

Alberta Milk

Power to Play Program Alberta Assessment Strategies

Grade 2

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 2 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 big book page that students create in Lesson 4 as well as the Special of the Day menu they create in Lesson 6.
- A **self reflection and assessment handout** is provided at the end of Lesson 6. Have students draw pictures and write sentences 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
- Meals from other communities or places

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:

- My favourite four-food-group meal is...
- A super Aim for Two snack is...
- A healthy breakfast is important because...

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!*

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, create their own sentences with prompts, or paste stickers or pictures on their charts to articulate their learning.

I Know	I Want to Know	I Learned

Other graphic organizers are used to keep track of student learning for each of the concepts covered in the lessons. There are suggestions and examples of organizers in the grade 2 lessons.

The Meal and Snack Tracker

Both students and teachers can use the Meal and Snack Tracker (page 116) as a checklist to keep track of food groups in meals they critique and plan. Fill in the meal or snack name and place a checkmark if the meal or snack has that food group within it.

Use this checklist when creating meals and snacks to make sure:

- You meals include four food groups: Aim for Four!
- Your snacks include two food groups: Aim for Two!

<See visual in *Power to Play* Teacher Resource, p. 5>

Culminating Activities

Use the Play! Grow! Feel Great! Culminating Assessment snack resource on page 136 to assess student learning for designing simple healthy snacks.

Use the Super Eats! Menu activity sheets (pages 150-151) and Special of the Day Wrap-Up activity in Lesson 7 (page 147) as final assessment to determine student learning for designing simple healthy meals.

Grade 2 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				
	Categorize and group foods according to Canada's Food Guide				
	Work cooperatively in groups				
Lesson 3	Apply knowledge of food groups to plan meals				
	Apply knowledge of food groups to assess food choices in meals created by self and others				
	Describe personal benefits of healthy nutritional choices				
	Work cooperatively with groups				
Lesson 4	Identify healthy food choices for lunches				
	Evaluate and rate lunches for healthy food choices				
	Plan and justify personal food choices for lunch				

Lesson 5	Identify connections between healthy foods, physical activity and thinking				
	Apply guidelines from Canada's Food Guide to select snacks				
	Express personal preferences that include physical activity and healthy snack choices				
Lesson 6	Identify healthy breakfast food choices				
	Categorize breakfast food choices in graph				
	Describe benefits of healthy breakfast food choices using ideas from self and others				
Lesson 7	Express and share personal preferences for foods				
	Identify and categorize food choices				
	Create a verse that includes healthy food choices				
	Plan a menu that includes healthy foods and identifies benefits of those choices				
Physical Education	Select and perform basic skills by using various body elements and equipment				
	Demonstrate responsibility and cooperation in individual and group activities				

Lesson 1: Meet our Superheroes!

LESSON OVERVIEW

In this essential 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:

- ❖ Be introduced to healthy eating through watching a DVD episode, discussion and singing a song about power to play
- ❖ 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-2.1 describe the effects of combining healthy eating and physical activity
Identify healthy activities	General Outcome B: Benefits Health 6 describe how the body benefits from physical activity 8 understand the connections between physical activity and emotional well-being; e.g., feels good
Contribute ideas after listening and viewing	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore Express ideas and develop understanding <ul style="list-style-type: none"> • Contribute relevant ideas and information from personal experiences to group language activities • Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts 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"> • Engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts

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
- Apply knowledge about healthy food and activity choices to self

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**
- Apply knowledge about healthy food and activity choices to self**

Lesson 2: Review of Classifying Foods

LESSON OVERVIEW

In this lesson, students will review food classification according to Eating Well with Canada’s Food Guide.

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

- ❖ Identify the four food groups in Canada’s Food Guide
- ❖ Identify and classify healthy foods found in each of the four food groups
- ❖ Connect healthy food choices from the four food groups to a healthy body

Assessment Notes

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

- Sort foods into nutritional food groups
- Categorize and group foods according to Canada’s Food Guide
- Work cooperatively in groups

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

- Select and perform basic skills by using various body elements and equipment
- Demonstrate responsibility and cooperation in individual and group activities

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

Use the Graphic Organizer activity as a pre-assessment strategy to determine what students know and understand about the four food groups and their own food choices. Use the Superhero Power Foods graphic organizer in the Wrap-Up activity (page 108) as a tool to track student learning in this review 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–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</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"> • Connect own ideas and experiences with those shared by others <p>Combine ideas</p> <ul style="list-style-type: none"> • Record ideas and information in ways that make sense <p>General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> • Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order <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"> • 1. Demonstrate an understanding of repeating patterns (three to five elements) by:

