

# Canada's Food Guide &

## *A Taste of You're the Chef in the classroom*

### Grade 3 Lesson Plans



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## Background

You're the Chef (YTC) is a food literacy program designed for children to develop nutrition knowledge, food skills and confidence to plan and prepare healthy meals and snacks. This set of lesson plans, is based on the 2019 Canada's Food Guide and meets grade 3 cross-curricular expectations.

### What are food skills?

Food skills allow us to prepare and serve safe, healthy and culturally acceptable meals. They include:

- Knowledge of healthy eating and food safety
- Meal planning
- Creating and modifying recipes
- Preparing and cooking foods

As a teacher, you are in an influential position to educate children on basic food literacy and demonstrate a positive attitude toward healthy eating in the classroom.

Recommendations from *2019 Canada's Food Guide* have been incorporated into the lesson plans. Canada's Food Guide is based on the best available evidence and encourages us to [eat a variety of foods](#) from the three food groupings (vegetables and fruits, whole grains, and protein foods) to promote health. It also provides advice on [how to eat](#). One recommendation is [cook more often](#), which includes [involving kids in planning and preparing meals](#).

### Why get kids in the kitchen?

- Provide hands-on learning experiences to improve food skills
- Nurture healthy eating habits
- Build confidence and creativity
- Spend quality time together and stay connected
- Encourage kids to try foods they help prepare
- Share culture and family traditions
- Support cross-curricular competencies (E.g. math, writing, reading, science)

For more information, visit [Canada.ca/FoodGuide](https://Canada.ca/FoodGuide)



## Leading YTC Sessions

### Before You Start

#### **Tips for Success in the Classroom:**

Preparing food with children teaches students about nutrition and allows them to try different recipes with their peers. When conducting these lesson plans in your classroom:

1. Ensure your school and/or classroom has the following:
  - i. Tables/desks that can be used as food preparation surfaces
  - ii. 2-3 sinks (one for hand washing and two for washing dishes)
  - iii. Access to a fridge/cooler to store ingredients
  - iv. Kitchen equipment (See lesson plans for required equipment). Call Peterborough Public Health 705-743-1000 ext. 316 to book a kit with a class set of aprons, cutting boards, and choppers.
2. Practice food safety:
  - i. Clear off and sanitize desks before you prepare food. Have your students wash their hands before eating – be a role model and show them you are doing the same!
  - ii. Consider taking the [Food Handler Course](#) to learn how to handle food safely. Training is free and offered regularly at Peterborough Public Health.
3. Be aware of food allergies or dietary restrictions:
  - i. Know which children have food allergies and familiarize yourself with your school's policy to prevent/treat allergic reactions
4. Promote healthy and mindful eating behaviours:
  - i. Refrain from discussions on calories and body weight, or labeling foods as good/bad or healthy/unhealthy
  - ii. Review [Tips for Talking About Food to Children](#) before beginning the lessons
5. Consider recruiting volunteers to help run YTC
  - i. Volunteers can offer more one-on-one interaction with students when teaching food skills

*Adapted from Brightbites.ca, 2019*

#### **How can Grade 3 students get involved in food preparation?**

Children in Grade 3 are capable of:

- Using a knife with easy-to-cut foods (soft vegetables and fruits, cheese, breads)
- Writing out a grocery list
- Writing a list of healthy snacks they like to eat
- Making a simple breakfast: whole grain cereal with milk or canned fruit over yogurt
- Making their own school lunch
- Using the stove, with supervision, to make basic recipes
- Deciding what is needed to build a balanced meal

## Lesson 1: Canada's Food Guide and You

**Length of Lesson:** 50 minutes

Getting Ready:

- Obtain equipment and ingredients, set up the room
- Familiarize yourself with the Foodland Ontario's [Availability Guide](#), for a list of Ontario fruits and vegetables and their growing seasons
- Review the **Banana Roll-Up** recipe. After class, share [Visual Recipe Collection](#) with students.

