You are What You Eat

Grade 2 Science

Mainstream Classroom with ELL Learners

Unit Goals and Objectives
You are What You Eat

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Mainstream Classroom with ELL Learners

This Unit was developed for a second grade classroom to instill healthy eating habits at an early age. I have found ESL students often lack the English words for foods.

Developing healthy eating habits will benefit them their entire life. The class has twenty-two children with three ESL students at the intermediate level. The reading levels of the students in the class range from level three to level 34 DRA. The DRA scores of the ELL students are 14, 16, and 18.
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Modifications
Scier
- sort/classify food in groups
- list the importance of each food group
- Venn Diagram
- create a healthy snack/meal
- food survey
- food diary with/without junk food

Language Arts
- KWL chart
- read cafe play
- hungry caterpillar
- gregory, terrible eater
- browser box of books
- fact/opinion
- food report
- food similes/alliterations
- food journals

Music
- song: PnT. butter/jelly
- food pyramid song

Computer
- kid pix
- inspiration software
- dairy council site
- movie: Map To You

Phys. Ed.
- discuss muscles
- bones, value of
- exercise, weight/height

Food Pyramid
- prepare healthy snacks:
  - popcorn
  - fruit
  - ants on a log

Art
- make poster/pyramid
- collage of favorite foods

Soc. Studies
- math:
  - read labels on food
  - sort food cards
  - count servings of each food group eaten daily
  - count food groups in each meal.

Plan menu:
- read grocery ads
- use passport for new foods

A. Rei
Modifications for this unit were done with the individual students in mind. Teaching second grade requires one to have a well planned but flexible teaching style. The students in second grade are very receptive to knowledge that pertains to them. Encouraging healthy eating habits and discussing it all day long for a number of weeks can have a positive effect on the child’s eating habits. Requiring no junk food at snack goes a long way to encourage good eating habits. Eating a good snack before the junk snack was discussed and encouraged by the teacher and students. A parent letter explaining the unit and expectations for snack foods to be sent in was sent home. A list of inexpensive and healthy snacks was also supplied. Parents are often surprised by the cost of the healthy food compared to the junk food. Packaging the healthy food was discussed and shown to the children.

This unit allows the ELL learner to use his knowledge of food and nutrition from his cultural background. A food pyramid was given to each child in their dominant language. The parents could then be actively involved with the students learning. The homework of choosing healthy snacks and planning meals could then be done without many reading or language skills of the parents or child.

While teaching the lessons or discussing the activities repetition of vocabulary, directions to complete the activities was used as a technique for modification. Having the students repeat the directions, encouraging think, pair share, was encouraged which helps develop language and socialization skills. The food pyramid booklet was done with a partner as was the sorting, labeling and planning of healthy snacks and meals. During snack time the teacher circulates the room and discusses with each child their snack-positive comments are made orally with questions asked of the class such as” Who likes
grapes, cheese and crackers?" Etc. While asking the questions the teacher can show the food so that the ELL learner can see the food being discussed. Snack time provides great controlled discussions about healthy foods and what they help your body. Discussion of junk food and how it makes you feel should also be discussed at snack. Repeating, restating the used of good food and unhealthy food in the diet should continue once the unit is over. Having healthy holiday parties is easy to do if the students help plan it...

Platters of cut fruit and vegetables with dips can be purchased and then a limit on cookies or junk juice. The ELL learner can receive feedback from the teacher and students daily throughout the unit with simple thumbs up for good snack. Sharing of cultural snacks also encourages explaining diversity to all students. All students can be encouraged to discuss their ethnic foods.

Sheltered strategies in this unit include using the computer and the various food sites, word walls with pyramids in many languages, food pictures labeled, varied groups, partner projects, food cards, food pyramids, slow, enunciated speech, repeating directions, restating instructions or ideas, modeling good eating habits, using food words in journal and projects, preparing students ahead of time with discussion of background knowledge of food and its effect on the body. Using the passport to encourage the trying of new foods helps as does having the students plan the next holiday food celebration. The food diary and NO JUNK FOOD week is a great way to access student learning.
Unit Goals and Objectives
Title Food and You- The Food Pyramid

Grade Level-2

Target group – Mainstream class with integrated ELLs


Goals I want my students to have the opportunity to use the food pyramid to make healthy eating choices.
I want my students to have the opportunity to make age appropriate nutritional choices based on valid information (Food Guide)
I want my students to plan and prepare nutritional and appropriate snacks.
I want my students to have the opportunity to select adequate amounts of appropriate foods to meet personal health needs.
I want my students to have the opportunity to use tables and graphs, written and oral language to discuss objects and explain ideas.

Food Content—just need to reorganize
**D. Students communicate with others to create interpretations and evaluations of written, oral and visual texts.**

| 1. Listen to and respect the opinions of others about written, oral and visual text. | • Demonstrate an awareness of an author’s customs and beliefs included in a text.  
|                              | • Select, synthesize, and/or use relevant information within a written work(s) to extend or evaluate the work. |
| 3. Share opinions and judgments based on texts heard, viewed or read. | • Identify or infer important characters, setting, problems, events, relationships and details.  
|                              | • Select, synthesize, and/or use relevant information within a written work(s) to extend or evaluate the work.  
|                              | • Demonstrate an awareness of an author’s customs and beliefs included in a text. |

**Exploring and Responding to Literature:**

Students read and respond to classical and contemporary texts from many cultures and literary periods.

How does literature enrich our lives?

**A. Students recognize how literary devices and conventions engage the reader**

| 1. Identify the elements of a genre and interact with the text | • Draw conclusions about the author’s purpose for choosing a genre or for including or omitting specific details in text. |
| 2. Distinguish between the structures of fiction and nonfiction. | • Determine main idea (non-fiction) or theme (fiction) within a text.  
|                              | • Identify or infer important characters, settings, problems, events, relationships and details.  
|                              | • Identify or infer the author’s use of structure/organizational patterns. |
| 3. Read or listen to a text and explain its appeal. | • Make connections between the text and outside experiences and knowledge.  
|                              | • Identify or infer important characters,
problems, settings, events, relationships and details within a written work

4. Identify and discuss elements of author’s craft...

- Draw conclusions about the author’s purpose for choosing a genre or for including or omitting specific details in a text.

### B. Students explore multiple responses to literature.

| 1. Develop and discuss multiple responses while reading, listening or viewing texts... | • Select and use relevant information from the text in order to summarize events an/or ideas in the text
• Select, synthesize, and/or use relevant information within a written work(s) to extend or evaluate the work. |
|---|---|
| 2. Develop a critical stance and cite evidence to support the stance. | • Use stated or implied evidence from the text to draw and/or support a conclusion
• Select, synthesize, and/or use relevant information within a written work to write a personal response to the text
• Select, synthesize, and/or use relevant information within a written work(s) to extend or evaluate the work. |

### C. Students recognize and appreciate that contemporary and classical literature has shaped human thought.

| 1. Make connections between characters’ lives and the real world. | • Make connections between the text and outside experiences and knowledge |
| 2. Listen to, read and respond to stories about many cultures and times. | • Determine the main idea (non-fiction) or theme (fiction) within the text |
| Compare and respond to stories about multicultural experiences. | • Select, synthesize, and/or use relevant information within a written work to write a personal response to the text. |

### D. Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

<p>| 1. Recognize values and beliefs included in a text. | • Demonstrate an awareness of the author’s or character’s customs and beliefs included in a text |</p>
<table>
<thead>
<tr>
<th>2. Discuss how the experiences of an author might influence the text.</th>
<th>• Demonstrate an awareness of the author's or character' customs and beliefs included in a text</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Discuss how the experiences of a reader influence the interpretation of a text.</td>
<td>• Makes connections between the text and outside experiences and knowledge</td>
</tr>
<tr>
<td>4. Discuss topics and connections that cross cultures.</td>
<td>• Makes connections between the text and outside experiences and knowledge</td>
</tr>
<tr>
<td>5. Discuss the influence of culture, history, and ethnicity on themes and issues in literature.</td>
<td>• Demonstrate an awareness of the author's or character' customs and beliefs included in a text</td>
</tr>
<tr>
<td>6. Discuss how an author, illustrator or filmmaker expresses his or her ideas in a text.</td>
<td>• Analyze and evaluate the author's craft, including the use of literary devices and textual elements. • Demonstrate an awareness of the author's or character' customs and beliefs included in a text</td>
</tr>
</tbody>
</table>

**Communicating with Others:**
Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

How do we write, speak, and make presentations effectively?

**A. Students use descriptive, narrative, expository, persuasive, and poetic modes.**

<table>
<thead>
<tr>
<th>1. Use oral language with clarity and voice to communicate a message</th>
<th>• Use information from a text to make a prediction based on what is read • Use stated or implied evidence from a text to support a conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Listen to or read a variety of genres to use as models for writing in different modes.</td>
<td>• Writes a well-developed narrative expanding on key events and characters • Writes a well-developed response</td>
</tr>
<tr>
<td>3. Use the appropriate features of narrative, expository or poetic writing...</td>
<td>• Writes a well-developed narrative expanding on key events and characters • Writes a well-developed response</td>
</tr>
</tbody>
</table>

**B. Students prepare, publish, and/or present work appropriate to audience, purpose and task.**
1. Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.

- Writes a well developed narrative expanding on key events and characters
- Writes a well developed response

2. Use strategies to generate and develop ideas for speaking, writing and visual activities.

- Select, synthesize, and/or use relevant information within a written work to write a personal response to the text.

3. Begin to revise texts to demonstrate organization, elaboration, fluency and clarity.

- Writes a well developed narrative expanding on key events and characters
- Writes a well developed response
- Composing and revising: Topic sentence, supporting details, chronological order

4. Research information from multiple sources for a specific purpose

- Select, synthesize, and/or use relevant information within a written work to write a personal response to the text.

5. Begin to examine sources of information and determine validity.

- Support the position with accurate or relevant information from source materials

6. Publish and/or present final product in a myriad of ways including the use of art, and technology.

- Determine main idea (non-fiction) or theme (fiction) within a text.
- Identify or infer important characters, problems, settings, events, relationships and details within a written work.
- Select, synthesize, and/or use relevant information within a written work to write a personal response to the text.
- Analyze and evaluate the author’s craft, including the use of literary devices and textual elements.

English Language Conventions:
Students apply the conventions of Standard English in oral and written communication.
How do we use the English language appropriately to speak and write?

<table>
<thead>
<tr>
<th>A. Students use knowledge of their language and culture to improve competency in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.</td>
</tr>
<tr>
<td>- Read for literary experience</td>
</tr>
<tr>
<td>- Analyze and evaluate the author’s craft, including the use of literary devices and textual elements.</td>
</tr>
<tr>
<td>- Select, synthesize, and/or use relevant information within a written work to write a personal response to the text.</td>
</tr>
</tbody>
</table>
2. Recognize and understand variations between language patterns used in their homes and in school. | • Notices similarities and differences in vocabulary and sentence structure.

