

Unit Activities:

Setting the Stage,
Objectives, Contextual
Redefinition

**Instructional
Events:**

Gain Attention, Inform
Learners of the objectives,
Stimulate Recall of Prior
Learning

**Learning
Objectives:**

Students will be able to:

1. Predict and revise definitions of vocabulary words based on context clues.

**New
Mexico
Standards:**

Benchmark 1-D: Demonstrate competence in the skills & strategies of the reading process

Activities:

*Setting the
Stage
(7 minutes)*

Purpose: To capture attention and prepare students to learn and participate.

Learner Level: All

Displayed on board as students enter the room: **What are some words about food safety and bacteria that you already know?**

- Ask students to write down their response to the question. Allow 3-5 minutes for students to do so.
- Allow students to share their responses with the class.
- Encourage students to explain or guess what they think the words mean.

*Inform
Learners of
the Objectives
(3 minutes)*

Purpose: To help students understand what they are responsible for learning

Learner Level: All

- Tell students: **Today we are going to become more familiar with the food safety vocabulary that you will be using in your other classes this week.**

Activities:

*Contextual
Redefinition
(45 minutes)*

Purpose: To familiarize students with new words, activate prior knowledge, and provide a guide to the concepts they will learn in this lesson.

Learner Level: All

- Display the following six words on the board or overhead: pathogen, foodborne illness, bacteria, cocci, bacilli, bacterial colony.
- For each word, ask students to write a brief definition based on what they think the word means.
- Allow students to share their guesses with the class.
- Display the following sentences in which each of the words are used in proper context:
 - Robbie's doctor told him that a pathogen in his food was responsible for making him sick.
 - After eating tuna salad at the church picnic, twelve people had to go to the hospital because they had a foodborne illness.
 - Alison was surprised to learn that bacteria live on most surfaces.
 - When Peg looked under the microscope she thought that the cocci bacteria looked a lot like M&Ms.
 - The bacilli bacteria reminded John of the Good & Plenty candies he had eaten at the movies last weekend.
 - In science class, Mrs. Roberts asked the class to carefully count the bacterial colonies growing on their Petri plates.
- As students read each word in correct context allow them to revise their earlier definitions of each word.
- Again ask students to share their new definitions with the class.
- Finally, display the actual definitions of each word:
 - Pathogen: Any bacteria that make you sick.
 - Foodborne Illness: Any illness resulting from the presence of bacteria or spoilage of food.
 - Bacteria: Single-celled microorganism that typically live in soil, water, organic matter, or the bodies of plants and animals.
 - Cocci: Any species of bacteria that is round in shape.
 - Bacilli: Any species of bacteria that is rod-shaped.
 - Bacterial colony: A clump or group of bacterial cells living together on the surface of a Petri plate.
- Ask students to record the correct definitions in their notebooks.
- Lead a brief discussion with students on how their definitions changed from their first guesses, after the contextual sentences, and with the final definitions.

Unit Activities:

Review, Word Search,
Journal Entry 1

Students will be able to:

1. Read for comprehension and detail.
2. Recognize the correct spelling of vocabulary words.

Instructional Events:

Stimulate Recall of Prior Learning, Present the Stimulus

Learning Objectives:

Student Handouts:

Word Search (pg. 124)
Journal Entry #1 (pg. 125)

New Mexico Standards:

Benchmark 1-D: Demonstrate competence in the skills & strategies of the reading process

Activities:

*Review
(5 minutes)*

Daily Review Question: **Yesterday we learned food safety vocabulary that you will be using in all of your classes. Did any of you use this vocabulary in other classes or at home yesterday? Today we are going to complete a journal entry about salmonella and a word search so that you become familiar with the spelling of these new words.**

*Food Safety Word Search
(15 minutes)*

Learner Level: All

- Distribute a copy of the **Food Safety Word Search** to each student.
- Have students complete the word search puzzle to familiarize them with vocabulary words and their spellings.

*Journal Entry 1
(30 minutes)*

Purpose: To provide new information to students

Learner Level: All

- There are five journal entries with supporting questions.
- Each day, allow students to do one or two entries (depending on your schedule) and answer the subsequent questions.
- Allow students to complete the questions and then discuss answers as a group.

Unit Activities:

Review, Journal Entry 2,
Vocabulary Flash Cards

**Instructional
Events:**

Provide Learner
Guidance

Materials:

Index Cards

**Student
Handouts:**

Journal Entry 2 (pg.127)

**Learning
Objectives:**

Students will be able to:

1. Read for comprehension and detail.
2. Correct match vocabulary words to their definitions.

**New
Mexico
Standards:**

Benchmark 1-D: Demonstrate competence in the skills & strategies of the reading process

Activities:**Review
(5 minutes)**

Daily Review Question: **Yesterday we read about Salmonella and you wrote about its effects in your journal. What new information did you learn about Salmonella? Today we are going to continue to learn about Salmonella and how you can catch it. We are also going to make vocabulary flash cards and play a game with the cards.**

**Journal Entry 2
(30 minutes)****Learner Level: All**

- There are five journal entries with supporting questions.
- Each day, allow students to do one or two entries (depending on your schedule) and answer the subsequent questions.
- Allow students to complete the questions and then discuss answers as a group.

**Vocabulary
Flash Cards
(20 minutes)**

Purpose: To facilitate the transfer of new knowledge to long-term retention and determine what students have learned from the activities in this lesson so far.

Learner Level: All

- Have students to copy words and definitions (**pgs.128-134**) onto flash cards (index cards, paper cut into quarters, etc.).
- This activity gives students basic knowledge of important food safety words.
- Cards can be used as a review and to play games such as Memory Matching where all cards are placed face down and the students take turns turning over two cards each to make a pair which matches the word to the definition.

