

A BALANCED DIET

KEY STAGE(S): 3

SUBJECT(S): Science

TOPIC: Food and nutrition

LANGUAGE LEVEL: New to English - Developing competence

RESOURCE CONTENTS

- A balanced diet PowerPoint
- Word and picture flashcards provided to reinforce vocabulary for food names
- Nutrients sorting board
- Speaking frame cards
- Substitution tables

CURRICULUM OBJECTIVES

- To understand the types of food that make up a healthy diet
- To understand the balance of food that is required to stay healthy
- To understand the different food groups that the body requires
- To describe the importance of eating the right amounts of different types of food

Language functions

Useful Language

Asking

- Which food contains ... ?

Describing

- Oranges contain ...
- A tomato contains ...
- _____ contain(s) _____ which ...

Explaining

- We need _____ to _____

Vocabulary

- Five food groups: Carbohydrates, proteins, fat, vitamins and minerals, water
- Names of foods: an apple, an aubergine, avocados, bananas, beans, bread, broccoli, butter, cabbage, carrots, cereal, cheese, eggs, fish, ice-cream, kiwifruit, a mango, meat, milk, nuts, an orange, pasta, a pear, potatoes, rice, salad, a tomato.
- Parts of body: muscles, digestive system, cell membranes, teeth, bones, cells
- Verbs: repair, provide, keep, help, make.

PREPARATION

You will need:

- Interactive White Board (IWB) or projector and screen for PowerPoint
- a set of word flashcards for each group of learners
- a set of picture flashcards for each group of learners
- a set of sorting grids for each group
- sets of speaking frame cards for each pair of targeted learners
- substitution tables for display

You will need to:

- Print the flashcards and then cut them up. These can be laminated for reuse.
- print off the Key language sheet for all the EAL learners prior to lesson
- Print the bingo boards onto card. These can be laminated for reuse.
- enlarge the two sorting grids to A3, print onto card. These can be laminated for reuse.
- print out A4 versions of the substitution tables as 1-to-a-page. Laminate and display on classroom walls for reference.
- print out speaking frames as 2-to-a-page handouts and cut up. These can be laminated for reuse.

IDEAS FOR USING THE RESOURCE

What to do:

- The visuals in this resource pack are useful to provide a context and to reduce the need for key words and phrases to be translated.
- Games such as the Bingo game and the Pairs game are good ways of introducing beginner EAL learners to the key vocabulary or reinforcing key vocabulary for intermediate level EAL learners.
- Provide EAL learners with a copy of Slide 3 of the main PowerPoint so that they can pre-visit the key words beforehand. EAL learners should be encouraged to note down this vocabulary and translate the terms into their first language
- Look at the Eatwell Plate diagram together and discuss the nutrients that we need in our diets

Bingo game:

- Appoint a caller and use one set of cards appropriate to their level of reading (either picture and word, or word only)
- Distribute bingo boards to the other members of the group (or one card between two if preferred)
- Players mark their boards with a counter if they have a matching picture
- Discuss individual boards to check players are familiar with the food pictures. Stress the difference between singular and plural 'a tomato' 'cereals.' Caller picks cards at random and gives the name of the card selected

- To win the game players must cover a line of pictures on their bingo board (either horizontally, vertically or diagonally) and call 'Bingo!' The caller must check against the cards that have been read to make sure the call is accurate. The game can continue until a player has all the pictures covered for a full house. The winner of the line or full house takes over as caller for the next round of the game

Pairs game (also known as Pelmanism)

- The aim is for learners to match the flashcards, using the two sets of word and picture cards.
- Both sets of cards should be placed face down on a desk / table.
- The first player turns over two cards. If they match, they win the pair and have another turn.
- If they do not match it is the next person's turn.
- The winner is the person who has the most pairs at the end of the game.

Pairs game matching words and pictures

- This version of the game is played as above but using one set of word cards and one set of picture cards. The game could be played with the cards either face down or face up. The learners need to match word and definition correctly to win the pair.

Sorting exercise

- Using the sorting grids (1 grid and 1 set of food picture cards per group) ask each group of learners to place the different food pictures in the appropriate nutrient group. Some foods may be in more than one group.

Barrier game

- Pair the EAL learners with peers who can provide good language models. Complete the barrier game where learners find out from their partner which nutrients the different foodstuffs contain:

Learner A: Which foods contain carbohydrates?