B. Students speak and write using standard language structures and diction appropriate to audience and task

1. Use sentence patterns typical of spoken and written language to produce text...
   | • Recognize
   |   • redundancy of words and phrases
   |   • on and on sentences connected by “and”
   |   • Run-on sentences
   |   • fragments
   |   • subject/verb agreement
   |   • Generality/specificity

2. Use appropriate language as related to audience.
   | • Recognize
   |   • redundancy of words and phrases
   |   • on and on sentences connected by “and”
   |   • Run-on sentences
   |   • fragments
   |   • subject/verb agreement
   |   • Generality/specificity

C. Students use Standard English

1. Recognize the difference between Standard and nonstandard English. and use language appropriately
   | • Recognize
   |   • redundancy of words and phrases
   |   • on and on sentences connected by “and”
   |   • Run-on sentences
   |   • fragments
   |   • subject/verb agreement
   |   • Generality/specificity

2. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate.*
   | Capitalization: Lower case for common nouns
   |   • Pronoun
   |   • Names of people, places, groups, months, days, holidays
   | Punctuation: **End marks** (period and question mark)
   |   • Comma: after letter closing, in a Series, in a date, with quotation marks
   |   • **Apostrophe**: contractions, possessive
   | Spell grade appropriate words
Food and You

Schools are an ideal place for kids to learn and practice good nutrition. Only 2 percent of children meet the daily food guide recommendations. The number of overweight children has nearly doubled in the last decade. One out of four is overweight or at risk for becoming overweight. Sixty percent of children ages 5-10 have one or more heart disease risk factors. Only 29 percent have daily P.E. classes. Type II diabetes is becoming more common in overweight children.

Good nutrition and good education go hand in hand. Well nourished children have higher test scores. Teach nutrition and children will eat better. Teachers are good role models and when they talk about good nutrition and choose healthy foods, chances are greater that children will too.

The lessons in this unit will start with an understanding of the food groups. The importance of each food type in the daily diet will be discussed. Lessons and activities will center around healthy food choices. A food journal will be kept one week of normal eating habits and one week with NO JUNK FOOD..... (Teacher included)

Science Standards Core Curriculum Connecticut

2.4- Human beings, like all other living things, have special nutritional needs for survival.

The essential components of balanced nutrition can be obtained from plant and animal sources.

People eat different foods in order to satisfy nutritional needs for carbohydrates, proteins and fats.

Content Standards
Scientific Inquiry-Search out, describe, explain and predict.
Scientific Literacy- speaking, listening, presenting, interpreting, reading and writing about science.
Scientific Numeracy- provides useful tools for the description, analysis and presentation of scientific data and ideas.
Language Arts Standards—Connecticut Blueprint For Reading Achievement

Second Grade

Word Identification

Fluent and Accurate Word Identification In Context

Comprehension

Spelling

Writing
ESL Standards

Goal 2 Standard 1
Goal 2 Standard 2
Goal 2 Standard 3
Goal 3 Standard 1
Goal 3 Standard 2
Goal 3 Standard 3
Reading Standards
Reading and Responding

A. Students use appropriate strategies before, during, and after reading in order to construct meaning.

B. Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

C. Students select and apply strategies to facilitate word recognition and to develop vocabulary.

D. Students communicate with or

E. Theirs to create interpretations and evaluations of written, oral and visual texts.

Exploring and Responding to Literature

A. Students recognize how literary devices and conventions engage the reader.

Communicating with Others

A. Students use descriptive, narrative, expository, persuasive, and poetic modes.

English Language Conventions

B. Students speak and write using standard language structures and diction appropriate to audience and task.

C. Students use Standard English
### 2nd Grade

**Reading and Responding:**
Students read, comprehend, and respond in individual, literal, critical, and evaluative ways to literary, informational and persuasive texts, both print and multi-media.

How do we understand what we read?

<table>
<thead>
<tr>
<th>A. <strong>Students use appropriate strategies before, during, and after reading in order to construct meaning:</strong></th>
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</thead>
</table>
| 1. Use rereading activities to activate prior knowledge and establish purpose for reading. | - Use information from text to make a prediction  
- Determines the context for reading |
| 2. Identify points at which understanding breaks down and apply appropriate strategies to develop comprehension. | - Use information from the text to make a prediction based on what is read  
- Select and use relevant information from the text in order to summarize events and/or ideas in the text |
| 3. Organize information in proper sequence to use in a summary and/or retelling. | - Select and use relevant information from the text in order to summarize events and/or ideas in the text |
| 4. Recognize text structures. | - Identifies or infers the use of author’s use of structure/organizational patterns |
| 5. Draw conclusions and use evidence to substantiate them by using texts heard, read, and viewed. | - Draws conclusions about the author’s purpose for choosing a genre or for including or omitting specific details in text  
- Uses stated or implied evidence from a text to draw and/or support a conclusion. |
| 6. Make and justify inferences from texts heard, read and viewed. | - Uses stated or implied evidence from a text to draw and/or support a conclusion  
- Identify or infer important characters, setting, problems, events relationships and details |

<table>
<thead>
<tr>
<th>B. <strong>Students interpret, analyze, and evaluate text in order to extend understanding and appreciation:</strong></th>
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</thead>
</table>
| 1. Generate and respond to questions | - Identify or infer important characters, setting, problems, events relationships and details  
- Select and use relevant information from the text in order to summarize events and/or ideas in the text |
| 2. Interpret information that is implied in a text. | - Uses stated or implied evidence from a text to support a conclusion |
| 3. Distinguish between fact and opinion. | • Identify or infer the author’s use of structure/organizational patterns |
| 4. Make and support judgment about texts heard and read. | • Selects, synthesizes and/or uses relevant information within a written work to extend or evaluate works. |
| 5... Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections. | • Makes connections between the text and outside experiences and knowledge  
• Selects, synthesizes and/or uses relevant information within a written work to write a personal response to the text. |
| 6. Identify and discuss the topic or main idea of text | • Determines the main idea (non-fiction) or theme (fiction) within the text |
| 7. Choose a variety of genres to read for personal enjoyment. | • Makes connections between the text and outside experiences and knowledge |

**C. Students select and apply strategies and apply strategies to facilitate word recognition and to develop vocabulary.**

| 1. Use phonetic, structural, syntactical and contextual clues to read and understand words. | • Use context clues to determine meanings of unknown or multiple meaning words or figurative language |
| 2. Build sight vocabulary | • Use context clues to determine meanings of unknown or multiple meaning words or figurative language |
| 3.. Explain multiple meaning of words. | • Use context clues to determine meanings of unknown or multiple meaning words or figurative language |
| 4. Develop new vocabulary through listening, speaking, reading and writing. | • Use context clues to determine meanings of unknown or multiple meaning words or figurative language |
| 5. Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.) | • Use context clues to determine meanings of unknown or multiple meaning words or figurative language |
3. Use resources for proofreading and editing...

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Capitalization: Lower case for common nouns

Pronoun I
Names of people, places, groups, months, days, holidays

Punctuation: **End marks** (period and question mark)

**Comma:** after letter closing, in a Series, in a date, with quotation marks

**Apostrophe:** contractions, possessive

Spell grade appropriate words
Second Grade Reading Competencies

Word Identification

Knows sounds for common vowel-r patterns (e.g., ar, er, ir, or, ur) and for some letter patterns found in long words (such as very common prefixes and suffixes that recur in second grade text, e.g., -ful, -ness, and dis-, in)

Uses strategies for syllab later long words as an aid to decoding (e.g., looking for compounds, dividing between two consonants, looking for known prefixes and suffixes)

Accurately decodes orthographically regular multisyllable words (e.g., buttermilk, happiness) and two-syllable nonsense words (e.g., lempit) presented out of context, by using knowledge of sound-symbol relationships and the alphabetic principle

Accurately reads many irregularly spelled words (e.g., ocean, angel)

Recognizes sight words taught as part of the second grade curriculum

Fluent And Accurate Word Identification In Context

Applies known decoding skills while reading in context

Monitors comprehension while reading in context and self-corrects contextually inappropriate errors

Reads with increasing fluency and expression

Reads voluntarily for interest and own purposes

 Reads aloud with accuracy any text appropriately designed for second grade

Meets end-of-second-grade standard for accuracy on the state-approved informal reading assessment
Comprehension

Answers literal and inferential questions about grade-appropriate books read aloud by the teacher and about own reading in context (at instructional level)

Generates questions before, during and after reading

Explains grade-appropriate vocabulary

Explains common antonyms (e.g., big, little; day, night) and synonyms (e.g., little, small)

Explains multiple meanings of common words (e.g., fly, duck)

Applies comprehension strategies, such as summarization and prediction, to grade-appropriate stories read aloud by the teacher and to own reading in context (at instructional level)

Demonstrates understanding of story elements in narratives (e.g., setting, characters)

Discusses similarities in characters and events across narratives

Reads nonfiction materials for answers to specific questions or for specific purposes

Connects and compares information across nonfiction selections

Uses titles, tables of contents and chapter headings to locate information in nonfiction texts

Makes and can explain connections between a text and outside experiences and knowledge

Reads aloud with comprehension any text appropriately designed for second grade

Meets end-of-second-grade standard for comprehension on the state-approved informal reading assessment
Spelling

Spells correctly words taught as part of second grade spelling curriculum

Spells words involving previously studied generalizations (e.g., dropping silent e before adding -ing) and word patterns correctly

Spells many common irregular words correctly (e.g., were, of, come)

Represents all sounds in a word when spelling independently

Writing

Uses the following basic mechanics of writing correctly:

- Apostrophe in a contraction; commas in a series (e.g., Mary, Jim and Joe), in the date, between the name of a town and state, and in salutation and closing of a letter
- Capital letters in names of days, months and holidays, and salutation and closing of a letter
- Applies knowledge of spelling in everyday writing activities

Writes in complete sentences

Begins to use formal language patterns in place of informal or conversational language patterns in own writing (e.g., proper verb forms)

Makes reasonable judgments about what to include in written products

Begins to use a writing process in producing written work

Uses some elaboration and specific details in written work

Demonstrates some organization and/or sequencing in written work

Produces a variety of compositions (e.g., stories, short reports, letters)
Each lesson in this unit contains Realia, Modeled Instruction, Background Knowledge Check, Graphic organizers, Vocabulary development, Slow speech, Reptetition, Small and large group work, Extensive use of oral language and Meaningful real life activities. Class discussion of this unit should continue throughout the school year. Current items in the news should always be discussed in regard to fostering better nutritional habits. Healthy children and adults are the outcome proper eating habits.
Lesson 1
You are What You Eat

Grade 2 Science

Mainstream Classroom with ELL Learners

Lesson 1
Lesson Plan Checklist for Lesson 1 Food Pyramid Book

The Sheltered Instruction Observation Protocol (SIOP)

1. Preparation

Lesson time: approximately one hour. A short stretch break between lesson and movie is recommended.

1. Content Objective:
   
   o I want my students to have the opportunity to fill in a KWL chart about healthy and non healthy foods.
   o I want my students to have the opportunity to count the bones in their hand.
   o I want my students to become familiar with foods in the milk group.
   o I want my students to watch the movie Moo To You.
   o I want my students to discuss the movie with their partners and then have small group discussions about the movie.

2. Language Objective:

   o I want my students to have the opportunity to name the foods in the milk group.
   o I want my students to have the opportunity to discuss with their partner which foods they like from the milk group.
   o I want my students to have the opportunity to write a sentence about how the milk group helps our bodies to build strong bones.
3. **Content Concept:**

- I want my students to have the opportunity to understand that milk helps build strong bones and teeth.
- I want my students to have the opportunity to learn the foods from the mild group.
- I want my students to understand what a food group is.

4. **Supplementary Materials:**

- Labeled food cards, food pyramid charts in English, Polish and Japanese, hand patterns to write the names of the food groups on. Movie: Moo To You.

5. **Adapt Content:**

- Food Pyramid booklet- Intermediate students show labeled picture cards to check student’s knowledge of food names.
- Use large food pyramid chart with each food group labeled.
- Use paired groups to count the bones in the hand and to label the five groups on each finger of the hand. Pair an ELL with a good reader-friend if possible.
6. Activities: modifications for modeling part of original lesson
   - Students in groups of two (friends) to count the bones in their hands and to
discuss their favorite foods from the milk group.
   - Students write a list of their favorite foods from the milk group and
compare-discuss their list.
   - Students use the food cards to pick out the milk group foods.

