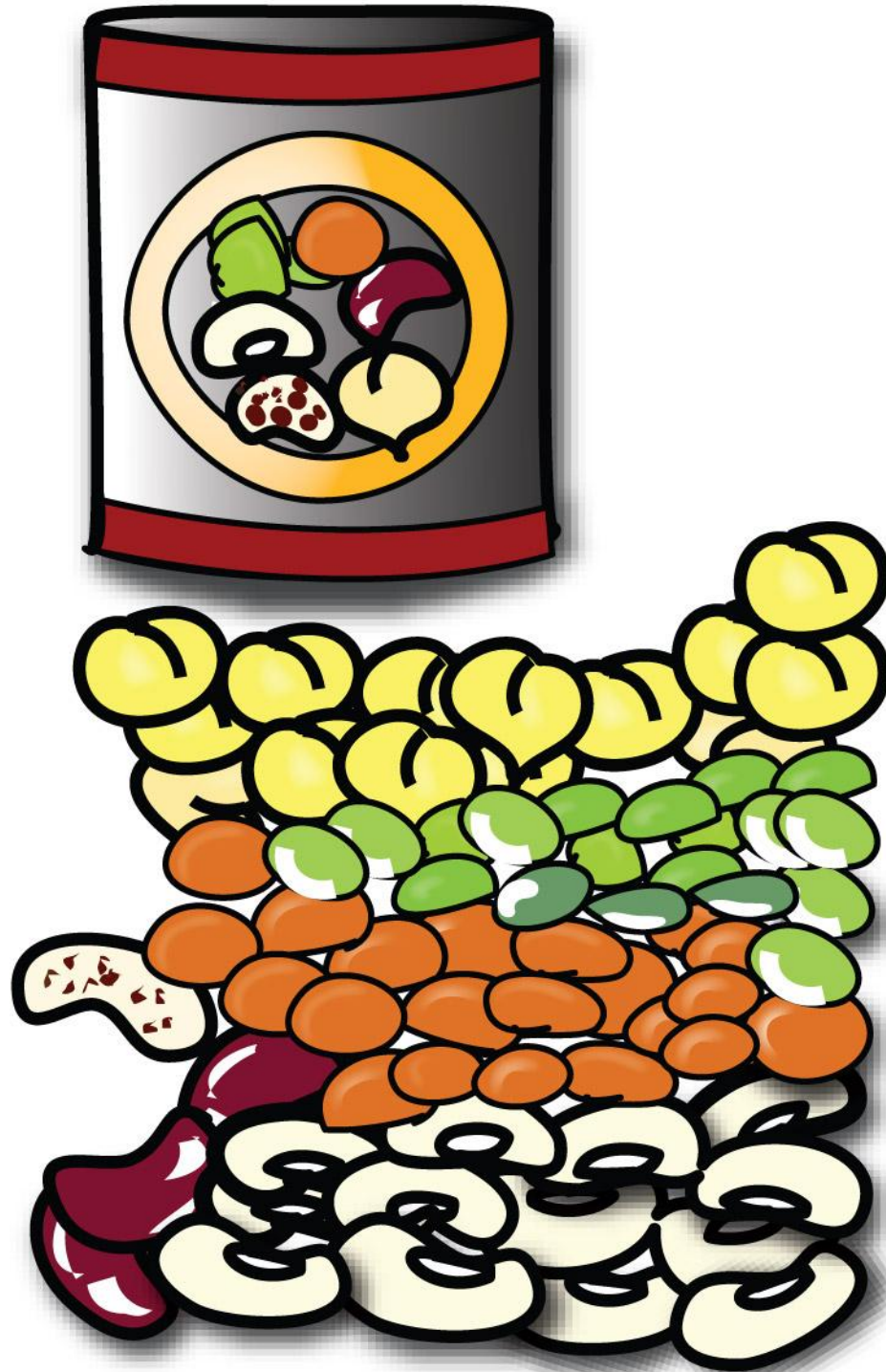
Activity	Materials	Development
Writing a Picnic Invitation	<ul style="list-style-type: none"> • Blank Picnic Invitations (p. 74) 	<ul style="list-style-type: none"> ➤ Arrange a class “picnic” with another class either in the classroom or at a nearby park. ➤ Have the students write invitations to invite the students from the other class to join your picnic. Have the student deliver their invitations to the other students and get their “answer”.



