HEALTH AND NUTRITION

By Anonymous #15 - FLA 518 Spring 2005
Introduction
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Introduction to Unit

“The Importance of Good Health and Nutrition.”

Grade 4
Target Group: Sheltered ESL Course
  • (all students are at the beginning level of instruction.)
Sources: Google (www.lifeclinic.com) (www.pyramidfoodcafe.com) (www.nutrionalfoods.com)

I developed lesson plans
Learning Goals of Unit:

• “I want my students to know that practicing good nutritional habits is important for living a healthy lifestyle.”
• “I want my students to know the difference between good and bad health and nutritional habits.”
• “I want my students to identify foods from different categories on the food pyramid.”
• “I want my students to know the role culture plays in our food choices and preferences.”
### Unit Goals and Objectives

#### Nutrition:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>ESL Language</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vocabulary words and terminology associated with content.</td>
<td>1. Know which foods are considered to be healthy or unhealthy and why. 2. Know which how many servings of which foods are recommended by the USDA food pyramid. 3. Recognize good nutritional choices vs. bad choices.</td>
<td>By the end of the unit, students will be aware of the following: Graphic organizers/webs to assist in planning.</td>
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<table>
<thead>
<tr>
<th>Skills</th>
<th>ESL Language</th>
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<th>Content</th>
<th>Learning Strategies</th>
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<td></td>
<td>1. Engage in conversations, group work, and respond to questions or ideas. 2. Talk about favorite foods, share foods from cultures. 3. Use appropriate language forms. Explain good Nutrition habits. 4. Brainstorm ideas when planning activities or projects in L1 or L2. Practice new vocabulary – identify cognates.</td>
<td>1. Compare and contrast food preferences. 2. Share culture and food. 3. Describe the taste and appearance of foods.</td>
<td>Venn Diagrams Visuals/Realia (make new terms understandable) Gesture to express more than one way of language. Engage in hands on activities to promote L1 use and practice. Interact with others to communicate, share, compare, and evaluate ideas. Frame main ideas—demonstrate tasks prior to it being undertaken.</td>
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<tr>
<th>Attitudes and Awareness</th>
<th>ESL Language</th>
<th>Language</th>
<th>Content</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1. Respect individual and cultural food preferences. 2. Be aware of nutritional value of foods.</td>
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</tbody>
</table>
Pre-planning of Nutrition
Unit 4
Grade ESL
"Sheltered ESL Beginners"

Lesson #1
My favorite food/to unindulge
Use L2 in context

Lesson #2
"Healthy Breakfast," Cereals
Relate to culture
describe foods
Make a collage?

Lesson #3
"Is it Fruit?"
Focus on Fruit Juice
Read labels

Lesson #4
"Healthy Eating"
0% Real or artificial
Use local newspapers

Lesson #5
Culture of American Food Habits, "The Burger"
Discuss choices
Compare cultural selections
What's "Junk" Food?
Create menus
## Modifications for Instruction and Assessment

<table>
<thead>
<tr>
<th>Instead of having the student . . .</th>
<th>Think about having the student . . .</th>
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</table>
| Learn to spell all the words on the list | Learn some of the words  
Learn word families  
Learn words about a topic  
Learn words easily illustrated  
Learn words related to other class work  
Copy the words |
| Write a paragraph about . . . | Complete a word web  
Find another sample on the same topic  
Illustrate or dramatize the information  
Complete a cloze paragraph |
| Learn abstract vocabulary | Learn more concrete vocabulary related to a lesson |
| Write the definitions for . . . | Draw or cut out pictures to illustrate the meaning |
| Complete the whole assignment or test | Complete part of the assignment  
Recall or recognize the information rather than apply or synthesize the information |
| Read the assignment or test | Hear a pre-taped version or listen to a buddy, tutor, or volunteer read the test |
| Write all the steps in a process or historical event | Arrange the steps or events in correct sequence |
| Write sentences to explain . . . | Match related parts of a sentence |
| Read an assignment or test with many difficult vocabulary items | Read a test where the teacher has highlighted difficult vocabulary and included easier synonyms |
| Take notes from a teacher's presentation | Complete a T-list or skeletal outline |
| Summarize all of the details of the lesson | Organize the information into appropriate categories |
| Work alone | Work with a buddy or a group |
Lesson 1
# Functional Notational Chart

**Nutrition – Lesson 1**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situations</th>
<th>Formulas</th>
<th>Grammar Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek feedback &amp; Interview others</td>
<td>Conduct interview through use of surveys</td>
<td>“What is your favorite food?”</td>
<td>Nouns</td>
<td>Prefers</td>
</tr>
<tr>
<td>Brainstorm</td>
<td>Use web to brainstorm possible food choices</td>
<td>“My favorite food is ______ because ______.”</td>
<td>Use of phrases: “More than, less than, the most, the least.”</td>
<td>Likes/Dislikes</td>
</tr>
<tr>
<td>Design a survey or create a chart.</td>
<td>Represent findings in chart /graph format.</td>
<td></td>
<td>Present Tense – repeated use of verbs “is + are”</td>
<td>Survey</td>
</tr>
<tr>
<td>Record survey results.</td>
<td>Create an original survey for future use.</td>
<td></td>
<td>Contractions: Is+ not = Isn’t Are +not = Aren’t</td>
<td>Chart</td>
</tr>
</tbody>
</table>

Information
Favorite
Responses
Results
Same
Different
Lesson 1 (Revised)

Lesson Topic: Favorite Foods

Goal and Standard
Goal 1, Standard 3: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

Content Concepts and Skills:
- Students will seek feedback from others
- Students will use language “chunks”
- Students will rehearse an anticipated conversation
- Students will prepare a survey
- Students will construct chart synthesizing information
- Students will record information accurately

Language Objectives:
- All students will develop the vocabulary needed for the survey.
- All students will be able to formulate and ask the survey question, “What is your favorite food?” during the survey/interview process.
- All students will be able to write and record the responses from their classmates.
- All students will be able to report their responses from the survey form to their classmates.
- All students will be able to use the comparatives “more than,” “less than,” “the most,” and “the least,” when reporting results.
- All students will be able to use their results/information to do one of the following: write statements or answer questions about their survey, make an individual chart of their responses, or combine their answers and construct a group chart.

Materials:
“Favorite Food” Survey form
Pens, pencils
Clipboards
Markers
Charting Paper
Realia
(Pictures, food containers, or actual food items that may be discussed during the lesson.)
Blackboard
Colored Chalk
Necklace with large cardboard with the question phrase, “What is Your Favorite Food?” represented on the board.
Overhead projector
Procedure:
The lesson is designed to be covered during a 90 minute lesson time period.

1. Set the purpose for the lesson; let students know that you want them to learn about how everybody has a favorite food. Explain that many of us may either have the same or different favorite foods. As you begin to explain the word “favorite” write it up on the board for all students to see and refer to. Provide examples of the ways in which we use the word “favorite.”

2. Create a web on the board and write the words “favorite foods” in the center of the web. Ask students to help you add on extensions to the web by brainstorming possible food items that may be the favorite foods of their classmates. As students mention various foods, write down the word for the food and post up a picture of that food item or show them the actual food item from your “bag of tricks.”

3. Develop the vocabulary needed for the survey. Help students form the question in ESL class and have them practice asking the survey question, “What is your favorite food?” As the teacher, wear the question, “What is your favorite food?” as a necklace around your neck.

4. Assess students’ background knowledge or experience with the term “survey.” Ask students if they have ever heard of the term “Survey,” seen a survey, or have been asked to complete a survey. Discuss the term “survey” and the purpose of using surveys to introduce the next activity.

5. Give each student a clipboard, a pencil or pen, and the survey form, “What’s your favorite food?”

6. Have students practice asking each other the survey question and recording their responses within the classroom prior to the in school fieldtrip.

7. Take students on a short “fieldtrip” around your school (outside of the sheltered classroom) to find people to interview. This gives them practice so they can go back to their classrooms and share their findings with their classmates.

8. Students bring in their completed surveys and report the results to their ESL class. Review expressions such as “more than,” “less than,” “the most,” and “the least.” Use these expressions when discussing students’ results. Write these expressions (use colored chalk) on the board for all to see and point to each expression as it is being used.

9. Have students present their information from the surveys in the following ways: (You may choose from the following depending upon the range of abilities in your classroom).
   - Write statements or answer questions about their survey.
   - Make an individual chart of their responses.
   - Combine their answers and construct a group chart.

10. Have students share their findings with the class. Prior to sharing, the teacher will Share his/her completed survey and statements about the responses with the class. The teacher will do so in order to model the way in which presentation is to be conducted. When presenting, the teacher can post his/her completed survey on the
overhead projector for all to refer to. The teacher may also choose to use the expressions of comparison to reinforce comparatives.

11. When sharing is over, the lesson will be concluded by having the teacher take over the discussion. Students will then tell what they learned from completing the interviews and completing the surveys. Were the findings surprising? Were there any food items they would have added or deleted?

**Possible Extensions to the Lesson:**

Use a blank survey form to create other surveys for students. Students can survey the favorite foods of their classmates. The survey can be a specific representation of the foods that are favored by the class. Aside from focusing on the general topic of foods, you may create surveys that represent students’ favorite restaurant, favorite meal of the day, favorite fruits, or vegetables for example. You can choose the specific item or topic to be surveyed using the survey format as a guide.

**Final Notes:**

Surveys provide ELLs with the opportunity to learn how to ask questions and to develop new vocabulary. Oral English and social skills are further developed when ELLs report their results to their ESL class. Furthermore, mainstream students and members of the school community become involved in the language acquisition of your second language learners when they are surveyed and interviewed during the lesson activity.
I modified my original lesson to create subject matter that was more meaningful and understandable to the English-language learner. The initial lesson that was designed was a perfectly good lesson, but with many adaptations, I strived to incorporate features that encompassed each level of language development.

The first adaptation that was made was the group brainstorming activity in which students assisted in creation of a web which illustrated the possible favorite foods they might encounter during the upcoming activities.

The second adaptation made was to use realia in the form of photos or actual food items to ensure that all students understood the food terminology. As students discussed the favorite foods, I displayed a picture of the item or showed them a real life example of the item. This was essential in clarifying any uncertainties associated with the identification or understanding of food related vocabulary used.

The next adaptation is the modeling of the question, "What is your favorite food?" As the teacher models correct pronunciation and use of this key question, students repeat the question and ask the question to others. They can also be reminded of the question if they have difficulty formulating it by referring to the necklace the teacher wears.

The use of colored chalk when writing the various expressions used to compare the selections assists in separating one expression from another. Correct modeling of these terms in context also allows student to see the way in which these expressions can be used to present their findings.
The use of the overhead projector is used to reinforce the ideas presented orally and helps students conceptualize the information discussed.

To meet the level of needs of all students if there are a varied range of language abilities in your classroom you may decide to have student present their findings differently. The beginner level student can choose to represent findings in the form of a graph or chart that is visually descriptive. The intermediate level student may choose to fill in the blanks on a worksheet activity which refers to the lesson activity/survey sheet. These guided sentences will allow students to personalize the sheet with his/her findings, but will not require students to formulate original sentences.

The advanced student may be asked to write sentences that explain the findings or may be asked to write a detailed paragraph or report that summarizes the process of surveying and incorporates the findings.

(Please refer to the pages that follow for examples of the above level specific assignments.)
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</table>
Manicotti made easy
This spinach and cheese-stuffed pasta became a family favorite. By Jean Kressy
SOME THINGS DON'T NEED ARTIFICIAL SWEETENERS.
Apple Cider-Blined Turkey with Savory Herb Gravy
(recipe on page 140)

Thursday
THE BIG EVENT

By Diane Morgan  Photography Becky Luigart-Stayner  Styling Melanie J. Clarke
Don't you wish you had

Chocolate Cake

They're the perfect way to clean up when you can't get close to soap and water. So keep them handy.

wipes?
Lesson 2
## Functional Notational Chart
### Nutrition Lesson 2

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situations</th>
<th>Formulas</th>
<th>Grammar Structures</th>
<th>Vocabulary</th>
</tr>
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<tbody>
<tr>
<td>Discuss foods and categories of foods.</td>
<td>Refer to Food Pyramid.</td>
<td>“For good health you need ___ servings of ___ from the ___ category.”</td>
<td>Descriptive Adjectives (sweet, sour, hard, dry, softy, chewy, etc.)</td>
<td>Labels, Pyramid, Category, Nutrients, Calories, Guide, Good Health, Food Group, Important, Breakfast, Cereals, Nutritional Value (Words for food items from the pyramid)</td>
</tr>
<tr>
<td>Analyze cultural food pyramids.</td>
<td>Describe the differences or similarities of Cultural Food Pyramids.</td>
<td>___ (Food) tastes ___ (crunchy, soft, chewy, etc.).</td>
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<tr>
<td>Point to illustrations</td>
<td>Identify recommended foods.</td>
<td>___ is an example of a food from the ___ group.</td>
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</tr>
<tr>
<td>Understand labels/ingredients</td>
<td>Distinguish healthy/unhealthy ingredients</td>
<td>“(Noun)” likes to eat ___ servings of ___ from the ___ category.</td>
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<tr>
<td>Design poster or collage</td>
<td>Illustrate selections of healthy breakfast choices.</td>
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<tr>
<td>Express emotions</td>
<td>Students express whether they like or dislike a food from the chart.</td>
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</table>
Lesson 2 – Revised

Lesson Topic:
“Nutritious Cereals for All of Us!”

Goals and Standards:
Goal 2, Standard 1 – To use English to achieve academically in all content areas;
Students will use English to interact in the classroom
(participate in full class, group, and pair discussions- Follow written and oral directions,
implicit and explicit).
Goal 1, Standard 3- To use English to communicate in social settings: Students will use
learning strategies to extend their communicative competence.
(associate realia or diagrams with written labels to learn vocabulary or construct
meaning. Practice using new content language and use context to construct meaning.)

Content Concepts and Skills:
➢ Students will use vocabulary for food names discussed.
➢ Students will understand the components and use of the food pyramid.
➢ Students will compare and contrast the taste of food.

Language Objectives:
➢ All students will be able to discuss personal breakfast food preferences using
  vocabulary words for describing different tastes: bitter, sweet, sour, salty…
➢ Students will be able to discuss the recommended foods as illustrated on the food
  pyramid.
➢ All students will use descriptive adjectives: crunchy, chewy, crispy, mushy, hard,
  soft… during the taste testing activity.
➢ All students will create a personalized graph depicting his/her favorite food
  cereals. (refers to prior lesson knowledge)
➢ All students will be able to read understand the labels on the cereal boxes and will
  be able to answer questions pertaining to the ingredients.
➢ Students will be able to use additional new vocabulary terms associated with the
  ingredients on the cereal boxes – calcium, calories,…
➢ Students will be able to distinguish healthy vs. unhealthy cereals.
➢ Students will either model a poster or bulletin board illustrating healthy breakfast
  choices or they will write a healthy breakfast menu.

Materials:
Copy of the food pyramid, magazines with different pictures of breakfast foods, glue,
markers, pens, pencils, blackboard, chalk, assortment of cereals, milk, paper cups,
spoons, handkerchiefs, paper, overhead projector.

Procedure or Instructional Sequence of Lesson:
Lesson time is approximately 90 minutes – this may vary depending upon the needs of
your students.
1. Begin the lesson by discussing your students’ breakfast food preferences. (You may choose to discuss the 3 meals of the day – breakfast, lunch, dinner, and the term: snacks, depending upon the background knowledge of your students.)
   **Beginners** should make flashcards to learn the breakfast food names as necessary for the lesson.
   **Intermediates** can read a health article or school textbook material on good breakfast choices.

2. Introduce vocabulary words for different tastes. Use pictures of food, actual Foods, and gesturing/facial expressions to help students understand these terms.

3. Give students a copy of the food pyramid. The food pyramid is used to show the Different groups of foods that make up a good diet. It also shows how much of these different groups you need to eat and stay healthy. Explain the importance of breakfast as well as the foods eaten during this important meal of the day. Refer to the pyramid on the overhead as you discuss the base (the widest part) which should be the largest part of the diet, and the smaller parts at the top as being the amounts of lesser need to the body.

4. Help students expand their vocabulary through the use of descriptive adjectives: Creamy, crunchy, hard, mushy, etc. Use pictures or realia to further demonstrate use and taste.

5. In cooperative groups, have students conduct blindfolded taste tests. Provide Students with handkerchiefs (these will be used as blindfolds), a box of cereal, paper cups, plastic spoons, and milk to pour on the cereal.

6. Students will write down responses to the taste of the cereal using newly learned Vocabulary and adjectives. They will also read the labels and answer questions about the ingredients and nutritional value of the cereal. They will conclude with a statement determining whether or not the cereal is a healthy or unhealthy breakfast choice.

7. Students can choose from the following activities:
   1. cut out pictures or download photos from the internet to create a collage that illustrates healthy breakfast possibilities – they may also include the written words (adjectives) learned during the lesson which relate to the items chosen.
   2. write a descriptive menu containing various healthful breakfast choices. They can be creative and attach recipes, entitle the project with a made up name for the restaurant that is advertising the menu, or add a mock commercial which incorporates role-playing/dialogue. They must also use newly learned vocabulary and adjectives from the lesson.

This can be started during the lesson and can be an ongoing long term assignment. This can be collected or posted up for all to see at the conclusion of the unit.

**Final Notes:**
This is an extremely “hands-on” lesson and can be taught through the use of cooperative, interactive groups. Students can participate in each aspect of the lesson at their own level of language ability. Although this lesson from the unit is intended for beginner level
students, there are also variations mentioned for the intermediate and advanced learner. The projected time for the entire lesson is approximately 90 minutes, as stated earlier, you may decide to allow more time depending upon the time requirements needed by your class.

You may also incorporate culture by asking students to write a description of a typical breakfast food eaten in his/her culture or a less demanding activity may be to have students bring in an item that is typically eaten in their culture.
I modified my original plans from lesson two in order to make the delivery of this lesson beneficial, meaningful, and understandable to all of my ELLs. I incorporated the extensive use of visuals and realia to use when modeling the use of adjectives pertaining to the taste of many breakfast food items. I also used photos or actual food items to clarify the word meaning of common breakfast foods. These modifications were made in order to effectively develop their recognition and use of the lesson vocabulary.

I activated prior background knowledge in two ways: I asked students to think of their favorite breakfast foods and write down as many as they could think of. I also asked students to apply their background knowledge on the use of surveys to find illustrate the popular classroom preferences.

Aside from repeating the pronunciation of the terms, speaking a reduced rate of speech, and using visuals; I also provided students with the opportunity to work cooperatively in order to formulate output. Students act as researchers during the group taste testing activity in order to describe the taste and express the nutritional value of breakfast cereals. Students are guided through the assignment of appropriate tasks for varied levels, the use of oral and written language to express findings, and the answering of teacher questioning and response strategies during group work. (Please refer to the lesson activities that follow in order to see the guided questioning sheet).

Lastly, I allowed students with the opportunity to use the L1 in planning and conceptualizing the long-term final project of the lesson if needed.
Food Pyramid Chart

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.
VEGETABLE GROUP FOOD CARDS

SALAD
Lettuce, Tomato, Cucumber

BROCCOLI

CARROT

CORN

GREEN BEANS

PEAS

POTATO

CELERY

MUSHROOMS
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<td>HAMBURGER BUN</td>
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<td>TACO SHELL</td>
<td>CRACKERS</td>
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CANDY
COOKIES
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JELLY
The Food Pyramid
A Plan For Eating

Build the foundation of your daily eating plan with 6 to 11 servings from the Bread, Cereal, Rice & Pasta Group.

Choose an item from the Vegetable group at least 3 to 5 times each day.

It's a treat to enjoy 2 to 4 servings from the Fruit Group as part of your daily diet.

Limit your selection of Milk, Yogurt & Cheese to just 2 to 3 items per day.

Get protein from the Meat, Poultry, Fish, Dry Beans, Eggs & Nuts through 2 to 3 servings every day.

Top off your daily eating plan with Fats, Oils & Sweets, but only in small quantities.
The Food Pyramid
(La Piramide Alimenticia)

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 guía 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 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, Acciones, Dulces, y Gaseosas)
Use Sparingly
(Usar con Moderación)

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

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

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

Fruit
(Frutas)
2 - 4 Servings
(2 - 4 Porciones)
The Food Pyramid

Besin Piramidi

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Besin Kilavuzu Piramit size en uygun, sağlıklı günlük besinınızı seçmenizi seçmenizi sağlayan bir genel besin kilavuzudur. Piramit, vücudunuzda gerekli besinleri almak için çeşitli yiyecekler yerken sağlıklı bir kiloyu korumak için doğru miktarıda kalori almanıza yol gösterir. Aldığınız kalorilerin çoğu Piramit’in aşağı bölgesindeki üç kısmında yer alan yiyecek grubundan gelmelidir.

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Bu grupların her biri vücudunuza gerekli besinlerin tamamını değilse de bir bölümünü sağlar. Bir grubtaki besinler diğer bir gruptaki besinlerin yerini dolduramaz. Hiçbir besin grubu diğerinden daha önemli değildir. İyi bir sağlık için tümüne gerek vardır.