7. Lesson Introduction Warm up:
   - Building background knowledge for purpose of the lesson.
   - Link prior knowledge and experiences.
   - Have empty containers of foods from the mild group.
   - Discuss the name of each, brands types etc. Likes, dislikes
   - Fill in KWL chart on knowledge of foods in the milk group.
   - Post Milk Group sign on teacher.
   - Encourage children to respond in a complete sentence.

Lesson

8. Link prior knowledge and new concepts:
   - Have students count to 27 in English and their native language if possible.
   - Model how to count the bones in the hand.
   - Vocabulary
   - Introduce vocabulary words on chart for the unit next to the pyramid.
   - Explain the word Group by having all the boys stand together and then all
the girls show a group of pencils, markers, etc. Write the word “group”
you say it. Have students give an example of what they have a “group” of. Make sure that they speak slowly and in a complete sentence.

- Repeat the word group and point to it on the chart. Example “Naomi has a group of bracelets.”
- Read page 8 to the students and have them count how many permanent teeth they have. How many more do they need to grow?
- Show the movie Moo to You. Whole and small group discussion after the movie.

**Application**

- Have students in groups find the milk group foods from groups of various foods.
- Have students write in a complete sentence their favorite food/foods from the milk group. Have sample sentence on the board for those that need it. Encourage more than one sentence of for those able to do it. I like ______ from the milk group.

**Lesson Review**

- Quick survey of favorite foods from the milk group.
- List favorite food on pyramid.
- Quick survey of favorite ice cream flavor.
- List on food pyramid.
- Milk mustache if you feel brave.
Modification Overview

Pictures of foods from the milk group
Modeling
Slow speech
Repetition
Give Ell students food cards to use when filling in journals
Oral language small group
Think pair share groups
Provide food pyramid in native language.
Model what a group is.
Video
Partner writing.
### Functional Check List

**You Are What You Eat**

**Intermediate   ELL**

**Lesson 1**

<table>
<thead>
<tr>
<th>Notions</th>
<th>Functions</th>
<th>Formulas</th>
<th>Structures /Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bones in the hand</td>
<td>Brainstorming web</td>
<td>I like</td>
<td>Capitals/ periods</td>
</tr>
<tr>
<td>Milk group</td>
<td>Oral expression</td>
<td>I don’t like</td>
<td>Nouns</td>
</tr>
<tr>
<td>Pyramid</td>
<td>Grouping</td>
<td>My favorite milk</td>
<td>Grouping</td>
</tr>
<tr>
<td>Dairy</td>
<td>Writing sentences</td>
<td>food is</td>
<td>Writing</td>
</tr>
<tr>
<td>Healthy</td>
<td>listing</td>
<td>A group is</td>
<td>Likes/dislikes.</td>
</tr>
<tr>
<td>Sort</td>
<td>surveying</td>
<td>I have</td>
<td>Group work small and large</td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
<td>Movie viewing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Counting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Graphing</td>
</tr>
</tbody>
</table>
Lesson 1   To Do List

Pre read materials about children and nutrition.

Prepare to discuss food at every opportunity throughout the course of the unit.

Prepare students and parents about the unit.

Send home Food Pyramid

Send home note about no junk food week.

Send home list of inexpensive healthy snacks.

Secure money from PTO for food.

Collect store ads from newspapers.

Gather books for class library

Save labels from healthy and non healthy foods to read and display.

Gather many food cards for ESL students.
Use the form below to track what you know and learn about the food pyramid.

<table>
<thead>
<tr>
<th>Food Pyramid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I know?</strong></td>
</tr>
</tbody>
</table>

The most interesting thing I learned was

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
You are growing. Your body is getting bigger.

One day your hand will be full grown like the big hand on this page.

Your hand has 27 bones. How many bones does the "grown-up" hand have? Count the bones and find out.

How much growing do you have to do? Put your hand on the "grown-up" hand to see.

How Your Body Grows

Your body needs nutritious foods to grow and stay healthy. Nutritious foods also give you energy for learning and playing. Nutritious foods be sorted into the Five Food Groups.

The Five Food Groups are:

1. Milk Group
2. Meat Group
3. Vegetable Group
4. Fruit Group
5. Grain Group

Growing Up Strong And Healthy

You are in charge of your body. You are the boss. To grow up strong and healthy, you need to eat nutritious foods every day.
ACTIVITY

Meet The Milk Group

Three Cheers for Cows
Lucky you. There are many delicious foods in the Milk Group. Milk Group foods help your body grow strong bones and teeth. Milk Group foods are made from cow's milk.

Foods in the Milk Group include:

- Milk
- Chocolate milk
- Yogurt
- Cheese
- Pudding
- Milkshake
- Ice cream
- Frozen yogurt

Growing Strong Bones
Your body has 206 bones. Your bones are alive and growing. Together your bones form your skeleton. Your skeleton helps you stand up straight and tall. Without bones your body would be like gelatin. To have a healthy body, you need strong bones.

Growing Strong Teeth
Your baby teeth are falling out. Your body is growing new teeth.

1. How many permanent teeth do you have?

2. When you are grown, you will have 32 permanent teeth. How many permanent teeth does your body still have to grow?

LaMilka's Good Health Tip
To grow strong bones and teeth you need to eat foods from the Milk Group every day.
The Pyramid Cafe's food deliveries got all mixed up.
Now the shelves in the cafe's refrigerator are a mess. Help LaMilka find the Milk Group foods.
Look at the foods on each shelf. Write the number of the Milk Group food in the answer box.
The Food Pyramid
(Piramida Żywności Amerykanskiej)

The Food Guide Pyramid is a general guide that lets you choose a healthy diet that is right for you. The Pyramid calls for eating a variety of foods to get the nutrients you need and eat the right amount of calories to maintain a healthy weight. Most calories should come from foods in the three lower sections of the Pyramid.

(Piramida Żywności jest ogólna wskazówka, która pomoże Ci wybrać najzdrowsza dla Ciebie dietę. Piramida zaleca spożywanie zróżnicowanych posiłków, które dostarczą Ci niezbędnych składników spożywczych i jednocześnie zapewnią Cie Wyzięłość kalorií niezbędną do utrzymania zdrowej wagi ciała. Piramida kładzie nacisk na pięć grup żywności pokazanych w trzech niższych sekcjach piramidy.)

Each of these groups provides some, but not all, of the nutrients you need. Foods in one group can’t replace those in another. No one food group is more important than another. For good health, you need them all.

(Każda z tych grup zawiera tylko część niezbędnych składników spożywczych. Żywność z jednej grupy nie może zastąpić żywności z innych grup. Żadna z grup nie jest ważniejsza od drugiej. Dla zachowania zdrowia niezbędne jest spożywanie produktów pochodzących ze wszystkich pięciu grup żywności.)

- Fats, Oils, and Sweets
  (Tłuszcze, Oleje, Cukry)
  Use Sparingly
  (Używaj tylko od czasu do czasu)

- Milk, Yogurt, and Cheese
  (Mleko, Jogurt, Sery)
  2-3 Servings
  (2-3 porcje)

- Vegetables
  (Warzywa)
  3 - 5 Servings
  (3-5 porcje)

- Fruit
  (Owoce)
  2 - 4 Servings
  (2-4 porcje)

- Meat, Poultry, Fish,
  Dry Beans, Eggs, and Nuts
  (Mięso, Drób, Ryby, Fasola,
   Jajka, Orzechy)
  2 - 3 Servings
  (2-3 porcje)

- Bread, Cereal, Rice, and Pasta
  (Chleb, Płatki owsiane, Makaron)
  6 - 11 Servings
  (6-11 porcji)
The Food Guide Pyramid is a general guide that lets you choose a healthy diet that is right for you. The Pyramid calls for eating a variety of foods to get the nutrients you need and eating the right amount of calories to maintain a healthy weight. Most calories should come from foods in the three lower sections of the Pyramid.

La Piramide Alimenticia es una guia general que le permite escoger una dieta apropiada saludable que esta bien para usted. La Piramide sugiere comer una variedad de alimentos para obtener los nutrientes necesarios, y las vez, la cantidad correcta de calorías para mantener un peso saludable. El mayor numero de calorías proviene de los alimentos de las tres secciones bajas de la Piramide.

Each of these groups provides some, but not all, of the nutrients you need. Foods in one group can’t replace those in another. No one food group is more important than another. For good health, you need them all.

(Cada uno de estos grupos provee algunos, pero no todos los nutrientes necesarios para la buena salud. Los alimentos en un grupo no pueden reemplazar los de otro grupo. No hay un grupo que sea mas importante que otro. Para la buena salud, se necesita comer de todos los grupos.)

Fats, Oils, Sweets, and Soft Drinks
(Grasa, Aceites, Dulces, y Gaseosas)
Use Sparingly
(Usar con Moderacion)

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts
(Carne, Pollo, Pescado, Frijoles, Huevos, y Nueces)
2 - 3 Servings
(2 - 3 Porciones)

Vegetables
(Legumbres, Verduras, Vegetales)
3 - 5 Servings
(3 - 5 Porciones)

Fruit
(Frutas)
2 - 4 Servings
(2 - 4 Porciones)

Bread, Cereal, Rice, Tortillas, and Pasta
(Pan, Cereal, Arroz, Tortillas, y Tallarines)
6 - 11 Servings
(6 - 11 Porciones)
The Food Pyramid

The Food Guide Pyramid is a general guide that lets you choose a healthy diet that is right for you. The Pyramid calls for eating a variety of foods to get the nutrients you need and eating the right amount of calories to maintain a healthy weight. Most calories should come from foods in the three lower sections of the Pyramid.

Each of these groups provides some, but not all, of the nutrients you need. Foods in one group cannot replace those in another. No one food group is more important than another. For good health, you need them all.

Milk, Yogurt, and Cheese
2 - 3 Servings

Vegetables
3 - 5 Servings

Bread, Cereal, Rice, and Pasta
6 - 11 Servings

Fats, Oils, and Sweets
Use Sparingly

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts
2 - 3 Servings

Fruit
2 - 4 Servings

Japanese Language Version

These materials were developed by the Nutrition Education for New Americans project of the Department of Anthropology and Geography at Georgia State University, Atlanta, Georgia. Funded by the United States Department of Agriculture Food and Consumer Service for Food Stamp Program families. For more information call (404) 651-2542.
<table>
<thead>
<tr>
<th>CANDY</th>
<th>COOKIES</th>
<th>POTATO CHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRETZELS</td>
<td>DOUGHNUT</td>
<td>CAKE</td>
</tr>
<tr>
<td>SOFT DRINK</td>
<td>MUSTARD</td>
<td>JELLY</td>
</tr>
</tbody>
</table>
GRAIN GROUP FOOD CARDS

BREAD

CEREAL

MUFFIN

SPAGHETTI NOODLES

WAFFLE

HAMBURGER BUN

TACO SHELL

CRACKERS

RICE

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FRUIT GROUP FOOD CARDS

PEACHES

STRAWBERRIES

APPLE

BANANA

ORANGE

WATERMELON

GRAPE

RAISINS

FRUIT COCKTAIL

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MILK GROUP
FOOD CARDS

WHITE MILK
CHOCOLATE MILK
YOGURT

ICE CREAM
PUDDING
STRING CHEESE

AMERICAN CHEESE
MILKSHAKE
FROZEN YOGURT

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Main Book for Lessons

VISITS THE

PYRAMID CAFE

STUDENT WORKBOOK
"I've got the cheese and the yogurt."

got milk?
Teaching Age-Appropriate Concepts

Below is a guide for choosing age appropriate concepts when teaching elementary students about the Food Guide Pyramid. For children in preschool and kindergarten, the concepts of the Food Guide Pyramid are too abstract. It’s more appropriate to help children this age identify foods and teach basic concepts such as the names of food groups and some of the foods in them.