Learner B: Bread contains carbohydrates

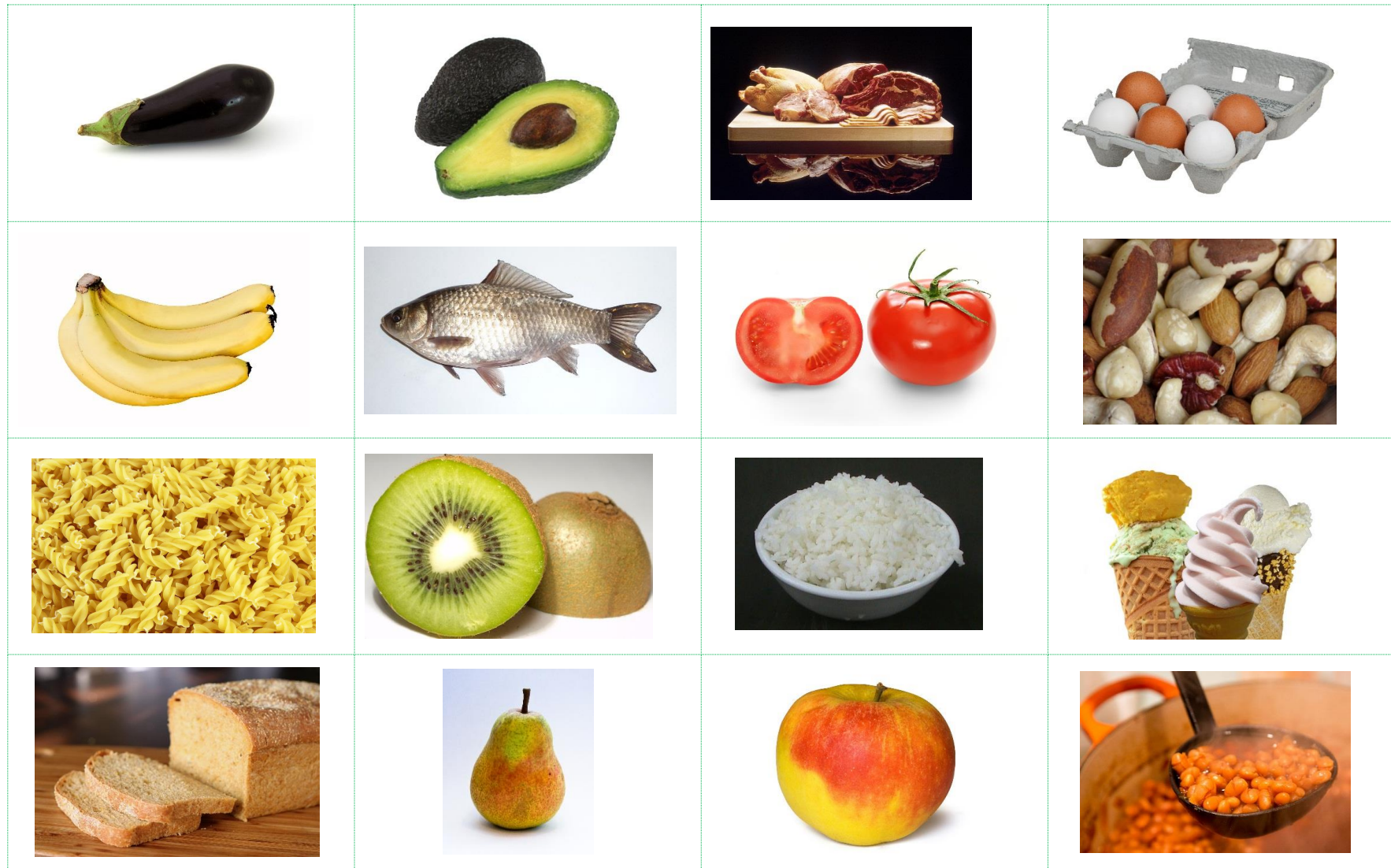
- Feedback from the sorting and speaking and listening exercise using the main PowerPoint (Slides 6 and 7). Using the substitution table to point out the difference between the 3rd person singular (**contains**) and the 3rd person plural (**contain**) when eliciting full sentence answers.
- Provide all pupils with copies of the appropriate substitution table and ask them to either write simple sentences or compound sentences (differentiate as appropriate) to describe the nutrients contained in the different food and then why our bodies need different nutrients.

