

EXPLORING FOOD

This Unit is for pupils of 2nd level of Primary School



EXPLORING FOOD:

This Unit has three main aims:

- The first aim of this unit is to introduce the topic of food and learn all the vocabulary and language patterns related to this topic.
- The second aim is to make the pupils know that diet is very important for our health. And that a balanced diet helps us to be healthy, strong and avoid diseases; whereas an improper diet can make us ill. In order to know what a healthy diet is and modify our eating habits when necessary, it is important to know the types of food and the functions they have in the body. As eating habits have a great influence on our health. It is important to acquire this knowledge as soon as possible, in order to apply it to our lives.
- The third aim is related with the diet in other countries, how food is influenced by culture and religion.

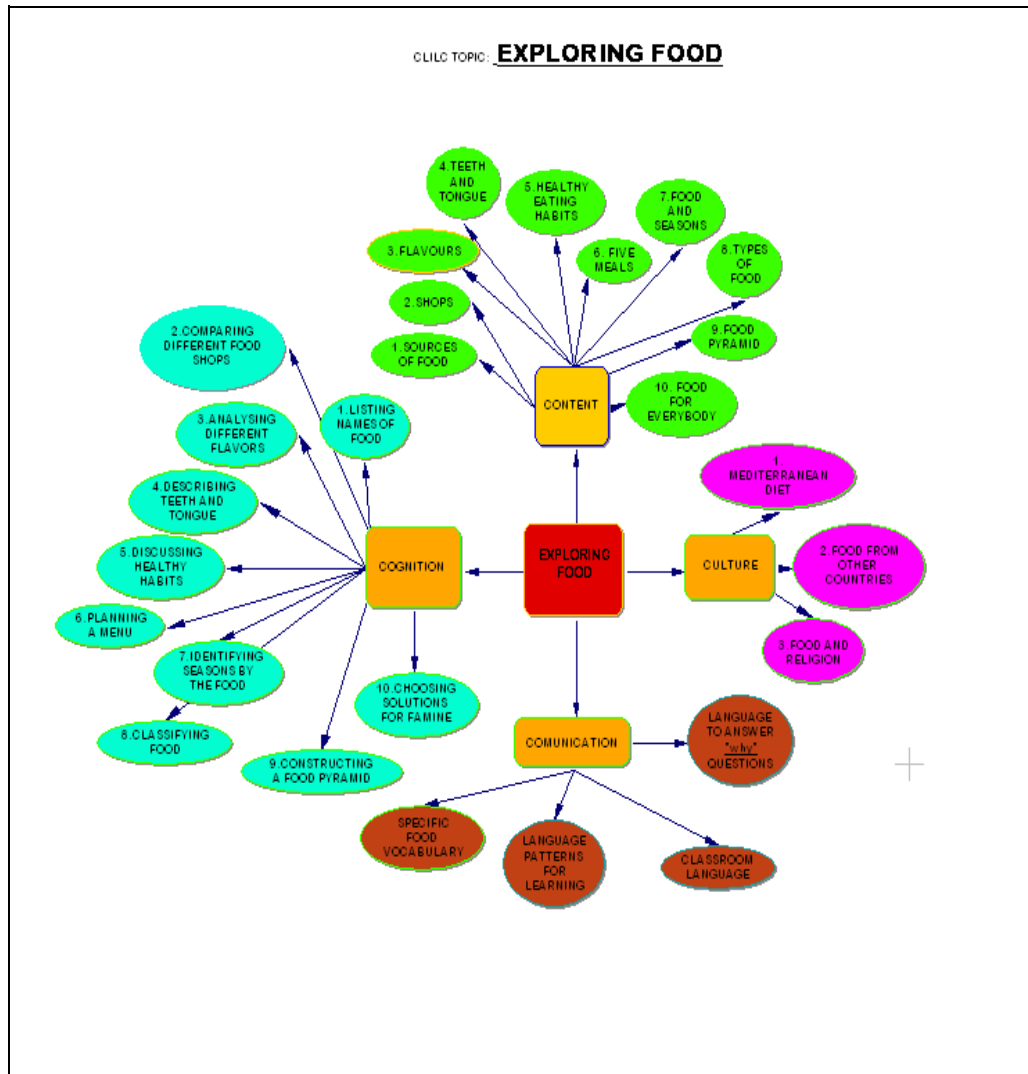
In order to achieve these aims:

- ✓ Pupils will be guided to discover the characteristics of certain foods and learn what the role they are playing in a healthy diet because food affects both physical health and mental health.
- ✓ It will be explained that nutrition and health are closely related. And if we don't eat properly, we will not grow sufficiently and we will be weak and prone to illness.
- ✓ Pupils will learn that a healthy diet should be complete and include all types of foods. And that a good diet should also be balanced and contain the proper amounts of all these foods.
- ✓ Pupils will be reminded that breakfast is a very important meal. And that a poor breakfast is related to not paying attention in class and fatigue.
- ✓ In this unit pupils will be warned that too many sweets can take away their appetite and damage their teeth. They will be encouraged to drink enough water every day because human beings can live without food for a certain time, but we can't live without water. And that water is present in the majority of food that we eat.
- ✓ We are going to revise the rules of hygiene at mealtimes and the importance of cleanliness when handling food.

