

Alberta Milk

Power to Play Program **Alberta Assessment Strategies**

Grade 1

In addition to direct observations with anecdotal notes and checklists, the following strategies and supports are provided to help track students' progress and learning:

- A **rating checklist** provides assessment criteria for each lesson. The rating checklist follows and provides an overview of criteria for the entire *Power to Play* Grade 1 unit. This checklist can be copied for each student and assessment notes recorded as the unit progresses.
- **Assessment notes** provide an overview of the criteria that is used to assess students in each lesson.
- Each lesson also provides a **criteria and outcomes chart**, with criteria statements that can be used to create assessment tools and templates. Criteria statements describe what students will do to show they have achieved the outcomes.
- An **anecdotal notes form** is provided with each lesson to be copied and used to record observations about student progress and growth. Anecdotal notes are specific to the activities in each of the lessons.
- A **rubric** is provided for the mind map that students create in Lesson 4 as well as the party invitation they create in Lesson 6.
- A **self reflection and assessment handout** is provided at the end of Lesson 6. Have students draw pictures and complete simple sentence stems that represent what they learned and what they were excited about learning in this unit.

Portfolios, Scrapbooks or Experience Boxes

To keep track of student work, have students create portfolios, scrapbooks or experience boxes. Some items to collect include:

- Completed activity sheets
- Power snack recipes
- "I Tried It!" badges
- Pictures of favourite foods
- Graphs and tallies
- Photographs of the class making recipes
- Family photographs of special meals.

Journals

You may also want to encourage students to keep track of their learning in a journal. Journal entries could be simple sentence completion (or dictation or tracing) related to food, such as:

- Today I tried...
- I want to try...
- My favourite grain product for breakfast is...
- For power to play I eat...

Or have students draw pictures of their experiences: for example, they could draw foods from the four food groups, favourite fun physical activities and favourite foods that give them the power to play!

Food Guide Checklist

Use the "Food Guide Checklist" (page 217) to track assessment of students' understanding of classifying foods into each food group.

Graphic Organizers

Simple graphic organizers, such as a T-chart or a KWL chart can provide opportunities to assess student learning before, during and after lessons. Students can provided with sentence stems such as the following in their charts:

- Foods I eat from this food group now are...
- I eat these foods because...
- I wonder about food like....
- I would like to try.....
- I learned about new foods like...
- These foods are good to eat because...
- I feel _____ about what I learned.

Students can complete the sentences or paste stickers or pictures on their charts to articulate their learning.

I Know	I Want to Know	I Learned

A T-chart can be used to gather simple information from students:

Meat and Alternatives I know	Meat and Alternatives I have learned about

Grade 1 Power to Play Rating Checklist

	Criteria	Yes	A good start	Not yet	Comments
Lesson 1	Identify healthy food choices				
	Identify healthy activities				
	Contribute ideas after listening and viewing				
Lesson 2	Sort foods into nutritional food groups				
	Apply nutritional guidelines to food choices				
	Work cooperatively in groups				
Lesson 3	Identify different vegetables and fruits that provide nutritional choices				
	Describe nutritional benefits of vegetables and fruits				
	Use categories to make visual connections between personal food choices and nutritional benefits				
Lesson 4	Identify foods that are part of the grain product group				
	Describe personal benefits of healthy nutritional choices for breakfast				

	Criteria	Yes	A good start	Not yet	Comments
Lesson 5	Identify different milk products that provide nutritional choices				
	Describe nutritional benefits of milk products				
	Use categories to make visual connections between personal food choices and nutritional benefits				
Lesson 6	Identify different meats and alternatives that provide nutritional choices				
	Describe nutritional benefits of meats and alternatives				
	Work cooperatively in groups				
Lesson 7	Sort foods into healthy food groups				
	Assess food choices				
	Make healthy food choices				
	Express and share healthy food choices creatively				
Physical Education	Demonstrate skills and perform movements through activities and games				
	Participate in group activities with effort, respect and fairness				

Lesson 1: Meet our Superheroes!

LESSON OVERVIEW

In this start-up lesson, we introduce students to the main characters of the program, Brock Lee and Coco Lait, and to their super powers and the power snacks they enjoy.

Students will also:

- ❖ Learn about healthy eating through discussion, watching a DVD episode and singing a song about healthy eating, “Open Your Backpack”
- ❖ Create their own personal superhero identity

Assessment Notes

While students **identify foods and physical activities to create a class word bank and start to explore their own choices**, observe as they:

- Identify healthy food choices
- Identify healthy activities
- Contribute ideas after listening and viewing

Use the Rating Scale to record information on student progress in this lesson.

Lesson One Criteria and Outcomes

*Cross-curricular outcomes and criteria statements are indicated in blue font.

Criteria	Outcomes
Identify healthy food choices	W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast
Identify healthy activities	General Outcome B: Benefits Health 6 describe how physical activity makes you feel 8 understand the connections between physical activity and emotional well-being; e.g., feels good
Contribute ideas after listening and viewing	General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts 2.2 Respond to Texts Experience various texts <ul style="list-style-type: none"> • Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons

Anecdotal Notes for Lesson One

Watch for evidence that students can:

- Demonstrate listening when involved in shared viewing
- Identify different foods and activities
- Describe why a food is a healthy choice
- Take turns contributing to class discussions and brainstorming
- Share personal ideas about own food choices and activities

This student _____ can

- Demonstrate listening when involved in shared viewing**
- Identify different foods and activities**
- Describe why a food is a healthy choice**
- Take turns contributing to class discussions and brainstorming**
- Share personal ideas about own food choices and activities**

Lesson 2: All Sorts of Foods!

LESSON OVERVIEW

In this lesson, students are introduced to the four food groups outlined in Eating Well with Canada’s Food Guide.

By the end of this lesson, student will be able to:

- ❖ Name the four food groups in Canada’s Food Guide
- ❖ Identify and classify some healthy foods from each food group
- ❖ Identify healthy food choices from the four food groups for a healthy body

Assessment Notes

While students **sort foods into nutritional groups and apply Canada’s Food Guide to their food choices**, observe as they:

- Sort foods into nutritional food groups
- Apply nutritional guidelines to food choices
- Work cooperatively in groups

As students are engaged in the **physical activities** for this lesson, observe as they:

- Demonstrate skills and perform movements through activities and games
- Participate in group activities with effort, respect and fairness

Use the Rating Scale to record information on student progress in this lesson.

If desired, use direct observations with documentation through anecdotal notes to track student learning in this lesson.

Lesson Two Criteria and Outcomes

*Cross-curricular outcomes and criteria statements are indicated in blue font.

Criteria	Outcomes
Sort foods into nutritional food groups	<p>W–1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Combine ideas</p> <ul style="list-style-type: none"> • Group ideas and information into categories determined by an adult <p>General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> • Identify or categorize information according to sequence, or similarities and differences <p>Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems.</p> <ul style="list-style-type: none"> • 3. Sort objects, using one attribute, and explain the sorting rule. [C, CN, R, V]
Apply nutritional guidelines to food choices	<p>W–1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast</p>

Criteria	Outcomes
	<p>General Outcome B: Benefits Health 1 identify healthy nutritional habits</p> <p>General Outcome 4: Enhance the clarity and artistry of communication 4.1 Enhance and Improve Expand knowledge of language</p> <ul style="list-style-type: none"> • Identify and use an increasing number of words and phrases related to personal interests and topics of study
<p>Work cooperatively in groups</p>	<p>R–1.8 work cooperatively with a partner; e.g., take turns, respect space and property of others</p> <p>General Outcome 5: Respect, support and collaborate with others 5.2 Work within a Group Work in groups</p> <ul style="list-style-type: none"> • Ask questions and contribute ideas related to class investigations on topics of interest • Take turns sharing ideas and information
<p>Demonstrate skills and perform movements through activities and games</p>	<p>General Outcome A: Activity 1 perform locomotor skills through a variety of activities 3 perform nonlocomotor skills through a variety of activities 8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music 10 demonstrate body and space awareness when performing dance activities</p> <p>General Outcome D: Do It Daily for Life 4 participate in safe warm-up and cool-down activities 5 experience moving safely and sensitively through all environments; e.g., space awareness activities</p>
<p>Participate in group activities with effort, respect and fairness</p>	<p>General Outcome C: Cooperation 1 develop and demonstrate respectful communication skills appropriate to context 3 identify and demonstrate etiquette and fair play</p> <p>General Outcome D: Do It Daily for Life 1 show willingness to participate regularly in short periods of activity with frequent rest intervals 2 demonstrate effort while participating in physical activities 3 show a willingness to listen to directions and simple explanations</p>

