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Getting Ready to Read: Previewing a Text

Food and Nutrition Text Features Search: Food for Today (unit 1)

A well-designed textbook, website or other print resource has a variety of elements or features that are applied consistently to help the reader locate and use the material. Some texts have more of these features, and clearer cues, than others do. Previewing a course text can help students to identify the text features and use them efficiently.

Purpose

- Learn how to navigate subject-specific textbooks and resources.
- Examine the layout and features of a particular text, and how to use it.

Payoff

Students will:

- become familiar with different course texts and resources (print and electronic).
- use strategies for effectively previewing and locating information in different texts, using the table of contents, indices and/or navigation bar.

Tips and Resources

- Most informational texts use a variety of visual, graphic and text features to organize information, highlight important ideas, illustrate key concepts, and provide additional information. Features may include headings, subheadings, table of contents, index, glossary, preface, paragraphs separated by spacing, bulleted lists, sidebars, footnotes, illustration, pictures, diagrams, charts, graphs, captions, italicized words or passages, boldface words or sections, colour, and symbols.
- For more information, see:
 - See Student Resource, *Text Features Search: Food for Today*.
 - See Teacher Resource, *Answer Key for Text Features Search: Food for Today*.

Witte, Jane, Miller, H., O'Leary-Reesor, L., Bersenas-Cers, Z., Kowtaluk, H., Orphanos Kopan, A. (2004) *Food for Today, First Canadian Edition*. Toronto: McGraw-Hill Ryerson.

Further Support

- Provide students with a copy of a course-related text that has all of the visual and graphic features (e.g., diagrams, charts, illustrations, captions, maps, headings, titles, legends) removed or blanked out. Ask students to scan the text and suggest what the blanked-out sections might be. Have students read the body of the text and summarize the information. Ask students to identify the parts of the text that they had difficulty reading, and suggest what additional features should help them to navigate and understand the text better. Alternatively, provide students with a copy of a course-related text showing the text features only, without the body of the text. Discuss what information they can gather from the features and what predictions they can make about the content. Note the connections among the features of a text, the words, and how they help readers understand the content.
- Encourage students to preview the features of a text before they read the content. Have partners share their previewing strategies.
- Have students create text search prompts for other course-related materials.



Getting Ready to Read: Previewing a Text

Food and Nutrition Text Features Search: Food for Today (unit 1)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Provide the textbook <i>Food for Today</i>, for students. • Use the Student Resource, <i>Text Features Search: Food for Today</i>. 	
<p>During</p> <ul style="list-style-type: none"> • Ask students to work in pairs to complete the search within a specific time frame. • Have partners share their findings with another pair. • Take up any remaining questions using the Teacher Resource, <i>Answer Key for Text Features Search: Food for Today</i>. 	<ul style="list-style-type: none"> • Students work in pairs to complete activity page. • Share and compare findings.
<p>After</p> <ul style="list-style-type: none"> • Discuss which items were easy and which items were challenging to find, calling attention to common difficulties and solutions. • Ask students to suggest which features of the text were helpful, which were less helpful, and how they could be changed to be more helpful. • Ask students to use the text features to complete a text preview of another related Food and Nutrition resource text (e.g., a cookbook). • For another example of previewing a text, see Student Resource, <i>Previewing a Cookbook</i>. 	<ul style="list-style-type: none"> • Students contribute to discussion. • Students work on understanding the text features of another type of text.

Notes



Text Features Search: Food for Today

1. Using the Contents (Table of Contents), find the chapter number for the topic Career Opportunities.
2. In the Index at the back of the text, find and list all the pages that deal with serving family meals.
3. How many authors collaborated to write the Canadian Edition of this textbook?
4. What is the difference between an author and a reviewer?
5. Name the reviewer who works at Ryerson University.
6. When was this textbook published?
7. What diagram appears on page 500? What feature provides an explanation of that diagram and where is this feature located? How is the diagram connected to other information on that page?
8. How are different topics and subtopics outlined in the Contents?
9. List the 6 special features organized in page xxiv.
10. Looking at the Contents, how many units and how many chapters are in this text?
11. In Chapter 28, how many subheadings in blue appear throughout the chapter? On what page is the sub-heading “Vitality” found?
12. Open the text to page 691. How are the pictures/illustrations at the top of the page helpful?
13. What is the term in bold on page 252? Why has this word been bolded?
14. Open the text to page 171. Look at the graphic. Which ingredient costs the most in this meal?
15. What features are found consistently in the last two pages of each chapter?
16. What special feature is on page 560? There are many of these features in this text. Why are they important to this course?
17. Read page 253. Could you see yourself working as a Registered Dietitian in a private practice? Why or why not?
18. Turn to the graph on page 677. What does each bar represent on the graph?
19. What information is presented in blue on page 617? Why would this information be highlighted with colour?

Witte, Jane, Miller, H., O’Leary-Reesor, L., Bersenas-Cers, Z., Kowtaluk, H., Orphanos Kopan, A. (2004) *Food for Today, First Canadian Edition*. Toronto: McGraw-Hill Ryerson.

Answer Key for Text Features Search: Food for Today

1. Using the Contents (Table of Contents), find the chapter number for the topic Career Opportunities. (5)
2. In the Index at the back of the text, find and list all the pages that deal with serving family meals. (179-182)
3. How many authors collaborated to write the Canadian Edition of this textbook? (4)
4. What is the difference between an author and a reviewer? (an author writes the original material for the text, a Reviewer checks the original material and may make suggestions for change)
5. Name the reviewer who works at Ryerson University. (Heather Lush)
6. When was this textbook published? (2004)
7. What diagram appears on page 500? What feature provides an explanation of that diagram and where is this feature located? How is the diagram connected to other information on that page? (map of Canada, bulleted explanation is at the top right of the map, visually supports content in text on regional/geographic influences in Agriculture)
8. How are different topics and subtopics outlined in the Contents? (different degrees of indentation as well as different colours, sizes and styles of fonts are used to differentiate topics and subtopics)
9. List the 6 special features organized in page xxiv. (Career Profile, Food Science Lab, For Your Health, Recipes, Safety Check, Social Science Skills)
10. Looking at the Contents, how many units and how many chapters are in this text? (6 units, 32 chapters)
11. In Chapter 28, how many subheadings in blue appear throughout the chapter? On what page is the sub-heading "Vitality" found? (10, page 584)
12. Open the text to page 691. How are the pictures/illustrations at the top of the page helpful?
13. (provides visual examples of the written description)
14. What is the term in bold on page 252? Why has this word been bolded? (basal metabolism, new vocabulary)
15. Open the text to page 171. Look at the graphic. Which ingredient costs the most in this meal? (chicken)
16. What features are found consistently in the last two pages of each chapter? (Review and Activities)
17. What special feature is on page 560? There are many of these features in this text. Why are they important to this course? (recipe, recipes are important application of theory)
18. Read page 253. Could you see yourself working as a Registered Dietitian in a private practice? Why or why not?
19. Turn to the graph on page 677. What does each bar represent on the graph? (iodized salt consumption between 1993 and 2003)
20. What information is presented in blue on page 617? Why would this information be highlighted with colour? (FYI the different colour helps to call attention to this feature.)

Getting Ready to Read: **Previewing a Text**

Food and Nutrition Text Features Search: Cookbook (unit 1)

A well-designed textbook, website or other print resource has a variety of elements or features that are applied consistently to help the reader locate and use the material. Some texts have more of these features, and clearer cues, than others do. Previewing a course text can help students to identify the text features and use them efficiently.

Purpose

- Learn how to navigate subject-specific textbooks and resources.
- Examine the layout and features of a particular text, and how to use it.

Payoff

Students will:

- become familiar with different course texts and resources (print and electronic).
- use strategies for effectively previewing and locating information in different texts, using the table of contents, indices and/or navigation bar.

Tips and Resources

Note: It would be helpful if students have already completed the Previewing a Text activity. See Student Resource, *Text Features Search: Food for Today*.

- Most informational texts use a variety of visual, graphic and text features to organize information, highlight important ideas, illustrate key concepts, and provide additional information. Features may include headings, subheadings, table of contents, index, glossary, preface, paragraphs separated by spacing, bulleted lists, sidebars, footnotes, illustration, pictures, diagrams, charts, graphs, captions, italicized words or passages, boldface words or sections, colour, and symbols.
- Use any general-purpose cookbook for this activity e.g., *Joy of Cooking*.
- See Student Resource, *Text Features Search: Cookbook*.

Further Support

- Provide students with a copy of a course-related text that has all of the visual and graphic features (e.g., diagrams, charts, illustrations, captions, maps, headings, titles, legends) removed or blanked out. Ask students to scan the text and suggest what the blanked-out sections might be. Have students read the body of the text and summarize the information. Ask students to identify the parts of the text that they had difficulty reading, and suggest what additional features should help them to navigate and understand the text better. Alternatively, provide students with a copy of a course-related text showing the text features only, without the body of the text. Discuss what information they can gather from the features and what predictions they can make about the content. Note the connections among the features of a text, the words, and how they help readers understand the content.
- Encourage students to preview the features of a text before they read the content. Have partners share their previewing strategies.
- Have students create text search prompts for other course-related materials.

Getting Ready to Read: Previewing a Text

Food and Nutrition Text Features Search: Cookbook (unit 1)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Provide a general-purpose cookbook for students. • Use the Student Resource, <i>Text Features Search: Cookbook</i>. • Alternatively, adapt the Student Resource for your own available cookbook. • Read the prompts out loud, if needed. Remind students to include page references in the “Answers” column. 	<ul style="list-style-type: none"> • Students read over activity sheet.
<p>During</p> <ul style="list-style-type: none"> • Ask students to work in pairs to complete the search within a specific time frame. • Have partners share their findings with another pair. 	<ul style="list-style-type: none"> • Students work in pairs to complete the activity in the time allotted. • Share and compare findings.
<p>After</p> <ul style="list-style-type: none"> • Discuss which items were easy and which items were challenging to find calling attention to common difficulties and solutions. • Ask students the following questions: <ul style="list-style-type: none"> - Which features of the cookbook were very helpful? - Which features could be more helpful and how? - What features could be added to the cookbook to make it more user-friendly? 	<ul style="list-style-type: none"> • Students contribute to the class discussion.

Notes



Text Features Search: Cookbook

Questions	Answers
1. Who is the author?	
2. What is the year of publication?	
3. What is the title of this cookbook?	
4. How are the chapter headings organized?	
5. Using the Index find an interesting recipe that uses cheese. Record the title and page number for this recipe.	
6. Can you eat a dumpling for dessert?	
7. Using the Index, determine how many recipes in this cookbook include broccoli as an ingredient.	
8. Turn to the page with equivalents and substitutions. a) How many bananas make one cup mashed? b) If you don't have unsweetened chocolate, what can you use? c) When you don't have yogurt, what can you use as a substitute? d) One cup equals how many ounces?	
9. Choose one of the following from the Index; frittatas, baba ghanoush, streusel or borscht. What is the main ingredient in the recipe you chose?	
10. Name three special features that appear under the section <i>Know Your Ingredients</i> or another section such as: _____	
11. Which is your favourite recipe section? Why?	
12. What is the name of the section where you would find cakes?	
13. Other than recipes, what kind of information is found in this cookbook?	
14. Which cake recipe would you want on your birthday? Why?	
15. Name 5 types of shellfish.	
16. Find an illustration (drawing) and record the page #. What is this illustration showing?	
17. How many people does the recipe for fruit salad serve?	
18. Does this cookbook have a recipe for lamb chops?	

Getting Ready to Read: Finding Organizational Patterns

Food and Nutrition Different Recipe Formats (unit 2)

Information can be grouped and ordered in different ways - for example: sequentially (as in a procedure), by order of importance (as in a persuasive argument), or by classification (as in a periodic table). The way information is organized in a text is a cue to help the reader understand the ideas and make meaningful connections.

Purpose

- Preview the text structure and identify different organizational patterns.
- Become familiar with the organizational patterns of a text.

Payoff

- Students will:
- make connections between reading and writing tasks.
- learn to read the text more independently.
- practise reading strategies, including skimming, scanning, rereading, making predictions, and making connections.

Tips and Resources

- For descriptions of different organizational patterns and how to spot them, see Teacher Resource, *Types of Organizational Patterns (and How to Find Them)* in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, pp. 18 -19.
- Many texts combine several organizational patterns, depending upon the topic, content, purpose and audience.
- Graphic organizers (such as timelines, flow charts, and mind maps) can help readers to “see” the relationship(s) among ideas more clearly.
- See Student/Teacher Resource, *Organizational Patterns: Recipes*.

Cross-Curricular Literacy: Strategies for Improving Secondary Students’ Reading and Writing Skills: Toronto, ON: Toronto District School Board, 2001.

Further Support

- Provide struggling students with a graphic organizer to record the main ideas, relevant information, and/or significant concepts (e.g., flow chart, comparison chart, timeline).
- Help students to preview the text structure before they read by giving them questions to consider, or by guiding them to look for recurring information or signal words.
- Develop class reference charts for the different organizational patterns, showing the purpose, when/where the pattern might be used, characteristics, signal words, and related questions. Use these same concepts to create graphic organizers for students who need additional help.



Getting Ready to Read: Finding Organizational Patterns

Food and Nutrition Different Recipe Formats (unit 2)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Provide students with family/food magazines e.g., <i>Canadian Living</i>, <i>Chatelaine</i>, <i>Food and Drink</i>. • Choose magazines that present a variety of recipe formats. • Have students cut out three different examples of organizational patterns for recipes. • Ask students to identify how recipes are organized and the characteristics of particular organizational patterns. 	<ul style="list-style-type: none"> • Recall what they already know about the layout of recipes. Identify when/where they have seen or used that particular pattern. • Identify how the recipe is organized and the characteristics that indicate it belongs to that particular organizational pattern.
<p>During</p> <ul style="list-style-type: none"> • Introduce the organizational patterns for recipes (formats). See Student/Teacher Resource, <i>Organizational Patterns: Recipes</i>. • Explain the purpose of the 3 recipe formats: when/where/why each might be used. • Working in pairs, have students choose two recipes from their selection - one in the Standard Format and the other in Narrative Format. • Each student in the pair chooses one format and makes a list of the ingredients. • The pairs then answer the following questions: <ul style="list-style-type: none"> - Which format had the most complete list? - What are the advantages and disadvantages of each format? 	<ul style="list-style-type: none"> • Answer questions for each of the types of recipe formats chosen.
<p>After</p> <ul style="list-style-type: none"> • Ask students to locate examples of these organizational patterns in their textbook and/or a collection of cookbooks. Which organizational pattern is utilized most often? • Examine the characteristics that make the Standard Format of recipe organization the most widely used one. 	<ul style="list-style-type: none"> • Find these organizational patterns in their text and classroom cookbooks. • Discuss what makes the Standard Format the most widely used and useful to cooks.

Notes

Organizational Patterns: Recipes

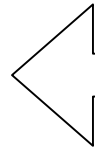
STANDARD FORMAT

Crispy Rice Squares

30 mL	flax seeds
60 mL	butter or margarine
250 g	mini marshmallows
5 mL	vanilla extract
1.25 L	crisp rice cereal
75 mL	chopped dried apricots
75 mL	chopped dried apples
75 mL	dried cranberries
60 mL	toasted soy flakes

1. Place flax seeds in a small bowl and add enough water to cover seeds. Let soak at least 1 hour.
2. Grease a 9 x 13" (23 x 33 cm) baking dish.
3. Drain flax seeds.
4. In a large saucepan, over medium heat, melt butter.
5. Stir in marshmallows, a handful at a time, until smooth.
6. Remove from heat. Stir in vanilla. Gradually fold in remaining ingredients, including flax seeds, until evenly combined.

- written in paragraph form
- written listing ingredients and method together
- works best with short recipes and few ingredients
- takes up the least amount of space

- 
- most often used
 - easy to check ingredients
 - ingredients listed in order of use
 - step-by-step method
 - takes up little space

ACTIVE FORMAT

Place:
30 mL flax seeds
into a small bowl and add enough water to cover seeds. Let soak for a least 1 hour.

Grease a 9 x 13" (23 x 33 cm) baking dish.

Drain flax seeds.

In a large saucepan, over medium heat, melt:
60 mL butter.

Add to saucepan one handful at a time, stirring until smooth:
250 g mini marshmallows.

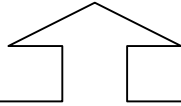
Remove from heat. Stir in:
5 mL vanilla extract.

Gradually fold in remaining ingredients until evenly combined, including flax seeds:
1.25 L crisp rice cereal
75 mL dried apricots
75 mL chopped dried apples
75 mL dried cranberries
60 mL toasted soy flakes

Press mixture into prepared dish. Cut into squares.

NARRATIVE FORMAT

Place 30 mL flax seeds in a small bowl and add enough water to cover seeds. Let soak at least 1 hour. Grease a 9 x 13" (23 x 33 cm) baking dish. Drain seeds. In a large saucepan, over medium heat, melt 60 mL butter. Stir in 250 g mini marshmallows, a handful at a time, until smooth. Remove from heat. Stir in 5 mL vanilla. Gradually fold in 1.25 L crisp rice cereal, 75 mL chopped dried apricots, 75 mL chopped dried apples, 75 mL dried cranberries and 60 mL toasted soy flakes, including flax seeds, until evenly combined. Press mixture into prepared dish. Cut into squares.

- 
- step by step method is easy to follow
 - checking ingredients is not as easy
 - takes up a lot of space

Getting Ready to Read: Anticipation Guide

Food and Nutrition Nutrition for the Life Cycle (unit 3)

What we already know determines to a great extent what we will pay attention to, perceive, learn, remember, and forget. (Woolfolk, 1998)

An Anticipation Guide is a series of questions or statements (usually 8 to 10) related to the topic or point of view of a particular text. Students work silently to read and then agree or disagree with each statement.

Purpose

- Help students to activate their prior knowledge and experience and think about the ideas they will be reading.
- Encourage students to make a personal connection with a topic or unit of work so that they can integrate new knowledge with their background experience and prior knowledge.

Payoff

Students will:

- connect their personal knowledge and experience with a curriculum topic or issue.
- engage with topics, themes and issues at their current level of understanding.
- have a purpose for reading subject-area text.
- become familiar and comfortable with a topic before reading unfamiliar text.

Tips and Resources

- An anticipation guide works best when students are required to read something that contains unfamiliar information. The idea of the guide is to raise students' awareness of related issues and help them make connections with what is familiar and unfamiliar about that text.
- In creating your anticipation guide, write open-ended statements that challenge students' beliefs. Avoid using statements that are "right" or "wrong" or that ask simply for a "yes" or "no" response. You don't want statements such as, "School cafeterias should not sell so much junk food." Instead, write "Teenagers consume more junk food than is good for them."
- For ideas to help you craft the statements see Student/Teacher Resource, *Anticipation Guide: Nutrition for the Life Cycle* based on Chapter 11 of Food for Today First Canadian Edition. Chapter 15 and Chapter 16 of Food For Life can also be used.
- For a blank anticipation guide to use for this activity, see Student Resource, *Anticipation Guide Template*.

Witte, Jane, Miller, H., O'Leary-Reesor, L., Bersenas-Cers, Z., Kowtaluk, H., Orphanos Kopan, A. (2004). Good Nutrition and the Life Cycle, Food for Today, First Canadian Edition (pp. 254-261). Toronto: McGraw-Hill Ryerson.

Siebert, M., Kerr, E., (1994). Chapters 15 and 16, Food For Life (pp. 333-353, pp. 365-366). Toronto: McGraw-Hill Ryerson.

Further Support

- Put students in pairs to complete the anticipation guide if they are having trouble making connections with the theme or topic, or if they need support with language.
- To provide an opportunity for struggling students to contribute in a more supportive situation, divide the class into small groups of four or five and ask them to tally and chart their responses before participating in a whole-class discussion.
- Read statements aloud to support struggling readers.



Getting Ready to Read: Anticipation Guide

Food and Nutrition Nutrition for the Life Cycle (unit 3)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Preview the text to find themes or big ideas. Distribute copies of the Student Resource, <i>Anticipation Guide Template: Nutrition For the Life Cycle</i> to the students. Explain that this is not a test, but an opportunity for them to explore their own thoughts and opinions. The students are to agree or disagree. They complete the guide first individually and then share their thoughts in a whole-class discussion. Engage students in a whole-class discussion, start with a simple hand-count of the numbers of students who agreed or disagreed with a particular statement. Then ask the students who disagreed to share their thinking, followed by those students who agreed with the statement. Record (or ask a student to record) some of the key points made during the discussion, using a T-chart (agree/disagree) on the board or overhead. 	<ul style="list-style-type: none"> Working individually, read each statement on the anticipation guide and check off the responses. Contribute responses in the class discussion and explain them.
<p>During</p> <ul style="list-style-type: none"> Explain the topic of the reading assignment, Nutrition for the Life Cycle and how it connects with Anticipation Guide statements. Ask students to keep the guide beside the text as they read it, so that they can jot down page numbers that correspond to the issues. 	<ul style="list-style-type: none"> Read the assigned text (certain pages, a chapter, or alternative resource such as a magazine article) and jot down page numbers beside each agree/disagree statement (for information that relates to the issue).
<p>After</p> <ul style="list-style-type: none"> Ask students to return to the statements and to make notes from what they have discovered in their textbook that may confirm or change their opinions. 	<ul style="list-style-type: none"> Make notes that confirm or change their opinions about the statements.

Notes



Anticipation Guide: Nutrition For the Life Cycle

- Circle “Agree” or “Disagree” beside each statement below before you read your Foods and Nutrition textbook, *Food for Today*, First Canadian Edition (or *Food For Life*).
- Following our class discussion of these statements, you will read Chapter 11 in *Food for Today*, First Canadian Edition (or Chapter 15 and 16 in *Food For Life*), noting page numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new information you may have read. Circle “Agree” or “Disagree” beside each new statement and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements*	Page#	After Reading
1. Agree/Disagree	Young children should be encouraged to eat everything on their plate.		Agree/Disagree
2. Agree/Disagree	Babies should be introduced to solid food one food at a time.		Agree/Disagree
3. Agree/Disagree	Children need to eat more often than adults.		Agree/Disagree
4. Agree/Disagree	Dessert should be used as a reward.		Agree/Disagree
5. Agree/Disagree	Pregnant women should not go on weight loss diets.		Agree/Disagree
6. Agree/Disagree	Women have dental problems after the birth of a baby.		Agree/Disagree
7. Agree/Disagree	Pregnant women should avoid alcohol.		Agree/Disagree
8. Agree/Disagree	Aging adults should eat more than they did when they were younger.		Agree/Disagree

*Statements based on Chapter 11 of *Food for Today First Canadian Edition*. Toronto: McGraw-Hill Ryerson, 2004 (or Chapters 15 and 16 of *Food For Life*. Toronto: McGraw-Hill Ryerson, 1994).



Student Resource

Anticipation Guide Template

- Circle “Agree” or “Disagree” beside each statement below before you read your textbook, _____, (title of textbook)
- Following our class discussion of these statements, you will read Chapter _____ in textbook, noting page numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new information you may have read. Circle “Agree” or “Disagree” beside each new statement and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements*	Page#	After Reading
1. Agree/Disagree			Agree/Disagree
2. Agree/Disagree			Agree/Disagree
3. Agree/Disagree			Agree/Disagree
4. Agree/Disagree			Agree/Disagree
5. Agree/Disagree			Agree/Disagree
6. Agree/Disagree			Agree/Disagree
7. Agree/Disagree			Agree/Disagree
8. Agree/Disagree			Agree/Disagree

Extending Vocabulary: Creating a Word Wall

Food and Nutrition Food Preparation Terms (unit 2)

Students are required to learn, on average, over 2 000 words each year in various subject areas. Those who have trouble learning new words will struggle with the increasingly complex texts that they encounter in the middle and senior school years. A *word wall* is a wall, chalkboard or bulletin board listing key words that will appear often in a new unit of study, printed on card stock and taped or pinned to the wall/board. The word wall is usually organized alphabetically.

