Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NUTRIENT PRESENTATION - CLB 5-6**

A. Reading and Writing: Using an IPad, do an online search to find information to answer the questions below. Search with your partner, but take brief, point form notes to record the facts and recommendations that you find *in your own writing journal*.

Nutrient \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Partner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Research Questions***:

1. What is this nutrient?

2. What do we need it for? What does it do for our body?

3. Which foods are good sources? What food groups are they in?

4. How much should we get per day? (Include recommendations for all ages in your family.)

5. What recommendations do you have? Do you think you should eat more or less of food containing this nutrient in your family?

B. Writing: Make a poster using flipchart paper, pictures from store flyers and markers to illustrate and present your information. *Include enough information to answer all the questions.*

C. Speaking: With your partner, use your poster to help you make a short presentation to your classmates to teach them about your nutrient. (5-7 minutes) Rehearse your presentation and try to use the vocabulary you found in your reading.

It should include an introduction and a closing.

Be prepared to speak without reading your notes so you can look at the students. Be ready to answer questions from them at the end.

Speak loudly and clearly.

**NUTRIENT RESEARCH NOTES AND PRESENTATION POSTER**

Writing Assessments CLB 5

**A. Note taking** (Reproducing information) Individual

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Met /2 | Partly Met /1 | Not Yet |
| Records important points and accurate details to answer all questions  |  |  |  |
| Uses key vocabulary from text  |  |  |  |
| Lists information in shorter form than sentences and paragraphs  |  |  |  |
| Writes clearly   |  |  |  |
| Records key words using correct spelling  |  |  |  |

 TOTAL /10

Rating Scale: 0-4 = not working at this level yet 5 = beginning to work at this level

 6 = developing 7 = satisfactory 8-10 = more than satisfactory

**B. Poster** (Reproducing Information) Shared Task

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Met /2 | Partly Met /1 | Not Yet |
| Information is neat and easy to read |  |  |  |
| Words are spelled correctly |  |  |  |
| Information to answer all 5 questions included |  |  |  |
| Layout organizes the information and is neatly done |  |  |  |
| Colour and design attract attention |  |  |  |

 TOTAL /10

Rating Scale: 0-4 = not working at this level yet 5 = beginning to work at this level

 6 = developing 7 = satisfactory 8-10 = more than satisfactory

**NUTRIENT RESEARCH NOTES AND PRESENTATION POSTER**

Writing Assessments CLB 6

1. **Note taking** (Reproducing information) Individual

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Met /2 | Partly Met /1 | Not Yet |
| Records important points and accurate details to answer all questions  |  |  |  |
| Uses key vocabulary from text  |  |  |  |
| Records main ideas or key details in point form  |  |  |  |
| Writes clearly   |  |  |  |
| Records key words using correct spelling  |  |  |  |

 TOTAL /10

Rating Scale: 0-4 = not working at this level yet 5 = beginning to work at this level

 6 = developing 7 = satisfactory 8-10 = more than satisfactory

**B. Poster** (Reproducing Information) Shared Task

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Met /2 | Partly Met /1 | Not Yet |
| Information is neat and easy to read |  |  |  |
| Words are spelled correctly |  |  |  |
| Main ideas and key details in point form  |  |  |  |
| Layout organizes the information and is neatly done |  |  |  |
| Colour and design attract attention |  |  |  |

 TOTAL /10

Rating Scale: 0-4 = not working at this level yet 5 = beginning to work at this level

 6 = developing 7 = satisfactory 8-10 = more than satisfactory

**NUTRIENT PRESENTATION**

Speaking Assessment CLB 5

**C. Presentation** (Sharing Information and Getting Things Done)

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Met /2 | Partly Met /1 | Not Yet |
| Speaks clearly and LoudlyIncludes introduction and conclusion |  |  |  |
| Presentation lasts for at least 5 minutesAnswers questions from the class |  |  |  |
| Good Control of simple grammarBeginning Control of complex grammar |  |  |  |
| Knows information without reading (poster is just a guide) |  |  |  |
| Uses connective words and phrasesUses key words for the topic |  |  |  |

 TOTAL /10

Rating Scale: 0-4 = not working at this level yet 5 = beginning to work at this level

 6 = developing 7 = satisfactory 8-10 = more than satisfactory

**NUTRIENT PRESENTATION**

Speaking Assessment CLB 6

**C. Presentation** (Sharing Information and Getting Things Done)

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Met /2 | Partly Met /1 | Not Yet |
| Speaks clearly and loudlyIncludes introduction and conclusion |  |  |  |
| Presentation lasts for at least 7 minutesAnswers questions from the class |  |  |  |
| Good control of simple grammarDeveloping control of complex grammar |  |  |  |
| Knows information without reading (poster is just a guide) |  |  |  |
| Uses appropriate connective words and phrasesUses key words for the topic |  |  |  |

 TOTAL /10

Rating Scale: 0-4 = not working at this level yet 5 = beginning to work at this level6 = developing 7 = satisfactory 8-10 = more than satisfactory

**Nutrient Reading Response**

On lined paper, please answer the questions in a paragraph or two.

1. What new information did you learn in your research on-line?
2. What changes do you think you should make in your daily shopping, cooking or eating habits? Explain why these changes would be a good idea.

**Reflection on Poster and Presentation**

1. What did you and your partner do really well in your poster project and presentation?
2. What was challenging or difficult for you?

3. What would you do differently if you did another project with a partner?

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