- ✓ We are going to talk about of the typical foods in different regions or countries. It will be explained that each region has its own typical dishes because usually the ingredients are grown there.
- ✓ Finally we are going to compare bread from different countries, because bread is an important part of our diet. It will also be explained that bread is good for our health, and should be eaten in the proper amount, but not too much nor in place of other foods.



MIND MAP

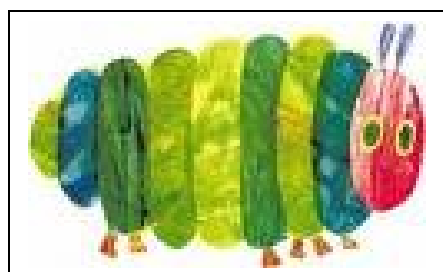
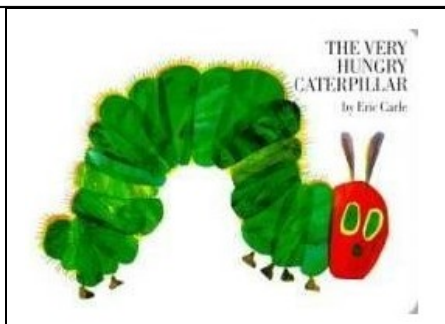


MIND MAP



INTRODUCTION TO THE TOPIC

Using a food-related story such as “The gingerbread boy”, “The enormous turnip” or “The very hungry caterpillar” This story is a good tool to



- Introduce or revise vocabulary about food. There are different types of food in this story such as fruits, vegetables, dairy products, meat, bread, cereals, sweets and cakes.
- An interesting activity is to ask children which foods from this story are healthy or unhealthy.
- This is an introduction for a future activity related with the quantities that we should eat of the three different types of food and the construction of a food pyramid.
- An activity related with culture would be to ask the pupils to rewrite or illustrate what a very hungry caterpillar from other countries would eat. If there are pupils from different countries in the class each child can make their own story according with his own culture; or they just can choose a different country such as china, Morocco or Italy.

ACTIVITY 1: *BINGO GAME (WHOLE GROUP)*

The aim of this activity is that pupils get familiar with the names of different foods.

Materials: Photocopies of 1 “Food Bingo Cards” and 2 “Food Bingo Boards”, and a handful of counters for each pupil. Scissors and some glue.

Previous step:

The teacher is going to read aloud the name of each food, and children repeat after the teacher. Then some of the pupils read aloud by themselves.

Teacher's instructions:

First cut the food bingo cards following the dotted lines.

Then mix the cards.

Finally paste eight cards on one bingo board and eight more on the other one.

The game:

Then the teacher is going to call out the names of the food (the teacher has got the same set of cards in a bag), when the pupils have the food, that the teacher has called out, they put a counter on the food they have got on the board.

The pupil that has all the foods covered with a chick pea is the winner. Next time the winner is the one who is going to call out the names of the food.

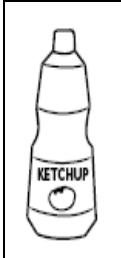
After the game:

Colour dictation

Paint the onion purple./ Paint the apple green. / The two fishes are blue./

he cheese is yellow and the potato brown./ The strawberry jam is red./

WORKSHEET 1 **BINGO BOARD PASTE 8 CARDS**
primary 2nd

 <p>cake</p>	 <p>fish</p>	 <p>milk</p>	 <p>bacon</p>
 <p>egg</p>	 <p>Honey</p>	 <p>apple</p>	 <p>cherries</p>
 <p>Cereal</p>	 <p>KETCHUP</p>	 <p>sandwich</p>	 <p>Potato Chips</p>
 <p>onion</p>	 <p>potato</p>	 <p>FLOUR 500g</p>	 <p>cheese</p>

ACTIVITY 2: HOW THINGS TASTE (GROUP WORK / PAIR WORK)

The aim of this activity is to recognise the different flavours and learn their names.

Group work with real food: In this activity pupils can taste different food and they have to explain their flavour using the substitution table to scaffold their language

Lemon	tastes	
Coffee		
A cracker		sweet
Salt		bitter
Sugar		
A banana		salty
Ham		
Lollipop		sour

Pair work with the photocopies: After tasting food, pupils have to cut the different food and classify them according to their flavours. Then they have to complete a sentence for each food following the patterns given in the previous activity.