Purpose

- Identify unfamiliar vocabulary and create a visible reference in the classroom for words that will appear in a topic or unit of study.

Payoff

Students will:

- practise skimming and scanning an assigned reading before dealing with the content in an intensive way. Students will then have some familiarity with the location of information and with various elements of the text.
- develop some sense of the meaning of key words before actually reading the words in context.
- improve comprehension and spelling because key words remain posted in the classroom.

Tips and Resources

- *Skimming* means to read quickly – horizontally – through the text to get a general understanding of the content and its usefulness.
- *Scanning* means to read quickly – vertically or diagonally – to find single words, facts, dates, names, or details.
- For directions, see Student Resource, *Skimming and Scanning to Preview Text*.
- Before building the word wall, consider using **Previewing a Text** pp. 6-8, to help students become familiar with the text.
- Consider posting certain words for longer periods (e.g., words that occur frequently in the unit, words that are difficult to spell, and words that students should learn to recognize on sight).
- Have students refer to the word wall to support their understanding and spelling of the words.
- See Teacher Resource, *Word Wall Sample for Food Preparation Terms*.

Siebert Myrtle, et al (1994), *Food for Life*. Toronto: McGraw-Hill Ryerson p. 69-72.

Witte, Jane et al. (2004) *Food for Today, First Canadian Edition*. Toronto: McGraw-Hill Ryerson.

Further Support

- Add a picture to the word cards as a support for ESL students and struggling readers.
- Provide each student with a recording sheet so that they can make their own record of the key words for further review.
- If it appears that students will need additional support, review the terminology on the word wall in the two classes following this activity, using **Take Five** or **Think/Pair/Share**, which are described in the Oral Communication section of *Think Literacy: Cross-Curricular Approaches, Grades 7-12*.

Extending Vocabulary: Creating a Word Wall

Food and Nutrition Food Preparation Terms (unit 2)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Before class, preview the text for key vocabulary. (See Teacher Resource, <i>Word Wall Example For Food Preparation Terms</i>.) • Prepare strips of card stock (4" x 10") for words. • Divide students into groups of 3. • Provide masking tape or pins for each group of students. • Explain to students that together they will find key vocabulary in the assigned recipes, and will help each other to understand and spell the key vocabulary by creating a "word wall" in the classroom that they can refer to for the duration of that particular topic. • The assigned "text" can be recipes found in Food for Today, Food for Life, or in magazines such as Canadian Living. • Distribute Student Resource, <i>Skimming and Scanning to Preview Text</i>. Read and clarify the techniques with students. • Pre-assign groups different recipes so that more of the vocabulary can be covered. 	<ul style="list-style-type: none"> • Each group finds an appropriate space where group members can talk face-to-face and write down the words. • Find the assigned text. • Follow along on the handout as the teacher reviews skimming and scanning.
<p>During</p> <ul style="list-style-type: none"> • Ask students to skim the instruction section of the recipe. • Direct students to independently scan the recipes for unfamiliar words. • Ask each student to create a personal list of 10 unfamiliar words. • Direct students to small groups and ask the groups to compare personal lists and create a group master list. • Demonstrate the action of unfamiliar words using appropriate kitchen tools. • Distribute 8 pieces of card stock (4" x 10"), markers and pieces of masking tape to each group. 	<ul style="list-style-type: none"> • Skim the text, looking at illustrations and subtitles to get a general idea of the topic of the text. • Scan the text for unfamiliar words and write a personal list of these words. • Compare the personal lists. Choose the words for a group master list. • In each group, print the key vocabulary words in large letters on card stock and tape or pin them to the blackboard or bulletin board, preferably alphabetically.
<p>After</p> <ul style="list-style-type: none"> • Lead some discussion of the words and ask students to speculate on their meaning. If appropriate, describe prefixes and suffixes that are unique or common to the subject area. • Ask each group to look up the meaning of its words and then to explain the meaning to the rest of the class. 	<ul style="list-style-type: none"> • Use the glossary in the textbook or dictionaries to find the meaning of the words. • Present their words to the rest of the class. • Add the meaning to the words on the card in smaller letters.

Notes



Word Wall Sample for Food Preparation Terms

beat				
blend	chop	cube	drain	grease
bread	combine	cut in	fold in	mix
brush	cream	dice	grate	stir

Sample Word Cards with Definitions

cream

-to beat with a spoon or mixer until soft, smooth, and creamy.

cut in

-to mix solid fat and flour using a pastry blender or 2 knives and a cutting motion.

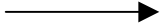
grease

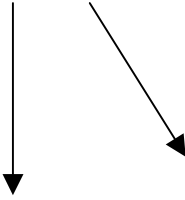
-to spread a thin layer of non-salt fat on a baking pan.



Student Resource

Skimming and Scanning to Preview Text

Skimming	
What is it?	When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.
Why do I skim?	Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth.
How do I skim? Read in this direction. 	<ol style="list-style-type: none"> 1. Read the first few paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the information. 2. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences. 3. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text. 4. Remember: You do not have to read every word when you skim. 5. Generally, move your eyes horizontally (and quickly) when you skim.

Scanning	
What is it?	When you SCAN, you move your eyes quickly down a page or list to find one specific detail.
Why do I scan?	Scanning allows you to locate quickly a single fact, date, name, or word in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing.
How do I scan? Read in these directions. 	<ol style="list-style-type: none"> 1. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term, or date. 2. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guide you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary? 3. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you toward the detail for which you are looking. 4. Aim for 100% accuracy!

Engaging in Reading: Sorting Ideas Using a Concept Map

Food and Nutrition Carbohydrates (unit 3)

A concept map is a way to visually organize your understanding of information. It is hierarchical in nature, beginning with the subject or topic at the top or side of the page, and then branching into sub topics and details.

Purpose

- Record ideas during reading.
- See the relationships among ideas, and distinguish between main ideas and supporting details.

Payoff

Students will:

- remember important details from the text.
- organize information in a memorable and accessible way to help with studying.

Tips and Resources

- Brain-based research shows that visual organizers, such as concept maps, can be highly effective in helping students who struggle with reading and writing.
- If possible, provide students with several samples of concept maps that look different so that they get a sense of how concepts can be organized.
- Concept maps usually have words written on the lines that join the bubbles to show the relationships between the items.
- Concept maps generally do not use colour or pictures. They are meant to show the connections between ideas and the hierarchy of those ideas.
- Spend time deconstructing the concept map and pointing out the connections between the various topics and ideas.
- To see concept mapping in action, turn to Teacher Resource, *Concept Map: Carbohydrates*. There are two pages. The first page contains a partial concept map that can be filled out as the reading progresses in the text chapters. The second contains a completed concept map to show what a finished product might look like. Both the partial and completed maps can be made into overheads for use with the whole class.

Witte, Jane, Miller, H., O'Leary-Reesor, L., Bersenas-Cers, Z., Kowtaluk, H., Orphanos Kopan, A. (2004). Chapter 1, Nutritious Meals, *Nutrient Wise, First Canadian Edition* (pp. 229-232). Toronto: McGraw-Hill Ryerson.

Siebert, M., Kerr, E., (1994). Chapter 14, The Science of Nutrition, *Food For Life* (pp. 313). Toronto: McGraw-Hill Ryerson.

Further Support

- Pair students or put them in groups to read the text and create their concept maps.
- Encourage students in pairs or groups to choose one person who will read the text aloud first while a partner or group member records single words that represent main ideas or details.



Engaging in Reading: Sorting Ideas Using a Concept Map

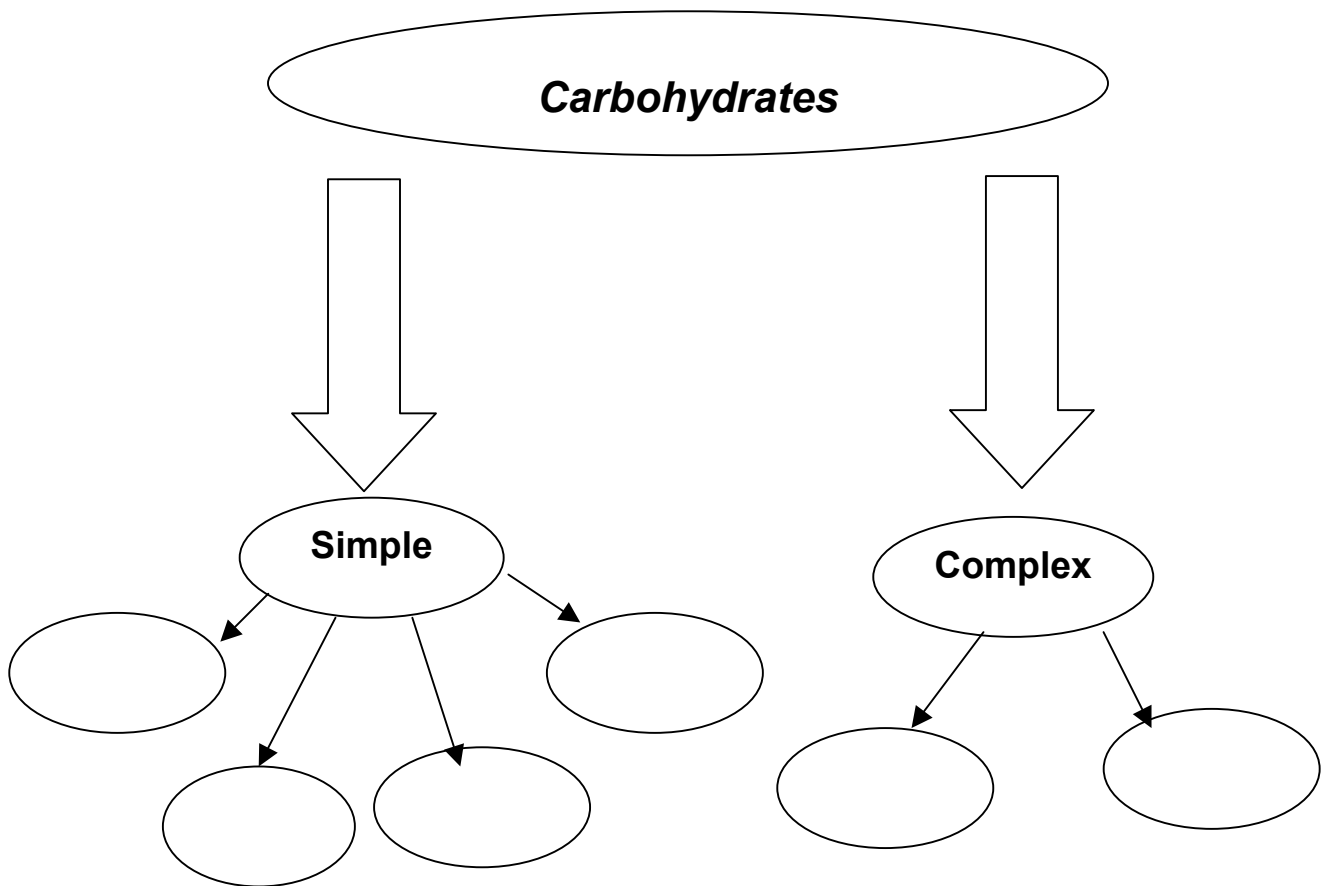
Food and Nutrition Carbohydrates (unit 3)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Do not tell students the topic of this text ahead of time. Read the sample text aloud to the class, asking them to listen for and note the ideas that stand out in their minds or are of greatest interest. Engage students in discussion about the ideas that captured their interest. Show the Teacher Resource, <i>Concept Map: Carbohydrates</i> and record additional details on it. Ask students to suggest words to write on the lines between the concept map bubbles, to describe the connections between the items. 	<ul style="list-style-type: none"> Listen and record ideas of greatest interest as the teacher reads the text. Contribute ideas and suggestions to the class discussion.
<p>During</p> <ul style="list-style-type: none"> Provide students with miniature stick-on notes. Assign a reading of part or all of Chapter 14, “The Science of Nutrition”, from <i>Food For Life</i> (or Chapter 11, “Nutrient Wise”, from <i>Food for Today</i>). Ask students to begin creating a concept map based on the overall topic, sub-topics, and details by drawing bubbles in the correct hierarchy. 	<ul style="list-style-type: none"> Read the text and use stick-on notes to identify topics, sub-topics, and details. Create a concept map using stick-on notes to guide them to the ideas they need to include. Complete the concept map, except for the words on the lines joining the bubbles.
<p>After</p> <ul style="list-style-type: none"> Put students in pairs to share and compare their concept maps. Ask students to discuss and reach consensus on the main ideas and details. Ask students to add their suggested words to the connecting lines between the bubbles. Encourage students to use this strategy whenever they read complicated texts. 	<ul style="list-style-type: none"> Compare and discuss differences between their concept maps. Reach consensus on the topics, sub-topics, and details. Confer to add the words that show the connections among the topics, sub-topics, and details.

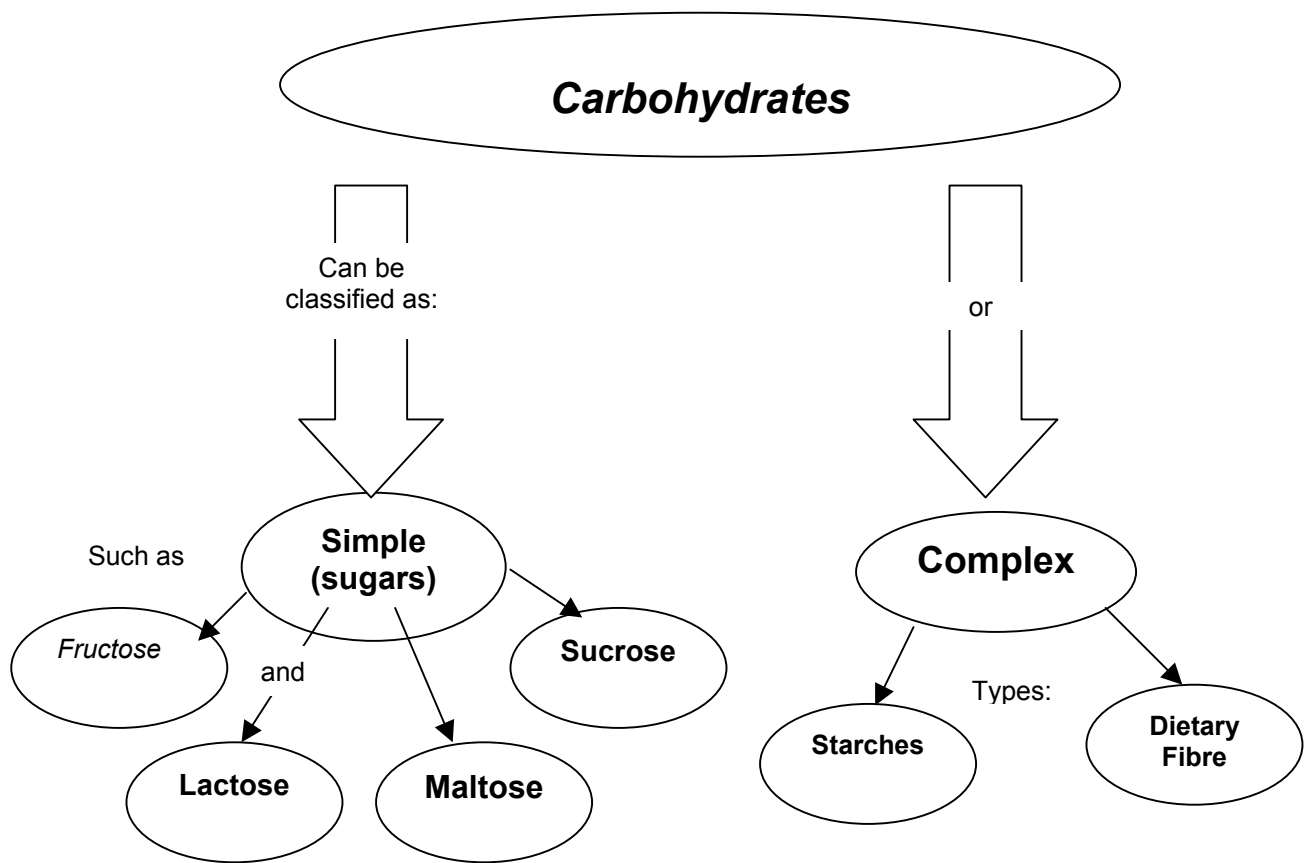
Notes



Concept Map: Carbohydrates Are Sources of Energy



Concept Map: Carbohydrates Are Sources of Energy



Engaging in Reading: Sorting Ideas Using a Concept Map

Food and Nutrition Vitality (unit 3)

A concept map is a way to visually organize your understanding of information. It is hierarchical in nature, beginning with the subject or topic at the top or side of the page, and then branching into sub topics and details.

Purpose

- Record ideas during reading.
- See the relationships among ideas, and distinguish between main ideas and supporting details.

Payoff

Students will:

- remember important details from the text.
- organize information in a memorable and accessible way to help with studying.

Tips and Resources

- Brain-based research shows that visual organizers, such as concept maps, can be highly effective in helping students who struggle with reading and writing.
- If possible, provide students with several samples of concept maps that look different so that they get a sense of how concepts can be organized.
- Concept maps usually have words written on the lines that join the bubbles to show the relationships between the items.
- Concept maps generally do not use colour or pictures. They are meant to show the connections between ideas and the hierarchy of those ideas.
- Spend time deconstructing the concept map and pointing out the connections between the various topics and ideas.
- To see concept mapping in action, turn to Teacher Resource, *Concept Map: Vitality*. There are three pages: page 28 contains sample text that can be read aloud to students as they listen for ideas that catch their interest; page 29 contains a partial concept map that can be filled out as the reading progresses; and page 30 contains a completed concept map to show what a finished product might look like. Both the partial and completed concept maps can be made into overheads for use with the whole class.

Health Canada. Office of Nutrition Policy and Promotion (2002, October 9). *Using the Food Guide*. Retrieved June 26, 2004, from:

http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/using_food_guide_e.html.

Further Support

- Pair students or put them in groups to read the text and create their concept maps.
- Encourage students in pairs or groups to choose one person who will read the text aloud first while a partner or group member records single words that represent main ideas or details.

Engaging in Reading: Sorting Ideas Using a Concept Map

Food and Nutrition Vitality (unit 3)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Make an overhead of the sample text. Note: Do not tell students the topic of this text ahead of time. • Read the sample text aloud to the class, asking them to listen for and note the ideas that stand out in their minds or are of greatest interest. • Engage students in discussion about the ideas that captured their interest. • Show the Teacher Resource, <i>Concept Map: Vitality</i> and record additional details on it. • Ask students to suggest words to write on the lines between the concept map bubbles, to describe the connections between the items. 	<ul style="list-style-type: none"> • Listen and record ideas of greatest interest as the teacher reads the text. • Contribute ideas and suggestions to the class discussion.
<p>During</p> <ul style="list-style-type: none"> • Provide students with miniature stick-on notes. • Assign a reading of part or all of a chapter from <i>Food for Today</i> or from <i>Food For Life</i> depending on which is available. • Ask students to begin creating a concept map based on the overall topic, sub-topics, and details by drawing bubbles in the correct hierarchy. 	<ul style="list-style-type: none"> • Read the text and use stick-on notes to identify topics, sub-topics, and details. • Create a concept map using stick-on notes to guide them to the ideas they need to include. • Complete the concept map, except for the words on the lines joining the bubbles.
<p>After</p> <ul style="list-style-type: none"> • Put students in pairs to share and compare their concept maps. • Ask students to discuss and reach consensus on the main ideas and details. • Challenge students to add their suggested words to the connecting lines between the bubbles. • Encourage students to use this strategy whenever they read complicated texts. 	<ul style="list-style-type: none"> • Compare and discuss differences between their concept maps. • Reach consensus on the topics, sub-topics, and details. • Confer to add the words that show the connections among the topics, sub-topics, and details.

Notes

Concept Map: Vitality

This text comes from Health Canada, Office of Nutrition Policy and Promotion, pamphlet or website about using the Food Guide. The section discusses vitality, what it means, the importance of vitality and how to achieve it. The accompanying concept map focuses on what vitality is and what you need to achieve it. Do not tell students the topic of the section before you read it to them. They should draw their own conclusions about the topic.

Using the Food Guide: Reading Aloud

Putting it all together

Eating well is just one way to get the most out of life. It's also important to be active and feel good about yourself.

Eating well means following [Canada's Food Guide to Healthy Eating](#). Use the ideas in this booklet to help you make wiser food choices. After all, food is one of life's great pleasures.

Being active means making physical activity a part of your everyday life. It helps you manage your weight and strengthen your heart, lungs and muscles. Find fun ways to be active in your own way. Walk part of the way to and from work. Head outdoors to skate, swim or hike. Play ball with the kids.

Feeling good about yourself means believing in yourself. The best way to do that is to accept who you are and how you look. So treat yourself well.

Healthy bodies come in a variety of shapes and sizes. A good weight is a healthy weight, not just a low weight. A healthy weight helps you stay active and lowers the risk of health problems.

Take a fresh approach to living. Enjoying eating well, being active and feeling good about yourself. That's Vitality!



