



## EXTENSION ACTIVITY

# LEVEL 3

BOOK TITLE

**What's in My Kitchen?**

LENGTH

**2 lessons**  
(30–40 minutes each)

## Essential Questions

What are these tools used for? How can these tools be used to make your favourite healthy food?

## Lesson Overview

In this lesson, students discuss basic kitchen tools and what they do or are used for. After a class discussion about what foods make your body strong, the class will identify their favourite foods to make their bodies strong.

## REQUIRED MATERIALS

- ☞ *What's in My Kitchen?*
- ☞ Activity worksheet: **Things in My Kitchen**
- ☞ Nunavut Food Guide
- ☞ Activity worksheet: **Foods for Strong Muscles**
- ☞ Activity worksheet: **Foods for Strong Bones and Teeth**

## LEARNING ACTIVITIES



In pairs or small groups, students present what different kitchen tools do or are used for.



Class discussion about the book.



Think-Pair-Share on why it is important to have strong bodies and what makes our bodies strong.



Complete **Foods for Strong Muscles** and **Foods for Strong Bones and Teeth** activity worksheets.

## LEARNING CONNECTION

At the beginning of this lesson, the students work together to learn about different kitchen tools and their uses. Students then discuss why it is important to have strong bodies and what makes our bodies strong. Using the Nunavut Food Guide, students identify which foods make our bodies strong and share their favourites. The students will then discuss how the kitchen tools can be used to make or eat their favourite foods to make their bodies strong to further reinforce the concept. This builds on their understanding of the book *What's in My Kitchen?*

## READING VOCABULARY

*spoon, fork, bowl, ulu, pot, stove, mug*

## PRE-LESSON PREPARATION

1. Photocopy one **Things in My Kitchen** activity worksheet and cut out the images. Make sure to photocopy enough so that each student has one image cut-out.
2. Photocopy one **Foods for Strong Muscles** activity worksheet for each student.
3. Photocopy one **Foods for Strong Bones and Teeth** activity worksheet for each student.
4. Print out or display on the smart board in your classroom the Nunavut Food Guide. You can find it here: <https://livehealthy.gov.nu.ca/en/healthy-eating/nunavut-food-guide>

# LESSON PLAN: **WHAT'S IN MY KITCHEN?**

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## **Lesson 1 Plan: Things in Our Kitchens**

1. Hand out one photocopied image from the **Things in My Kitchen** activity worksheet to each student.
2. Have students find the other students who have the same image as them.
3. Next, read the book *What's in My Kitchen?* out loud to students. The images from the **Things in My Kitchen** activity worksheet will match with these images. Ask students to share what they think each item is used for.

## **Lesson 2 Plan: What Foods Make Our Bodies Strong?**

1. Begin the lesson with a Think-Pair-Share activity by asking students why it is important to have strong bodies. Then, have students turn to the person sitting next to them and talk about why it is important to have strong bodies. After the students have had a chance to discuss with their partner for about two minutes, have the pairs share with the class, if they feel comfortable.

Possible answers:

- ☛ To be able to play and run.
- ☛ To be able to learn.
- ☛ To be able to be healthy.
- ☛ To be able to help out our friends and families.

In the same pairs, have students brainstorm what makes our bodies strong.

Possible answers:

- ☛ Healthy foods that we eat, like country foods, meat and alternatives like beans, milk and other milk products like cheese.
- ☛ Exercise, like walking, running, and playing sports.
- ☛ Going to bed early and getting enough sleep every night.
- ☛ Brushing our teeth and washing our hands.

## LESSON PLAN: **WHAT'S IN MY KITCHEN?**

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2. Using the Nunavut Food Guide (printable PDFs found here: <https://livehealthy.gov.nu.ca/en/healthy-eating/nunavut-food-guide>), ask students what foods they see there. Explain to students that country food, meat, fish, beans, eggs, and nuts are some foods that make our muscles strong.

Next, explain to students that milk, yogurt, cheese, and soy milk are some foods that give us strong bones and teeth.