Criteria	Outcomes
	<ul style="list-style-type: none"> ○ describing ○ extending ○ comparing ○ creating <p>patterns using manipulatives, diagrams, sounds and actions.</p> <ul style="list-style-type: none"> • 3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V]
<p>Categorize and group foods according to Canada’s Food Guide</p>	<p>W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</p> <p>General Outcome 3: Manage ideas and information</p> <p>3.2 Select and Process Access information</p> <ul style="list-style-type: none"> • Use given categories and specific questions to find information in oral, print and other media texts <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> • Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order <p>General Outcome 4: Enhance the clarity and artistry of communication</p> <p>4.1 Enhance and Improve Expand knowledge of language</p> <ul style="list-style-type: none"> • Develop categories of words associated with experiences and topics of interest <p>Strand: Statistics and Probability (Data Analysis)</p> <p>General Outcome: Collect, display and analyze data to solve problems.</p> <ul style="list-style-type: none"> • 1. Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4-1.3, C7-1.1] • 2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7-1.3]
<p>Work cooperatively in groups</p>	<p>General Outcome 5: Respect, support and collaborate with others</p> <p>5.2 Work within a Group Cooperate with others</p> <ul style="list-style-type: none"> • Work in a variety of partnerships and group structures <p>Work in groups</p> <ul style="list-style-type: none"> • Contribute relevant information and questions to extend group understanding of topics and tasks • Stay on topic during class and group discussions
<p>Select and perform basic skills by using various body elements and equipment</p>	<p>General Outcome A: Activity</p> <p>1 select and perform locomotor skills through a variety of activities</p> <p>3 select and perform nonlocomotor skills through a variety of activities</p> <p>9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others</p> <p>13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching</p> <p>General Outcome D: Do It Daily for Life</p>

Criteria	Outcomes
	<p>4 demonstrate and participate in safe warm-up and cool-down activities</p> <p>5 demonstrate moving safely and sensitively in various environments; e.g., modified games</p>
<p>Demonstrate responsibility and cooperation in individual and group activities</p>	<p>General Outcome C: Cooperation</p> <p>4 accept responsibility for assigned roles while participating in physical activity</p> <p>5 display a willingness to play cooperatively with others of various abilities, in large or small groups</p> <p>General Outcome D: Do It Daily for Life</p> <p>1 express a willingness to participate regularly in physical education class</p> <p>3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity</p>

Anecdotal Notes for Lesson Two

Watch for evidence that students can:

- Sort foods into groups according to similarities and differences
- Sort foods into food groups according to Canada’s Food Guide
- Apply guidelines from Canada’s Food Guide to create a healthy snack
- Judge the snacks and foods that they and others choose
- Identify nutritional benefits of choosing foods from each food group
- Make personal selections of foods from each food group
- Contribute to group work
- Select and perform basic physical skills and responsibilities

<p>This student _____ can</p> <ul style="list-style-type: none"><input type="checkbox"/> Sort foods into groups according to similarities and differences<input type="checkbox"/> Sort foods into food groups according to Canada’s Food Guide<input type="checkbox"/> Apply guidelines from Canada’s Food Guide to create a healthy snack<input type="checkbox"/> Judge the snacks and foods that they and others choose<input type="checkbox"/> Identify nutritional benefits of choosing foods from each food group<input type="checkbox"/> Make personal selections of foods from each food group<input type="checkbox"/> Contribute to group work<input type="checkbox"/> Select and perform basic physical skills and responsibilities
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Lesson 3: “Aim for Four” Meals

LESSON OVERVIEW

In this lesson, we are going to learn how to balance meals using healthy foods from Canada’s Food Guide.

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

- ❖ Select simple healthy meals that include four food groups (“Aim for Four”)
- ❖ Describe what makes a healthy meal

Assessment Notes

While students **apply Canada’s Food Guide guidelines to planning a meal and tracking and assessing food choices**, observe as they:

- Apply knowledge of food groups to plan meals
- Apply knowledge of food groups to assess food choices in meals created by self and others
- Describe personal benefits of healthy nutritional choices
- Work cooperatively with groups

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

- Select and perform basic skills by using various body elements and equipment
- Demonstrate responsibility and cooperation in individual and group activities

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

Use the handout from the Wrap-Up activity on “Aim-for-Four “Meals (pages 117-118) to assess student learning. Continue to track learning through the use of anecdotal observations and notes.

