

Snack Foods

Grade Level: Grade Two

Unit Theme: Snack foods

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English

Benchmark A: Ask and answer questions and share preferences on familiar topics.

Indicator 1: Ask and answer questions about likes and dislikes (e.g., what is your favorite color? What fruit don't you like?).

Benchmark D: Give and follow a short sequence of instruction.

Indicator 4: Make simple requests for peers to follow (e.g., Stand up. Turn around. Listen.).

Benchmark G: Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.

Indicator 8: Read high-frequency sight words using visual cues (e.g., diacritical marks, tone marks).

Benchmark I: Dramatize songs, short stories, poetry or activities.

Indicator 12: Recite a poem or rhyme with body movements.

Benchmark K: Present information orally, signed or in writing

Indicator 15: Label familiar objects or people (e.g., school supplies, family members, geometric shapes) and share with others.

Unit mode(s) of focus: Interpretive and Presentational

Unit Description

This unit reviews and expands upon foods previously studied. Students should be able to ask and answer questions about their likes and dislikes of foods. Students should also be able to express when they are hungry or thirsty.

Performance Outcomes

Students will be able to:

- Identify various snack foods;
- Share likes and dislikes about snack foods;
- Express when they are hungry or thirsty;

- Give and follow commands;
- Label images (not necessarily write the words);
- Recognize or read high frequency words;
- Understand cultural differences between food preferences; and
- Recite poems or rhymes with body movements;

Time Frame/Estimated Duration: *Six classes / Three hours*

General Tips from the Writers

- Modify the time needed for this unit based on class size and time it takes to move through the activities sequence.
- Create a dragon or a panda head for the students to feed. Enlarge an image of a dragon or panda head to the approximate size of one sheet of paper. Color and back with cardboard or card stock. Cut a hole in the mouth of the dragon or panda. Place a two gallon plastic bag on the back of the head so it opens to the mouth. This bag will hold the food pictures or food toys found by the children.

Feedback from Pilot Teachers

We added some snack vocabulary to the bingo games of previous units. The kids enjoyed finding the vocabulary words and practicing reading them. Also we practiced listening to the vocabulary on websites, such as language guide and digital dialect Chinese. The kids enjoyed very much the listening and speaking practice.

Pre-Assessment

- Have students sit or stand around a table where you have displayed pictures of food (fruit, vegetables, rice, etc.) or have plastic play food available. Use the vocabulary that the children learned in kindergarten and first grade. Tell the students that you are hungry and that you want something to eat.
- Go around the circle asking students to point to or to touch the food you name. As an example, “王丽，我饿了。我想吃梨。Wáng Lì, Wǒ è Le . Wǒ Xiǎng Chī Lí – Wang Li, I am hungry I want a pear.” Wang Le should then point to or touch the picture of or the play pear.
- Continue in this fashion until each student has had a turn.

Instructional Tips

- If individuals need help, prompt them as necessary. For example, if in the above example George could not select the pear, describe it for him, “It is green and yellow.” Allow the student several attempts before showing her or him the correct food item.
- If students seem to have no problem selecting the food item you name, consider prompting students to find a food of a particular color. For example, “珍妮让我看一种红色的水果。Jane ràng wǒ kàn yī zhǒng hóngsè de shuǐ guǒ。Jane, show me a red fruit.” Jane might select a strawberry or an apple. Ask her then if she can say the name of the fruit she selects.

- Next, have all students stand up. Give half of them a picture of or a piece of plastic play food to hold. Give the other half flashcards with the names of the same food items. Ask them to circulate for two minutes to find their matching partner. At the end of two minutes, ask each pair to stand together. As a class, review the pairs and ask the class to make any corrections they would like. Review their final selections as a group.

Pre-Assessment Scoring Guidelines

The Pre-Assessment shall not be scored. Use it to guide your instruction. Students might need to review the names of food items or receive help with their pronunciation or tones.

Unit Assessments and Scoring Guidelines

Interpretive Assessment

Students will demonstrate their recognition of the snack foods as they are involved in the activities.

Interpretive Assessment Scoring Guidelines

Use the following rubric to guide your assessment of the students.

8-10	strong understanding of vocabulary
5-7	adequate understanding of vocabulary and
2-4	poor understanding of vocabulary and
0-1	insufficient understanding of vocabulary

Interpersonal Assessment

Have students exchange information about personal likes, dislikes and show respect while they are doing it.

Interpersonal Assessment Scoring Guideline

8-10	strong understanding of topic
5-7	adequate understanding of topic
2-4	poor understanding of topic
0-1	insufficient understanding of topic

Presentational

At the end of the unit, students will be able to express in a conversation likes or dislikes, hunger, or thirst.

