

Planos de aula / Inglês / 7º ano / Oralidade

Tipos de alimentos

Por: Mariana Guedes Bartolo / 21 de Novembro de 2018

Código: **ING7_02UND03**

Sobre o Plano

Contents

1. INPUT: Video about types of food.
2. OUTPUT: Students build their own healthy plate.

Habilidade da Base Nacional Comum Curricular

(EF07LI03) Mobilizar conhecimentos prévios para compreender texto oral.

Este plano foi elaborado pelo Time de Autores NOVA ESCOLA

Professora-autora: Mariana Bartolo

Mentora: Tatiana Martin

Especialista: Celina Fernandes

Materiais complementares



Documento

Atividade para impressão - Building a healthy plate

<https://nova-escola-producao.s3.amazonaws.com/SUDpfpSRWpzSFARBPYTesQpuAePd3xHCr323B5EZ28FmMep8bP65Mn9kAW5b/atividade-para-impressao-building-a-healthy-plate-ing7-02un03.pdf>



Documento

Transcrição - Vídeo

<https://nova-escola-producao.s3.amazonaws.com/WRcFC9zVQKuMH4UcA8tAsD92gzT2mfaQP5qsnvudFHD2JadxVRuPnvHv9QCT/transcricao-video-ing7-02un03.pdf>

Tipos de alimentos

Slide 1 Sobre este plano

Este slide não deve ser apresentado para os alunos, ele apenas resume o conteúdo da aula para que você, professor, possa se planejar.

Sobre esta aula: Esse plano é o terceiro de uma sequência de 3 planos que trabalha a compreensão oral, com foco na mobilização de conhecimentos prévios, através de diversas atividades. A escolha é sua: você pode usá-los articulados ou individualmente, pois cada um apresenta alternativas para uso sem os outros.

Preparação para a aula: Para a realização da atividade proposta no *Output*, você precisará [deste material](#) impresso para cada aluno e de lápis ou giz de cera coloridos.

COMPREENSÃO ORAL - Tipos de alimentos

7º Ano

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Tipos de alimentos

Slide 2 Context

Tempo sugerido: 4 minutos.

Orientações: Para começar a tratar do tema alimentação, mostre o *slide* aos alunos (no *datashow* ou impresso em tamanho grande, no mínimo A3) e pergunte:

Look at the screenshot and answer: What's this online article probably about? How did you come to that conclusion? (Espera-se que, ao se depararem com a palavra *food* no título e com a imagem de um prato de comida, os alunos respondam que o artigo é sobre comida/alimentação. OBS: Caso a turma tenha dificuldades ou até mesmo não saiba responder, destaque a presença do prato e lembre o significado da palavra *food*. / *This online article is probably about food because there is an image of a plate. Besides that, the word 'food' is part of the title.*)

What's the objective of the United States government by introducing the MyPlate model to its population? (O objetivo é ajudar as pessoas a ficarem saudáveis. / *The objective is to help people to become healthy.*)

MyPlate is replacing a famous model. Which one is it? Have you ever heard of it? (A pirâmide alimentar. Resposta pessoal. / *The Food Pyramid. Personal answer.*)

How many food groups are shown on the MyPlate model? What are they? (São mostrados cinco grupos de alimentos no modelo MyPlate: frutas, vegetais, grãos, proteína e laticínios. / *Five groups are shown on the MyPlate model: fruits, vegetables, grains, protein and dairy.*)

Do you remember any of the food vocabulary you have learned? Raise your hand to share the words you know. (Neste momento, os alunos ativam o conhecimento prévio que possuem sobre comida/alimentação. Escute a contribuição de todos, anotando no quadro as palavras mencionadas. OBS: Caso a turma não lembre de nenhuma palavra, lembre parte do vocabulário sobre alimentos.)

Are you able to classify these foodstuffs you have mentioned according to the MyPlate food groups? (Resposta Pessoal.)

Fonte: <http://www.center4research.org/myplate-new-alternative-food-pyramid/>

What's this online article probably about?



« Previous Next »

MyPlate: A New Alternative to the Food Pyramid

Caroline Novas, National Center for Health Research

A goal of the U.S. government is to help guide adults and children to be as healthy as possible. "MyPlate" replaces the familiar "food pyramid" diagram that underwent several changes in the 19 years since it was first introduced.^[1] The MyPlate model shows the five food groups (fruits, vegetables, proteins, grains, and dairy) in a place setting. It is designed to be easier to understand when you think about what types of food to include in each meal that you eat.



Tipos de alimentos

Slide 3 Objective

Tempo sugerido: 2 minutos.

Orientações: Mostre ou leia para os alunos o objetivo desta aula. Explique que eles irão utilizar o conhecimento prévio que possuem para compreender um vídeo sobre tipos de alimentos e para montar um prato saudável (*Today you are going to use previous knowledge to comprehend a video about types of food and to build a healthy plate*).

**To use previous
knowledge to
comprehend a video
about types of food and
to build a healthy plate.**

Tipos de alimentos

Slide 4 Input

Tempo sugerido: 12 minutos.

Propósito: Prepará-los para montar um prato saudável durante o *Output* por meio da mobilização de conhecimentos prévios (vocabulário sobre alimentos).

Expectativa: Que os alunos ativem conhecimentos já adquiridos (vocabulários sobre alimentos) e aprendam a classificar os alimentos de acordo com os grupos mencionados no vídeo.

Observação: O vídeo mostrado neste *slide* pode ser encontrado em: <https://www.youtube.com/watch?v=L9ymkJK2QCU> (transcrição do vídeo [aqui](#)).

Orientações: Primeiro, mostre este *slide* e pergunte:

Look at the video's screenshot and answer: Where is this woman? (Espera-se que, ao verem o fogão e a geladeira, os alunos respondam que ela está em uma cozinha. / She is in a kitchen.)

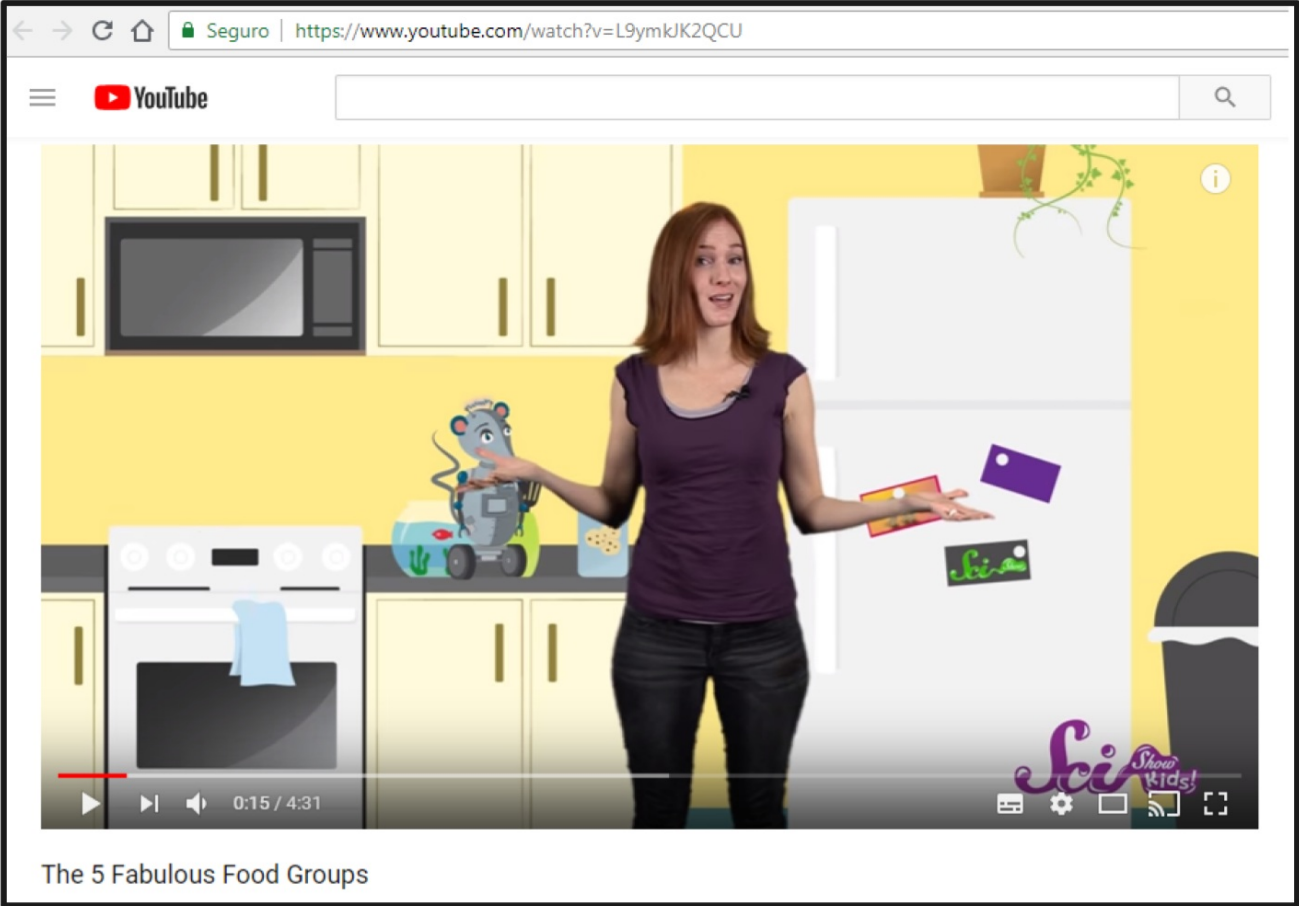
Considering the place she is and the video's title, what's this video about? (O vídeo é sobre alimentação/comida/grupos de alimentos. / The video is about food/food groups.)