VINAGER TASTES

CHOCOLATE TASTES

ICE CREAM**SWEET**



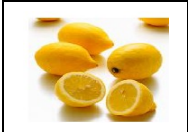

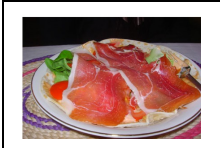


MEDICINE**BITTER**

.....**TASTES SALTY**

COFFEE TASTES

WORKSHEET 2
primary 2nd

TASTING THINGS

	COFFEE
	LOLLYPOPS
	LEMONS
	ICE CREAM
	HAM
	VINEGAR
	CRACKER
	CUCUMBER

WORKSHEET 2
primary 2nd

CLASSIFYING

Sweet

Salty

Sour

Bitter

ACTIVITY 3: LISA'S LUNCH_(Whole group/ individual work)

The aim of this activity is to understand that plants provide food for humans.

Plenary work: The teacher shows the children some common and less common food plants and ask which they have eaten: for example, artichoke, cabbage, carrot, maize, mango, melon, pea, pear, potato and squash. He/she arranges a tasting session for those eaten raw. He/she helps the pupils to recognise food plants they may have seen only in processed form: He/she shows them containers alongside the raw plants.- beetroot (a jar of beets), maize (tinned sweetcorn), potato (chips/crisps), wheat (flour/bread).

Language pattern:

Have you ever eaten	cabbage ? artichoke ? melon ? mango ? maize ? carrots?
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Yes, I have./ No, I haven't.

Individual work: The pupil must do the two exercises on the photocopy following the instructions written there.

Autumn 2006
The University of Nottingham.

CEIP Ca N'Alzamora (Rubí)
Montse Vallès Bargalló

**Worksheed 3 Liza's lunch from DEVELOPING SCIENCE year1 (photocopiable) by
Christine Moorcroft A&C Black (London)**

ACTIVITY 4: FOOD FROM PLANTS *(PLENARY /PAIR WORK)*

The aim of this activity is to recognise which parts of the plants we can eat.





Plenary: This activity will work better if some real examples of fruit and vegetables are shown to the pupils. Teacher must explain that we can eat the leaves, the stem, the root, the fruit and the seeds.

Individual work: Pupils have to complete the chart on the photocopy ticking the part of the plant that we can eat.

Afterwards they have to say and write a sentence for each food following this substitution table.

When I eat	an apple a carrot some peas some grapes some peanuts a lettuce a plum a potato a cabbage	I'm eating	the leaves . the fruit. the root. the seeds.
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WORKSHEET 4	PARTS OF THE PLANTS	primary 2 nd
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	LEAVES	ROOTS	FRUIT	SEEDS	STEM
 LETTUCE					
 PEAR					
 ASPARRAGUS					
 PEANUTS					
 CARROTS					
 MAIZE					
 CELERY					

ACTIVITY 5: FRUITS OR VEGETABLES? *(Whole group/Pair Work)*

The aim of this activity is to understand the difference between fruits and vegetables.

Plenary work: It is useful to use real examples of fruits and vegetables. The teacher must explain that a fruit contains seeds; a vegetable is a leaf, a stem, a root or even a flower. Most of the fruits grow in trees. Most of the vegetables grow in small plants.

Pair work: Pupils have to cut the card given in the photocopy and sort them out in two different columns depending on if they are fruits or vegetables.

Then they have to ask each other *"Why is an orange a fruit?"* and give reasons

"An orange is a fruit because it grows in a tree."

The questions and the answers will be given different pieces of paper. Pupil A asks a question, pupil B chooses a suitable answer.

For example:

QUESTIONS

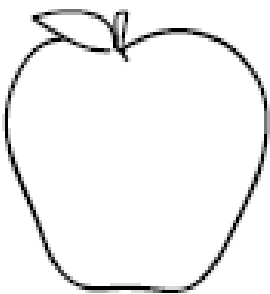

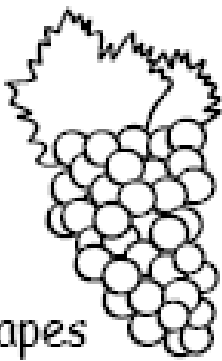
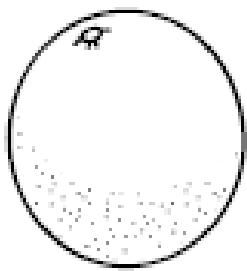
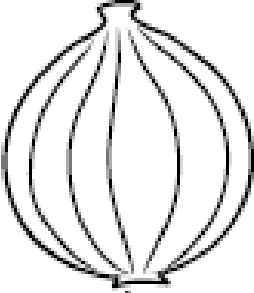
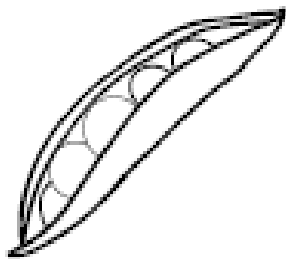
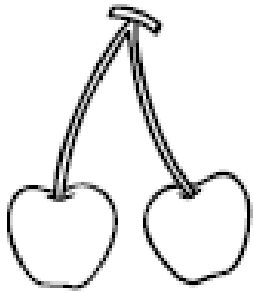
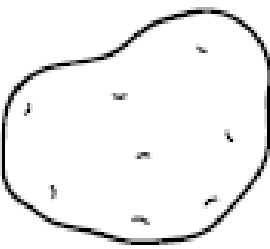
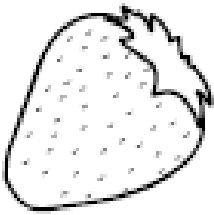
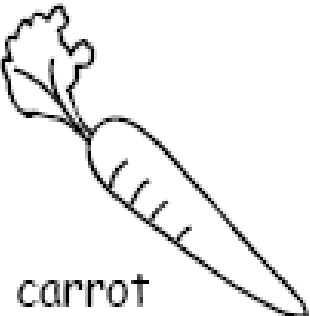
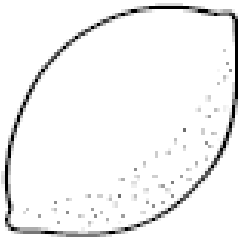

CHOOSE A SUITABLE ANSWER

<i>Why is an apple fruit?</i>	<i>Because they grow in cherry trees.</i>
<i>Why is a pepper vegetable?</i>	<i>Because we cannot eat it as a desert.</i>
<i>Why is not an onion a fruit?</i>	<i>Because it contain seeds.</i>
<i>Why are cherries fruits?</i>	<i>Because it grows in a small plant.</i>
<i>Why is a watermelon fruit?</i>	<i>Because it grows in apple trees.</i>

This exercise can be done with listening support so children can listen to the question and the correct answer, then they can choose the correct pieces of paper.

Cultural note : Americans say "eggplant" / British say "aubergine"

WORKSHEET 5 CLASSIFY IN TWO COLUMNS / FRUIT OR VEGETABLE?
Primary 2nd

 apple	 eggplant	 grapes
 orange	 onion	 peas
 cherries	 potato	 strawberry
 carrot	 lemon	 pumpkin

WOORSHEET 5 2ND	CLASSIFICATION	PRIMARY
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FRUITS	It's a fruit because	VEGETABLES	It's a vegetable because

ACTIVITY 6 :_Revision: FOOD FROM PLANTS (*Whole group/Individual work*)

The aim of this activity is to recognise which parts of the plants we can eat. But instead of putting a cross in a chart the pupils have to write the correct part of the plant next to the food.

Plenary work: With the teacher's help pupils have to say the same kind of sentences that they used in activity 3. These sentences will be practised orally with the whole group. They can be written on a poster wall and covering up and pupils must have to remember in first place, if they don't remember they can look at them.

Individual work:

Writing activity: they have to write the same sentence patterns practised before using a writing frame. For example: (see writing frame)

WORKSHEET from "SCIENCE 1" Santillana Educación S.L/ Richmond Publishing.
(pag140)

FOOD FROM PLANTS

When I eat aI'm eating the



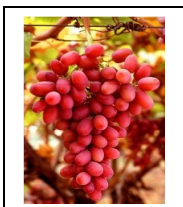
When I eat asparagus I'm eating the



When I eat a lettuce I'm eating the



When I eat sunflowers seeds the seeds.



When I eat the grapes I'm eating the.....

ACTIVITY 7: ALL KINDS OF FOOD (*Whole group/Individual work*)

The aim of this activity is to recognise different foods according to their source.

Plenary work: Oral activity. The teacher asks the pupils about a recent meal they have eaten. Then the teacher lists the foods on the board and asks the children if they can see any foods in the list that are meat, fish, fruit or vegetables. Then the teacher tells them that we need to eat different kinds of foods to stay healthy. Finally he /she has to point out the importance of water and he/she asks them if they can think and say the name of any food containing water.

Individual work: Sorting the foods on the worksheet.

First step: children repeat the names of the food after the teacher. Then, they read the instructions of the worksheet all together. The teacher makes sure of the pupil's understanding.

Second step: they classify the food in each set, and then they have to add another name in each set.

The last activity is to draw three drinks and label them.

Language support: language patterns for oral activity. (depending on the day of the week we can use one of these sentences)

T: What have you eaten this week?/ What did you eat last week?

P: I've eaten / I ate

T: Does a melon contain water?

P: Yes, it does. / No, it doesn't / I don't Know.

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The University of Nottingham.

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Worksheet 6 "All kinds of food" from "DEVELOPING SCIENCE" year2 (photocopiable) by
Christine Moorcroft A&C Black (London)

ACTIVITY 8: FOOD FOR YOUR MEALS (*Individual Work*)

The aim of this activity is to recognise and understand that some foods are healthier than others and that some foods will damage the teeth. Understand the meaning of “meal” and “treat”.