Presentational Assessment Scoring Guidelines

4	correct structures with good pronunciation
3	correct structures, but with minor tone problem
2	correct structures, but with poor pronunciation and quite a few tone problems
1	Needs remediation

Vocabulary and Structures

Vocabulary:

爆米花	bào mǐ huā	popcorn
冰激凌	bīng jī líng	ice-cream
饼干	bǐng gān	crackers
饼	bǐng	cookies
苏打饮料	sū dǎ yǐn liào	soft drink
果汁	guǒ zhī	juice
薯片	shǔ piàn	chips

Structures:

我饿了 Wǒ è le。	I am hungry.
我想要... Wǒ xiǎng yào	I want...
我要吃... Wǒ yào chī	I want to eat
我喜欢吃... Wǒ xǐ huān chī	I like to eat...
我喜欢喝... Wǒ xǐ huān hē ...	I like to drink...
你想要...吗? Nǐ xiǎng yào...ma?	Do you want to...?
他要了...什么? Tā yào le shénme?	What did he want?

Materials, Resources and Useful Web Sites

- Big poster board
- Construction paper
- Markers, crayons, or paint to color characters
- A cardboard dragon or panda head with the mouth cut out.
- Glue
- <http://www.eduref.org/Virtual/Lessons/Health/Nutrition/NUT0017.html>

Sequence of Activities

Day One

- Conduct the pre-assessment activity.
- Have students sit or stand around a table where you have displayed pictures of food (fruit, vegetables, rice, etc.) or have plastic play food available. Use the vocabulary that the students learned in kindergarten and first grade. Tell the students that you are hungry and that you want something to eat.
- Go around the circle asking students to point to or to touch the food you name. As an example, ask, “王丽，我饿了。我想吃梨。Wáng Lì, Wǒ è Le . Wǒ Xiǎng Chī Lí – Wang Li, I am hungry I want a pear.” Wang Le should then point to or touch the picture of or the play pear.
- Continue in this fashion until each student has had a turn.
- Teach the unfamiliar vocabulary in context. As you indicate the food item, have students repeat the word as a class then individually. Attachment A, Snacks may be

used to help students identify the foods as they learn the words. Attachment C has snacks from China. Add your own photos to these!

Day Two

- Recycle the vocabulary by reciting or singing one rhyme or poem related to snack foods, incorporating body movements. Have students recite or sing the same poem, rhyme or song. Continue in this fashion until each snack has had a turn. Choose the following rhyme or song according to the level of the students. See Attachment B, Rhymes and Songs.

一只、两只，三只草莓，
四只、五只、六只草莓，
七只、八只、九只草莓，
第十只草莓最漂亮。

Yī zhi liǎng zhi sān zhi cǎoméi
Sì zhi wǔ zhi liù zhi cǎoméi
Qī zhi bā zhi jiù zhi cǎoméi
Dìshí zhi cǎoméi zuì piàoliàng

One, two, three strawberries
Four, five, six strawberries
Seven, eight, nine strawberries
The tenth is best

- For a connection to math, have students draw 20 seeds in the form of strawberries on a big strawberry (see Attachment C) and then color them. Ask students to count how many strawberries they have drawn. Tell students that most strawberries have 200 seeds. Take this opportunity to review the numbers from 1-20.

Day Three

- Teach the rhyme below (also on Attachment B).

大西瓜 The big watermelon
妹妹笑哈哈，西瓜比她大，
弟弟笑哈哈，西瓜满地爬，
姐姐笑哈哈，西瓜快熟啦，
哥哥笑哈哈，西瓜抱不下，
妈妈笑哈哈，西瓜甜掉牙，
爸爸笑哈哈，西瓜送大家。
Dà xī guā

Měimei xiào hāhā, xīguā bǐ tā dà,
Dìdì xiào hāhā, xīguā mǎn dì pǎ,
Jiějie xiào hāhā, xīguā kuài shú le,
Gēge xiào hāhā, xīguā bàobú xià,
Māma xiào hāhā, xīguā tián diào yá,

Bàba xiào hāha, xī guā sòng dàjiā。

The younger sister is laughing because the watermelon is bigger than she is.

The younger brother is laughing because the watermelon is everywhere.

The elder sister is laughing because the watermelon almost is ready to pick.

Mama is laughing because the watermelon is so sweet that it makes her teeth almost fall out.

Papa is laughing because the watermelon is given to everybody.

