

Lesson Plan Module 3: Session 16

Module 3 Health and Civic Engagement	Unit 8 – Session 16 Food and Nutrition
Standards Alignment	
<p>Speaking and Listening:</p> <ul style="list-style-type: none"> • <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. • <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. • <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. <p>Reading:</p> <ul style="list-style-type: none"> • <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. • <u>CCSS.ELA-LITERACY.RF.4.4.A</u>: Read grade-level text with purpose and understanding. <p>Writing:</p> <ul style="list-style-type: none"> • <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>). • <u>CCSS.ELA-LITERACY.W.5.2.D</u>: Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>Language:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.5.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • <u>CCSS.ELA-LITERACY.L.4.1.C</u>: Use modal auxiliaries to convey various conditions. 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • Make suggestions about a healthy diet using “give up” and “cut down on”. • Evaluate the nutritional value of foods by reading nutrition labels. • Make recommendations using “I’d suggest” and “how about”. • Make requests. 	
Technology Needs and Presentation/Handouts	
Technology Needs <ul style="list-style-type: none"> • Projector, laptop, and speakers • Tablets (if available) • Internet connection 	Presentation Needs & Handouts <ul style="list-style-type: none"> • <i>Queens Library English for Your Health</i>, listening Donna and Lisa • <i>We are NY: New Life Café</i> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> • Sample nutrition labels
Vocabulary Focus	
Count calories, give up, special occasions, portion control go easy on, cut down	

Grammar Focus

- Phrasal verbs (e.g. cut down, give up)

Introduction/Warm-Up/Review (20 min)

Warm-Up

- Review agenda. Ask what was learned last time.
- Have learners share their homework with a partner.
- Introduce new vocabulary.

Lesson Plan Activities

Activity 1: Weight loss (45 min)

1. Pre listening: what are some things one can do to lose weight? Which do you think are successful?
2. Ask learners to work in partners. Play the listening Donna and Lisa from the ESOL curriculum guide. (Higher levels: list the ones they hear; lower level check those on the list)
Which strategies does Donna use?
 - Count calories
 - Give up sweets
 - Control portions
 - Cut down on sweets
 - Exercise
 - Stop eating meat
 - Give up fried foods
 - Eat more meat
 - Eat more fruits and vegetables
3. Role play: ask Ss to take a partner one of them is asking for advice on how to lose weight. The other gives advice. Make sure the conversation uses the vocabulary.

Wrap Up/Assessment

- To assess, monitor as they practice. To wrap up, ask for a few volunteers to do their role plays for the class.

Activity 2: Nutrition Labels (40 min)

1. Hand out a sample nutrition label.
2. Review the contents of the label.
3. In groups of two or three, students look at food labels they brought in and compare and discuss (look up ingredients in a dictionary or on internet, if necessary).
4. Ask each table to choose one item that seems to be healthy, and one that should be eaten in moderation.

Wrap Up/Assessment

- Each table can tell the class about why the food is healthy.

Activity 3: Ordering in a restaurant (20 min)

1. Read the following dialogue to the Ss. Ask Ss to listen to the conversation and answer: Ask: Does the customer order the Broccoli soup? Why or why not?
Waiter: Hello, may I take your order?
Customer: I haven't quite decided. What do you recommend?
Waiter: I'd suggest the Cream of Broccoli soup. It's delicious.
Customer: I'm trying to cut down on calories. Is it made with milk or cream?
Waiter: It's a cream soup. But really delicious!
Customer: Hmm... do you have any lower fat alternative?
Waiter: How about the Minestrone soup?
Customer: I'm not familiar with it

Waiter: That's made with tomatoes, beans and lots of fresh vegetables

Customer: Sounds good. I'll have that.

Hand out or post the dialogue. Ask. Has the customer eaten Minestrone soup before? How do you know? (cite from the dialogue) Ss practice with partners. What are some questions customers might ask about? If needed, provide some sentence starters: I'm trying to cut down on...I'm allergic to.... Is it spicy? Ask Ss to create their own dialogue with a partner following this model. Do one model as a class first.

Wrap Up/Assessment

- To assess, monitor as they practice. To wrap up, ask for a few volunteers to do their role plays for the class.

Activity 4 Creating a restaurant (45 min)

Optional: as a segue to the activity, show clips from *We Are New York*: "The New Life Café"

1. Students imagine they are the owners of a restaurant. Ask them to work in groups of 3:
 - a. Give the restaurant a name
 - b. Decide on the type of food, décor, hours and location
 - c. Create a menu (let students see a sample menu).
 - d. Create an announcement for their restaurant. Provide a model together first.

Wrap Up/Assessment

- Ask each group to share their announcements.

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

1. What was new information for you today? What words did you learn?

Homework/Project (Extension Activity)

- **Reading:** Read the article and do the online quiz <https://newsela.com/articles/world-obesity/id/4219/> then write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.
- **Listening/Speaking:** Interview someone about what they consider a healthy diet. Be prepared to share with the class.

Online Resources

- www.newslevels.com/
 - www.elcivics.com/
 - <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
 - www.newsela.com
 - <http://www.elcivics.com/lifeskills/healthy-food-1.html>
- see additional Resources in Unit 7 a