

Drag and Drop

Finish each sentence with a word from the list. Drag and drop the words in the boxes.

expiration	ingredients	essential
non-essential	recipes	nutrition

- a) Franco searched online for different chicken _____.
- b) Good _____ leads to a healthy lifestyle.
- c) Anika buys her _____ at the grocery store.
- d) It is _____ the police find the suspect.
- e) Check the _____ date on the milk.
- f) The board decided to cancel _____ activities.

/6

Reading Passage

A healthy lifestyle starts with planning and cooking your own food. This lets you know what you're putting into your body. Knowing this will help you stay healthy.

Try eating lots of little meals instead of a few big meals.

The first thing to do when planning your meal is to look at recipes. Use different meals to make up your week. Have chicken on Monday, then vegetarian on Tuesday. The next thing to do is make your grocery list.

Savings Tip

Check flyers for sales and make meals that use some of the same things.

Comprehension Questions

Sophia goes to the store. She buys fruits, vegetables, meat, and grains. When she gets home, Sophia leaves her groceries out. Then she looks at different recipes. She picks some recipes that use the food she bought. Sophia puts the food away. When done, Sophia writes down what she bought in a list.

Put Sophia's process of meal planning in the correct order.

- Go shopping.
- Look at recipes.
- Store the food.
- Make a grocery list.

Why is it important to use the correct order?

/5

Marking Rubric

Name:

Marking Rubric

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /39