

BROCCOLI THE DIARIES

OVERALL EXPECTATIONS

- Producing Finished Works: Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies
- Research: Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources
- Point of View: Identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence

LEARNING GOALS

- By the end of this lesson, students will be able to effectively write descriptive pieces that will allow their audience to determine what type of writing the author chose to use and who the intended audience is.

RESOURCES

- Access to a computer/tablet with internet
- Pen/pencil and paper

INTRODUCTORY ACTIVITY

- Before you begin this assignment, it is crucial to review what descriptive writing looks like. Find a piece of writing that covers a previously taught topic that you have done with your students. Read the piece of writing to your students, leaving out the title of the piece, what the piece is about, and any other details. **READ WITH ENTHUSIASM!**
- After, have your students answer the following questions:
 - What type of writing did you read to them? (letter, obituary, etc.)
 - Who is the audience?
 - What is the main idea of the writing?

MAIN ACTIVITY GALLERY WALK

- Students will research (or refer to provided fact sheets) how and where broccoli grows
- Have students write short stories or comic strips from the perspective of broccoli
 - If broccoli could talk what would it tell you? What would its personality be like? What friends would they have? What would they like/dislike?
 - The short stories are to be from the broccoli's point of view – i.e., The Broccoli Diaries

CONSOLIDATION

- Students will gather together with their finished products and share with one another. Perhaps they may read their broccoli tales to kindergarten/grade 1/grade 2 students.



GRADE 5 | LANGUAGE ARTS | 40 MINUTES

CARROTS POSTERS

OVERALL EXPECTATIONS:

- Identify the topic, purpose, and audience for a variety of writing forms.
- Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary.
- Describe how advertising and media influences affect food choices (e.g., TV commercials, product packaging, celebrity endorsements, product placements in movies and programs, idealized body images in movies and programs, magazine articles promoting fad diets), and explain how these influences can be evaluated to make healthier choices (e.g., critically examining the reasons for celebrity endorsements or the plausibility of product claims, checking whether there is information in the advertisement that verifies the claims, asking for information about product ingredients and nutrients, critically examining the reality and healthiness of idealized body images in the media, evaluating diet plans against accepted nutritional criteria such as those used in Canada's Food Guide)

LEARNING GOALS:

- Research carrots and use knowledge gained to create informative posters promoting their health benefits.
- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
- Generate, gather, and organize ideas and information to write for an intended purpose and audience.

RESOURCES:

- Laptops or Computers
- Poster Paper
- Markers, colouring pencils, crayons
- Carrot fact sheets

www.wafarmtoschool.org/ToolKit/16/carrots/Facts

www.youtube.com/watch?v=DyBae5HjMNU

INTRODUCTORY ACTIVITY

- Discuss with class top 10 health benefits of carrots. After discussing with the class the facts about carrots, show a short video on carrots.

MAIN ACTIVITY

- Have the students research carrots using various resources such as texts and computers.
- Use the information gained to create a promotional poster for carrots. This can include facts about carrots as well as health benefits. Each student will be provided with a fact sheet on carrots.

CONSOLIDATION:

- Have the students share their posters with the class and discuss why they chose to create their posters the way they did.



GRADE 5 | LANGUAGE ARTS | 50 MINUTES

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The opinions contained are those of the authors and that no official endorsement by CFDR is intended or should be inferred. Please contact Dr. Sarah Woodruff (woodruff@uwindsor.ca) for more details.

METHOD OF EVALUATION:

Name _____ Date _____

Poster Project

Scoring Rubric

	0	1	2	3	4
Title	No title on project	Partial/ Incomplete Title	Title is present, but capitalized and spelled incorrectly	Title is correctly written in neat, attractive letters	Title is correct, neat, creative, and colorful
Facts	No facts on poster	1 fact is written or facts are incorrect	2-3 facts are written or a partially correct	4 facts are written and are correct	5 facts are written and are correct
Illustrations	No illustrations on poster	1 illustration related to events	2 illustrations related to topic are present	3 neat, clear illustrations related to topic	4 neat, clear, creative illustrations related to topic
Color	No color is present	A very limited amount of color is present	Poster has a fair amount of color	Poster uses neatly colored elements	Poster uses neat, clear, creative coloring
Appearance	Poster lacks neatness and is poorly organized	Poster lacks neatness and is mostly disorganized	Poster is somewhat organized and neat	Poster is organized and is neat and clear	Poster is very organized with neat, clear, easy-to-read lettering
Total					

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