In addition, both students and teachers can use the Aim for Four Meal and Snack Tracker (page 116) as a checklist to keep track of food groups in meals they critique and plan. Check off any food group that the meal or snack contains.

Meal and Snack Tracker

Use this checklist when creating meals and snacks to make sure:

- Your meals have four food groups: “Aim for Four.”
- Your snacks have two food groups: “Aim for Two.”

Lesson Three Criteria and Outcomes

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

Criteria	Outcomes
Apply knowledge of food groups to plan meals	<p>W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</p> <p>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</p> <p>2.1 Use Strategies and Cues Use comprehension strategies</p> <ul style="list-style-type: none"> · Apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions <p>General Outcome 3: Manage ideas and information</p> <p>3.1 Plan and Focus Determine information needs</p>

Criteria	Outcomes
	<ul style="list-style-type: none"> • Recall and follow directions for accessing and gathering ideas and information <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> • Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order <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"> • 1. Demonstrate an understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none"> ○ describing ○ extending ○ comparing ○ creating <p>patterns using manipulatives, diagrams, sounds and actions.</p> • 3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V] <p>Strand: Shape and Space (3-D Objects and 2-D Shapes) 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"> • 1. Sort 2-D shapes and 3-D objects, using two attributes, and explain the sorting rule. [C, CN, R, V]
<p>Apply knowledge of food groups to assess food choices in meals created by self and others</p>	<p>W-2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</p> <p>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</p> <p>2.1 Use Strategies and Cues Use comprehension strategies</p> <ul style="list-style-type: none"> • Apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions <p>General Outcome 3: Manage ideas and information</p> <p>3.1 Plan and Focus Determine information needs</p> <ul style="list-style-type: none"> • Recall and follow directions for accessing and gathering ideas and information <p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate</p> <ul style="list-style-type: none"> • Evaluate information • Examine gathered information to decide what information to share or omit <p>3.4 Share and Review</p> <ul style="list-style-type: none"> • Share ideas and information • Share, with familiar audiences, ideas and information on topics • Clarify information by responding to questions
<p>Describe personal benefits of healthy nutritional</p>	<p>W-2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</p> <p>General Outcome 3: Manage ideas and information</p> <p>3.1 Plan and Focus</p>

Criteria	Outcomes
choices	Determine information needs <ul style="list-style-type: none"> • Recall and follow directions for accessing and gathering ideas and information 3.2 Select and Process Access information <ul style="list-style-type: none"> • Use given categories and specific questions to find information in oral, print and other media texts • Evaluate sources • Recognize when information answers the questions asked
Work cooperatively in groups	General Outcome 5: Respect, support and collaborate with others 5.2 Work within a Group Cooperate with others <ul style="list-style-type: none"> • Work in a variety of partnerships and group structures Work in groups <ul style="list-style-type: none"> • Contribute relevant information and questions to extend group understanding of topics and tasks • Stay on topic during class and group discussions
Select and perform basic skills by using various body elements and equipment	General Outcome A: Activity 3 select and perform nonlocomotor skills through a variety of activities General Outcome D: Do It Daily for Life 4 demonstrate and participate in safe warm-up and cool-down activities 5 demonstrate moving safely and sensitively in various environments; e.g., modified games
Demonstrate responsibility and cooperation in individual and group activities	General Outcome C: Cooperation 4 accept responsibility for assigned roles while participating in physical activity 5 display a willingness to play cooperatively with others of various abilities, in large or small groups General Outcome D: Do It Daily for Life 1 express a willingness to participate regularly in physical education class 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity

Anecdotal Notes for Lesson Three

Watch for evidence that students can:

- Identify foods that are part of each food group
- Select from all four food groups from Canada’s Food Guide to plan meals
- Identify the benefits of each food group
- Track use of foods in a meal or snack
- Evaluate own and other’s choices based on criteria established by Canada’s Food Guide
- Identify personal preferences for foods from each food group
- Demonstrate willingness to share ideas and food preferences with group members and class
- Select and perform basic physical skills and responsibilities

<p>This student _____ can</p> <ul style="list-style-type: none"><input type="checkbox"/> Identify foods that are part of each food group<input type="checkbox"/> Select from all four food groups from Canada’s Food Guide to plan meals<input type="checkbox"/> Identify the benefits of each food group<input type="checkbox"/> Track use of foods in a meal or snack<input type="checkbox"/> Evaluate own and other’s choices based on criteria established by Canada’s Food Guide<input type="checkbox"/> Identify personal preferences for foods from each food group<input type="checkbox"/> Demonstrate willingness to share ideas and food preferences with group members and class<input type="checkbox"/> Select and perform basic physical skills and responsibilities

Lesson 4: Munch on Healthy Lunches

LESSON OVERVIEW

In this lesson, students will learn about healthy lunches that include all four food groups. “Aim for Four” to play, grow and feel great!