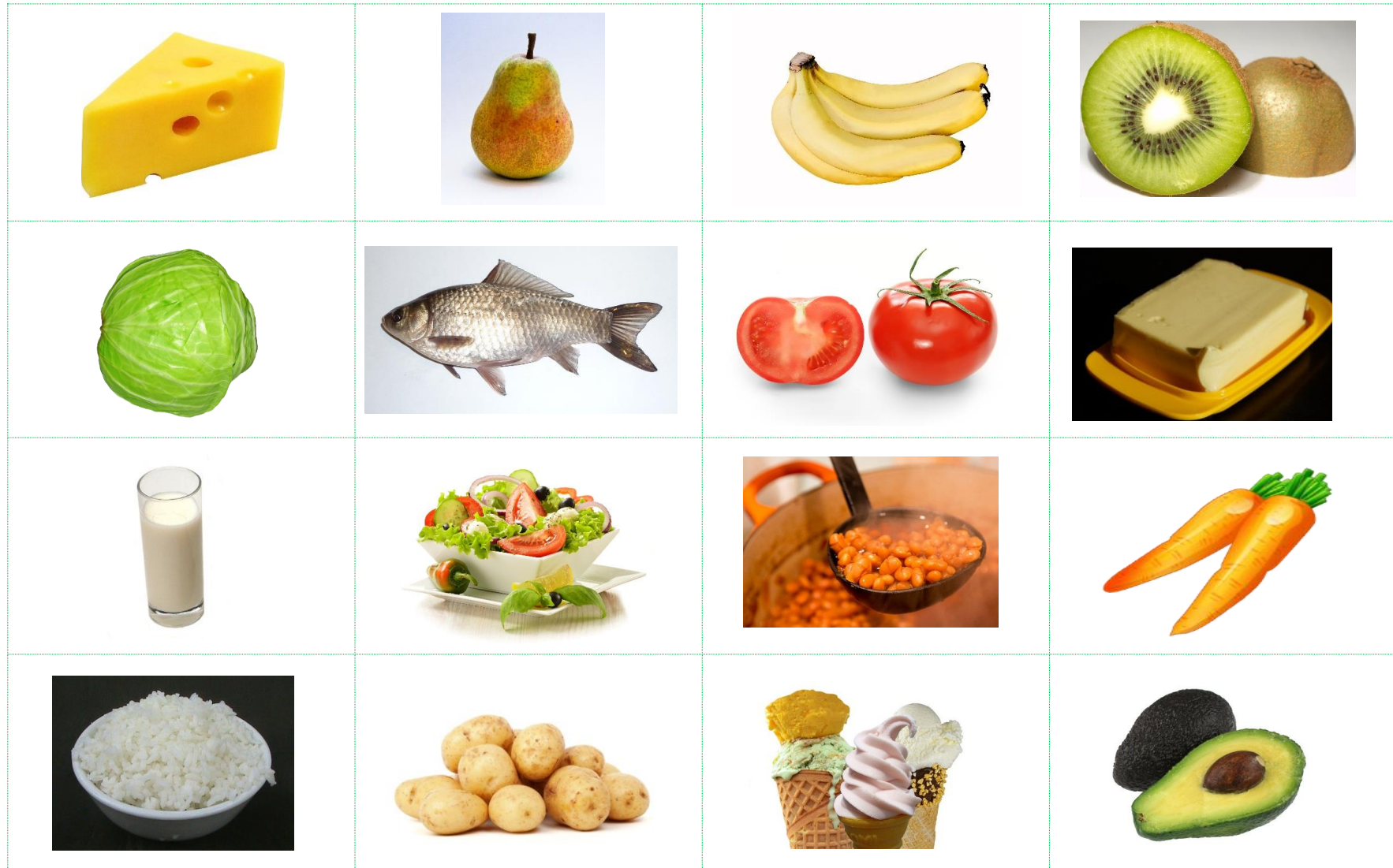
OTHER IDEAS FOR MAKING THE BEST USE OF THIS RESOURCE

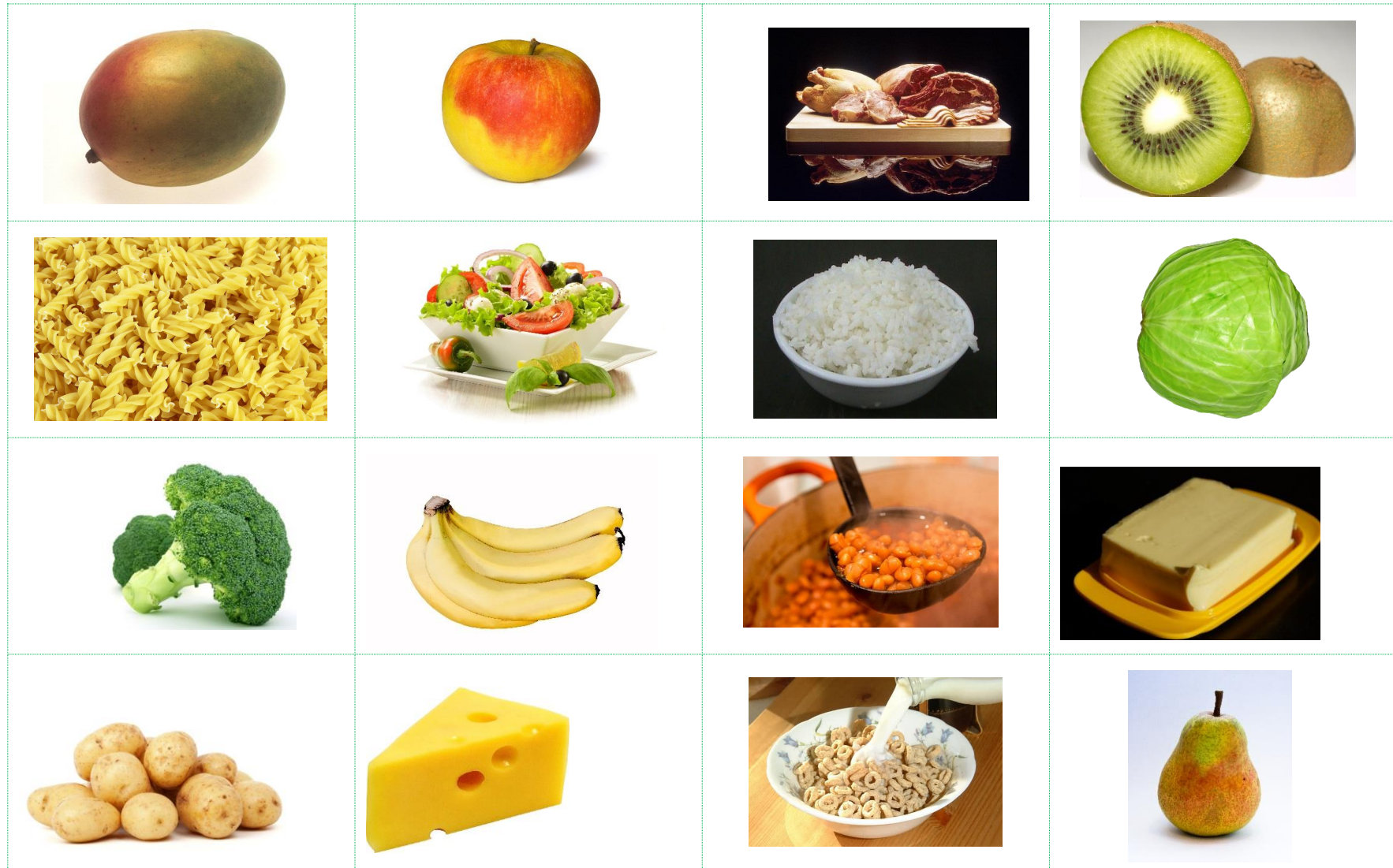
- Use the speaking frame cards as sentence starters. E.g. '_____ contain(s)_____', 'We need _____ to _____.' Display speaking frame cards around the classroom for EAL learners to refer to.
- EAL learners could be grouped with supportive peers who can provide good models of English for them
- Use the picture and word flashcards with the first sorting grid for group or pair work, classifying foods according to which food group they belong to. This is a collaborative activity which gives an opportunity for exploratory talk. Use the appropriate speaking frame card to model the target language.
- Use the picture and word flashcards with the second sorting grid to classify the different foods according to how much of them it is good to have in one's diet. This is a collaborative activity which gives an opportunity for exploratory talk. Use the appropriate speaking frame card to model the target language.