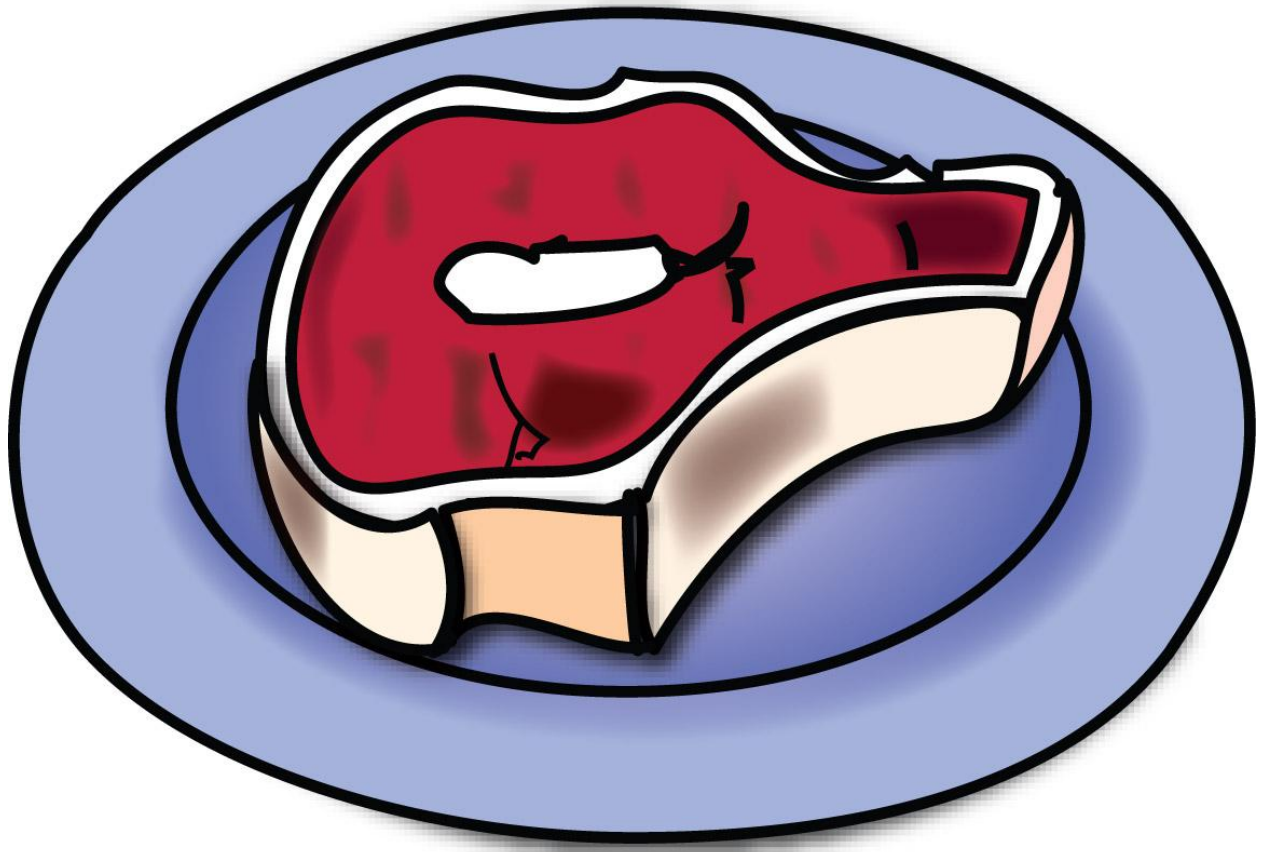
apple



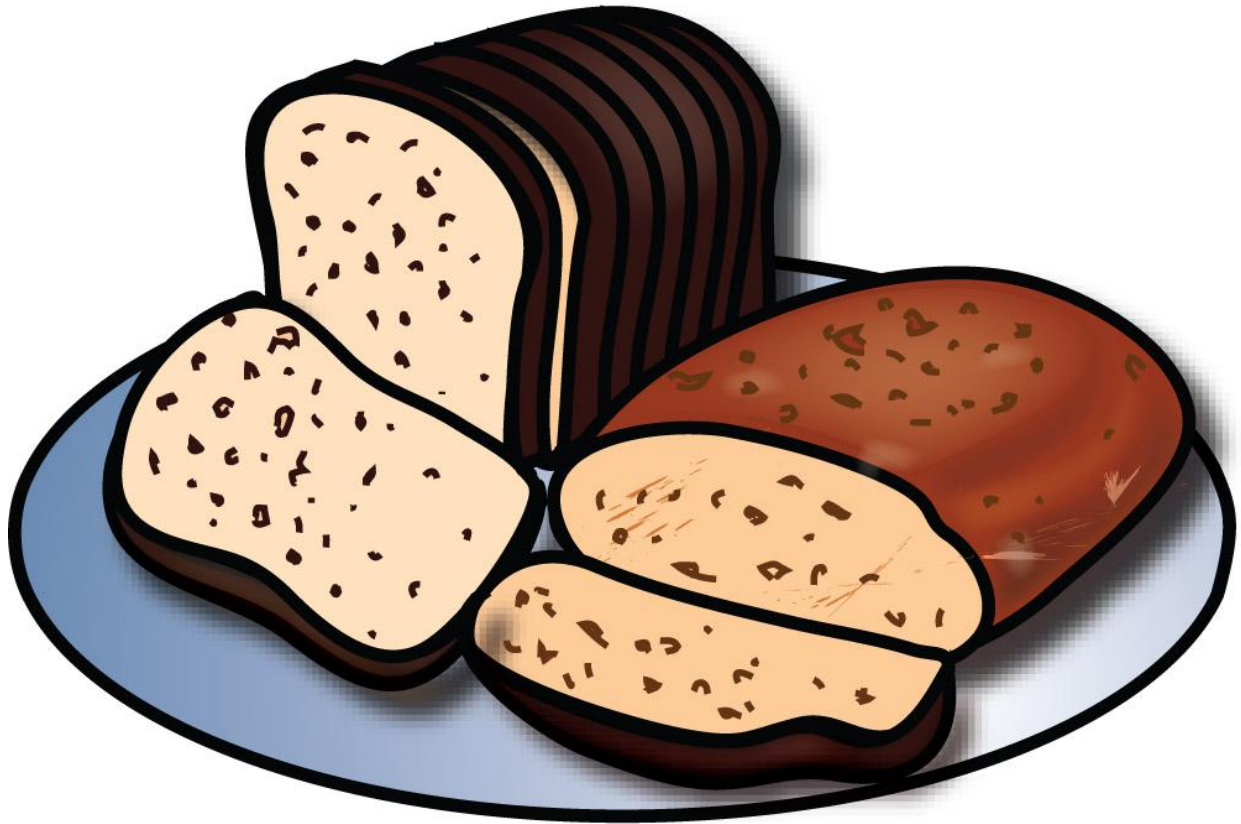
banana



beans



beef



bread



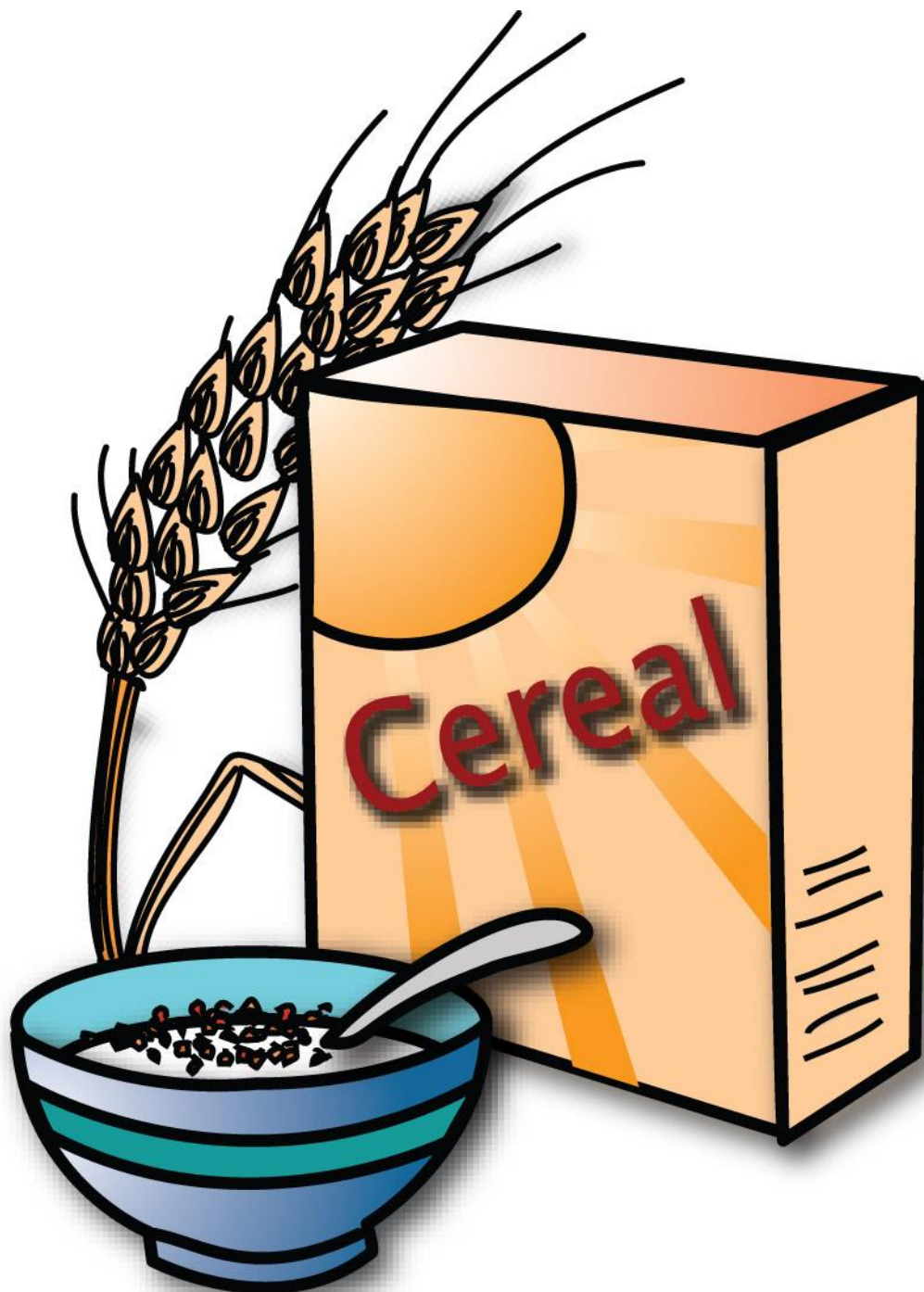
broccoli



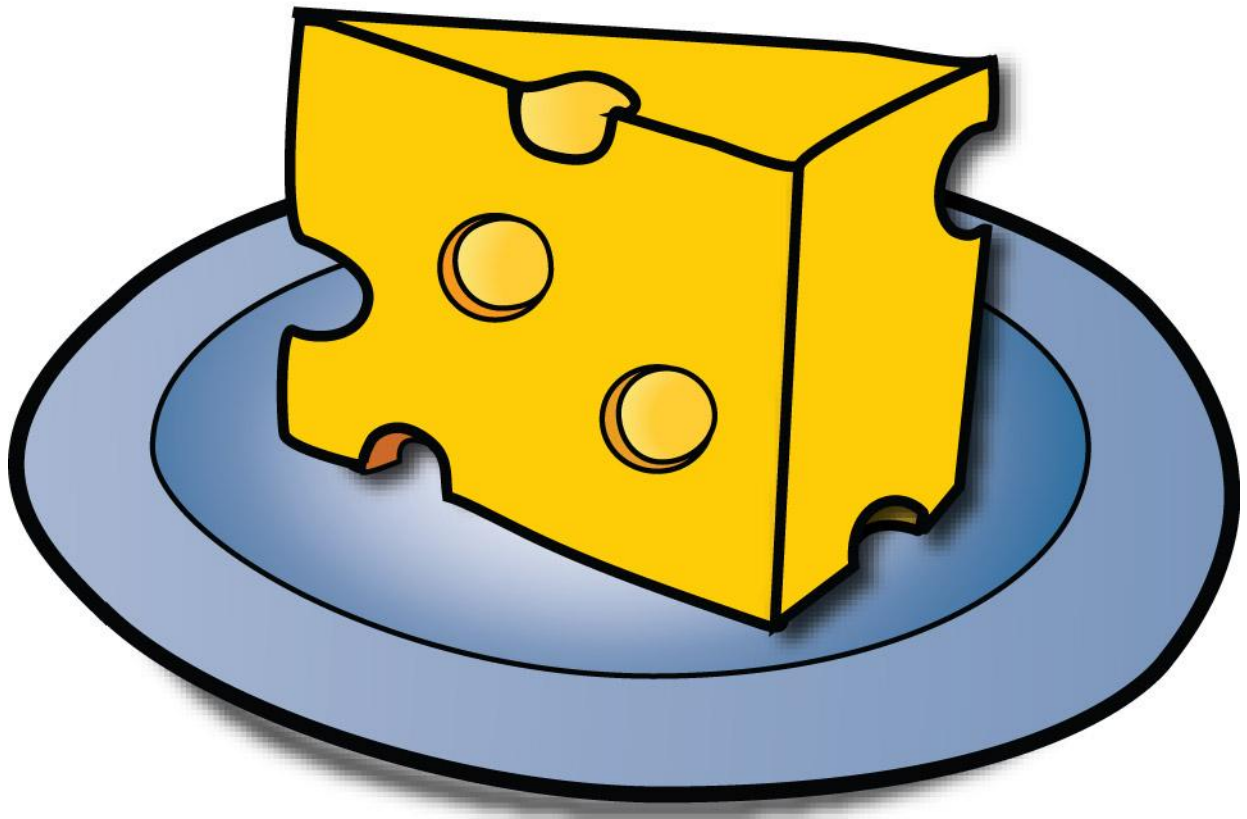
cake



carrots



cereal



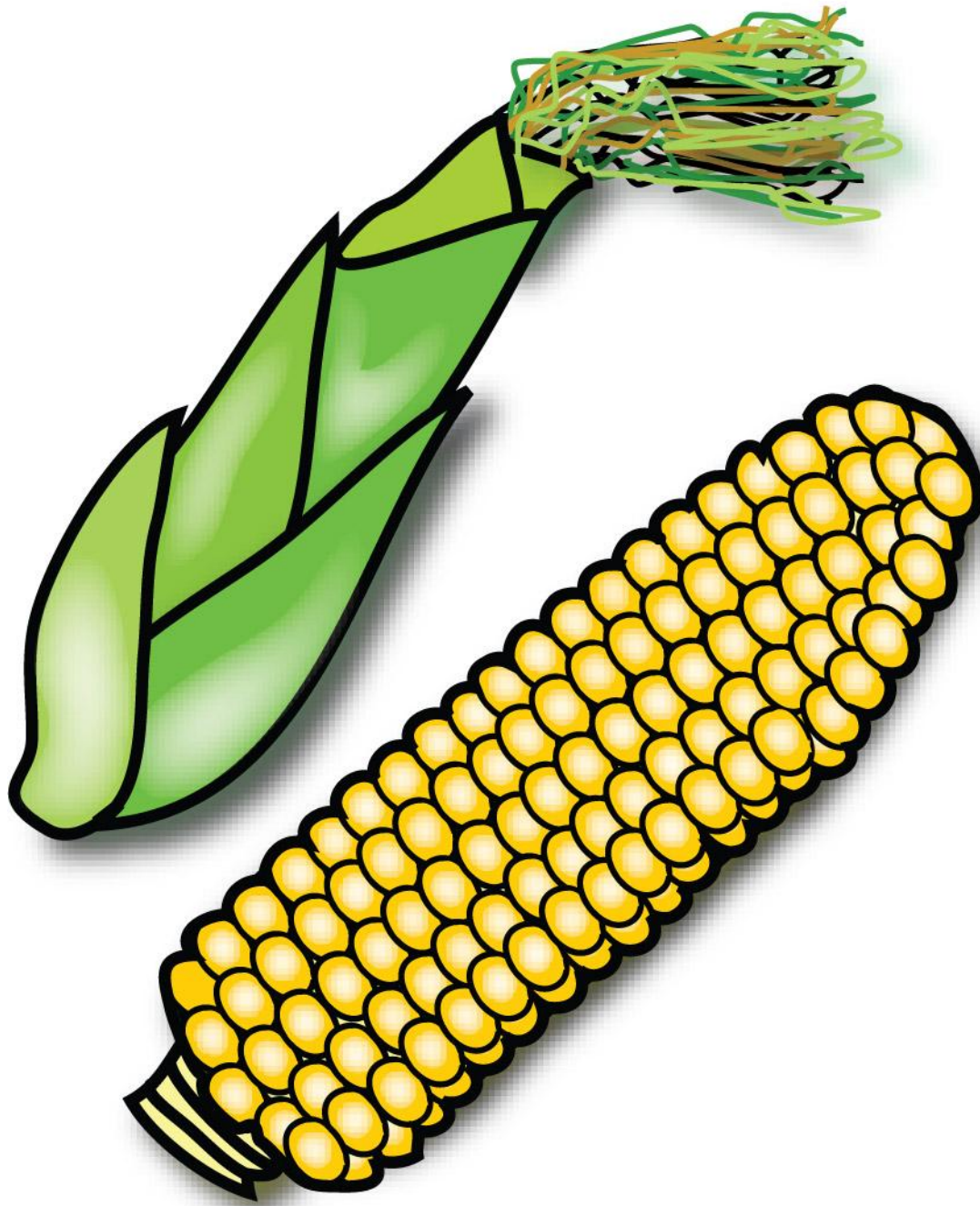
cheese



chicken