Anecdotal Notes for Lesson Two

Watch for evidence that students can:

- Sort foods into groups according to criteria determined by students
- Sort foods into food groups according to Canada's Food Guide
- Identify nutritional benefits of choosing foods from each food group
- Contribute to group work
- Provide ideas to other groups
- Demonstrate skills and perform movements

This student _____ can

- Sort foods into groups according to criteria determined by students**
- Sort foods into food groups according to Canada's Food Guide**
- Identify nutritional benefits of choosing foods from each food group**
- Contribute to group work**
- Provide ideas to other groups**
- Demonstrate skills and perform movements**

Lesson 3: Super Colourful Vegetables and Fruit!

LESSON OVERVIEW

In this lesson, we identify and classify all sorts of colourful vegetables and fruit, with a focus on healthy snacking.

By the end of this lesson, student will be able to:

- ❖ Identify and classify vegetables and fruit
- ❖ Understand that vegetables and fruit make healthy, tasty snacks that can give you the power to play, grow and feel great!

Assessment Notes

While students **identify, match and tally foods from the fruit and vegetable group**, observe as they:

- Identify fruits and vegetables that provide nutritional choices
- Describe nutritional benefits of fruits and vegetables

As students are engaged in the **physical activities** for this lesson, observe as they:

- Demonstrate skills and perform movements through activities and games
- Participate in group activities with effort, respect and fairness

Use the Rating Scale to record information on student progress in this lesson.

Along with observations and anecdotal notes, use the Food Guide Checklist (page 217) to determine if students can identify and classify vegetables and fruit.

Lesson Three Criteria and Outcomes

*Cross-curricular outcomes and criteria statements are indicated in blue font.

Criteria	Outcomes
<p>Identify fruits and vegetables that provide nutritional choices</p>	<p>W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences</p> <p>1.2 Clarify and Extend Combine ideas</p> <ul style="list-style-type: none"> · Group ideas and information into categories determined by an adult <p>General Outcome 3: Manage ideas and information</p> <p>3.1 Plan and Focus Plan to gather information</p> <ul style="list-style-type: none"> · Ask and answer questions to satisfy information needs on a specific topic <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> · Identify or categorize information according to sequence, or similarities and differences <p>Strand: Number</p> <p>General Outcome: Develop number sense.</p> <ul style="list-style-type: none"> · 4. Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V] · 5. Compare sets containing up to 20 elements, using <ul style="list-style-type: none"> ○ referents

Criteria	Outcomes
	<ul style="list-style-type: none"> ○ one-to-one correspondence to solve problems. [C, CN, ME, PS, R, V]
<p>Describe nutritional benefits of fruits and vegetables</p>	<p>W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast</p> <p>General Outcome B: Benefits Health</p> <p>1 identify healthy nutritional habits</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences</p> <p>1.2 Clarify and Extend</p> <p>Combine ideas</p> <ul style="list-style-type: none"> · Group ideas and information into categories determined by an adult <p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate</p> <p>Organize information</p> <ul style="list-style-type: none"> · Identify or categorize information according to sequence, or similarities and differences
<p>Demonstrate skills and perform movements through activities and games</p>	<p>General Outcome A: Activity</p> <p>1 perform locomotor skills through a variety of activities</p> <p>3 perform nonlocomotor skills through a variety of activities</p> <p>5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others</p> <p>8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music</p> <p>General Outcome D: Do It Daily for Life</p> <p>4 participate in safe warm-up and cool-down activities</p> <p>5 experience moving safely and sensitively through all environments; e.g., space awareness activities</p>
<p>Participate in group activities with effort, respect and fairness</p>	<p>General Outcome C: Cooperation</p> <p>1 develop and demonstrate respectful communication skills appropriate to context</p> <p>3 identify and demonstrate etiquette and fair play</p> <p>5 display a willingness to play cooperatively with others in large and small groups</p> <p>General Outcome D: Do It Daily for Life</p> <p>1 show willingness to participate regularly in short periods of activity with frequent rest intervals</p> <p>2 demonstrate effort while participating in physical activities</p> <p>3 show a willingness to listen to directions and simple explanations</p>