*What kind of vocabulary you have already learned will help you understand the video? (Neste momento, relembramos o vocabulário sobre alimentos já explorado durante o *Context*. Espera-se que os alunos citem palavras que fazem parte do *food vocabulary*, como *apple, cheese, grape, beef, rice, beans, bread etc.* Aproveite para trabalhar palavras que não foram mencionadas para que a turma amplie seu vocabulário. OBS: Caso os alunos mencionem utensílios de cozinha ou eletrodomésticos, acolha e valorize essas contribuições, mas redirecione o foco para o tema alimentos.)*

Após trabalhar o vocabulário, diga que é hora de assistirem ao vídeo (*Now it's time to watch the video about food groups!*). Destaque a importância de se prestar atenção nos cinco grupos de alimentos, anotando no caderno o nome de cada um deles e alguns exemplos (*Pay attention to the five food groups the narrator will present us, taking notes about each one of them on your notebook and examples of it*). Em seguida, apresente o vídeo (de preferência, faça pausas entre um grupo e outro para que os alunos anotem os detalhes no caderno).

Depois, cheque a compreensão de um modo geral.

Where is this woman?



The screenshot shows a YouTube video player. At the top, the browser address bar displays 'Seguro | https://www.youtube.com/watch?v=L9ymkJK2QCU'. The YouTube logo is visible in the top left corner of the player. The video content shows a woman with long brown hair, wearing a purple sleeveless top and black pants, standing in a kitchen. She is holding a small red and yellow card in her right hand and a purple card in her left hand. The kitchen has yellow cabinets, a white refrigerator, a microwave, and a stove. A small blue robot character is visible on the counter. The video player controls at the bottom show a play button, a progress bar at 0:15 / 4:31, and various icons for settings, full screen, and share. The video title 'The 5 Fabulous Food Groups' is displayed at the bottom of the player.

Tipos de alimentos

Para isso, faça as perguntas a seguir:

During the video, the narrator introduces five food groups. What are they? (Frutas, grãos, vegetais, proteína e laticínios. / *Fruit, grain, vegetables, protein and dairy*).

Did we talk about those same food groups at the beginning of today's class? If so, when? (Sim, falamos sobre esses grupos quando conhecemos o modelo *MyPlate*. / *Yes, we talked about those same food groups when we were being introduced to the MyPlate model*.)

Which is the first food group she mentions? Take a look at your notes and answer. (Frutas. / *Fruit*.)

Now mention, at least, one component of the fruit group. (Maçãs; pêras; laranjas; morangos. / *Apples; pears; oranges; strawberries*.)

What about the second food group? Are you able to name it and mention a component? (O grupo dos grãos. Pão; macarrão; arroz. / *The grain group. Bread; noodles; rice*.)