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

- ❖ Describe the importance of a healthy lunch to play, grow and feel great
- ❖ Evaluate and select simple healthy lunches
- ❖ Design a simple healthy lunch using Canada’s Food Guide (“Aim for Four”)

Assessment Notes

While students **identify, evaluate and select foods from each food group for lunches**, observe as they:

- Identify healthy food choices for lunches
- Evaluate and rate lunches for healthy food choices
- Plan and justify personal food choices for lunch

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

- Select and perform basic skills by using various body elements and equipment
- Demonstrate responsibility and cooperation in individual and group activities

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

Use the Meal and Snack Tracker for the Wrap-Up section to ensure that students have included all four food groups in their planning.

Lesson Four Criteria and Outcomes

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

Criteria	Outcomes
Identify healthy food choices for lunches	<p>W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</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 100, concretely, pictorially and symbolically. [C, CN, V] • 5. Compare and order numbers up to 100. [C, CN, ME, R, V] • 7. Illustrate, concretely and pictorially, the meaning of place value for numerals to

Criteria	Outcomes
	<p>100. [C, CN, R, V]</p> <p>.</p>
<p>Evaluate and rate lunches for healthy food choices</p>	<p>W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</p> <p>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</p> <p>2.1 Use Strategies and Cues Use comprehension strategies</p> <ul style="list-style-type: none"> • Apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions <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>Determine information needs</p> <ul style="list-style-type: none"> • Recall and follow directions for accessing and gathering ideas and information <p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate</p> <ul style="list-style-type: none"> • Evaluate information • Examine gathered information to decide what information to share or omit <p>3.4 Share and Review</p> <ul style="list-style-type: none"> • Share ideas and information • Share, with familiar audiences, ideas and information on topics • Clarify information by responding to questions <p>Strand: Statistics and Probability (Data Analysis)</p> <p>General Outcome: Collect, display and analyze data to solve problems.</p> <ul style="list-style-type: none"> • 1. Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4-1.3, C7-1.1] • 2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7-1.3]
<p>Plan and justify personal food choices for lunch</p>	<p>W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</p> <p>General Outcome 3: Manage ideas and information</p> <p>3.1 Plan and Focus Determine information needs</p> <ul style="list-style-type: none"> • Recall and follow directions for accessing and gathering ideas and information <p>3.2 Select and Process Access information</p> <ul style="list-style-type: none"> • Use given categories and specific questions to find information in oral, print and other media texts • Evaluate sources • Recognize when information answers the questions asked <p>General Outcome 4: Enhance the clarity and artistry of communication</p> <p>4.3 Present and Share Present information</p>

Criteria	Outcomes
	<ul style="list-style-type: none"> • Present ideas and information by combining illustrations and written texts Enhance presentation • Clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments <p>Expression Purpose 5: Students will create an original composition, object or space based on supplied motivation.</p>
Select and perform basic skills by using various body elements and equipment	<p>General Outcome A: Activity</p> <ul style="list-style-type: none"> 1 select and perform locomotor skills through a variety of activities 3 select and perform nonlocomotor skills through a variety of activities 9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others 13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> 4 demonstrate and participate in safe warm-up and cool-down activities 5 demonstrate moving safely and sensitively in various environments; e.g., modified games
Demonstrate responsibility and cooperation in individual and group activities	<p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> 4 accept responsibility for assigned roles while participating in physical activity 5 display a willingness to play cooperatively with others of various abilities, in large or small groups <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> 1 express a willingness to participate regularly in physical education class 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity

Anecdotal Notes for Lesson Four

Watch for evidence that students can:

- Identify foods that are part of each food group in lunches
- Select from all four food groups from Canada’s Food Guide to plan a lunch
- Identify the benefits of each food group
- Track use of foods in a lunch
- Evaluate own and other’s choices based on criteria established by Canada’s Food Guide
- Identify and justify personal preferences for foods from each food group
- Demonstrate willingness to share ideas and food preferences with group members and class
- Select and perform basic physical skills and responsibilities

<p>This student _____ can</p> <ul style="list-style-type: none"><input type="checkbox"/> Identify foods that are part of each food group in lunches<input type="checkbox"/> Select from all four food groups from Canada’s Food Guide to plan a lunch<input type="checkbox"/> Identify the benefits of each food group<input type="checkbox"/> Track use of foods in a lunch<input type="checkbox"/> Evaluate own and other’s choices based on criteria established by Canada’s Food Guide<input type="checkbox"/> Identify and justify personal preferences for foods from each food group<input type="checkbox"/> Demonstrate willingness to share ideas and food preferences with group members and class<input type="checkbox"/> Select and perform basic physical skills and responsibilities
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Lesson 5: Snacks for an Active Body: “Aim for Two”

LESSON OVERVIEW

In this lesson, students explore healthy snacks that include two food groups, and learn the importance of moving their bodies.

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

- ❖ Describe the importance of healthy snacks for playing, growing and feeling great
- ❖ Select a favourite physical activity that will help build a healthy body
- ❖ Describe the importance of physical activity for a healthy body
- ❖ Plan simple healthy snacks using two food groups

Assessment Notes

While students **identify physical and intellectual benefits of healthy eating and apply those benefits to their own snack choices**, observe as they:

- Identify connections between healthy foods, physical activity and thinking
- Apply guidelines from Canada’s Food Guide to select snacks
- Express personal preferences that include physical activity and healthy snack choices

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

- Select and perform basic skills by using various body elements and equipment
- Demonstrate responsibility and cooperation in individual and group activities

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

Continue to use direct observations with documentation through anecdotal notes.

The Play! Grow! Feel Great! snacking resource (page 136) and the Active Superhero Big Book activity (page 133) can be used to assess whether students are able to design simple healthy snacks. A rubric is provided to assess student learning with the Big Book Pages activity.

Lesson Five Criteria and Outcomes

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

Criteria	Outcomes
Identify connections between healthy foods, physical activity and thinking	<p>W–2.1 describe the effects of combining healthy eating and physical activity</p> <p>W–2.2 examine the need for positive health habits; e.g., adequate sleep, sun protection [<i>focus on the need for positive health habits with food choices</i>]</p> <p>General Outcome B: Benefits Health</p> <p>1 recognize that “energy” is required for muscle movement</p> <p>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</p> <p>2.1 Use Strategies and Cues</p> <p>Use comprehension strategies</p> <ul style="list-style-type: none"> · Apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions <p>General Outcome 5: Respect, support and collaborate with others</p> <p>5.2 Work within a Group</p>

Criteria	Outcomes
	Cooperate with others <ul style="list-style-type: none"> • Work in a variety of partnerships and group structures Work in groups <ul style="list-style-type: none"> • Contribute relevant information and questions to extend group understanding of topics and tasks
Apply guidelines from Canada’s Food Guide to select snacks	<p>W–2.1 describe the effects of combining healthy eating and physical activity W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore Express ideas and develop understanding <ul style="list-style-type: none"> • Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts 1.2 Clarify and Extend Combine ideas <ul style="list-style-type: none"> • Record ideas and information in ways that make sense General Outcome 3: Manage ideas and information 3.1 Plan and Focus Determine information needs <ul style="list-style-type: none"> • Recall and follow directions for accessing and gathering ideas and information 3.2 Select and Process Evaluate sources <ul style="list-style-type: none"> • Recognize when information answers the questions asked Strand: Statistics and Probability (Data Analysis) General Outcome: Collect, display and analyze data to solve problems. <ul style="list-style-type: none"> • 1. Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4-1.3, C7-1.1] • 2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7-1.3] </p>
Express personal preferences that include physical activity and healthy snack choices	<p>W–2.1 describe the effects of combining healthy eating and physical activity</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore Express ideas and develop understanding <ul style="list-style-type: none"> • Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts 1.2 Clarify and Extend Combine ideas <ul style="list-style-type: none"> • Record ideas and information in ways that make sense General Outcome 3: Manage ideas and information 3.1 Plan and Focus Determine information needs <ul style="list-style-type: none"> • Recall and follow directions for accessing and gathering ideas and information General Outcome 4: Enhance the clarity and artistry of communication </p>

Criteria	Outcomes
	<p>4.3 Present and Share Present information</p> <ul style="list-style-type: none"> · Present ideas and information by combining illustrations and written texts <p>Expression Purpose 5: Students will create an original composition, object or space based on supplied motivation.</p>
<p>Select and perform basic skills by using various body elements and equipment</p>	<p>General Outcome A: Activity</p> <ul style="list-style-type: none"> 1 select and perform locomotor skills through a variety of activities 3 select and perform nonlocomotor skills through a variety of activities 9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> 4 demonstrate and participate in safe warm-up and cool-down activities 5 demonstrate moving safely and sensitively in various environments; e.g., modified games
<p>Demonstrate responsibility and cooperation in individual and group activities</p>	<p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> 1 identify and demonstrate respectful communication skills appropriate to context 4 accept responsibility for assigned roles while participating in physical activity 5 display a willingness to play cooperatively with others of various abilities, in large or small groups <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> 1 express a willingness to participate regularly in physical education class 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity

Anecdotal Notes for Lesson Five

Watch for evidence that students can:

- Identify and describe the benefits of healthy food choices
- Identify and describe physical activities
- Make connections between healthy food choices and physical and intellectual well being
- Contribute ideas to class brainstorming and activities
- Apply guidelines from Canada’s Food Guide to select healthy snacks over a period of time
- Identify personal preferences for healthy snack foods and physical activities
- Demonstrate willingness to share ideas and food preferences
- Select and perform basic physical skills and responsibilities

This student _____ can

- Identify and describe the benefits of healthy food choices**
- Identify and describe physical activities**
- Make connections between healthy food choices and physical and intellectual well being**
- Contribute ideas to class brainstorming and activities**
- Apply guidelines from Canada’s Food Guide to select healthy snacks over a period of time**
- Identify personal preferences for healthy snack foods and physical activities**
- Demonstrate willingness to share ideas and food preferences**
- Select and perform basic physical skills and responsibilities**

Big Book Page

The big book pages that students create can be assessed with a simple rubric. Talk through the criteria with students before they start the big book page. Use the rubric to share their progress with parents.

Level \ Criteria	Wow	Yes	Almost	Not Yet
Represents physical activity	Clearly and effectively represents a physical activity	Appropriately represents a physical activity	Insufficiently represents a physical activity	Provides a minimal representation of a physical activity
Represents healthy snacks that include two food groups	Thoroughly and thoughtfully represents snacks from two food groups	Accurately represents snacks from two food groups	Insufficiently represents snacks from two food groups	Has difficulty including snacks from two food groups
Combines ideas to create a visual	Combines ideas to create a visual that is memorable and engaging	Combines ideas to create a visual that is detailed and interesting	Combines ideas to create a visual that has some appeal and has limited support for the message	Combines ideas to create a visual that has little appeal and does little to support the message

Lesson 6: Start Your Day the Power Way

LESSON OVERVIEW

In this lesson, students will learn the importance of starting the day with a healthy breakfast that includes all four food groups.

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

- ❖ Use Canada’s Food Guide to design a simple healthy breakfast
- ❖ Describe healthy breakfast food choices
- ❖ Describe the importance of eating a healthy breakfast to play, grow and feel great!

Assessment Notes

While students **identify and design healthy breakfast choices and create a breakfast graph**, observe as they:

- Identify healthy breakfast food choices
- Categorize breakfast food choices in graph
- Describe benefits of healthy breakfast food choices using ideas from self and others

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

- Select and perform basic skills by using various body elements and equipment
- Demonstrate responsibility and cooperation in individual and group activities

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

Continue to make anecdotal notes and observations.

Track student learning by observing where students graph their results in the graphing activity with breakfast foods (The Great Breakfast Graph, page 141).

Lesson Six Criteria and Outcomes

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

Criteria	Outcomes
Identify healthy breakfast food choices	<p>W–2.1 describe the effects of combining healthy eating and physical activity</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences</p> <p>1.1 Discover and Explore Express ideas and develop understanding</p> <ul style="list-style-type: none"> • Contribute relevant ideas and information from personal experiences to group language activities • <i>Talk about how new ideas and information have changed previous understanding</i> <p>1.2 Clarify and Extend Consider the ideas of others</p> <ul style="list-style-type: none"> • Connect own ideas and experiences with those shared by others
Categorize breakfast food choices in graph	<p>W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</p> <p>General Outcome 5: Respect, support and collaborate with others</p> <p>5.2 Work within a Group Cooperate with others</p>