Individual work: Looking at the pictures on the worksheet they have to colour in red foods with more sugar, because they are dangerous for teeth. Then they have to match each food with the word *meal/ treat*.

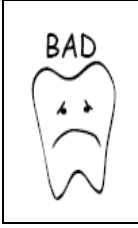




Individual work: They can use a chart to express which foods are good or bad for teeth. In the same chart they can give reasons (why they are good or bad).

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WOORSHEET 8 from **NO FUSS** (photocopiable) **SCIENCE (3-5) years 7-11 (PAGE15)** by
Roger Smith(Scholastic)

WOORKSHEET 8	HEALTHY TEETH	PRIMARY 2
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			WHY? BECAUSE...
 chocolate			
 sweets			
 cheese			
 carrots			
 milk			

ACTIVITY 9: TYPES OF FOOD (*pair work*)

The aim of this activity is to understand that we should eat lots of some food and not very much of others. It's a previous activity before building a food pyramid.

Pair work: The pupils can work on the worksheet, helping each other to follow the instructions. Then they have to say the foods they should eat a little of, a little more of, or a lot of.

To support the language that they have to produce, they can use the following substitution table.

I should eat	a little of(less)	bread
		carrots
		margarine
		eggs
		cheese
	a little more(of)	spaghetti
		tomatoes
		peas
		chocolate
		rice
		potatoes
	a lot of (more)	butter
	chips	
	pears	
	biscuits	

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WOORSHEET 9 from **NO FUSS** (photocopiable) **SCIENCE (3-5) years 7-11 (PAGE 73)**

by Roger Smith (Scholastic)

ACTIVITY 9: FOOD PYRAMID (*Individual work*)

The aim of this activity is to build a Food Pyramid to show in a visual way what they have learnt in the previous ACTIVITY 8.

Individual work: Pupils have to cut out the pieces of the pyramid that they have on the sheet of paper and assemble them to build a pyramid on another sheet (a coloured one, if possible). Once they have paste the pyramid on the coloured sheet of paper they have to cut out the pictures of food and paste them in the correct place of the pyramid. The same activity could be more challenging taking out the names that are inside the pieces.

Writing activity

Complete the sentences that were given taking into account what the pyramid indicates.

We should less.....,and.....

