



### III. Getting things done

- Get information from simple formatted texts (such as forms, tables, schedules and directories).

**Task** Get information from food labels to compare (same/different) and categorize (healthy/unhealthy foods).

**Tool** Anecdotal records, labels, and a single-point rubric

Literacy learners will benefit from the tasks that are directly related to their real-life duties and from the skills that can be immediately applied outside the classroom. Reading and understanding numbers in a variety of formats is an important life skill.

1. Prepare a sheet of labels (2"x4") with Ss' names, the competency and the date.  
Alternatively, use a clipboard with post-it notes to record the anecdotal comments for each S while monitoring their performance on the task.
2. Distribute food labels (two sets for each S) for cutting. Invite Ss to choose a partner or assign partners within appropriate levels of their language and literacy abilities.
3. Encourage Ss to look through the labels with a partner. As a whole class, review how to read a food label with one example (project one food label on the board if required). N.B., It is assumed that Ss have practiced reading food labels and showed understanding of the basic nutrition facts prior to the assessment. For more information on reading food labels, consult: [http://www.hc-sc.gc.ca/fn-an/alt\\_formats/pdf/label-etiquet/nutrition/cons/fact-fiche-eng.pdf](http://www.hc-sc.gc.ca/fn-an/alt_formats/pdf/label-etiquet/nutrition/cons/fact-fiche-eng.pdf).
4. Review how to recognize healthy and unhealthy foods. N.B., This task requires some knowledge of number concepts (e.g., concept of a percentage as part of a whole). For more information on numeracy, consult *CLB: ESL for ALL*, pp. 19-22.
5. Model the activity (a game of Snap) with the strongest S as your partner:
  - Shuffle the deck of labels.
  - Each player turns the top picture face up at the same time.
  - Scan the information on the label. If the numbers match, say "same" and put the matching pictures in a pile at the side. Place the labels into healthy (green) or unhealthy (red) category.
  - If the labels are different, say "different" and put the pictures at the bottom of the deck.
  - Continue until all matches have been found.
6. Ss play Snap while you circulate.




7. Observe and make notes on the labels about individual performance. For record keeping, place the rubric with the label attached in the appropriate competency section in Ss' binders/portfolios.
8. Review the performance of each pair individually upon completion and provide feedback. Invite Ss to self- and/or peer-assess.

★ **Language development outside the classroom:**  
 Ask students to visit a local grocery store and check out 3 different brands of the same product. If possible, take a picture to show you in class. Encourage them to use healthy/unhealthy chart to identify which of the brands is the healthiest choice.

Labels – example:


Name: Min Date: Sept 24, 2015

 **CLB 4L-III Getting Things Done**  
 Task: Get information from food labels to compare (same/different) and categorize (healthy/unhealthy foods)

*You helped your partner. You know where to find information on a food label.*


Achieved  Achieved with help  Not yet

Name: Rumena Date: Sept 24, 2015

 **CLB 4L-III Getting Things Done**  
 Task: Get information from food labels to compare (same/different) and categorize (healthy/unhealthy foods)

*This was hard for you. You let your partner do most of the matching.*

Achieved  Achieved with help  Not yet

 **Time saving tip!** Print the labels with the name and date on a computer printer. Save the template so that you can change the date and/or names to use the next time.

Single point rubric example:

Name: Rumena Ali

Date: September 24, 2015



### CLB 4L-III Getting Things Done

**Task** Get information from food labels to compare (same/different) and categorize (healthy/unhealthy foods).

**Yes – green**       **Yes with help – yellow**       **Not yet – red**

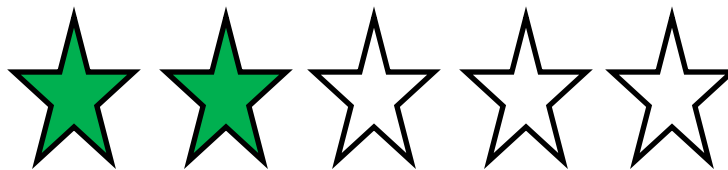
#### Observation (color-coded)

<input checked="" type="radio"/>	Demonstrated the use of oral vocabulary to support reading.
<input checked="" type="radio"/>	Recognized format of a food label by scanning and identifying its features.
<input checked="" type="radio"/>	Used layout of the text to locate necessary information on a food label.
<input type="radio"/>	Used the model/guidelines to organize and categorize the words.
<input type="radio"/>	Identified familiar oral vocabulary and sight words (e.g., fat, sodium, fibre, vitamins) on the food label.
<input type="radio"/>	Demonstrated strengths and limitations of decoding text and recognizing spelling patterns characteristic of a CLB 4L learner.
<input type="radio"/>	Demonstrated understanding of the task.