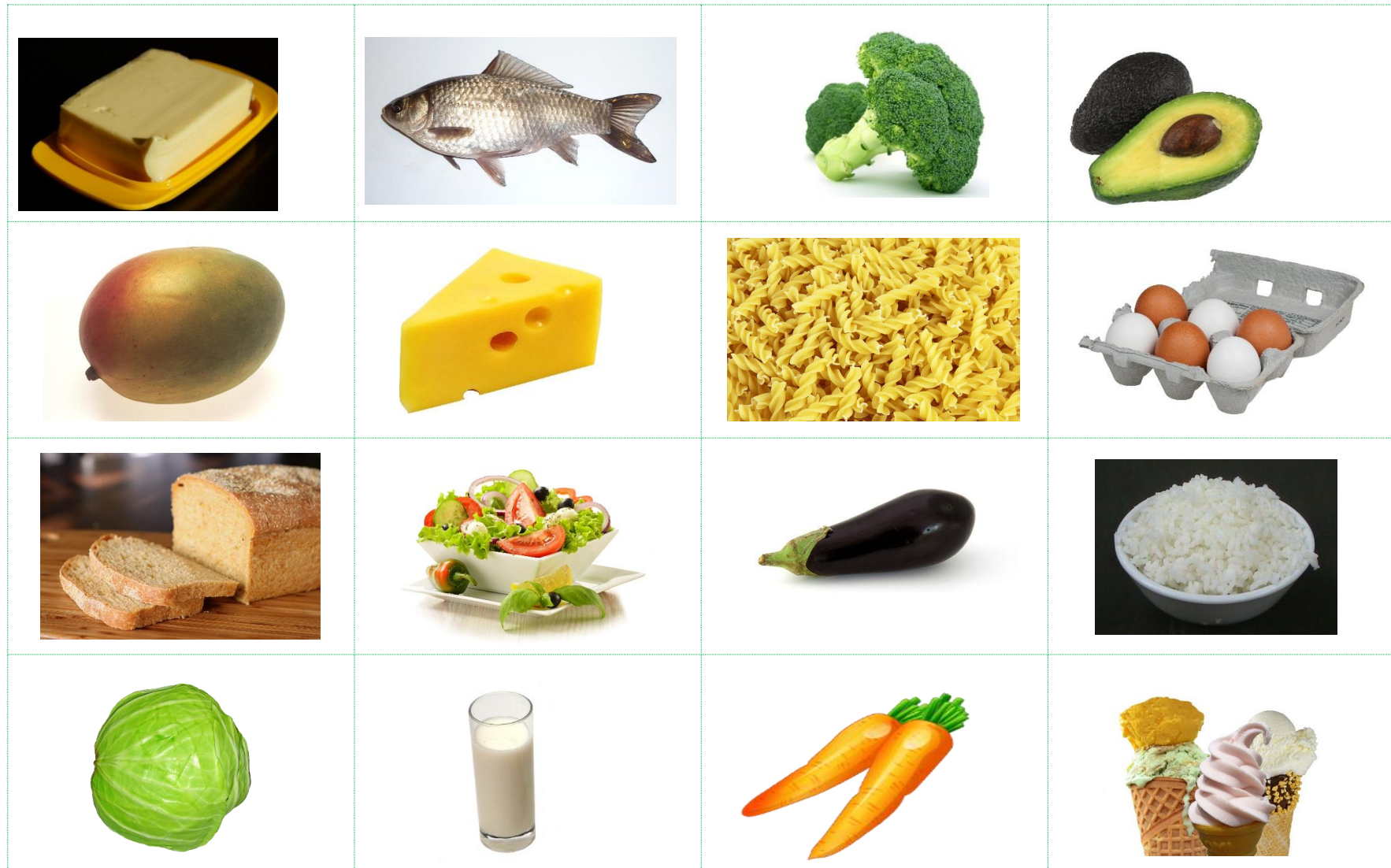
POSSIBLE EXTENSION ACTIVITIES

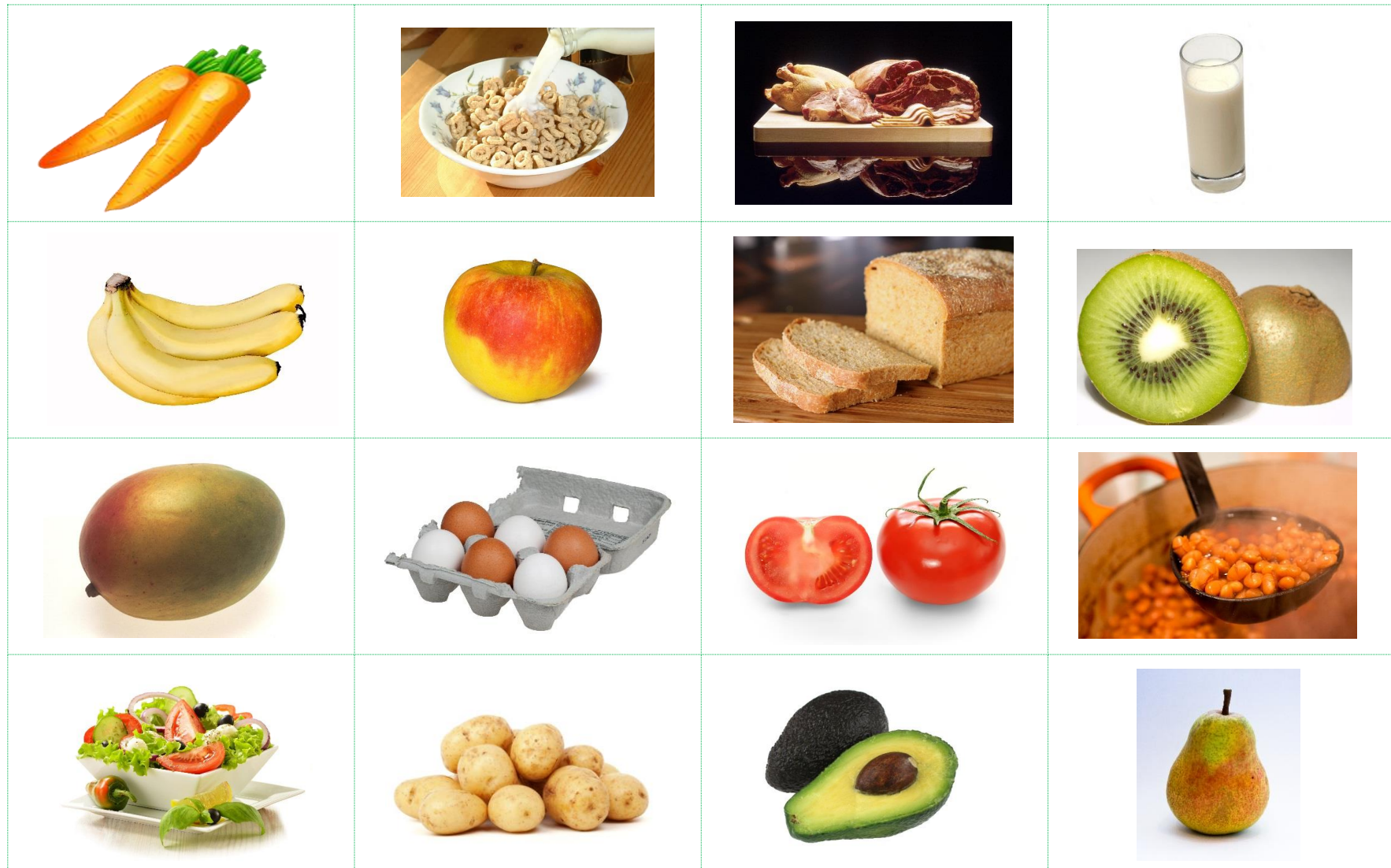
- Use understanding acquired to draw a picture of a healthy food plate and label the nutrients in the different foods on the plate.
- A group of learners could find pictures of other types of food (particularly favourite foods and those that are culturally familiar to the EAL learners in the group) on the internet and import into a PowerPoint presentation to make additional flashcards to incorporate into the game.