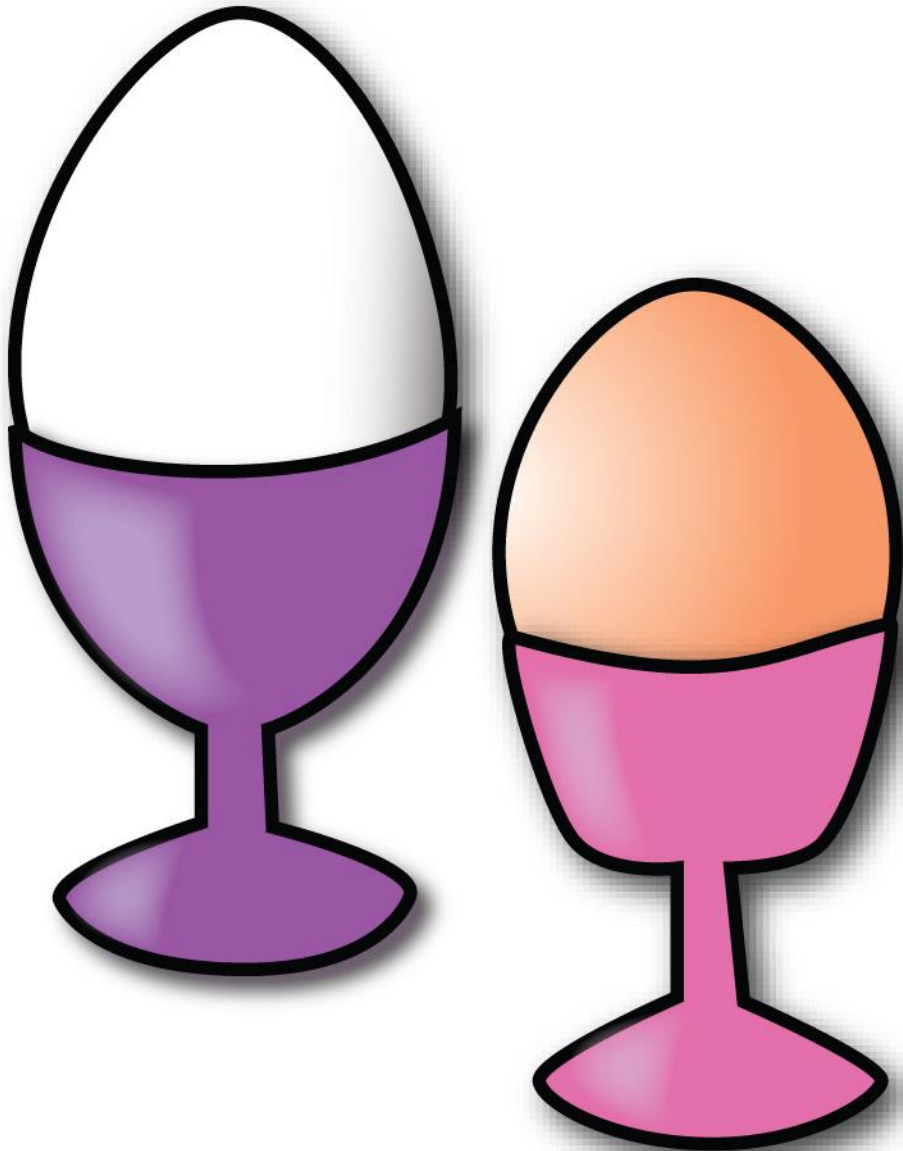
cookies



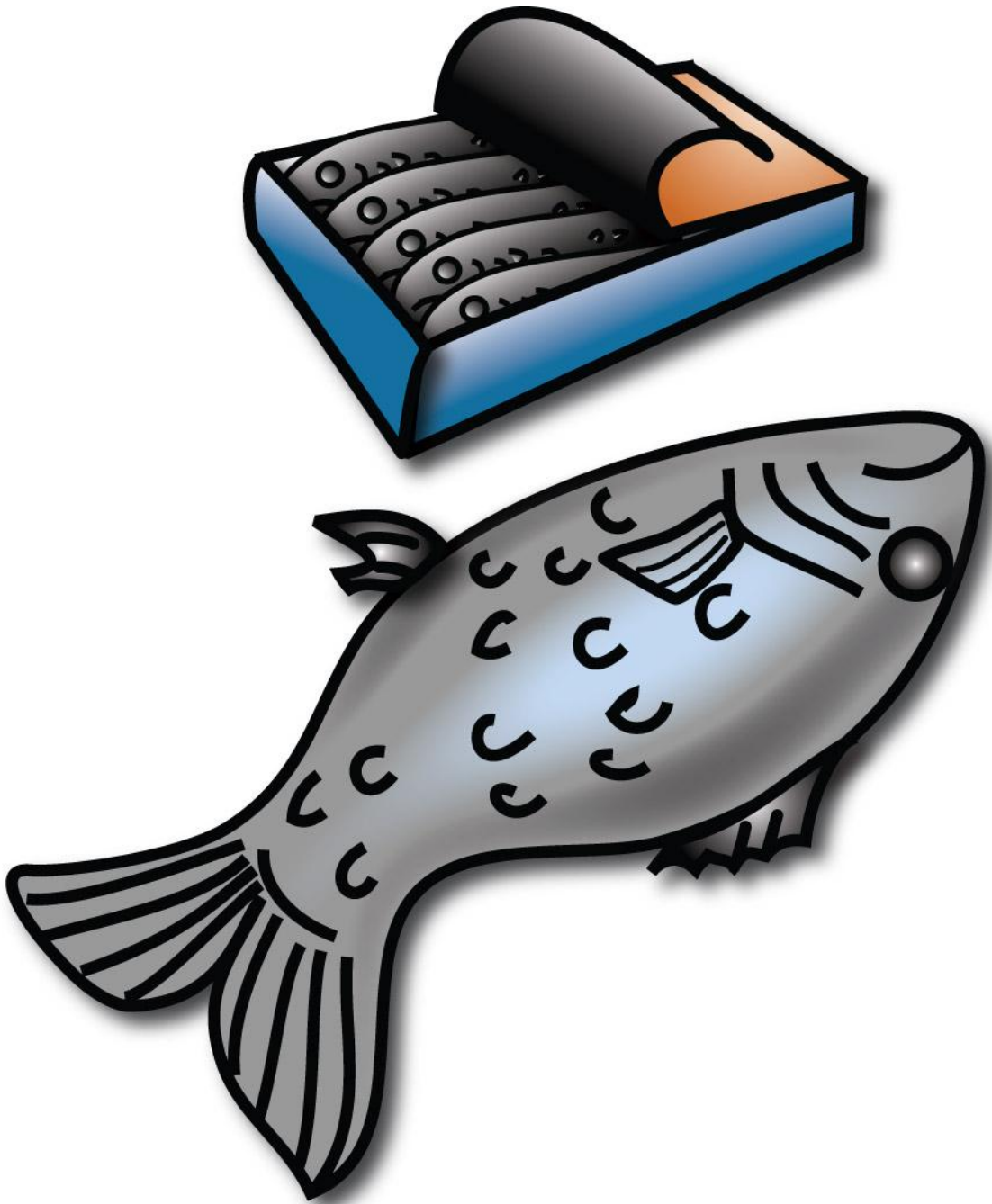
corn



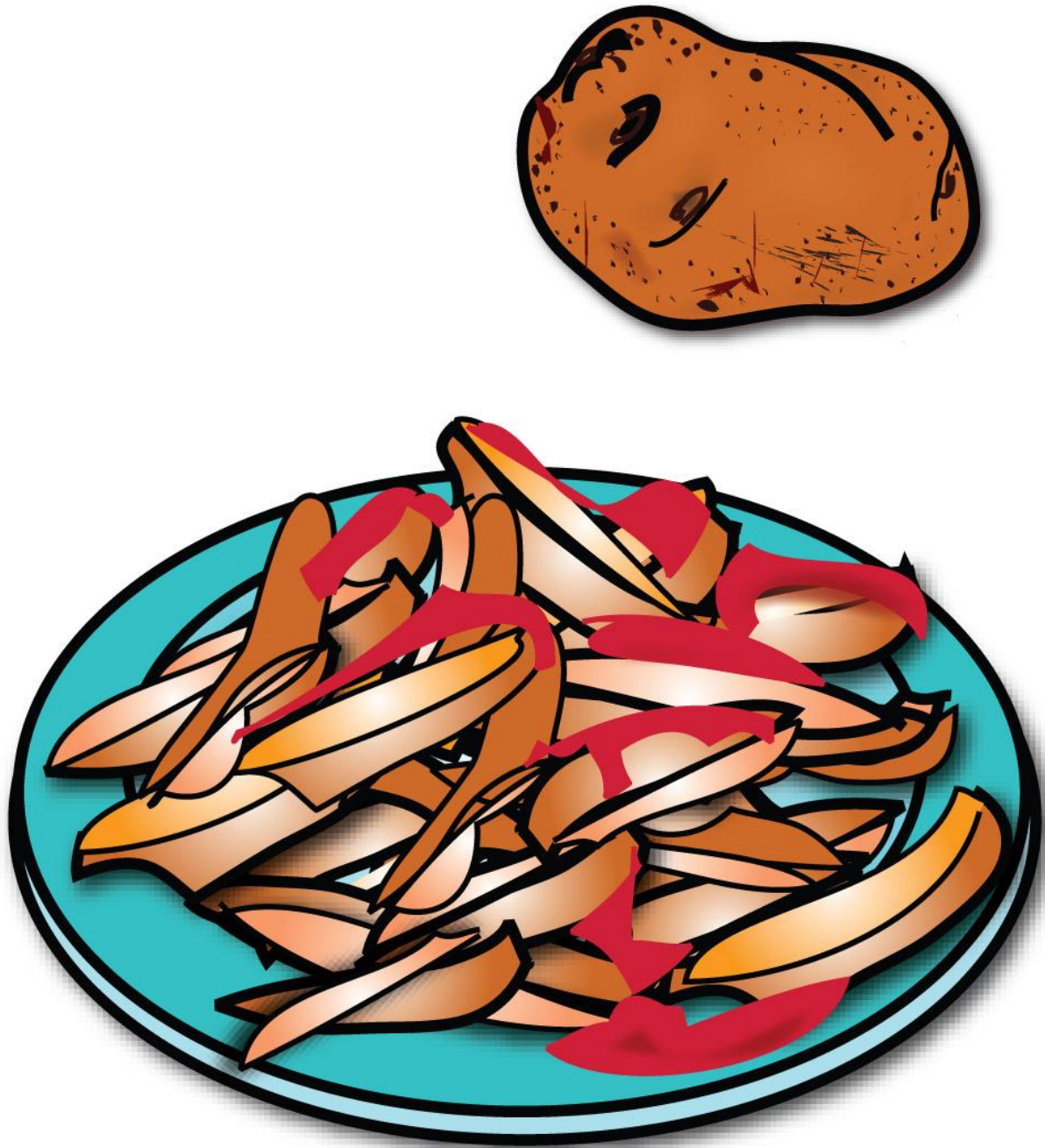
donut



eggs



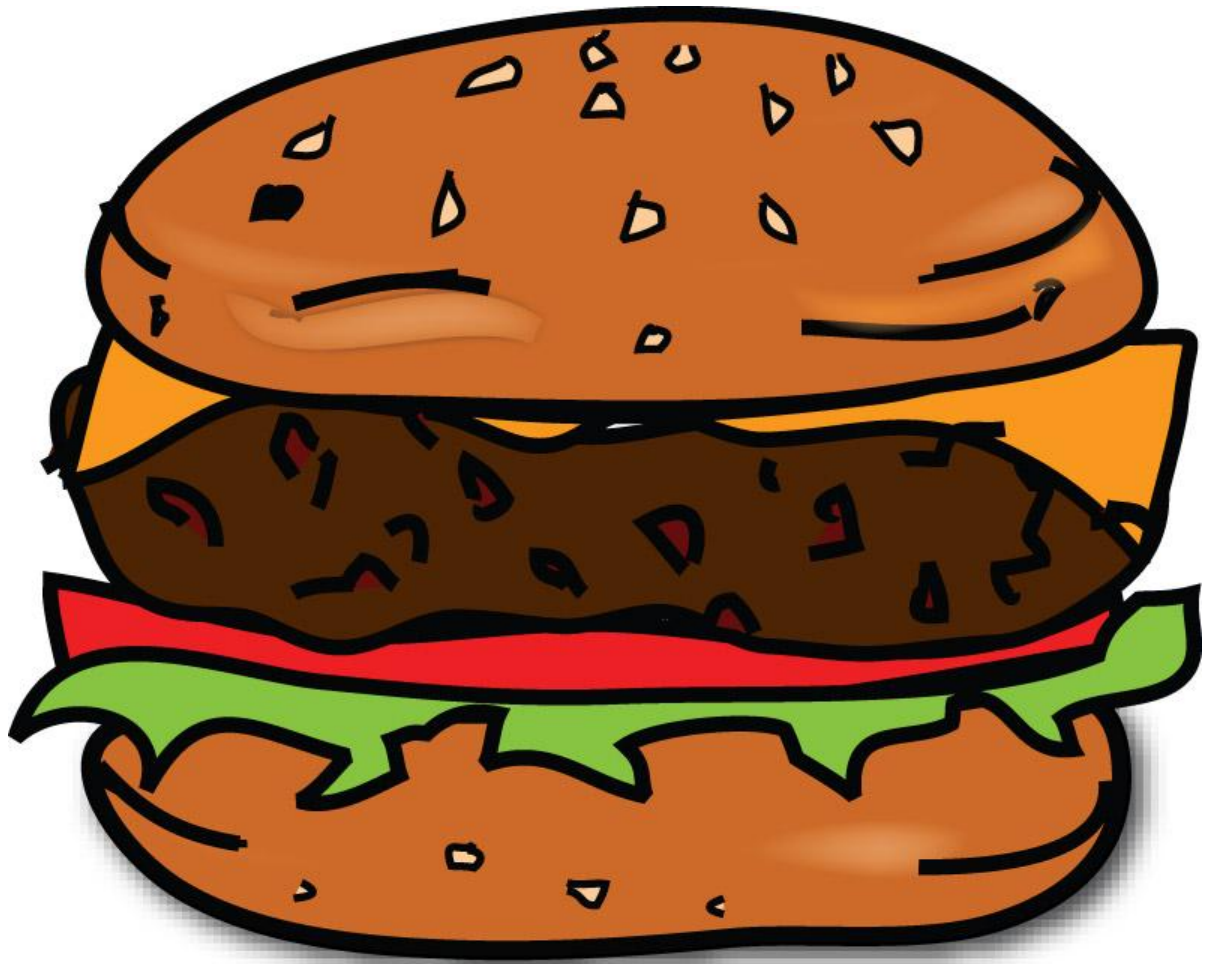
fish



french fries



grapes



hamburger



ice cream



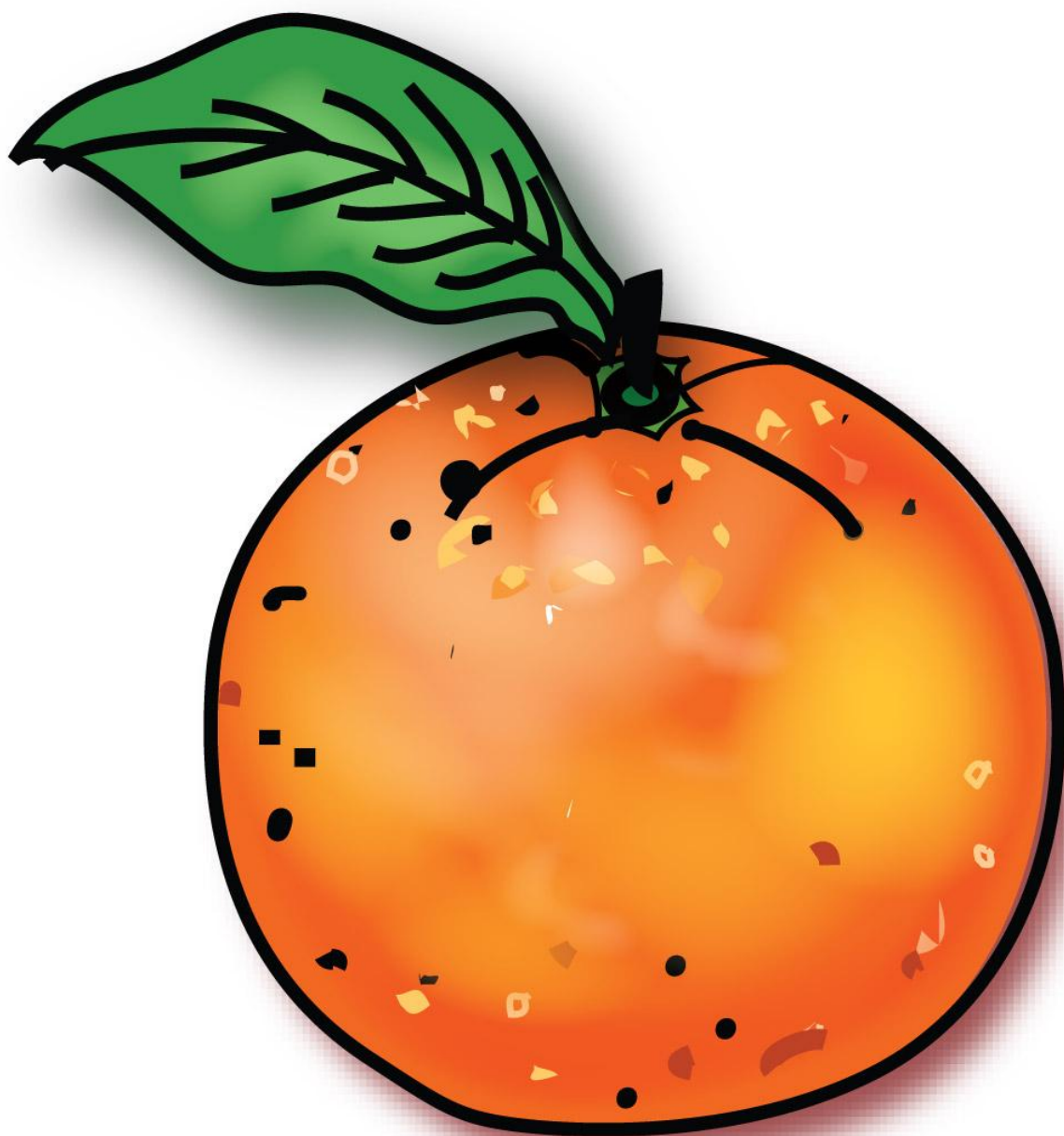
lettuce