Materials:

- Smartboard/projector with internet connection to display Canada's Food Guide and Healthy School Lunches video
- "Guess who I am?" fruit/vegetable cards (\*template below) and tape
- Ingredients and Equipment for Banana Roll-Ups
- Cleaning supplies to wipe down tables before and after the workshop

Lesson Sequence
<p><b>1. Canada's New Food Guide</b> (Time: 10 minutes)</p> <p>Visit <a href="#">Canada.ca/FoodGuide</a> to show the class page 1 of Canada's New Food Guide.</p> <p>Video: <a href="#">Healthy School Lunches</a></p> <p><u>Teacher Prompts</u></p> <ol style="list-style-type: none"> <li>1. How can we use the balanced plate on Canada's Food Guide to build meals that give our bodies all the nutrients they need to grow strong?</li> <li>2. Aim for 1/2 plate vegetables and fruits, 1/4 plate whole grains and 1/4 plate protein foods. Give examples of foods in each category.           <ul style="list-style-type: none"> <li>○ Vegetables and fruits: broccoli, lettuce, carrot, tomato, strawberry, apple, etc.               <ul style="list-style-type: none"> <li>■ Eat a vegetable or fruit every time you eat!</li> </ul> </li> <li>○ Whole grains: whole grain rice/bread/pasta/couscous, quinoa, barley, etc.</li> <li>○ Protein foods: legumes, nuts, seeds, tofu, eggs, fish, milk, cheese, yogurt, meat, etc.</li> </ul> </li> <li>3. Where are milk and meat in the new food guide? They are in the protein foods category, along with eggs, fish and plant-based proteins like beans, nuts and tofu.</li> <li>4. What is a healthy drink to have with meals when you are thirsty? Water is the best choice to drink when you are thirsty. Drink water, plain milk (2% or less) or unsweetened fortified soy beverage every day.</li> </ol>

1. How can we use the balanced plate on Canada's Food Guide to build meals that give our bodies all the nutrients they need to grow strong?
2. Aim for 1/2 plate vegetables and fruits, 1/4 plate whole grains and 1/4 plate protein foods. Give examples of foods in each category.
  - Vegetables and fruits: broccoli, lettuce, carrot, tomato, strawberry, apple, etc.
    - Eat a vegetable or fruit every time you eat!
  - Whole grains: whole grain rice/bread/pasta/couscous, quinoa, barley, etc.
  - Protein foods: legumes, nuts, seeds, tofu, eggs, fish, milk, cheese, yogurt, meat, etc.
3. Where are milk and meat in the new food guide? They are in the protein foods category, along with eggs, fish and plant-based proteins like beans, nuts and tofu.
4. What is a healthy drink to have with meals when you are thirsty? Water is the best choice to drink when you are thirsty. Drink water, plain milk (2% or less) or unsweetened fortified soy beverage every day.

## 2. Guess who I am? Activity (Time: 15 minutes)

### Instructions

Tape a picture/name of vegetable or fruit on each student's back. Students guess their vegetable/fruit by asking others "Yes/No" questions:

- Am I a vegetable?
- Am I red?
- Do I grow in the ground?
- Do I grow in Ontario?

Once guessing is complete, have a discussion about their vegetable/fruit:

- Have you ever tasted this vegetable or fruit before?
- Have you ever cooked with it before?
- How was it prepared?
- Do you like the taste?

### Teacher Prompts

1. Just as Canada's new food guide suggests, aim for half-your-plate vegetables and fruits at meals and snack on them throughout the day! Different coloured vegetables and fruit give our bodies different vitamins, minerals and fibre they need to be healthy.
2. Why is it a good idea to eat local fresh foods when they are available?
  - Local food is more nutritious, tastes delicious, and is better for the environment because it does not have to be shipped so far.

## 3. Food Skill Demonstration – Handwashing (Time: 10 minutes)

Demonstrate proper handwashing techniques and have students follow-along (See *Six Steps of Handwashing* in the Resources section, or [How to Hand Wash](#) video for step-by-step instructions). Have students wash their hands before preparing the recipe.