Anecdotal Notes for Lesson Three

Watch for evidence that students can:

- Identify foods in the fruit and vegetable food group
- Categorize fruits and vegetables by colour
- Tally different fruit and vegetable choices
- Identify personal preferences for foods in the fruits and vegetables group
- Demonstrate willingness to share ideas and food preferences
- Demonstrate skills and perform movements

This student _____ can

- Identify foods in the fruit and vegetable food group**
- Categorize fruits and vegetables by colour**
- Tally different fruit and vegetable choices**
- Identify personal preferences for foods in the fruits and vegetables group**
- Demonstrate willingness to share ideas and food preferences**
- Demonstrate skills and perform movements**

Lesson 4: Go For Grains!

LESSON OVERVIEW

In this lesson, students will practice identifying and classifying healthy food choices in the grains products group, with a focus on enjoying a healthy breakfast.

By the end of this lesson, student will be able to:

- ❖ Identify and classify grain products
- ❖ Identify healthy breakfast choices that will give them power to play, think and feel great!
- ❖ Explain that grain products are healthy, tasty foods

Assessment Notes

While students **identify breakfast grains through a survey and create a breakfast meal**, observe as they:

- Identify foods that are part of the grain product group
- Describe personal benefits of healthy nutritional choices for breakfast

As students are engaged in the **physical activities** for this lesson, observe as they:

- Demonstrate skills and perform movements through activities and games
- Participate in group activities with effort, respect and fairness

Use the Rating Scale to record information on student progress in this lesson.

Along with observations and anecdotal notes, use the Food Guide Checklist (page 217) to determine if students can identify and classify grain products.

Lesson Four Criteria and Outcomes

*Cross-curricular outcomes and criteria statements are indicated in blue font.

Criteria	Outcomes
Identify grain foods that are part of healthy breakfasts	<p>W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences</p> <p>1.2 Clarify and Extend Combine ideas</p> <ul style="list-style-type: none"> · Group ideas and information into categories determined by an adult <p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> · Identify or categorize information according to sequence, or similarities and differences <p>Strand: Number</p> <p>General Outcome: Develop number sense.</p> <ul style="list-style-type: none"> · 4. Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V] · 5. Compare sets containing up to 20 elements, using <ul style="list-style-type: none"> ○ referents ○ one-to-one correspondence to solve problems. [C, CN, ME, PS, R, V]

Criteria	Outcomes
<p>Describe personal benefits of healthy nutritional choices for breakfast</p>	<p>W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast</p> <p>General Outcome B: Benefits Health</p> <p>1 identify healthy nutritional habits</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences</p> <p>1.2 Clarify and Extend Combine ideas</p> <ul style="list-style-type: none"> · Group ideas and information into categories determined by an adult <p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> · Identify or categorize information according to sequence, or similarities and differences
<p>Demonstrate skills and perform movements through activities and games</p>	<p>General Outcome A: Activity</p> <p>1 perform locomotor skills through a variety of activities</p> <p>5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others</p> <p>8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music</p> <p>General Outcome D: Do It Daily for Life</p> <p>4 participate in safe warm-up and cool-down activities</p> <p>5 experience moving safely and sensitively through all environments; e.g., space awareness activities</p>
<p>Participate in group activities with effort, respect and fairness</p>	<p>General Outcome C: Cooperation</p> <p>1 develop and demonstrate respectful communication skills appropriate to context</p> <p>3 identify and demonstrate etiquette and fair play</p> <p>5 display a willingness to play cooperatively with others in large and small groups</p> <p>General Outcome D: Do It Daily for Life</p> <p>1 show willingness to participate regularly in short periods of activity with frequent rest intervals</p> <p>2 demonstrate effort while participating in physical activities</p> <p>3 show a willingness to listen to directions and simple explanations</p>