Do you remember the third group? Which one is it? (Vegetais. / *Vegetables*.)

Can you give me an example of a vegetable? (Cenoura; alface; batata. / *Carrot; lettuce; potato*.)

What about the fourth food group? Name it and give an example. (Proteína. Peixe; ovos; feijão. / *Protein. Fish; eggs; beans*.)

Now it's time to talk about the last food group mentioned by the narrator. Which one is it? (The dairy group.)

Give examples of food that are part of the dairy group. (Leite; iogurte; queijo. / *Milk; yogurt; cheese*.)

Pause o vídeo (3:00). Diga aos alunos que eles responderão um *quiz* para testar o que aprenderam sobre os grupos de alimentos até aqui. Em seguida, torne a apresentar o vídeo para que a turma responda as perguntas da narradora.

Ao final, comente sobre o *quiz* e os prepare para a atividade proposta no *Output* (Respostas pessoais):

Was it easy to take the quiz about food groups? Why (not)?

Would you be able to classify food items according to these five food groups you have learned?

Alternativa: Caso não possa apresentar o vídeo durante a aula por falta de computador e/ou projetor, a atividade pode ser feita com um texto sobre esses cinco grupos de alimentos e imagens de comidas (em tamanho grande, no mínimo A3),

Tipos de alimentos

complementadas por sua explicação oral. Antes de apresentar o texto, mostre o título e peça para que os alunos façam previsões. Depois, apresente o texto na íntegra. Durante a leitura em voz alta, mostre as imagens dos alimentos e anote os grupos no quadro.

Tipos de alimentos

Slide 5 Output

Tempo sugerido: 30 minutos.

Propósito: Testar a compreensão do vídeo através do preenchimento de uma ficha *MyPlate*.

Expectativa: Que os alunos demonstrem que compreenderam o vídeo por meio do preenchimento da ficha *MyPlate*.

Orientações: A apresentação deste *slide* deve durar cerca de 3 minutos e a atividade de preenchimento da ficha, 15. Diga aos alunos que, neste momento da aula, eles irão montar um prato saudável, utilizando o vocabulário que aprenderam/relembrou enquanto assistiam ao vídeo (*Now you are going to build a healthy plate, using the vocabulary you have learned/remembered while watching the video*). Informe também que, ao final da atividade, eles organizarão um mural com o que produziram (*Later, you will also organize a mural with the material produced*). Em seguida, entregue [este material](#) para cada aluno e explique como a ficha *MyPlate* deve ser preenchida, traçando paralelos com o modelo presente no *slide*. Para isso, dê as instruções abaixo (escreva tais orientações no quadro):

Each one of you have received a MyPlate table. In order to complete it, you must fill in the blanks with two foodstuffs related to each food group.

During this activity, you are allowed to consult the notes you have taken previously.

Pay attention to the colors! Each one represents a food group.

If you want to check the five food groups and some examples related to each one of them, take a look at the slide.

Illustrate your plate by drawing the food you have chosen.

Don't forget to write your name on the top of the MyPlate sheet!