#### Next Steps:

- This was hard for you. You let your partner do most of the matching.*









#### Self-assessment:



Achieved 75% (Green)

Achieved with help (Yellow)

Not Achieved (Red)

<p>Name: _____ Date: _____</p> <p> <b>CLB 4L-III Getting Things Done</b></p> <p>Achieved <input type="checkbox"/> Achieved with help <input type="checkbox"/> Not yet <input type="checkbox"/></p>	<p>Name: _____ Date: _____</p> <p> <b>CLB 4L-III Getting Things Done</b></p> <p>Achieved <input type="checkbox"/> Achieved with help <input type="checkbox"/> Not yet <input type="checkbox"/></p>
<p>Name: _____ Date: _____</p> <p> <b>CLB 4L-III Getting Things Done</b></p> <p>Achieved <input type="checkbox"/> Achieved with help <input type="checkbox"/> Not yet <input type="checkbox"/></p>	<p>Name: _____ Date: _____</p> <p> <b>CLB 4L-III Getting Things Done</b></p> <p>Achieved <input type="checkbox"/> Achieved with help <input type="checkbox"/> Not yet <input type="checkbox"/></p>
<p>Name: _____ Date: _____</p> <p> <b>CLB 4L-III Getting Things Done</b></p> <p>Achieved <input type="checkbox"/> Achieved with help <input type="checkbox"/> Not yet <input type="checkbox"/></p>	<p>Name: _____ Date: _____</p> <p> <b>CLB 4L-III Getting Things Done</b></p> <p>Achieved <input type="checkbox"/> Achieved with help <input type="checkbox"/> Not yet <input type="checkbox"/></p>
<p>Name: _____ Date: _____</p> <p> <b>CLB 4L-III Getting Things Done</b></p> <p>Achieved <input type="checkbox"/> Achieved with help <input type="checkbox"/> Not yet <input type="checkbox"/></p>	<p>Name: _____ Date: _____</p> <p> <b>CLB 4L-III Getting Things Done</b></p> <p>Achieved <input type="checkbox"/> Achieved with help <input type="checkbox"/> Not yet <input type="checkbox"/></p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_



### CLB 4L-III Getting Things Done

**Task** Get information from food labels to compare (same/different) and categorize (healthy/unhealthy foods).



**Yes – green**



**Yes with help – yellow**



**Not yet – red**

#### Observation color-coded

Demonstrated the use of oral vocabulary to support reading.

Recognized format of a food label by scanning and identifying its features.

Used layout of the text to locate necessary information on a food label.

Used the model/guidelines to organize and categorize the words.

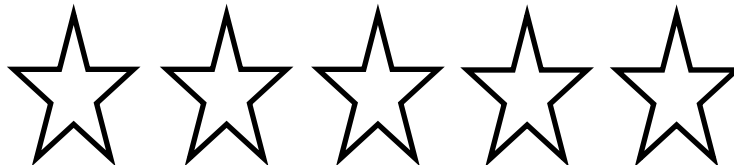
Identified familiar oral vocabulary and sight words (e.g., fat, sodium, fibre, vitamins) on the food label.

Demonstrated strengths and limitations of decoding text and recognizing spelling patterns characteristic of a CLB 4L learner

Demonstrated understanding of the task.

#### Next Steps:

#### Self-assessment:



**Achieved 75% (Green)**

**Achieved with help (Yellow)**

**Not Achieved (Red)**

Food labels



Print two copies for each student.



Cut out the color frame.

### Canned Salmon A

Nutrition Facts	
Per 1/2 can (85 g)	
Amount	% Daily Value
<b>Calories 140</b>	
<b>Fat 7 g</b>	<b>11 %</b>
Saturated 1.5 g	8 %
+ Trans 0 g	
<b>Cholesterol 40 mg</b>	
<b>Sodium 420 mg</b>	<b>18 %</b>
<b>Carbohydrate 0 g</b>	<b>0 %</b>
Fibre 0 g	0 %
Sugars 0 g	
<b>Protein 18 g</b>	
Vitamin A 4 %	Vitamin C 0 %
Calcium 0 %	Iron 4 %

### Canned Salmon B

Nutrition Facts	
Per 1/2 can (85 g)	
Amount	% Daily Value
<b>Calories 140</b>	
<b>Fat 12 g</b>	<b>19 %</b>
Saturated 2 g	10 %
+ Trans 0 g	
<b>Cholesterol 40 mg</b>	
<b>Sodium 70 mg</b>	<b>3 %</b>
<b>Carbohydrate 0 g</b>	<b>0 %</b>
Fibre 0 g	0 %
Sugars 0 g	
<b>Protein 16 g</b>	
Vitamin A 4 %	Vitamin C 0 %
Calcium 15 %	Iron 6 %

Source: <http://healthycanadians.gc.ca/eating-nutrition/label-etiquetage/understanding-comprendre/interactive-tools-outils-interactifs/compare-comparer-eng.php>

Food labels



Print two copies for each student.



Cut out the color frame.

### Bread A

Nutrition Facts	
Per 1 slice (39 g)	
Amount	% Daily Value
<b>Calories 90</b>	
<b>Fat 1.5 g</b>	2 %
Saturated 0.4 g	2 %
+ Trans 0 g	
<b>Cholesterol 0 mg</b>	
<b>Sodium 190 mg</b>	8 %
<b>Carbohydrate 15 g</b>	5 %
<b>Fibre 4 g</b>	16 %
Sugars 2 g	
<b>Protein 4 g</b>	
Vitamin A 0 %	Vitamin C 0 %
Calcium 2 %	Iron 8 %

### Bread B

Nutrition Facts	
Per 1 slice (37 g)	
Amount	% Daily Value
<b>Calories 90</b>	
<b>Fat 1 g</b>	2 %
Saturated 0 g	0 %
+ Trans 0 g	
<b>Cholesterol 0 mg</b>	
<b>Sodium 200 mg</b>	8 %
<b>Carbohydrate 17 g</b>	6 %
<b>Fibre 1 g</b>	4 %
Sugars 1 g	
<b>Protein 3 g</b>	
Vitamin A 0 %	Vitamin C 0 %
Calcium 2 %	Iron 8 %

Source: <http://healthycanadians.gc.ca/eating-nutrition/label-etiquetage/understanding-comprendre/interactive-tools-outils-interactifs/compare-comparer-eng.php>

Food labels



Print two copies for each student.



Cut out the color frame.

### Pasta A

Nutrition Facts	
Per 1/5 package (85 g)	
Amount	% Daily Value
<b>Calories</b> 290	
<b>Fat</b> 1.5 g	2 %
Saturated 0.3 g	2 %
+ Trans 0 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 0 mg	0 %
<b>Carbohydrate</b> 60 g	20 %
<b>Fibre</b> 7 g	28 %
Sugars 2 g	
<b>Protein</b> 10 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 2 %	<b>Iron</b> 25 %

### Pasta B

Nutrition Facts	
Per 1/5 package (85 g)	
Amount	% Daily Value
<b>Calories</b> 310	
<b>Fat</b> 1 g	2 %
Saturated 0 g	0 %
+ Trans 0 g	
<b>Cholesterol</b> 0 mg	
<b>Sodium</b> 0 mg	0 %
<b>Carbohydrate</b> 65 g	22 %
<b>Fibre</b> 3 g	12 %
Sugars 2 g	
<b>Protein</b> 11 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 2 %	<b>Iron</b> 25 %

Source: <http://healthycanadians.gc.ca/eating-nutrition/label-etiquetage/understanding-comprendre/interactive-tools-outils-interactifs/compare-comparer-eng.php>



Food labels



Print two copies for each student.



Cut out the color frame.

## Healthy foods

A little of (less than 5%)

- Fat
- Saturated and trans fats
- Sodium

A lot of (more than 15%)

- Fibre
- Vitamin A
- Calcium
- Iron

## Unhealthy foods

A lot of (more than 15%)

- Fat
- Saturated and trans fats
- Sodium

A little of (less than 5%)

- Fibre
- Vitamin A
- Calcium
- Iron

Source: <http://healthycanadians.gc.ca/eating-nutrition/label-etiquetage/understanding-comprendre/interactive-tools-outils-interactifs/compare-comparer-eng.php>