Criteria	Outcomes
	<ul style="list-style-type: none"> • Work in a variety of partnerships and group structures Work in groups <ul style="list-style-type: none"> • Contribute relevant information and questions to extend group understanding of topics and tasks <p>Strand: Statistics and Probability (Data Analysis) General Outcome: Collect, display and analyze data to solve problems.</p> <ul style="list-style-type: none"> • 1. Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4-1.3, C7-1.1] • 2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7-1.3]
<p>Describe benefits of healthy breakfast choices using ideas from self and others</p>	<p>W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</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"> • Connect own ideas and experiences with those shared by others <p>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts 2.4 Create Original Text Generate ideas</p> <ul style="list-style-type: none"> • Use own and respond to others’ ideas to create oral, print and other media texts <p>General Outcome 3: Manage ideas and information 3.1 Plan and Focus</p> <ul style="list-style-type: none"> • Recall and follow directions for accessing and gathering ideas and information <p>General Outcome 5: Respect, support and collaborate with others 5.2 Work within a Group Cooperate with others</p> <ul style="list-style-type: none"> • Work in a variety of partnerships and group structures <p>Expression Purpose 5: Students will create an original composition, object or space based on supplied motivation.</p>
<p>Select and perform basic skills by using various body elements and equipment</p>	<p>General Outcome A: Activity</p> <p>1 select and perform locomotor skills through a variety of activities 3 select and perform nonlocomotor skills through a variety of activities 5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others 9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others</p> <p>General Outcome D: Do It Daily for Life</p> <p>4 demonstrate and participate in safe warm-up and cool-down activities 5 demonstrate moving safely and sensitively in various environments; e.g., modified games</p>
<p>Demonstrate responsibility</p>	<p>General Outcome C: Cooperation</p> <p>1 identify and demonstrate respectful communication skills appropriate to context</p>

Criteria	Outcomes
and cooperation in individual and group activities	<p>5 display a willingness to play cooperatively with others of various abilities, in large or small groups</p> <p>General Outcome D: Do It Daily for Life</p> <p>1 express a willingness to participate regularly in physical education class</p> <p>3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity</p>

Anecdotal Notes for Lesson Six

Watch for evidence that students can:

- Identify healthy food choices for breakfast
- Identify and describe the benefits of eating breakfast
- Represent their breakfast food choices
- Work cooperatively with a group
- Categorize breakfast foods by applying guidelines of Canada’s Food Guide
- Sort food choices to construct a graph
- Combine ideas to create a poster
- Ask questions to obtain appropriate information from others
- Demonstrate willingness to share ideas and food preferences
- Select and perform basic physical skills and responsibilities

This student _____ can

- Identify healthy food choices for breakfast**
- Identify and describe the benefits of eating breakfast**
- Represent their breakfast food choices**
- Work cooperatively with a group**
- Categorize breakfast foods by applying guidelines of Canada’s Food Guide**
- Sort food choices to construct a graph**
- Combine ideas to create a poster**
- Ask questions to obtain appropriate information from others**
- Demonstrate willingness to share ideas and food preferences**
- Select and perform basic physical skills and responsibilities**

Lesson 7: Design-A-Meal

LESSON OVERVIEW

In this final lesson, students will review the importance of healthy meals to fuel playing, growing and feeling great. They will also design a simple menu.

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

- ❖ Use Canada’s Food Guide to design a simple, healthy meal
- ❖ Recognize the four food groups that go into making healthy meals

Assessment Notes

While students **apply guidelines from Canada’s Food Guide and design meals to create a menu**, observe as they:

- Express and share personal preferences for foods
- Identify and categorize food choices
- Create a verse that includes healthy food choices
- Plan a menu that includes healthy foods and identifies benefits of those choices

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

- Select and perform basic skills by using various body elements and equipment
- Demonstrate responsibility and cooperation in individual and group activities

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

Use the Meal and Snack Tracker checklist (page 116) to track the Super Eats! Menu meals found in the sample menu provided (pages 150-151).

In addition, assess the presentations of song verses from “On Top of Our...” Allowing the students an extra day to prepare their song presentations, coupled with a one-minute time limit, will give enough opportunity to assess student learning based on the content of their verse.

As a final assessment, you can evaluate the students’ completed Special of the Day activity (page 147). A rubric is provided to help with assessment of this student product.

Lesson Seven Criteria and Outcomes

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

Criteria	Outcomes
Express and share personal preferences for foods	<p>W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</p> <p>General Outcome 1: Explore thoughts, ideas, feelings and experiences</p> <p>1.1 Discover and Explore Express ideas and develop understanding</p> <ul style="list-style-type: none"> • Contribute relevant ideas and information from personal experiences to group language activities <p>1.2 Clarify and Extend Consider the ideas of others</p> <ul style="list-style-type: none"> • Connect own ideas and experiences with those shared by others

