

## Lesson Plan

### Module 3: Session 17

<b>Module 3</b> Health, Housing and Food	<b>Unit 9 – Session 17</b> Food
<b>Standards Alignment</b>	
<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.SL.1.1</u>: Participate in collaborative conversations with diverse partners about grade level topics and texts in small and larger groups.</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.1.A</u>: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.1.C</u>: Ask questions to clear up any confusion about the topics and texts under discussion.</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.2</u>: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.5</u>: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.4</u>: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.RI.1.4</u>: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• <u>CCSS.ELA-LITERACY.RI.1.10</u>: With prompting and support, read informational texts appropriately complex for grade level.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.W.1.7</u>: Participate in shared research and writing projects.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.1.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• <u>CCSS.ELA-LITERACY.L.1.1.J</u>: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> <li>• <u>CCSS.ELA-LITERACY.L.1.1.E</u>: Use verbs to convey a sense of past, present, and future.</li> <li>• <u>CCSS.ELA-LITERACY.L.1.1.I</u>: Use frequently occurring prepositions.</li> </ul>	
<b>Goals and Objectives (SWBAT)</b>	
<ul style="list-style-type: none"> <li>• State what they eat for breakfast lunch and dinner.</li> <li>• Sort foods into categories</li> <li>• Sort foods into healthy and not healthy.</li> <li>• Use how much and how many to talk about food quantities.</li> </ul>	
<b>Technology Needs and Presentation/Handouts</b>	
Technology Needs	Presentation Needs & Handouts
<ul style="list-style-type: none"> <li>• Projector, laptop, and speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Chart paper and markers</li> </ul>

- Tablets (if available)
- Internet connection
- Access to Ventures arcade and USA Learns

- Picture dictionaries
- *Ventures 1*
- Pictures of healthy and unhealthy food

Each item listed below will be available in PDF format:

- *AddVentures 1* Unit 7A, 7B
- Worksheet 7, *Stand Out 1* Unit 3. I like
- How often...worksheet
- Healthy plate picture
- Food picture sheets
- Tom and Linda dialogue sheet
- Pancake recipe pictures

### Vocabulary Focus

Various foods, breakfast, lunch, dinner, eat, drink, how much/how many, healthy

### Grammar Focus

- Count vs non-count nouns
- Simple present and simple past
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### Introduction/Warm-Up/Review (30 min)

- What's today? How's the weather?
- Vocabulary card practice.
- Ask and write: what did you do yesterday? What did you do on the weekend? What are you going to do this week?
- Hold up pictures of common foods. Elicit from learners the names, or show from [www.choosemyplate.gov](http://www.choosemyplate.gov) write on the board. Ask learners to repeat for correct pronunciation.

### Lesson Plan Activities

#### Activity 1: What do you eat every day? (30 min)

1. Divide the class into groups of three or four. Give each group pictures of foods or a picture dictionary, a big sheet of paper and a marker. Assign one person in each group to be the secretary. Ask each group to make a list of the foods they eat every day. As they work, assist them with pronouncing the names of the foods.
2. When they are finished, put the lists on the board. Ask individuals in the class: Do you like... The learners respond, "Yes, I like... or No, I don't like..." Have learners ask each other what they like using the lists on the board.
3. For reinforcement, use Worksheet 7, *Standout 1* Unit 3. I like/ I don't like OR read or play the dialogue below from the *English for Your Health* curriculum. Ask learners to work with a partner to write down the names of the fruits and vegetables they hear.
4. Play the dialogue again, and ask learners to answer the questions on the worksheet and correct the sentences in the text. (See worksheet at the end of this unit.)

#### Dialogue 1

**Tom:** What should we buy?

**Linda:** How about broccoli?

**Tom:** Broccoli? I hate broccoli!

**Linda:** How about spinach?

**Tom:** Okay, I like spinach.

**Linda:** Okay, we'll get some. Do we need fruit?

**Tom:** Yes, let's get some bananas.

**Linda:** Oh no — not bananas! I hate bananas.

**Tom:** Do you like oranges?

**Linda:** No.

**Tom:** Do you like pears?

**Linda:** No.

**Tom:** Do you like apples?

**Linda:** No.

**Tom:** Do you like kiwi?

**Linda:** No.

**Tom:** What fruit do you like?

**Linda:** I like strawberries.

**Tom:** Okay, we'll buy some strawberries.

### **Wrap Up/Assessment**

- Check their corrections of the dialogue in partners or whole class.