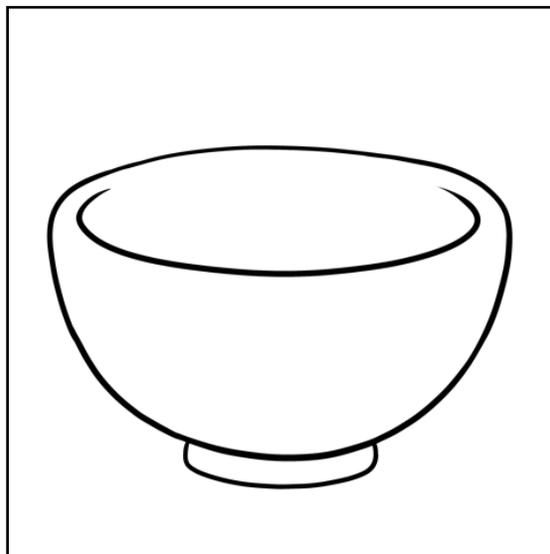
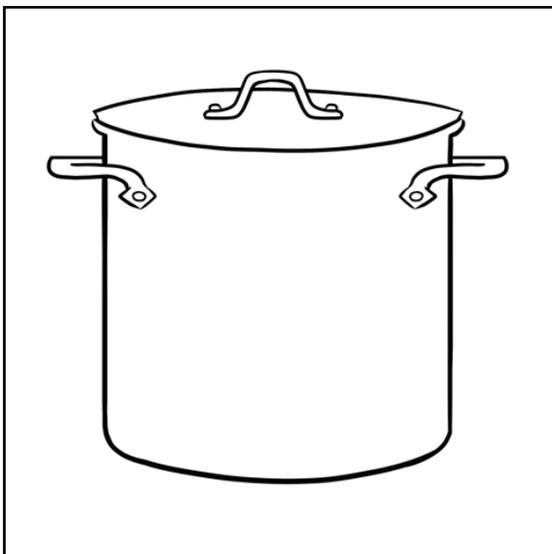
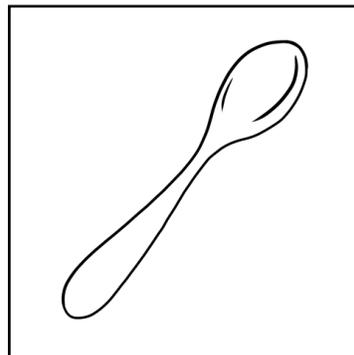
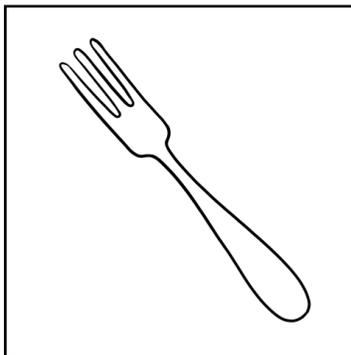
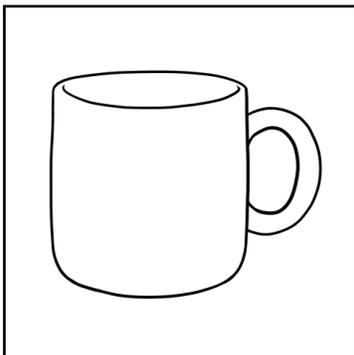
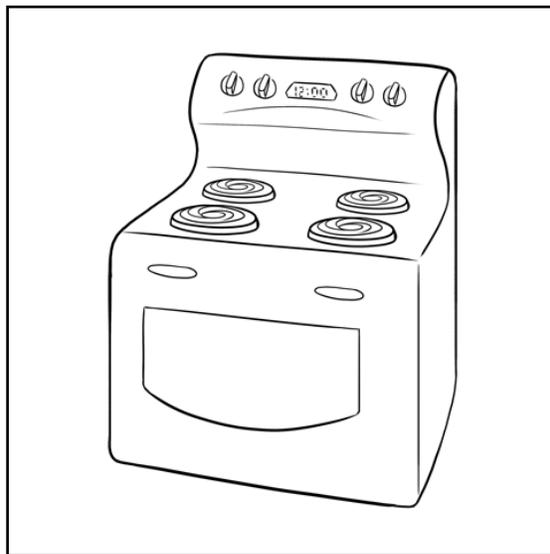
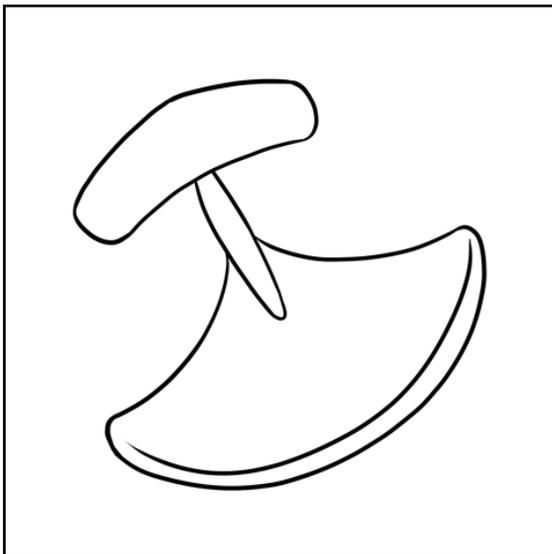
Using the **Foods for Strong Muscles** and **Foods for Strong Bones and Teeth** activity worksheets, have students circle their favourites then write or draw an example of a favourite food from each group.