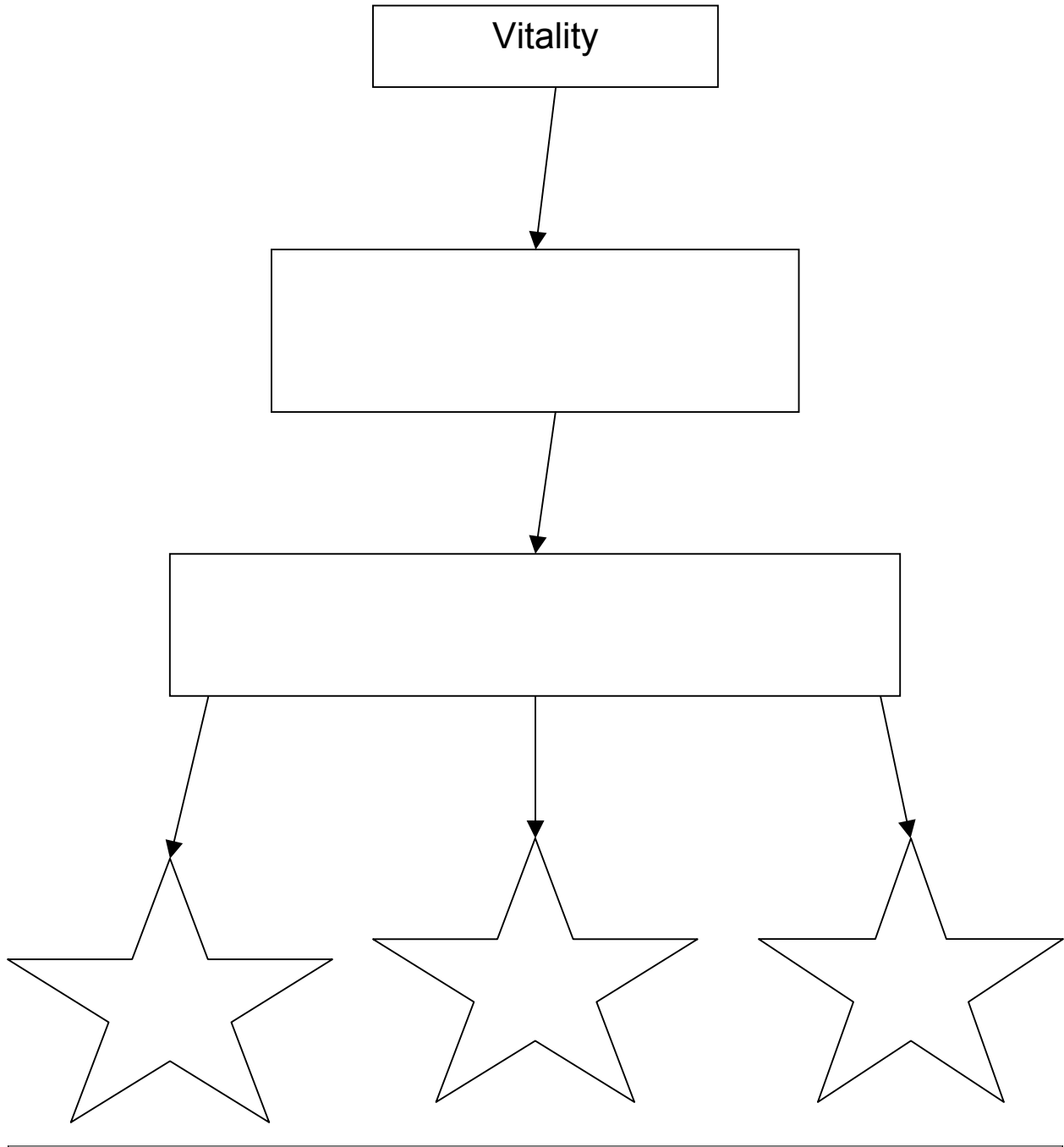
Enjoy:

- Eating Well
- Being Active
- Feeling Good about Yourself

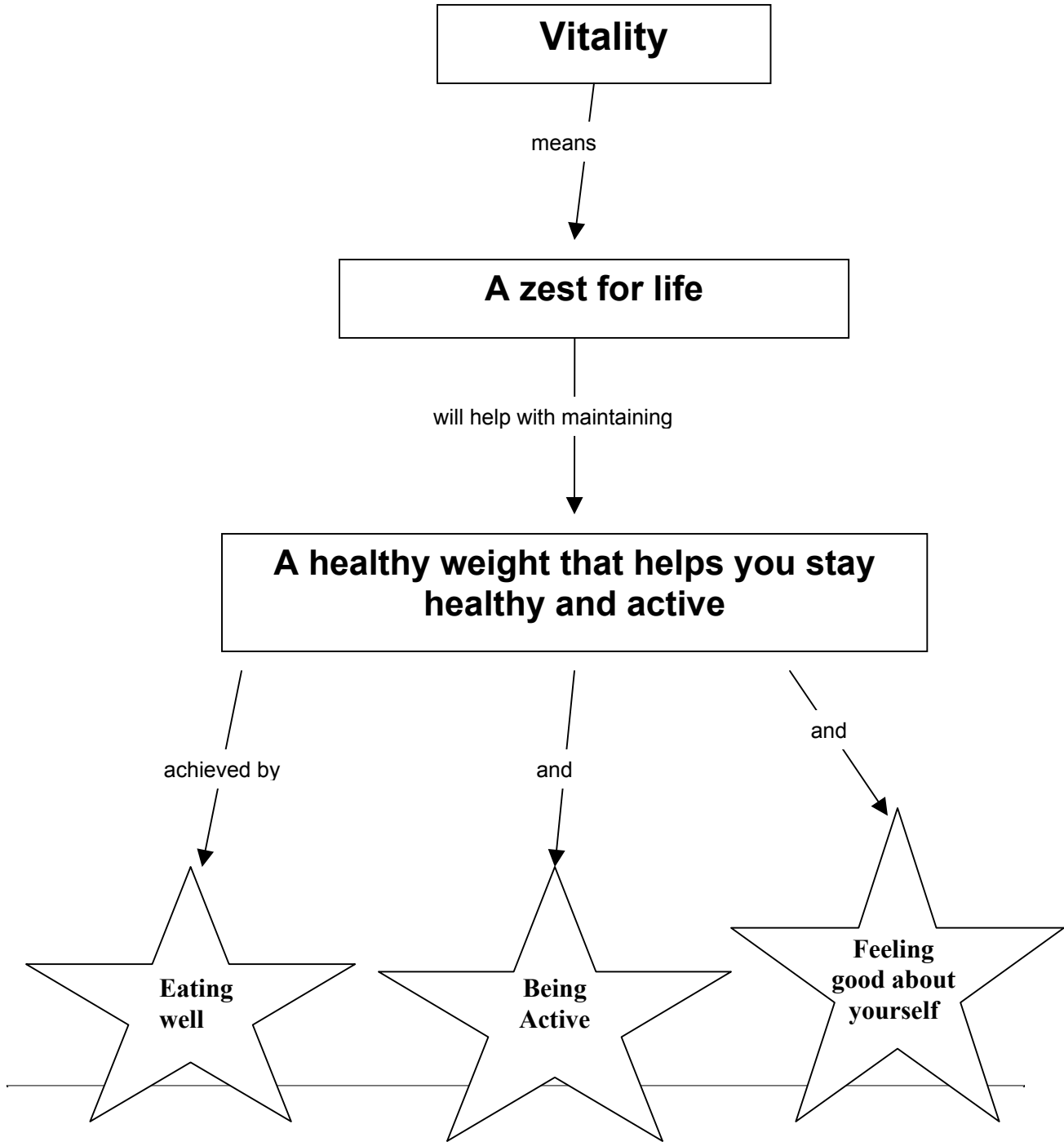
Excerpted from Health Canada. Office of Nutrition Policy and Promotion. (2002-10-09). [Using the Food Guide](#). Retrieved 06/26/2004, from http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/using_food_guide_e.html

Teacher Resource

Concept Map: Vitality



Concept Map: Vitality



Engaging In Reading: Most/Least Important Idea(s) and Information**Food and Nutrition Food Marketing and Advertising (unit 3)**

Determining important ideas and information in text is central to making sense of reading and moving toward insight. (Stephanie Harvey and Anne Goudvis, 2000)

Purpose

- Find the main idea(s) in text by distinguishing between the most important and least important information.

Payoff

Students will:

- become familiar with the text and make judgements about the content.
- work collaboratively with a partner - using reading, note taking, and oral strategies - to make sense of the text.

Tips and Resources

Note: This strategy works well when students need background information for future learning e.g., areas of development, communication, concept of family, etc.

- Determining the main idea(s) in a text is not always a clear, straightforward process. Some or all of the following strategies can help the students:
 - Activate prior knowledge to help students connect to the information in the text.
 - Note the type of text and its typical audience and purpose (e.g., to persuade, to explain, to illustrate).
 - Set a clear purpose for the text so that students have common ground for finding the main ideas.
- Main ideas are often found in the first or last sentences in a paragraph, or first and last paragraphs in a chapter.
- The reader constructs meaning, deciding on what is most important based on prior knowledge and experience. What is important to one reader may not be as important to another, unless both have a common goal or purpose.
- Follow-up topics where this same literacy strategy could be used include: Developmental Tasks of Adolescence and Areas of Development (Physical, Intellectual, Emotional and Social).
- For more information, see:
 - Teacher Resource, *Passages From Food For Today*. (samples)
 - Student Resource, *Food Marketing and Advertising*. (blank template)

Witte, Jane, Miller, H., O'Leary-Reesor, L., Bersenas-Cers, Z., Kowtaluk, H., Orphanos Kopan, A. (2004). Chapter 15, Food Marketing and Advertising, *Food for Today, First Canadian Edition* (p. 316-325). Toronto: McGraw-Hill Ryerson.

Further Support

- After students have done a least-important/most-important T-chart on their own or in pairs, model the process an additional time by thinking aloud through another passage. Ask students to compare their choices with yours.
- Put students in groups of four, with each group having a different passage from the same chapter of the textbook, to create their own think-aloud for that passage. Ask students to number off as they begin their work (from 1 to 4) and to remember their number. Students work together to decide most-important/least-important ideas and information and provide reasons for their choices as they prepare their think-aloud. Ask the #3's (and ask the #1's to assist them) to present their think-aloud to the rest of the class.



Engaging In Reading: Most/Least Important Idea(s) and Information

Food and Nutrition Food Marketing and Advertising (unit 3)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Use Teacher Resource, <i>Passages from Food for Today</i> - Separating Fact from Fiction for the reading. • With students, set a clear purpose for reading the passage. The purpose is to discover how to be able to determine reliable nutritional information. • Give students time to read the passage silently. • Read the passage aloud to students, asking them to think about the most important and least important idea(s). 	<ul style="list-style-type: none"> • Read the passage silently, thinking about the purpose for reading. • Listen to the passage being read, while thinking about their own choices for most important and least important idea(s).
<p>During</p> <ul style="list-style-type: none"> • Reread the passage aloud, while thinking aloud through the various sentences and ideas, making judgements about least important and most important ideas. See Teacher Resource, <i>Passages from Food for Today</i>. 	<ul style="list-style-type: none"> • Record most important and least important ideas on a “T” chart in their notebooks, after the teacher has done the think-aloud through the passage.
<p>After</p> <ul style="list-style-type: none"> • Assign students an additional passage of text, setting a clear purpose for reading. • Ask students to use the handout, Student Resource, <i>Food Marketing and Advertising</i> to record their choices for least important and most important ideas/information in the passage. • Alternatively, ask students to use two different colours of highlighters on photocopied text- one colour for the most important ideas and information and another for the least important. • Put students in pairs to share and justify their choices. (Provide a fresh photocopy for them to synthesize their ideas.) 	<ul style="list-style-type: none"> • Read the assigned text, conscious of the purpose for reading. • Reread and record the most important and least important ideas and information. • Reflect on choices with a partner, and make any changes necessary to the chart based on this discussion.

Notes

Passages from *Food for Today*

The teacher could use these short passages from *Food for Today* as a script to demonstrate a think-aloud to students, showing how to decide what is important in a text, and what is less important. It could also be used as an overhead for the same purpose.

Text: Separating Fact from Fiction- Developing Consumer Skills*	Most/ Least Important Idea(s) and Information
<p>Separating Fact From Fiction “ Now, with less sugar!” a TV ad for a soft drink promises.</p> <p>“Scientists Find That Fried Foods Are Good for You,” announces the headline of a tabloid in the grocery store check-out line.</p> <p>Each day, dozens of media messages about food and nutrition come your way. With this wealth of information, some of it conflicting, <u>how can you tell what to believe and what to disregard?</u></p> <p>Developing Consumer Skills Part of the answer to the question is <u>mastering two food-consumer skills--critical thinking and communication</u>. Those skills constitute the first step in learning how to separate fact from fiction. As a critical thinker, you learn to <u>look for the “angle” in a given message</u>. When you see an ad, for example, you are alert to the fact that <u>advertisers have something to sell</u> and, therefore, <u>may not be the most reliable information sources</u>.</p> <p>As an effective communicator, you learn to <u>consider the source of the information</u>. You become able to discriminate between legitimate sources and unsubstantiated claims.</p>	<p>Less important- This is an example of what you might find in an advertisement. It is used to grab your attention. A familiar product is made to seem better due to a desirable change.</p> <p>Less important- Consider the source. Tabloids are less reliable sources. Also consider the quantity of conflicting information you have received from more reliable sources.</p> <p>This seems important- This question is the focus of the topic. It could be a test question.</p> <p>This is very important because it answers the important question asked in the preceding line of the text.</p> <p>This is very important because it helps define what a critical thinker is.</p> <p>This is important because the source of the information needs to be considered.</p> <p>This is very important because it defines what an effective communicator is.</p>

Key idea from this passage:

To determine what is accurate nutritional information, one must be a critical thinker and an effective communicator.

*Excerpt from *Food for Today* (Toronto: McGraw-Hill Ryerson, 2004) p. 317.



Student Resource

Food Marketing and Advertising

Read the text assigned by the teacher and quote the **most important** and **least important** ideas and information. When you have finished recording, go to the bottom section of the chart and write what you believe to be **the key idea** from the entire passage.

Title of textbook, chapter, or article: _____

Pages read: _____

Purpose for reading: _____

Most Important Ideas and Information	Least Important Ideas and Information

Key idea from this passage:

Reacting to Reading: **Responding to Text (Graffiti)**

Food and Nutrition Canadian Food Supply (unit 5)

Good readers 'wake up' and use the information they have about a topic in order to help them understand what they are reading. (Cris Tovani, 2000)

Graffiti is a collaborative learning strategy that can be used before or after an assigned reading. Here you can see how it might be used after reading. The strategy involves students working in groups to generate and record ideas on chart paper. The teacher sets up as many chart pages as there are groups. On each chart page, the teacher writes a topic related to the assigned reading. The groups travel in rotation from chart to chart, writing responses to the topic and to the comments previously written by other groups.

Purpose

- Provide an opportunity for students to make a personal connection to a topic or unit of work by expressing their opinions, demonstrating their understanding of the assigned text, and making connections to their prior knowledge and experience.

Payoff

Students will:

- connect their personal knowledge and experience with a curriculum topic or issue.
- expand their understanding of the reading by seeing and hearing the ideas and opinions of others.

Tips and Resources

- Use a numbered heads strategy to randomly assign roles in small groups. For example, if you are working with groups of five, have the students in each group "number off" from 1 to 5. After the students have numbered off, assign a particular role (e.g., recording, reporting, displaying work, etc.) to each number. Rotate the roles as the students continue with the exercise.
- For sample role descriptions designed to promote small-group discussion, see the **Group Roles** strategy in the Oral Communication section of *Think Literacy: Cross-Curricular Approaches, Grades 7-12* p.158.
- In the version of graffiti described here, each group uses a different coloured marker so that everyone can identify which group made which contribution to the charts.
- After a specified period (usually no more than three to five minutes), and at a specific signal, each group rotates to the next chart page until the group has traveled full circle and arrived back at its page.
- The rotation and recording aspect of the strategy should take about 15 to 20 minutes. If groups have too much time at any chart page, there won't be anything for subsequent groups to write.
- Subsequent groups may put checkmarks beside ideas to agree with them, may write disagreements beside items already recorded, or may add new information and ideas to the chart page. They may also put question marks beside items that they feel require clarification.
- For tips on generating topics and sample questions, see Teacher Resource, *Graffiti Questions: Canadian Food Supply and Production*.
- For sample answers, see Teacher Resource, *Graffiti Questions: Canadian Food Supply and Production (Answer Key)*.

Witte, Jane, Miller, H., O'Leary-Reesor, L., Bersenas-Cers, Z., Kowtaluk, H., Orphanos Kopan, A. (2004). Chapter 24, Canadian Food Supply and Production, *Food for Today, First Canadian Edition* pp. 494-511. Toronto: McGraw-Hill Ryerson.

Further Support

- Pre-teach some vocabulary related to the topic or issues, to support struggling or ESL students. Consider putting key terms on the Word Wall.
- Assign two students the role of reporter, to ensure that struggling or ESL students are supported if they are chosen as the reporter.

Reacting to Reading: Responding to Text (Graffiti)

Food and Nutrition Canadian Food Supply (unit 5)

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Assign the reading of Chapter 24, Canadian Food Supply and Production, pp. 494-509, from Food for Today. Determine how many groups of five you will have in the class, and set up that many “stations”. At each station, put a chart page and a different-coloured marker. On each page, write one issue or topic related to the reading. See Teacher Resource, <i>Graffiti Questions: Canadian Food Supply and Production</i>. Define graffiti for the class (e.g., “scribbling on walls or public places that represents a highly personal expression of thoughts or feeling”), or ask students for definitions. Explain the graffiti process to students. Groups of five students will begin at a chart paper page, choosing one student to record their information and ideas with a coloured marker. Ask students to number off from 1 to 5 to create groups. Indicate that #1 will be the recorder for the first chart page. Recorders for later chart pages will follow sequentially, and other students will be designated at the end of the rotation to display and report on the original chart page. 	<ul style="list-style-type: none"> Read the assigned text. Contribute to the discussion about graffiti. Listen carefully to instructions about the process. Clarify if needed.
<p>During</p> <ul style="list-style-type: none"> After a specified length of time, ask groups to rotate to the next chart page, taking the same coloured marker with them. At the next chart page, a new recorder will be chosen to write down ideas and information, and so on. Monitor activity and remind students of the task and process. 	<ul style="list-style-type: none"> Rotate as a group to each chart page, keeping the same coloured marker. Respond to the next topic or question using the same coloured marker they began with. Have a different recorder for each chart page they encounter. Take turns contributing ideas and information to the graffiti page. Ensure that each group member has an opportunity to contribute to the graffiti. Conclude at the original chart page.
<p>After</p> <ul style="list-style-type: none"> Designate #s to be reporters and displayers for the chart page (e.g., #3 students will be displayers and #5s will be reporters). This keeps all the students accountable until the last moment. As each group reports, ask other students to record in their notes the top three items of interest or concern to them, leaving spaces between each item. Invite students to reread the assigned reading and add page numbers to the top three items they chose from each report, in preparation for more complete notes. 	<ul style="list-style-type: none"> Review the original chart page together to ensure they can read and understand each item. Display and report the information on their chart page, as requested by the teacher. As other groups report, individually record the top three items of interest or concern in one’s own notes. Reread the textbook chapter and add page numbers to the three items listed from each of the other groups’ reports, to prepare for making more complete notes.

Graffiti Questions: Canadian Food Supply and Production

- Subheadings from a textbook chapter often provide very useful topics for graffiti charts when you turn them into questions.
- In this instance, the topics are based on subheadings from a Foods and Nutrition textbook. Chapter 24, Canadian Food Supply and Production, in *Food for Today* (Toronto: McGraw-Hill Ryerson, 2004).
- Try to keep questions short so that they do not take up much space on the chart.

Questions:

1. What are the five major agricultural production sectors in Canada?
2. What geographical factors affect the growth of agricultural commodities (foods produced through agriculture) in a region?
3. What is the meaning of the phrase, “the earth as an apple”?
4. What does a marketing board do?
5. What are co-operatives?



Graffiti Questions: Canadian Food Supply and Production (Answer Key)

1. What are the five major agricultural production sectors in Canada?

Five major agricultural production sectors in Canada are:

- Grains and oilseeds..... 34%
- Red meats..... 27%
- Dairy..... 12%
- Horticulture..... 9%
- Poultry and eggs..... 8%

This equals 90% of the commodities produced in this country. “Other” equals 10%.

(Answer found on page 495).

2. What geographical factors affect the growth of agricultural commodities (foods produced through agriculture) in a region?

Geographical factors affecting the growth of agricultural commodities (foods produced through agriculture) in a region are:

- Extreme range of climates
- Availability of arable land
- Types of soil

*Only 2.3% of the land in Canada is good or excellent for farming. Much of it is found in southern areas of the country and it is also being used for urban development.

(Answer found on page 500).

3. What is the meaning of the phrase, “ the earth as an apple”?

“The earth as an apple” is a simile. The earth is being compared to an apple. This is a very good visual exercise to do with your students. The apple is cut into parts to explain how little useable land there is on this planet to produce food for humankind.

(Answer found on page 501).

4. What does a marketing board do?

Functions of marketing boards:

- Monitor consumer demand provincially and nationally
- Determine the amount of commodity e.g. grain that will be used
- Provincial marketing boards set quotas for the producers telling them how much of the commodity e.g. eggs they can produce
- Set the price paid to the producer for the commodity

(Answer found on pages 504 and 506).

5. What are co-operatives?

Co-operatives are groups of people who have a common goal and who work together for the benefit of the entire group. They play an important part in Canadian agriculture. They process and market products such as fruits and vegetables and livestock.

(Answer found on page 506).

Reacting to Reading: **Responding to Text (Graffiti)**

Food and Nutrition Global Food Issues (unit 5)

Good readers 'wake up' and use the information they have about a topic in order to help them understand what they are reading. (Cris Tovani, 2000)

Graffiti is a collaborative learning strategy that can be used before or after an assigned reading. Here you can see how it might be used after reading. The strategy involves students working in groups to generate and record ideas on chart paper. The teacher sets up as many chart pages as there are groups. On each chart page, the teacher writes a topic related to the assigned reading. The groups travel in rotation from chart to chart, writing responses to the topic and to the comments previously written by other groups.

Purpose

- Provide an opportunity for students to make a personal connection to a topic or unit of work by expressing their opinions, demonstrating their understanding of the assigned text, and making connections to their prior knowledge and experience.

Payoff

Students will:

- connect their personal knowledge and experience with a curriculum topic or issue.
- expand their understanding of the reading by seeing and hearing the ideas and opinions of others.

Tips and Resources

- Use a numbered heads strategy to randomly assign roles in small groups. For example, if you are working with groups of five, have the students in each group "number off" from 1 to 5. After the students have numbered off, assign a particular role (e.g., recording, reporting, displaying work, etc.) to each number. Rotate the roles as the students continue with the exercise.
- For sample role descriptions designed to promote small-group discussion, see the **Group Roles** strategy in the Oral Communication section of *Think Literacy: Cross-Curricular Approaches, Grades 7-12* p.158.
- In the version of graffiti described here, each group uses a different coloured marker so that everyone can identify which group made which contribution to the charts.
- After a specified period (usually no more than three to five minutes), and at a specific signal, each group rotates to the next chart page until the group has traveled full circle and arrived back at its page.
- The rotation and recording aspect of the strategy should take about 15 to 20 minutes. If groups have too much time at any chart page, there won't be anything for subsequent groups to write.
- Subsequent groups may put checkmarks beside ideas to agree with them, may write disagreements beside items already recorded, or may add new information and ideas to the chart page. They may also put question marks beside items that they feel require clarification.
- For tips on generating topics and sample questions, see Teacher Resource, *Graffiti Questions: Global Food Issues*.
- For sample answers, see Teacher Resource, *Graffiti Questions: Global Food Issues (Answer Key)*.

Siebert, M., Kerr, E., (1994). Chapter 13, Global Food Issues, *Food For Life* (pp. 294--309). Toronto: McGraw-Hill Ryerson.

Further Support

- Pre-teach some vocabulary related to the topic or issues, to support struggling or ESL students. Consider putting key terms on the Word Wall.
- Assign two students the role of reporter, to ensure that struggling or ESL students are supported if they are chosen as the reporter.

Reacting to Reading: Responding to Text (Graffiti)

Food and Nutrition Global Food Issues (unit 5)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Assign the reading of Chapter 13, Global Food Issues, p. 294-306, from <i>Food for Life</i>. Determine how many groups of five you will have in the class, and set up that many “stations”. At each station, put a chart page and a different-coloured marker. On each page, write one issue or topic related to the reading. See Teacher Resource, <i>Graffiti Questions: Global Food Issues</i> Define graffiti for the class (e.g., “scribbling on walls or public places that represents a highly personal expression of thoughts or feeling”), or ask students for definitions. Explain the graffiti process to students. Groups of five students will begin at a chart paper page, choosing one student to record their information and ideas with a coloured marker. Ask students to number off from 1 to 5 to create groups. Indicate that #1 will be the recorder for the first chart page. Recorders for later chart pages will follow sequentially, and other students will be designated at the end of the rotation to display and report on the original chart page. 	<ul style="list-style-type: none"> Read the assigned text. Contribute to the discussion about graffiti. Listen carefully to instructions about the process. Clarify if needed.
<p>During</p> <ul style="list-style-type: none"> After a specified length of time, ask groups to rotate to the next chart page, taking the same coloured marker with them. At the next chart page, a new recorder will be chosen to write down ideas and information, and so on. Monitor activity and remind students of the task and process. 	<ul style="list-style-type: none"> Rotate as a group to each chart page, keeping the same coloured marker. Respond to the next topic or question using the same coloured marker they began with. Have a different recorder for each chart page they encounter. Take turns contributing ideas and information to the graffiti page. Ensure that each group member has an opportunity to contribute to the graffiti. Conclude at the original chart page.
<p>After</p> <ul style="list-style-type: none"> Designate #s to be reporters and displayers for the chart page (e.g., #3 students will be displayers and #5s will be reporters). This keeps all the students accountable until the last moment. As each group reports, ask other students to record in their notes the top three items that interest or concern to them, leaving spaces between each item. Invite students to reread the assigned reading and add page numbers to the top three items they chose from each report, in preparation for more complete notes. 	<ul style="list-style-type: none"> Review the original chart page together to ensure they can read and understand each item. Display and report the information on their chart page, as requested by the teacher. As other groups report, individually record the top three items of interest or concern in one’s own notes. Reread the textbook chapter and add page numbers to the three items listed from each of the other groups’ reports, to prepare for making more complete notes.

Notes

Graffiti Strategy: Global Food Issues

- Subheadings from a textbook chapter often provide very useful topics for graffiti charts when you turn them into questions.
- In this instance, the topics are based on subheadings from a Foods and Nutrition textbook. Chapter 13, Global Food Issues, in *Food for Life* (Toronto: McGraw-Hill Ryerson, 1994).
- Try to keep questions short so that they do not take up much space on the chart.