### **Activity 2: What do you eat for breakfast, lunch and dinner? (35 min)**

1. Write on the board: breakfast, lunch, dinner. Review meanings and pronunciation. Ask, "*What do you eat for breakfast? For lunch? For dinner?*" Elicit answers from a few learners.
2. Ask learners to write down the food they eat and beverages they drink for breakfast, lunch and dinner. review verbs: to eat, to drink if needed.
3. Put learners in pairs and have them ask each other, "*What do you eat for breakfast?*"
4. Ask one person to talk about their partner, write the responses on the board..... She eats...
5. He drinks... She drinks.... Depending on learners' level, introduce "but" to show contrast.
6. Ask for more responses (emphasizing use of third person singular).
7. **Variation:** Practice the past tense by changing the question to "What did you eat for breakfast yesterday?"

### **Wrap Up/Assessment**

- After they find the stories, circle all the verbs and check as a class for use of the continuous. Then ask some questions about the stories.

### **Activity 3: Do you have a healthy diet? (30 min)**

1. Introduce the word healthy. Provide pictures of healthy and unhealthy foods. In groups, learners sort the foods into healthy and not healthy. Higher level learners can talk about the foods giving reasons. (e.g. It's not healthy because it has too much fat). Check as they work.
2. Display the Healthy Plate [www.choosemyplate.gov](http://www.choosemyplate.gov) on the board. Discuss the different food groups in the poster and how much we need from each group.
3. Post charts around the room: Fruits, vegetables, meat and beans, dairy, grains, sugars, fats. Break up into groups and ask each group to stand by a poster.
4. Together, each group writes down all the foods that belong in each group.
5. Allow a set amount of time at each poster. Then the group goes to the next poster (gallery-walk style) and adds on. Continue until each group has visited all posters.

### **Wrap Up/Assessment**

- Check the completed posters for accuracy.

### **Activity 4: Food quantities (count and non-count) (45 min)**

1. Read or play a dialogue of two people in the supermarket talking about quantities of food they plan to buy, such as *Ventures 1* p. 85 or the dialogue below. Ask the students to write down the foods they hear.

### **Dialogue 2**

**Janet:** We need to go shopping.

**Liliana:** You're right. What do we need?

**Janet:** We need apples.

**Liliana:** How many do we need?

**Janet:** Three.

**Liliana:** Okay. Do we need oranges?

**Janet:** Yes. Let's get six oranges.

**Liliana:** Do we need milk?

**Janet:** Yes – we need a quart of milk.

**Liliana:** We need some rice.

**Janet:** How much do we need?

**Liliana:** One bag.

2. On the second listening, ask them to tell you how much or how many of each. Introduce the concept of count and non-count nouns (*Ventures 1*, pp 86- and B and C on p. 87). OR Show the class pictures of some countable foods (e.g. bananas, apples, eggs, hot dogs, French fries) Elicit names and then ask learners about the quantities in the pictures – How many eggs are there (2 bananas, a dozen eggs, etc.) Show some pictures of foods that can't be counted, such as rice, sugar, water, milk. Ask how much rice do you see? (One bag of rice, two bottles of water etc.)
3. Give learners a set of pictures to sort into count and non-count.
4. Look at a recipe that is illustrated with pictures. There is one located at [http://en.islcollective.com/worksheets/worksheet\\_page?id=11735](http://en.islcollective.com/worksheets/worksheet_page?id=11735) Ask what foods do we need? Write foods on board. (Milk, sugar, eggs, flour, lemon, butter)
5. (Pre written on board) How much? How many? Point to each and ask: How much milk? How many eggs?
6. Ask: Does anyone make pancakes? Ask how much/many about their recipe. Write on the board.
7. Ask the learners to write a list of all the fruits they have at home. Then, either use the picture on p. 87 *Ventures*, or show another picture of a fruit salad and have them discuss with a partner. What they have and what they need to make the fruit salad. Ask them to write what they need.

### Wrap Up/Assessment

- Ask for few class members to share with the class.

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

1. What did you learn today?
2. What did you like today?
3. Have learners write 5 new words on the cards or in their journals.

### Homework/Project (Extension Activity)

- **Reading/Writing:** Assign the appropriate level and worksheets from *AddVentures 1* Unit 7A and 7B
- **Listening/Speaking:** Go into a supermarket and ask for location of various items.
- Interview someone using the questions from activity 2 OR Interview a friend, family member or classmate about 4 foods they like and don't like. Give lower level learners the questions to ask. Ask them to write four sentences.
- **Technology:** Continue on USA Learns and/or use *Ventures Arcade* Unit 7 Lesson A,B,C (listen answer and repeat)

### Online Resources

- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- [www.usalearns.org](http://www.usalearns.org)
- [http://en.islcollective.com/worksheets/worksheet\\_page?id=11735](http://en.islcollective.com/worksheets/worksheet_page?id=11735)
- [www.choosemyplate.gov](http://www.choosemyplate.gov)