- Next, have a conversation using the foods.
Scatter the pictures or the plastic play foods of different snacks, such as fruits so sweet that it makes her teeth fall.
- Using the previously created dragon or panda head, have the students practice, cookies, soft drinks, popcorn, etc. in the middle of a circle formed by the students. Take the dragon or panda head to the food and have the head smell the food. Do the following conversation with the class responding first, then an individual.
Teacher: 大熊猫饿了, 他想吃什么? Dà xióngmāo è le, tā xiǎng chī shénme?
The panda is hungry, what does he want to eat?
The class or a student: 他想吃苹果/西瓜。Tā xiǎng chī pīngguǒ/xī guā
Teacher: 大熊猫, 他喜欢吃什么? Dà xióngmāo, tā xǐ huān chī shénme? Panda, what does he like to eat?
The class or a student: 他喜欢吃苹果。Tā xǐ huān chī pīngguǒ。He likes eating apple.
Teacher: 大熊猫饿了, 他想吃什么? Dà xióngmāo è le, tā xiǎng chī shénme?
The panda is hungry, what does he want to eat?
The class or a student: 他想吃饼干。Tā xiǎng chī bǐnggān。He wants to eat crackers.
Teacher: 大熊猫, 他喜欢吃什么? Dà xióngmāo, tā xǐ huān chī shénme? Panda, what does he like to eat?
The class or a student: 他喜欢吃饼干。Tā xǐ huān chī bǐnggān。He likes eating crackers.
Add authentic snacks from China as you see fit.

- Take turns doing the conversation with this unit vocabulary until the students feel comfortable.
- Have some paper plates ready for use. Divide the class into groups. Each group will take a plate and get some food from the circle. Following the pattern learned, one student will ask, another will answer and take the food to the plate until the plate is full. Ask the group to share their favorite food with the class.

Day Four

- Using the previously created dragon or panda head, have the students practice a conversation using the foods.
- Scatter different snacks such as fruits, cookies, tins of soft drinks, pop corns, etc. in the middle of a circle formed by the students. Following the same format as on Day Three, practice the conversations.

Teacher: 大熊猫渴了, 他想喝什么? Dà xióngmāo kě le, tā xiǎng hē shénme?

The panda is thirsty, what does he want to drink?

The class or a student: 他想喝水。Tā xiǎng hē shuǐ。He wants to drink water

Teacher: 大熊猫, 他喜欢喝什么? Dà xióngmāo, tā xǐ huān hē shénme? Panda, what does he like to drink?

The class or a student: 他喜欢喝水。Tā xǐ huān hē shuǐ。He likes to drink water.

Teacher: 大熊猫渴了, 他想喝什么? Dà xióngmāo kě le, tā xiǎng hē shénme? Panda, what does he want to drink?

The class or a student: 他想喝可乐。Tā xiǎng hē coke。He wants to drink coke.

Teacher: 大熊猫, 他喜欢喝什么? Dà xióngmāo, tā xǐ huān hē shénme? Panda, what does he like to drink?

The class or a student: 他喜欢喝可乐。Tā xiǎng hē coke。He likes to drink coke.

- Take turns to do the conversation with this unit vocabulary until students feel comfortable with the conversation.
- Have some paper plates ready for use. Divide the class into groups, and each group will take a plate and get some food from the circle. Following the learned pattern, one student will ask, and the other answers and puts their favorite food into the plate. Ask the groups to share their choices with the class later.

Day Five

- Have students take turns feeding the dragon or panda. Students say the food out loud to the class and tell the class what their animal likes to eat or drink as they feed him or her.
- Children can take the food items out of the baggie and create new meals for the dragon or panda.
- To conduct the assessment, have students work in groups and create new meals using all of the food in the circle for their friend, dragon and panda. Encourage students to use the vocabulary and patterns learned. Have students present these conversations to the class.

Differentiated Instructional Support

Instruction is differentiated according to learner needs to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Grouping more confident students with those who are less confident allows the better student to provide a good model.
- Encourage heritage students to use additional food words that they know.

Extensions and Home Connections

Encourage the students to use their new vocabulary at home, describing their snacks and meals, asking for foods, and teaching the words and patterns to their parents and siblings.

Technology Connections

<http://www.eduref.org/Virtual/Lessons/Health/Nutrition/NUT0017.html>

List of Attachments

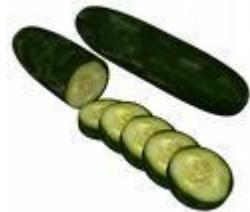
Attachment A, Snacks

Attachment B, Rhymes and Songs

Attachment C, Strawberry

Attachment D, Snack Food in China

Attachment A
Snacks



Attachment B
Rhymes and Songs

一只、两只，三只草莓，
四只、五只、六只草莓，
七只、八只、九只草莓，
第十只草莓最漂亮。

Yī zhi liǎng zhi sān zhi cǎoméi
Sì zhi wǔ zhi liù zhi cǎoméi
Qī zhi bā zhi jiù zhi cǎoméi
Dìshí zhi cǎoméi zuì piàoliàng

One, two, three strawberries
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The tenth is best