Questions:

- 1. How is your diet different from that of your grandparents?**
- 2. What is the definition of the term “agribusiness”?**
- 3. In developing countries, what role do women play on the farm?**
- 4. Why does desertification occur?**
- 5. Why do hundreds of millions of people in the world go hungry?**

*The questions are bolded so that they may be cut them apart and put them in a container for a random draw.

Graffiti Strategy: Global Food Issues (Answer Key)

1. How is your diet different from that of your grandparents? Answer found on p. 294.

Your ancestors ate locally grown foods such as vegetables and poultry. Today, we often eat foods produced in other parts of the world, for example, bananas from Central and South America. We have supermarkets with, for example, pineapple canned in the Philippines. We have a wider variety of foods all year round due to modern food processing and refrigeration techniques and improved transportation systems. Some of the foods we eat today did not even exist in your grandparents' time. They have been produced through technology.

2. What is the definition of the term “agribusiness”? Answer found on p. 295.

Agribusiness is food production that combines agriculture and big business. Food then becomes a commodity or economic good that can be produced and traded for profit. That is why farms around the world are competing with each other to grow the cheapest food. Also the farms have become larger to produce more goods. Technological changes in farm machinery, the breeding of plants and the use of computers all play a part in the global production of food.

3. In developing countries, what role do women play on the farm? Answer found on p. 297- 298.

In developing countries, women on the farm:

- Plant, weed and harvest food
- Care for livestock
- Grind grains
- Care for homes and families
- Market surplus food from subsistence gardens

* Women grow and process at least half of the world's food. When family land is used for cash cropping, women and children do the bulk of the work but the man is paid for the work of his family.

4. Why does desertification occur? Answer found on p. 298- 299.

Desertification is land lost when drought strikes and farmland and pasture turns into desert.

Causes:

- Climatic change
- Over cultivation
- Prolonged use of heavy machinery
- Monocropping
- Overuse of chemical fertilizers and pesticides
- Improper irrigation
- Overgrazing
- Deforestation

5. Why do hundreds of millions of people in the world go hungry? Answer found on p. 301.

Hundreds of millions of people in world go hungry because:

- Total world food supplies are not divided equally
- Food resources are not evenly spread out
- About 25% of the people consume 70% of the world's food
- People with the most money get the food
- Food that could feed people is also used to feed farm animals and pets
- Crop failure caused by, for example, floods, droughts, insects
- War disrupts food supplies

* Deaths from nutrition related sickness and diseases result.

Reading Different Text Forms: Reading Informational Texts

Food and Nutrition Canada's Food Guide to Healthy Eating (unit 3)

Informational text forms (such as explanations, reports, news articles, magazine articles and instructions) are written to communicate information about a specific subject, topic, event or process. These texts use vocabulary, special design elements, and organizational patterns to express ideas clearly and make them easier to read. Providing students with an approach to reading informational texts helps them to become effective readers.

Purpose

- Become familiar with the elements and features of informational texts used in any course.
- Explore a process for reading informational texts, using a range of strategies for before, during, and after reading.

Payoff

Students will:

- become more efficient at “mining” the text for information and meaning.
- practise essential reading strategies and apply them to different course-related materials.

Tips and Resources

- Some of the features of informational texts are headings, subheadings, questions, introductions, summaries, overviews, and illustrations. These work together to draw readers into the text at different levels. For example, in a magazine article, a heading is meant to grab your attention and give you an idea of what the article is about, while the accompanying photographs and captions might add information not included in the body of the article.
- Many informational texts are divided into sections or chapters, and are organized internally in ways that add meaning – for example, by sequence, chronology, cause/effect, comparison/contrast, classification, description, or definition. For example, news articles use a special organization pattern called the *inverted pyramid* to answer the 5WH questions (Who, What, When, Where, Why and How), and present the facts and supporting details in order of importance.
- Many informational texts use visual elements (such as typeface, size of type, colour, margin notes, photographs and diagrams) to emphasize important words and concepts. Different texts use these features in different ways to effectively present information.
- Words such as *then*, *next*, *while*, *beside*, and *following* are often used to indicate a time or spatial relationship.
- How you read informational text will depend on your purpose for reading. If you want to find specific information in a textbook, you might refer to the table of contents to decide where to start reading, examine the headings and subheadings, and then skim through the section looking for key words and phrases related to the topic. Once you have located the appropriate section, a closer reading will help you find the information and supporting details.
- See Student Resource Sheet, *Tips for Reading Informational Texts-Canada's Food Guide to Healthy Eating*. This sheet can be handed out to students or made into an overhead.
- See Student/Teacher Resource Sheet, *Using the Food Guide*.

Further Support

- Provide students with an advance organizer to guide them as they read a particular text. This might be a series of prompts related to the reading task.
- See strategies for before reading, such as **Previewing a Text**, and **Analyzing the Features of a Text**. Refer to these to support and reinforce the ideas described here.

Reading Different Text Forms: Reading Informational Texts

Food and Nutrition Canada's Food Guide to Healthy Eating (unit 3)

What teachers do

Before

Before reading, help students to connect new content and ideas to their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. For example:

- Ask students to **brainstorm** related ideas, concepts and vocabulary, **recall** previous experiences and feelings related to the subject, recall what they have learned about the topic, or **list questions** they might have about the topic.
- Provide students with related experiences, discussion topics, readings, or background information to **increase background knowledge**.
- Pose questions to students before they read, to help them **determine a purpose** for reading.
- Invite students to ask questions about the content.
- Model (using a “think aloud”) how to **predict** the content based on the features of text, specialized vocabulary, illustrations, introductory information or personal experiences. **Skim, scan, and sample** the text to make informed predictions.
- **Identify** and pre-teach unfamiliar vocabulary and concepts that appear in the text.

During

During reading, help students to connect the information and ideas in the text to what they already know as they monitor their understanding. (Monitoring their understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning.) For example:

- Have students describe and model the different reading strategies they might use, such as **predicting, questioning, activating prior knowledge, inferring, monitoring, adjusting, rereading, and decoding**.
- Model (using a “think aloud”) strategies for pausing and thinking about the text. Encourage students to **chunk** the text, **read, pause, think** and **ask questions** or **make notes** about the section of text.
- Demonstrate how to **use a graphic organizer to categorize** and select main ideas, important details, and questions as you read. For example, comparison charts, T-charts, or Venn diagrams can help students to identify the ideas being compared and how they are similar and different.
- Invite students to **visualize** the concepts as they read.
- Have partners share and compare the visualizations.
- Provide students with **focus** questions, such as the following:
 - What are the main ideas?
 - How has the writer organized them?
 - How does the writer support the main ideas?
 - What is the writer’s viewpoint?
 - Is this a useful source of information?

After

After reading, help students to **consolidate** and **extend** their understanding of the content. For example:

- Ask partners to **restate** or **paraphrase** what they have read, and **note similarities and differences** in the retelling.
- Model how to **summarize** the reading selection (using a “think aloud”) by identifying the essence of the text, choosing the most important information, and organizing the information to convey the **key ideas** of the selection.
- Have students suggest possible diagrams or **graphic organizers** to illustrate connections among the topics, main ideas, supporting details, and prior knowledge.
- Review the process that students used for reading informational text, including strategies for before, during and after reading. See Student Resource, *Tips for Reading Informational Texts: Canada’s Food Guide to Healthy Eating*.

Notes



Tips for Reading Informational Texts: Canada’s Food Guide to Healthy Eating

1. Before reading

What is your purpose for reading this chapter, pamphlet or website on Canada’s Food Guide to Healthy Eating?

- I am interested in eating healthier.
- I would like to learn how to prepare better meals.
- I want more energy.
- This is an assignment or project.

2. Scan the entire reading

What elements jump out at you?

- Headings
- Subheadings
- Illustrations
- Captions
- Other

What do you already know about the topic? _____

Why do these elements grab your attention? Is it the use of colour, size of font, other? _____

3. Read Student/Teacher Resource, *Using the Food Guide*.

What words or sentences catch your eye? _____

What is the illustration about? _____

Record some questions you might have about the topic. _____

Student/Teacher Resource

Using the Food Guide

What is Canada's FOOD GUIDE to Healthy Eating?

IT IS A GUIDE to help you make wise food choices. The rainbow side of the Food Guide places foods into 4 groups: Grain Products, Vegetables and Fruit, Milk Products, Meat and Alternatives. It also tells you about the kinds of foods to choose for healthy eating.

The bar side of the Food Guide helps you decide how much you need from each group every day. It shows you serving sizes for different foods.

The bar side of the Food Guide tells you how other foods that are not part of the 4 food groups can have a role in healthy eating. Because some of these 'other foods' are higher in fat or Calories, the Food Guide recommends using these foods in moderation.

The Food Guide suggests a way of eating for people over the age of 4.



This website explains how to best use [Canada's Food Guide to Healthy Eating](http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/using_food_guide_e.html). It will help you make food choices for healthier eating every day.

Health Canada. Office of Nutrition Policy and Promotion. (2002, October 9). *Using the Food Guide*. Retrieved June 27, 2004, from http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/using_food_guide_e.html

Reading Different Text Forms: Reading Graphical Texts

Food and Nutrition Determining Fat Content (unit 4)

Graphical text forms (such as diagrams, photographs, drawings, sketches, graphs, schedules, maps, charts, timelines, and tables) are intended to communicate information in a concise format and illustrate how one piece of information is related to another. Providing students with an approach to reading graphical text also helps to them to become effective readers.

Purpose

- Become familiar with the elements and features of graphical texts used in any course.
- Explore a process for reading graphical text, using a range of strategies for before, during and after reading.

Payoff

Students will:

- become more efficient at “mining” graphical texts for information and meaning.
- practise essential reading strategies and apply them to different course-related materials.

Tips and Resources

- Sometimes a complicated idea or concept can be communicated more easily through a chart, graph, diagram or illustration. Many informational texts include graphics to supplement the main ideas and provide clues to the important concepts in the text. Some of the features of graphical texts include:
 - print features (such as typeface and size of type, bullets, titles, headings, subheadings, italics, labels, and captions).
 - organizational features (such as tables of contents, legends, keys, pronunciation guides, labels, and captions).
 - design features (such as colour, shape, line, placement, balance, and focal point).
- Each graphical text uses these elements and features in different ways to effectively present information in a condensed format. For example, a chart or table may illustrate key information and show how pieces of information relate to each other. A table uses columns and rows to organize the information and may include a title that describes the main idea or subject, and a caption to explain the purpose of the table.
- See Student Resource, *Tips for Reading Graphical Texts*. Focus on one or two tips at a time to help students before, during, and after the assigned reading. Add tips as needed to guide the students as they read.
- For more information, see:
 - Student Resource, *Reading Graphical Texts: Determining Fat Content of Food*.
 - Teacher Resource, *Reading Graphical Texts: Determining Fat Content of Food – Answers*.

Think Literacy: Cross-Curricular Approaches, Grades 7-12. 2003.

Further Support

- Provide students with an advance organizer to guide them as they read a particular text. This might be a series of prompts to guide them through the reading task.

Reading Different Text Forms: Reading Graphical Texts

Food and Nutrition Determining Fat Content (unit 4)

What teachers do

Before

Book the computer lab to be able to access the .pdf chart Nutrient Value of Some Common Foods on the Health Canada web site:

http://www.hc-sc.gc.ca/food-aliment/ns-sc/nr-rn/surveillance/e_nutrient_value_of_some_common_.html

or download the document and provide a class set for students to refer to. Before reading, help students to connect new content and ideas to their prior knowledge by encouraging them to think about what they already know about calculating the fat content of food and the type of graphical text.

For example:

- Ask students to **brainstorm** which foods they know contain a lot of fat, how much fat, carbohydrates, and protein should comprise the day's energy intake, explain why the portion size of food is important to calculating nutrient intakes, recall/review how a variety of nutrients are measured (kcal, g, mg, IU, µg, NE).
- Provide students with related experiences, discussion topics, readings or background information to **increase background knowledge**.
- Pose questions to students before they read, to help them **determine a purpose** for reading.
- Invite students to ask questions about the graphic's purpose (*Nutrient Content of Some Common Foods*) and the information in it.
- Model (using a "think aloud") how to **predict** the content based on the features of the graphic, specialized language, related written information, or personal experiences. **Skim, scan** and **sample** the graphical text to make informed predictions. Predict which foods may have a high amount of Vitamin C, Vitamin A, etc.
- **Identify** and pre-teach unfamiliar vocabulary and concepts that appear in the graphical text (kcal, g, mg, IU, µg, NE).

During

During reading, help students to connect the information and ideas in the graphical text to what they already know as they monitor their understanding. For example:

- Have students describe and model the different reading strategies they might use, such as **predicting, questioning, activating prior knowledge, inferencing, reading slowly, and rereading**.
- Model (using a "think aloud") strategies for pausing and thinking about the text. Encourage **students** to examine parts of the text, **read, pause, think, and ask questions or make notes** about how this information relates to other parts of the text.
- Demonstrate how to paraphrase the information presented. For example, use the sentence stem "This means...".
- Invite students to **organize** the information in a different way. Ask students to share and compare their interpretations.
- Provide students with **focus** questions such as:
 - What is the purpose of this graphic?
 - What information is provided?
 - Is all-important information included? What information is missing?
 - How is the information organized?
 - How does this information relate to what you already know about the topic?
 - Is this a useful source of information?

After

After reading, help students to **consolidate** and **extend** their understanding of the content.

- In pairs, ask students to use the chart to determine the fat content of two menus, see Student Resource, *Reading Graphical Texts: Determining Fat Content of Food*. Ask students to suggest how to get started. Using a "think aloud" process, **make connections** between prior knowledge and what the content is saying.
- Have students suggest possible ways to **check the accuracy** and **reliability** of the information presented.
- Review the process that students used for reading graphical texts, including strategies for before, during and after reading. See Student Resource, *Tips for Reading Graphical Texts*.



Tips for Reading Graphical Texts

Before Reading

- Set a purpose for reading. Ask yourself why you are reading this particular text.
- Look over the text to determine what type it is and which elements are used.
- Examine the titles, headings, captions and images. Start with the title. The title tells you what the graphic is about. The captions may also use words and phrases from the text to show how the graphic is related to the information in the written text (e.g., “Figure 1.6”).
- Recall what you already know about the topic or subject.
- Record some questions you might have about the information presented.

During Reading

- Read all the labels and examine how they are related to the graphic. Each label has a purpose. The most important labels may be in capital letters, bold type, or a larger font.
- Follow the arrows and lines. They may be used to show movement or direction, or connect to the things they name.
- Look for the use of colour or symbols to emphasize important words and information. Some graphical texts have a legend or a key to explain the meaning of specific symbols and colours.
- Study the image carefully. See if you recognize the details in the image. Read the text near the picture to find an explanation of the information in the graphic. Use the figure number or title and key words to find and read the related information in the written text.
- Identify the relationships among the visuals and information presented.

After Reading

- Interpret the information conveyed in any of the graphics (e.g., diagrams, charts, graphs, maps). Ask yourself why this information might be important.
- Rephrase information orally or in writing. Imagine that you are explaining the graphic to someone who has not read it.
- Create your own graphical text (e.g., graph, map, diagram, table, flow chart) to represent the important information.



Reading Graphical Texts: Determining Fat Content of Food

Menu 1			Menu 2		
	Total Fat g	Energy kcal		Total Fat g	Energy kcal
Breakfast			Breakfast		
pancakes, whole wheat, 2x10cm			buttermilk biscuits, baked 1		
maple syrup, 45 mL			½ grapefruit, pink		
apple juice, from can, 125 mL			cheese, cheddar, 2 slices		
			oatmeal cereal, 175 mL		
			2% milk, 125 mL		
Lunch			Lunch		
fries, from frozen, 20			yoghurt, coffee flavour		
hamburger, single, plain			submarine with cold cuts, 1		
salad, 250 mL			apple, slices (from 1 whole)		
dressing, Italian, 15 mL			pretzels, 20 sticks		
soft drink, cola, 250 mL			2% milk, 250 mL		
chocolate chip cookies (from margarine) 2			animal crackers, 6		
Dinner			Dinner		
beef stew, 250 mL			baked potato, all, 1		
couscous, 125 mL			chicken breast, fried		
mixed vegetables, from frozen, 125 mL			carrot, raw 1		
milk, skim, 250 mL			2% milk, 250 mL		
ice cream, chocolate, 250 mL			broccoli, steamed, 125 mL		
			rice pudding, 125 mL		
TOTALS			TOTALS		

1. Calculate the percentage of calories that comes from fat from each day's menu.
2. Which menu has the highest fat content?



Reading Graphical Texts: Determining Fat Content of Food – Answers

Menu 1			Menu 2		
	Total Fat g	Energy kcal		Total Fat g	Energy kcal
Breakfast			Breakfast		
pancakes, whole wheat, 2x10cm	6	184	buttermilk biscuits, baked, 1	7	191
maple syrup, 45 mL	-	156	½ grapefruit, pink	-	37
apple juice, from can, 125 mL	-	62	cheese, cheddar, 2 slices	10	137
			oatmeal cereal, 175 mL	2	99
			2% milk, 125 mL	2.5	64
Lunch			Lunch		
fries, from frozen, 20	10	262	yoghurt, coffee flavour	3	161
hamburger, single, plain	12	274	submarine with cold cuts, 1	19	456
salad, 250 mL	-	23	apple, slices (from 1 whole)	-	82
dressing, Italian, 15 mL	10	93	pretzels, 20 sticks	-	38
soft drink, cola, 250 mL	-	107	2% milk, 250 mL	5	128
chocolate chip cookies (from margarine) 2	10	156	animal crackers, 6	-	94
Dinner			Dinner		
beef stew, 250 mL	5	178	baked potato, all, 1	-	220
couscous, 125 mL	-	82	chicken breast, fried	8	322
mixed vegetables, from frozen, 125 mL	-	57	carrot, raw 1	-	35
milk, skim, 250 mL	-	90	2% milk, 250 mL	5	128
ice cream, chocolate, 250 mL	16	302	broccoli, steamed, 125 mL	-	27
			rice pudding, 125 mL	2	170
TOTALS	69g	2026 kcal	TOTALS	63.5g	2389 kcal

1. Calculate the percentage of calories that comes from fat from each day’s menu.

Menu #1 - 69g fat x 9 kcal/g = 621 kcal
 621 kcal/2026 kcal total x 100 = 30.65%
 30.65% of daily calories comes from fat.

Menu #2 - 63.5g fat x 9 kcal/g = 571.5 kcal
 571.5 kcal/2389 kcal total x 100 = 23.92%
 23.92% of daily calories comes from fat.

2. Which menu has the highest fat content? **Menu #1**

Reading Different Text Forms: Following Instructions

Food and Nutrition Parts of a Recipe (unit 2)

Students are expected to read and follow instructions in every subject area. This strategy asks students to examine different types of instructions, their features and elements, and how the features, language and organizational patterns can be used to help the reader understand and complete a task.

Purpose

- Provide students with strategies for reading, interpreting and following instructions to complete a specific task.
- Learn how instructions are organized.

Payoff

Students will:

- identify purposes for reading instructions.
- develop a process for reading and following instructions.

Tips and Resources

- Instructions give detailed step-by-step information about a process or a procedure (e.g., directions, recipes, experiments, manuals, tests). They are sometimes called procedures or how-tos. Most instructions use organizational patterns, language, and features (diagrams and illustrations, bold or italic type, headings, numbers, lists) to help the reader identify the task and the best way to complete it; however, some instructions are complicated without any features to help the reader determine the sequence of steps.
- For more information, see:
 - Student/Teacher Resource, *Instruction Analysis: Recipe Components*.
 - Student/Teacher Resource, *Instruction Analysis: Correct Order*.
 - Teacher Resource, *Instruction Analysis: Recipe Components (Answer Key)*.
 - Teacher Resource, *Instruction Analysis: Correct Order (Answer Key)*.

Witte, J. et al. (2004), *Food for Today*, First Canadian Edition. Toronto: McGraw-Hill Ryerson.

Siebert, M., Kerr, E. (1994), *Food for Life*. Toronto: McGraw-Hill Ryerson.

Further Support

- Provide students with list of typical signal words and task prompts and suggestions/strategies for responding to them in your subject area. (e.g., explain, list, summarize, give reasons for, select, choose, support).
- Provide students with flow charts and timelines to help track successful completion of oral or written instructions.
- Create a class framework for reading instructions such as:
 - Preview.
 - Highlight and annotate.
 - Think aloud and visualize.
 - Reread.
 - Go step-by-step.
 - Read the diagrams.
 - Ask questions.
- Have students read a set of instructions that has irrelevant or repeated information, or is poorly organized (you can create this by inserting sentences into or omitting sentences from a sample you already have). Have students identify the irrelevant or repetitious information and sentences, and highlight the important information. Ask students to determine what information is missing. Ask students to rewrite the instructions. Compare the original, the modified example, and the students' work. Note similarities and differences, and suggest reasons for the writers' decisions. Have students determine the most effective set of instructions and identify the elements that made the instructions easy to follow.
- Provide students with opportunities to follow oral instructions, and discuss how they were able to complete the instructions and what was challenging, confusing or frustrating.

Getting Ready to Read: Previewing a Text

Food and Nutrition Parts of a Recipe (unit 2)

What teachers do
Before

- Produce a class set of recipes. See Student/Teacher Resource, *Instruction Analysis: Recipe Components*.
- Ask students to **recall** an important occasion when they had to follow a set of instructions (e.g. proper hand washing technique, operating a sewing machine, setting a table). Discuss what was challenging and easy about following the instructions.
- Ask students to recall what made some instructions effective and easy to follow.
- Make a list of the elements and features of a recipe with the class (e.g. recipe ingredients are listed in order that they are used, ingredients must be carefully measured).
- Compare this list with the list on the Student/Teacher Resource, *Instruction Analysis: Recipe Components*. Identify each of the parts.
- List all the action words found in the recipe method. See Teacher Resource, *Instruction Analysis: Recipe Components (Answer Key)*.
- List all the equipment, which would be needed for this recipe. See Teacher Resource, *Instruction Analysis: Recipe Components (Answer Key)*.
- Make copies of the bacon cornbread recipe that has a set of instructions, which has been scrambled. Working in partners, ask students to recreate the instructions and talk about the clues they used to reconstruct the instructions. See Student/Teacher Resource, *Instruction Analysis: Correct Order*.
- Compare the groups' reconstruction and discuss the decisions they made. Identify the strategies they used to determine the task and the sequence. See Teacher Resource, *Instruction Analysis: Correct Order (Answer Key)*.
- Using both recipes, model for students how to preview the instructions (look at the list of ingredients, check out the equipment needed, decode the action words).

During

- Model reading the introductory material. Provide as many visuals as possible for equipment. Demonstrate signal/action words while reading.
- Ask students to continue reading the instructions using equipment and actions where appropriate.
- Ask small groups to discuss the strategies they used to read the instructions and determine what they were expected to do.
- Ask students how will they know they have followed the instructions correctly.

After

- Clarify any confusing sections of the instructions. Use a flow chart to outline the steps, if necessary.
- Have students work in small groups to complete the instructions. Compare the completed tasks.
- Discuss any problems students had and how they were solved.
- Identify confusing or challenging parts and suggest additional strategies.

Notes



Instruction Analysis: Recipe Components

Instructions: Review with your teacher the components of the recipe listed here. Below, write definitions for **all new terms**, such as yield, combine, blend, etc. Next, list all the equipment you will need for this recipe.

Yield

Blueberry-Oat Muffins (makes 12 muffins)

Exact amount in metric

- 250 mL rolled oats
- 250 mL buttermilk
- 250 mL all-purpose flour
- 5 mL baking powder
- 2 mL baking soda
- 2 mL salt
- 175 mL lightly packed brown sugar
- 1 egg, beaten
- 50 mL melted butter
- 250 mL fresh or frozen blueberries, well drained

Specific list of all ingredients

1. Combine the rolled oats and buttermilk in a small bowl. Let stand.
2. Combine flour, baking powder, baking soda, salt and sugar in a large mixing bowl. Stir well to blend.
3. Add the beaten egg and melted butter to the oat mixture. Mix well.
4. Add oat mixture all at once to the dry ingredients. Stir just until the ingredients are moistened.
5. Gently fold in blueberries.
6. Fill well-greased muffin cups $\frac{3}{4}$ full.
7. Bake at 400°F(200°C) for 15-20 minutes.

Mixing Instructions/ Directions

Cooking Temperature and Cooking Time

Adapted from Bailey, L., and M. Wright. (1988) Dairy Delicious. Calgary: Dairy Delicious Publishing Ltd.

Student/Teacher Resource

Instruction Analysis – Correct Order

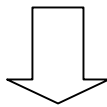
Bacon Cornbread- All Mixed Up!

Source: Lovesick Lake Native Women’s Association.(1985) cited in Witte et al. (2004). *Food for Today*. Toronto:McGraw-Hill Ryerson.



325 mL	flour
250 mL	cornmeal
125 mL	sugar
7 mL	baking powder
2 mL	baking soda
5 mL	salt
1	egg, beaten
375 mL	evaporated milk
20 mL	vinegar
75 mL	melted butter/bacon drippings
8 slices	cooked bacon, crumbled

Make a well in dry (flour) ingredients bowl.
 Add liquid ingredients to dry ingredients.
 Bake at 350°F for 40 to 45 min.
 In a separate bowl combine egg, evaporated milk, vinegar, and bacon drippings.
 Yield: 16 pieces.
 Pre-heat oven to 350°F.
 In a large bowl, combine flour, cornmeal, sugar, baking powder, baking soda, salt, and crumbled bacon.
 Stir just until the flour is moistened.
 Pour into greased 20-cm (8-inch) square pan.



Place Method in Correct Order

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Instruction Analysis – Recipe Components (Answer Key)

Yield

Blueberry-Oat Muffins (makes 12 muffins)

Exact amount in metric

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4. Add oat mixture all at once to the dry ingredients. Stir just until the ingredients are moistened.
5. Gently fold in blueberries.
6. Fill well-greased muffin cups $\frac{3}{4}$ full.
7. Bake at 400°F(200°C) for 15-20 minutes.

Mixing Instructions Directions

Cooking Temperature and Cooking Time

- List all action words in the Method:
- beat
 - combine
 - stir
 - add
 - mix
 - fold
 - fill
 - bake

- List all equipment needed:
- dry measuring cups
 - liquid measuring cups
 - measuring spoons
 - small mixing bowl
 - large mixing bowl
 - wooden spoon
 - rubber spatula
 - muffin tin
 - oven mitts
 - cooling rack

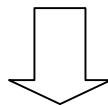
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- Stir just until the flour is moistened.
- Pour into greased 20-cm (8-inch) square pan.



Place Method in Correct Order

1. Preheat oven to 350 °F.
2. In a large bowl, combine flour, cornmeal, sugar, baking powder, baking soda, salt, and crumbled bacon.
3. In a separate bowl combine egg, evaporated milk, vinegar, and bacon drippings.
4. Make a well in dry (flour) ingredients bowl.
5. Add liquid ingredients to dry ingredients.
6. Stir just until the flour is moistened.
7. Pour into greased 10-cm (8-inch) square pan.
8. Bake 350 °F for 40 to 45 min.
9. Yield: 16 pieces.



Generating Ideas: **Rapid Writing**

Food and Nutrition Preventing Kitchen Accidents (unit 2)

When students engage in *rapid writing* at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.

Purpose

- Help students to start writing and ultimately to produce more writing.
- Encourage fluency in generating ideas for writing on any topic, in any subject area.
- Help students begin organizing ideas.

Payoff

Students will:

- rapidly generate fresh ideas about topics in any subject area.
- write down ideas without self-editing.
- generate raw material for more polished work.
- complete writing activities on time, overcome writer's block, and improve test-taking skills.

Tips and Resources

- This strategy is to be used to generate ideas on the prevention of kitchen accidents.
- It is a pre-writing strategy. Students brainstorm ideas and prior knowledge on the topic which will aid in the flow of ideas.
- For more information, see:
 - Student/Teacher Resource, *Tips for Rapid Writing*.
 - Student Resource, *Classifying and Organizing Ideas: Preventing Kitchen Accidents*.
 - Student Resource, *Home Safety Inspection Audit*.

Siebert Myrtle, et al (1994), *Food for Life*. Toronto: McGraw-Hill Ryerson p.69-72.

Witte, Jane, et al. (2004), *Food for Today, 1st Canadian Edition*. Toronto: McGraw-Hill Ryerson p.71-78.

Further Support

- Write the topic on the board, and do not repeat it orally if a student comes in late. Instead, point at the board. This also reinforces the topic for visual learners and for students who have poor aural memory.
- Encourage students to use the rapid writing strategy to overcome anxiety for tests or assignments.
- Use timed writing for parts of a task e.g., as many words as possible in three minutes, then as many more as possible in the next three min, etc.
- Vary criteria; some students may need to work in point form, or stop and break after three minutes.
- Save completed rapid writing samples to use later to teach writing conventions or organization of ideas.
- Vary the amount of time you give to students.
- Post the topic-related vocabulary in the classroom as an aid for struggling students.



Generating Ideas: Rapid Writing

Food and Nutrition Preventing Kitchen Accidents (unit 2)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Topic selected is Preventing Kitchen Accidents. • To get students oriented to the topic, take them on a silent walk through the kitchen to help with the generation of ideas or have the students suggest general categories of safety. • Explain that the purpose of rapid writing is to allow students to record what they know about the topic without worrying about repetition, spelling, grammar, or any other errors. • Give directions for rapid writing. See Student/Teacher Resource, <i>Tips for Rapid Writing</i>. 	<ul style="list-style-type: none"> • Optional: Have students suggest categories of safety for rapid writing related to the topic Preventing Kitchen Accidents.
<p>During</p> <ul style="list-style-type: none"> • Give directions for rapid writing. See Student/Teacher Resource, <i>Tips for Rapid Writing</i>. • Give the signal to begin. • Time the students. • Give the signal for students to stop writing. (You may want to give a one-minute warning.) 	<ul style="list-style-type: none"> • At the starting signal, write or type as quickly as possible without stopping or making any corrections.
<p>After</p> <ul style="list-style-type: none"> • Debrief. • Discuss the topic based on what the students have written. Encourage students who don't usually participate. • Focus the students' attention on how their writing can be the starting point for more polished pieces. • As follow up, in small groups (3-4), have students begin classifying and organizing all of their ideas. Use Student Resource, <i>Classifying and Organizing Ideas: Preventing Kitchen Accidents</i>. • Ask groups to develop 12 guidelines (2 for each category) for each student to use to complete a home safety audit in their own homes to determine the level of accident prevention in their homes and to perhaps recommend changes. See Student Resource, <i>Home Safety Inspection Audit</i>. 	<ul style="list-style-type: none"> • Discuss the topic by reading aloud parts of what they have written. • In pairs, explain the thinking behind the categories generated. • In small groups of 3-4, students classify and organize all their ideas onto the Student Resource, <i>Classifying and Organizing Ideas</i>.

Notes



Tips for Rapid Writing

- **Write as fast as you can.**
- **No corrections or erasing allowed.**
- **Write until your teacher says STOP – do not stop before!**
- **Don't lift your pen/pencil from the paper or remove your hands from the computer.**
- **If you get stuck, jumpstart your brain by writing the topic title and extending it to a sentence.**
- **When your teacher says, “stop,” count and record the number of words you have written.**
- **Be prepared to discuss your topic; use the writing you have done to start you off.**



Student Resource

Classifying and Organizing Ideas: Preventing Kitchen Accidents

A. General Safety Guidelines



B. Preventing Falls



C. Preventing Cuts



D. Using Electricity Safety



E. Preventing Fires and Burns



F. Hazardous Chemicals





Home Safety Inspection Audit



Dates of Inspection: Day 1: _____

Day 2: _____

GOOD PREVENTION PRACTICES KITCHEN ACCIDENTS	always	some- times	never	COMMENTS/ OBSERVATIONS
A. General Safety Guidelines				
1.				
2.				
B. Preventing Falls				
1.				
2.				
C. Preventing Cuts				
1.				
2.				
D. Using Electricity Safety				
1.				
2.				
E. Preventing Fires and Burns				
1.				
2.				
F. Hazardous Chemicals				
1.				
2.				

Comments:



Generating Ideas: Adding Content (Pass It On!)

Food and Nutrition Children and Obesity (unit 4)

This strategy provides feedback to students *before* they start their first draft. Students exchange their *brainstorming* and *notes* for any project - paragraphs, research, process, lab reports, or summaries, and develop questions designed to help them draw out more details for their first draft.

Purpose

- Identify ideas and information that may have been omitted.
- Reconsider and revise initial thinking (such as brainstorming) *before* writing the first draft.
- Teach students how to question others and themselves.

Payoff

Students will:

- ask who, what, where, when, why and how (5W + H), and predict questions while writing.
- add and support ideas, with the help of others and then on their own.

Tips and Resources

- This activity is a good follow-up to **Rapid Writing** and **Setting the Context** (What Do My Readers Want to Know?).
- This strategy may be used before and during writing, especially if students are sharing research.
- For more information, see:
 - Teacher Resource, *Adding Content - Annotated Student Sample*.
 - Student Resource, *Instructions for Adding Content (Pass It On!)*.
- Provide stick-on notes if students find it too confusing to have other students writing on their work.

Further Support

- Teachers should model the process of asking questions about a piece of writing. Alternatively, teachers may post a piece of personal writing and invite students to ask questions about various parts of the piece.
- Students may use brainstorming or first drafts of any assignment they are working on (e.g., research/planning, paragraphs, summaries, lab reports, essays, answers to questions).



Generating Ideas: Adding Content (Pass It On!)

Food and Nutrition Children and Obesity (unit 4)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Review Teacher Resource, <i>Adding Content: Annotated Student Sample</i> on the topic of <i>Children and Obesity</i>. Assign the topic, Children and Obesity, to the class. Distribute Student Resource, <i>Instructions for Adding Content (Pass It On!)</i>. Review who, what, where, when, why and how (5W + H questions), using the handout. Suggest other possible questions. Remind students of the purpose for this activity – to ask questions (based on what is already there) that they would like the writer to answer. Create groups of 4 to 6 students. 	<ul style="list-style-type: none"> Individually brainstorm or make notes for the topic. Read the instructions with the teacher.
<p>During</p> <ul style="list-style-type: none"> Time the students – have them pass their work to the person to their left and add questions to the work that is handed to them. In 3 to 5 minutes, depending on the length of the work, call “time” and have the students pass their work to the left again. Have student continue until the work has been returned to the original author. Ask students to begin answering the questions or making suggestions regarding the questions they see on the papers in front of them, once work has been passed to at least two others in the group. 	<ul style="list-style-type: none"> Within their group, pass work left and quickly skim the work handed to them. As they read, ask questions based on the 5W and how. Work silently. Use stick-on notes and write comments and questions in margins. Start answering some of the questions others have written on the work, once they have questioned the work of at least two of the people in the group, even though it is not theirs.
<p>After</p> <ul style="list-style-type: none"> Use the edited work and the answers to the questions as the basis for a written assignment. 	<ul style="list-style-type: none"> Try to answer as many of the questions as possible when they get their own work back. Use the questions and answers as the basis for responding to the written assignment.

Notes



Instructions for Adding Content (Pass it On!)

When you build a fire, you need just enough wood to get it started. Usually we start with small pieces and then add the larger ones after the fire gets going. That's what we are going to do with your initial ideas or drafts for writing your _____ assignment.

The assignment you have written is like a small flame – it's an idea, and you may need to add more ideas to it. Here's an easy way to learn the questions you need to ask in order to add fuel to your fire. You are going to trade work with people in your group and ask questions without talking.

When you are in your group, you will each pass your work to the person on your left. You will work within a time limit, so work quickly.

Don't worry if you don't finish all of the assignment you are looking at – the next person will probably deal with parts that you don't.

Here's how to add the fuel...

In your groups:

1. Pass your work to the person on your left. Quickly skim the work that *you* have received from the person on your right.
2. As you read, ask questions based on the 5W's and How. Some of your questions might be:
 - What's this all about?
 - What happened?
 - Where did this happen?
 - When did this occur?
 - Who was involved?
 - Why did this occur?
 - What happened as a result?
 - What other choices were possible?
 - How does this affect others?
3. Do not talk until you have passed around all of the work. If you can't read or understand something, don't ask the person. Just write down a question or comment, such as "I don't get this," or "I can't read this."
4. Write in the margin, or at the top of the page, or in the lines – just don't write on top of someone else's writing!
5. Once you have questioned the work of at least two of the people in your group, you may want to start answering some of the questions others have written on the work – even if the work is not yours.
6. When you finally get your own work back, try to answer as many of the questions as you can. The information you give will add to whatever you are writing.



Adding Content: Annotated Student Sample

Topic: Children and Obesity

- high calorie diets and low caloric output
- not enough fruits and vegetables in diet
- diet doesn't meet Canada's Food Guide requirements

How many children are affected?

- need to eat whole foods

What are whole foods?

Why are children inactive?

- inactivity

- fast foods

Which ones are bad? Are there any good ones?

- poor food choices at school

Where in schools can better food choices be made?

- busy schedules and life styles

How can families change?

- convenience foods

- poor family eating patterns

Who can make a difference?

- health risks - short term
- long term

Give examples of each.

Developing and Organizing Ideas: Webbing, Mapping and More

Food and Nutrition Meal Planning (unit 1)

Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes.

Purpose

- Identify relationships and make connections among ideas and information.
- Select ideas and information for possible topics and subtopics.

Payoff

Students will:

- model critical and creative thinking strategies.
- learn a variety of strategies that can be used throughout the writing process.
- reread notes, gathered information and writing that are related to a specific writing task.
- organize ideas and information to focus the writing task.

Tips and Resources

- Strategies for webbing and mapping include:
 - *Clustering* – looking for similarities among ideas, information or things, and grouping them according to characteristics.
 - *Comparing* – identifying similarities among ideas, information, or things.
 - *Contrasting* – identifying differences among ideas, information, or things.
 - *Generalizing* – describing the overall picture based on the ideas and information.
 - *Outlining* – organizing main ideas, information, and supporting details based on their relationship to each other.
 - *Relating* – showing how events, situations, ideas and information are connected.
 - *Sorting* – arranging or separating into types, kinds, sizes, etc.
 - *Trend-spotting* – identifying things that generally look or behave the same.
- For more information, see:
 - Student/Teacher Resource, *Webbing Ideas and Information*.
 - Teacher Resource, *Webbing Ideas and Information - Example*.

Further Support

- Provide students with sample graphic organizers that guide them in sorting and organizing their information and notes e.g., cluster (webs), sequence (flow charts), compare (Venn diagram).
- Have students create a variety of graphic organizers that they have successfully used for different writing tasks. Create a class collection for students to refer to and use.
- Provide students with access to markers, highlighters, scissors, and glue, for marking and manipulating their gathered ideas and information.
- Select a familiar topic (perhaps a topic for review). Have students form discussion groups. Ask students to recall what they already know about the topic, and questions that they will have about the topic. Taking turns, students record one idea or question on a stick-on note and place it in the middle of the table. Encourage students to build on the ideas of others. After students have contributed everything they can recall about the topic, groups sort and organize their stick-on notes into meaningful clusters on chart paper. Ask students to discuss connections and relationships, and identify possible category labels. Provide groups with markers or highlighters to make links among the stick on notes. Display the groups' thinking.



Developing and Organizing Ideas: Webbing, Mapping and More

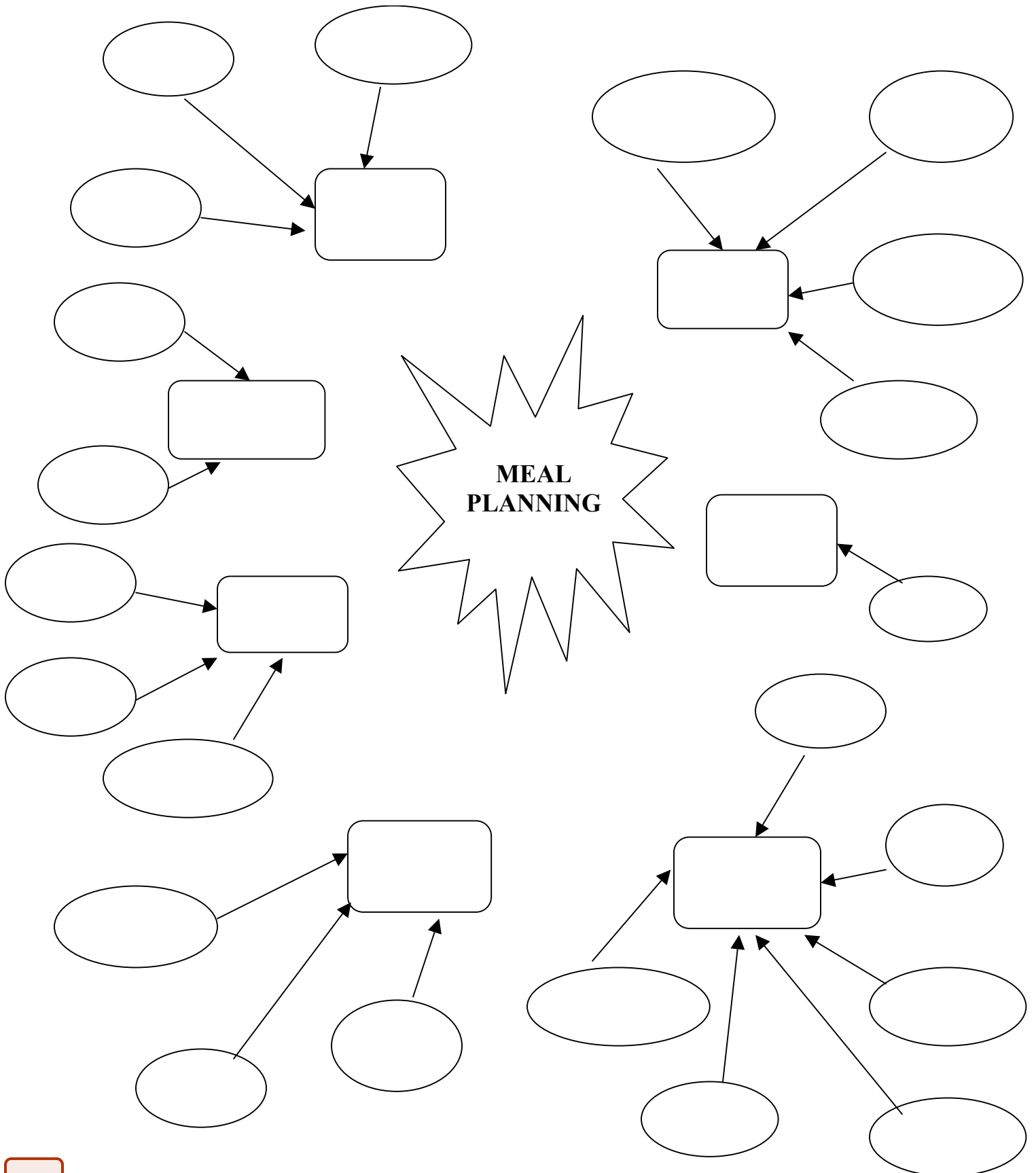
Food and Nutrition Meal Planning (unit 1)

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Introduce the topic, Meal Planning, as a writing task • Prepare an overhead transparency or chart-paper sample of possible ideas and information gathered on the topic. • Using a marker, model for students how to make connections among the ideas and information (e.g., number, circle, colour-code, draw arrows). • Using a strategy such as webbing or mapping makes it easier to see connections and relationships. Writers often use a graphic organizer to manipulate and group their information into meaningful clusters. • Use a web to demonstrate the process of rereading notes and arranging key points to show the connections and relationships. See Student/Teacher Resource, <i>Webbing Ideas and Information</i>. 	<ul style="list-style-type: none"> • Recall what they already know about the topic and writing task. • Make connections to own notes. • Note the links and connections that the teacher makes among ideas and information. Consider the similarities and differences of their own thinking. • Recall past use of a webbing strategy to record or organize thinking.
<p>During</p> <ul style="list-style-type: none"> • Ask students to contribute to the web by identifying important ideas and key information and by suggesting how to place the points to create a web. • Ask students questions to clarify the decisions. For example: <ul style="list-style-type: none"> - What are the big ideas? - Can you identify any patterns and trends? - How are the ideas and information connected? - What evidence or information is missing? - Is a particular viewpoint suggested? - Does the web suggest a writing outline? • Model for students how to use the web to create a possible outline or template for writing a first draft. Consider the generalizations and/or categories that emerge from the connections and relationships, to help identify subtopics, heading and structure. 	<ul style="list-style-type: none"> • Contribute to the discussion • Note the similarities and differences in responses. • Make appropriate additions to the web as ideas are generated. • Generate ideas in the form of webbing. See Student/Teacher Resource, <i>Webbing Ideas and Information – Example</i> for the following question: <ul style="list-style-type: none"> - What aspects do you have to keep in mind when planning a meal?
<p>After</p> <ul style="list-style-type: none"> • Have students refer to their notes for the writing task. • Ask students to create a web by sorting and organizing their ideas and information. • Ask students to reread their webs and use them to create an outline for writing. 	<ul style="list-style-type: none"> • Reread notes and identify important information and ideas. • Use the question prompts to re-phrase notes, identify key points, and group the ideas and information to create a web. • Share and compare webs. • Make the connection between the web and possible ways or organizing the information and ideas into a template for writing.

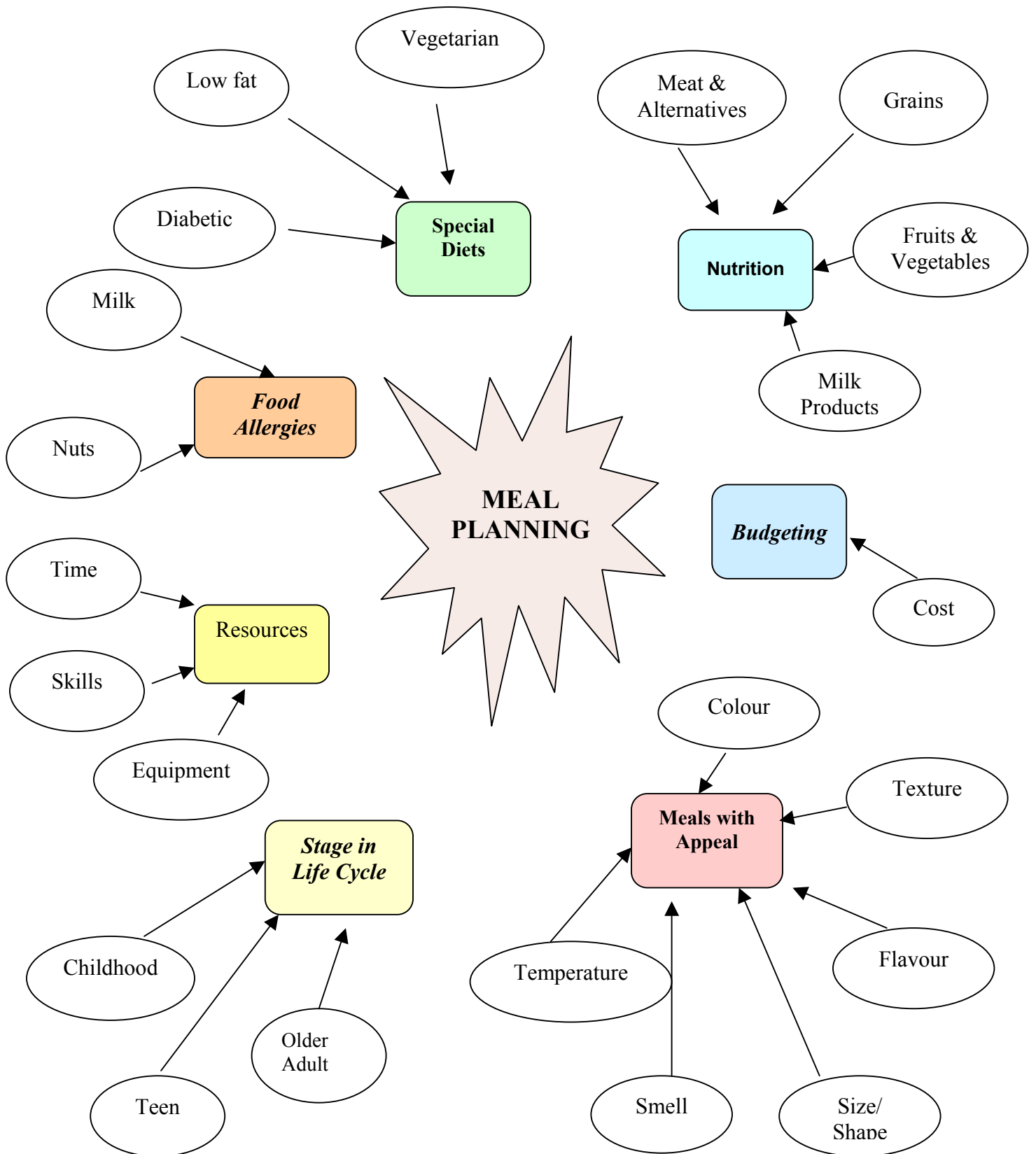


Webbing Ideas and Information





Webbing Ideas and Information - Example



Revising and Editing: Reorganizing Ideas

Food and Nutrition Fad Diets (unit 4)

Writers revisit their writing as they draft to add, delete and change ideas and information. There are specific strategies writers use to revise their writing. One strategy writer's use is ARMS (add, remove, move, substitute). (Faigley and Witte, 1981)

Purpose

- Identify different strategies for reorganizing content.
- Examine and determine effectiveness of sentence and paragraph order.

Payoff

Students will:

- organize writing effectively for different purposes in different subject areas.
- organize ideas and information for clarity and emphasis.

Tips and Resources

- Revising is the process of making sure that the writing says what the writer wants it to say. Most writers look for the biggest problems first and then tackle the smaller ones. For example, a writer may begin with the completeness of the content, accuracy and depth of supporting details and evidence, and the way the writing is organized, then look at style, grammar, spelling and usage. Sometimes it is helpful to consider reviewing the writing by looking at the paragraph, then sentences, and finally words and phrases.
- See Student/Teacher Resource, *Paragraph Compare*.

Further Support

- Have students select a section of a current writing task that they want to revise, and read it aloud to another student. The partner summarizes/paraphrases the content. The student author notes changes, misunderstandings, and omissions, and then clarifies the partner's paraphrase. The partner asks questions about the content and the elements of style to clarify the writing's content and organization. The student author uses the feedback to revise his or her writing.
- Provide students with opportunities to use the computer cut/paste/copy/delete functions to demonstrate their skills in using electronic technology to revise their writing.
- Encourage students to read their writing aloud, and then circle ideas that are confusing, put arrows where information or evidence is missing, and cross out repetitious information or words. This process can also be used to edit writing by circling words and phrases that they wish to improve or that have been overused.



Revising and Editing: Reorganizing Ideas

Food and Nutrition Fad Diets (unit 4)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Give students copies of the two paragraphs on the diet industry. (See Student/Teacher Resource, <i>Paragraph Compare</i>.) • Have groups read the paragraphs and discuss which is more effective. Ask students to share responses and justify their reasoning (each version has strengths and weaknesses). • Have students make suggestions for improving the writing (e.g., add, remove, move, substitute) and determine possible revising questions such as: <ul style="list-style-type: none"> - Does it make sense? - Is the topic clear? - Are there enough reasons/details to support the main ideas? - Are there details not connected to the topic and main idea? - Are there details not connected to the topic and main idea? - Is there a closing sentence and conclusion? • Record the revision prompts. 	<ul style="list-style-type: none"> • Read the paragraphs and summarize the main idea and details. • Contribute to discussion by identifying the strengths and weaknesses of each paragraph (e.g., “strong topic sentence,” “supporting details are logical,” “uses evidence to support main idea,” “uses strong words to convince me,” “not enough facts and examples”). • Reread the revision prompts and ask questions about the prompts.
<p>During</p> <ul style="list-style-type: none"> • Prepare a copy (overhead transparency, chart paper) of a different draft-writing task. Include revision notes such as cross-outs, scribbles, stick-on notes, margin notes, arrows, and inserts. • Use a revision strategy to demonstrate revising and reorganizing ideas in a piece of writing e.g., add something to the writing, remove something that confuses or repeats, move a section of the text, substitute a word, phrase, sentence or example. • Note that some writers reread their writing and then use numbers to indicate how they want to reorganize their writing. Other writers use scissors to cut up their draft writing to reorganize the ideas and information, then tape it together as a new draft. You may wish to demonstrate this strategy for reorganizing ideas and information. 	<ul style="list-style-type: none"> • Recall writing that they have revised or wanted to revise. Identify the sorts of changes they wanted to make. • Make connections between their revising strategies and the strategies demonstrated by the teacher. • Decide which strategies they might try using to revise their writing.
<p>After</p> <ul style="list-style-type: none"> • Have students refer to a draft writing task that they want to revise. • Ask pairs to read their drafts aloud, and use the revision question prompts to provide feedback to their partner’s writing. • Ask students to use the feedback and the ARMS or cut-and-past strategy to revise their draft. 	<ul style="list-style-type: none"> • Listen to partner’s writing and paraphrase or summarize the content • Note changes, misunderstandings, and omissions, and then clarify the partner’s paraphrase. • Decide which revision strategies to use to improve own writing.

Notes



Paragraph Compare

Read the two paragraphs below. Identify the **strengths** and **weaknesses** in each paragraph. Which paragraph do you think is **more effective**? Justify your decision.

Sample Paragraph 1

Fad diets

I wish it were so easy. Fad diets are dangerous and bad for you. Mostly they cost money, which you don't get back but you do get back the weight. They can make your body think it is starving because you don't get near enough calories. You also often don't get all the foods from the 4 food groups and then don't get the right number of nutrients. This could have bad consequences for you especially if you are a teen. It would be great to eat all the food you wanted, just take a pill or eat chocolate and still lose weight and keep it off forever. It's a fad diet if you use diet pills or drugs or eat only grapefruit or think you can lose 10 pounds in one week.

Sample Paragraph 2

Fad diets

Fad diets want to sell you a dream. A good way to avoid this bad dream is to recognize risky weight loss methods. No good diet recommends you eat only grapefruit, use diet pills, or promises a 10-pound weight loss in one week. Any diet that reduces your daily calorie intake below 800 calories or recommends fasting can't be good for you. You need foods from all 4 of the food groups. You wouldn't get all the nutrients necessary for a growing teen, which could have serious consequences. Some plans just want to take your money or want to sell you something. Most people gain back the weight they lost. Fad diets promise you something that isn't possible. Wake up!



Revising and Editing: Peer Editing

Food and Nutrition Staple Foods of the World (unit 5)

Peer-editing gives students an opportunity to engage in important conversations about how a piece of writing for an assignment in any subject area has been constructed and whether it achieves its purpose, considering the audience. By reading each other's work, asking questions about it, and identifying areas of concern, students learn a great deal about how to put information together and express ideas effectively.

Purpose

- Encourage students to look at their own and others' writing with a more knowledgeable, critical eye.

Payoff

Students will:

- have an audience for the writing, other than the teacher.
- developing skills in editing and proof-reading.
- receive peer input about possible errors and areas of concern, in a "low-risk" process.
- have positive, small-group discussions.

Tips and Resources

- For sample writing assignment, see Teacher Resource, *Staple Foods of the World: Rice*.
- For Fact Sheet on being a good audience, see Student/Teacher Resource, *Being a Good Audience for Writing: Staple Foods of the World*.
- For a blank sample checklist on peer editing, see Student Resource, *Sample Peer-Editing Checklist*.
- For a partially completed checklist on peer editing, see Teacher Resource, *Sample Peer-Editing Checklist*.
- Other staple foods of the world such as wheat, potatoes, yams, bananas and plantains, cassava, corn, millet or sorghum may be researched, then edited using peer editing.
- Option 1 – Upon completion of the peer-editing task, assign another draft, or a completed final draft, of the same assignment.
- Option 2 – Upon completion of the peer-editing task, provide time for each student to engage in a brief conference with a student who peer-edited his/her piece of writing, to get more complete feedback and a deeper understanding of the comments and suggestions.

Witte, J., Miller, H., O'Leary-Reesor, L., (2004) Food for Today First Canadian Edition. Toronto: McGraw-Hill Ryerson. pp. 535-537.

Siebert, M., Kerr, E., (1994) Food For Life. Toronto: McGraw-Hill Ryerson. pp. 138-139, 143-146.

Further Support

- Consider balancing each group with students who have varying skills and knowledge to bring to the peer editing process. More capable peer editors will act as models for the students who haven't yet consolidated the concepts or skills.
- Explain to students that you have designed the triads or groups to include a very creative person, a person with good technical skills, and one or more people who would provide a very honest audience for the writing.
- Consider turning some of the questions into prompts (e.g., The best piece of writing is . . . , I'd like more information about . . . , I was confused by . . .).



Revising and Editing: Peer Editing

Food and Nutrition Staple Foods of the World (unit 5)

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Ask students to bring a completed draft of a writing assignment on Staple Foods of the World to class on a specified date. • Divide students into groups of three or four. • Distribute Student Resource, <i>Sample Peer-Editing Checklist</i>. • Photocopy and distribute sample writing Teacher Resource, <i>Staple Foods of the World - Rice</i>. • Make an overhead of Student/Teacher Resource, <i>Being a Good Audience for Writing</i>. • Answer questions for students. 	<ul style="list-style-type: none"> • Bring a completed draft of a writing assignment to class on the specified date. • Read the example, following the teacher's answers to the questions on the resource.
<p>During</p> <ul style="list-style-type: none"> • Further analyze the writing sample using partially completed checklist for Peer-Editing. See Teacher Resource, <i>Sample Peer-Editing Checklist (Answers)</i> and Student Resource, <i>Sample Peer-Editing Checklist</i>. • Give directions for the peer editing process: <ul style="list-style-type: none"> - one group exchanges writing pieces with another group. - group members read the writing pieces, making notes about reactions, questions and concerns. - one group member passes a finished piece. • Remind students that they are not responsible for correcting all the writer's errors, but that they can underline areas of concern, or circle words that should be checked for spelling or usage. • Monitor and support the group processes. 	<ul style="list-style-type: none"> • Work in groups to peer edit the sample using the partially completed peer-editing checklist. • Exchange their pieces of writing with another group. • Individually read and annotate all 3 or 4 pieces from the group (circling, underlining, and writing questions or comments) as the pieces pass from person to person. • Remember that the writer owns the writing; therefore the reader is not primarily responsible for correcting all the writer's errors. • As a group, discuss each piece and complete a peer editing checklist, arriving at consensus (through discussion) about judgments, and comments. • Sign or initial the peer editing checklists when the group is done, and return the writing pieces to the original owners.
<p>After</p> <ul style="list-style-type: none"> • Give each student time to look at the peer-editing checklist that accompanies the writing pieces. • Debrief the activity with the class, asking questions such as: <ul style="list-style-type: none"> - What were the strengths you noticed in the best pieces of writing in various areas (e.g., in the introduction, supporting details or examples, or conclusion)? - What were some typical weaknesses? - What types of things will you have to do to improve your work? 	<ul style="list-style-type: none"> • Read the peer editing checklists that they receive with their work. • Take part in the class debriefing discussion. • Complete subsequent draft, if assigned. • Confer with one other student to provide more complete feedback and comments or suggestions.



Staple Foods of the World: Rice

Sample Writing Assignment

For Peer editing, use sheets:

- Student/Teacher Resource, *Being a Good Audience for Writing*
- Student Resource, *Sample Peer-Editing Checklist*

Where does this piece need improvement?

Staple foods play an important part in the life of every country in the world. Rice is one of those foods that people depend on to survive. Did you know that there are over 7,000 varieties of rice grown around the world? It is the second most important and widely used staple food in the world after wheat. Rice is the basic food of more than half the world's population. For many Asian- born Canadians, it is an important staple of their diet. Most of the world's supply of rice is produced in China, India, Thailand, Vietnam, Japan, Brazil and the Philippines. The rice you last ate came from one of these countries. It was probably planted by hand in rice paddies. Rice has the unique characteristic of being able to germinate and grow in water. Canada does not have the hot, moist climate that is best for growing rice. It is however suitable for growing wild rice. Harvesting of wild rice is done by hand from a boat, which is why it is so expensive. In countries where rice is a staple food, beriberi is quite common. A rice based diet, because of it's low protein content, needs to be supplemented with protein and vitamin rich foods such as fruit, vegetables, fish, eggs and meat.

Witte, J., Miller, H., O'Leary-Reesor, L., (2004) Food for Today First Canadian Edition. Toronto: McGraw-Hill Ryerson.
Chapter 26 *Staple Foods of the World* Rice pp. 535- 537.

Siebert, M., Kerr, E., (1994) Food For Life. Toronto: McGraw-Hill Ryerson.
Chapter 6 *Grain Products* Rice pp. 138- 139, pp 143-146.



Student/Teacher Resource

Being a Good Audience for Writing: Staple Foods of the World

Ask yourself (and the writer) these questions:

- **Was the piece on Staple Foods of the World: Rice interesting to read?**
- **Were the purpose and the audience clear?**
- **Did the opening sentence or paragraph hook the reader?**
- **Were the ideas clearly expressed and logically organized?**
- **Were the paragraphs and sentences easy to understand and follow?**
- **Were there enough ideas, examples, or supporting details?**
- **Did the piece end in a satisfying manner?**
- **Did the writer achieve the purpose of the assignment?**



Sample Peer-Editing Checklist

Name:		Course:	
Assignment:	Yes	No	Suggestions/ Concerns/ Problems
1. The ideas are clearly stated, and there are enough of them.			
2. The purpose of the piece is clear.			
3. The message is clear for the intended audience.			
4. The beginning, middle, and end are clearly indicated and tied together.			
5. Details, proofs, illustrations, or examples support the main idea.			
6. The words used are appropriate and clear.			
7. The level of language is appropriate for the subject and audience.			
8. The sentences vary in length and structure.			
9. The sentences flow, moving logically from one to the next.			
10. There are only a few minor errors in grammar, punctuation, or spelling.			
Other helpful comments:			
Signed			



Teacher Resource

Sample Peer-Editing Checklist (Answers)

Name:		Course:	
Assignment:	Yes	No	Suggestions/ Concerns/ Problems
1. The ideas are clearly stated, and there are enough of them.	X		A definition of staple foods is needed. (Foods that are part of an area's basic food supply.) Beri-beri needs a definition. (A disease caused by a thiamine deficiency or shortage.) Explain rice paddies (fields that are under water).
2. The purpose of the piece is clear.	X		
3. The message is clear for the intended audience.	X		
4. The beginning, middle, and end are clearly indicated and tied together.	X		
5. Details, proofs, illustrations, or examples support the main idea.	X		
6. The words used are appropriate and clear.	X		
7. The level of language is appropriate for the subject and audience.	X		
8. The sentences vary in length and structure.	X		
9. The sentences flow, moving logically from one to the next.	X		
10. There are only a few minor errors in grammar, punctuation, or spelling.		X	Needs new paragraphs after- diet and expensive. Needs an ending.
Other helpful comments:			
An interesting title would catch the reader's attention.			
Signed			

Writing for a Purpose: Writing a Procedure

Food and Nutrition Washing Dishes by Hand (unit 2)

When students can get the “picture” of a form of writing in their heads, they feel more confident about creating the final product. A *template* or *framework* is a skeletal structure for a writing form that allows students to organize their thoughts and researched information in order to write a first draft.

Purpose

- Provide students with a template to scaffold their understanding of a form of writing and help them organize information before drafting the piece.

Payoff

Students will:

- learn the common expectations for the form and components of a particular writing assignment.
- organize their writing and ensure that it meets the requirements of the assignment.

Tips and Resources

- To help students understand how to construct a writing assignment, they may first need to deconstruct an example of that assignment. The same template that is used for structuring student writing can be used initially to analyze examples of a writing form. For instance, before having students use the template to write in a specific form, give them an example of the same kind of writing and have them use the template to identify the example’s main idea, supporting details, transitional sentences, etc. Using the template to deconstruct a piece of writing before writing their own version gives students an exemplar from which to work when they begin their own writing. This activity can also be done in pairs or in small groups.
- For information on writing a procedure, see Student/Teacher Resource, *Writing a Procedure*.
- For a sample procedure, see Teacher Resource, *The Steps in Washing Dishes by Hand*.
- For a partially-completed template for writing a procedure, see Student Resource, *Template for Writing a Procedure*.
- For a completed template for writing a procedure, see Teacher Resource, *Template for Writing a Procedure – Answer Key*.
- For a template for writing a procedure, see Student Resource, *Template for Writing a Procedure*.

Witte, J., Miller, H., O’Leary-Reesor, L., (2004) *Food for Today First Canadian Edition*. Toronto: McGraw-Hill Ryerson. pp. 81-82.

Siebert, M., Kerr, E., (1994) *Food For Life*. Toronto: McGraw-Hill Ryerson. pp. 71-72.

Further Support

- The template for any individual writing assignment can be revised to make the modifications or accommodations necessary for students with special needs. For example, reduce the number of paragraphs or supporting details. Create differing expectations for research, or for the complexity of the main idea, etc.



Writing for a Purpose: Writing a Procedure

Food and Nutrition Washing Dishes by Hand (unit 2)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Review with students the Teacher Resource, <i>Writing for a Purpose: The Steps in Washing Dishes by Hand</i>. Model the method for deconstructing a piece of writing using the first paragraph or part of the example. This is called a procedure. Ask aloud, “What is the purpose of the first paragraph of the piece of writing?” (This first paragraph of the procedure is called a summary. In a few sentences, it gives a sense of what this procedure is all about.) Ask students to work in groups of four to deconstruct the rest of the example. Engage students in a whole-class discussion following their group work, and record responses about each step stated in the example. 	<ul style="list-style-type: none"> Read the example, following the teacher’s oral deconstruction of the first paragraph of the procedure, <i>The Steps in Washing Dishes by Hand</i>. Work in groups to determine what happens in each subsequent step of the procedure by asking, “What happens next in this procedure?” Contribute responses to the whole-class discussion.
<p>During</p> <ul style="list-style-type: none"> Share a sample of Student Resource, <i>Template for Writing a Procedure</i> that has been partially completed. This will assist students to consolidate their understanding of each step of the procedure of washing dishes by hand. Direct students to complete this template. Note that Teacher Resource, <i>Template for Writing a Procedure - Answer Key</i>, provides a sample of what students may write. Review writing a procedure using Student/Teacher Resource, <i>Writing a Procedure</i>. Direct students to use the template Student Resource, <i>Template for Writing a Procedure</i> to organize the information they have prepared/ researched for this assignment. Monitor students’ work as they begin completing the template. 	<ul style="list-style-type: none"> Begin completing the template Student Resource, <i>Template for Writing Procedure-Washing Dishes by Hand</i> adding (in the appropriate places) the information they have extracted. Read along and listen to review. Complete Student Resource, <i>Template for Writing a Procedure</i>.
<p>After</p> <ul style="list-style-type: none"> Assign a completion date for the template. Use peer, self, or teacher assessment of the completed template in a subsequent class, before students begin drafting their procedure. 	<ul style="list-style-type: none"> May complete Student Resource, <i>Template for Writing a Procedure</i> as a homework assignment. May participate in peer or self-assessment of completed templates in a subsequent class.

Notes



Writing a Procedure

What is a procedure?

A procedure is a form of writing that informs the reader about how to do something. A procedure gives detailed instructions that the reader should be able to translate into action. Procedures could be written in Foods and Nutrition Class to outline the steps taken in de-boning a chicken, or as a step-by-step explanation of the Muffin method used to mix the ingredients of muffins together.

In a procedure, you can do the following:

- Begin by **identifying the topic** or **issue** and the relevance or **importance** of knowing how to do the thing that is being explained. For example, writing a procedure for helping you to de-bone a chicken will help you to safely prepare the chicken without cutting yourself. It will also save you money because de-boned chicken pieces cost more.
- Proceed by identifying the intent or **goal** of the procedure. What is it that will be accomplished if the reader follows the steps identified?
- **Make a prediction** or create a hypothesis about what will happen if the steps are followed.
- Identify any **equipment** or **materials** you will need in order to complete the procedure.
- Write step-by-step instructions related to the procedure. **Write in time sequence** and provide as much detail as the reader will need to be able to follow the instructions and actually do what it is you are describing.
- Let your readers know how they will know if they have been successful.

How do you write a procedure?

1. Use an organizer such as a flow chart to plan the sequence you will describe. Make a list of the equipment or materials you will need.
2. When writing your instructions, think of who your audience might be. The age and interests of the audience will determine your tone and choice of language. For example, if you were writing instructions for making a casserole for a chef, they would be very different from instructions you would write if the reader had limited food preparation skills.
3. In your conclusion, provide your readers with an indication of how they will know whether or not they have been successful.



The Steps in Washing Dishes by Hand

Washing dishes by hand properly is an important part of kitchen safety and food preparation. Clean utensils do not attract insects or rodents, such as mice. With proper washing of dishes by hand bacterial growth is prevented. Help keep the kitchen a healthy, sanitary place with proper dish washing techniques.

Follow these guidelines for washing dishes by hand:

1. Keep your work area clean by removing dirty dishes and utensils as you work.
2. Wash and dry dishes and utensils as soon as possible. Do not leave them sitting in the sink for a few hours. This encourages the growth of bacteria and also makes the dish-washing process more difficult.
3. Make sure there are several clean dishtowels, sponges and dishcloths available.
4. Wash hands thoroughly with soap and water before beginning. You may wish to use rubber or plastic gloves to protect you hands.
5. Sort items according to the order in which they will be washed: glasses, cutlery, plates, kitchen tools and cookware. Pre- soak cookware with tough stains.
6. Rinse food from dishes and put to one side of the sink.
7. Fill the sink with hot water and detergent. In a lab situation, add 5 mL (1 tsp) of household bleach to 750 mL (3 cups) of soapy water to sanitize dishes.
8. Wash glasses first. This helps prevent glasses from being broken. Using a glass brush helps prevent accidents.
9. Wash flatware next. Never place sharp knives in the bottom of a sink underneath other dishes. This is an accident waiting to happen. Wash knives individually and remove immediately from water and dry with care.
10. Dishes come next in the sanitizing process. Use a sponge or a dishcloth to wash the dishes. Discard any with chips or cracks for safety reasons.
11. Utensils and greasy cookware are washed last.
12. When necessary refill the sink with hot soapy water.
13. Rinse with hot water and use a clean dishtowel for drying.
14. Put items away immediately in a lab situation as a courtesy to the next class.

By following this procedure, washing dishes by hand, can be done in an organized, quick and safe method. If you find a friend to help you wash and dry the dishes, it can also become a time for you to share the experiences of the day.



Template for Writing a Procedure

Topic: Washing Dishes by Hand

Introduction:

- Topic/ issue
Washing Dishes by Hand

- Relevance/importance/real-world connections
Washing dishes by hand properly is an important part of kitchen safety and food preparation.

Aim/Goal (be brief- one sentence):

- What do you intend to do?

The intent of the paper is to provide guidelines for washing dishes by hand.

- What will you accomplish?

By following the procedure, washing dishes by hand, can be done in an organized, quick and safe method.

Hypothesis:

A suggested answer or reason why one variable affects another in a certain way.

By following the guidelines provided for washing dishes by hand, the kitchen or Food and Nutrition lab will be a safe, sanitary place for food preparation and consumption.

Materials/ Equipment/ Ingredients:

What do you need to perform this task?

Procedure/Method:

What steps must you follow? What is the appropriate order for these steps?

