

 **Instructional Targets**

**Standards for Language**

- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain specific sources when speaking and writing.

**Personal Life**




- **Problem Solving:** Apply problem-solving skills to issues related to daily living situations.

 **Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> <li>• Use unit topic words in conversation.</li> <li>• Solve problems involving real-life daily situations based on personal values, beliefs and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Point to pictures of key vocabulary from unit topics as part of a discussion.</li> <li>• Identify and select appropriate solutions to real-life daily problems, with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a selection to indicate a picture of key vocabulary within a unit topic.</li> <li>• Select an option within a daily living situation or scenario.</li> </ul>

 **Topic Connection**

In Chapter 6, **DNA in Plants**, students learn about DNA in plants. Plants are a primary source of food for people. We grow, buy and eat many different fruits and vegetables. We also eat other foods such as dairy products and meats. In this lesson, students will learn about proper food storage and apply their problem-solving skills by storing foods in the correct place to keep them fresh and safe to eat.

 <b>Topic Words</b> 	 <b>Transition Words</b>
<p>different*</p> <p>DNA</p> <p>plant</p>	<p>identify</p> <p>select</p> <p>problem</p> <p>solution</p> <p>solve</p>

\* Power Words



## Lesson at a Glance

### Activity 1



#### Instructional Activities

Keeping Food Fresh



See how these activities fit into the **Suggested Monthly Plan**.



#### ULS Materials and Resources

Don't Spoil Your Food! Poster

Where Does the Food Go? Scenarios

Fill-in Picture/Word Cards 

L<sup>3</sup> Skills: [Life Skills](#)



#### Additional Materials

**Website: Are You Storing Food Safely?**

<https://www.fda.gov/ForConsumers/ConsumerUpdates/ucm093704.htm>

**Website: Refrigerator and Freezer Storage Chart**

<https://www.fda.gov/downloads/Food/ResourcesForYou/HealthEducators/UCM109315.pdf>



## Instructional Targets



### Standards for Language

- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing.

### Personal Life

- **Problem Solving:** Apply problem-solving skills to issues related to daily living situations.



## Instructional Routine



<b>Introduce</b>	<ul style="list-style-type: none"> <li>• Introduce the lesson by asking a focus question. For example, ask, "Where can food come from—plants or animals?" Discuss students' responses.</li> <li>• Remind students that in Chapter 6, they learned about DNA in plants. Plants can produce food such as fruits, vegetables and even grains. There are many other types of foods such as dairy products and meats. All of these different types of foods must be stored until you are ready to eat them. Explain that each of these foods must be stored safely, otherwise, they can spoil and make us sick if we eat them.</li> <li>• Tell students that they are going to learn about food storage. For example, say, "We are going to learn how each type of food can be safely stored. Your job is to place each food item in the correct storage location."</li> <li>• Review the learning goal with students: <b>I will place food items in the correct storage location to keep them fresh and safe to eat.</b></li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>• Display the Don't Spoil Your Food! Poster. Read aloud each item on the poster. Discuss with students why it is best to keep the items stored in either the refrigerator, freezer and/or cabinet. Use the information found on the <a href="#">Are You Storing Food Safely?</a> page from the U.S. Food and Drug Administration website to help explain where each item should be stored. For example, explain to students items that require refrigeration, like milk, should be put into the refrigerator as soon as you get home from the grocery store.</li> <li>• Display the Where Does the Food Go? Scenarios. Read each scenario aloud. Model selecting the correct item for each storage area. Model using the information on the Poster as a guide. For example, say, "Todd is putting groceries away and needs to store food in the freezer. I see from the poster that ice cream should be stored in the freezer. I will select ice cream as one item to store in the freezer."</li> <li>• Use the <a href="#">Refrigerator and Freezer Storage Chart</a> from the U.S. Food and Drug Administration website to discuss how long foods can stay in the refrigerator or freezer before they spoil.</li> </ul>
<b>Provide Practice</b>	<p><b>Provide students with the Don't Spoil Your Food! Poster and Where Does the Food Go? Scenarios.</b></p> <p><b>Level 3:</b> Have the student solve problems involving real-life daily situations based on personal values, beliefs and experiences by placing food items into the correct storage location to complete the Where Does the Food Go? Scenarios.</p> <p><b>Level 2:</b> With support, have the student identify and select appropriate solutions to real-life daily problems by placing food items into the correct storage location to complete the Where Does the Food Go? Scenarios.</p> <p><b>Level 1:</b> Have the student select an option within a daily living situation or scenario by placing food items into the correct storage location to complete the Where Does the Food Go? Scenarios. For example, say, "Cereal needs to be stored in the cabinet. Can you find the cereal?" Have student select the cereal to place in the cabinet.</p>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Review the learning goal by having the students share food items that they have in their refrigerator, freezer or cabinet at home.</li> </ul>



## Check Understanding ?

- ❄️ **Level 3:** Can the student solve problems involving real-life daily situations based on personal values, beliefs and experiences by placing food items into the correct storage location to complete the Where Does the Food Go? Scenarios?
- ❄️ **Level 2:** Can the student identify and select appropriate solutions to real-life daily problems by placing food items into the correct storage location to complete the Where Does the Food Go? Scenarios, with support?
- ❄️ **Level 1:** Can the student select an option within a daily living situation or scenario by placing food items into the correct storage location to complete the Where Does the Food Go? Scenarios?