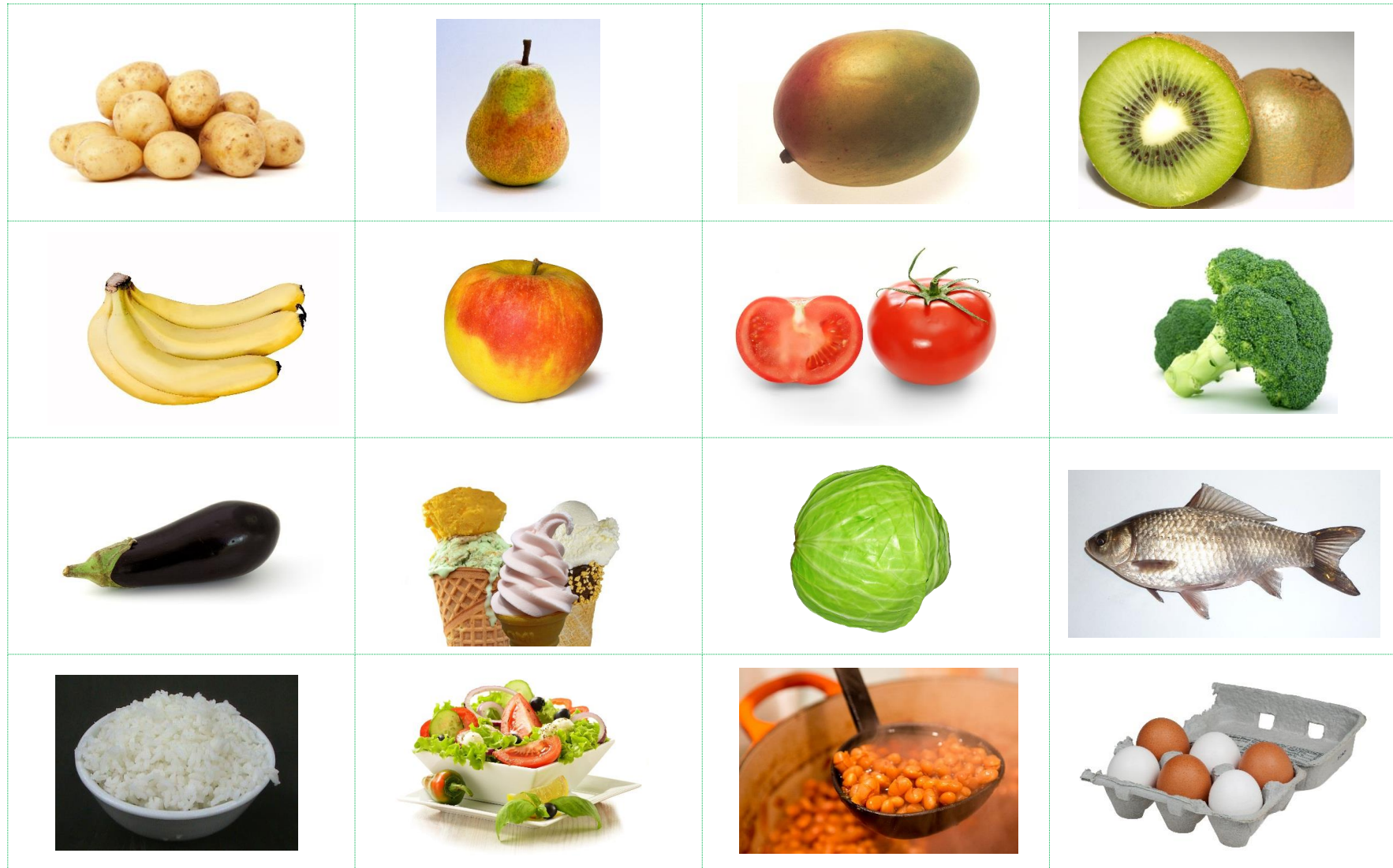












What does the body need?

Complete the table by asking your partner questions like the example in the speech bubbles.

Which foods contain protein?

Eggs contain protein?




| | | | | | |
|---------------|---|---|---|---|---|
| Carbohydrates |  |  |  | | |
| Proteins | | | | | |
| Fats |  |  |  |  |  |
| Vitamins | | | | | |
| Minerals |  |  |  |  |  |
| Fibre | | | | | |
| Water |  |  |  |  | |

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Complete the table by asking your partner questions like the example in the speech bubbles.

Which foods contain protein?

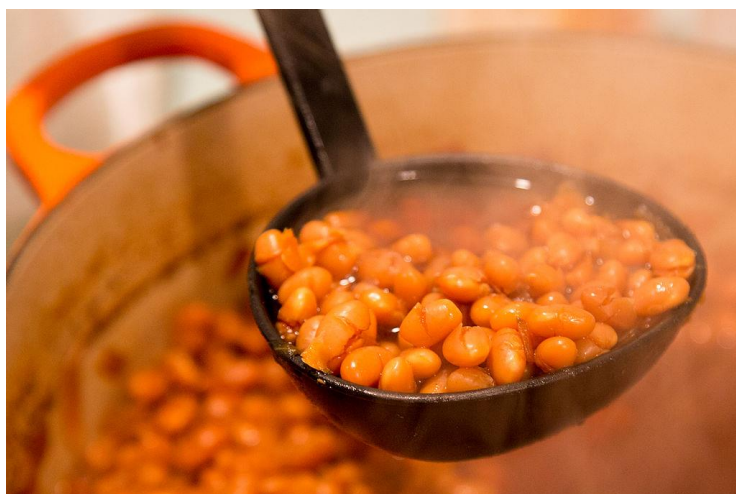
Eggs contain protein?

| | |
|---------------|--|
| Carbohydrates | |
| Proteins |  |
| Fats | |
| Vitamins |  |
| Minerals | |
| Fibre |  |
| Water | |