Anecdotal Notes for Lesson Four

Watch for evidence that students can:

- Identify foods in the grain food group
- Count and tally information from the breakfast food survey
- Categorize foods into the grain food group
- Identify personal preferences for foods in the grains group
- Demonstrate willingness to share ideas and food preferences
- Demonstrate skills and perform movements

This student _____ can

- Identify foods in the grain food group**
- Count and tally information from the breakfast food survey**
- Categorize foods into the grain food group**
- Identify personal preferences for foods in the grains group**
- Demonstrate willingness to share ideas and food preferences**
- Demonstrate skills and perform movements**

Lesson 5: Time for Milk!

LESSON OVERVIEW

In this lesson, we learn about the Milk and Alternatives food group and all sorts of milk and milk alternatives we can enjoy at different times of the day.

By the end of this lesson, student will be able to:

- ❖ Identify and classify milk and alternatives
- ❖ Understand that milk and alternatives are healthy, tasty choices that can give you power to play, grow and feel great!

Assessment Notes

While students **identify milk products, create verses and a mind map about milk and alternative products**, observe as they:

- Identify different milk products that provide nutritional choices
- Describe nutritional benefits of milk products
- Use categories to make visual connections between personal food choices and nutritional benefits

As students are engaged in the **physical activities** for this lesson, observe as they:

- Demonstrate skills and perform movements through activities and games
- Participate in group activities with effort, respect and fairness

Use the Rating Scale to record information on student progress in this lesson.

Along with observations and anecdotal notes, use the Food Guide Checklist (page 217) to determine if students can identify and classify milk and alternatives.

Lesson Five Criteria and Outcomes

*Cross-curricular outcomes and criteria statements are indicated in blue font.

Criteria	Outcomes
<p>Identify different milk products that provide nutritional choices</p>	<p>W–1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences</p> <p>1.2 Clarify and Extend Combine ideas</p> <ul style="list-style-type: none"> · Group ideas and information into categories determined by an adult <p>General Outcome 3: Manage ideas and information</p> <p>3.1 Plan and Focus Plan to gather information</p> <ul style="list-style-type: none"> · Ask and answer questions to satisfy information needs on a specific topic <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> · Identify or categorize information according to sequence, or similarities and differences <p>Strand: Shape and Space (3-D Objects and 2-D Shapes)</p> <p>General Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</p> <ul style="list-style-type: none"> · 2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the

Criteria	Outcomes
	sorting rule. [C, CN, R, V] · 3. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V]
Describe nutritional benefits of milk products	<p>W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast</p> <p>General Outcome B: Benefits Health</p> <p>1 identify healthy nutritional habits</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences</p> <p>1.2 Clarify and Extend Combine ideas</p> <ul style="list-style-type: none"> Group ideas and information into categories determined by an adult <p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> Identify or categorize information according to sequence, or similarities and differences
Use categories to make visual connections between personal food choices and nutritional benefits	<p>W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast</p> <p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> Identify or categorize information according to sequence, or similarities and differences <p>Record information</p> <ul style="list-style-type: none"> Represent and explain key facts and ideas in own words <p>General Outcome 4: Enhance the clarity and artistry of communication</p> <p>4.3 Present and Share Present information</p> <ul style="list-style-type: none"> Present ideas and information to a familiar audience, and respond to questions <p>Enhance presentation</p> <ul style="list-style-type: none"> Add such details as labels, captions and pictures to oral, print and other media texts
Demonstrate skills and perform movements through activities and games	<p>General Outcome A: Activity</p> <p>1 perform locomotor skills through a variety of activities</p> <p>5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others</p> <p>10 demonstrate body and space awareness when performing space awareness games</p> <p>General Outcome D: Do It Daily for Life</p> <p>4 participate in safe warm-up and cool-down activities</p>
Participate in group activities with effort, respect and fairness	<p>General Outcome C: Cooperation</p> <p>1 develop and demonstrate respectful communication skills appropriate to context</p>