# Don't Spoil Your Food!

These food storage tips can help you keep food fresh and safe to eat!

## Refrigerator



Some foods need to be kept in a cool place. Most of these foods will spoil quickly if they are not kept cool. Keep these items in your refrigerator:



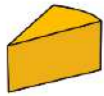
milk



fresh fish



orange juice



cheese



yogurt

## Freezer



Some foods need to be kept in a cold place. Most of these foods will melt and spoil quickly if they are not frozen. Keep these items in your freezer:



ice cream



frozen pizza



frozen bag of vegetables



frozen waffles



frozen meat

## Cabinet



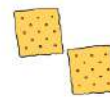
Some foods do not need to be kept cool. They can be placed in a cabinet for longer periods of time and will stay safe to eat. Keep these foods in a cabinet:



canned corn



oatmeal



crackers



cereal



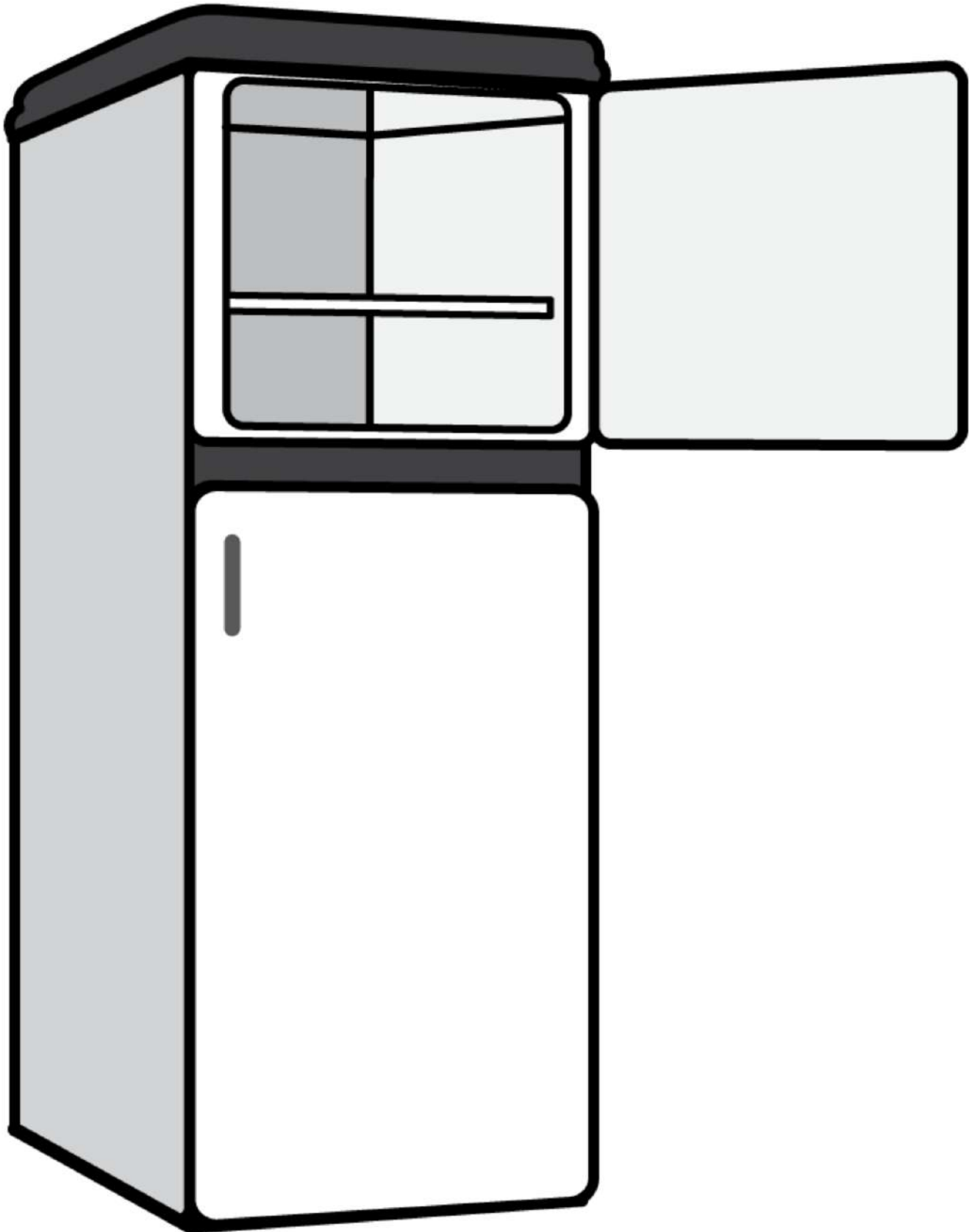
bread



nuts

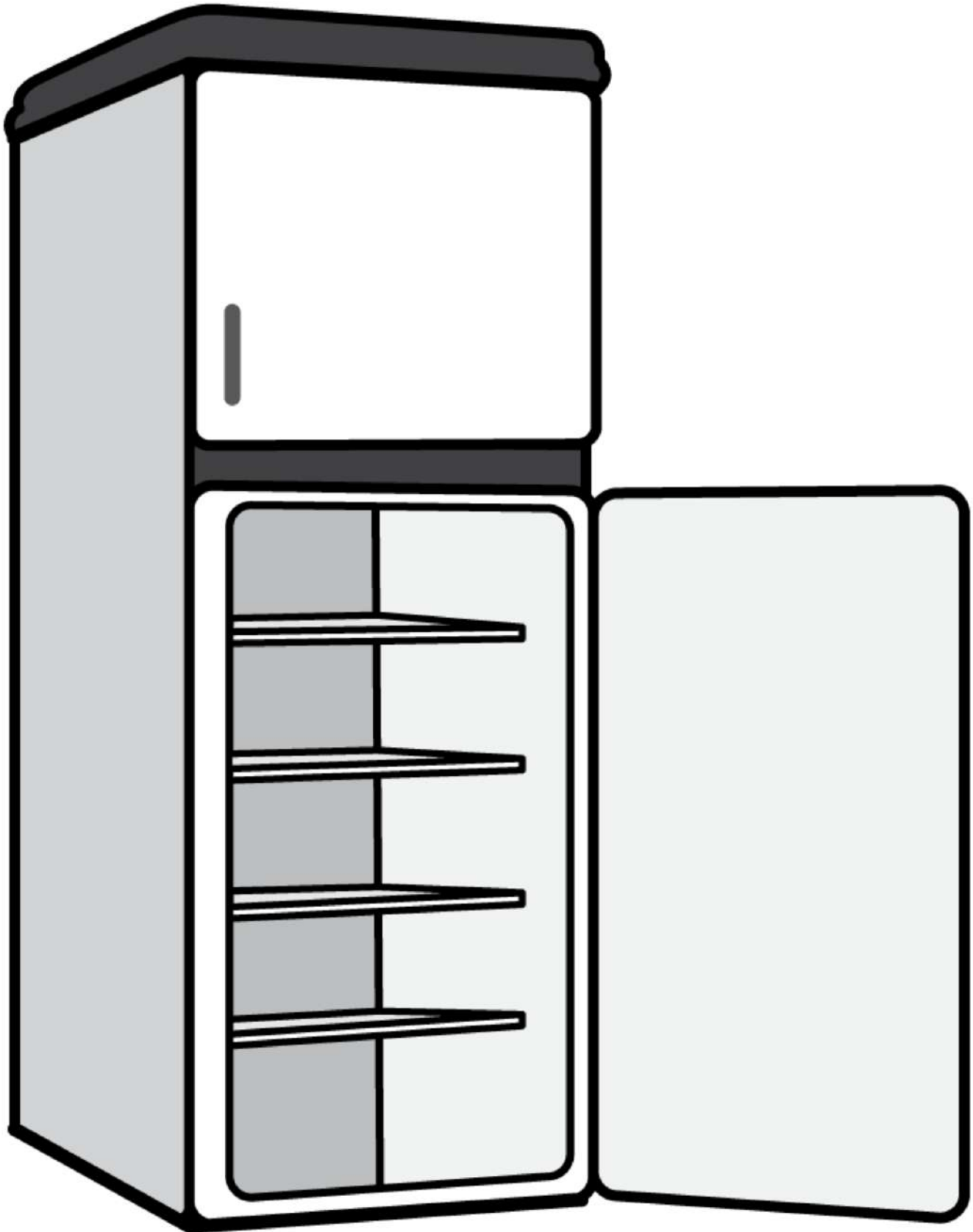
**Scenario**  
**1**

Todd is putting the groceries away. He needs to make sure he stores the correct items in the freezer. What items should be stored in the freezer?