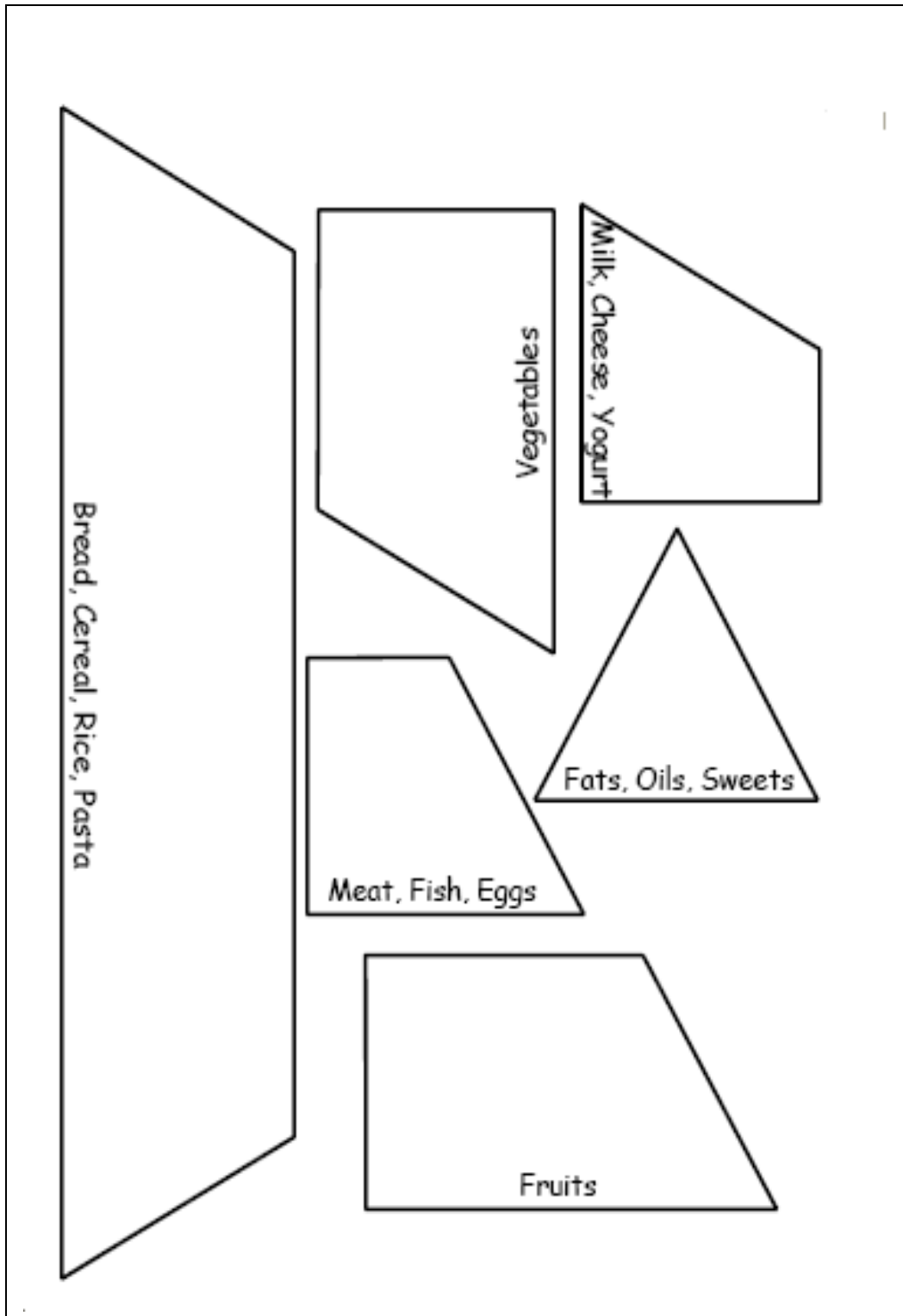
We should eat a little more_, and

We should eat a little more,and.....