Concepts

Name the Five Food Groups

Identify foods in each food group

Classify foods into groups

Identify health benefits for each food group

Identify foods in "Others" category

Plan a nutritious meal

Identify combination foods

Identify key nutrients for each food group

Name a recommended number of servings for each food group

Plan meals and snacks according to specific criteria, e.g. "with at least three food groups"

View Food Guide Pyramid

http://www.nutritionexplorations.org/educators/pyramid-ageconcepts.asp
Nutrient Comparisons

Select a Food Group ➤

**Milk Group**
All foods in the Milk Group have a similar "nutrient profile". They’re an excellent source of calcium and a good source of riboflavin, niacin and protein.

**1% LOWFAT MILK**
1 cup = 102 calories

<table>
<thead>
<tr>
<th>PERCENT DAILY VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROTEIN</td>
</tr>
<tr>
<td>VITAMIN A</td>
</tr>
<tr>
<td>VITAMIN C</td>
</tr>
<tr>
<td>CALCIUM</td>
</tr>
<tr>
<td>IRON</td>
</tr>
<tr>
<td>THIAMIN</td>
</tr>
<tr>
<td>RIBOFLAVIN</td>
</tr>
<tr>
<td>NIACIN</td>
</tr>
<tr>
<td>CALORIES</td>
</tr>
</tbody>
</table>

**FRUIT YOGURT**
1 cup (lowfat) = 225 calories

<table>
<thead>
<tr>
<th>PERCENT DAILY VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROTEIN</td>
</tr>
<tr>
<td>VITAMIN A</td>
</tr>
<tr>
<td>VITAMIN C</td>
</tr>
<tr>
<td>CALCIUM</td>
</tr>
<tr>
<td>IRON</td>
</tr>
<tr>
<td>THIAMIN</td>
</tr>
<tr>
<td>RIBOFLAVIN</td>
</tr>
<tr>
<td>NIACIN</td>
</tr>
<tr>
<td>CALORIES</td>
</tr>
</tbody>
</table>
CHEDDAR CHEESE

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Value</th>
<th>Percent Daily Value</th>
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</thead>
<tbody>
<tr>
<td>Protein</td>
<td></td>
<td>22%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td></td>
<td>9%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td></td>
<td>31%</td>
</tr>
<tr>
<td>Iron</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Thiamin</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Riboflavin</td>
<td></td>
<td>9%</td>
</tr>
<tr>
<td>Niacin</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Calories</td>
<td></td>
<td>9%</td>
</tr>
</tbody>
</table>

Percentages are the % Daily Value for a 2000 calorie diet.

Contact your local dairy council to order Food Comparison Cards.

View Food Guide Pyramid ▲
Lesson 2
You are What You Eat

Grade 2 Science

Mainstream Classroom with ELL Learners

Lesson 2
To Do List Lesson Two

Organize fruit and vegetable cards

Bring in geranium plant

Buy fruit and vegetable trays

Make graphs for fruits and vegetables

Pictures of fruit and vegetables for parents to label in Language 1
### Sheltered Check List

<table>
<thead>
<tr>
<th></th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Contextualize Lesson</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Visuals (Realia, Manipulatives, Gestures)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Model (Instructions, Processes)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Activate Background Knowledge</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Make Text Comprehensible</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Graphic Organizers</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Develop Vocabulary</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Simplify Written Text</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>3. Make Talk Comprehensible</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Graphic Organizers; Listening Guides (Checklists, etc...)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Frame Main Ideas</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Pace Teacher’s Speech</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Engage: Opportunities for Output</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Teacher Questioning and Response Strategies; Instructional Conversations</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Small Group Work (including info. gap activities)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Meaningful, real-life activities; Students as researchers</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Engage Appropriate Language Proficiency Levels</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Use questions appropriate for language levels</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Assign appropriate tasks for varying levels</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6. Literacy/Academic Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Allow use of L1 for planning and conceptualization</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Lots of real oral and written language</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Modification Overview

Fruit and Vegetable Cards

Slow speech

Repetition

Give Ell students food cards and have poster displayed when writing in their journals.

Small groups for discussion

Food pyramids in native languages

Sorting activities done in groups
Modification Overview

Pictures of foods from the vegetable group and fruit group

Pictures of a plant labeled

Geranium plant to take apart and show parts

Modeling

Slow speech

Repetition

Oral language in small groups

Model parts of a plant

Small group discussion of favorite vegetables and fruits

Recipe sharing of favorite vegetable

Graph of favorite and least favorite vegetable from the vegetable tray

Graph of favorite and least favorite fruit from the fruit tray
### Functional Check List

#### You Are What You Eat

**Lesson 2**

<table>
<thead>
<tr>
<th>Notions</th>
<th>Functions</th>
<th>Formulas</th>
<th>Structures/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits</td>
<td>Sort Cards</td>
<td>I like</td>
<td>Write simple sentences. Illustrate</td>
</tr>
<tr>
<td>Vegetables</td>
<td>Oral expression</td>
<td>I don’t like</td>
<td>Working cooperatively</td>
</tr>
<tr>
<td>Pyramid</td>
<td>Listing</td>
<td>My favorite fruit is</td>
<td>Discuss food choices with family members</td>
</tr>
<tr>
<td>Name Parts</td>
<td>Survey</td>
<td>My favorite vegetable is</td>
<td></td>
</tr>
<tr>
<td>Sort</td>
<td></td>
<td>Fruits help my body</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vegetables help my body</td>
<td>Compare and contrast sort</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Organize information using graphic organizers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Classify</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Record data</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Express opinions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Drawing conclusions and making food choices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Keep records of foods eaten.</td>
</tr>
</tbody>
</table>
Lesson Plan Checklist for Lesson 2 Food Pyramid Book

The Sheltered Instruction Observation Protocol (SIOP)

1. Preparation

   Lesson time: approximately one hour. A short stretch break between fruit and vegetable lesson would be helpful.

1. Content Objective:
   - I want my students to have the opportunity to jump up and down and discuss what gave them the energy to do that.
   - I want my students to have the opportunity to see food cards of fruits and vegetables and discuss the importance of getting 5 of these a day.
   - I want my students to know that vegetables help you to see in the dark.
   - I want my students to know the five parts of a plant- roots, stalk, leaf, seed, flower...
   - I want my students to know that fruits help your body heal cuts and bruises.
   - I want my students to know where fruits grow- bush, vine, tree or stems.

2. Language Objective:
   - I want my students to have the opportunity to name the foods in the fruit and vegetable group.
   - I want my students to have the opportunity to discuss in small groups and then with the whole class their favorite fruit and then their favorite vegetable.
Lesson Plan Checklist for Lesson 2 Food Pyramid Book

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   o I want my students to know that vegetables help you to see in the dark.

   o I want my students to know the five parts of a plant- roots, stalk, leaf, seed, flower...

   o I want my students to know that fruits help your body heal cuts and bruises.

   o I want my students to know where fruits grow- bush, vine, tree or stems.

2. Language Objective:

   o I want my students to have the opportunity to name the foods in the fruit and vegetable group.

   o I want my students to have the opportunity to discuss in small groups and then with the whole class their favorite fruit and then their favorite vegetable.
o I want my students to discuss in small groups how they like their vegetables cooked or raw and discuss their favorite recipe or way of eating their vegetables.

o I want my students to have the opportunity to write 6 sentences about how fruits and vegetables help our body. I want my students to illustrate their sentences with a picture.

3. Content Concept:

  o I want my students to have the opportunity to understand that vegetables help to see in the dark.

  o I want my students to have the opportunity to understand that fruits help to heal cuts and bruises.

  o I want my students to understand the parts of a plant and what vegetables are roots, leaves, stalks, flowers or seeds.

  o I want my students to have the opportunity to taste and touch many different types of fruits and vegetables.

  o I want my students to look at seeds from fruits and vegetables

  o I want my students to have the opportunity to graph their favorite fruits and vegetables.

4. Supplementary Materials:
- Labeled fruit and vegetable cards, food pyramid charts in English, Polish and Japanese.
- Fruit and vegetable trays to sample.
- Fruit and vegetables native to one's culture brought in to show and tell.
- Recipes from home to share.

5. **Adapt Content:**

- Food Pyramid booklet- Intermediate students show labeled picture cards to check student's knowledge of food names.
- Use large food pyramid chart with each food group labeled.
- Use paired groups to sort each vegetable card and categorize root, stalk, leaf, flower or seed.
- Use paired groups to sort fruit seeds to match with fruit.

6. **Activities:** modifications for modeling part of original lesson

Students in groups of two discuss favorite fruits and vegetables. Students will work together in small groups to look at fruit seeds and decide where they came from. Students will work together to decide which part of the plant the vegetable is from.

Students will write and illustrate in their journals how fruits and vegetables help our bodies. Students can use hand held spell checker or personal dictionary to help with spelling. Illustrations will be guided with labeled words for plant parts. Labels will be on the poster.
7. Lesson Introduction Warm up:

Activate prior knowledge for purpose of the lesson.
Link personal experiences with cuts and bruises and healing.
Have a variety of fruits and vegetables to see.
Have a fruit and vegetable tray to sample.
Have fruit and vegetable cards.
Have students respond to questions in a complete sentence.

Lesson

8. Link prior knowledge and new concepts:

Have students jump up and down, skip around the room, do jumping jacks, jog in place and clap hands.
Discuss how they had the energy to do that. (Strong muscles)
Discuss how each food group helps our body to function properly.
Discuss vegetables and seeing in the dark. Turn the lights off and discuss seeing in the dark.
Discuss cuts and bruises and how they heal. Discuss oranges and Vitamin C in cold symptoms.
Read page 14 and discuss parts of the plant. Discuss each vegetable and what part it came from.
Make a graph of favorite vegetables
Sample each vegetable and discuss likes and dislikes. Encourage all students to try each one.
Show vegetables that students brought in. Have students tell about their vegetable.

Break

Read page 16 Discuss and show fruits and seeds.

Show fruits brought in from home.

Sample fruits and encourage all to try all fruits.

**Application**

Have students sort vegetable cards according to which part of the plant that it came from.

Have students match the fruit seeds with the fruit that it came from.

Have students write and illustrate how fruits and vegetables help our Bodies. *Encourage writing in a complete sentence. Have many types of Dictionaries available. Poster will help in drawing and labeling the parts of the plant.*

**Lesson Review**

Review graph of favorite fruits and vegetables.

Leave favorite recipes out to discuss and share.

Leave store ads out to look at and discuss.
Favorite Fruit Chart

<table>
<thead>
<tr>
<th>Strawberry</th>
<th>Banana</th>
<th>Apple</th>
<th>Orange</th>
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</thead>
<tbody>
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</table>
### Favorite Vegetables Chart

<table>
<thead>
<tr>
<th>Broccoli</th>
<th>Carrots</th>
<th>Snow Peas</th>
<th>Celery</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Visit The Vegetable Group

Vegetable Group Foods

There are many nutritious foods in the Vegetable Group. Vegetable Group foods help your eyes see at night.

Some foods in the Vegetable Group are:

- **Broccoli** (flower)
- **Cauliflower** (flower)
- **Corn** (seed)
- **Peas** (seed)
- **Lettuce** (leaf)
- **Celery** (stalk)
- **Mushrooms** (stalk)
- **Carrots** (root)
- **Potato** (root)

Kale Eye-see says: "Foods in the Vegetable Group help your eyes see in the dark."

Parts Of A Plant

Plants have five parts.

