

Healthy Eating - Session Plan and Resources

for Milestone 7 – 8 Literacy

Contents

Instructions, curriculum links	this page	Omelette instructions 2	p 6
Lesson plan	p 2-4	Omelette matching /ordering cards	p 7
Omelette instructions 1	p 5	'c' cooking words	p 8

Overview and differentiation

This is a 'healthy eating' session which is aimed at M7 up to emerging Entry Level 1. It incorporates some letter work, sequencing, word recognition and also word building.

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Related resources

All available at www.skillsworkshop.org in the PreEntry or Entry 1 literacy areas

- Food groups Excel pie chart to accompany this lesson plan
- Fruit Bingo – word and picture matching
- Simplified 'food groups' word searches
- Colours, clothes, fruit word games
- Food description guessing game (listed in the Entry 2 literacy area but includes differentiation ideas for PreEntry and Entry 1)

Good links

Food Standards Agency – Eatwell, <http://www.eatwell.gov.uk/healthydiet/> (lots of useful stuff including a large 'eat well plate' picture).

Main Curriculum References

Actual references will vary with the learner group and the way the resource is used.

preEntry

Rw/M7.1 Recognise most letters of the alphabet on any given occasion

Rw/W7.3 Recognise / read and select a combination of up to 10 words, signs, symbols linked to their personal vocabulary

Wt/M7.2 With support, use words, signs, symbols, images. Matching their meanings to (a) objects

Rw/M8.1 Recognise the letters of the alphabet by shape, name, sound

Rw/M8.3 Recognise / read a growing repertoire of familiar words, signs, symbols they encounter in daily life.

Ww/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, songs

Ws and Rs/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structure

Rtc/M8.3 When working with texts which contain words, signs, symbols, images, communicate about (b) images with which they have become familiar

Wt/M8.4 Use in their supported writing - words and letters, signs, symbols, images to communicate meaning for different simple purposes when writing short texts

Entry 1 Literacy

Rw/E1.1 Possess a limited, meaningful sight vocabulary of words, signs and symbols

Ws/E1.1 Construct a simple sentence

To obtain an editable version of the original Word document please send teaching ideas or any adult basic skills resource that you would like to share to maggie@skillsworkshop.org

THANK YOU

LESSON PLAN

Course Title: Entry 1 literacy		Group ability: M8/ Emerging E1		Time:	Date:
Subject/Lesson Topic: Healthy eating		Location:		Duration: 2.5 hrs	No of Students:
Aims: To explore the concept of healthy eating and a balanced diet, as well as describing ways to cook.					
Key words: Diet, cook, food, recipe and 9+Key words for food - eggs, oil, milk and cheese etc)					
Objectives: To understand that we need to eat a range of foods to eat food. Place cooking sequences into order and identify some key words. Begin to develop and awareness of sentence structure (for some of the learners) and also how to begin to construct sentences for some of the learners working towards an E1 literacy award.					
	Teaching Point/ Activities	Student Activities			Resources * provided. See pages 5-7 and separate Excel file
	<p>Introduction. To explore the topic of healthy eating. Tutor to lead a discussion around this topic and also give the first exercise for the students to complete.</p> <p>The process of cooking</p>	<p><i>Differentiated Activity (1)</i></p> <p>Discussion about healthy eating and favourite foods.</p> <p>There is a discussion about describing how to cook using recipes and how these take you through the process step by step.</p>	<p><i>Differentiated Activity (2)</i></p> <p>The group are given segments of the food groups with attached pictures - they then have to place these onto a plate correctly (This is in a 'pie chart' format) like a jigsaw.</p> <p>The group are given a series of pictures that represents the cooking process for an omelette.</p>	<p><i>Differentiated Activity (3)</i></p> <p>The group are given a handout which can be read as a group activity with the correct proportions of the food groups needed within a balanced diet.</p> <p>The learners working at M8 are given key words to match with the pictures and the learners working towards E1 are given simple sentences about each picture that are cut up and have to be placed into order.</p>	<p>Segments of food groups to be placed on circular 'plates'. *Excel 'pie chart' handout of foods needed for a balanced diet.</p> <p>* Pictures of the cooking process for an omelette and also key words and cut-up sentences.</p>

	Teaching point/ Activities	Student Activities			Resources
	<p>To explore some word level work around key words to do with cooking.</p> <p>Break</p> <p>Food shopping – the group are given a selection of catalogues from various supermarkets and have to find the cheapest ingredients for the ingredients needed for the omelette.</p> <p>Introduction to sentence construction – the group are given some terms about sentences and some points of sentence construction.</p> <p>Session evaluation.</p>	<p>The learners are given examples of the sound which the letter 'c' makes at the start of words – the learners then feel for the letter 'c' within a bag of letters.</p> <p>The learners are given some catalogues from a range of supermarkets.</p> <p>The group are asked to speak about cooking in a sentence into the tape recorder.</p> <p>The group are asked what they have learned from the session and are also asked if there is anything they would have liked to have done differently.</p>	<p>There is a work sheet with some of the keywords that have associated pictures and also the missing letters that need to be inserted – all begin with the 'c' sound.</p> <p>Some of the learners are given a word list to look for the ingredients for the omelette in order to help them with this exercise.</p> <p>The group are then encouraged to write a transcript of this in a sentence – it must have an action word like cooking.</p> <p>Students are asked to draw a emoticon type pictures to demonstrate whether they were happy with the session, unhappy or just O.K.</p>	<p>Jumbled keywords to do with cooking starting with 'c' – cup, cooker, canteen, carrot, cook, colander.</p> <p>The learners operating at emergent E1 will be expected to remember the ingredients from the earlier activity.</p> <p>Support will be provided to learners who are not able to work independently.</p>	<p>*Worksheet with missing letters.</p> <p>Wooden or plastic letters</p> <p>Another worksheet with mixed versions of the 'c' keywords.</p> <p>Catalogues from various supermarkets.</p> <p>Tape recorder and also lined paper to record the sentences.</p>
Session Evaluation / Notes – see over					

Session Evaluation	Notes

Cooking an omelette



Break eggs.







Add milk.



Heat oil.



<p>Break some eggs in a bowl.</p>		<p>Break eggs.</p>
<p>Add some milk and beat the mixture.</p>		<p>Add milk.</p>
<p>Heat some oil in a pan.</p>		<p>Heat oil.</p>
<p>Fry the omelette on one side and then flip.</p>		<p>Fry the omelette.</p>

Cooking an omelette



Break some eggs in a bowl.



Add some milk and beat the mixture.



Heat some oil in a pan.



Fry the omelette on one side and then flip.

Cooking 'c' words



c _ p



c _ _ ker



c _ rrot

Missing letters

a oo u