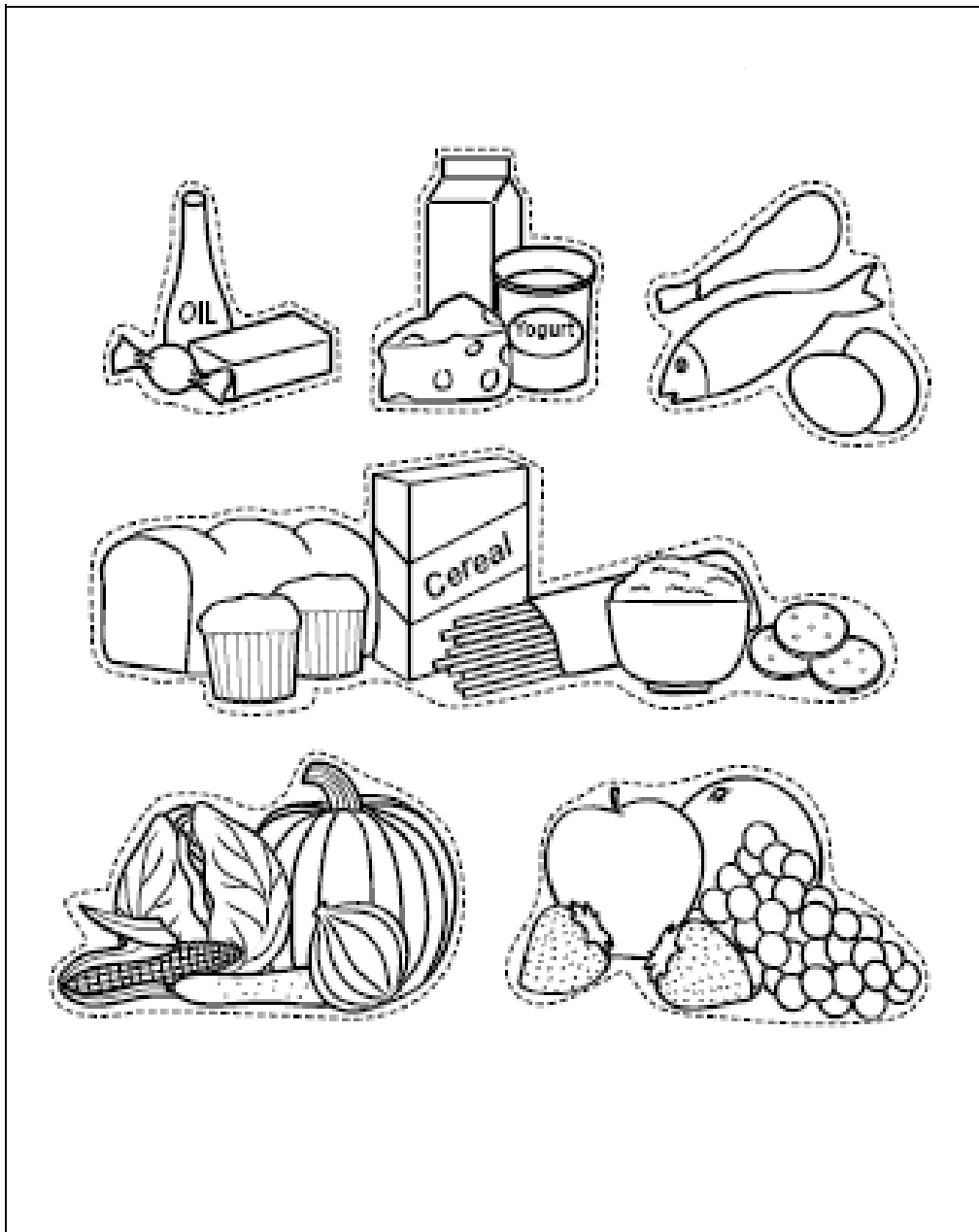
We should eat a lot more..... and

We should eat a lot....., and

WOORKSHEET 9 Make a food pyramid cutting and assembling these pieces.



**WOORK SHEET 9 CUT OUT THE PICTURES ABOUT FOOD AND PASTE THEM
INTO THE PYRAMID**



ACTIVITY 10: WHAT'S IN THE REFRIGERATOR? (*Game in pairs*)

The aim of this activity is to practise the name of the food , questioning and having fun.

Game Rulers

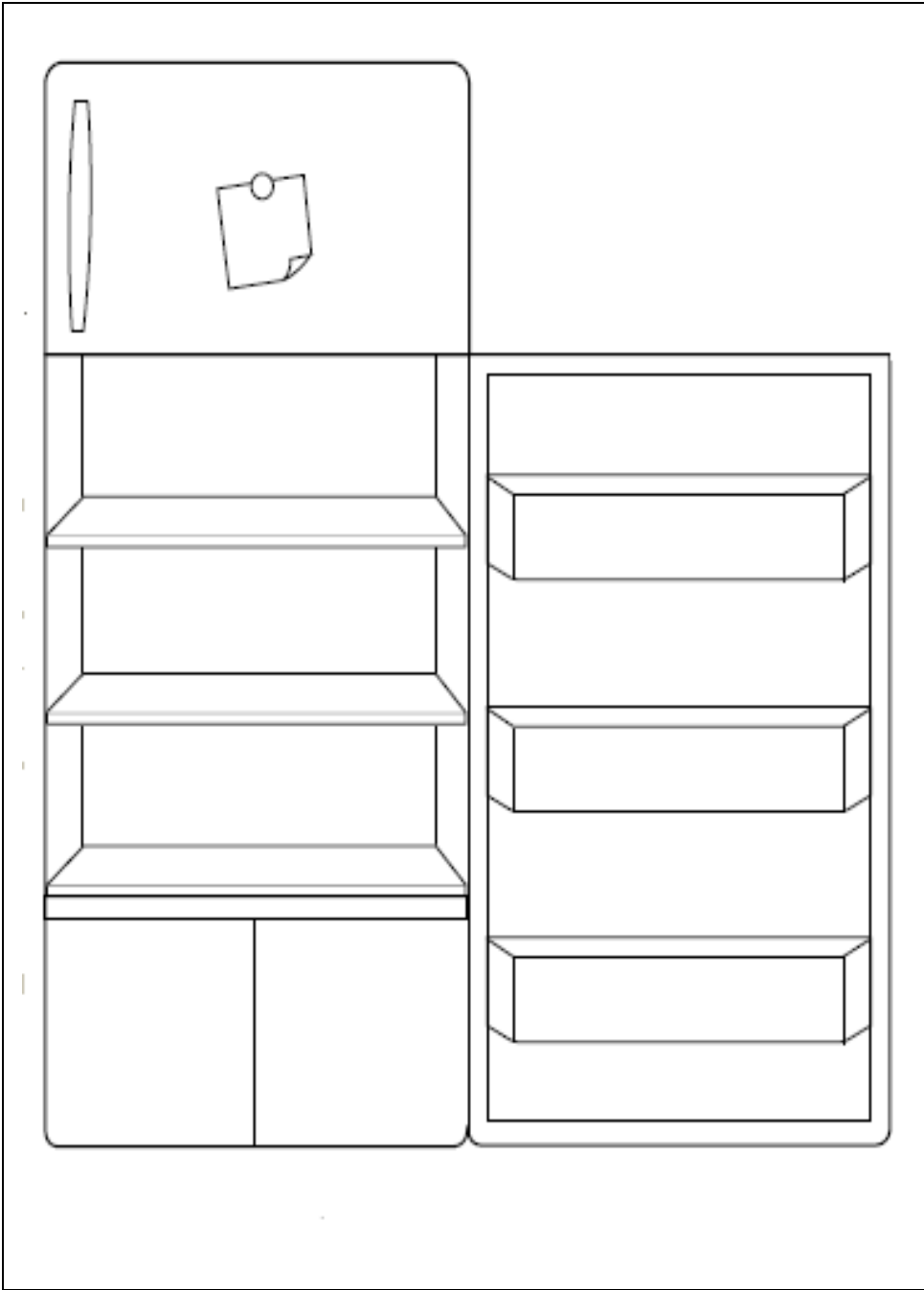
Each pupil has a fridge, he/she has to choose 5 things and put them inside it. He/she can also add two more things that are not given by the teacher. And the partner has also to guess them.

