

## Lesson Plan Module 3: Session 15

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| <b>Module 3</b><br>Health and Civic Engagement  | <b>Unit 8 – Session 15</b><br>Food and Nutrition  |
| <b>Standards Alignment</b>  |   |
| <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.SL.4.1.C</u>: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>• <u>CCSS.ELA-LITERACY.SL.4.1.D</u>: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> <li>• <u>CCSS.ELA-LITERACY.SL.4.2</u>: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.RI.4.7</u>: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>• <u>CCSS.ELA-LITERACY.RF.4.4.A</u>: Read grade-level text with purpose and understanding.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.W.4.1.C</u>: Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>).</li> <li>• <u>CCSS.ELA-LITERACY.W.5.2.D</u>: Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.5.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• <u>CCSS.ELA-LITERACY.L.5.2.A</u>: Use punctuation to separate items in a series.</li> </ul> |   |
| <b>Goals and Objectives (SWBAT)</b>   |   |
| <ul style="list-style-type: none"> <li>• Make health statements using too much and not enough.</li> <li>• Compare healthy and unhealthy habits.</li> <li>• Give and respond to nutritional advice.</li> </ul>   |   |
| <b>Technology Needs and Presentation/Handouts</b>   |   |
| <b>Technology Needs</b> <ul style="list-style-type: none"> <li>• Projector, laptop, and speakers</li> <li>• Tablets (if available)</li> <li>• Internet connection</li> <li>• Access to Ventures arcade (see link under resources)</li> </ul>  | <b>Presentation Needs &amp; Handouts</b> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> <li>• <i>Queens Library English for Your Health</i></li> <li>• Pictures of people engaged in healthy and less healthy activities</li> <li>• <i>Choose my plate</i> tip sheet</li> <li>• Can you give me advice “handout</li> </ul> |
| <b>Vocabulary Focus</b>   |   |
| <p>Too much, not enough, inactive, overweight, carbohydrates, regularly, instead of</p>   |   |

## Grammar Focus

- Making comparisons

## Introduction/Warm-Up/Review (20 min)

### Warm-Up

- Review agenda and check and discuss homework from previous class.
- Introduce vocabulary.

## Lesson Plan Activities

### **Activity 1: Health habit stories (50 min)**

1. Give each pair of students pictures of people from magazines/internet, or use pictures from the Queens Library ESOL picture file that show people:  
A. Eating nutritious food; B. Eating unhealthy food. C. Active D. Inactive.  
Note that the Queens Library pictures show a healthy and unhealthy habit for each page.
2. Modeling the activity first, ask pairs or individual students to give one of the people in their picture a name. Make up an age for the person, a name, a profession, a weight, and then tell as much as they can about this person's health, eating habits, etc. (using new the vocabulary).
3. Example:  
*This is Cora. She is about 5 feet five tall and has a healthy weight. She drinks water instead of soda, and exercises regularly. She's very active. Cora is a lawyer and works at a law office in Manhattan. She has too much work and feels a lot of stress. She forgets to eat because she is too busy. She doesn't eat enough fresh food.*  
Be sure they include "too much" and "enough" or "not enough" in their stories.
4. Ask learners to share their picture and story with the person sitting next to them.
5. After reading their classmate's story, write one question about the story and hand it back to the person. Story's author(s) expand/edit the story based on feedback.

### **Wrap Up/Assessment**

- Ask a few volunteers to share their completed stories as a class. Collect the stories to assess the writing.

### **Activity 2: Advice about health habits (45 min)**

1. Students find a partner using picture cards (see attached). Two students must have the same picture, thus there are doubles of the pictures. Students must find their partner by describing their picture.
2. Students with their partner read a short letter to an advice column and write a reply. Alternatively, use the stories of Carlos and Jamal in Session 7: Introduction to Preventive Health in The Queens Library Adult Learner Program's *English for Your Health*, intermediate level, available on [www.queenslibrary.org](http://www.queenslibrary.org) OR the stories created in Activity 1.
3. Mix up picture cards again so students find a different partner and then students read their reply to their new partner.

### **Wrap Up/Assessment**

- Ask for volunteers to read their advice to the class.