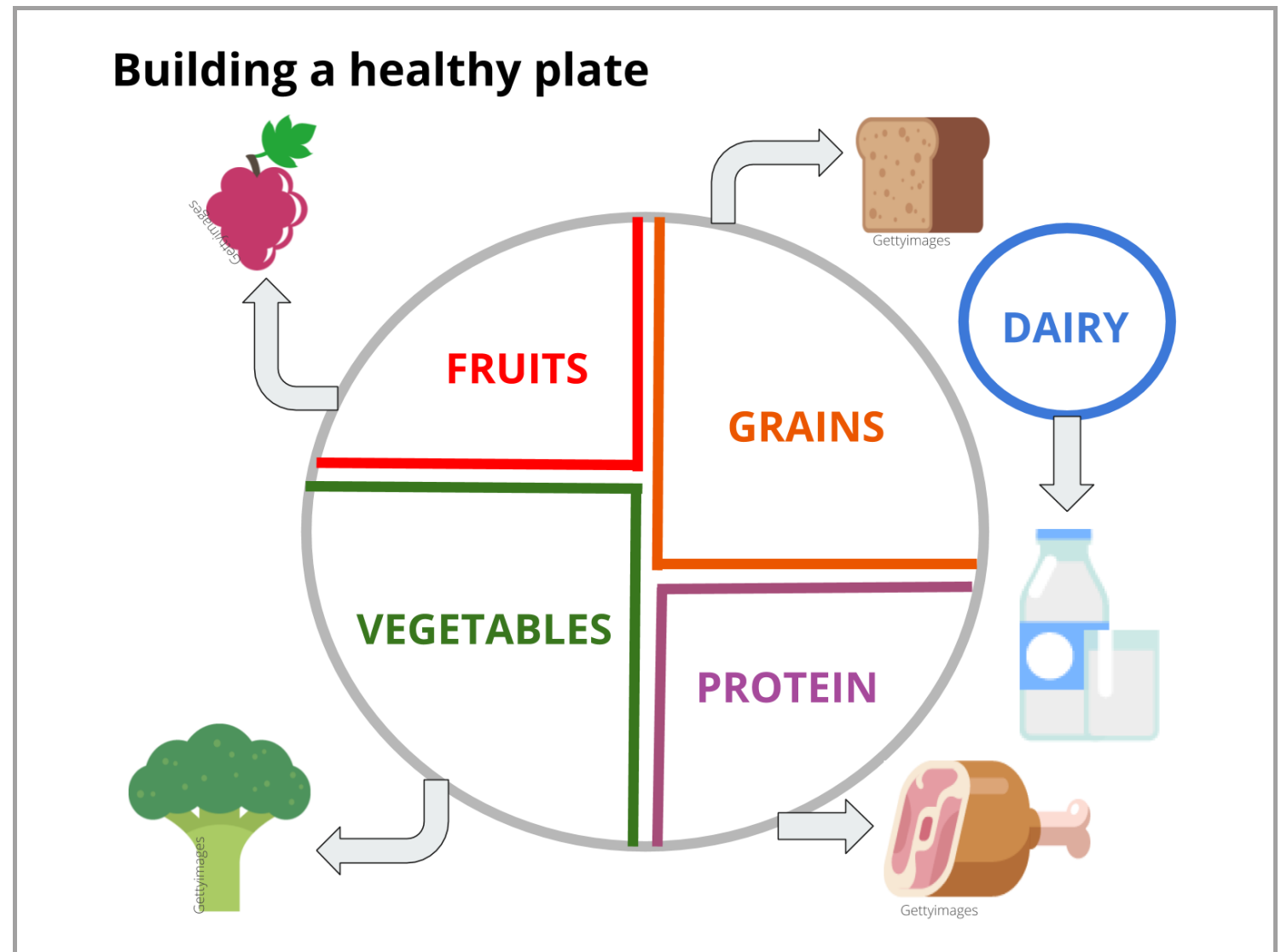
When everybody finishes the MyPlate activity, we will make a healthy eating mural to exhibit your productions.

Após as instruções, forneça lápis ou giz de cera coloridos para que eles possam desenhar e diga que eles podem começar a atividade.

Quando a turma terminar a tarefa, pergunte (respostas pessoais):

Was it difficult to fill in the blanks with foodstuffs?

How was the experience of building a healthy



Tipos de alimentos

plate.

Em seguida, com a ajuda dos alunos, crie um mural sobre alimentação saudável em uma das paredes da sala para exibir suas produções.

Alternativa: Caso não tenha acesso a um computador e/ou a um projetor, desenhe o modelo *MyPlate* no quadro.

Tipos de alimentos

Slide 6 Feedback

Tempo sugerido: 2 minutos.

Propósito: Organizar os saberes ativados durante a aula.

Expectativa: Que os alunos saiam da aula conscientes do que aprenderam e com a sensação de dever cumprido. Eles precisam notar que, ao conseguirem participar das tarefas propostas, foram bem-sucedidos.

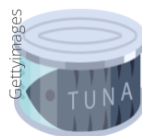
Orientações: Neste último momento da aula, retome o que a turma aprendeu. Projete (ou escreva no quadro) os principais aprendizados da aula para sistematizar o processo realizado até aqui. Se puder, comente sobre cada tópico. Entretanto, se o tempo estiver curto, apenas apresente este *slide*. Eles, certamente, irão notar o quanto aprenderam!