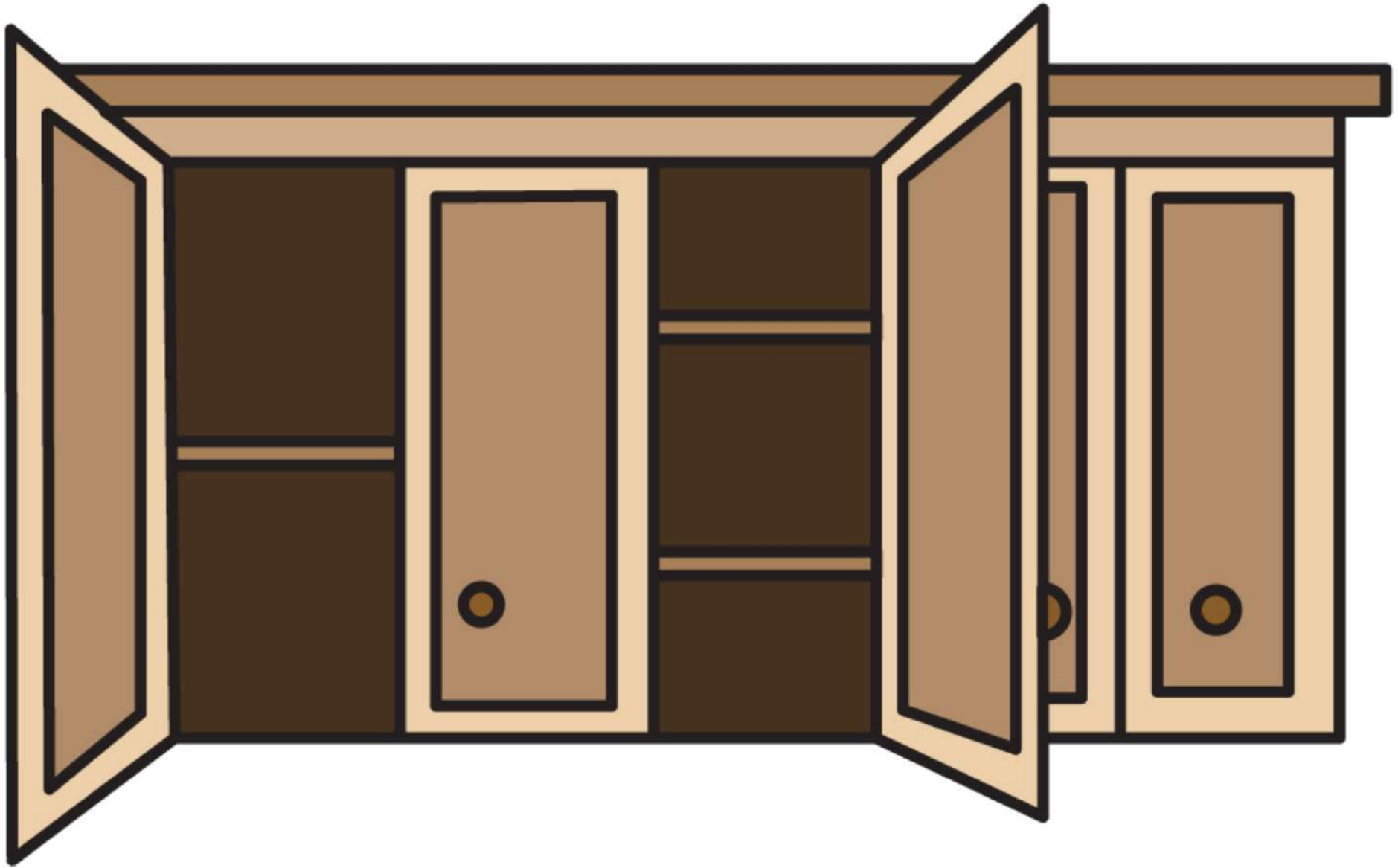
**Scenario  
2**

Todd is putting the groceries away. He needs to make sure he stores the correct items in the refrigerator. What items should be stored in the refrigerator?













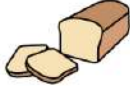


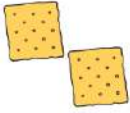
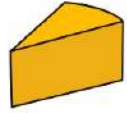


**Scenario  
3**

Todd is putting the groceries away. He needs to make sure he stores the correct items in the cabinet. What items should be stored in the cabinet?





For hands-on instruction, print, cut out and laminate.

ice cream 	canned corn 	frozen bag of vegetables 
milk 	cereal 	frozen meat 
oatmeal 	frozen pizza 	yogurt 
orange juice 	bread 	fresh fish 
nuts 	crackers 	cheese 
frozen waffles 	canned corn 	milk 