Fats, Oils, and Sweets
Use Sparingly
DONUK YAĞ, SIVI YAĞ, TATH, İÇECEK
Az kullan

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts
2 - 3 Servings
Et, Tavuk, Balık, Hububat, Yumurta, Fındık Fistik
2-3 Porsiyon

Vegetables
3 - 5 Servings
Sevze
3-5 Porsiyon

Fruit
2 - 4 Servings
Meyve
2-4 Porsiyon

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

Turkish 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 Pyramid
(Piramida Żywności Amerykańskiej)

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(Piramida Żywności jest ogólna wskazówka, która pomoże Ci wybrać najzdrowsza dla Ciebie diety. Piramida zaleca spożywanie zróżnicowanych posiłków, które dostarczą Ci niezbędnych składników spożywczych i jednocześnie zapewnią 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**
  (Mięso, Drób, Ryby, Fasola, Jajka, Orzechy)
  2 - 3 Servings
  (2-3 porcje)

- **Vegetables**
  (Warzywa)
  1 - 5 Servings
  (3-5 porcji)

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

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

**Polish Language Version** *1 porcja objętościowo odpowiada 1/4 fiołki*  

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The Food Pyramid

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個々の食品群は、それぞれ健康を維持するために必要な栄養素を含んでいます。含まれる栄養素は食品グループによって異なるので、ある食品グループの食品を別の食品グループの食品で補うことはできません。どの食品グループも、私達が健康な生活を送るために欠かせないのです。

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

Vegetables
3 - 5 Servings
野菜
3-5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

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The Food Pyramid
Kim Tự Tháp Thực Phẩm

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Mỗi loại trong các nhóm thực phẩm này đều cung cấp một số chất bột đường quỹ vỉ 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, quỹ vị cần tất cả các nhóm đó.

Fats, Oils, and Sweets
Use Sparingly
Mỡ, Dầu, và Chất Ngọt
Đồng Vùng Phại

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts
2 - 3 Servings
Thịt, Gà Vịt, Cá, Đậu Khô, Trứng và Các Loại Hạt
2-3 Phán Ăn

Vegetables
3 - 5 Servings
Rau
3-5 Phân Ăn

Bread, Cereal, Rice, and Pasta
6 - 11 Servings
Bánh Mì, Mì Cốc, Com và Nui
2-3 Phân Ăn

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Fats, Oils, and Sweets
Use Sparingly

Milk, Yogurt, and Cheese
2-3 Servings

Vegetables
3-5 Servings

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

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

Fruit
2-4 Servings

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Food Pyramid Fun!

Introduce Rosanna

Show children Rosanna on the apron. Ask for 8 student volunteers to raise their hands. As each student raises their hands give them one of the felt foods. Have the students identify their food before you begin the poem. As you say the poem, each student places the food item into Rosanna’s mouth!

Rosanna

There was an old lady, her name was Rosanna.

She wanted to eat healthy so she swallowed a banana.

That tasted so good she thought she should share it,

Next she started crunching a long juicy carrot.

She really liked the carrot’s crunch,

Then she baked a chicken, what a wonderful lunch!

She had some corn and some strawberries too,

Eating lots of fruits and veggies is the smart thing to do!

She drank a tall glass of milk; she had some whole grains.
Click on each box to enter letters in the crossword puzzle, then press the Check Answers button. If you are stuck, press the Hint button to get a letter.

Across

1. Many people drink it in the morning with milk or cream.
4. British people drink it at 5 o'clock.
5. Juicy, round fruit with a stone-like seed.
7. You make wine from this fruit.
8. You make lemonade from this fruit.

Down

1. You serve it at birthday parties.
2. You can find them in an aquarium.
3. Hens lay it.
5. Meat from a pig.
6. Eve gave one to Adam.
**FUN WITH THE FOOD GUIDE PYRAMID**

*Materials needed: Paper plates, poster paper, crayons or markers*

- Ask children to draw a favorite family meal on one of the paper plates with crayons or markers.

- Ask them to see how their meal measures up to the Food Guide Pyramid shown in *Good Enough to Eat*. How many servings of which nutrients are they getting in their meal? Use the back of the plate to record the nutritional value of the meal: for example, 2 servings of protein, 1 serving of carbohydrates, and 1 serving of vegetables. (Note: pay attention to serving sizes.) Front and back endpapers are also a good art resource for this activity.

- Instruct children to use the Food Guide Pyramid to plan a nutritional meal of their own. Then have them draw the meal on a paper plate. Hang up a large paper rectangle along a wall or long bulletin board to represent a banquet table. Staple or tape all the nutritious meals to the table. Optional: have children design self-portraits or faces of imaginary guests to be placed around the banquet table.

- An alternate activity for older children is asking them to keep a log of everything they eat over the course of one day or one week and have them determine how their everyday eating habits measure up to the Food Guide Pyramid. In what areas might they improve?

**READING FOOD LABELS**

*Materials needed: Packaging from any of the following food pairs: bagel / doughnut • whole milk / skim milk, pretzels / potato chips • ice cream / frozen yogurt*

- Show children the paired food items and ask them to guess what nutrients might be provided by each food. Which do they think is more nutritional? Then read and compare labels to see which guesses were correct.

- Pick a food label and point out the terms *saturated fats* and *unsaturated fats*. Saturated fats are a factor in heart disease. Unsaturated fats are not. Identify saturated fats as those that are solid at room temperature, such as meat fat, butter, and hydrogenated oil. Unsaturated fats, like olive oil and safflower oil, are liquid at room temperature. The body needs some fat to burn for heat and energy, but eating more fat than you need results in extra body fat. See pages 16–17 in the book for a simple fat-related activity.

**REMEMBER: MARCH IS NATIONAL NUTRITION MONTH!**
The Food Pyramid, developed by the US Department of Agriculture (USDA), is an excellent tool to help you make healthy food choices. The food pyramid can help you choose from a variety of foods so you get the nutrients you need, and the suggested serving sizes can help you control the amount of calories, fat, saturated fat, cholesterol, sugar or sodium in your diet.

**Food Guide Pyramid**

The advised number of servings from each group varies depending on how many calories you take in each day. This, in turn, depends on your activity level, body size, gender, age, and stage of life. U.S. Department of Agriculture

**Bread, Grain, Cereal and Pasta Form the Base**

At the base of the food pyramid, you'll see the group that contains breads, pastas. These foods provide complex carbohydrates, which are an important especially for a low-fat meal plan. You can make many low-fat choices from You'll need 6 to 11 servings of these foods in a day. One serving of this gro
• 1 slice of bread
• 1/2 cup of rice, cooked cereal or pasta
• 1 cup of ready-to-eat cereal
• 1 flat tortilla

Try to eat whole-grain breads, cereal and pasta for most of your servings from grain foods (which are made with whole wheat flour) are less processed and have more vitamins, minerals and fiber than foods made with white flour. When you pick whole-grain foods, look for breads and pastas with "stoneground whole wheat flour" as the first ingredient because some "wheat" breads may be white breads with only caramel color added.

Fruits and Vegetables
Fruits and vegetables are rich in nutrients. Many are excellent sources of vitamins or minerals. They are low in fat and sodium and high in fiber. The Food Pyramid suggests 2 to 5 servings of vegetables each day. One serving of vegetables can be:

• 1 cup of raw leafy vegetables
• 1/2 cup of other vegetables, cooked or raw
• 3/4 cup of vegetable juice

The Food Pyramid suggests 2 to 4 servings of fruit each day. One serving of fruit can be:

• One medium apple, orange or banana
• 1/2 cup of chopped, cooked or canned fruit
• 3/4 cup of fruit juice

Count only 100% fruit juice as a fruit, and limit juice consumption. Many come in containers that hold more than 2 servings - which can add lots of sugar to your daily diet. Punches, ades and most fruit "drinks" have only a bit of juice. Fruit sodas are sugary drinks, and they don't count as fruit, either.

Beans, Eggs, Lean Meat and Fish
Meat, poultry and fish supply protein, iron and zinc. Non-meat foods such as beans, eggs, legumes and dry beans also provide many of these nutrients. The Food Pyramid suggests 2 to 3 servings of meat, poultry and fish each day. Each serving should be between 2 and 3 ounces. The following are examples of 1 ounce of meat:

• One egg
• 2 tablespoons of peanut butter
• 1/2 cup cooked dry beans
• 1/3 cup of nuts

Choose lean meat, fish and dry beans and peas often because these are the skin from poultry and trim away visible fat on meat. Avoid frying these foods and think of nuts as a protein food, not a "snack" food. Watch what you eat - the food label is a great tool for watching those calories. Watch for "healthy" options when you buy预览的话，因为它们的脂肪含量高。
Dairy Products
Products made with milk provide protein and vitamins and minerals, especially Pyramid suggests 2 to 3 servings each day. If you are breastfeeding, pregnant or young adult age 24 or under, try to have 3 servings. Most other people should have 2 servings daily. Interestingly, cottage cheese is lower in calcium than most other cheeses, but only 1/2 serving of milk. Go easy on high-fat cheese and ice cream. Choose low-fat yogurt and cheeses made from skim milk because they are lowest in fat.

Fats and Sweets
A food pyramid’s tip is the smallest part, so the fats and sweets in the top of the pyramid should comprise the smallest percentage of your daily diet. The foods at the top of the pyramid should be eaten sparingly because they provide calories but not much nutrition. These foods include salad dressings, oils, cream, butter, margarine, candy and sweet desserts.

How Much Can You Feed Your Sweet Tooth?
Sugars found naturally in fruits and milk are not a problem. It’s the added sugars that are limited because they provide calories but few vitamins and minerals. You’ll find them in the top of the Food Pyramid. Added sugars can be found in soft drinks, candy and table sugar we add to coffee and cereal. Added sugar can also appear in soups, spaghetti sauces, applesauce and other items where you wouldn’t usually check the list of ingredients.

Here are some guidelines for added sugar based on calories in the daily food plan:

- 1,600 calories - Limit sugar to 6 teaspoons per day or 22 grams per day
- 2,200 calories - Limit sugar to 12 teaspoons per day or 44 grams per day
- 2,800 calories - Limit sugar to 18 teaspoons per day or 66 grams per day

So if the food label on your sweetened yogurt says a one-cup serving contains 20 grams of sugar, and your meal plan has 1,600 calories a day, you’ve eaten your day’s allotment of added sugar.

What’s the Skinny on Fat? Base It On Your Caloric Needs
How much fat you can eat is based on your caloric needs. Medical experts recommend that Americans limit dietary fat to 30 percent of daily calories:

- 1,600 calories - Limit fat to 53 grams
- 2,200 calories - Limit fat to 73 grams
- 2,800 calories - Limit fat to 93 grams

You don’t need to count fat grams every day, but it’s a good idea to do it to be sure you’re on the right track. Here’s how to figure the number of grams of calories in your diet:

1. Multiply your total day’s calories by 0.30 to get your calories from fat
2. 2,200 calories, multiply 2,200 by 0.30. The result is 660 calories from fat.
2. Divide calories from fat per day by 9 (each fat gram has 9 calories) to per day. So in our example, divide 660 calories by 9 and get 73 fat g.

Here's How the Food Pyramid Can Guide You:

So What's Your Caloric Limit?
You need to have enough calories every day in order for your body to have How many calories that actually amounts to depends on a variety of factors:

- Age
- Sex
- Size
- Activity level
- Whether or not you are a pregnant or breastfeeding woman
- Whether you have a chronic illness

The National Academy of Sciences recommends the following calorie categories:

- 1,600 calories - Many sedentary women and some older adults
- 2,200 calories - Children, teenage girls, active women and many sedentary women
- Women who are pregnant may need around 500 calories more per day and an additional 300 calories per day for breast-feeding.
- 2,800 calories - Teenage boys, active men and very active women

It's possible that you may be between calorie categories on the chart. If you need to estimate servings. For example, some less active women may need only 6 servings from the Milk Group to maintain a healthy weight. If you are at this calorie level, 8 servings from the Meat Group are about right.