milk



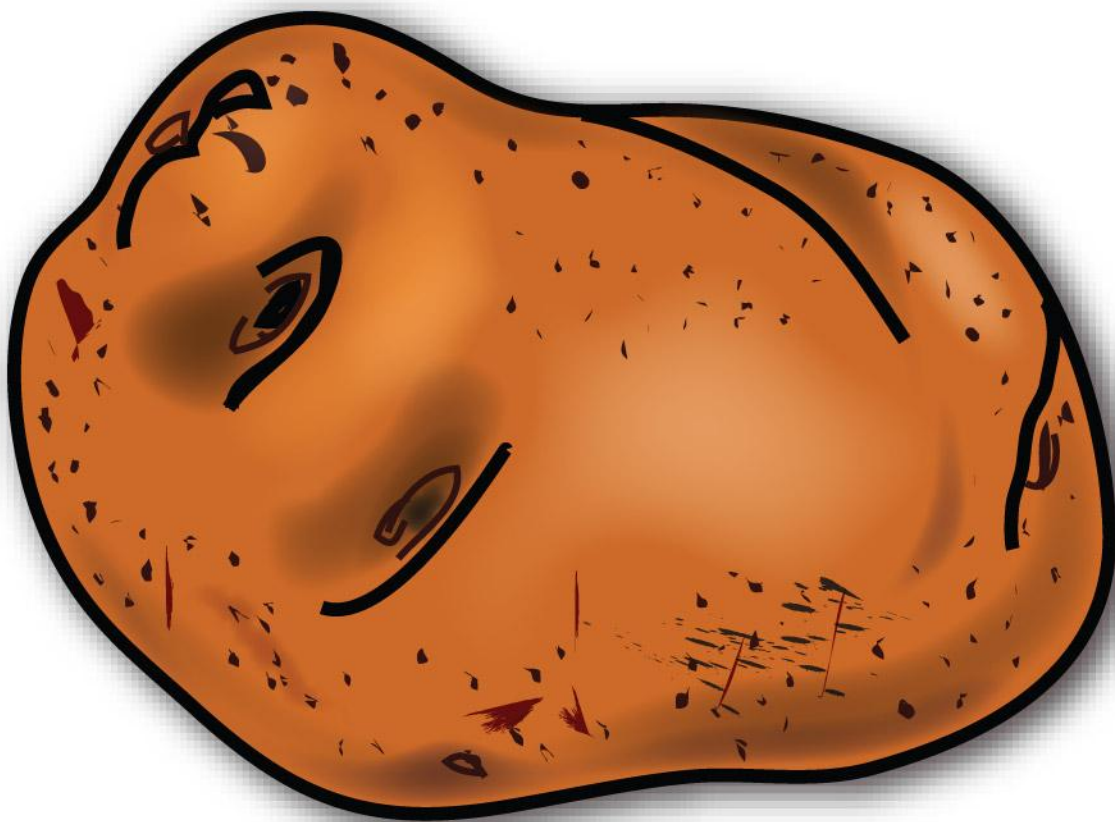
noodles



orange



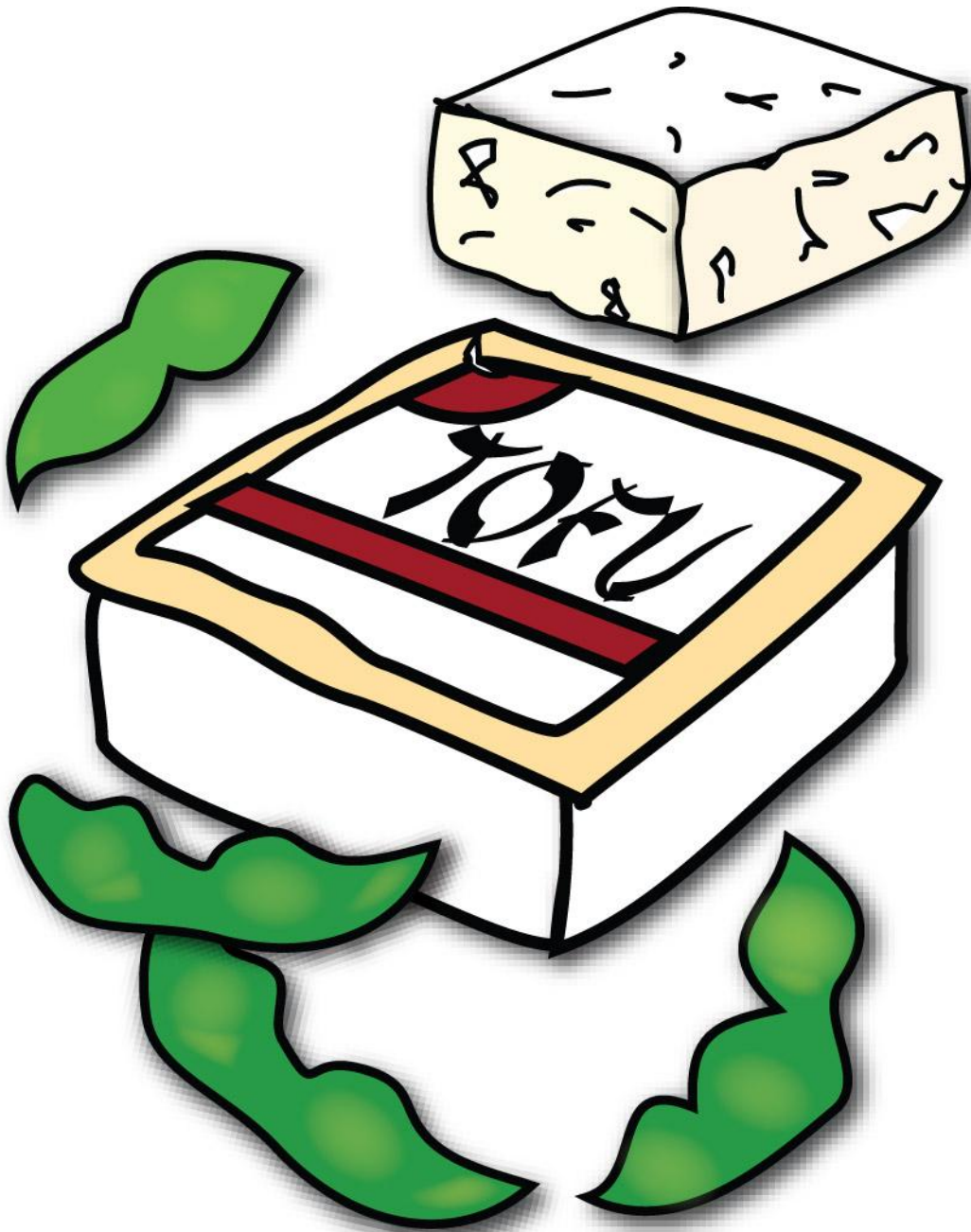
potato chips



potato



rice



tofu

apple

banana

orange

grapes

carrots

broccoli

lettuce

potato

corn

beef

chicken

fish

tofu

beans

bread

rice

noodles

cereal

milk

cheese

eggs

cake