大西瓜

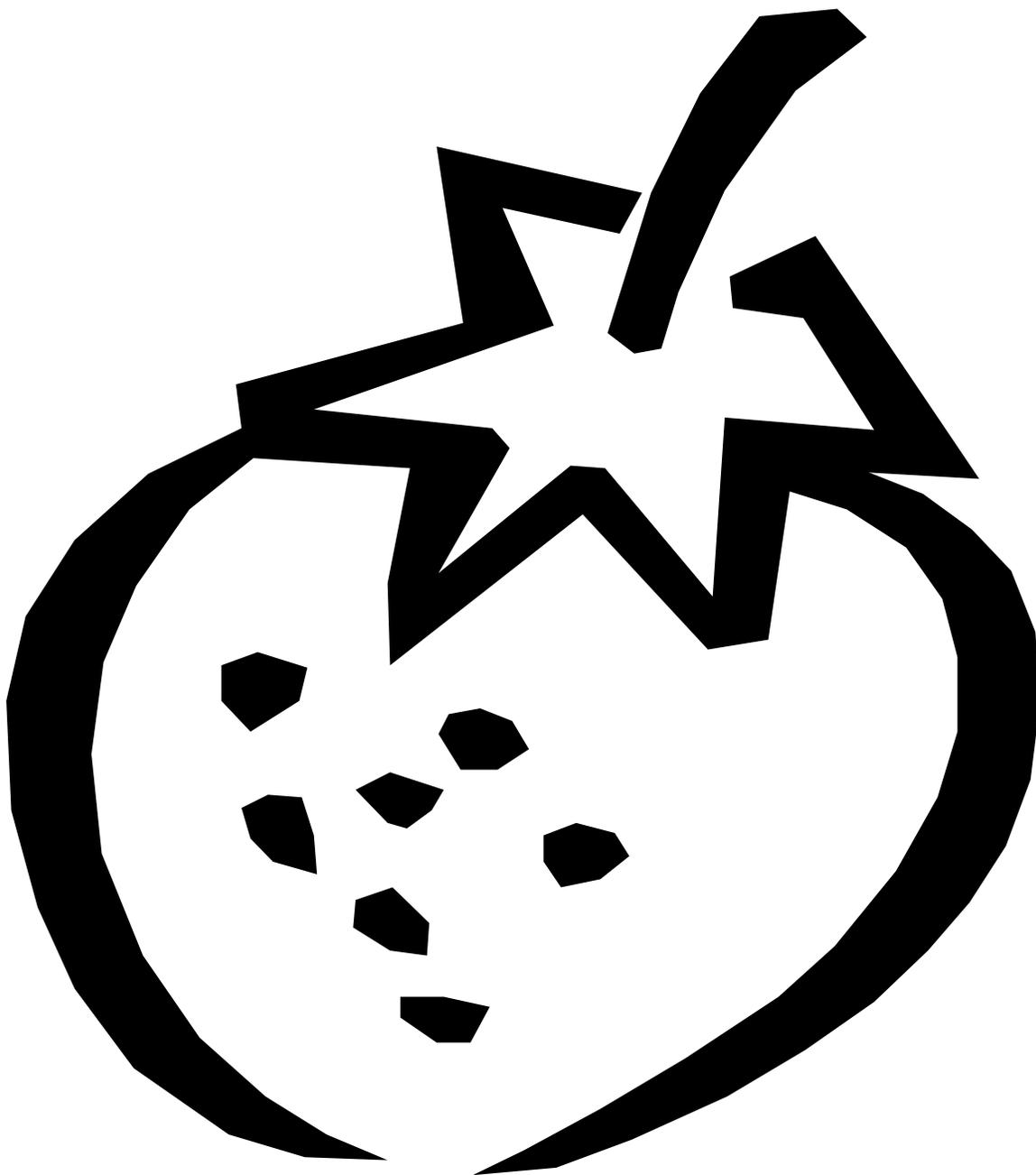
妹妹笑哈哈，西瓜比她大，
弟弟笑哈哈，西瓜满地爬，
姐姐笑哈哈，西瓜快熟啦，
哥哥笑哈哈，西瓜抱不下，
妈妈笑哈哈，西瓜甜掉牙，
爸爸笑哈哈，西瓜送大家。

Dà xī guā

Māmei xiào hāha, xīguā bǐ tā dà,
Dìdì xiào hāha, xīguā mǎn dì pǎ,
Jiějie xiào hāha, xīguā kuài shú le,
Gēge xiào hāha, xīguā bào bú xià,
Māma xiào hāha, xīguā tián diào yá,
Bàba xiào hāha, xīguā sòng dàjiā.

The younger sister is laughing because the watermelon is bigger than she.
The younger brother is laughing because the watermelon is everywhere.
The elder sister is laughing because the watermelon almost gets ready to pick.
Māma is laughing because the watermelon is so sweet that makes her teeth almost fall.
Baba is laughing because the watermelon is given to everybody.

Attachment C
Strawberry



Attachment D
Snack Foods in China