Analysis/Confirmation/Testing:

Did your process work? What did you learn from your procedure?



Template for Writing a Procedure - Answer Key

Topic: Washing Dishes by Hand

<p>Introduction:</p> <p>Topic/ issue: Washing Dishes by Hand</p> <p>Relevance/importance/real-world connections: Washing dishes by hand properly is an important part of kitchen safety and food preparation.</p>
<p>Aim/Goal (be brief- one sentence):</p> <ul style="list-style-type: none"> • What do you intend to do? The intent of the paper is to provide guidelines for washing dishes by hand. • What will you accomplish? By following the procedure, washing dishes by hand, can be done in an organized, quick and safe method.
<p>Hypothesis: A suggested answer or reason why one variable affects another in a certain way: By following the guidelines provided for washing dishes by hand, the kitchen or Food and Nutrition lab will be a safe, sanitary place for food preparation and consumption.</p>
<p>Materials/ Equipment/ Ingredients:</p> <ul style="list-style-type: none"> • What do you need to perform this task? Clean dishtowels, sponges, glass brush, dishcloths, hot water, dish detergent, bleach, sink, rubber or plastic gloves (optional), items that need to be hand washed.
<p>Procedure/Method:</p> <ul style="list-style-type: none"> • What steps must you follow? What is the appropriate order for these steps? Steps in the appropriate order for washing dishes by hand: <ul style="list-style-type: none"> • Wash and dry dishes and utensils as soon as possible. • Wash hands thoroughly with soap and water before beginning. • Gather equipment. • Sort items according to the order in which they will be washed. • Pre- soak cookware with tough stains. • Rinse food from dishes and put to one side of the sink. • Fill the sink with hot water and detergent. In a lab situation, add 5 mL (1 tsp) of household bleach to 750 mL (3 cups) of soapy water to sanitize dishes. • Wash glasses first, then cutlery, dishes, utensils and greasy cookware last. • Rinse with hot water and use a clean dishtowel for drying. • Put items away immediately in a lab situation.



Template for Writing a Procedure

Topic: _____

Introduction:

- Topic/ issue
- Relevance/importance/real-world connections

Aim/Goal (be brief- one sentence):

- What do you intend to do?
- What will you accomplish?

Hypothesis:

A suggested answer or reason why one variable affects another in a certain way.

Materials/ Equipment/ Ingredients:

What do you need to perform this task?

Procedure/Method:

What steps must you follow? What is the appropriate order for these steps?

Analysis/Confirmation/Testing:

Did your process work? What did you learn from your procedure?



Writing for a Purpose: **Writing an Information Report**

Food and Nutrition Food Additives: Sugars and Artificial Sweeteners (unit 3)

When students can get the “picture” of a form of writing in their heads, they feel more confident about creating the final product. A template or framework is a skeletal structure for a writing form that allows students to organize their thought and researched information in order to write a first draft.

Purpose

- Provide students with a template to scaffold their understanding of a form of writing and help them organize information before drafting the piece.

Payoff

Students will:

- learn the common expectations for the form and component of a particular writing assignment.
- organize their writing and ensure that it meets the requirements of the assignment.

Tips and Resources

- To help students understand how to construct a writing assignment, they may first need to deconstruct an example of that assignment. The same template that is used for structuring student writing can be used initially to analyze examples of a writing form. For instance, before having students use the template to write in a specific form, give them an example of the same kind of writing and have them use the template to identify the example’s main idea, supporting details, transitional sentences, etc. Using the template to deconstruct a piece of writing before writing their own version gives students an exemplar from which to work when they begin their own writing. This activity can also be done in pairs or in small groups.
- Use examples from the Ontario Curriculum Exemplars. A computer lab for word processing is a very effective environment.
- This strategy may be used in conjunction with brainstorming, Think/Pair/Share and other similar strategies.
- For more information, see:
 - Student/Teacher Resource, *Writing an Information Report*.
 - Student/Teacher Resource, *I am concerned about eating too much sugar... are artificial sweeteners safe?*
 - Student Resource, *Information Report Sample - Food Additives- Sugars/ Sweeteners- Answers*.
 - Student Resource, *Information Report Template*.

Dietitians of Canada: *I am concerned about eating too much sugar; are artificial sweeteners safe?*
Retrieved 07/03/2004, from: http://www.dietitians.ca/english/faqs/faq_55.html.

Further Support

- The template for any individual writing assignment can be revised to make the modifications or accommodations necessary for students with special needs. For example, reduce the number of paragraphs or supporting details, create differing expectations for research, or for the complexity of the main idea, etc.



Writing for a Purpose: Writing an Information Report

Food and Nutrition Food Additives: Sugars and Artificial Sweeteners (unit 3)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Use the Student Resource, <i>Information Report Template</i> that is appropriate to the writing assignment the students are expected to complete. • Place Student/ Teacher Resource, <i>Writing an Information Report</i> on overhead. • Photocopy or make an overhead of Student/Teacher Resource, <i>I am concerned about eating too much sugar... are artificial sweeteners safe?</i> • Model the method for deconstructing the piece of writing using the example: <ul style="list-style-type: none"> - Ask aloud, “What is the purpose of the first paragraph of the piece of writing?” - Answer that question: “This first paragraph of the Information Report is called a summary (or abstract). In a few sentences, it gives a sense of what the information report is all about.” • Ask students to work in groups of four to deconstruct the rest of the example. • Engage students in a whole-class discussion following their group work, and record responses about each step stated in the example. 	<ul style="list-style-type: none"> • Read the example, following the teacher’s oral deconstruction of the sample report- <i>I am concerned about eating too much sugar; are artificial sweeteners safe?</i> • Work in groups to determine what happens in each subsequent step of the information report by asking, “What happens next in this report?” • Contribute responses to the whole-class discussion.
<p>During</p> <ul style="list-style-type: none"> • Share Student/Teacher Resource, <i>Information Report Sample - Food Additives-Sugars/ Sweeteners</i>. • Review writing an Information Report using Student/Teacher Resource, <i>Writing an Information Report</i>. • Direct students to use the template Student Resource, <i>Information Report Template</i> to organize the information they have prepared/ researched for this assignment. • Monitor students’ work as they begin completing the template. 	<ul style="list-style-type: none"> • Read along and participate in class discussion. • Read along and listen to review. • Complete Student Resource, <i>Information Report Template</i>.
<p>After</p> <ul style="list-style-type: none"> • Assign a completion date for the template. • Use peer, self, or teacher assessment of the completed template in a subsequent class, before students begin drafting their procedure. 	<ul style="list-style-type: none"> • May complete Student Resource, <i>Information Report Template</i> for homework. • May participate in peer or self-assessment of completed templates in a subsequent class.

Notes



Writing an Information Report

What is an Information Report?

An Information Report is a form of writing that provides information. There are different types of reports, and they can be organized in different ways depending on the purpose and audience.

However, an Information Report is usually based on **researched facts** or on **accurate details** of a situation or event, not just on the writer's own knowledge. You might write an Information Report for Foods and Nutrition Class investigating world hunger or examine nutrition and juvenile diabetes. Informational reports are organized with a summary (or abstract) at the beginning. The purpose of this summary is to give the person reading the report a sense of the main content. The rest of the report fills in the background information, the process by which the information was obtained, and makes recommendations.

How do you write a report?

1. Research your information, finding it in several different sources - e.g., books, and magazines, the Internet.
2. Take notes from your sources of the key details that you need. Be sure to record which information comes from which source so that you can give credit to your sources.
3. Use an organizer such as a chart, web, or sub-topic boxes to sort and classify your information into different areas for sub-topics.
4. When writing your introduction, think of who your audience might be. If your report is to be made orally to your classmates, you will want to catch their interest somehow, perhaps by referring to some personal experiences. If your report is for the teacher or for an "expert" on your topic, you should be more formal and to the point, avoiding the use of "I" and being more objective.
5. Develop each sub-topic paragraph with an appropriate topic sentence that shows how the sub-topic links to the topic.
6. Make sure that your sub-topic paragraphs have a logical order and that they flow smoothly. Use sub-headings to guide your reader through a lengthy report with many sub-topics.
7. Write a conclusion that summarizes two or three of the main points you wish to make about your topic. Depending on the type of report, write several recommendations.
8. Give credit to your sources by acknowledging them. List the sources alphabetically by the author's surname, following the pattern below:

Bentley, George. Laser Technology. Toronto: Porter Books, 1998.

Lawrence, Anita. "The Laser Revolution." Maclean's. March 6, 2000: 52-57.



Student/Teacher Resource

Information Report Sample

Food Additives- Sugars/ Sweeteners

Introduction:

Introduce topic and classify it or put it in a category.

e.g., “Sugars have been given a bad reputation over the past few decades, but science just doesn’t support the rumours.”

In two or three sentences, give the reader a “map” of what you plan to do with the topic. Essentially you are naming your sub-topics.

e.g., “ The most important caution about sugar and your health is its role in tooth decay, if we aren’t careful to brush and floss. Used in moderation, table sugar, maple syrup, brown or “raw” sugar, honey, or corn syrup can all add enjoyment to healthy eating, by improving the colour, flavour and texture of many healthy food choices.”

First sub-topic: Define your topic and give some general information about it.

e.g., The writer of this article explains what sugars and sweeteners are and what they do and some examples.

A brief history may also be provided. You may also choose to provide this information in your introduction.

Make several key points with information from your research.

Write a transitional sentence or question.

e.g., “These sweeteners are extensively tested as food additives, and once they are approved, Health Canada outlines strict rules for each about how they are to be used and how much can be used in food.”

Second sub-topic: “Still there are some cautions when using artificial sweeteners”.

Make key points from your research.

Write a transitional sentence.

Third sub-topic:

e.g., “Another group of sweeteners that will sometimes replace sugars in foods are sugar alcohols.”

Make key points from your research.

Write a transitional sentence.

Conclusion:

Re-state some of your key points.

e.g., “As a part of a healthy eating plan, sugars and sweeteners can safely add enjoyment to healthy eating.”

Write an emphatic concluding sentence.

e.g., “Whether we’re talking about children or adults, it’s all about balance by choosing foods from the four food groups of Canada’s Food Guide to Healthy Eating and indulging in treats that makes eating one of the greatest pleasures of life.”



Information Report Template

Introduction:
First sub-topic: Key points from your research: Transitional sentence:
Second sub-topic: Key points from your research: Transitional sentence:
Third sub-topic: Key points from your research: Transitional sentence:
Conclusion: Re-state some of your key points. Write an emphatic concluding sentence.



“I am concerned about eating too much sugar... are artificial sweeteners safe?”

Sugars have been given a bad reputation over the past few decades, but science just doesn't support the rumours. The most important caution about sugar and your health is its role in tooth decay, if we aren't careful to brush and floss. Used in moderation, table sugar, maple syrup, brown or "raw" sugar, honey, or corn syrup can all add enjoyment to healthy eating, by improving the colour, flavour and texture of many healthy food choices.

Sugars do provide food energy (calories). A number of artificial or "high intensity" sweeteners have been developed to add sweetness without extra calories. A range of sweeteners fit into this category, including saccharin, cyclamates, aspartame (NutraSweet TM, Equal TM), and sucralose (Splenda TM). These are all much sweeter than table sugar, and are used in tiny amounts in foods. These sweeteners are extensively tested as food additives, and once they are approved, Health Canada outlines strict rules for each about how they are to be used and how much can be used in food. Still, there are some cautions when using artificial sweeteners, for example:

- Aspartame (NutraSweet TM, Equal TM) contains an amino acid (protein building-block) called phenylalanine. People with phenylketonuria (PKU), a rare genetic condition, must restrict the amount of phenylalanine they eat and should avoid using aspartame.
- Acesulfame potassium (Ace-K), one of the newer artificial sweeteners in Canada, may cause problems for people who are on a potassium-restricted diet or sulfa-antibiotic drugs.

Another group of sweeteners that will sometimes replace sugars in foods are sugar alcohols. These include sorbitol, mannitol and xylitol, which are made from fruit and vegetables. These sugar alcohols affect tooth decay and blood sugar levels less than regular sugars, and some of them contain fewer calories than regular sugars. However, they still do provide some calories, and in large amounts they may have a laxative effect, so they are only used in small amounts in products like chewing gums, mints and cough syrups.

The Bottom Line

As a part of a healthy eating plan, sugars and sweeteners can safely add enjoyment to healthy eating. Whether we're talking about children or adults, it's all about balance by choosing foods from the four food groups of Canada's Food Guide to Healthy Eating and indulging in treats that makes eating one of the greatest pleasure of life.

This question was prepared for the Canadian Health Network by Pierrette Buklis (Ontario), member of [Dietitians of Canada](#).

Dietitians of Canada. I am concerned about eating too much sugar; are artificial sweeteners safe? Retrieved 07/03/2004, from: http://www.dietitians.ca/english/faqs/faq_55.html.



Writing for a Purpose: **Writing an Explanation**

Food and Nutrition Stress and Nutrition (unit 4)

When students can get the “picture” of a form of writing in their heads, they feel more confident about creating the final product. A template or framework is a skeletal structure for a writing form that allows students to organize their thought and researched information in order to write a first draft.

Purpose

- Provide students with a template to scaffold their understanding of a form of writing and help them organize information before drafting the piece.

Payoff

Students will:

- learn the common expectations for the form and component of a particular writing assignment.
- organize their writing and ensure that it meets the requirements of the assignment.

Tips and Resources

- To help students understand how to construct a writing assignment, they may first need to deconstruct an example of that assignment. The same template that is used for structuring student writing can be used initially to analyze examples of a writing form. For instance, before having students use the template to write in a specific form, give them an example of the same kind of writing and have them use the template to identify the example’s main idea, supporting details, transitional sentences, etc. Using the template to deconstruct a piece of writing before writing their own version gives students an exemplar from which to work when they begin their own writing. This activity can be done in pairs or in small groups.
- Consider using examples from the Ontario Curriculum Exemplars.
- There are *numerous* opportunities for application of this strategy in HIF Individual and Family Living course planning. A computer lab for word processing might be very effective and fun for students.
- This strategy may be used in conjunction with brainstorming, Think/Pair/Share and other similar strategies.
- For a fact sheet on Writing an Explanation, see Student/Teacher Resource, *Writing an Explanation*.
- For a sample, see Teacher Resource, *Writing an Explanation – Stress and Nutrition*.
- For a completed template for writing an explanation, see Student/Teacher Resource, *Template for Writing an Explanation (Stress and Nutrition)*.
- For a template for writing an explanation, see Student Resource, *Template for Writing an Explanation*.

The Middlesex-London Health Unit. Special Topics - Stress and Nutrition. Retrieved 07/03/2004, from <http://www.healthunit.com/template.asp?id=828>.

Further Support

- The template for any individual writing assignment can be revised to make the modifications or accommodations necessary for students with special needs. For example, reduce the number of paragraphs or supporting details, create differing expectations for research, or for the complexity of the main idea, etc.



Writing for a Purpose: Writing an Explanation

Food and Nutrition Stress and Nutrition (unit 4)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Use Student Resource, <i>Template for Writing an Explanation</i> that is appropriate to the writing assignment the students are expected to complete. • Make an overhead of Student/ Teacher Resource, <i>Writing an Explanation</i>. • Photocopy Teacher Resource, <i>Writing an Explanation (Stress and Nutrition)</i>. • Model the method for deconstructing the piece of writing using the example: <ul style="list-style-type: none"> - Tell students the name of the form of writing which is an Explanation. - Ask aloud, “What is the purpose of the first paragraph of the piece of writing?” • Ask students to work in groups of four to deconstruct the rest of the example. • Engage students in a whole-class discussion following their group work, and record responses about each step stated in the example. 	<ul style="list-style-type: none"> • Read the example, following the teacher’s oral deconstruction of the sample explanation- Stress and Nutrition • Work in groups to determine what happens in each subsequent step of the explanation by asking, “What happens next?” • Contribute responses to the whole-class discussion.
<p>During</p> <ul style="list-style-type: none"> • Share a sample of Student Resource, <i>Template for Writing an Explanation (Stress and Nutrition)</i> that has been completed. This will consolidate the students understanding of each step of writing an explanation. • Review writing an Explanation using Student/Teacher Resource, <i>Writing an Explanation</i>. • Direct students to use the template Student Resource, <i>Template for Writing an Explanation</i> to organize the information they have prepared/ researched for this assignment. • Monitor students’ work as they begin completing the template. 	<ul style="list-style-type: none"> • Read along and participate in class discussion. • Read along and listen to review. • Complete Student Resource, <i>Template for Writing an Explanation</i>.
<p>After</p> <ul style="list-style-type: none"> • Assign a completion date for the template. • Use peer, self, or teacher assessment of the completed template in a subsequent class, before students begin drafting their procedure. 	<ul style="list-style-type: none"> • May complete Student Resource, <i>Template for Writing an Explanation</i> as a homework assignment. • May participate in peer or self-assessment of completed templates in a subsequent class.

Notes



Writing an Explanation

What is an explanation?

An explanation is a form of writing that explains how things are or why things are. The focus is on general processes involving non-human participants. Explanations often provide information in a cause-and-effect format.

How do you write an explanation?

Prepare a plan. Notes and diagrams will help organize the necessary information. In the plan, consider the following elements:

- definition of what is being explained
- description of the component parts, if applicable
- explanation of the operation in a cause-and-effect sequence
- description of the application
- interesting comments, special features or evaluation.



Writing an Explanation: Stress and Nutrition

Winning the lottery. Losing a family member. The birth of a baby. Getting a new job or losing one. Rush hour traffic. Getting married, separated, or divorced. A broken leg. Noise where you work. The list of examples of stress is virtually endless. Stress can be defined as any emotional, physical, social, economic, or other factor that requires change. The greater the change, the greater the stress experienced.

Stress can be both positive and negative. Psychological factors such as emotional tension, anxiety, or excitement can cause stress. Physical factors such as injury to the body or infection can also lead to stress.

Too much stress can be detrimental to your physical and mental well-being. Your body is physiologically prepared to deal with stressful situations using a survival mechanism known as the "fight or flight response."

The fight or flight response involves how your body reacts to stress. When you experience stress, your heart pumps faster, your blood vessels to the skin become narrower, you breath faster, your pupils in your eyes widen, and you become more alert.

A constant fight or flight response will lead to a decrease in your productivity and poorer health. Too much stress leads to burn out.

Nutrition and Stress - Are They Related?

Your Diet Can Be Your Source of Stress.

Poor eating habits such as skipping meals, consuming too much caffeine, sugar, salt, fat, or alcohol, vitamin overdoses, overeating, under eating, or dieting put the body under stress.

Poor eating habits can lead to health problems such as obesity, hypertension, high blood cholesterol levels or various nutrient deficiencies. Poor eating habits such as a high fat and low fibre diet may increase your risk for heart disease, certain cancers, obesity, hypertension, and diabetes.

Your Diet Can Affect Your Body's Ability to Handle Stress.

During stressful situations, your body requires energy to perform the fight or flight response. The foods you eat provide energy in the forms of carbohydrate, protein, and fat. Your body draws upon its stores of carbohydrate (stored as glycogen in the liver and muscles), protein (stored mainly in muscles) and fat (body fat stores) to provide energy for the stress response. Calcium is also required during stress. Your body removes calcium from the bones when it is needed.

A healthy body has tissues and stores containing optimum amounts of all essential nutrients. A healthy body is best prepared for stress. You can prepare your body for stressful situations by eating a variety of foods from Canada's Food Guide to Healthy Eating and enjoying regular physical activity.

Stress Can Affect Your Nutrient Needs.

If your body does not have enough vitamins and minerals stored in the body or taken in the diet daily, you may not be equipped to defend yourself in stressful situations. You may not need a vitamin and mineral supplement to meet your everyday nutrient needs. Follow Canada's Food Guide to Healthy Eating and enjoy a variety of foods from each food group. That will ensure that you meet your vitamin and mineral requirements. Severe physical stresses have a much greater effect on your nutritional requirements. Nutrients commonly affected by extreme stresses include protein, zinc, calcium, vitamins A and C, and iron. Energy requirements also increase significantly during very stressful periods.



How to Cope with Stress

Stress affects everyone. Stress-free living is practically impossible and probably not very exciting. We all need some level of positive stress in our lives. What is important is to learn how to deal with stress.

Good nutrition is one way to keep you functioning at your best. Enjoy a variety of foods from the food guide every day. Make your diet work for you, not against you.

Be careful with stress supplements. Excessive amounts of individual vitamins or minerals may cause an imbalance in nutrients and make it more difficult to cope with stress. Unnecessary supplements are costly, too. Spend your dollars wisely on a well-balanced diet instead. If you have questions about nutrition supplements, ask your doctor or a registered dietician.

Moderate your caffeine intake. Caffeine is a stimulant. It makes your heart beat faster, makes you restless, makes you need to urinate more frequently, and may upset your stomach. Too much caffeine may add to existing nervousness and irritability.

Avoid fad diets. The rapid loss of fluids and weight is hard on your body. Hunger itself can interfere with your coping skills. Try to achieve and maintain a healthy weight by healthy eating and regular physical activity, not by starving yourself.

Eat if you can. Stress often suppresses your appetite. Eat smaller, more frequent meals and drink plenty of fluids. Your body retains sodium during stress; therefore, extra water will help keep a better fluid balance in the body.

Don't eat too much! Some people eat more and too much during stressful times. Instead of reaching for food, enjoy physical activity to relieve anxiety. When you do reach for food, have plenty of low fat snacks easily accessible. Go easy on the salt and sugar, too.

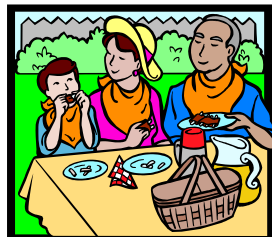
Listen to your body. Are you really hungry? If not, do something else - take the dog for a walk, get some fresh air, call a friend.

Learn to balance work with play, relax, get enough sleep and rest, work off tension, talk about your problems, accept what you cannot change, and get away from your stress once in a while.

For more information, call a public health dietician at the Middlesex-London Health Unit at 663-5317.

E-mail us at health@mlhu.on.ca
or contact us by telephone at 519-663-5317
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The Middlesex-London Health Unit. Special Topics - Stress and Nutrition. Retrieved 07/03/2004, from:
<http://www.healthunit.com/template.asp?id=828>





Template for Writing an Explanation (Stress and Nutrition)

<p>Introduction:</p> <ul style="list-style-type: none"> • What is the topic? Stress and Nutrition • Why is it of interest to us? Stress affects everyone daily.
<p>Definition:</p> <ul style="list-style-type: none"> • What is it? “Stress can be defined as any emotional, physical, social, economic, or other factor that requires change. The greater the change, the greater the stress experienced.”
<p>How it works:</p> <ul style="list-style-type: none"> • Causes “Psychological factors such as emotional tension, anxiety, or excitement can cause stress. Physical factors such as injury to the body or infection can also lead to stress.” • Effects “Too much stress can be detrimental to your physical and mental well-being.” “A constant fight or flight response will lead to a decrease in your productivity and poorer health. Too much stress leads to burn out.”
<p>Applications:</p> <ul style="list-style-type: none"> • Other examples/illustrations “Poor eating habits such as skipping meals, consuming too much caffeine, sugar, salt, fat, or alcohol, vitamin overdoses, overeating, under eating, or dieting put the body under stress.” • Variations “Your Diet Can Affect Your Body's Ability to Handle Stress.” “Stress Can Affect Your Nutrient Needs.” If your body does not have enough vitamins and minerals stored in the body or taken in the diet daily, you may not be equipped to defend yourself in stressful situations.
<p>Comments/evaluation of topic/issue/problem:</p> <p>At times it is difficult to balance all the pieces of your life. This is an important topic because everyone faces stress. As the article says: “Learn to balance work with play, relax, get enough sleep and rest, work off tension, talk about your problems, accept what you cannot change, and get away from your stress once in a while.”</p>



Template for Writing an Explanation

Topic: _____

Introduction:

- What is the topic?
- Why is it of interest to us?

Definition:

- What is it?