Criteria	Outcomes
<p>Identify and categorize food choices</p>	<p>W-2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</p> <p>General Outcome 3: Manage ideas and information</p> <p>3.1 Plan and Focus Determine information needs</p> <ul style="list-style-type: none"> • Recall and follow directions for accessing and gathering ideas and information <p>3.2 Select and Process Access information</p> <ul style="list-style-type: none"> • Use given categories and specific questions to find information in oral, print and other media texts <p>Evaluate sources</p> <ul style="list-style-type: none"> • Recognize when information answers the questions asked <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> • Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order <p>Evaluate information</p> <ul style="list-style-type: none"> • Examine gathered information to decide what information to share or omit <p>Strand: Number General Outcome: Develop number sense.</p> <ul style="list-style-type: none"> • 4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V] • 6. Estimate quantities to 100, using referents. [C, ME, PS, R] • 7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V]
<p>Create a verse that includes healthy food choices</p>	<p>W-2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</p> <p>General Outcome 4: Enhance the clarity and artistry of communication</p> <p>4.1 Enhance and Improve Enhance artistry</p> <ul style="list-style-type: none"> • Choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts <p>4.3 Present and Share Use effective oral and visual communication</p> <ul style="list-style-type: none"> • Speak in a clear voice, with appropriate volume, at an understandable pace and with expression <p>Skill: Creating</p> <ul style="list-style-type: none"> • Make up new words to songs
<p>Plan a menu that includes healthy foods and identifies benefits of those choices</p>	<p>W-2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals</p> <p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate</p>

Criteria	Outcomes
	<p>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>Evaluate information</p> <ul style="list-style-type: none"> • Recognize and use gathered information to communicate new learning <p>Expression Purpose 5: Students will create an original composition, object or space based on supplied motivation.</p>
<p>Select and perform basic skills by using various body elements and equipment</p>	<p>General Outcome A: Activity</p> <p>1 select and perform locomotor skills through a variety of activities</p> <p>3 select and perform nonlocomotor skills through a variety of activities</p> <p>5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others</p> <p>9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others</p> <p>13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching</p> <p>General Outcome D: Do It Daily for Life</p> <p>4 demonstrate and participate in safe warm-up and cool-down activities</p> <p>5 demonstrate moving safely and sensitively in various environments; e.g., modified games</p>
<p>Demonstrate responsibility and cooperation in individual and group activities</p>	<p>General Outcome C: Cooperation</p> <p>4 accept responsibility for assigned roles while participating in physical activity</p> <p>5 display a willingness to play cooperatively with others of various abilities, in large or small groups</p> <p>General Outcome D: Do It Daily for Life</p> <p>1 express a willingness to participate regularly in physical education class</p> <p>3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity</p>

Anecdotal Notes for Lesson Seven

Watch for evidence that students can:

- Identify foods from all four food groups from Canada’s Food Guide
- Share personal preferences for foods and activities
- Connect own ideas with those shared by others
- Identify and categorize foods in meals according to food groups from Canada’s Food Guide
- Apply learning about healthy food choices in creating a song verse
- Use visuals and sentence to illustrate learning about healthy foods and benefits
- Select and perform basic physical skills and responsibilities

<p>This student _____ can</p> <ul style="list-style-type: none"><input type="checkbox"/> Identify foods from all four food groups from Canada’s Food Guide<input type="checkbox"/> Share personal preferences for foods and activities<input type="checkbox"/> Connect own ideas with those shared by others<input type="checkbox"/> Identify and categorize foods in meals according to food groups from Canada’s Food Guide<input type="checkbox"/> Apply learning about healthy food choices in creating a song verse<input type="checkbox"/> Use visuals and sentence to illustrate learning about healthy foods and benefits<input type="checkbox"/> Select and perform basic physical skills and responsibilities

Special of the Day Menu

The Special of the Day menus that students create can be assessed with a simple rubric. Talk through the criteria with students before they start the menu. Use the rubric to share their progress with parents.

Level \ Criteria	Wow	Yes	Almost	Not Yet
Create a food item that includes all four food groups	Creates a food item that clearly includes all food groups	Creates a food item that accurately includes all food groups	Insufficiently creates a food item that includes some food groups	Has difficulty creating a food item that includes all four food groups
Describe benefits of the four group food item	Thoughtfully describes benefits of the four group food item	Accurately describes benefits of the four group food item	Partially describes benefits of the four group food item	Has difficulty describing benefits of the four group food item
Use visuals and sentences to express and share ideas	Uses visuals and information to create a product that is memorable and engaging	Uses visuals and information to create a product that is detailed and interesting	Uses visuals and information to create a product that has limited appeal and has limited support for the message	Uses visuals and information to create a product that has little appeal and does little to support the message

Student _____

I learned

Look at this