Unit Activities:

Review, Journal Entry 3,
Illustrated Glossary

Instructional Events:

Elicit Performance
and Provide
Feedback

Materials:

Colored Pencils, index
cards from previous day

Student Handouts:

Journal Entry 3 (pg.136)

Learning Objectives:

Students will be able to:

1. Read for detail and comprehension.
2. Clearly communicate definitions of vocabulary words through illustrations.

New Mexico Standards:

Benchmark 1-D: Demonstrate competence in the skills & strategies of the reading process

Activities:**Review**
(5 minutes)

Daily Review Question: **Yesterday we studied how people can catch Salmonella and we looked more closely at food safety vocabulary with our flash cards. Do you think it would be easy for you to contract Salmonella? Today we are going to discuss foodborne diseases and make an illustrated glossary of food safety terms.**

Journal Entry 3
(30 minutes)**Learner Level: All**

- There are five journal entries with supporting questions.
- Each day, allow students to do one or two entries (depending on your schedule) and answer the subsequent questions.
- Allow students to complete the questions and then discuss answers as a group.

Illustrated Glossaries
(20 minutes)

Purpose: To allow the learner to practice the new knowledge and assess and facilitate further student learning. The repetition further increases the likelihood of retention of the new information.

Learner Level: All

- Have students to create illustrated glossaries for each vocabulary word. Their illustrations should clearly communicate the meaning of each word.
- For example: Draw pictures of chickens or eggs to remember *Salmonella*.

Unit Activities:

Review, Journal Entry 4,
Illustrated Glossary

Instructional Events:

Elicit Performance
and Provide
Feedback

Materials:

Colored Pencils, index
cards from previous day

Student Handouts:

Journal Entry 4 (pg.138)

Learning Objectives:

Students will be able to:

1. Read for detail and comprehension.
2. Clearly communicate definitions of vocabulary words through illustrations.

New Mexico Standards:

Benchmark 1-D: Demonstrate competence in the skills & strategies of the reading process

Activities:**Review
(5 minutes)**

Daily Review Question: **Yesterday we studied foodborne illnesses. We also started constructing our illustrated glossaries of food safety terms. What symbols did you use to represent some of the terms? Today we are going to discuss the most common foodborne illnesses and finish your glossaries.**

**Journal Entry 4
(30 minutes)****Learner Level: All**

- There are five journal entries with supporting questions.
- Each day, allow students to do one or two entries (depending on your schedule) and answer the subsequent questions.
- Allow students to complete the questions and then discuss answers as a group.

**Complete Illustrated Glossaries
(20 minutes)**

Purpose: To allow the learner to practice the new knowledge and assess and facilitate further student learning. The repetition further increases the likelihood of retention of the new information.

Learner Level: All

- Have students to create illustrated glossaries for each vocabulary word. Their illustrations should clearly communicate the meaning of each word.
- For example: Draw pictures of chickens or eggs to remember *Salmonella*.

Unit Activities:

Review, Journal Entry 5, Crossword puzzle

Instructional Events:

Assessing Performance

Student Handouts:

Journal Entry 5 (pg. 140)
Crossword Puzzle (pg. 141)

Activities:

*Review
(5 minutes)*

Daily Review Question: **Yesterday we discussed the most common foodborne illnesses. Have you or anyone in your family contracted any of these foodborne illnesses? Today we are going to discuss what happens when you are diagnosed with a foodborne illness and complete a crossword puzzle using the terms.**

*Journal Entry 5
(30 minutes)*

Learner Level: All

- There are five journal entries with supporting questions.
- Each day, allow students to do one or two entries (depending on your schedule) and answer the subsequent questions.
- Allow students to complete the questions and then discuss answers as a group.

*Food Safety
Crossword
Puzzle
(20 minutes)*

Purpose: To determine if students are successfully meeting the learning objectives for this lesson.

- Distribute the **Food Safety Crossword Puzzle** for students to complete individually.
- This activity is designed to reinforce new knowledge by using the vocabulary words in a different way.

Learning Objectives:

Students will be able to:

1. Read for detail and comprehension.
2. Successfully identify vocabulary words when given the definition.

New Mexico Standards:

Benchmark 1-D: Demonstrate competence in the skills & strategies of the reading process

Unit Activities:

Review, Board Game

Instructional Events:

Enhance Retention and Transfer

Materials:

Construction paper, scissors, tape, glue, game materials

Activities:*Review
(5 minutes)*

Daily Review Question: **Yesterday we discussed what happens when you are diagnosed with a foodborne illness. How are foodborne diseases diagnosed? Today we are going to create a board game using the new vocabulary and knowledge you have gained over the week.**

*Creating a Board Game
(50 minutes)*

Purpose: To allow students to develop expertise with their new information and create a construct for transferring knowledge to long-term retention.

- Assign students to pairs or groups of three.
- Have each group design their own board game.
- Each game should teach/review at least 10 of the food safety vocabulary words they've learned this week.
- Provide students with construction paper, scissors, tape, glue, and any other materials necessary.
- Students must also prepare written directions to explain how to play their game.
- Encourage students to play-test their game several times to make sure they've worked out all the bugs.
- Allow groups to exchange games so that each group gets a chance to play several different games.

Learning Objectives:

Students will be able to:

1. Synthesize knowledge of vocabulary words and their meanings into a product to display knowledge gained.

New Mexico Standards:

Benchmark 1-D: Demonstrate competence in the skills & strategies of the reading process