How Many Servings Are Right For You?
Now that you know how many calories are suggested, you can address the servings of each food group you need. Here's a chart that can help:

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Lower About 1,600</th>
<th>Moderate About 2,200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grain Group servings</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Vegetable Group Servings</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Fruit Group servings</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Milk Group Servings</td>
<td>2-3</td>
<td>2-3</td>
</tr>
<tr>
<td>Meat Group</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
So What's a Portion Anyway?
This is where the food label can come in handy. For portion size on items like snack foods, sauces, etc., you can discover what is considered one serving the food label.

Here are some samples of what makes up one serving size:

About That Nice Big Bowl of Pasta...
What's a Serving of Bread, Cereal, Rice or Pasta?
- One slice of bread
- 1 ounce of ready-to-eat cereal
- 1/2 cup of cooked cereal, rice or pasta

Does One Carrot Cut It?
What's a Vegetable Serving?
- 1 cup of raw, leafy vegetables
- 1/2 cup of other vegetables cooked, or chopped raw
- 3/4 cup of vegetable juice

It's the Berries...
What's a Fruit Serving?
- 1 medium apple, orange or banana
- 1/2 cup of chopped, cooked or canned fruit
- 3/4 cup of fruit juice

Remember Your Dairy
What's a Serving of Milk, Yogurt and Cheese?
- 1 cup of milk or yogurt
- 1 1/2 ounce of natural cheese
- 1 ounce of process cheese (remember that processed cheese usually has sodium)

Do You Need to Measure Servings
No. Just use servings as a general guide. Sometimes you'll have to estimate servings. For example a generous serving of pizza counts in the grain group (cheese), and vegetable group (tomato, mushrooms, peppers and onions), for both meat and vegetable groups.

Remember that both pizza and beef stew can have lots of fat. It's in the pepperoni and in the meat drippings that may be used to make gravy.

What Should You Do to Gain or Lose Weight?
You've probably heard it before, but it's true. The best way to lose weight is to increase the physical activity you get and reduce the fat and sugar in your food choices.
### Functional Notational Chart
#### Nutrition Lesson 3

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situations</th>
<th>Formulas</th>
<th>Grammar Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read nutrition label from juice container.</td>
<td>Answer questions and make predictions about juice labels.</td>
<td>This juice contains _____% fruit juice.</td>
<td>Adjectives</td>
<td>Fruit vocabulary terms</td>
</tr>
<tr>
<td>Understand percentages (part vs. whole).</td>
<td>Describe amount of real fruit percentage found in item.</td>
<td>This is a _____ fruit juice. (healthy/unhealthy)</td>
<td>Nouns</td>
<td>Real</td>
</tr>
<tr>
<td>Identify nutritional need for juice.</td>
<td>Refer to juice/fruit category on Food Pyramid.</td>
<td>My favorite juice is _______ because _______.</td>
<td>Present Tense Vs. Past Tense (“I will/want to learn about… I have learned that….”)</td>
<td>Artificial</td>
</tr>
<tr>
<td>Write statements about the juice.</td>
<td>Analyze labels.</td>
<td>My favorite juice is ________ (healthy or unhealthy) for me because it is ________(%) fruit juice.</td>
<td>Plurals</td>
<td>Percent</td>
</tr>
<tr>
<td>Complete Juice Jug graph.</td>
<td>Write in Journals.</td>
<td>I have learned: 1. _______ 2. _______ 3. _______</td>
<td></td>
<td>Whole</td>
</tr>
<tr>
<td>Summarize what was learned.</td>
<td></td>
<td></td>
<td></td>
<td>Part</td>
</tr>
</tbody>
</table>

Fruit vocabulary terms

Real

Artificial

Percent

Whole

Part

Label

Ingredients

Jug

Containers
Lesson 3 – Revised

Lesson Topic:

"Is it Fruit?"

Goals and Standards:

Goal 2, Standard 1
To use English to achieve academically in all content areas: Students will use English to interact in the classroom.
(follow oral and written directions – implicit and explicit, participate in full-class, group, and pair discussions, express likes, dislikes, and needs, distribute and collect classroom materials- have students assist you in providing students with materials.)

Goal 1, Standard 2
To use English to communicate in a social setting: students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Content Concepts and Skills:

- Students will demonstrate their ability to practice health enhancing behaviors that reduce health risks.

- Students will demonstrate the ability to use goal – setting and decision making skills to enhance health.

Language Objectives:

- Students will be able to read a nutrition label to determine the percent of juice contained in a fruit juice.

- Students will recognize that 100% is the whole thing and that if something is not 100%, then it is not the whole thing.

- Students will be able to graph the % juice contained in 3 or more types of fruit juice.
Materials:

- Collection of empty frozen and bottled drink containers that claim to contain some fruit juice, varied so that some do not contain 100% juice. (students may or may not help in this process).
- Overheads of two nutrition labels, one from a 100% juice item and one that is not (overheads need to be teacher created – you may refer to sample labels in the upcoming pages).
- Copy of the Food Pyramid (use the copy from previous lessons or you may create your own enlarged version to refer to when identifying the place and need for juice).
- Pencils/crayons
- Paper cups for taste testing
- Student journals for writing
- Juice Jug worksheet (included)
- Realia – actual fruit juice containers (with the juice in them) and real fruits.

Procedure:

(This lesson is expected to require approximately 90 minutes- you may adjust time frame depending upon the needs of your students.)

(In advance you may ask students to collect labels from juice containers and bring them to class for the activity OR you can bring them in. In addition, provide students with a list of vocabulary words that will be used during the upcoming lesson prior to the lesson- see
1. Introduce the lesson by showing an overhead of a nutrition label from a juice that is 100% fruit or juice. Activate prior knowledge by asking students to write down and then share what their favorite juice is. Why is it their favorite juice? Do they think that the juice they prefer is a healthy juice? Is it 100% pure fruit juice or not?

2. Explain that 100% means the whole thing—100% means it is the same as eating the fruit. (Show fruits as examples)

3. Point out the ingredient section and how the first ingredient is the thing there is most of in a food. Talk about the other percentages listed (vitamin C for example, and show how some ingredients are added to make foods appear healthier.

4. Share a second overhead from a juice that is 100%. Explain that if it is not 100% juice, it is not fruit—it is an “extra” (refer to food pyramid).

5. Provide students with labels of various juices—1 per pair of students. Students should spend a few minutes discussing the label and determining whether or not the juice is 100% or not. Students will briefly share their findings with the whole class. Remember to praise the students for their answers and paraphrase the students’ replies.

6. Next, pass out a juice jug graph worksheet to each student. Use another overhead to show how to write in the label for the name of the juice, graph the % juice, and indicate whether it is fruit or not. Pass out juice containers—students may now
work in groups of 3 to complete the jug graphs. (Only provide 1 jug graph per group to ensure each member will focus and complete one activity.)

7. Afterwards, lead a discussion about what was discovered and how to make better choices for choosing healthful drinks that contain fruit juice.

8. Post group graphs on a bulletin for all to see and enjoy.

9. Provide each student with an extra copy which he/she can complete using a juice label from home as a follow-up homework assignment.

10. At the conclusion of the lesson, have students list three things that they have learned from the lesson activity. They are to write this in their journal for later assessment by the teacher. You may provide students with a cup of their favorite fruit juice during the journal writing activity!
Lesson 3 - “Is it Fruit?”

The use of realia—actual fruits and examples of fruit juices was the first modification made. I found that not only were the labels beneficial, but it was important for students to make real life connections with the labels and the popular fruit juices they were familiar with. The actual fruit items such as apples, grapes, oranges, and so on allow students with the opportunity to identify the source of the juices’ ingredients.

Furthermore, I found it important to activate the students’ background knowledge by asking students if he/she had a favorite fruit juice drink, why or why not, and have them consider the percentage of juice vs. added artificial ingredients. Having students bring in labels from home also requires them to anticipate the in-class activity and gets them questioning how we will use the labels.

In my original plan, I gave each student a copy of the juice jug graph worksheet and had them work on completing the form individually. In my revised plan, I decided to make this aspect of the lesson more interactive by assigning groups of three. In addition, I decided to only provide groups with one sheet to work on in order to promote and ensure individual participation within the group activity.

Finally, in leading a discussion about what was discovered and how to make better choices when choosing our favorite juice drinks, I used strategic question/response questioning to assist in the instructional conversation. I also provided groups with a checklist of main ideas and questions to consider during teacher questioning. (Please refer to the, “Main Ideas Checklist,” hand-out).
Most importantly, I added vocabulary review list for student use as a pre-lesson plan activity. This is used as a reference of new and possible words of difficulty which will be heard and used in context during the lesson. Such words include percentage, pure, artificial, jug, etc. This may serve as a beneficial strategy in motivating students for the upcoming lesson as well as preparing them, which may also assist in lowering their affective filter.

Overall, as in all lessons from this unit, I continued monitor the pace of my speech and repeated main ideas for further clarification and comprehension purposes.
Is It Fruit?

Juice name ______________________

_____% fruit

Is it fruit? _____yes _____no

Juice name ______________________

_____% fruit

Is it fruit? _____yes _____no

Juice name ______________________

_____% fruit

Is it fruit? _____yes _____no
Fruit

Click on each box to enter letters in the crossword puzzle, then press the Check Answers button. If you are stuck, press the Hint button to get a letter.

Across

1. big, outside usually green, inside usually red
5. yellow, monkeys like them
8. grown in Hawaii
9. small, often red

Down

2. yellow, sour
3. also a color
4. purple or green
6. also a computer company
7. Georgia (USA) is famous for these
Lesson 4
# Functional Notational Chart
## Nutrition Lesson 4

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situations</th>
<th>Formulas</th>
<th>Grammar Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss</td>
<td>The adage, “You are what you eat.”</td>
<td>“I ______ (agree/disagree) with the adage because________.”</td>
<td>Pronouns (I, He, She, We, They)</td>
<td>Adage</td>
</tr>
<tr>
<td>Express</td>
<td>Do you agree or disagree with this statement?</td>
<td>“In my culture…”</td>
<td>He agrees, he has chosen…</td>
<td>Newspapers</td>
</tr>
<tr>
<td>Opinions</td>
<td></td>
<td></td>
<td>Quantifiers</td>
<td>Fast food</td>
</tr>
<tr>
<td>Share</td>
<td>Share adages heard in the past or from cultural background</td>
<td></td>
<td>Intensifiers</td>
<td>Menus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Auxiliary</td>
<td>Plates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Verbs</td>
<td>Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nouns</td>
<td>Agree</td>
</tr>
<tr>
<td>Gather</td>
<td>Design and create a personalized menu</td>
<td></td>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td>Newspaper</td>
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</tr>
<tr>
<td>illustrations</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Create</td>
<td>Compare your menu creation with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare</td>
<td>List nutritious items</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>List</td>
<td></td>
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</tbody>
</table>
Lesson 4- Revised

Lesson Topic: “Healthy Eating.”

Goals and Standards:
Goal 2, Standard 2:
To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form. (Retell information, gather information orally and in writing, compare and contrast information, demonstrate knowledge through application in a variety of contexts, and respond to the work of peers and others).

Content Concepts and Skills:
• To make students aware of ways newspapers can teach about nutrition and good health.
• To challenge students to create a nutritious menu that they would actually select items from.
• To understand the value of some foods over others.
• Students will identify healthful menu items vs. “junk” food items.

Language Objectives:
• All students will be introduced to the old adage, “You are what you eat.”
• Students will respond to questions relating to this adage and will express personal opinions about whether or not they agree/disagree with the adage.
• Students will be able to define and use the term “junk” in context.
• Students will share (orally) examples of “junk” foods and the reasons why they are considered “junk.”
• Students will locate and list nutritious items found in the newspaper selections.
• Students will create personalized meal menus and will be able to describe the process of creating the menus along with descriptions of the items selected that appear on the menus of each group.

Materials:
Newspapers, paper plates, scissors, glue, markers, blackboard, chalk, pencils/pens, additional worksheets or information sheets provided as needed by instructor.

Procedure:
90 minute time allotment

To Start:
1. Write the old adage, “You are what you eat” on the blackboard for all to see. Ask students to think about what this adage means to them. Ask them to write down their guess or prediction of the definition/meaning behind this saying. (Students will refer back to this after they have acquired the real meaning. They will be able
to compare their prediction with the actual meaning.) Introduce the purpose of understanding this adage and how it relates to the importance of the lesson.

2. Discuss the meaning behind the adage and ask students to share similar adages from their native background or culture. Do they have similar or different adages relating to “junk” foods?

3. Ask students if they can identify or offer any examples of “junk” foods. Do they know why these foods are commonly referred to as “junk” foods? Have students come to the board and circle the names of food items they think are junk foods. (Teacher should prepare a written list of food items — a mix of healthy and unhealthy items for students to circle and select. There should be an abundance of items to ensure each student has an opportunity to make a selection.)

4. Discuss the value of some foods over others with students.

**Group Activity:**

1. Challenge students to create a nutritious menu that they would actually eat. Describe and model the steps/process of completing the activity. Provide students with an example or sample of a completed project from another class as a guide.

2. Separate the class into groups of two or three depending upon class size.

3. Give each group a newspaper food section, three paper plates, and markers. (The plates should be marked to represent each meal of the day—review the three meals of the day with the class and discuss possible food terminology from past lessons — i.e. cereal, for further reinforcement/clarification.)

4. Students will use newspaper sections to clip names and pictures of these food items, and paste them on the appropriate plates.

5. Post the grouped plates on the bulletin board for an eye-catching display.

6. Go over each groups’ menus, discussing the healthy and not so healthy choices on each.

**Possible Follow-Up:**

The food section and other regular newspaper features often carry nutrition news of importance to everyone. Start a class scrapbook of nutrition — related news and feature items, and ask students to add to it periodically. You might also want to feature a weekly “nutrition update,” in which individual students report on nutrition news or related information found in current newspaper articles.
One change that was made to lesson #4 was the inclusion of the “purpose of the lesson” during the introduction of the lesson. I think it is very important for students to know what they will be doing as well as why the lesson is purposeful to them.

When presenting the adage, “You are what you eat,” to students, I provided them with the opportunity to speculate the meaning behind this statement. In my original plan, I introduced the adage and provided students with the meaning.

In my original plan I did not ask students to share their personal response to the adage, nor did I request to hear similar adages from their culture or native background. By including this in my revised lesson, I feel that the teacher is modeling respect and appreciation of different cultures.

Prior to grouping students, I decided to provide a sample of a completed project along with explicit modeling of the procedure so students would have an extremely clear idea of the process of completion as well as the expectations. I normally would provide directions, review directions as needed, and answer any questions students may have. By providing a sample of the end result, I feel that students can visually see what the end result may look like and may also be eager to compete with the quality of the project by “outdoing” the sample.

The use of grouping provided my students with the opportunity to work collaboratively in the completion of the menu activity as opposed to working individually. By working cooperatively students can assist one another in searching for
items or words to be pasted on each plate. They can also assist through negotiation during the selection process. When grouping students, as in any grouping activity, I find it useful to create groups in advance according to individual language abilities/levels of proficiency. I find that students are often times the best teachers and provide their peers with comprehensible and useful explanations of subject matter.

In my original plan, I collected student projects and posted them up in the room. However, instead of having students discuss their product orally I took it upon myself to lead the class in a review of all of the projects. I find that promoting student speaking, especially in front of their peers, aids ELLs in feeling comfortable practicing the language and gaining positive experiences to interact with the language.
Lizzy Rockwell

Good Enough to Eat, Lizzy Rockwell's first book as both author and illustrator, reveals much about its talented creator. Lizzy's love of food, sense of fun, and interest in education are apparent from the very first page.

On any sunny day, you might find Lizzy and her two young sons out in their garden in Norwalk, Connecticut, picking vegetables for dinner. Later, you might find Lizzy inside whipping up a yummy, nutritional dish, such as "Full o' Beans Soup," a recipe she composed for Good Enough to Eat.

But most of the time, you'll find Lizzy in her studio, illustrating books for children. Lizzy first learned to draw in her parents' studio. She continued her artistic education at New York's School of Visual Arts. The first picture book Lizzy illustrated was a combined effort with her parents entitled My Spring Robin.

More recently, Lizzy and her mother, veteran author and illustrator Anne Rockwell, have paired their talents on a series of books: Show & Tell Day, Halloween Day, and the forthcoming books Thanksgiving Day and Valentine's Day. Written by Anne and illustrated by Lizzy, this series is set in cheerful Mrs. Madoff's classroom. According to Lizzy, each book conveys to children the all-important lesson that "you can be part of a group but still be yourself."

Lizzy's sons, Nicholas and Nigel, also play a role in her books—as occasional character models and certainly as real-life inspiration. It was their curiosity about the world around them that helped inspire Lizzy as she illustrated A Nest Full of Eggs by Priscilla Belz Jenkins and On the Move by Deborah Heiligman, two books in the Let's-Read-and-Find-Out Science series. And, Lizzy says, part of her inspiration to create Good Enough to Eat came from being a dedicated mother: "One of the most important things I want children to learn by reading Good Enough to Eat is to enjoy eating good food with family and friends." When's dinner?

OTHER BOOKS ILLUSTRATED BY LIZZY ROCKWELL INCLUDE:

<table>
<thead>
<tr>
<th>Title</th>
<th>Format</th>
<th>Trade ISBN</th>
<th>Library ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show &amp; Tell Day</td>
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<td>0-06-027300-3</td>
<td>0-06-027301-1</td>
</tr>
<tr>
<td>Thanksgiving Day</td>
<td></td>
<td>0-06-027795-5</td>
<td>0-06-028388-2</td>
</tr>
<tr>
<td>Halloween Day</td>
<td></td>
<td>0-06-027567-7</td>
<td>0-06-027301-1</td>
</tr>
<tr>
<td>On the Move</td>
<td></td>
<td>0-06-024742-8</td>
<td>0-06-024742-8</td>
</tr>
<tr>
<td>A Nest Full of Eggs</td>
<td>Trophy</td>
<td>0-06-023441-5</td>
<td>0-06-023442-3</td>
</tr>
</tbody>
</table>

GOOD ENOUGH TO EAT
is the only guide to kids' nutrition written especially for kids!

As they read, kids will learn:

- How the body digests food
- All about nutrient groups: carbohydrates, protein, fat, water, and vitamins and minerals
- Which foods contain which nutrients and how much a kid needs each day
- What the Food Guide Pyramid is and how to use it
- How to cook several delicious, easy-to-make recipes

This guide contains activities that will help keep kids involved in learning about nutrition.
Keep in Mind

Complete the Pyramid Puzzle Every Day!
Think of the Pyramid as a giant puzzle that provides the 40+ nutrients our bodies need every day to stay healthy. The Five Food Groups - Milk, Fruits, Vegetables, Grains and Meat - are the puzzle pieces. Each food group makes a unique nutrient contribution to our diet and the foods in each group contain similar nutrients. When we eat the recommended servings from each food group, our diet is complete. When a food group is missing, the puzzle is incomplete. We fall short on the nutrients provided by the missing group.

Eat a Variety of Foods from Each Food Group
Even though the nutrients in each food group are similar, each food provides different amounts. Eating a wide variety of foods from each group is the best way to get all the nutrients we need. If we eat the recommended number of servings from the Five Food Groups every day, supplements should not be necessary. Supplements are a supplement to - not a substitute for - nutritious foods.

Count Nutrient-Packed Combination Foods
Foods like pizza, tacos and sub-sandwiches combine foods from two or more of the food groups. They count as a full or partial serving from the food groups they contain. For example, a taco provides:

- tortilla from the Grain Group
- ground beef from the Meat Group
- lettuce and tomato from the Vegetable Group
- cheese from the Milk Group

Combination foods are nutritious choices because of the nutrient content of the foods they combine.

Limit Foods from the "Others" Category
- "Others" foods don't provide enough nutrients to fit into any of the food groups. Generally, they are high in calories compared to the nutrients they contain.
  - Use positive messages when teaching about "Others" foods. Children need to know these foods are okay in limited amounts as long as they choose the recommended foods from the Five Food Groups.

www.nutritionexplorations.org
Lesson 5
# Functional Notational Chart
## Nutrition Lesson 5

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situations</th>
<th>Formulas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss</td>
<td>Multiple perspectives on role of culture in selecting foods.</td>
<td>In the ____ culture, ____ is eaten. We eat ____ during ____.</td>
</tr>
<tr>
<td>Listen</td>
<td>Answer questions from the “Hamburger” recording.</td>
<td></td>
</tr>
<tr>
<td>List</td>
<td>List common foods from American culture and their culture</td>
<td></td>
</tr>
<tr>
<td>Research &amp; Gather</td>
<td>Additional information from Internet pertaining to cultural foods/behaviors</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plurals</td>
<td>Culture</td>
</tr>
<tr>
<td>Pronouns (I, we, they)</td>
<td>Popular</td>
</tr>
<tr>
<td>Present Tense</td>
<td>Fast Food</td>
</tr>
<tr>
<td>Verbs</td>
<td>Native</td>
</tr>
<tr>
<td>(celebrate, prepare, eat, cook, to like)</td>
<td>Venn diagram</td>
</tr>
<tr>
<td></td>
<td>Prediction</td>
</tr>
<tr>
<td></td>
<td>Similarities</td>
</tr>
<tr>
<td></td>
<td>Differences</td>
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<tr>
<td></td>
<td>Advantage</td>
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<tr>
<td></td>
<td>Disadvantage</td>
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<tr>
<td></td>
<td>Convenient</td>
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<tr>
<td></td>
<td>Efficient</td>
</tr>
<tr>
<td></td>
<td>Behaviors</td>
</tr>
</tbody>
</table>

**Vocabulary**
- Culture
- Popular
- Fast Food
- Native
- Venn diagram
- Prediction
- Similarities
- Differences
- Advantage
- Disadvantage
- Convenient
- Efficient
- Behaviors

**Additional information** from Internet pertaining to cultural foods/behaviors
Lesson 5 Revised

Lesson Topic:
American Fast Food – A Cultural Lesson

Goals and Standards:
Goal 1, Standard 2
To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Goal 2, Standard 2
To use English to achieve academically in all content areas: students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Content Concepts and Skills:
- Students will develop multiple perspectives on the role of culture in the food selection process.
- Students will compare and contrast the “typical” foods referred to in American culture with those of different cultures (perhaps their culture).
- Students will model an understanding and appreciation of the cultural diversity with respect to nutrition.
- Students will recognize important facts associated with food and the American culture. Activities will link American fast food, as a cultural product, to the perspectives and practices of American culture as a whole.
- Students will be able to use the Internet as a research tool to learn more about the target language culture’s foods.

Language Objectives:
- Students will be able to identify foods (content language vocabulary) associated with the American culture.
- Students will discuss whether certain cultural foods are either healthy or unhealthy.
- Students will practice top-down strategies; that are, listening for global understanding, and guessing meaning from context.
- Students will use the target language in a meaningful context.
- Students will distinguish the similarities and differences in food choices between the American culture and their native cultural background.

Procedure:
(Timeframe = 50 minutes)

- Teacher will ask students to discuss the relationship between culture and food.
- Provide students with KWLH chart for them to complete. Ask each student to offer one response from each category to be shared and discussed with the class. (They will only focus on the first 2 columns and will complete the last two during the closure of the lesson.)
- Students will come up to the board individually to write up list of foods in column “A” and column “B.” (“A” = foods from the American culture / “B” = foods from their native culture.)
• Students will discuss similarities and/or differences between the columns. (They may also explain foods from their culture and the importance of these items – when and why they are eaten. - Teacher will use specific teacher-guided questioning techniques to direct the class dialogue.)

• Students will work in pairs to complete the Venn diagram, “Food in US and Food in Your Country.”

• Students will be shown some fast food pictures taken off the Internet or Magazines. They will be asked the following questions:
  - What do you see in the picture?
  - Introduce the hamburger and the concept of fast food in American society.
  - What do people sometimes put on a hamburger?
  - What is your favorite food from the American culture?

• After discussing the relationship between food and cultural environment or historical and graphical factors, the class will listen to a short recorded talk titled, “The Hamburger.” (This can be made in advance by the teacher. The videocassette recording should present students with a realistic conversation focusing in on the American Hamburger.)

• After listening to the recording, students will be asked to retell various aspects from what they have heard or discuss what they remember with the class.

• Students will listen to the recorded talk once again. This time they will be asked to listen for the main idea, supporting details, and details. (Please see attached activity sheet which should be used during the listening of the recording).

• Students will complete the chart in groups and will be asked to sequence the events.

• Students will be asked to think of possible reasons why the hamburger is a typical and popular food in America. Could it be because it is convenient or efficient or because American society is obsessed with time and speed?

• What do students think the advantages and disadvantages of fast foods are, and what do they think some fast foods of the future might be? (See activity sheet)

• For the last few questions, students will be given the choice of making their prediction through any written form, drawing, or the like. Furthermore, they will be asked if they consider a fast food restaurant to be impersonal or dehumanizing when compared to eating a meal at home.

• Students will complete the last two columns from the KWLH Chart and share responses with the class.

• Homework assignment will be issued for that evening:
  - Identify some food that is representative of American culture (other than burgers).
  - Discuss the similarities and differences between food in American culture and food in their own culture.
  - Search for more information that might possibly help explain the existence of certain food in the culture or factors that influence eating behaviors.
  - Present information the following day in class.
Beginning level students may only have to identify a food item and discuss similarities/differences, while Intermediates and advanced students will have to complete the entire assignment as stated above.

All students may use the web to aid them in finding the answers to these questions.
A strong motivation for increased mastery of a second language is the teaching of the culture underpinning the target language learners are studying. This satisfies their natural curiosity to know more about the country where the target language is spoken. Motivation is not the only reason why culture should be taught in the classroom. Rather, understanding of the similarities and differences between one’s own culture and that of another’s enhances intercultural tolerance and effective global communication.

Food, being a cultural product, is selected as the primary stimulus to further exploration of the perspectives, practices, history and geography of the target culture.

The first modification of this lesson was to elicit background knowledge on behalf of the student and assess students' background abilities—more or less dealing with vocabulary and the understanding of terminology—(ex: fast food, typical, culture, traditions..)

The use of appropriate teacher questioning and response strategies; Instructional conversations, and the pace of teacher’s speech were additional, useful modifications made.

The use of teacher or commercially made pictures (realia) is extremely important to this lesson. Students can use these photos to reinforce vocabulary dealing with cultural foods found in American society.

Small group work activities, as well as the completion of specific worksheet activities allowed students to engage in the lesson. These activities also provided students with an opportunity to share output and discuss real-life scenarios.
Grammar

The aspect of the language suggested by the short talk is the preposition, especially of, on, at, for, by, and to. Teachers are welcome and encouraged to consider other grammatical aspects. Instead of initially teaching the forgoing aspects, the emphasis will be placed on practicing these linguistic elements and reinforcing them. This will be done indirectly, while building on the comprehension phase. Also, students will be directed to apply these skills when making oral presentations and when writing their compositions.

Culture

After listening to the recorded talk, students will:

- compare and contrast the similarities and differences between American foods, fast-food in particular, and their own foods
- discuss the relationship between a cultural product such as food, the lifestyle, customs, and geography of the target culture.

The short talk will introduce them to the history, popularity, and cultural significance of the hamburger. They will learn that efficiency and convenience are important to American people. They will also learn that Americans place a high value on personal independence and self-sufficiency. This will enable students to engage in cross-cultural exchanges.
**Introduction to American Food ~ KWLH Chart**

<table>
<thead>
<tr>
<th>What I Know About... American food</th>
<th>What I Want to Know About... American Food</th>
<th>What I Learned About... American Food</th>
<th>How I Can Learn More About... American Food</th>
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<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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</tbody>
</table>
American Fast Food - A Cultural Lesson:

The Main Idea

Supporting Ideas

Details  Details  Details
Food in US and Food in your Country

FOOD in the US

FOOD in the US and your country

FOOD in your country
Semantic Map Depicting the Relationship between Food and Culture
Please list the advantages and disadvantages of eating fast food. Work with your partner(s) to complete the lists.

<table>
<thead>
<tr>
<th>ADVANTAGES:</th>
<th>DISADVANTAGES:</th>
</tr>
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<tbody>
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Fast Foods

Eating a diet high in fat puts people at risk for becoming overweight.
Fast Food Fascism
by Joyce Marcel

McDonald's is under attack these days, but for all the wrong reasons. Yes, the fast food industry sells unhealthy food. Yes, it induces people to overeat for profit. Yes, ranchers cut down rain forests to supply it with cattle. Yes, that reduces the world's oxygen supply. But the real crime of McDonald's - supposedly the shining symbol of American capitalism - is that it is truly and deeply anti-American.

The fast food industry stands against the personal values that made this country great: rugged individualism, originality, creativity, a sense of adventure, non-conformity, and above all, all-around fearlessness.

In an effort to standardize products and maximize profits, the fast food industry has infected America with an insidious creeping fascism that was never political in itself, but which has had deeply political consequences.

Sit in a McDonald's for a half hour with a critical eye. The lights are glaring; there's no relaxation or goodwill to go along with the food. The chairs and tables are bolted to the ground. You can't draw up a chair to another table, for example, or join a larger group. Even if you're uncomfortably close to the table, there is nothing you can do except accept the discomfort. It's like a prison cafeteria; shut up and eat.

The foliage, furniture, plates, utensils and cups are plastic. You are completely disconnected from the natural world. All the decoration is advertisement. It's no wonder so many people wear corporate logos on their clothes and think it's right to put advertisements in schools; they're completely desensitized; life doesn't exist outside of commercials.

Fast food restaurants create a false sense of abundance. They offer access to a ready supply of condiments, sugar packets, straws, napkins and coffee cream - things that cost the restaurant almost nothing and have no real value.

They also offer a false sense of control. You appear to have many choices - a Big Mac, a cheeseburger, a quarter pounder, a double quarter pounder or a "Big 'N' Tasty" - but they're all pre-packaged, frozen, pre-cooked hamburger. If you want to be radical, have...
fried chicken, fried fish pieces, even flatbread sandwiches. But you have no control over portion size, or the way your meal is cooked.

One of the ways we learn who we are is by the choices we make. Being given free reign to make meaningless choices translates directly into the political arena, where we are asked to make empty choices between multi-millionaires and the almost identical political parties which own them.

The overworked and over-managed young food zombies in fast food restaurants are being trained to accept a lifetime of deadening and unfulfilling jobs. They learn early that making suggestions and demands will get you fired. Fear plays a large part in this kind of work; I once took out a notebook in McDonald’s and the young manager looked panic-stricken. He was probably afraid of his own managers.

In order to navigate the world intelligently, we need our language to be clear and well-grounded. McDonald’s corrupts language. What on earth is a "McSalad"? A "Happy Meal?" A "Mighty Kids Meal?"

Many books have been written about the frighteningly poor quality of fast food. Eric Schlosser’s "Fast Food Nation: The Dark Side of the All-American Meal" is a revelation. A new book by Greg Critser, "Fat Land: How Americans Became the Fattest People in the World," reveals how the fast food industry discovered that Americans are so ashamed of appearing gluttonous that they won’t order two orders of fries. In response, the industry created "supersized" portions and along with it, a nation of supersized people.

Once you have accepted standardization in fast food restaurants, you may be unquestioning about it in other places. In my supermarket, all the pork is now pre-packaged by a company called Smithfield. The packaging offers a list of ingredients: pork broth, potassium lactate, salt, sodium phosphates, and natural flavorings; shouldn’t the only ingredient in a pork roast be pork?

The fast food industry is now under attack from many sides. McDonald’s stock has lost half its market value in the last two years: it has closed more than 100 restaurants and fired its CEO. Its arch enemy, Burger King, was on the market for two years without finding a taker; it recently sold at a discounted price that dropped from $2.3 billion to $1.5 billion in just six months.

Obese people are suing fast food restaurants here, while abroad, they are being attack for corporate imperialism. McDonald’s, with 23,000 restaurants in about 121 countries, has been attacked in China, Denmark, France, Bangalore, Colombia, Russia, Argentina, Belgium, South Africa and Great Britain.

My own private rebellion against fast food restaurants dates back 30 years, as I watched juicy fresh hamburgers and fried chicken disappear all across the country, along with the small, quirky family-owned restaurants that served them.

Why, I wondered, as Americans grew wealthier, did they also grow so timid? Why did they reject the adventure of discovery, of making choices, of exploring the world? Why were they willing to sacrifice flavor, freshness, variety and a strong connection to the natural world for safe, predictable, boring and homogenized food? I can’t blame the fast food industry for being so eager to oblige them.

I may be leaving myself open to a charge of elitism here, but no, I don’t want to become a vegetarian, and no, I don’t think that wanting restaurants to serve the kind of fresh, tasty, wholesome and inexpensive food that I remember from my childhood makes me a snob.
By unquestionably accepting the corruption of their food, Americans have come to accept the corruption of just about everything else - low pay, out-of-reach health care, corporate corruption, irrational wars, tax breaks for the rich, and McPresidents of the United States.