french fries

ice cream

donut

cookies

potato chips

hamburger

APPLE

BANANA

ORANGE

GRAPES

CARROTS

BROCCOLI

LETTUCE

POTATO

CORN

BEEF

CHICKEN

FISH

TOFU

BEANS

BREAD

RICE

NOODLES

CEREAL

MILK

EGGS

CAKE

FRENCH FRIES

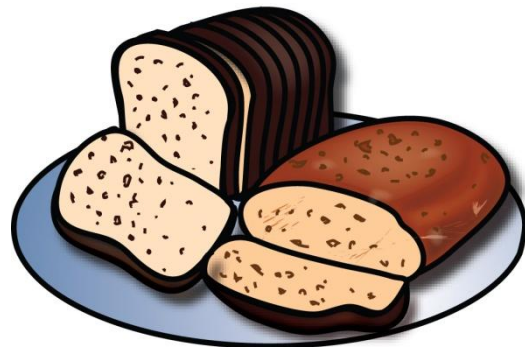
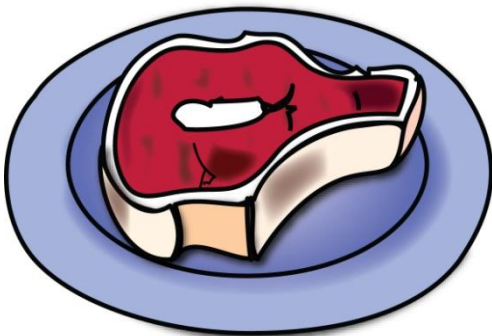