3. Next, reread the book *What's in My Kitchen?* together as a class. This time, with each image, brainstorm as a class how you could use that item to make or eat one of our favourite foods to make our bodies strong.

**Optional:** Organize a taste test for students with a variety of foods from the meat and alternatives and milk and milk alternatives sections of the Nunavut Food Guide. Have students rank the foods from their favourite to least favourite.

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

# Things in My Kitchen

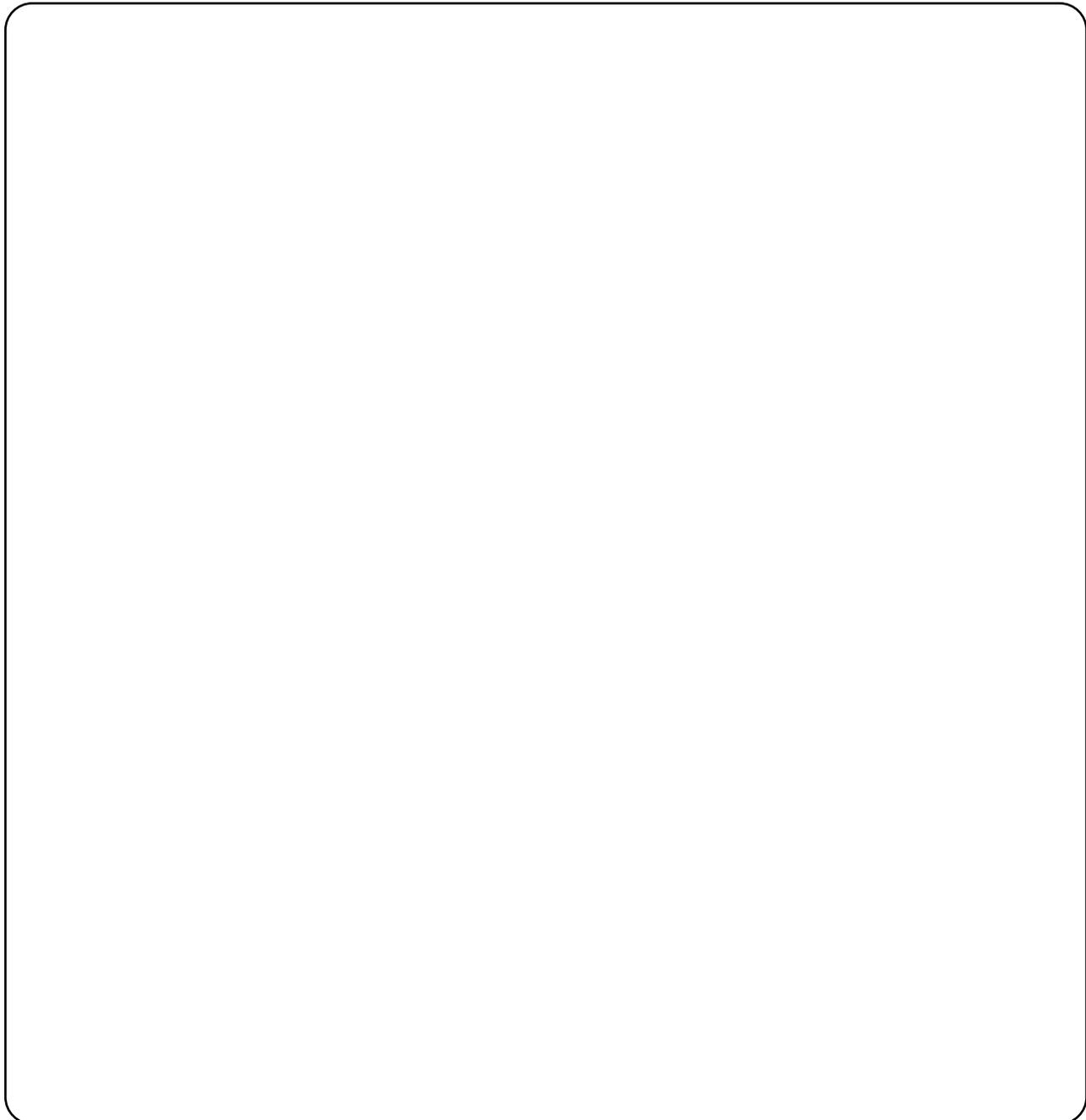


Name: \_\_\_\_\_

# Foods for Strong Muscles

Circle one of the words in the box below. Then, draw a picture of that food item.

<b>meat</b>	<b>fish</b>	<b>beans</b>	<b>eggs</b>	<b>nuts</b>	<b>country food</b>
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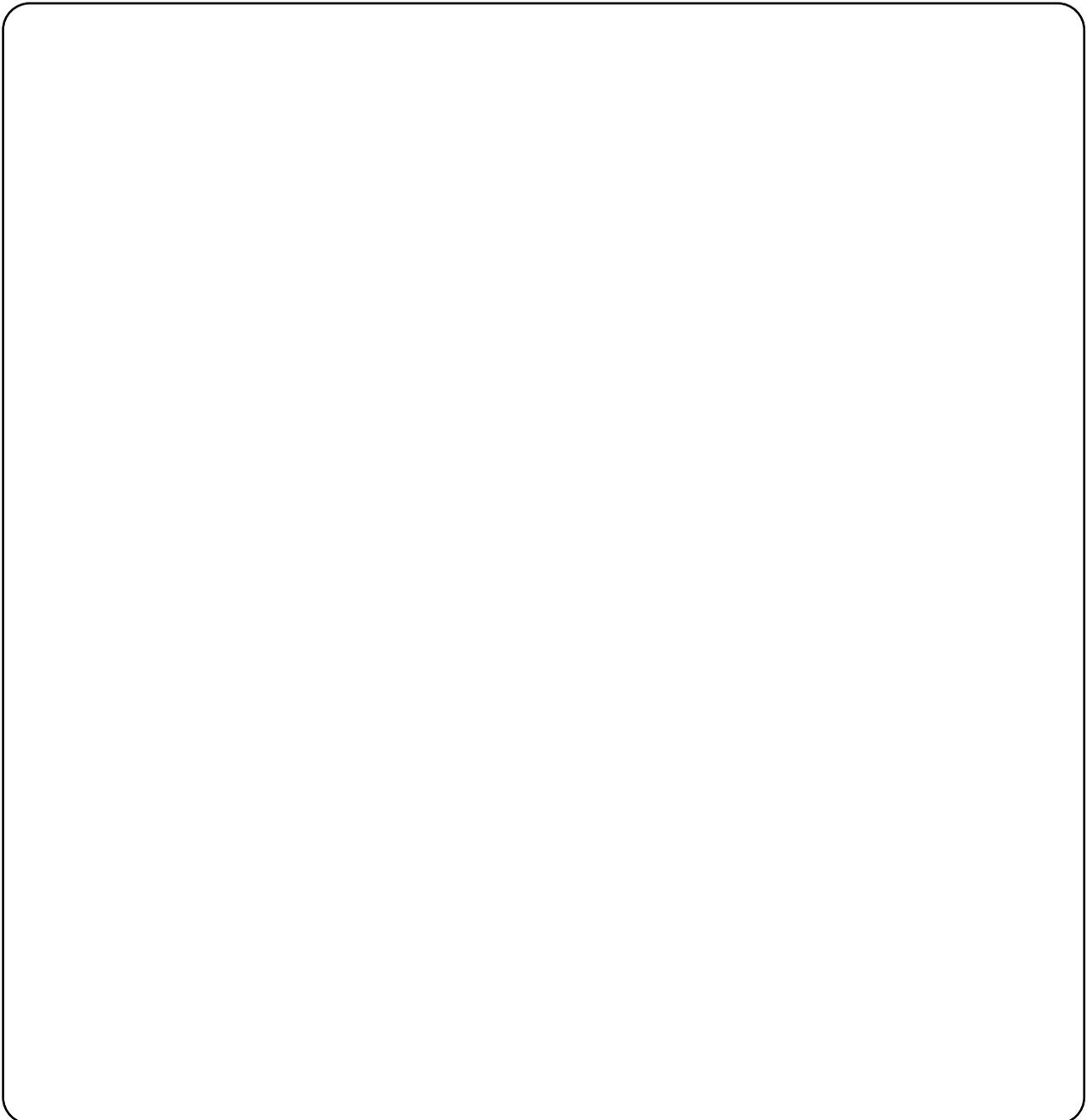


Name: \_\_\_\_\_

# Foods for Strong Bones and Teeth

Circle one of the words in the box below. Then, draw a picture of that food item.

<b>milk</b>	<b>yogurt</b>	<b>cheese</b>	<b>soy milk</b>
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# LESSON PLAN: ປຣົບ ສົ່ງປະດັບຮ່າຮ່າອັດຕະໂນ (WHAT'S IN MY KITCHEN?)

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## Lesson 1 Plan: Things in Our Kitchens

1. Hand out one photocopied image from the ສົ່ງປະດັບຮ່າຮ່າອັດຕະໂນ (Things in My Kitchen) activity worksheet to each student.
2. Have students find the other students who have the same image as them.
3. Next, read the book ປຣົບ ສົ່ງປະດັບຮ່າຮ່າອັດຕະໂນ (What's in My Kitchen?) out loud to students. The images from the ສົ່ງປະດັບຮ່າຮ່າອັດຕະໂນ (Things in My Kitchen) activity worksheet will match with these images. Ask students to share what they think each item is used for.

## Lesson 2 Plan: What Foods Make Our Bodies Strong?

1. Begin the lesson with a Think-Pair-Share activity by asking students why it is important to have strong bodies. Then, have students turn to the person sitting next to them and talk about why it is important to have strong bodies. After the students have had a chance to discuss with their partner for about two minutes, have the pairs share with the class, if they feel comfortable.

Possible answers:

- ☞ To be able to play and run.
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- ☞ To be able to be healthy.
- ☞ To be able to help out our friends and families.

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## LESSON PLAN: ᑭᓱᓪ ᓂᓴᑭᓪᓯᓴᓐᓂᓪᓴᓪ? (WHAT'S IN MY KITCHEN?)

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Using the Nunavut Food Guide (printable PDFs found here:

<https://livehealthy.gov.nu.ca/en/healthy-eating/nunavut-food-guide>), ask students what foods they see there. Explain to students that country food, meat, fish, beans, eggs, and nuts are some foods that make our muscles strong.

Next, explain to students that milk, yogurt, cheese, and soy milk are some foods that give us strong bones and teeth.

Using the ᓂᓴᑭᓪ ᑲᓪᓴᓴᓐᓂᓪᓴᓪᓴᓪ (Foods for Strong Muscles) and ᓂᓴᑭᓪ ᓴᓯᓂᓴᓴᓐᓂᓪᓴᓪᓴᓪ ᑭᓴᓂᓴᓴᓐᓂᓪᓴᓪᓴᓪᓴᓪᓴᓪ (Foods for Strong Bones and Teeth) activity worksheets, have students circle their favourites then write or draw an example of a favourite food from each group.

2. Next, reread the book ᑭᓱᓪ ᓂᓴᑭᓪᓯᓴᓐᓂᓪᓴᓪ? (*What's in My Kitchen?*) together as a class. This time, with each image, brainstorm as a class how you could use that item to make or eat one of our favourite foods to make our bodies strong.

**Optional:** Organize a taste test for students with a variety of foods from the meat and alternatives and milk and milk alternatives sections of the Nunavut Food Guide. Have students rank the foods from their favourite to least favourite.