Look at the picture of the plant.

Find the **root**. Find the **stalk**. Find the **leaf**.

Find the **seed**. Find the **flower**.

Look at the vegetable photos.

- Which vegetables are the **flowers** of plants?
- Which one is a **leaf**?
- Which ones are **roots**?
- Which ones are **stalks**?
- Which ones are **seeds**?

Seeing In The Dark

For most people, it is harder to see in the dark than in the daylight.

- Is it easier for you to see in the day or the dark?
- What is something you need to see in the dark?
- Do you have a night light in your bedroom?

Kale's Good Health Tip

Eat foods from the Vegetable Group every day to help your eyes see in the dark.
Kale is going shopping. He is buying vegetables to serve at the Pyramid Cafe. And, he needs your help.

Look at each row of foods. Write the number of the Vegetable Group food in the box at the end of the row.

The Number of the VEGETABLE is

1 - chocolate milk
2 - pancake
3 - syrup
4 - white bread
5 - lettuce
6 - hot cocoa
7 - tuna
8 - carrots
9 - noodles
10 - mustard
11 - pudding
12 - pork chop
13 - taco shell
14 - bun
15 - green beans
16 - corn
17 - string cheese
18 - potato chips
19 - hamburger
20 - tortilla
21 - American cheese
22 - pickle relish
23 - ketchup
24 - tomato
25 - hot dog
Fruit Group Foods
There are many nutritious foods in the Fruit Group. Fruit Group foods help your body heal cuts and bruises.

Some foods in the Fruit Group are:
- Apple (tree)
- Orange (tree)
- Pear (tree)
- Blueberries (bush)
- Banana (woody stem)
- Strawberries (woody stem)
- Pineapple (woody stem)
- Grapes (vine)
- Watermelon (vine)

Which Fruits Grow Where?
- Fruits grow on trees and bushes.
- Fruits grow on vines and woody stems.

Look at the pictures of fruits.
- Which fruits grow on a bush?
- Which fruits grow on a vine?
- Which fruits grow on a tree?
- Which fruits grow on woody stems?

Most fruits contain seeds. Next time you eat a fruit, see if you can find the seed or seeds inside it.

Healthy Skin Is Important
Your skin covers your muscles like a special glove. It protects your whole body from germs. When you get a cut or bruise, it's important for your skin to heal.

Berry's Good Health Tip
Eat foods from the Fruit Group every day to help your body heal cuts and bruises.
It is shopping day at the Pyramid Cafe.
Berry is going to The Farmer's Market to buy fruits to serve at the Cafe.

Help her find the fruit in each row.
Write the number of the Fruit Group food in the box at the end of the row.

The FRUIT Number is
Lesson 3
You are *What You Eat*

Grade 2 Science

Mainstream Classroom with ELL Learners

Lesson 3
## Functional Check List

### You Are What You Eat

**Lesson 3**

<table>
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<th>Formulas</th>
<th>Structures/Activities</th>
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<td>Sorting</td>
<td>Number of servings need each day</td>
<td>Write simple sentences. Illustrate</td>
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<tr>
<td>Number of servings needed each day</td>
<td>Classifying</td>
<td>Sort foods by category</td>
<td>Working cooperatively</td>
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<tr>
<td>Meats</td>
<td>Listing</td>
<td>Classify by food type</td>
<td>Discuss food choices with family members</td>
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<tr>
<td>Grains</td>
<td>Grouping</td>
<td>Meat helps my body</td>
<td>Compare and contrast sort</td>
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<tr>
<td>Pasta</td>
<td>organizing</td>
<td>Grains help my body</td>
<td>Organize information using graphic organizers</td>
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<td>Rice</td>
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<td>Classify</td>
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<td>Breads</td>
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<td>Discuss favorite foods</td>
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<td>Nuts</td>
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<td>Sheltered Check List</td>
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<td>Lesson 2</td>
<td>Lesson 3</td>
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<td><strong>1. Contextualize Lesson</strong></td>
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<td>b. Model (Instructions, Processes)</td>
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<td>c. Activate Background Knowledge</td>
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<td>a. Graphic Organizers</td>
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<td>b. Develop Vocabulary</td>
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<td>c. Simplify Written Text</td>
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<td><strong>3. Make Talk Comprehensible</strong></td>
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<td>a. Graphic Organizers; Listening Guides (Checklists, etc...)</td>
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<td>b. Frame Main Ideas</td>
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<td>c. Pace Teacher’s Speech</td>
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<td><strong>4. Engage: Opportunities for Output</strong></td>
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<td>a. Teacher Questioning and Response Strategies; Instructional Conversations</td>
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<td>b. Small Group Work (including info. gap activities)</td>
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<td>c. Meaningful, real-life activities; Students as researchers</td>
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<td><strong>5. Engage Appropriate Language Proficiency Levels</strong></td>
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<tr>
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<td>b. Assign appropriate tasks for varying levels</td>
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<tr>
<td><strong>6. Literacy/Academic Development</strong></td>
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<tr>
<td>a. Allow use of L1 for planning and conceptualization</td>
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<td>3</td>
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<tr>
<td>b. Lots of real oral and written language</td>
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Lesson Plan Checklist for Lesson 3 Food Pyramid Book

The Sheltered Instruction Observation Protocol (SIOP)

1. Preparation

Lesson time: approximately one hour. A short stretch break between meat and grain lesson would be helpful.

1. Content Objective:

   o I want my students to have the opportunity to discuss foods from the meat group.
   
   o I want my students to have the opportunity to look in the mirror and smile and tell them that they used 15 muscles to do that.
   
   o I want my students to know that foods from the meat group you're your muscles strong.
   
   o I want my students to know that foods from the grain group give you energy for learning and playing.
   
   o I want my students to know that there are many kinds of grain plants, wheat, oats, rye, barley and rice.
   
   o I want my students to know that most of their food will come from the grain group.

2. Language Objective:

   o I want my students to have the opportunity to name the foods in the meat and grain group.
o I want my students to have the opportunity to discuss in small groups and then with the whole class their favorite meat and their favorite grain group food.

o I want my students to discuss in small groups how their favorite pasta or rice dish and what they put on it.

o I want my students to have the opportunity to write 6 sentences about how meat group foods help our muscles grow strong and how foods from the grain group give us long lasting energy. I want my students to illustrate their sentences with a picture. I want my students to write how they feel when they start the day without breakfast.

3. Content Concept:

o I want my students to have the opportunity to understand that meat group foods help to make strong muscles.

o I want my students to have the opportunity to understand that grain group foods help to give us long lasting energy.

o I want my students to understand that eggs, nuts and fish are parts of the meat group.

o I want my students to have the opportunity to taste many different types of grain foods and to discuss the different pasta shapes.

o I want my students to look at understand that pasta comes from wheat and how it is processed.
I want my students to have the opportunity to make a macaroni picture with different shaped pasta.

4. Supplementary Materials:

- Labeled meat and grain group food cards, food pyramid charts in English, Polish and Japanese.
- Boxes of pasta of different shapes.
- Have students bring in a piece of their favorite grain group food encourage ethnic varieties of bread or crackers.
- Gino Badino, Pete’s A Pizza books

5. Adapt Content:

- Food Pyramid booklet- Intermediate students show labeled picture cards to check student’s knowledge of food names.
- Use large food pyramid chart with each food group labeled.
- Use paired groups to pick out meat and grain group in foods that contain more than one food group. Ex. Taco, pasta with meat sauce, rice and beans etc.
- Use paired groups to find meat and grain group foods on the school breakfast and lunch menus.

6. Activities: modifications for modeling part of original lesson

Students in groups of two sort foods from meat and grain groups.
Students will work together in small groups to discuss their favorite pasta or rice dish.

Students will work together to fill in a flow chart on how wheat becomes bread.

Students will write and illustrate in their journals how meat and grain group foods help our muscles and give us long lasting energy.

Students can use hand held spell checker or personal dictionary to help with spelling. Illustrations will be guided with Words from the pasta boxes and food pyramid.

7. Lesson Introduction Warm up:

Activate prior knowledge for purpose of the lesson.

Link personal experiences with strong muscles and high energy...

Have a variety of pictures of meat and grains to share.

Have a tasting of different breads and crackers.

Have meat and grain group cards and store ads for breads and meats.

Have students respond to questions in a complete sentence.

Lesson

8. Link prior knowledge and new concepts:

Have students smile and frown, walk up and down stairs, sit, stand, and hop, do jumping jacks and flex their muscles.

Discuss how they have developed such strong muscles. To do that.
Discuss how each food group helps our body to function properly.

Discuss which muscles are used to open a jar, climb stairs, write, skip, do a sit up, play soccer. Have students model in slow motion the muscles used for each activity.

Discuss energy levels and feeling tired and hungry. Discuss how you feel after eating a sandwich and after eating candy. Discuss how you feel when you don’t eat breakfast or skip a meal. Discuss how you feel when you eat a little or when you eat too much... Discuss the time lapse before you get hungry again.

Read page 12 and discuss foods from the meat group. Discuss each food and where it came from.

Make a list of meats, fish and nut foods. Use store ads to help.

Break

Read page 18 and discuss grain group foods.

Show breads and crackers that students brought in. Have students sample a small piece and tell which ones that they like and dislike.

Have students fill in flow chart for grain group.

Have students go through store ads and magazines to find as many different types of grain foods as they can.

Show pasta shapes brought in from home. Discuss their favorite shape and what they like on their pasta.

Make macaroni pictures or necklace.
Application

Have students find meat and grain group foods from combined foods.

Have students discuss how they feel after eating foods from the grain and meat group.

Have students write and illustrate how meats and grains help our bodies to have strong muscles and lots of energy. Fruits

Encourage writing in a complete sentence. Have many types of Dictionaries available. Store ads and pasta boxes will help in spelling.

Poster will help in drawing and spelling.

Lesson Review

Review lists of meat and grain group foods.

Leave favorite pasta shapes out to discuss. Recipes out to discuss

Leave store ads out to look at and discuss.

Read Gino Badino and or listen to the tape.

Read Pete’s a Pizza.
Modification Overview

Pictures of foods from the meat and grain group

Modeling

Slow speech

Repetition

Give ELL students food cards, macaroni boxes and store ads to use when writing in their journals.

Small group oral language

Provide food pyramid in native language

Partner art activity

Partner list activity

Role playing of muscles used for activities

TPR for muscles used

Story reading
<table>
<thead>
<tr>
<th>MEAT GROUP</th>
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<tbody>
<tr>
<td>MEATS</td>
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<td>FISH</td>
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<td>NUTS/BEANS</td>
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</table>
GRAIN GROUP  FLOW CHART
WHEAT TO BREAD
Vocabulary- bread, dough, flour, cut, harvest, grow, sun, seeds, plant, bake.
1. 
2. 
3. 
4. 
5. 
6. 
GRAIN GROUP FLOW CHART
WHEAT TO BREAD

1.

2.

3.

4.

5.

6.
Learn About The Meat Group

Meat Group Foods

There are many nutritious foods in the Meat Group. Meat Group foods help your body build strong muscles.

Some foods in the Meat Group are:

- Chicken
- Hamburger
- Pork chop
- Hot dog
- Dried beans
- Egg
- Refried beans
- Peanut butter

Why Muscles Are Important

Your muscles hold your bones together and make them move. You have about 650 muscles in your body.

Let's Use Some Muscles

- Make a big smile.
  You just used 17 muscles.
- Make a big frown.
  You just used 43 muscles.
- Stand up and take a step.
  You just used 54 muscles.

Building Strong Muscles

To help build strong muscles you need to eat foods from the Meat Group every day. To keep your muscles strong, be active every day.

You can jump rope. You can play soccer. You can roller skate. You can ride your bike. Being active helps make your muscles strong. So go out and play every day.

Frank's Good Health Tip

Eat nutritious foods from the Meat Group every day to build strong muscles.

Be active every day, too.
The truck driver got the Pyramid Cafe's food order all mixed up. Help Frank find the Meat Group foods. Check each stack of boxes. Circle the box in each stack with the Meat Group food.
Grain Group Foods

Grain Group foods come from plants. There are many kinds of grain plants: wheat, oats, rye, barley, and rice.

Foods in the Grain Group include:

- **Bagel**
- **Bread**
- **Cereal**
- **Crackers**
- **Muffin**
- **Noodles**
- **Pancake**
- **Tortilla**
- **Naffle**

**Wheat To Bread**

First, the farmer plants wheat seeds. The wheat seeds use the energy from the sun to grow. When the wheat is grown, the farmer uses a big machine to harvest the wheat. Then the wheat is shipped to a factory. At the factory, the wheat is crushed into flour. Flour is mixed with other ingredients to make dough. The dough is baked to make bread.

**Keeping Your Body Running**

Your body uses energy 24 hours a day. Some things you do only use a little bit of energy. When you read, watch TV, or sleep, your body doesn't use much energy. Other things you do use a lot of energy. Riding a bike and skating use a lot of energy. So do playing soccer and basketball. So do swimming and gymnastics.

To keep your body running, you need to eat Grain Group foods every day.

**Muffin's Good Health Tip**

To get the energy you need for learning and playing, eat foods from the Grain Group every day.
Bake Sale Day At The Pyramid Cafe

Muffin has been working very hard. She's been baking Grain Group foods for the Pyramid Cafe's Bake Sale.

Oh, no! Her helpers put some foods from other food groups on the shelves by mistake.

Check the foods in each row. Put an X on the food that does not belong in the Grain Group.
Muffin has been working very hard. She's been baking Grain Group foods for the Pyramid Cafe's Bake Sale. Oh, no! Her helpers put some foods from other food groups on the shelves by mistake. Check the foods in each row. Put an X on the food that does not belong in the Grain Group.
Lesson 4
You are What You Eat

Grade 2 Science

Mainstream Classroom with ELL Learners

Lesson 4
# Functional Check List

## You Are What You Eat

### Lesson 4

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Food groups organized</td>
<td>Sorting</td>
<td>Number of food groups</td>
<td>Write simple sentences. Illustrate</td>
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<td></td>
<td>Classifying</td>
<td>Sort foods by meals</td>
<td>Working cooperatively</td>
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<td>Listing</td>
<td>Classify by food type</td>
<td>Discuss food choices with family members</td>
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<td>Grouping</td>
<td>Use of diary to keep record of foods eaten.</td>
<td>Compare and contrast sort</td>
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<td>organizing</td>
<td>Use of passport to keep records of foods tried.</td>
<td>Organize information using graphic organizers</td>
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<td>Number of servings</td>
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<td>Classify</td>
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<td>Diary</td>
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<td>Keep records of foods eaten.</td>
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<td>Balanced meals</td>
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<tr>
<td>Junk food</td>
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### Functional Check List

**You Are What You Eat**

#### Lesson 4

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<td>2. Make Text Comprehensible</td>
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Lesson Plan Checklist for Lesson 4 Food Pyramid Book

The Sheltered Instruction Observation Protocol (SIOP)

1. Preparation

Lesson time: approximately 45 minutes.

1. Content Objective:
   - I want my students to have the opportunity to discuss healthy foods from the food pyramid chart.
   - I want my students to have the opportunity to discuss the number of foods that they should eat each day from each food group.
   - I want my students to know that foods from pyramid should be combined at every meal.
   - I want my students to know that eating the right foods helps their body to grow, heal and have energy.
   - I want my students to know that it is okay to eat junk foods but that they should be eaten in moderation and after healthy foods are eaten first.
   - I want my students to know that in school for snack they must eat a healthy snack for the NO JUNK FOOD WEEK.

2. Language Objective:
   - I want my students to have the opportunity to list healthy snack foods.
   - I want my students to have the opportunity to discuss and list healthy drinks for snack. I want them to be able to read the labels of the juice boxes.
I want my students to discuss the benefits of drinking water at snack and throughout the day.

I want my students to have the opportunity to write 7 sentences about how healthy eating helps our bodies to function. I want my students to brainstorm as a whole class some healthy snacks. I want my students to help write the notice that will be sent home to their parents about the no junk food week. I want my students to plan what they will eat for snack. I want my students to make their food passport and be ready to try new foods.

3. Content Concept:

I want my students to have the opportunity to understand that healthy eating helps our bodies to function.

I want my students to have the opportunity to understand that it is okay to eat junk foods but only after you have eaten healthy foods.

I want my students to understand that trying new foods is fun and it is okay to say that you don’t like something but to substitute something else in the same category instead of skipping a food from that category.

I want my students to have the opportunity plan their snacks and drinks for the no junk food week.

I want my students to understand that they will not always eat the right number of foods each day from the pyramid but they should try.
I want my students to have the opportunity to discuss and look at the healthy snacks of their classmates. I want my students to put a stamp in their passport each time they try a new food.

I want my students to write how they feel when they eat healthy foods.

4. Supplementary Materials:

- Labeled meat and grain group food cards, food pyramid charts in English, Polish and Japanese.
- Food Diaries
- Food Passports
- Charts of healthy snacks posted in the room.
- Recopies of healthy snacks posted
- Sometimes foods posted and labels available to read.
- Juice boxes of many verities to show the juice and sugar levels.

5. Adapt Content:

- Students will use the food pyramid chart to explain to their parents the no junk food week. They will discuss healthy snacks and what is allowed to be brought to school.
- Use large food pyramid chart with each food group labeled.
- Use paired groups to list their favorite healthy snack foods.
- Use discussion of ethnic foods that are eaten for snacks. Encourage children to bring in foods that the other children might not have eaten
before. Discuss how where they are from influences what types of food they eat. Hot climate countries eat certain foods and colder climate countries eat differently. Discuss spices and the availability of certain foods.

6. Activities: modifications for modeling part of original lesson

   Students in groups of two list their favorite healthy snacks and recopies.
   Students will work together in small groups to discuss what will be in the announcement sent home to parents.

   Students will work together to fill in their food journal after they eat a meal or snack.
   Students will underline the food in color to coordinate with the food group that it comes from.
   Students will count how many foods from each category they eat each day. The teacher will help count the food groups of foods that are combined.
   Students can use hand held spell checker or Personal dictionary to help with spelling.
   Students will fill in their passport when a new food has been tried.

7. Lesson Introduction Warm up:

   Activate prior knowledge for purpose of the lesson.
   Link personal experiences with eating healthy foods.
   Link personal experiences with eating junk foods.
   Have students share similar experiences.
Discuss holiday and party foods.
Discuss portion sizes.
Discuss overeating and its effects on the body.

Have a variety of pictures of healthy and not so healthy snacks.
Have a tasting of different healthy snacks.
Have store ads for sales on healthy snacks.
Have recipe books available for children to browse.
Have computer site available for recipes for children to make.

Lesson

8. **Link prior knowledge and new concepts:**

   Have students discuss how they feel after eating certain foods. Encourage discussion of sluggishness and low energy after eating junk foods.

   Discuss how healthy foods keep you feeling full longer.

   Discuss how to plan their snacks for the no junk food week.

   Discuss how to help their parents shop and prepare their snacks.

   List their favorite healthy snacks to take home.

   Discuss energy levels and feeling tired and hungry. Discuss how you feel after eating a healthy snack and after eating junk food... Discuss how you get hungry before lunch when you don’t eat a healthy snack.

   List healthy snacks and copy to send home to parents.
Prepare food diary and how to write in it, color code the food and count the food groups represented.

Prepare the food passport and how to use it in school and at home or at a restaurant.

Have students go through the store ads to find healthy foods on sale.

Application

Have students fill in their food diary each day with what they ate for each meal and snacks.

Have students color code the foods to see how many from each category that they have eaten.

Have students count the number of foods from each group.

Have students fill in their passports when a new food is tried.

Have students discuss how they feel each day that they are not eating junk food. Encourage the discussion and how healthy they feel. Encourage discussion of healthy bodies now and in the future.
Have students write in their journal their thoughts and feeling of healthy habits.

Have students talk to their parents about healthy eating habits.

Have students discuss with their parents how you can save money not buying lots of junk food.

Encourage writing in a complete sentence. Have many types of Dictionaries available.

**Lesson Review**

Review lists of healthy and not healthy snacks.

Leave cookbooks and computer sites out for children to read and look at.

Leave store ads out to look at and discuss.

Discuss Cookie Monster and the sometimes foods.
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<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tr>
<td>Breakfast</td>
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<td>Lunch</td>
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<td>Dinner</td>
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<td>Snack</td>
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<td>Snack</td>
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</tbody>
</table>

Underline
Grain - Brown  
Fruit - Yellow  
Vegetables - Green  
Heat - Red  
Junk - Blue

http://www.abcteach.com/Food/journal.htm

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2/9/2005
Let Captain Nutrition put kids listening skills and teamwork to the test.

Make Tasting Passports

Synopsis:
Students make passports that are stamped each time they taste a new food.

Activity Objectives:
Students will be able to:
• State that we use a passport when we travel to other countries
• Decorate a passport to use with Chef Combo's® tasting activities

Material and Advance Prep:
• Print and duplicate the Tasting Passport Cover PDF (1 for each student)
  Optional: Duplicate it on brightly colored paper
• Optional: real passport
• 8 1/2 X 11-inch paper (2 sheets per student)
• Crayons or markers
• Photo of each student
• Paste or glue stick for attaching photo
• Stamps or stickers for your passport
• Make a passport for each student:
  - Place the cover face down
  - Add 2 sheets of blank paper
  - Fold the 3 sheets in half, making a sharp crease
  - Staple on the crease
  - Make and decorate a sample passport for yourself; place a few stamps or stickers inside

What to Do:
1. Begin by asking students if they have ever traveled to another country. Ask if anyone knows what a passport is. Optional: If you have a real passport show it to the students.

2. Explain that when people travel to other countries, they must have
3. Write the name of the food students tasted on the chart.

4. Tell students there are many different foods in the world. Since they will be trying some of these foods during the next few months (alter for the time frame of your nutrition unit), they are going to make a Tasting Passport. Each time they take a "taste" of a new food, they will get their passports stamped. Show the students your Tasting Passport and the stickers or stamps inside.

5. Attach each child's photo to his or her passport. Have each child decorate the cover using crayons and markers. Collect the Passports and save them for your next Tasting Activity.

Reviews

Following are reviews submitted by visitors. Find out how to submit your own rating and review.

**Title: tasting passports**
Submitted by: Sarah from England

★★★★★

Wonderful idea! I have some children who were very reluctant to try new or healthy foods, but the passport made it fun. My class were so enthusiastic and got so much from this idea.

**Title: Tasting Passport**
Submitted by: Kitize from Georgia

★★★★★

This is a great idea! It is just what I needed!
Oh my! The printer goofed! Not all the lunches on the Pyramid Cafe's menu are body-building meals! Your job? Look at each lunch. Use your fingers to count how many different food groups the lunch contains. Write the number in the box.

**Lunch 1**
- Peanut butter
- White bread
- Banana
- Carton of milk
- Chocolate/candy bar

_How many food groups?_

**Lunch 2**
- Hot dog
- Hot dog bun
- Mustard
- Potato chips
- Soft drink

_How many food groups?_

**Lunch 3**
- Hamburger
- Wheat bun
- Glass of chocolate milk
- Apple

_How many food groups?_

**Lunch 4**
- Fruit cocktail
- Raisins
- Grapes
- Glass of white milk

_How many food groups?_

Draw a body-building lunch you'd like to eat at the Pyramid Cafe in the box below or on another piece of paper.
ACTIVITY
Planning Pyramid Cafe
Lunch Specials

You are the guest cook at the Pyramid Cafe. Your job is to plan two lunches.

Directions: 1. In each banner below, draw a lunch you would like to eat.
   Each lunch must have foods from at least three different food groups.
   2. Put a check in the box for each food group in your lunch.
   If you don't have three checks, add more nutritious food to your lunch.

Lunch 1

Check which food groups are in your lunch:
- MILK GROUP
- MEAT GROUP
- VEGETABLE GROUP
- FRUIT GROUP
- GRAIN GROUP

Lunch 2

Check which food groups are in your lunch:
- MILK GROUP
- MEAT GROUP
- VEGETABLE GROUP
- FRUIT GROUP
- GRAIN GROUP
Lesson 5
You are What You Eat

Grade 2 Science

Mainstream Classroom with ELL Learners

Lesson 5
### Functional Check List

**You Are What You Eat**

**Lesson 5**

<table>
<thead>
<tr>
<th>Notions</th>
<th>Functions</th>
<th>Formulas</th>
<th>Structures/Activities</th>
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<tbody>
<tr>
<td>Unusual foods</td>
<td>Sorting</td>
<td>I like</td>
<td>Write simple sentences. Illustrate</td>
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<tr>
<td></td>
<td>Classifying</td>
<td>I don’t like</td>
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<td></td>
<td>Discussion</td>
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<td>World maps</td>
<td>Oral expression</td>
<td>I will try</td>
<td>Working cooperatively</td>
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<td>Vocabulary</td>
<td>Small group</td>
<td>I understand how</td>
<td>Discuss food choices with family members</td>
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<td>Continents</td>
<td>discussion</td>
<td>different cultures eat</td>
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<td></td>
<td>Likes /dislikes</td>
<td>differently</td>
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</table>

- Classify
- Organize information using graphic organizers
- Classify
- Express opinions
- Keep records of foods eaten.
<table>
<thead>
<tr>
<th>Sheltered Check List</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
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<tr>
<td><strong>1. Contextualize Lesson</strong></td>
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<td>a. Visuals (Realia, Manipulatives, Gestures)</td>
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<td>b. Model (Instructions, Processes)</td>
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<td>c. Activate Background Knowledge</td>
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<td><strong>2. Make Text Comprehensible</strong></td>
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<td><strong>5. Engage Appropriate Language Proficiency Levels</strong></td>
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You are What You Eat

Grade 2 Science
Mainstream Classroom with ELL Learners
Lesson Plan Checklist for Lesson 5 Food Pyramid Book

The Sheltered Instruction Observation Protocol (SIOP)

1. Preparation

   Lesson time: approximately 45 minutes.

1. Content Objective:

   o I want my students to have the opportunity to discuss foods from around the world.

   o I want my students to have the opportunity to discuss the history and origins of foods.

   o I want my students to know that people around the world eat many different types of foods.

   o I want my students to know that food is part of one’s culture.

   o I want my students to know that it is okay to try different foods and not be shocked at the types of food that people eat.

   o I want my students to become familiar with the countries in the different continents.

2. Language Objective:

   o I want my students to have the opportunity to name their favorite foods...

   o I want my students to have the opportunity to discuss the foods from the different continents and guess where they came from.

   o I want my students to discuss what they know about foods from different countries.

   o I want my students to enjoy and listen to the story.
o I want my students to practice the food vocabulary from the story.

o I want my students to have the opportunity to put the food labels on the country that the food originates from.

o I want my students to discuss and understand that people from different places eat different foods.

3. Content Concept:

o I want my students to have the opportunity to understand people from different countries all do not eat the same.

o I want my students to have the opportunity to understand that it is okay to be shocked at some foods eaten but not to be respecting each other's cultural differences.

o I want my students to understand that trying new foods is fun and it is okay to say that you don't like something.

o I want my students to have the opportunity to discuss how healthy eating can be different depending on where you are from.

o I want my students to become familiar with the different continents and the countries in them.

o I want my students to have the opportunity to reread parts of the book. I want my students to bring the book home and share it with their families.

4. Supplementary Materials:
o Vocabulary words posted on Word Wall with pictures.
o Map of continents
o Map with countries added.
o Books for each child to keep
o World map posted in the room with a sticker on the country the children are from...
o Library and cookbooks in a browser box to read.
o Menus from different ethnic restaurants to read.

5. Adapt Content:
o Students will use the world map to guess with a partner where the food originated.
o Students will listen to the story as a whole class and then the story will be reread and discussed with the ELL students.
o Use paired groups to list the foods and the countries of origins.
o Use discussion of ethnic foods with ELL students sharing their knowledge of foods eaten in their homes.
o Discuss how where they are from influences what types of food they eat. Hot climate countries eat certain foods and colder climate countries eat differently. Discuss spices and the availability of certain foods.
o Discuss how it is difficult for the ELL students to adjust to eating the foods in the United States.
- Discuss how the snack foods are different here than in their native country.
- Discuss the different meats, breads, fruits and vegetables that are eaten here and in their country.
- Discuss where they go shopping to buy their native foods.
- Discuss which American foods they like and which ones that they don’t like.

6. Activities: modifications for modeling part of original lesson

Students in groups of three or four place the foods on the continents that they think the food comes from.

Students will browse through the cookbooks and menus to discuss their likes and dislikes of foods.

ELL students will talk in small groups about their favorite native foods and which American foods they like.

Students will picture walk through the book and take it home to discuss with their family.

Students will share their experiences of trying new foods.

Students will add new food vocabulary to the Word Wall with foods from their country.
7. Lesson Introduction Warm up:

Activate prior knowledge for purpose of the lesson.

Link personal experiences with discussion of their favorite foods...

Talk about the national origins and histories of some of their favorite foods.

Have students share similar experiences.

Discuss holiday and party foods.

Ask students what they know about Asian, European or African food?

Take a picture walk through the book.

Discuss the foods and how they look.

Point out the maps in the book.

Hand out the worksheet and have students cut and place the foods on the continents they think the foods came from.

Using the maps make a prediction about where they think the foods came from.

Tell the students that they will listen to find out where each food comes from and to link the maps in the text with the map on the worksheet.

Discuss how prior knowledge of the food or the country will help in understanding the story.

Lesson
8. **Link prior knowledge and new concepts:**

Have students discuss how they feel after trying a new food. Encourage lots of discussion.

Discuss how people all over the world eat differently.

Discuss their knowledge of their culture’s food.

Discuss appropriate ways to react when they see someone eating something they don’t like or have never seen before.

Discuss how hard it is to try new foods.

Discuss how foods make you feel.

Discuss what some foods make you think of. (Cookies grandma etc)

Discuss how your family reacts to new foods.

Discuss vacations and the foods eaten while away from home.

Discuss the foods served in school.

Encourage the browsing of books and sharing of foods at snack time.
Have students fill in the map with the countries written in.

Have students discuss the foods from each country in small groups and discuss which ones they would try and which ones they wouldn’t try.

Have students in small groups tell how they felt trying a new food or why they don’t...

Have students write and illustrate a new food for the word wall.

Have students discuss how they feel when asked to try a new food.

Have students write in their journal their thoughts and feeling about the different foods discussed.

Have students share the book with their parents...

Encourage sharing and trying new foods.

Lesson Review

Review vocabulary words of foods from different countries.

Leave cookbooks and menus out to read and browse through...

Encourage parents to come in and share cultural stories and foods.

Leave world map out and encourage discussion about different countries and cultures.
Foods Around the World

Written by Judy Braus

www.readinga-z.com
Lesson Plans for FOODS AROUND THE WORLD Level N

About the Book

Text type: Nonfiction / Report
Word Count: 886
Page Count: 24

Text Summary
How does grilled antelope sound? Or perhaps caterpillars dried and cooked with onions and tomatoes? This entertaining and informative book takes us on a culinary trip around the world in search of the delicious and disgusting (at least, to our palette). Appetizing photographs accompany the text.

About the Lesson

Objectives

- Organize information using a map
- Use commas in lists
- Understand compound words

Vocabulary
borscht, cannolis, delicacy, escargot, flying foxes, game, kiwi, rich, specialty, sushi

Materials

- Book - *Food Around the World* (copy for each student)
- Chalkboard or chart paper
- Worksheets 1 and 2

Before Reading

Building Background

- Ask students about their favorite foods. Do they like pizza? Chocolate cake? Ice cream? Talk a bit about the national origins and histories of some of your students' favorite foods.
- Ask students to name some foods from the different continents. What do they know about Asian food, European food, African food? What kinds of dishes or cooking techniques do they think of when they imagine these places?

Previewing the Book

- Hand out the books to students and have them look at the photographs. Do any of the foods look appetizing? Where do they think each food came from?
- Turn to the table of contents. On which page will students read about Asia? How is the food from Europe described? What kinds of things do they think they'll read about in the chapter on Europe?
- Point out the maps within the book. Using a world map in the classroom or on the comprehension worksheet, instruct students on how to position the smaller maps on the larger maps.

Introducing the Comprehension Skill: Organizing information using a map
• Hand out the comprehension worksheet and allow students to cut out the names of the foods at the bottom. Have students place the names on the continents where they predict the foods came from.
• **Model:** Using a class map or globe, make a prediction about a food. Use think-aloud strategies: *I see kiwi listed on the worksheet. I enjoy kiwis, and I live in North America. So I'm going to put kiwi on North America.* Tell your students that they will revise their predictions after reading.

**Set the Purpose**

Tell students that they will read to find out where each food comes from and to link the maps in the text with the map on the worksheet.

**Word-Attack Strategies**

Remind students to use any or all of the following strategies when they come to unfamiliar words:

- Reread the sentence
- Sound out the word using what they know about letter/sound relationships
- Look for known prefixes, suffixes and roots in the word
- Keep reading and think about what might make sense

**During Reading**

**Student Reading**

Allow students to read silently at their own paces. Monitor the student reading and provide prompts if it appears that a student is having difficulty. For example, if a student seems stuck on a word, suggest he or she try to sound out the word or use structural analysis skills such as knowledge of base words. Tell the student to think about whether the word he or she came up with makes sense.

**After Reading**

**Reflect on Reading Strategies**

- How did using prior knowledge help students understand what they read? Ask them to explain how thinking about the foods before reading helped them better understand what they were reading.
- Discuss any other strategies they used while reading. For example, ask students to show you a word in the book that they sounded out. Or, ask them to explain how looking at a photograph helped them understand what they read.

**Applying the Comprehension Strategy: Organizing information using a map**

- **Guided Practice:** Use think-aloud strategies to revise your prediction using the book: *Does anyone remember where we read about kiwis? If I look on page 16, I read that kiwis come from New Zealand. New Zealand comes in the chapter on the South Pacific. If I hold up the map in the book to the map on the worksheet, I can match the shapes of New Zealand and put my kiwi on New Zealand.*
- If students need more guidance or are stumped by a particular food, you may wish to provide more help.
- **Independent Practice:** Have students complete the map on the worksheet. If students have time, they may color the map when they are finished.

**Building Skills**

**Grammar, Mechanics, and Usage: Using commas in lists**

- Have students turn to page 4 and circle all the commas on the page. Point out the listed phrases in the last sentence of the second paragraph.
- Instruct students that whenever they have a list, they will put a comma between the items. Listed items can be nouns, verbs, adjectives, or, as here, entire phrases or clauses.
• Tell students that if the items in the list are joined by conjunctions, they do not need commas. Make it clear that this rule applies only when all the items are joined by conjunctions. In the list on page 4, the last item is joined to the list by the word and, but the list still uses commas.

• Have students read on to page 8, underlining lists as they go. Point out the two adjectives, crunchy and delicious on page 8. Write the two words on the board with a word-sized space between them. Ask students what they need to put between the two words. Add the comma. Then, erase the comma and write the word and. Point out that if there is a conjunction, no comma is needed.

• Hand out worksheet 2. Instruct students to put commas between all the items in the lists. Remind them not to use commas if all of the items have conjunctions between them.

Vocabulary: Compound words

• Write the words world-famous, wildlife, and New Zealand on the board. Tell students that these are examples of different types of compound words. Each example has two parts that make up one word meaning; some are separated by hyphens, some are joined, and some are separate.

• Ask them to tell you the two parts of the words. Ask how knowing the meanings of the words wild and life can help them understand the meaning of wildlife.

• Pair students and have them search the book and underline other examples of compound words. Have them use one color for two words joined, another color for hyphenated words, and a third for separate words. Words they will find are: everyone, shortbread, leftovers, seaweed, nearby, wingspans, northwestern, rattlesnakes, Midwest, everyone, West Africa, sweet potatoes, sour cream, ice cream, South Pacific, Latin America.

• Once students have finished, have them share the words they found. Record them on the board. Ask students to identify the two words that make up each compound word and explain how the two meanings combine.

Building Fluency

Reading Independently

• Allow students to read their books independently or with partners. Partners can take turns reading in the book.

Home Connection

• Have students take their books home. They can read them to parents, caregivers, siblings, or friends.

Expanding the Reading

Writing

• Have students create acrostic poems about their favorite foods. Acrostic poems use each letter of a word to start a word or line about that word. Have them refer to the Building Background discussion to help them come up with ideas.

• Students can try using only one word for each letter of the food. Alternatively, they could try writing a phrase that begins with each letter:

  Mouth watering
  Easy to eat
  Luscious taste
  Out of the garden
  Nice in hot weather

• Students can draw a picture of their favorite food to illustrate the poems.

Social Studies Connection
• Have students research the national origins of their favorite foods. Students can research just the dish they enjoy, or they can get as specific as the origins of the ingredients (for instance, tomatoes, so prevalent in Italian dishes, are native to the New World and only entered European cooking after Columbus).
• Using a world map, students can create diagrams showing themselves enjoying their favorite food in their own country with arrows pointing from the various origins of that food.

Assessment

• Review students' map worksheets to assess how well they can remember, look up, and organize information by location. Note whether they are able to connect the maps in the text with a new map.
• Review students' comma worksheets to check if they understand how to use commas in lists and not to use commas in lists joined by conjunctions.
• Monitor the discussion of compound words to assess how well students understand the different forms. Ensure that students do not mistake separate words for non-hyphenated, separate compound words.

Go to "Foods Around the World" main page
UNIT OVERVIEW

You Are What You Eat
Second Grade
Mainstream Class with ELL Learners

This unit was developed for a second grade classroom to instill healthy eating habits at an early age. I have found that ELL students often lack the English words for foods. Developing healthy eating habits will benefit the children for their entire life. The Cookie Monster has even joined the healthy eating bandwagon by announcing that cookies are a sometimes food.

The class has twenty-two children with three ESL students at the intermediate level. The reading levels of the students in the class range from level three to level 34 DRA. The DRA scores of the ELL students are 14, 16 and 18.
Below is a chart for the Food Pyramid. Research the different sections. Label each section and draw a picture of the foods that fit that category. Write neatly.
The Food Guide Pyramid is a general guide that lets you choose a healthy diet that is right for you. The Pyramid calls for eating a variety of foods to get the nutrients you need and eating the right amount of calories to maintain a healthy weight. Most calories should come from foods in the three lower sections of the Pyramid.

Each of these groups provides some, but not all, of the nutrients you need. Foods in one group can not replace those in another. No one food group is more important than another. For good health, you need them all.

Fats, Oils, and Sweets
Use Sparingly

Milk, Yogurt, and Cheese
2-3 Servings

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts
2 - 3 Servings

Vegetables
3 - 5 Servings

Fruit
2 - 4 Servings

Bread, Cereal, Rice, and Pasta
6 - 11 Servings

Laotian Language Version

These materials were developed by the Nutrition Education for New Americans project of the Department of Anthropology and Geography at Georgia State University, Atlanta, Georgia. Funded by the United States Department of Agriculture Food and Consumer Service for Food Stamp Program families. For more information call (404) 651-2542.
The Food Guide Pyramid is a general guide that lets you choose a healthy diet that is right for you. The Pyramid calls for eating a variety of foods to get the nutrients you need and eating the right amount of calories to maintain a healthy weight. Most calories should come from foods in the three lower sections of the Pyramid.

Mỗi loại trong các nhóm thực phẩm này đều cung cấp một số chất bổ dưỡng quý vị cần, nhưng không phải tất cả. Các loại thực phẩm trong một nhóm không thể thay thế cho các loại trong nhóm khác. Không có nhóm thực phẩm nào lại quan trọng hơn nhóm nào cả. Để được khỏe mạnh, quý vị cần tất cả các nhóm đó.

Each of these groups provides some, but not all, of the nutrients you need. Foods in one group can not replace those in another. No one food group is more important than another. For good health, you need them all.
The Food Pyramid

The Food Guide Pyramid is a general guide that lets you choose a healthy diet that is right for you. The Pyramid calls for eating a variety of foods to get the nutrients you need and eating the right amount of calories to maintain a healthy weight. Most calories should come from foods in the three lower sections of the Pyramid.

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Besin Kilavuzu Piramit size en uygun, sağlıklı günlük besinimizi seçmenizi sağlayan bir genel besin kilavuzudur. Piramit, vücuduuzu gereken besinleri almak için çeşitli yiyecekler yerken sağlıklı bir kiloyu korumak için doğru miktarda kalori almanızı yoldur. Aldığınız kalorilerin çoğu Piramit’in aşağı bölümlerindeki üç kısımda yer alan yiyecek grubundan gelmelidir.

Fats, Oils, and Sweets
Use Sparingly
Donuk Yağ, Sıvı Yağ, Tatl, İçecek
Az kullan

Meat, Poultry, Fish,
Dry Beans, Eggs, and Nuts
2 - 3 Servings
Et, Tavuk, Bahk, Hububat,
Yumurta, Findık Fıstık
2-3 Porsiyon

Fruit
2 - 4 Servings
Meyve
2-4 Porsiyon

Vegetables
3 - 5 Servings
Sebze
3-5 Porsiyon

Bread, Cereal, Rice, and Pasta
6 - 11 Servings
Ekmek, Tahıl, Pirinç, Yufka, Makarna
6-11 Porsiyon

Milk, Yogurt, and Cheese
2 - 3 Servings
Süt, Yoğurt, Peynir
2-4 Porsiyon
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La Piramide Alimenticia es una guía general que le permite escoger una dieta apropiada saludable que está bien para usted. La Piramide sugiere comer una variedad de alimentos para obtener los nutrientes necesarios, y las veces, la cantidad correcta de calorías para mantener un peso saludable. El mayor número de calorías proviene de los alimentos de las tres secciones bajas de la Piramide.

Each of these groups provides some, but not all, of the nutrients you need. Foods in one group can't replace those in another. No one food group is more important than another. For good health, you need them all.

(Cada uno de estos grupos provee algunos, pero no todos los nutrientes necesarios para la buena salud. Los alimentos en un grupo no pueden reemplazar los de otro grupo. No hay un grupo que sea más importante que otro. Para la buena salud, se necesita comer de todos los grupos.)

Fats, Oils, Sweets, and Soft Drinks
(Grasa, Aceites, Dulces, y Gaseosas)
Use Sparingly
(Usar con Moderación)

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts
(Carne, Pollo, Pescado, Frijoles, Huevos, y Nueces)
2 - 3 Servings
(2 - 3 Porciones)

Fruit
(Frutas)
2 - 4 Servings
(2 - 4 Porciones)

Bread, Cereal, Rice, Tortillas, and Pasta
(Pan, Cereal, Arroz, Tortillas, y Tallarines)
6 - 11 Servings
(6 - 11 Porciones)
The Food Pyramid

The Food Guide Pyramid is a general guide that lets you choose a healthy diet that is right for you. The Pyramid calls for eating a variety of foods to get the nutrients you need and eating the right amount of calories to maintain a healthy weight. Most calories should come from foods in the three lower sections of the Pyramid.

Each of these groups provides some, but not all, of the nutrients you need. Foods in one group can not replace those in another. No one food group is more important than another. For good health, you need them all.

Foods in the Pyramid provide some, but not all, of the nutrients you need. Foods in one group cannot replace those in another. No one food group is more important than another. For good health, you need them all.

Fats, Oils, and Sweets
Use Sparingly
油、脂肪、甘味
なるべく控える

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts
2 - 3 Servings
肉類、卵、魚、豆類、ナッツ
2-3食分

Fruit
2 - 4 Servings
果物
2-4食分

Bread, Cereal, Rice, and Pasta
6 - 11 Servings
パン、穀類、米、いも、麺類
6-11食分

Milk, Yogurt, and Cheese
2 - 3 Servings
牛乳、ヨーグルト、チーズ
2-3食分

Vegetables
3 - 5 Servings
野菜
3-5食分

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(Piramida Żywności jest ogólna wskazówka, która pomoże Ci wybrać najzdrowsza dla Ciebie dietę. Piramida zaleca spożywanie zróżnicowanych posiłków, które dostarczają Ci niezbędnych składników spożywczych i jednocześnie zapewnia Ci ilość kalorii niezbędną do utrzymania zdrowej wagi ciała. Piramida kładzie nacisk na pięć grup żywności pokazanych w trzech niższych sekcjach piramidy.)

Each of these groups provides some, but not all, of the nutrients you need. Foods in one group can’t replace those in another. No one food group is more important than another. For good health, you need them all.

(Każda z tych grup zawiera tylko część niezbędnych składników spożywczych. Żywność z jednej grupy nie może zastąpić żywności z innych grup. Żadna z grup nie jest ważniejsza od drugiej. Dla zachowania zdrowia niezbędne jest spożywanie produktów pochodzących ze wszystkich pięciu grup żywności.)

- **Fats, Oils, and Sweets**
  - (Tłuszcze, Oleje, Cukry)
  - Use Sparingly
  - (Używaj tylko od czasu do czasu)

- **Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts**
  - (Mieso, Drób, Ryby, Fasola, Jajka, Orzechy)
  - 2 - 3 Servings
  - (2-3 porcje)

- **Fruit**
  - (Owoce)
  - 2 - 4 Servings
  - (2-4 porcje)

- **Bread, Cereal, Rice, and Pasta**
  - (Chleb, Płatki owsiane, Makaron)
  - 6 - 11 Servings
  - (6-11 porcji)

- **Vegetables**
  - (Warzywa)
  - 3 - 5 Servings
  - (3-5 porcji)

- **Milk, Yogurt, and Cheese**
  - (Mleko, Jogurt, Sery)
  - 2 - 3 Servings
  - (2-3 porcje)
INSTRUCTIONS: Before reading, cut out the names of the foods along the dotted lines and place each one on the map where you think that food is eaten. After you finish reading, use the book to help you place the foods on the correct continents. Tape or glue them to the map.

FOODS AROUND THE WORLD - LEVEL N - 1

- tortillas
- cannoli
- kiwi
- sushi
- snake
- caterpillars
- borscht
- sea cucumbers
- peanut stew
- crawfish

http://www.readinga-z.com
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