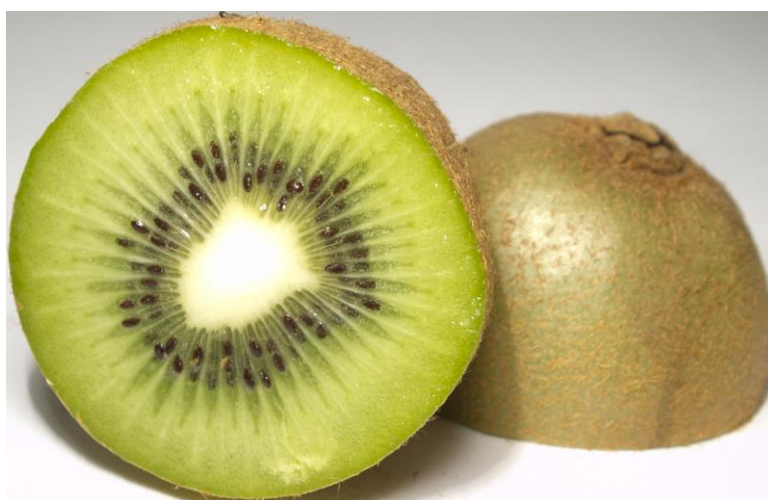
















an apple

an aubergine

avocados

bananas

beans

bread

broccoli

butter

cabbage

carrots

cereal

cheese

eggs

fish

ice-cream

kiwifruit

a mango

meat

milk

nuts

an orange

pasta

a pear

potatoes

rice

salad

a tomato

| | |
|---|--|
| <p>_____</p> <p>contain (s) carbohydrates</p> | <p>_____</p> <p>contain (s) proteins</p> |
| <p>_____</p> <p>contain (s) fats</p> | <p>_____</p> <p>contain (s) vitamins</p> |
| <p>_____</p> <p>contain (s) minerals</p> | <p>_____</p> <p>contain (s) water</p> |

We need _____
to provide
energy


We need _____
to repair our
muscles

We need _____
to make new cell
membranes and
for energy

We need _____
to keep our
bodies healthy

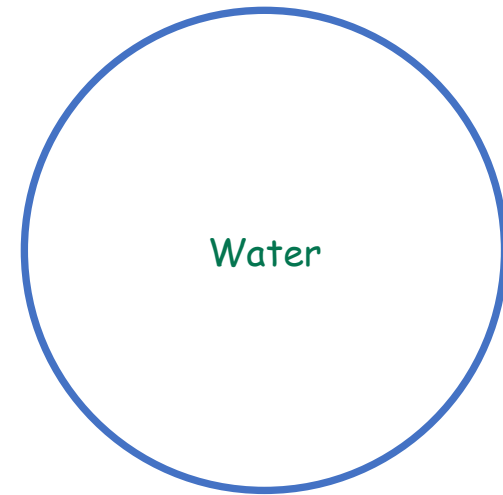
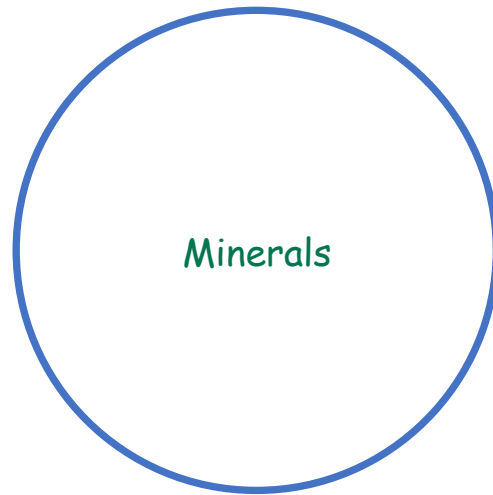
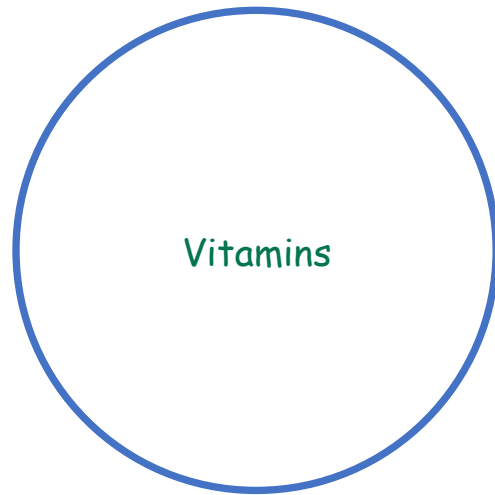
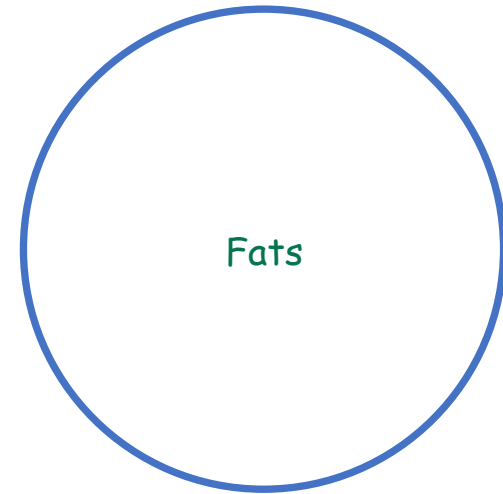
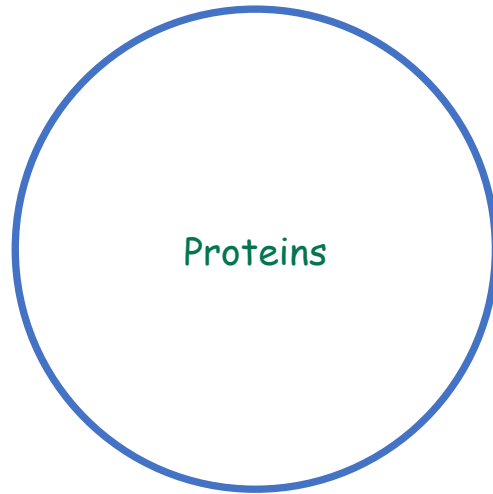
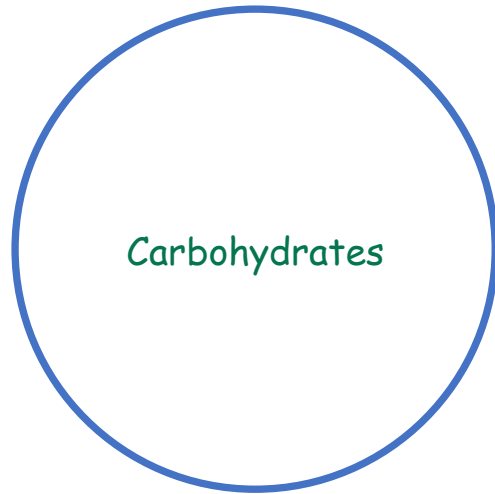
We need _____
to help the
growth of teeth
and bones