Criteria	Outcomes
	<p>3 identify and demonstrate etiquette and fair play</p> <p>4 identify different roles in a variety of physical activities</p> <p>5 display a willingness to play cooperatively with others in large and small groups</p> <p>General Outcome D: Do It Daily for Life</p> <p>1 show willingness to participate regularly in short periods of activity with frequent rest intervals</p> <p>2 demonstrate effort while participating in physical activities</p> <p>3 show a willingness to listen to directions and simple explanations</p>

Anecdotal Notes for Lesson Five

Watch for evidence that students can:

- Identify foods in the milk product food group
- Categorize milk products into different meal times
- Use descriptive words to describe different milk products
- Identify personal preferences for foods in the milk products group
- Demonstrate willingness to share ideas and food preferences
- Demonstrate skills and perform movements

This student _____ can

- Identify foods in the milk product food group**
- Categorize milk products into different meal times**
- Use descriptive words to describe different milk products**
- Identify personal preferences for foods in the milk products group**
- Demonstrate willingness to share ideas and food preferences**
- Demonstrate skills and perform movements**

Mind Map

The mind maps that students create can be assessed with a simple rubric. Talk through the criteria with students before they start the mind map. Use the rubric to share their progress with parents.

Level \ Criteria	Wow	Yes	Almost	Not Yet
Creates categories to organize ideas	Creates categories that effectively organize ideas	Creates categories that clearly organize ideas	Creates categories that inconsistently organize ideas	Has difficulty creating categories
Identifies healthy milk product choices	Selects and clearly identifies healthy milk product choices	Selects and accurately identifies healthy milk product choices	Selects and inconsistently identifies healthy milk product choices	Has difficulty selecting or identifying healthy milk product choices
Includes benefits of milk products	Expresses preferences that clearly and consistently reflect healthy choices	Expresses preferences that frequently reflect healthy choices	Expresses preferences that inconsistently reflect healthy choices	Expresses preferences that do not reflect healthy choices

Lesson 6: Amazing Meat and Alternatives

LESSON OVERVIEW

This lesson uses a fun sandwich-based theme to teach children about the Meat and Alternatives food group.

By the end of this lesson, student will be able to:

- ❖ Identify and classify meat and alternatives
- ❖ Understand that meat and alternatives are tasty choices that can give them power to play, grow and feel great!

Assessment Notes

While students **identify meats and alternatives, and compare choices to use them in different types of sandwiches**, observe as they:

- Identify different meats and alternatives that provide nutritional choices
- Describe nutritional benefits of meats and alternatives
- Work cooperatively in groups

As students are engaged in the **physical activities** for this lesson, observe as they:

- Demonstrate skills and perform movements through activities and games
- Participate in group activities with effort, respect and fairness

Use the Rating Scale to record information on student progress in this lesson.

Along with observations and anecdotal notes, use the Food Guide Checklist (page 217) to determine if students can identify and classify meat and alternatives.

Lesson Six Criteria and Outcomes

*Cross-curricular outcomes and criteria statements are indicated in blue font.

Criteria	Outcomes
<p>Identify different meats and alternatives that provide nutritional choices</p>	<p>W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Combine ideas</p> <ul style="list-style-type: none"> • Group ideas and information into categories determined by an adult <p>General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> • Identify or categorize information according to sequence, or similarities and differences <p>Strand: Number General Outcome: Develop number sense.</p> <ul style="list-style-type: none"> • 4. Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V] • 5. Compare sets containing up to 20 elements, using <ul style="list-style-type: none"> ○ referents ○ one-to-one correspondence

Criteria	Outcomes
	<p>to solve problems. [C, CN, ME, PS, R, V]</p> <p>Strand: Shape and Space (3-D Objects and 2-D Shapes)</p> <p>General Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</p> <ul style="list-style-type: none"> • 2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule. [C, CN, R, V]
<p>Describe nutritional benefits of meats and alternatives</p>	<p>W–1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast</p> <p>General Outcome B: Benefits Health</p> <p>1 identify healthy nutritional habits</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences</p> <p>1.2 Clarify and Extend</p> <p>Combine ideas</p> <ul style="list-style-type: none"> • Group ideas and information into categories determined by an adult <p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate</p> <p>Organize information</p> <ul style="list-style-type: none"> • Identify or categorize information according to sequence, or similarities and differences
<p>Work cooperatively in groups</p>	<p>R–1.8 work cooperatively with a partner; e.g., take turns, respect space and property of others</p> <p>General Outcome 5: Respect, support and collaborate with others</p> <p>5.2 Work within a Group</p> <p>Work in groups</p> <ul style="list-style-type: none"> • Ask questions and contribute ideas related to class investigations on topics of interest • Take turns sharing ideas and information
<p>Demonstrate skills and perform movements through activities and games</p>	<p>General Outcome A: Activity</p> <p>1 perform locomotor skills through a variety of activities</p> <p>3 perform nonlocomotor skills through a variety of activities</p> <p>5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others</p> <p>8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music</p> <p>General Outcome D: Do It Daily for Life</p> <p>4 participate in safe warm-up and cool-down activities</p> <p>5 experience moving safely and sensitively through all environments; e.g., space awareness activities</p>
<p>Participate in group activities with effort, respect and fairness</p>	<p>General Outcome C: Cooperation</p> <p>1 develop and demonstrate respectful communication skills appropriate to context</p> <p>3 identify and demonstrate etiquette and fair play</p> <p>5 display a willingness to play cooperatively with others in large and small groups</p>

Criteria	Outcomes
	<p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> 1 show willingness to participate regularly in short periods of activity with frequent rest intervals 2 demonstrate effort while participating in physical activities 3 show a willingness to listen to directions and simple explanations

Anecdotal Notes for Lesson Six

Watch for evidence that students can:

- Identify foods in the meats and alternatives food group
- Organize meats and alternatives into different sandwich combinations
- Identify similarities and differences when comparing lunches
- Identify personal preferences for foods in the meats and alternatives group
- Demonstrate willingness to share ideas and food preferences
- Demonstrate skills and perform movements

This student _____ can

- Identify foods in the meats and alternatives food group**
- Organize meats and alternatives into different sandwich combinations**
- Identify similarities and differences when comparing lunches**
- Identify personal preferences for foods in the meats and alternatives group**
- Demonstrate willingness to share ideas and food preferences**
- Demonstrate skills and perform movements**

Lesson 7: Classification Notification!

LESSON OVERVIEW

This lesson is an overview of the classification of foods into the four food groups and explores when students can choose healthy snacks from the four food groups.

By the end of this lesson, student will be able to:

- ❖ Identify and classify foods from the four food groups
- ❖ Identify the benefits of fun, physical activities for a healthy body
- ❖ List occasions when they can choose healthy foods and snacks
- ❖ Explain that healthy foods from the four food groups are tasty and provide power to play!

Assessment Notes

While students **sort, assess and select foods for a meal plan and a class party**, observe as they:

- Sort foods into healthy food groups
- Assess food choices
- Make healthy food choices
- Express and share healthy food choices creatively

As students are engaged in the **physical activities** for this lesson, observe as they:

- Demonstrate skills and perform movements through activities and games
- Participate in group activities with effort, respect and fairness

Use the Rating Scale to record information on student progress in this lesson.

The activities in this lesson are designed to pull together all the **Power To Play!** learnings from lessons one through six. A culminating activity – creating an invitation to a class party featuring foods from all four food groups and fun physical activity – is included. This activity can also be used to determine whether students can identify and classify healthy foods into each of the four food groups.

Lesson Seven Criteria and Outcomes

*Cross-curricular outcomes and criteria statements are indicated in blue font.