Today there are thousands of fast food restaurants and millions of people who actually believe this is the way food should be. Is it such a great step to thinking that Americans will also accept a degraded form of something as complex, difficult and demanding as real democracy?

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Vegetarian Food Pyramid

Note: this is not a vegan pyramid, as it contains recommendations for dairy.

If you are concerned about eating the healthiest diet possible, then please see the Vegan Food Pyramid and the New Four Food Groups, and realize that to enjoy the strongest protection against cancer and heart disease, avoid dairy and eggs as well as meat!

See also What People Are (Unfortunately) Really Eating!

http://www.vegsource.com/nutrition/pyramid.htm

5/4/2005
ITHACA, N.Y. -- To offer a healthful alternative to the 1992 U.S. Food Guide Pyramid, which lumps some animal and plant foods together in a single group, Cornell and Harvard University researchers have teamed up with other experts to assist the non-profit foundation, Oldways Preservation & Exchange Trust, unveil an official Asian Diet Pyramid. It reflects the traditional, plant-based rural diets of Asia, which research increasingly shows to be linked to much lower rates of certain cancers, heart disease, obesity and, in some cases, osteoporosis and other chronic, degenerative diseases than those found in the United States.

The Asian Diet Pyramid emphasizes a wide base of rice, rice products, noodles, breads and grains, preferably whole grain and minimally processed foods, topped by another large band of fruits, vegetables, legumes, nuts and seeds. Daily physical exercise, a small amount of vegetable oil and a moderate consumption of plant-based beverages, including tea (especially black and green), sake, beer and wine also are recommended daily. Small daily servings of dairy products (low fat) or fish are optional; sweets, eggs and poultry are recommended no more than weekly, and red meat no more than monthly.

It was developed by specialists from the Cornell-China-Oxford Project on Nutrition, Health and Environment based at Cornell University; the Harvard School of Public Health; and the Oldways Preservation & Exchange Trust, which issued the Mediterranean Diet Pyramid three years ago.

"The nutrient composition of the traditional rural Asian diet is very similar to the Mediterranean diet in that both are largely plant-based and both pyramids recommend that meat be consumed no more than once a month or more often in very small amounts," said T. Colin Campbell, Cornell professor of nutritional biochemistry, co-chair of the conference and director of the Cornell-China-Oxford Project, a massive survey of more than 10,000 families in mainland China and Taiwan designed to study diet, lifestyle and disease across the far reaches of China. By investigating simultaneously more diseases and more dietary characteristics than any other study to date, the project has generated the most comprehensive database in the world on the multiple causes of disease. Much of the research behind the pyramid is based on the China project's research findings.

"However, the Asian diet, which is significantly lower in total fat, may prove to be an even more healthful diet," Campbell added.

Dairy products, which are largely absent in the diets of Asia (except in India), are well regarded in this country for their calcium and are thought by many to inhibit the development of osteoporosis. "Yet, the plant-based, dairy-free diets of much of Asia are linked to a low rate of osteoporosis," Campbell noted. "In fact, Western countries, with their calcium largely taken in the form of dairy products, have significantly higher rates of osteoporosis." Campbell said he hopes that the Asian Diet Pyramid will bring further attention to the evidence that there are many traditional cuisines worldwide which are useful in promoting good health.

-30-

The Mediterranean Diet Pyramid

Download a high resolution version: For Windows (.zip archive, 690K) or Mac (.sit archive, 690K). Get help with downloads here.

This pyramid, representing a healthy, traditional Mediterranean diet, is based on the dietary traditions of Crete, much of the rest of Greece and southern Italy circa 1960, structured in light of current nutrition research. The selection of these regions and this time period as a basis for the design follows from three considerations:

- Recognition that the rates of chronic diseases were among the lowest in the world and adult life expectancy was among the highest for these populations at that time, even though medical services were limited;
- Availability of data describing the character of food consumption patterns of the areas at that time; and
- The convergence of the dietary patterns revealed by these data and our current understanding of optimal nutrition based on epidemiological studies and clinical trials worldwide.

Variations of this diet have traditionally existed in other parts of Italy, parts of Spain and Portugal, southern France, parts of North Africa (especially Morocco and Tunisia), parts of Turkey, other parts of the Balkan region, as well as parts of the Middle East (especially Lebanon and Syria). The diet is closely tied traditionally to areas of olive oil cultivation in the Mediterranean region.

Given these carefully-defined parameters of geography and time, the phrase traditional Mediterranean diet is used here as shorthand for the healthy traditional diets of these regions at that time.

The design of the pyramid is not based solely on either the weight or the percentage of energy (calories) that foods account for in the diet, but on a blend of these that is meant to give relative proportions and a general sense of frequency of servings, as well as an indication of which foods to favor in a healthy Mediterranean-style diet. The pyramid describes a diet for most healthy adults. Whether changes would need to be made for children, women in the
reproductive years, and other special population groups is an issue that needs further consideration.

A principal objective of this graphic illustration is to foster a dialogue within the international scientific, public health, food and agricultural, governmental and other communities as to what specific elements and configuration of the traditional diets of the Mediterranean should be regarded as healthful.

For Americans, northern and eastern Europeans and others who want to improve their diets, this model provides a highly palatable, healthful framework for change. Equally positive results can be obtained either by entirely adopting a Mediterranean-style diet, or by alternating meals based on this Mediterranean model with meals inspired by healthful dietary traditions of other cultures in other parts of the world. For those living in the Mediterranean region, this pyramid provides a basis for preserving and revitalizing, within a modern lifestyle, centuries-old traditions that contribute to excellent health and a sense of pleasure and well-being that are a vital part of our collective cultural heritage.

This pyramid was the first in a series in development to illustrate geographically the healthy traditional food and dietary patterns of various cultures and regions of the world. This initiative is an outgrowth of a multiyear conference series, "Public Health Implications of Traditional Diets," jointly organized by Harvard School of Public Health, a United Nations World Health Organization/Food and Agriculture Organization (WHO/FAO) Collaborating Center, and Oldways Preservation & Exchange Trust. These pyramids, taken as a collection, offer substantive refinements of the United States Department of Agriculture's Food Guide Pyramid, refinements that reflect the current state of clinical and epidemiological research worldwide and our understanding of what constitutes optimal human nutrition status.

Diet Characteristics

Dietary data from those parts of the Mediterranean region that in the recent past enjoyed the lowest recorded rates of chronic diseases and the highest adult life expectancy show a pattern like the one illustrated in the list below. The healthfulness of this pattern is corroborated by epidemiological and experimental nutrition research. The average amounts given are in most cases intentionally nonspecific, since variation is known to have been considerable within this pattern. The historical pattern includes the following (with several parenthetical notes adding contemporary public health perspective):

1. An abundance of food from plant sources, including fruits and vegetables, potatoes, breads and grains, beans, nuts, and seeds;
2. Emphasis on a variety of minimally processed and, wherever possible, seasonally fresh and locally grown foods (which often maximizes the health-promoting micronutrient and antioxidant content of these foods);
3. Olive oil as the principal fat, replacing other fats and oils (including butter and margarine);
4. Total fat ranging from less than 25 percent to over 35 percent of energy, with saturated fat no more than 7 to 8 percent of energy (calories);
5. Daily consumption of low to moderate amounts of cheese and yogurt (low-fat and non fat versions may be preferable);
6. Weekly consumption of low to moderate amounts of fish and poultry (recent research suggests that fish be somewhat favored over poultry); from zero to four eggs per week (including those used in cooking and baking);
7. Fresh fruit as the typical daily dessert; sweets with a significant amount of sugar (often as honey) and saturated fat consumed not more than a few times per week;
8. Red meat a few times per month (recent research suggests that if red meat is eaten, its consumption should be limited to a maximum of 12 to 16 ounces (340 to 450 grams) per month; where the flavor is acceptable, lean versions may be preferable);
9. Regular physical activity at a level which promotes a healthy weight, fitness and well-being; and
10. Moderate consumption of wine, normally with meals; about one to two glasses per day for men and one glass per day for women (from a contemporary public health perspective, wine should be considered optional and avoided when consumption would put the individual or others at risk.)
Supporting Documents

• Questions and Answers About the Mediterranean Diet Pyramid and its Relationship to the USDA Food Guide Pyramid

Contemporary Perspectives on the Traditional Diets of the Mediterranean Region

• Foods from Plant Sources at the Center of the Plate
• Olive Oil and Total Fat
• Low to Moderate Consumption of Dairy Products
• Sparing Use of Fish, Poultry, Eggs and Red Meat
• Wine in Moderation and with Meals Physical Activity and Other Lifestyle Factors

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<tr>
<td>Allow use of L1 for planning and conceptualizing</td>
<td>✓</td>
</tr>
<tr>
<td>Lots of real oral and written language.</td>
<td>✓</td>
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</table>

Actual foods or photos.
Intro. of lessons.
Labels/charts.

Used for assessment.
Promote higher level thinking.
Group activities vary depending on language needs.
Always.

Purpose of unit.
### Sheltered ELL Strategies Checklist

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<td>1.b. Model (Instructions, Processes)</td>
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<td><strong>2. Make Text Comprehensible</strong></td>
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<tr>
<td>2a. Graphic Organizers</td>
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<td>2b. Develop Vocabulary</td>
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<td>2c. Simplify Written Text</td>
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<td><strong>3. Make Talk Comprehensible</strong></td>
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<td>3a. Graphic Organizers; Listening Guides (checklists, etc.)</td>
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<td><strong>5. Engage Appropriate Language Proficiency Levels</strong></td>
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Adapted from the *Sheltered Instruction Observation Protocol (SiOP)*

Training for All Teachers Program • Southern Connecticut State University
### Techniques for Contextualization

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<tr>
<th>TECHNIQUE</th>
<th>DEFINITION</th>
<th>OBSERVED</th>
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<tbody>
<tr>
<td>Modeling</td>
<td>Teacher models what is expected of the students, taking them step-by-step through the process; students with diverse levels of ability benefit from concrete, step-by-step procedures presented in a clear, explicit manner.</td>
<td></td>
</tr>
<tr>
<td>Hands-on manipulatives</td>
<td>Includes learning aids from Cuisenaire rods in math to microscopes in science to globes in social studies.</td>
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</tr>
<tr>
<td>Realia</td>
<td>Actual objects which students use from fruit, to money, to forms.</td>
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</tr>
<tr>
<td>Commercially made pictures</td>
<td>Photographs and drawings that depict objects, processes, and topics.</td>
<td></td>
</tr>
<tr>
<td>Teacher-made pictures</td>
<td>Teachers can draw pictures or cut them out of magazines.</td>
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</tr>
<tr>
<td>Overhead projector</td>
<td>Used to give clues to the students by jotting down words or sketching the presentation; used to reinforce ideas presented orally; helps students copy words correctly.</td>
<td></td>
</tr>
<tr>
<td>Demonstration</td>
<td>Teacher demonstrates the process rather than relying on a verbal explanation.</td>
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</tr>
<tr>
<td>Multimedia</td>
<td>Technology in the form of a tape recording, video, CD-ROM, on-line websites can enhance comprehension.</td>
<td></td>
</tr>
<tr>
<td>Timelines</td>
<td>A visual representation of time.</td>
<td></td>
</tr>
<tr>
<td>Graphs</td>
<td>Information presented visually; text becomes more understandable when the graphing activity is completed before reading a text as many terms and concepts will already be familiar.</td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td>An effective means of creating context; can be related to geography or text (a visual mapping or graphing).</td>
<td></td>
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Adapted from the Sheltered Instruction Observation Protocol (SIOP)
### Sheltered ELL Strategies Checklist