We need _____
to keep our
digestive system
working well



We need _____
to keep our cells
hydrated

Sort the food picture cards to show a healthy diet:



| | |
|----------------------|--|
| Carbohydrates | |
| Proteins | |
| Fats | |
| Vitamins | |
| Minerals | |
| Fibre | |
| Water | |

IMAGES USED IN THIS RESOURCE

- Aubergine: <http://www.publicdomainpictures.net/pictures/10000/velka/1-1210580242pikC.jpg> Petr Kratochvil, licence – public domain.
- Cereal: http://s3.freefoto.com/images/09/04/09_04_3_web.jpg Ian Britton, licence – non-commercial no derivative works.
- Bananas: https://upload.wikimedia.org/wikipedia/commons/9/9b/Cavendish_Banana_DS.jpg Augustus Binu [CC BY-SA 4.0 (<http://creativecommons.org/licenses/by-sa/4.0/>)], via Wikimedia Commons
- Tomato: <https://en.wikipedia.org/wiki/Tomato> Fir0002/Flagstafffotos
- Pear: https://commons.wikimedia.org/wiki/File:Alexander_Lucas_10.10.10.jpg#/media/File:Alexander_Lucas_10.10.10.jpg
- Meat: <https://en.wikipedia.org/wiki/Meat#/media/File:FoodMeat.jpg> Unknown photographer - <https://visualsonline.cancer.gov/details.cfm?imageid=2402> Pubic domain.
- Fish: By George Chernilevsky - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=5101375>
- Eggs: <https://upload.wikimedia.org/wikipedia/commons/1/12/6-Pack-Chicken-Eggs.jpg>
- Nuts: https://commons.wikimedia.org/wiki/File:Fancy_raw_mixed_nuts_macro.jpg By Sage Ross (Own work) [CC BY-SA 3.0 (<http://creativecommons.org/licenses/by-sa/3.0/>)], via Wikimedia Commons
- Beans: https://en.wikipedia.org/wiki/Boston_baked_beans#/media/File:Boston_Baked_Beans_in_Concord,_Mass_2012-0193.jpg By Victorgrigas - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=23943506>
- Bread: [https://commons.wikimedia.org/wiki/File:Anadama_bread_\(1\).jpg#/media/File:Anadama_bread_\(1\).jpg](https://commons.wikimedia.org/wiki/File:Anadama_bread_(1).jpg#/media/File:Anadama_bread_(1).jpg) by Stacey Spensley
- Pasta: <http://res.freestockphotos.biz/pictures/9/9515-uncooked-dry-yellow-fusilli-pasta-pv.jpg>
- Rice: https://en.wikipedia.org/wiki/Steamed_rice#/media/File:Steamed_rice_in_bowl_01.jpg [Anna Frodesiak](#) - Own work
- Carrots: <http://www.picserver.org/pictures/carrots01-lq.jpg>
- Cheese: <https://i.ytimg.com/vi/6GbhfY-XXxE/maxresdefault.jpg>
- Milk: https://upload.wikimedia.org/wikipedia/commons/4/42/Milk_-_olly_claxton.jpg
- Ice cream: <https://pixabay.com/en/photos/ice%20cream%20cone/> public domain
- An orange: <http://www.publicdomainpictures.net/view-image.php?image=8790> by Vera Kratochvil
- Butter: https://pixabay.com/static/uploads/photo/2013/09/27/09/53/butter-186909_960_720.jpg
- Potatoes: <http://www.publicdomainpictures.net/pictures/30000/velka/isolated-potatoes.jpg>
- Kiwifruit: https://upload.wikimedia.org/wikipedia/commons/f/f2/Kiwifruit_halved.jpg Tiia Monto [CC BY-SA 3.0 (<http://creativecommons.org/licenses/by-sa/3.0/>)], via Wikimedia Commons
- Salad: <https://upload.wikimedia.org/wikipedia/commons/4/42/SaladIt95.jpg> By LouiseTynan95 (Own work) [CC BY-SA 4.0 (<http://creativecommons.org/licenses/by-sa/4.0/>)], via Wikimedia Commons
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