How it works:

- Causes
- Effects

Applications:

- Other examples/illustrations
- Variations

Comments/evaluation of topic/issue/problem:

Pair Work: Take Five

Food and Nutrition Nutrient Diseases Review (unit 3)

In pairs, students take five minutes to orally review a concept and present it to the class, usually at the beginning or end of a class period.

Purpose

- Briefly consolidate or reinforce learning.

Payoff

Students will:

- develop a strategy that can be used to review content material in all areas.
- share responsibility for teaching and reviewing with each other.
- “talk” their way into meaning and understanding through verbal rehearsal.
- perceive continuity with content from class to class, especially when a lot of material is being covered quickly.

Tips and Resources

- Use this review-and-share strategy on a regular basis to reinforce the learning of subject-specific vocabulary.
- Have the take-five pairs present their reviews on sheets of chart paper, which you can then post in the classroom for ongoing review.
- Try not to pair students who are too far apart in their ability or understanding of the material.

Further Support

- ESL students may benefit from pairing with a partner who speaks the same first language so that they can clarify the concepts in their first language and build more confidently on their prior knowledge.

Pair Work: Take Five

Food and Nutrition Nutrient Diseases Review (unit 3)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Decide on a concept from the previous day's lesson for review and consolidation. See Teacher Resource, <i>Nutrient Review</i>. Arrange students in "take five" buddies, with a designated student A and student B in each pair. 	
<p>During</p> <ul style="list-style-type: none"> Let students know that each pair will be responsible for reviewing the nutrient with the whole class. Each pair of students is assigned a different nutrient to review. Task for students A: Describe three functions of the nutrient and four good food sources for the assigned nutrient. Task for students B: Describe the deficiency and/or toxicity condition for the assigned nutrient by naming the condition(s) and giving the symptoms for the condition. Each pair combines and discusses the information before presenting to the class. 	<ul style="list-style-type: none"> Review notes, texts, and other materials relating to the concept being discussed. Consolidate learning through sharing, discussion, and clarifying the concepts together. Plan how to present the concept to the class if called upon to do so.
<p>After</p> <ul style="list-style-type: none"> Ask each pair to write the nutrient on the board (or on chart paper) and review it with the class. Repeat the process, if appropriate, by rearranging the pairs and setting another Think/Pair/Share task for review and discussion. 	<ul style="list-style-type: none"> Support each other as a team in recalling and explaining the details to the class. Develop and practice the skills of explaining, rephrasing, and clarifying for the class.

Notes

Nutrient Review

**Vitamin
A**

**Vitamin
D**

**Vitamin
E**

**Vitamin
K**

Folic Acid

**Riboflavin
B₂**

**Niacin
B₃**

**Vitamin
B₁₂**

**Vitamin
B₆**

**Thiamin
B₁**

Vitamin C

Biotin

e.g.,

Vitamin	Function	Best Sources	Deficiency (if you get too little)	Toxicity (if you get too much)
Vitamin A	<ul style="list-style-type: none"> - helps body to use calcium and phosphorous - needed for healthy bones and teeth - helps keep nervous system and heart working properly 	<ul style="list-style-type: none"> - made on skin in sunlight - fortified milk - cod liver oil 	<ul style="list-style-type: none"> - bones become soft and deformed - teeth become soft - body cannot absorb calcium properly - phosphorous is retained in kidneys 	<ul style="list-style-type: none"> - nausea, loss of appetite, diarrhea - kidney stones - fragile bones - deafness

Source - Kowtaluk, Helen, Kopan, Alice. (1990). *Food for Today*. Toronto: Glencoe Division MacMillan/Mcgraw-Hill, p. 44-45.

Pair Work: Timed Retell

Food and Nutrition Social Science Research Investigation (unit 1)

In this strategy, students practise their listening and speaking skills. Students divide into pairs and take turns speaking, listening, and retelling information in timed steps.

Purpose

- Enhance critical thinking skills.
- Create an argument and be concise in its delivery.
- Develop attentive listening skills while sharing viewpoints on an issue.
- Make connections between written and oral skills.

Payoff

Students will:

- share ideas.
- develop listening skills.
- apply skills in different ways - in pairs, small groups, and with the whole class.

Tips and Resources

- Timed Retell can be informal or more formal. The formal approach, require students to be confident.
- Students may make notes during the brief presentations given by their partners.
- It is possible to use this activity with more extensive subject matter. Students will need time to properly research the topic and devise their arguments.
- Additional information about peer editing is found in *Writing Strategies: Revising and Editing*, p.124-139.
- Additional information about Social Science Research is available at www.ofslc.org.

Further Support

- The struggling student may feel uncomfortable speaking in front of the whole class. Students should be given other opportunities to share and practise speaking skills before this assignment.
- Consider pairs carefully. For example, ESL students may benefit from pairing with a partner who speaks the same first language so that they can clarify concepts in their first language and build more confidently on prior knowledge.

Pair Work: Timed Retell

Food and Nutrition Social Science Research Investigation (unit 1)

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Review Social Science research method. See Teacher Resource, <i>Social Science Research Model</i>. Students will focus on Stage 1 of the process, <i>Preparing for Research</i>. Choose relevant research questions that will invite debate. See Student/Teacher Resource, <i>Social Science Research Questions</i>. 	<ul style="list-style-type: none"> Individually brainstorm and record ideas about both sides of the question or issue.
<p>During</p> <ul style="list-style-type: none"> Put students in pairs, facing each other. Each pair selects a research question from the list prepared. Ask all partner A students to begin by speaking on the “for” side of the issue. Partner A will talk for one minute, while partner B listens. Ask partner B to retell what was said for one minute. At the end of one minute, ask partner B to present the opposing side of the argument. Ask partner A to then retell partner B’s argument. 	<ul style="list-style-type: none"> Decide who will be partner A and who will be Partner B. Partner A speaks for one minute, convincing partner B as much as possible. Partner B listens carefully and retells partner A’s argument. Partner B wraps up the retell and then gives the opposing argument. Partner A listens carefully and retells partner B’s argument.
<p>After</p> <ul style="list-style-type: none"> Invite students to devise a research strategy appropriate for their topic. A & B pairs will need to state what would be required to carry out research on this topic, consider ethical issues, and devise a primary research strategy. Have students read their plans to the class. Organize the class to discuss the feasibility of the research and to add to further ideas and/or approaches for conducting the research. 	<ul style="list-style-type: none"> Write a carefully constructed outline of the research strategy for this topic. Read the outline to the partner to ensure that no important details have been omitted. Peer-edit outlines for sentence structure, grammar, and mechanical errors. Read their outline to the class. Present viewpoints or comments to each presentation group.



Social Science Research Model

STAGE I *Defining question...*

Preparing for Research

1. Define the topic of investigation
2. Find out what others have learned about the topic
3. Specify the research question

STAGE II *Locating information...*

4. Access the requirements for carrying out the research
5. Consider ethical issues
6. Devise a research strategy

STAGE III *Evaluating information...*

7. Gather data
8. Interpret the data

STAGE IV *Presenting information...*

9. State your conclusions
10. Share your results

Source: www.ofslc.org



Student/Teacher Resource

Social Science Research Questions

1. Babies should never drink juice.
2. Energy enhancing products and sport drinks enhance performance.
3. Certain foods have the ability to cure diseases.
4. Skipping meals helps individuals to lose weight.
5. The fast food industry is a major cause of obesity today.
6. The lifestyle of teenagers prevents them from eating in a healthy manner.
7. Peanut butter should be banned from all public places.
8. Fish should be eaten at least twice a week.
9. Children choose to become overweight.
10. Teenagers should follow vegan dietary patterns.
11. Better breastfeeding acceptance in public will improve breastfeeding rates.
12. Carbohydrates cause weight gain.
13. Eating whole foods is better for you than vitamin supplements.
14. Omega-3 eggs are better than white eggs.

Small-group Discussions: Jigsaw

Food and Nutrition Labeling (unit 2)

Jigsaw is a complex form of cooperative learning and it is important that students have experience with small group learning skills before they are involved in jigsaw. Jigsaw is a cooperative learning technique that provides students with an opportunity to actively help each other in their learning. Each student is assigned to a “home group” of three to five, and “expert group” consisting of members from different home groups. Students meet in their expert group to discuss specific ideas or solve problems. They then return to their home group, where all members share their expert knowledge.

Purpose

- Encourage group sharing and learning in a particular task.
- Provide struggling learners with more opportunities to comprehend meaning and ask for explanations than they would normally get in a whole-class situation with the teacher as leader.

Payoff

Students will:

- increase their comprehension and have a compelling reason for communication.
- receive support and clarification from other students.
- share responsibility for each other’s learning as they use critical thinking and social skills to accomplish the learning task.
- gain self-confidence through their contributions to the group effort.

Tips and Resources

- Create mixed-ability expert groups so that students of varying skills and abilities have the opportunity to learn from each other as they become experts on the material.
- As students enter the classroom, hand out cards with the expert group numbers or symbols on them, in order to manage the logistics of breaking off into expert groups. The various readings can also be coded in this manner for easy distribution.
- Provide a question sheet or chart to help the expert groups gather information in their particular area.
- Prepare a summary chart to guide students in organizing the experts’ information into a cohesive and meaningful whole.
- As another option, have the expert groups make presentations to the entire class on their section of the reading material. During the presentations, each student takes cumulative notes or fills in an information organizer, resulting in a complete picture of the reading when all of the presentations have been done.
- Student Question (Resources 1-7) and Teacher Answer Sheets (Resources 1-7) are provided for the following: labeling organic foods, labeling genetically engineered foods, labeling products with a grade name, food labeling: basic information, nutrition labeling, labeling- durable life of foods, and labeling-making informed food choices about fat.

Witte, J., Miller, H., O’Leary-Reesor, L.. (2004) *Food for Today* First Canadian Edition. Toronto: McGraw-Hill Ryerson. pp. 201, 203-204, 213-214, 214-216, 216-217, 415, 665.

Beyond Monet, pp. 158-159.

Reading, Writing and Learning in ESL, pp. 337-338.

Teaching Reading in Social Studies, Science and Math, pp. 264-266.

Further Support

- Give students a framework for managing their time on the various parts of the jigsaw task.
- Circulate to ensure that groups are on task and managing their work well. Ask groups to stop and think about how they are checking for everyone’s understanding and ensuring that everyone’s voice is heard.

Small-group Discussions: Jigsaw

Food and Nutrition Labeling (unit 2)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> From <i>Food for Today</i> First Canadian Edition choose pages from the textbook referenced under Tips and Resources. Review Student Resources, Question Sheets 1-7 and corresponding Teacher Resources, Answer Sheets 1-7. Assign each student a “home group” of three to five students. Assign each student to an “expert group,” with a focus on a particular segment of the task. See Student Resources 1-7 for jigsaw questions. 	<ul style="list-style-type: none"> Meet briefly in the home groups before breaking off into the expert groups.
<p>During</p> <ul style="list-style-type: none"> Establish guidelines for the information that students should include in their summaries based on the labelling question sheets- Student Resources 1-7. Have expert groups meet to read a selection, review and discuss what was read, and determine essential concepts and information, using a question sheet to guide them. Remind students that the experts will have to consider how they will teach the material to the home group members. Convene home groups so that each student can share his or her expertise with all members of the home group. 	<ul style="list-style-type: none"> Work together to make sure that all group members become “experts” on their particular part of the reading task, and help each other to decide how to report the learning to the home group (e.g., as a series of questions and answers; in chart or template form; or some other way). Use small-group discussion skills to share “expert” knowledge with the home group until all members have arrived at a common understanding of the entire task. When presenting information, monitor the comprehension of the group members by asking questions and rephrasing until it is clear that all group members understand the points. If appropriate, fill out a graphic organizer in the home group to gather all information presented by each expert.
<p>After</p> <ul style="list-style-type: none"> If appropriate, convene the class as a whole group to review and share learning or to enable expert groups to present to the entire class. Have students reflect on the communication they used to help all group members understand the material. 	<ul style="list-style-type: none"> Ask the teacher to clarify any information or ideas that are still unclear or confusing. Discuss what communication helped them to understand the material explained by others.

Notes



Small-group Discussions: Jigsaw

Labelling Organic Foods- Question Sheet

Labelling Organic Foods

Step 1

Read text: “Organic Foods”, pp. 216-217, in *Food for Today*, First Canadian Edition.

Step 2

Answer the following questions:

1. What is required for a product to be labelled “organic” by the National Organic Standard of Canada?
2. What are the six principles of the National Organic Standard of Canada for organic production?



Small-group Discussions: Jigsaw

Labelling Organic Foods- Answer Sheet

Labelling Organic Foods

Step 1

Read text: “Organic Foods”, pp. 216-217, in *Food for Today*, First Canadian Edition.

Step 2

Answer the following questions:

1. What is required for a product to be labelled “organic” by the National Organic Standard of Canada?
 - The product must be made up of at least 95% organic ingredients.
2. What are the six principles of the National Organic Standard of Canada for organic production?
 - Protect environment, minimize soil degradation, minimize erosion, decrease pollution, and focus on biological productivity
 - Use crop rotation, composting, and permitted supplemental nutrients
 - No synthetic pesticides
 - Recycle materials and resources
 - Maintain healthy livestock
 - Genetically engineered and/or modified organisms are prohibited

Small-group Discussions: Jigsaw

Labelling Genetically Engineered Foods- Question Sheet

Labelling Genetically Engineered Foods in Canada

Step 1

Read text: "Labelling of Genetically Engineered Foods in Canada", p. 665, in *Food for Today*, First Canadian Edition.

Step 2

Answer the following questions:

1. All food labelling, including Genetically Engineered Foods in Canada, is governed under what Act?

2. What are the four guidelines for labelling genetically modified foods in Canada?



Small-group Discussions: Jigsaw

Labelling Genetically Engineered Foods- Answer Sheet

Labelling Genetically Engineered Foods in Canada

Step 1

Read text: “Labelling of Genetically Engineered Foods in Canada”, p. 665, in *Food for Today*, First Canadian Edition.

Step 2

Answer the following questions:

1. All food labelling, including Genetically Engineered Foods in Canada, is governed under what Act?
 - Food and Drugs Act.
2. What are the four guidelines for labelling genetically modified foods in Canada?
 - Require mandatory labelling if health/safety concern from allergens or significant nutrient or compositional change.
 - Ensure labelling is understandable, truthful, not misleading.
 - Permit voluntary positive labelling providing claim is factual and not misleading/deceptive.
 - Permit voluntary negative labelling providing claim is factual and not misleading/deceptive.

Small-group Discussions: Jigsaw

Labelling Products with a Grade Name - Question Sheet

Grading Practices and Labelling Products with a Grade Name

Step 1

Read text: "Grading Practices and Labelling Products with a Grade Name", pp. 203-204, in *Food for Today*, First Canadian Edition.

Step 2

Answer the following:

1. State three reasons why products are labelled with grade names.
2. What are the four guidelines for labelling graded products in Canada according to federal law?



Small-group Discussions: Jigsaw

Labelling Products with a Grade Name - Answer Sheet

Grading Practices and Labelling Products with a Grade Name

Step 1

Read text: “Grading Practices and Labelling Products with a Grade Name”, pp. 203-204, in *Food for Today*, First Canadian Edition.

Step 2

Answer the following:

1. State three reasons why products are labelled with grade names.
 - Consumer will know what quality they are getting.
 - Producers and processors are paid according to the quality of the product.
 - Grade of a product often determines how a product is used.

2. What are the four guidelines for labelling graded products in Canada according to federal law?
 - A food product advertised with the price must also include the grade if there is more than one grade available.
 - A grade name must not be used if that product does not have a grade in the regulations.
 - Grade names can only be used on products that they are intended for.
 - Imported food products can be advertised with the legal grade of the country of origin. “Canada” cannot be used in the grade name unless the foods are processed in Canada to a certain percentage.



Small-group Discussions: Jigsaw

Food Labelling: Basic Information - Question Sheet

Food Labelling: Basic Information

Step 1

Read text: “Food Labelling: Basic Information”, p. 201, in *Food for Today*, First Canadian Edition.

Step 2

Answer the following questions:

1. Why is it important to know how to read a label on packages?
2. What are four basic pieces of information on all food labels? Explain each.



Small-group Discussions: Jigsaw

Food Labelling: Basic Information - Answer Sheet

Food Labelling: Basic Information

Step 1

Read text: “Food Labelling: Basic Information”, p. 201, in *Food for Today*, First Canadian Edition.

Step 2

Answer the following questions:

1. Why is it important to know how to read a label on packages?
 - Helps you determine quality, nutrient content and ingredients of a product.
2. What are four basic pieces of information on all food labels? Explain each.
 - **Common name**-What food is in the container.
 - **Net quantity**-How much food is in the container.
 - **Company**-Who manufactured, packed, and distributed the food and location.
 - **Ingredient list**-Listed from largest to smallest by weight.



Small-group Discussions: Jigsaw

Nutrition Labelling - Question Sheet

Nutrition Labelling

Step 1

Read text: "Nutrition Labelling", pp. 214- 216, in *Food for Today*, First Canadian Edition.

Step 2

Answer the following questions:

1. For most foods that are sold pre-packaged, what information is mandatory on the package?

2. What information is found on a "Nutrition Facts" table?



Small-group Discussions: Jigsaw

Nutrition Labelling - Answer Sheet

Nutrition Labelling

Step 1

Read text: “Nutrition Labelling”, pp. 214- 216, in *Food for Today*, First Canadian Edition.

Step 2

Answer the following questions:

1. For most foods that are sold pre-packaged, what information is mandatory on the package?
 - “Nutrition Facts” table
 - Ingredients list

2. What information is found on a “Nutrition Facts” table?
 - Core list of 13 nutrients
 - % Daily value of a nutrient
 - Specific serving size amount
 - Energy shown in calories
 - Other nutrients that are not part of core list



Small-group Discussions: Jigsaw

Labelling- Durable Life of Foods - Question Sheet

Labelling- Durable Life of Foods

Step 1

Read text: “Durable Life of Foods”, pp. 213- 214, in *Food for Today*, First Canadian Edition.

Step 2

Answer the following:

1. Define **durable life** of a food.
2. State two ways durable life may be presented on a product. Explain each.
3. What products do not need “durable life” information on them?



Small-group Discussions: Jigsaw

Labelling- Durable Life of Foods - Answer Sheet

Labelling- Durable Life of Foods

Step 1

Read text: “Durable Life of Foods”, pp. 213- 214, in *Food for Today*, First Canadian Edition.

Step 2

Answer the following:

1. Define **durable life** of a food.
 - Length of time an unopened product will maintain qualities e.g., taste, nutritional value that it is recognized as having if properly stored.

2. State two ways durable life may be presented on a product. Explain each.
 - **“Best before” dates** must be on foods with durable life of 90 days or less when packaged at any level of trade other than at retail store. If food needs to be stored other than room temperature, information on how to store the food item must come with the “Best before” date e.g., “keep refrigerated”.
 - **“Packaged on” dates** must be on foods with a durable life of 90 days or less that are packaged at a retail store. “Durable life” information (“Best before” and storage information e.g., “Keep Refrigerated”) must be on actual label or a poster next to the food as well.

3. What products do not need “durable life” information on them?
 - Fresh fruits and vegetables, donuts, individual portions of foods sold by restaurants, automatic vending machines and mobile canteens.

Small-group Discussions: Jigsaw

Labelling- Making Informed Food Choices about Fat - Question Sheet

Labelling- Making Informed Food Choices about Fat

Step 1

Read text: "Making Informed Food Choices about Fat", p. 415, in *Food for Today*, First Canadian Edition.

Step 2

Answer the following questions:

1. Where on a label can you find the amount of hidden fat (fat that is part of the ingredients) in a product?

2. What other information should you look for on a label regarding fat?



Small-group Discussions: Jigsaw

Labelling- Making Informed Food Choices about Fat - Answer Sheet

Labelling- Making Informed Food Choices about Fat

Step 1

Read text: “Making Informed Food Choices about Fat”, p. 415, in *Food for Today*, First Canadian Edition.

Step 2

Answer the following questions:

1. Where on a label can you find the amount of hidden fat (fat that is part of the ingredients) in a product?
 - Ingredients list
 - “Nutrition Facts” table
2. What other information should you look for on a label regarding fat?
 - “Low in fat”
 - “Fat-free”
 - “Lean”
 - “Extra Lean”
 - Milk and milk products have the % of milk fat (m.f.) listed on the label. The lower the % of milk fat on the label, the lower the product fat content.

Small Group Discussions: Four Corners

Food and Nutrition Breakfast (unit 3)

In this strategy, students individually consider an issue and move to an area in the room where they join others who share their ideas. The beauty of this strategy is that it is flexible and can be used for many topics, questions and subject areas.

Purpose

- Allow students to make personal decisions on various issues; encourage critical thinking.
- Encourage an exchange of ideas in small groups.
- Facilitate whole-class discussion of these ideas.

Payoff

Students will:

- make up their own minds on an issue.
- speak freely in a relaxed environment.
- think creatively and critically.

Tips and Resources

- Encourage students to make up their own mind concerning the issue.
- Possible Variations:
 - Consider using more than four areas for response, - even six responses can work well with various questions.
 - Try using only two responses; draw a line dividing the room, and ask students to stand on one side of it, depending on their decision.
 - Vary the approach by creating a value line. Ask students to rank themselves by lining up in a single line of a continuum, from strongly agree to strongly disagree. This will make student exchanges a necessity so that students can discover exactly where they fit on the line.
 - This strategy would work well as a forum in which students could share a poster or project they have created. In this case students would take their work to one of the corners to share, compare and discuss with other students. This is a very helpful option for students prior to handing work in to the teacher.
- The following five statements can be used in this activity:
 1. Skipping breakfast helps you lose weight.
 2. Breakfast is the most important meal of the day.
 3. A doughnut for breakfast is a nutritious meal.
 4. Eating breakfast will help you stay awake in period two.
 5. Seven year olds are smarter if they eat breakfast.
- This strategy could be used for other topics such as:
 - Organic foods (Statement for consideration-Organic vegetables are healthier than other vegetables.)
 - Brown eggs (Statement for consideration-Brown shelled eggs are more nutritious than white shelled eggs.)
- See Teacher Resource, *Four Corners – Breakfast* for an example of how to set this up.

Further Support

- The teacher may need to encourage some students and promote equal responses in groups.

Small Group Discussions: Four Corners

Food and Nutrition Breakfast (unit 3)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Create a statement or question for students to ponder regarding breakfast that has the potential for varying degrees of agreement or preference. See Tips and Resources for four possible topics. • Organize the room into four areas (corners) and label with: strongly agree, agree, disagree or strongly disagree or with four descriptors/categories. • Give students ample opportunity to think about the question and take a position. Students need to be encouraged to make their own choices. • A minute or two should be adequate time; ensure that this is spent quietly so that students make their own choices. 	<ul style="list-style-type: none"> • Carefully ponder the statement about breakfast, making a personal decision as to the position they will take. • Fully understand the statement posed about breakfast.
<p>During</p> <ul style="list-style-type: none"> • Ask students to move to the corner that best represents their stance on the issue. • Direct students to get into groups of three (if possible) to discuss the reasons for their choices. In cases where the groups are not large enough, pairs may be formed. In cases where only one student is in a group, the teacher could act as the other member of the pair. 	<ul style="list-style-type: none"> • Move to the corner that best describes their personal views on the issue. • Engage in an exchange of ideas with other members of their group, remaining open and communicative. • Ensure that everyone is heard and that everyone in the group shares equally. • Prepare to speak to the class about the group's discussions regarding the statements about breakfast, noting common reasons and differing opinions.
<p>After</p> <ul style="list-style-type: none"> • Call upon various groups to share information gathered in small-group discussions with the whole class. 	<ul style="list-style-type: none"> • Highlight their group's main points with the class, pointing out commonalities and discrepancies. • Ensure that each member of the group has something to share with the class.

Notes



Four Corners- Breakfast

1 Strongly agree	2 Agree
<div data-bbox="550 867 1005 1394" data-label="Text"><p>Skipping breakfast helps you lose weight.</p></div>	
3 Disagree	4 Strongly Disagree