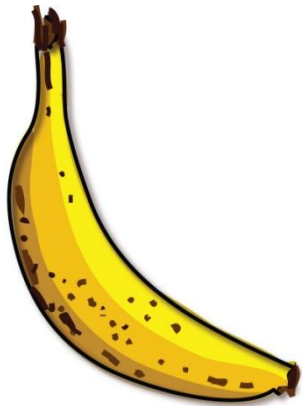
ICE CREAM

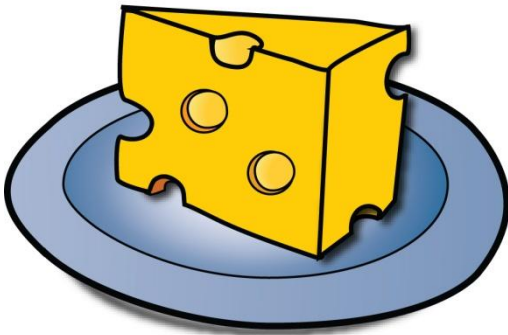
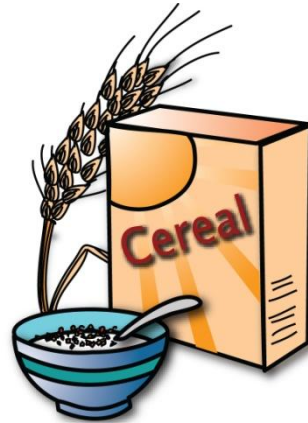
DONUT

COOKIES

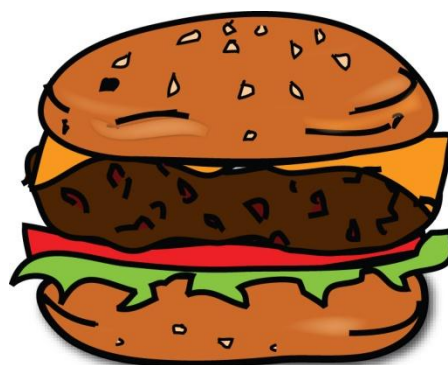
POTATO CHIPS

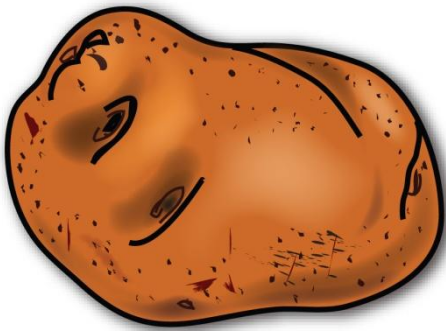
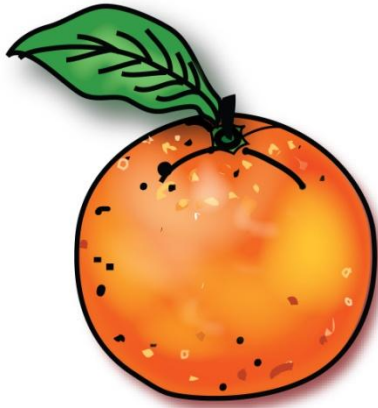
HAMBURGER



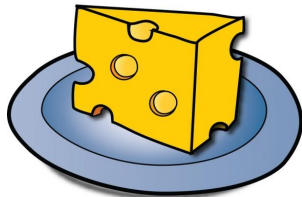








Match. Draw a line.



grapes

broccoli

milk

noodles

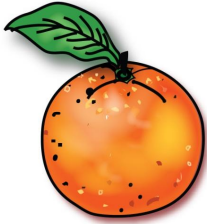
tofu

cheese

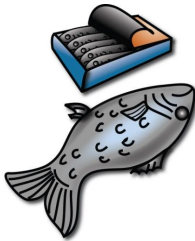
a	a	a
b	c	c
d	e	e
e	f	f
g	g	h
i	k	l

m	n	n
o	o	p
p	r	r
s	t	t
u		

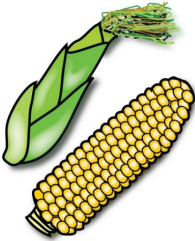
Say. Read. Write.