The other pupil has to guess what is in the fridge asking questions.

There is a sheet for the fridge, another for the food to cut out and stick on the fridge. Finally, other with a questioning frame.

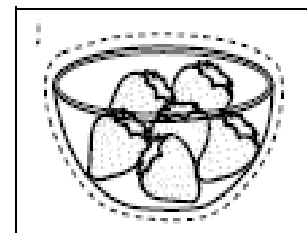
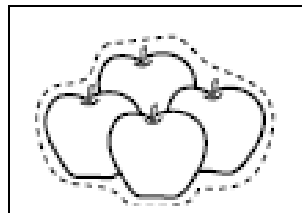
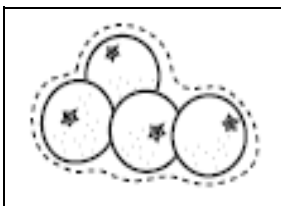
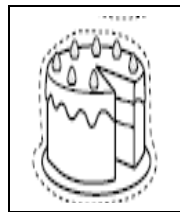
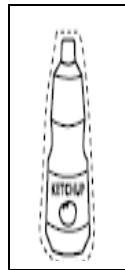
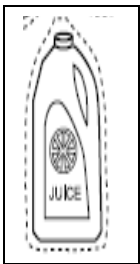
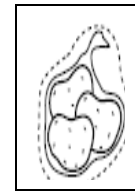
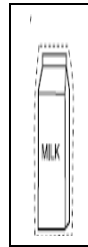
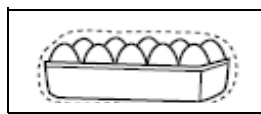
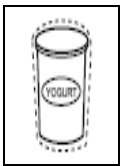
The first person who guesses 5 things from their partner's fridge is the winner

WORKSHEET 10 **“WHAT’S IN THE FRIDGE”** PRIMARY
2ND




WORKSHEET 10
PRIMARY 2ND

CUT OUT FIVE THINGS AND PUT THEM IN THE FRIDGE



ACTIVITY 11: DESCRIBING FOOD (INDIVIDUAL/PAIR WORK)

IS THERE ANY.....? ARE THERE ANY.....?

YOGURT	EGGS 
MILK 	PATATOES 
JUICE 	KETCHUP 
CAKE 	ORANGES 
CHEESE 	CHICKEN 
STRAWBERRIES 	APPLES 

The aim of this activity is that children can describe food using the chart below . Then they can make sentences with the verb “to be” (is/are). For example:

“The cherries are sweet, round, small, hard, smooth and red”

Pair work: Guessing game

Pupil “A” : *I'm sweet, long, hard, rough, big and orange. Who am I?*

Pupil “B” : *You are a carrot*

WOORKSHEET 11 "DESCRIBING FOOD"

PRIMARY 2ND



TASTE	salty	sweet ☆	sour	bitter
SHAPE	round ☆	long	irregular	triangle
TEXTURE	hard ☆	soft	smooth	rough
COLOUR	white	green	red ☆	orange
SIZE	tinny	small ☆	big	Very big

Activity 12: A CATERPILLAR IN MY COUNTRY *(whole group)*

From the book "Tell it again"

Ask pupils in which country they think the caterpillar in Eric Carle's story lives. The food will give clues. Then, ask the pupils to rewrite and illustrate what a very hungry caterpillar living in another country would eat.

Before rewriting the story. they can fill the following chart i (Power Point)

A CATERPILLAR FROM... 	COUSCOUS 	SPAGHETTI 	SUSHI 	PAELLA 	SPRING ROLLS 
Italy		V			
Morocco	V				
China					V
Spain				V	
Japan			V		

ACTIVITY 12 B : MY OWN VERY HUNGRY CATERPILLAR (*individual work*)

The aim of this activity is that each pupil can make their own story with their own caterpillar and the food from their own country. They can bring to the classroom the food that they have chosen for their caterpillar. I think it's important for foreign children to have the opportunity to tell their classmates about their own culture and at the same time it's interesting for the others to listen and understand things related with other cultures.

Individual work: To write their own story they can use the chart below, then they can rewrite and illustrate the story.

They can make a mini story book with the teacher's help and even record their voices reading the book, and take both things home.



WOORKSHEET 12	"MAKE YOUR OWN STORY"
2ND PRIMARY	

MY VERY HUNGRY CATERPILLAR FROM	ILLUSTRATIONS (sketches)	Is it healthy or unhealthy?
On Monday he eats		
On Tuesday he		
On Wednesday he		
On Thursday		
On Friday		
On S		
On		