What have you learned today?



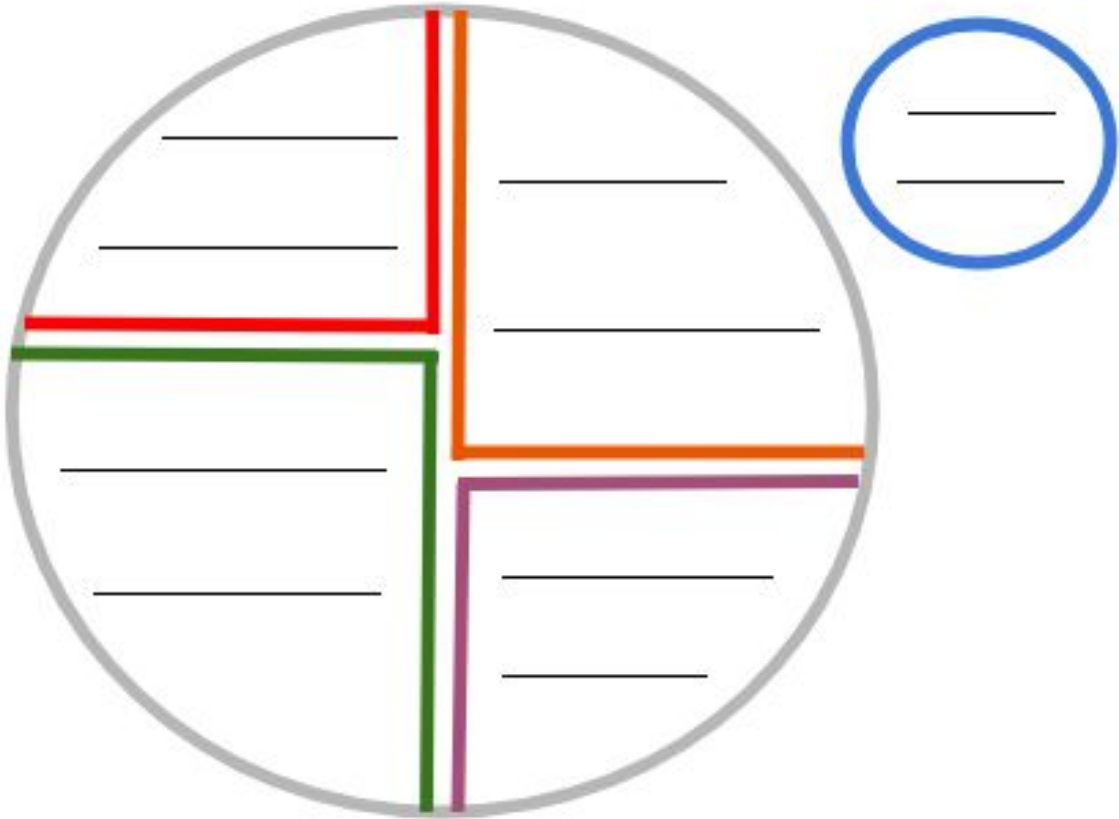
- Remember some of the vocabulary you have already learned (foodstuffs).
- Use previous knowledge to comprehend a video in English.
- How to classify the foodstuffs into five different groups: Fruits, vegetables, protein, grains and dairy.

- Build a healthy plate.



_____ 'S HEALTHY PLATE

- Fill in the blanks with two foodstuffs of each food group.
- Remember that different colors represent different food groups.
- Take a look at the notes taken while watching the video to refresh your mind about the food vocabulary.
- Draw the food you have included in your plate. Have fun!



00:12

Our bodies need lots of energy to keep us going throughout the day.

00:16

And do you know where we get that energy?

00:18

That's right...from the food we eat!

00:20

And all kinds of different people enjoy different kinds of food.

00:24

But whether your favorite meal includes noodles or nectarines, tortillas or tofu, most types

00:29

of food have some of what our bodies need to stay healthy.

00:32

You might already know that we can put different kinds of food into different groups.

00:36

We call these, you guessed it, food groups!

00:38

But let's check out each group, and see what kind of food belongs where!

00:43

Let's start with the fruit group.