## 4. Recipe – Banana Roll-Ups (Time: 15 minutes)

### **Equipment:**

Cutting boards/plates (1 per student)  
 Measuring spoons - 1 Tbsp size (2 for the class)  
 Plastic knives (1 per student)

### **Ingredients:**

#### *Per Student*

1/2	six-inch whole grain tortilla
1 Tbsp	soy butter (e.g. WOW butter)
1/2	banana

#### *For 20 students*

1 package of 10
1 Jar
10 bananas

**Directions:**

1. Spread tortilla with the soy butter.
2. Place a banana in center of each tortilla. Fold in opposite sides, roll up burrito-style.
3. Slice each roll into 2-3 “sushi pieces” using a plastic knife or chopper.

**Teacher tips**

- Students can use the measuring spoons to scoop the soy/nut/seed butter right from the jar. Remind them to wash their hands well before this task.
- Ask students what food group the soy/nut/seed butters belong to. They are a protein food. Our bodies need protein to build and repair tissue (E.g. muscles). Protein also helps us to feel full.

**Curriculum Connections****Health and Physical Education**

- ✓ Healthy Living
- C1.1: Demonstrate an understanding of how the origins of food (e.g. where the food is grown, how it is made) affect its nutritional value and environmental impact [CT].
  - C3.1: Explain how local fresh foods and foods from different cultures can be used to explain their range of healthy eating choices [PS].

**Language**

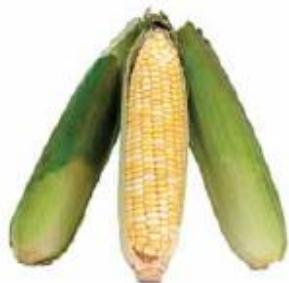
- Reading
  - Expectation 1 - Read and demonstrate an understanding of a variety of literary, graphic, and informational texts (E.g. reading and understanding a recipe), using a range of strategies to construct meaning
- Oral Communication
  - Expectation 1 - Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

**References**

- [Health and Physical Education, Grades 1-8, Interim Edition, 2010](#)  
[Language, Grades 1-8, 2006 \(revised\)](#)

Guess who I am?" fruit/vegetable cards:

## Fruits and Vegetables



corn



grapes



avocado



strawberry



lettuce



cantaloupe



string beans

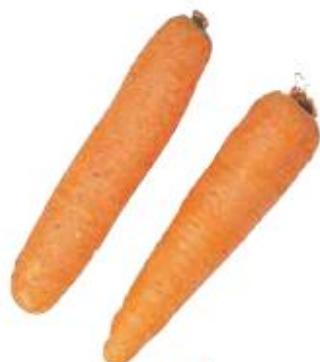


egg plant



apple

## Fruits and Vegetables



carrots



mangoes



zucchini



banana



lime



mushrooms



blueberries



broccoli



peaches

## Fruits and Vegetables



watermelon



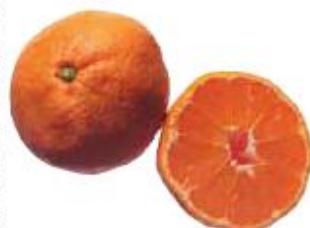
raspberries



potato



red pepper



orange



asparagus



kiwi



tomatoes



cauliflower

## Lesson 2: Mindful Eating

**Length of Lesson:** 55 minutes

Getting Ready:

- Obtain equipment and ingredients, set up the room
- Review the **Perfect Parfait** recipe. After class, share [Visual Recipe Collection](#) with students.

Materials:

- Smartboard/projector with internet connection to display Canada's Food Guide
- Post-it notes for the Build a Balanced Meal activity
- Ingredients and Equipment for The Perfect Parfait
- Cleaning supplies to wipe down tables before and after the workshop

### Lesson Sequence

#### 1. Mindfulness Exercise (Time: 15 minutes)

Instructions

Visit [Canada.ca/FoodGuide](#) and show the class page 2 of Canada's New Food Guide--HOW to eat:

- [Be mindful](#)
- [Cook more often](#)
- [Enjoy your food](#)
- [Eat meals with others](#)

Script

What does it mean to be mindful of our eating habits?