Criteria	Outcomes
Sort foods into healthy food groups	<p>W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Consider the ideas of others</p> <ul style="list-style-type: none"> • Listen and respond appropriately to experiences and feelings shared by others <p>Combine ideas</p> <ul style="list-style-type: none"> • Group ideas and information into categories determined by an adult <p>General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> • Identify or categorize information according to sequence, or similarities and differences

Criteria	Outcomes
	<p>Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems.</p> <ul style="list-style-type: none"> 3. Sort objects, using one attribute, and explain the sorting rule. [C, CN, R, V]
Assess food choices	<p>W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Combine ideas</p> <ul style="list-style-type: none"> Group ideas and information into categories determined by an adult <p>General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> Identify or categorize information according to sequence, or similarities and differences <p>Evaluate information</p> <ul style="list-style-type: none"> Recognize and use gathered information to communicate new learning
Make healthy food choices	<p>W-1.5 recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast</p> <p>General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Record information</p> <ul style="list-style-type: none"> Represent and explain key facts and ideas in own words <p>Evaluate information</p> <ul style="list-style-type: none"> Recognize and use gathered information to communicate new learning
Express and share food choices creatively	<p>General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> Identify or categorize information according to sequence, or similarities and differences List related ideas and information on a topic, and make statements to accompany pictures <p>Record information</p> <ul style="list-style-type: none"> Represent and explain key facts and ideas in own words <p>Evaluate information</p> <ul style="list-style-type: none"> Recognize and use gathered information to communicate new learning <p>General Outcome 5: Respect, support and collaborate with others 5.1 Respect Others and Strengthen Community Celebrate accomplishments and events</p> <ul style="list-style-type: none"> Share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments <p>Expression Purpose 5: Students will create an original composition, object or space based on supplied motivation.</p>

Criteria	Outcomes
<p>Demonstrate skills and perform movements through activities and games</p>	<p>General Outcome A: Activity 1 perform locomotor skills through a variety of activities 3 perform nonlocomotor skills through a variety of activities 5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others 8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music 9 demonstrate body awareness when performing dance activities 10 demonstrate body and space awareness when performing dance activities General Outcome D: Do It Daily for Life 4 participate in safe warm-up and cool-down activities 5 experience moving safely and sensitively through all environments; e.g., space awareness activities</p>
<p>Participate in group activities with effort, respect and fairness</p>	<p>General Outcome C: Cooperation 5 display a willingness to play cooperatively with others in large and small groups General Outcome D: Do It Daily for Life 1 show willingness to participate regularly in short periods of activity with frequent rest intervals 2 demonstrate effort while participating in physical activities 3 show a willingness to listen to directions and simple explanations</p>

Anecdotal Notes for Lesson Seven

Watch for evidence that students can:

- Sort foods into food groups from Canada’s Food Guide
- Apply learning about healthy food choices when selecting personal preferences
- Express learning in own words
- Cooperate in small groups or with class
- Demonstrate skills and perform movements

This student _____ can

- Sort foods into food groups from Canada’s Food Guide**
- Apply learning about healthy food choices when selecting personal preferences**
- Express learning in own words**
- Cooperate in small groups or with class**
- Demonstrate skills and perform movements**

Class Party Invitation

The class party invitations that students create can be assessed with a simple rubric. Talk through the criteria with students before they start the party invitations. Use the rubric to share their progress with parents.

Level Criteria	Wow	Yes	Almost	Not Yet
Sort foods into healthy food groups	Sorts foods clearly into healthy food groups	Creates categories that accurately organize ideas	Creates categories that inconsistently organize ideas	Has difficulty creating categories
Select healthy foods from each food group	Thoughtfully and thoroughly selects foods from each food group	Accurately selects foods from each food group	Inconsistently selects foods from each food group	Has difficulty selecting or identifying healthy food choices
Expresses and shares choices	Uses visuals and information clearly and creatively to share ideas	Uses visuals and information appropriately to share ideas	Uses visuals and information inconsistently when sharing ideas	Uses visuals and information that do not effectively share ideas

Student _____

I learned

Look at this