00:45

You gotta love sweet, delicious fruit!

00:46

This group includes things like apples and pears, oranges and strawberries.

00:51

Fresh fruit is the best for you, but fruit that's canned or frozen counts, too.

00:55

After all, many fruits are hard to find in the winter, and some fruits only grow in certain

00:59

parts of the world.

01:00

But don't forget about fruit that's been dried!

01:02

Raisins are just dried grapes!

01:04

And prunes are dried-up plums!

01:06

And even juice is part of the fruit group, but only if it's all fruit juice and doesn't

01:11

have added sugar.

01:12

Next comes the grain group.

01:14

Grains are plants, like oats, wheat, and barley.

01:17

If a food is made from one of these plants, or any other grain plant, it belongs here.

01:22

That means things made of flour, like bread and noodles, breakfast foods like oatmeal

01:26

and cereal, and even rice, are all part of this group.

01:30

Next up, the vegetable group.

01:32

I bet you already figured out what goes here!

01:34

Vegetables come from plants, too -- but unlike grains, they're either the roots, stems,

01:39

or leaves of certain plants that we can eat!

01:41

Carrots, for example, are the sweet orange roots of the carrot plant.

01:45

A head of lettuce is just a bunch of crunchy leaves.

01:48

And asparagus is actually a stem of the tasty asparagus plant!

01:52

There are so many kinds of veggies out there, that we can actually split this group into

01:56

smaller groups.

01:57

For example, there are dark green veggies, like spinach.

02:01

Starchy vegetables, like potatoes and sweet potatoes.

02:04

Then, there are red and orange veggies, like beets and carrots, just to name a few.

02:08

Now, what other foods can you think of?

02:10

What about the stuff that's inside your sandwich?

02:12

Meats, like chicken or hamburger, belong to the protein group.

02:16

And so do fish, like tuna, and eggs, made any way you like!

02:19

But not all members of this group come from animals.

02:22

Other foods like beans, peanut butter, and tofu, which is made from soybeans, are full

02:27

of protein, so they're also proud members of the protein group.

02:30

And that leaves us with the last group, dairy.

02:33

If a food is made from cow milk or soy milk, it's in the dairy group.

02:37

So this is where you find things like yogurt, and all kinds of cheeses, as well as your

02:41

usual glass of milk.

02:43

And do you know what else fits in this group?

02:45

Ice cream!

02:46

But that reminds me, sweet treats like candy don't fit into any of our groups.

02:51

That's because they're made of mostly sugar, and don't have any of the things

02:54

that our bodies need to stay healthy.

02:56

So, it's okay to enjoy these foods from time to time ... but just not a lot of the

03:00

time.

03:01

Now, do you think you can put a food into the right group?

03:04

Let's take a tasty food quiz and see how well we know our food groups!

03:08

We'll start with a slice of pineapple.

03:11

What group do you think it goes in?

03:13

Squeaks says the fruit group.

03:15

Good job, Squeaks!

03:16

Yes, pineapple belongs in the fruit group.

03:19

What about this hard boiled egg?

03:21

What group do you think this fits into?

03:23

That's right, the protein group.

03:25

Eggs are a good source of protein.

03:27

Here's one more.

03:28

We'll end our game with a food that fits into two groups: macaroni and cheese.

03:34

Let's look at each part separately.

03:36

The cheese from the mac and cheese fits into the dairy group, because it's made from

03:41

milk.

03:42

But what about the macaroni noodles?

03:43

Well, we learned earlier that noodles are made of flour from grain.

03:47

So, that means the macaroni belongs to the grain group!

03:51

That's right!

03:52

Macaroni and cheese contains foods that are in the dairy group and the grain group.

03:56

Whew!

03:57

All this guessing has made me hungry!

03:58

Hey Squeaks!

03:59

Let's make a snack!

04:00

And remember, the next time you're hungry and head to the pantry or fridge...choose

04:04

something healthy...and see if you can guess what group your food fits into!

04:08

Thanks for joining me us on SciShow Kids.

04:10

Is there something you'd like to learn more about?

04:13

Get some help from a grown up and let us know in the comments below, or send us an email

04:16

at kids@thescishow.com!

04:17

And we'll see you next time!