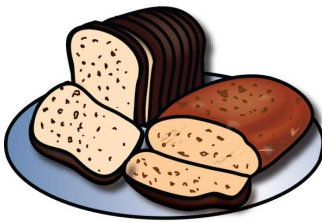
orange



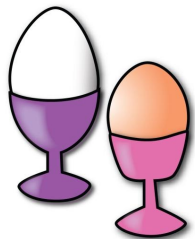
fish



corn



bread



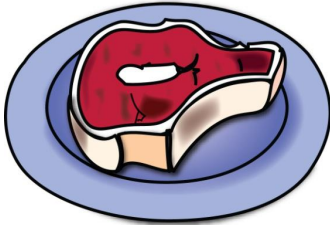
eggs



rice

Write the word.

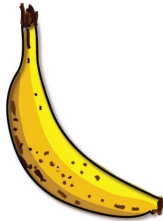
beef	lettuce
apple	cereal
grapes	banana



b _____



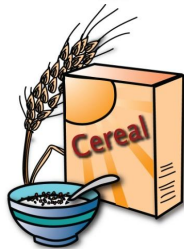
l _____



b _____



a _____



c _____



g _____

Cross out the different word.

1. potato ~~cookies~~ potato potato

2. noodles banana noodles noodles

3. eggs eggs french fries eggs

4. broccoli broccoli broccoli bread

5. orange orange tofu orange

6. cheese carrots carrots carrots

Listen. Circle the word.

1. carrots orange rice chicken

2. donut cheese banana noodles

3. grapes broccoli fish bread

4. eggs cake apple lettuce

5. beef cereal milk ice cream

6. corn tofu hamburger beans

Underline what they eat.



They eat chicken.

They eat beef.

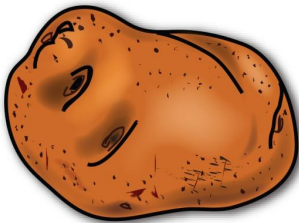
They eat beans.



They eat bread.

They eat cereal.

They eat rice.



They eat lettuce.

They eat corn.

They eat potatoes.



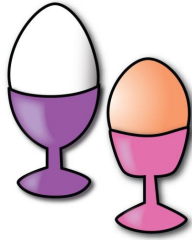
They eat carrots.

They eat eggs.

They eat noodles.

What do they like to eat?

1.



He likes to eat _____ for breakfast.

2.



They like to eat _____ at work.

3.



She likes to eat _____ for dinner.

4.



They like to eat _____ at school.

What do you like to eat?

I like to eat _____ .

apples
eggs

broccoli
chicken

rice
tofu

bananas
carrots



Maria and Lynn play on the computer.



Lynn wants potato chips.



**Her mom gives her carrots.
The carrots are healthy.**



**Maria and Lynn are happy.
They like carrots.**

A Healthy Snack.



**Maria and Lynn
play on the
computer.**



**Lynn wants potato
chips.**



**Her mom gives
them carrots. The
carrots are healthy.**



**Maria and Lynn are
happy. They like
carrots.**

A Healthy Snack. Write the number.









Write the story.

Maria and Lynn _____ on the
computer. Lynn wants _____.
chips. Her mom gives them
_____. They are _____.
Maria and Lynn are happy. They
_____ carrots.

Words.

healthy play like

carrots potato

Listen.

Lois: Are you hungry?

Lynn: Yes. Can I have some potato chips?

Lois: How about carrots?

Lynn: Okay.

Practice.

A: Are you hungry?

B: Yes. Can I have some ¹_____?

A: How about ²_____?

B: Okay.

¹hamburger

²apples

bananas

french fries

grapes

broccoli

ice cream

noodles

cereal

donuts

bread

cheese

cookies

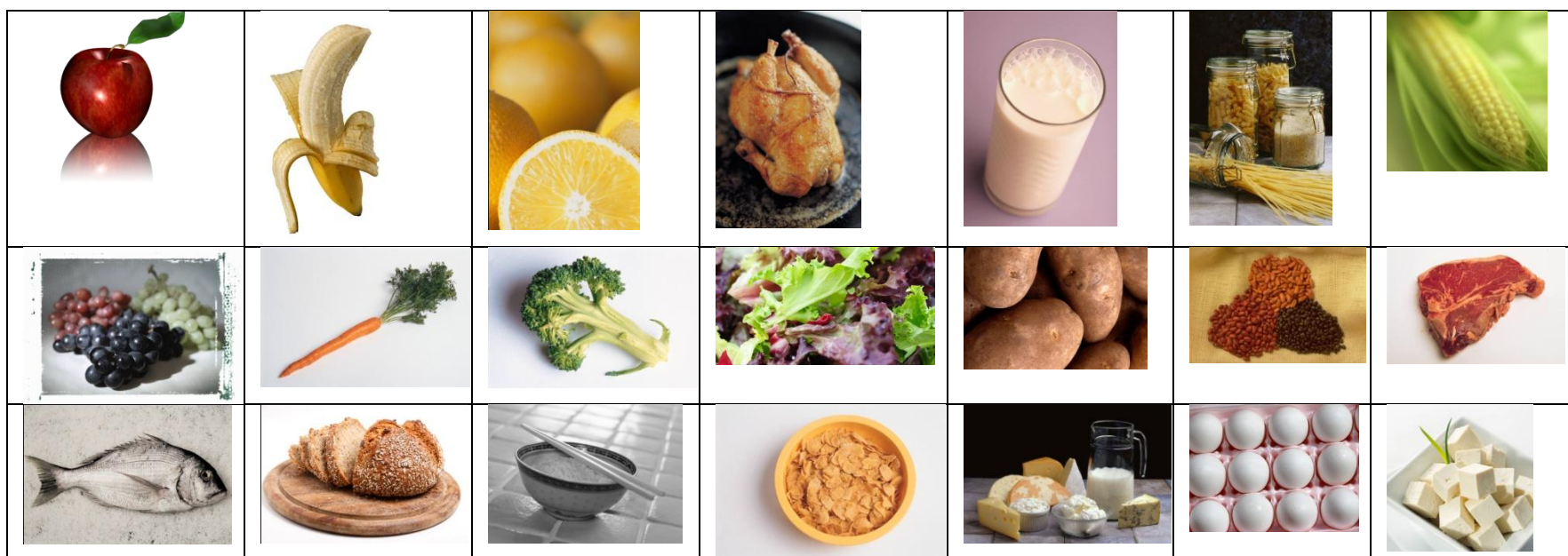
milk

oranges



Picnic at the park.







Dear Sue,

**You are invited
to a picnic!**

Date: August 3rd

Time: 1:00 pm

Place: Mundy Park

From,
Lin

Write the answer.

- 1. What day is the picnic? _____**
- 2. What time is the picnic? _____**
- 3. Where is the picnic? _____**
- 4. Who is it from? _____**
- 5. Who is it to? _____**

Words.

Mundy Park Sue Lin

1:00 pm August 3rd



Dear _____,

**You are invited
to a picnic!**

Date: _____

Time: _____

Place: _____

From,



Dear _____,

**You are invited
to a picnic!**

Date: _____

Time: _____

Place: _____

From,