### **Activity 3: The Healthy Plate (50 min)**

1. Show the class the new "Healthy Plate" logo from: [www.choosemyplate.gov](http://www.choosemyplate.gov)
2. Ask them to give examples of foods from each of the categories.
3. Ask them what the plate represents (half the food at your meal should be fruits and vegetables).
4. In small groups, ask them to make a list of benefits of each group. For example:
  - Fruits and vegetables: vitamins, fiber, some minerals, low in calories.
  - Protein: helps your body grow and repair.
  - Grains: energy for your body, whole grains have fiber and minerals.
  - Dairy and calcium: strengthen your bones
5. Print out or direct learners to <http://www.choosemyplate.gov/dairy>

Ask learners to work in groups to decide the following:

- a. Butter is in the dairy section of the supermarket. Is it included as a dairy food here? Why or why not
  - b. What alternatives are possible for people who do not drink milk??? What are 3 possible reasons someone might not drink milk (taste, allergy, religion, vegan, cultural)
  - c. Do you think “dairy” is a good title for this group? Why or why not?
  - d. Which of these foods have you never eaten? Or tell how you use one of the foods in your own diet
6. Using the ChooseMyPlate 10 tips sheet (attached), give each pair of students one tip. Ask them to review the tip. Walk around to assist them with their tip. Note: give the lower level students one of the easier tips.
  7. Let the students know they will be telling their classmates about their tip. You will collect their tip before they begin.
  8. Give them the “Can you give me advice?” sheet. Or copy that page onto the board for them to copy.
  9. Ask learners to walk around the class to get advice from their classmates (each of whom is now an “expert” on one topic).
  10. Review as a class.
  11. Using the ChooseMyPlate 10 tips sheet (attached), give each pair of students one tip. Ask them to review the tip. Walk around to assist them with their tip. Note: give the lower level students one of the easier tips.
  12. Let the students know they will be telling their classmates about their tip. You will collect their tip before they begin.
  13. Give them the “Can you give me advice?” sheet. Or copy that page onto the board for them to copy.
  14. Ask learners to walk around the class to get advice from their classmates (each of whom is now an “expert” on one topic).

### Wrap Up/Assessment

- As a class, summarize the advice they have found. Ask if any questions remain.

### Overall Wrap Up: Vocab/ Review and Assessment (10 min)

- What was your favorite activity today? Why do you say that?
- Assign homework.

### Homework/Project (Extension Activity)

- **Listening/Writing:** Ask learners to watch the video or Read the text (choose appropriate level) and then answer the questions: <http://www.newsinlevels.com/products/cooking-show-in-space-level-2/>
  1. Have you ever watched a cooking show?
  2. Why do you think Samantha decided to make this video?
  3. Write 2 questions to ask Samantha Cristoforetti.
  4. What are 3 new words you learned from this reading?
  5. Samantha says her cooking is “not bad”. She means her cooking is:
    - a. Excellent
    - b. Good
    - c. Terrible
- **Speaking:** Ask learners to make statements comparing their dinner last night with Samantha’s. Last night for dinner I ate...
- **Writing:** Write a paragraph comparing a typical dinner for you with Samantha’s cooking. Give reasons for your statements; You can compare:  
Preparation, ingredients, flavor, healthiness, servings, how it is eaten, cooking method.  
For example: Samantha’s dinner is less health than mine because I use fresh peas but Samantha uses canned peas. Give lower level students fewer choices and/or sentence starters/paragraph frames.  
My dinner and Samantha’s dinner were very different. For example: last night, I cooked \_\_\_\_\_ for dinner. My dinner was (healthier than/less healthy than) Samantha/s because \_\_\_\_\_.  
Samantha and I both used these ingredients in our meal:  
Samantha cooked for one person, but I cooked \_\_\_\_\_. Samantha used the spice turmeric but I \_\_\_\_\_

### Online Resources

- [www.choosemyplate.gov](http://www.choosemyplate.gov)
  - <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
  - <http://www.elcivics.com/lifeskills/healthy-food-1.html>
- see additional resources in Unit 7 a