- Listening to our bodies to be more aware of what you are eating and why

How do we do that?

- Take time to eat, and eat away from screens and other distractions
- Eat when you're hungry, and stop when you're full
- Use your 5 senses to explore a variety of foods (e.g. look, taste, feel, smell, and sound)

*Give each student a piece of whole grain cereal from The Perfect Parfait recipe.*

If you have had this cereal before, raise your hand! What if I told you we are going to be eating this cereal in a whole NEW way – and it might taste completely different than it did before.

Pretend you are aliens, visiting our planet Earth for the first time. You have never had this cereal before, so it's very important that you use all of your senses to make sure it is OK to eat. Sit up straight, put both feet flat on the floor and take a deep breath. Listen carefully to my instructions.

- Look at the cereal – what does it look like? Shape, colour, texture?
- Touch the cereal – what does it feel like? Bumpy, smooth, warm, sticky?
- Smell the cereal – what do you smell?
- Hold it to your ear – do you hear anything?
- Put it on your tongue and keep it there – what does it feel like? Do you taste anything?
- Now chew it – did the taste change while you were chewing?
- Swallow it – trace your finger down to where you can feel it in your body and then stop when you can't feel it anymore.

Teacher prompts

1. Mindful eating means slowing down and using our senses to pay attention to the food we eat. Food tastes better when we are mindful.
2. What is one way we can be more mindful when we eat? (e.g. turn off the TV, eat more slowly, notice if we're hungry or full)
3. Try this mindful eating exercise with your family at dinner time.

*Activity adapted from: [heartmindkids.com](http://heartmindkids.com)*

**2. Build a Balanced Meal** (Time: 15 minutes)

Instructions

- Give 3 post-it notes to each student. Ask them to write down one food from each food grouping of [Canada's Food Guide](#) on each paper.
- Draw an empty plate on the board and divide it into three sections (I.e. Vegetables and fruits (1/2 plate), whole grains (1/4 plate) and protein foods (1/4 plate)).
- Have the students stick their post-it notes on the board into the correct food grouping category. Encourage them to work with other classmates.
- Discuss the different foods on the board and make corrections as needed.
- At their desks, have students draw a balanced plate and name/draw at least 3 foods in each of the food groupings.
- Have volunteers present their balanced plates.

Teacher prompts

1. What food groupings are included in your meal?
2. Why did you choose this meal? Have you had it before? Is it something your family eats at home?
3. How do people's cultures influence what foods they choose to put on their plate?

**3. Food Skill Demonstration – Handwashing** (Time: 5 minutes)

Review the Six Steps of Handwashing. Have students wash their hands before preparing the recipe.

#### 4. Recipe – The Perfect Parfait (Time: 15 minutes)

*A variety of fruits can be used for the parfait. Strawberries, banana, melon, and peaches are easy to share and require chopping. For example, give each student 1/3 of a banana, 1 strawberry and a quarter slice of melon to peel and chop into small, bite-sized pieces at their station.*

##### Equipment:

1 each – Colander, Tongs, Bowl

Cutting boards/plates (1 per student)

Cups/bowls, Spoons and plastic knives/choppers (1 per student)

6 Servings spoons (for yogurt tubs and cereal)

##### Ingredients:

###### *Per Student*

½ cup

Fresh or frozen fruit

½ cup

yogurt, any flavour

1/8 cup

Whole grain cereal

###### *For 20 Students*

8 bananas, 1 pint strawberries, 1 melon

4 - 650g tubs

1 box

##### Directions:

1. Wash the fruit (if using frozen fruit, let it thaw 30 minutes before chopping).
2. Cut and dice fruit into bite-sized pieces.
3. Add fruit, yogurt, and granola to a bowl or cup.



##### Teacher tips:

- Choose cereal with “whole grain” as the first ingredient. Consider the allergy policy in your school.
- Pre-wash fruit before serving. Frozen fruit such as mixed berries can be used instead of fresh fruit. Let them thaw 30 minutes before serving.
- To support mindful eating, let students use serving spoons to portion the fruit, yogurt and cereal into their parfait cups. Encourage them to be mindful about how much food there is for the class when deciding how much to make/eat. Trust them to decide what to put into their parfait, and how much to eat. This helps them be aware of their hunger and fullness cues.
- Point out how this breakfast/snack has all 3 food groupings in Canada’s Food Guide. Add the cereal to a large bowl to avoid mess.

**Curriculum Connections****Health and Physical Education**

- ✓ Living Skills
  - 1.5: Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, resolving conflicts, and evaluating their choices in connection with learning in health and physical education [CT].
- ✓ Healthy Living
  - C1.1: Demonstrate an understanding of how the origins of food (e.g. where the food is grown, how it is made) affect its nutritional value and environmental impact [CT].
  - C3.1: Explain how local fresh foods and foods from different cultures can be used to explain their range of healthy eating choices [PS].

**Language**

- Reading
  - Expectation 1: Read and demonstrate an understanding of a variety of literary, graphic, and informational texts (E.g. reading and understanding a recipe), using a range of strategies to construct meaning
- Oral Communication
  - Expectation 1: Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

**References:**

- [Health and Physical Education, Grades 1-8, Interim Edition, 2010](#)
- [Language, Grades 1-8, 2006 \(revised\)](#)

## Lesson 3: Eating Plant-based Foods

**Length of Lesson:** 60 minutes

**Getting Ready:**

- Obtain equipment and ingredients, set up the room
- Review **Calabrese Salad Skewers** recipe. After class, share [Visual Recipe Collection](#) with students.

**Materials:**

- Smartboard/projector with internet connection to display the Farm to School PowerPoint
- Materials and supplies for the Seed Growing activity
- Ingredients and Equipment for the Calabrese Salad Skewers
- Cleaning supplies to wipe down tables before and after the workshop

### Lesson Sequence

#### 1. Plants Lesson & Seed Growing Activity (Time: 35 minutes)

Use the [Farm to School PowerPoint](#) to teach students about plants, including the structure of plants, what they need to grow, and their importance to people and nature.

Follow the instruction on Slide 12 of the PowerPoint to run the **Seed Growing Activity**. Students can keep a record of changes to their plants over 2-3 weeks.

**Materials**

- Plastic cups (1 per student) \*could use the washed cups from Lesson 2
- Paper towel (1 roll)
- Seeds (4-5 per student) \*peas, beans, corn and pumpkin seeds will germinate quickly
- Marker and masking tape

#### 2. Food Skill Demonstration – Handwashing (Time: 5 minutes)

Review the Six Steps of Handwashing. Have students wash their hands before preparing the recipe.

### 3. Recipe – Calabrese Salad Skewers (Time: 20 minutes)

#### Equipment:

Cutting boards/plates and plastic knives/choppers (1 per student)

#### Ingredients:

*Per student*

2-3	cherry tomatoes, washed
1/8	Cucumber, washed
1/8	bell pepper, washed
1 leaf	fresh basil, washed
1 piece	mozzarella cheese, chopped into 20 pieces
1	6 inch bamboo skewers

*For 20 students*

2 pints
2-3 cucumbers
2 peppers
1 package
450g
20

#### Directions:

1. Chop the bell peppers, cucumber, and mozzarella cheese into bite-sized pieces
2. Pull basil leaves off of stem.
3. Add cheese, vegetables, and fresh basil leaves to each skewer.



#### Teacher tips

- Toothpicks can be used instead of bamboo skewers. Provide 2 per child.
- Challenge students to cut the foods into 3-D shapes (E.g. cut the cheese into squares with equal sides) and have them create a repeating pattern with the ingredients on the skewer stick.
- Hold up the basil and ask students which parts of the plant they see (I.e. stem, leaves) and which parts are missing (I.e. roots)
- Use the leftover basil (with stem) to conduct an experiment! See [Rooting Basil in Water](#) video.

### Curriculum Connections

#### Arts

- ✓ Expectation D2 (D2.2, D2.3) - Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

#### Language

- ✓ Reading
  - Expectation 1 - read and demonstrate an understanding of a variety of literary, graphic, and informational texts (ie. recipe), using a range of strategies to construct meaning.

#### Science and Technology

- ✓ Understanding Life Systems: Growth and Changes in Plants
  - Expectation 1 (1.1) - assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats
  - Expectation 2 (2.2, 2.5, 2.6) - investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow
  - Expectation 3 (3.1, 3.2, 3.4, 3.5, 3.6, 3.7) - demonstrate an understanding that plants grow and change and have distinct characteristics.

#### Mathematics

- ✓ Geometry and Spatial Sense
  - Expectation 1: compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties.
- ✓ Patterning and Algebra
  - Expectation 1: describe, extend, and create a variety of numeric patterns and geometric patterns (E.g. create a repeating pattern on the skewer stick)

#### References

- [The Arts, Grades 1-8, 2009 \(revised\)](#)
- [Language, Grades 1-8, 2006 \(revised\)](#)
- [Science and Technology, Grades 1-8, 2007](#)
- [Mathematics, Grades 1-8, 2005 \(revised\)](#)

## Lesson 4: Nutrition-Packed Snacks

**Length of Lesson:** 55 minutes

Getting Ready:

- Obtain equipment and ingredients, set up the room
- Familiarize yourself on marketing of food and beverages to kids; watch [The Myth of Choice: How Junk-Food Marketers Target Our Kids](#). Although American, content applies to the Canadian context.
- Review **No-Bake Apple Cinnamon Bites** recipe. Share [Visual Recipe Collection](#) with students.

Materials:

- Ingredients and Equipment for No-Bake Apple Cinnamon Bites
- Gloves for No-Bake Apple Cinnamon recipe
- Sample Ads for the Be Aware of Marketing activity
- Cleaning supplies to wipe down tables before and after the workshop

### Lesson Sequence

#### 1. Food Skill Demonstration – Handwashing (Time: 5 minutes)

Emphasize the importance of proper handwashing, given that the children will be directly touching food the whole class will eat. Have students wash their hands before preparing the recipe.

#### 2. Recipe – No-Bake Apple Cinnamon Bites (Time: 20 minutes)

**Equipment:**

1 each: Large mixing bowl, Mixing spoon, Tray, Grater, Cutting board

Dry measuring cups - (1 – ½ cup, 2 – ¼ cup)

Measuring spoons (1 – ¼ Tsp, 1 – Tsp, & 1 – Tbsp)

Gloves (1 pair per student) - Optional

**Ingredients:**

*For 20 students*

2 cups	old-fashioned oats
1/4 tsp	cinnamon
1/4 tsp	nutmeg
1/4 tsp	ground cloves
1/2 cup	nut alternative or seed butter (e.g. WOW butter)
1/2 cup	sunflower seeds
1 Tbsp	maple syrup
1 Tsp	vanilla extract
1	apple, washed and grated

**Directions:**

1. Grate one apple. Place grated apple in a large bowl.
2. Add the rest of the ingredients to the large bowl and mix well until combined.
3. Use gloved hands to make 20 balls, 1 Tbsp (15 mL) each.

**Teacher tips:**

- Bulk Barn sells spices by weight, which can help reduce costs
- Equipment needs assumes that the recipe is being conducted as a large group activity. If dividing the class into smaller groups, adjust accordingly.
- Decide whether to make the recipe in a large or small group. Adjust equipment needs accordingly.
- Give each student a task such as measuring, adding ingredients, mixing, etc. Consider splitting up each task between multiple students. e.g. Ask students “How many 1/2 cups make 2 cups?” Invite 4 students to each add 1/2 cup of oats to the master bowl.
- Students can each be given a large spoonful of dough to shape with their hands. Gloves are recommended.
- Discuss how this recipe has ingredients from all three food “groupings” of Canada’s Food Guide.
  - a. Vegetables and fruit: apple
  - b. Whole grains: old-fashioned oats
  - c. Protein foods: nut, soy or seed butter, and sunflower seeds

**3. Be Aware of Marketing (Time: 30 minutes)**

[Canada's Food Guide](#) raises the importance of [limiting kids' exposure to food and beverage marketing](#). Marketing influences our food preferences and choices, and children are highly susceptible because they are easy-to-reach and easily influenced.

The majority of foods and beverages advertised are highly processed and high in sodium, sugars and saturated fat. Discuss how marketing influences our feelings and desires toward certain foods.

Instructions

Show three examples of child-directed advertisements. Examples include cereal boxes with characters, fast food restaurant logos, and child-directed commercials on YouTube.

Post the following discussion questions and have students write down/share their answers (FYI: this activity can be completed in small groups, or in one large group).

- Who is this advertisement intended for? How do you know?
- Where do you see advertisements to kids? (E.g. TV, websites/social media, video games, clothing)
- Where do we find logos? Why do companies create logos? (E.g. jerseys, billboards, online, etc.)
- How does this advertisement make you feel? What does it mean to you?
- Whose point of view is presented or reflected in this advertisement?
- Who else would like this advertisement? Who would not? Why?
- Who makes these advertisements and why do you think they make them?

#### Teacher prompts

1. Food and drink advertisements are everywhere! And many of them are designed specifically for children, like you! (E.g. bright colours, friendly characters, toys)
2. Vegetables and fruit, whole grains, protein foods and water are often not advertised, but are the most nutritious choices for our bodies.

#### **Curriculum Connections**

##### Language – Grade 3

- ✓ Reading
  - Expectation 1 - read and demonstrate an understanding of a variety of literary, graphic, and informational texts (ie. recipe), using a range of strategies to construct meaning.
- ✓ Media Literacy:
  - Expectation 1 (1.1, 1.2, 1.3, 1.4, 1.5) - demonstrate an understanding of a variety of media texts.
  - Expectation 2 (2.1) - identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.

##### Mathematics – Grade 3

- ✓ Number Sense and Numeration
  - Divide whole objects and sets of objects into equal parts, and identify the parts using fractional names (e.g., one half; three thirds; two fourths or two quarters), without using numbers in standard fractional notation.

#### References

- [Language, Grades 1-8, 2006 \(revised\)](#)  
[Mathematics, Grades 1-8, 2005 \(revised\)](#)

## Resources

### Sample Parent Communication

Dear Parent/Caregiver:

Over the next few weeks, your child will be participating in *A Taste of You're the Chef in the classroom*, a program designed to help children develop food skills and confidence to plan and prepare simple snacks according to Canada's Food Guide. This program will take place in the classroom during the school day.

To see the recipes we will be preparing, and for information about You're the Chef, visit  
[www.peterboroughpublichealth.ca/YTC](http://www.peterboroughpublichealth.ca/YTC)

If you have nutrition questions, call Telehealth Ontario at 1-866-797-0000 to speak to a registered dietitian, or visit [www.UnlockFood.ca](http://www.UnlockFood.ca).

Please feel free to reach out with any questions or concerns you have.

Sincerely,  
(Name)

## Six Steps of Handwashing

## The Six Steps of Proper Handwashing



Peterborough  
Public Health

For more information, please call  
**705-743-1000**

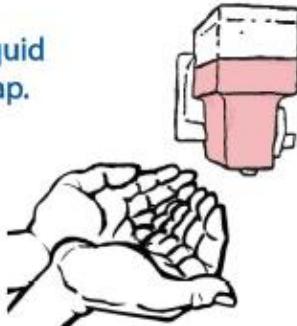
**1.**

Wet hands with warm water.



**2.**

Apply liquid hand soap.



**3.**

Later hands away from water.



**4.**

Rinse.



**5.**

Dry hands with paper towel.



**6.**

Turn taps off with paper towel.

