

**Title:** Theme Unit: Food and Nutrition

## **Learning Intention/Description of Learning Activity:**

We have completed a unit on the food and the nutrition it provides to the body. Learning about food and nutrition is crucial for kids as it lays the foundation for healthy eating habits, physical and mental well-being, and academic success. It empowers them to make informed choices, promotes positive relationships with food, and helps prevent future health issues. Proper nutrition provides the essential nutrients for growth and development during childhood. A healthy diet can reduce the risk of chronic diseases like heart disease, diabetes, and some cancers later in life. Learning about nutrition helps children maintain a healthy weight and avoid obesity, which can lead to various health problems. Good nutrition supports a strong immune system, helping children fight off illnesses. The categories—fruits, vegetables, grains, dairy, and meat or beans—make up the basic food groups found in most food pyramids. We want to enable children to make healthy choices when eating meals AND when choosing a snack. Snacks should also be colorful. The basic nutrition definition for kids to understand is 'the source of food through which living organisms get the energy to do work and to live their life fully.' Nutrition is present in all the food items eaten by us. It can be present either in small quantities or can be present in large quantities.

Students were required to follow along completing worksheet pages which focused on the themes of understanding the four food groups. A Guided Drawing activity was also completed.

## **Teacher Comments/Feedback:**

NAME is currently at an “emerging” level of understanding for grade-level expectations.

HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE struggled to complete the work and so support was given one-to-one to complete most of the worksheet pages. HE/SHE required reminders and prompts to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown such as, with the worksheet walk-through videos.

NAME is currently at an “developing” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages with some one-to-one support. HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE is encouraged to socialize less and instead to focus on completing the task

at hand first and to also focus on being able to follow along with the instructions, examples and modelling shown.

NAME is currently at an “proficient” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages with little or no one-to-one support. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown.

NAME is currently at an “exceeding” level of understanding for grade-level expectations.

HE/SHE participated fully, completing all the worksheet pages independently. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE was often willing to accept more challenging work considered to be above grade level expectations and was able to demonstrate skills that showed an understanding beyond the learning outcomes.

Unfortunately, NAME was absent for most or all this theme unit. Please go to the abovementioned webpage and review the videos and if you want to print out the PDF worksheets to complete at home. There is no data in which to assess HIM/HER at this time.

NAME is recognized as an English Language Learner (ELL) student who is currently at a reception level/developing level in HIS/HER understanding of the English language. Because English is an additional language (EAL) for HIM/HER, HE/SHE needs extra support/assistance with some of the seat work activities. HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most/some of the worksheet pages or portions of the worksheet pages.

NAME is working towards the goals in HIS/HER IEP and is assisted by HIS/HER School Support Educational Assistant (EA/SEA/SSSW). HE/SHE struggles to complete the work without assistance so support was given one-to-one to complete most of the worksheet pages. Therefore, there is no proficiency scale being used to assess HIS/HER level of understanding.

**Next steps:**

Encourage learning more about new topics such as pumpkins, by going to the local public library to take out books. Look for educational videos on YouTube. There are so many new views about food that it is hard to keep up. Do some serious investigation, watch videos like What the Health and Forks Over Knives. Learn more about night shade plants and their side effects. Learn more about dairy products, processed foods, and the meat and poultry industry. Some say all oil is bad even extra virgin olive oil, salmon oils and avocado oils – fat is fat. What does it mean to be a vegetarian or a vegan? What are the effects of sugar on the body and brain? How important is it to drink plenty of water versus juice and soft drinks that contain large amounts of sugars like fructose?

Continue to provide one-to-one support when needed/possible. (For written output activities and adding illustrations to work). Review lessons at home through the website or preview them before the week starts (Friday weekly email will give links to classroom website).

## Student Self Reflection:

## Proficiency Scale

<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending</b>
Just beginning to demonstrate learning in relation to the Learning Standards of the Curriculum	Demonstrating learning in relation to Learning Standards of the Curriculum with growing consistency	Demonstrates the expected learning in relation to the Learning Standards of the Curriculum	Demonstrating learning in relation to Learning Standards with increasing depth and complexity

Emerging	Developing	Proficient	Extending
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