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Training for All Teachers Program • Southern Connecticut State University
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## Modifications for Instruction and Assessment

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<tr>
<th>Instead of having the student ...</th>
<th>Think about having the student ...</th>
</tr>
</thead>
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<tr>
<td>Learn to spell all the words on the list</td>
<td>Learn some of the words</td>
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<tr>
<td></td>
<td>Learn word families</td>
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<tr>
<td></td>
<td>Learn words about a topic</td>
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<td>Learn words easily illustrated</td>
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<td></td>
<td>Learn words related to other class work</td>
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<td></td>
<td>Copy the words</td>
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<tr>
<td>Write a paragraph about ...</td>
<td>Complete a word web</td>
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<td></td>
<td>Find another sample on the same topic</td>
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<td>Illustrate or dramatize the information</td>
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<tr>
<td></td>
<td>Complete a cloze paragraph</td>
</tr>
<tr>
<td>Learn abstract vocabulary</td>
<td>Learn more concrete vocabulary</td>
</tr>
<tr>
<td></td>
<td>related to a lesson</td>
</tr>
<tr>
<td>Write the definitions for ...</td>
<td>Draw or cut out pictures to illustrate the meaning</td>
</tr>
<tr>
<td>Complete the whole assignment or test</td>
<td>Complete part of the assignment</td>
</tr>
<tr>
<td></td>
<td>Recall or recognize the information rather than apply or synthesize the information</td>
</tr>
<tr>
<td>Read the assignment or test</td>
<td>Hear a pre-taped version or listen to a buddy, tutor, or volunteer read the test</td>
</tr>
<tr>
<td>Write all the steps in a process or historical event</td>
<td>Arrange the steps or events in correct sequence</td>
</tr>
<tr>
<td>Write sentences to explain ...</td>
<td>Match related parts of a sentence</td>
</tr>
<tr>
<td>Read an assignment or test with many difficult vocabulary items</td>
<td>Read a test where the teacher has highlighted difficult vocabulary and included easier synonyms</td>
</tr>
<tr>
<td>Take notes from a teacher's presentation</td>
<td>Complete a T-list or skeletal outline</td>
</tr>
<tr>
<td>Summarize all of the details of the lesson</td>
<td>Organize the information into appropriate categories</td>
</tr>
<tr>
<td>Work alone</td>
<td>Work with a buddy or a group</td>
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Original Lessons
Original Lesson #1

**Lesson Topic:**
Favorite Foods

**Goal and Standard:**
Goal 1, Standard 3: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

**Objective:**
Students will:
- develop new vocabulary needed
- complete survey
- use comparatives correctly in context
- complete a project with group members

**Materials:**
Survey, pens, pencils, clipboards, markers, realia, colored chalk, overhead projector

**Procedure:**
Discuss the term *favorite*
What is your favorite food and why?
Brainstorm ideas on board – what are some of the foods we can survey?
Discuss the term *survey*
conduct the survey
share responses with class
Compile all information from surveys into a chart for the entire class
Students present, compare and contrast responses from survey
Original Lesson #2
Nutrition:

Topic:
“Nutritious Cereals are for all of Us.”

Goals and Standards:
Goal 2, Standard 1- to use English to achieve academically in all content areas; Students will use English to interact in the classroom.
Goal 1, Standard 3 – use English to communicate in social settings: students will use learning strategies to extend their communicative competence.

Objectives:
Students will be able to:
Use vocabulary for foods discussed
Discuss food preferences – using adjectives to describe and discuss
Create a graph in groups depicting favorite cereal
Distinguish healthy vs. unhealthy cereals
Create a poster/collage using magazine clippings to illustrate good breakfast selections- including cereals

Materials:
Copy of food pyramid
Magazines
Glue
Markers
Blackboard
Cereals, milk, paper cups, spoons, handkerchiefs
Paper,
Overhead projector

Procedure:
Discuss breakfast preferences and daily choices.
Introduce new vocabulary and define terms as needed
Provide students with a copy of the food pyramid
Discuss categories on pyramid
Students describe the items using adjectives based on what they see in the pyramid
Create a collage of nutritional breakfast choices
Share and discuss the project/collage
Lesson Topic:
“Is it Fruit?”

Objective:
Students will read and analyze juice fruit labels. Students will recognize the difference between 100% fruit juices and artificially flavored fruit juices that contain a small percentage of real juice.

Materials:
Juice containers, labels, overhead slides, food pyramid, pencil/pens, paper cups, activity sheet for graphing, journals, realia.

Procedure:
Provide students with a list of vocabulary words (in advance) that will be used during the lesson. Ask students to gather labels from juice containers prior to lesson. Use your own labels and student labels to be used during class discussion. Review terminology dealing with labels, ingredients, and nutritional value. Have students work in groups to complete the “Juice Jug” graph worksheet based on labels provided. Review student graphs for assessment. Post each students’ work on the classroom bulletin board.
Lesson Topic: “Healthy Eating.”

Objective:
Heighten student awareness of the role newspapers play in teaching about nutrition, good health, and making appropriate food choices.

Materials:
Newspapers, paper plates, scissors, glue, markers, blackboard, chalk, pencils/pens, additional worksheets or information sheets provided as needed by instructor.

Procedure:
Introduce and discuss the adage, “You are what you eat.”
Define and model the term “Junk Foods.”
Have teachers make a list of junk food items in groups. Have students share their lists with the class as a whole.
Discuss why items may or may not be considered junk food items - incorporate ideas learned in previous lesson dealing with ingredients and labels.
Have students work in groups to select and cut out words or images from newspapers that represent foods from the three daily meals. Students will then glue items on the appropriate paper plate (labeled breakfast, lunch, or dinner). They can only choose nutritious items - not “junk foods.” Once everyone has created 3 decorated plates, they can share the process of completing the project - why they chose certain items over others, as well as their final product, with the class.
Students will share and review responses. Once all answers are reviewed, they will listen to the recording one last time.

Students will work in pairs to answer questions pertaining to American foods and culture. They will also be asked to share foods eaten in their culture.
Lesson Topic:
Food and culture: the American Hamburger

Objective:
Students will identify vocabulary related to food—compare and contrast similarities and differences between food in American culture and their own culture.

Students will also discuss the term “fast food” and the example of the American classic: the hamburger.

Materials:
Artificial Hamburger sandwich sample (realia)
Pictures
Recording—Listening Comprehension activity
Paper, pens,
Teacher hand-outs and activities

Procedure:
Class oral discussion about food, its importance, and the relationship between culture and food.

Use visuals/realia to generate the discussion. Focus on the term: “Fast Food.” Students will be provided with historical and cultural aspects of the hamburger prior to the listening activity.

Students will listen to the recording which focuses on “the American Hamburger,” and answer questions individually based upon what they have heard. This may be repeated a few times until everyone has had an ample opportunity to listen to the recording.
1. **Unit title:**

   "Good Health and Nutrition - Maintaining a Healthy Lifestyle". (Cross-disciplinary unit with a focus on health/nutrition)

2. **Grade Level for this unit:**

   4th grade

3. **Target Group:**

   Content-based ESL class

4. **Source of Written Materials:**

   *(Please refer to the attached)*

5. **Lesson Plans (5):**

   5 Possible Lesson Topics:

   Lesson 1 “You are what you eat.”

   Objective: students will be able to recognize healthy food vs. unhealthy food choices.

   Lesson 2 “The benefits of exercise.”

   Objective: Students will be able to identify and discuss various types of exercise along with the benefits of each activity.

   Lesson 3 “The Human body”

6. **Projected Goals:**

   I want my students to know/identify the habits of good health (i.e. activities associated with good health, eating habits, making proper food choices, and the benefits of sufficient sleep.) Furthermore, students will be able to read and understand labels found on many packages. Students will know about the basic food groups/food pyramid. In the process of learning about good health and living a healthy lifestyle-
students will be acquiring skills in the cross disciplinary content areas of math, science, physical education, Reading and Writing, and Social Studies. While the content of the unit will be the main focus, underlying language skills will be developed and reinforced.

Professor Migliacci- I am very enthusiastic about creating this unit and later modifying it. I hope this outline includes the required preliminary information you expected. After last class I was not sure how much detail we were expected to include. (this is why I struggled with completing the lesson topics/objectives.

Need web standards
5 lessons on Health and Nutrition

Content Objective: Students will be able to recognize good vs. bad health/nutrition habits of those living a healthy lifestyle. They will be able to do this within each of the 5 content areas: math, science, social studies, English, and physical education.

Language Objective: Students will be presented with new vocabulary words that they will be able to use in conversation. Students will be able to define the terms "adjective," "pronoun" "possessive pronouns" and incorporate these grammar functions into written and spoken communicative activities within the unit. Furthermore, students will be able to identify the future tense.

Each of the 5 lessons will focus on a content area, while maintaining the unit theme. Each lesson will present a new aspect of health and nutrition according to the content area: (math, science, or social studies...)

By the end of the unit, I would like for all students to be familiarized with the topic and have a better understanding of vocabulary, grammar, and specific language skills. The unit will be presented and taught in a manner that proves to be meaningful and engaging for all students. Students will not be directly told that they are learning basic functions of the English language, but will do so as they simultaneously learn about the interesting facts and facets of health and nutrition.

I chose this topic because it seems to be a subject of interest for many students and adults who are dealing with obesity and poor health habits in the United States.

(I am still working on the selection, creation, and sequence of the unit lessons.)

therefore I have not chosen standards, I wanted to make sure what I have worked on so far is O.K. (I got your comments back from 1st assignment and I will have them (revisions) for Tues. 2)

Dr. Migliacci - I am going to continue working on this - all will be perfected by next time!!
Materials Needed:

- Construction paper
- Notebook paper
- magazines or newspapers
- ribbon
- scissors
- glue
- overhead picture of the Food pyramid

Content Objectives:

1. Classify different food items into the correct categories of the Food Pyramid
2. Identify foods that keep our bodies healthy
3. Create a Food Pyramid booklet

(Display a variety of foods on a table in the classroom. Foods should be a mix of both healthy and unhealthy items. Display an overhead picture of the Food Pyramid.

Language Objectives:

1. Identify and define new vocabulary words.
2. Use vocabulary words in context.
3. Describe the food items using descriptive adjectives.
4. illustrate the information/words learned related to the lesson topic by cutting out pictures to illustrate the meaning.

**Purpose:**

To learn about the food pyramid, and learn which foods keep our bodies healthy.

**Input:**

Using the overhead display of the food pyramid, explain to the students that the Food Pyramid shows us the variety of foods we need to eat each day to keep our bodies healthy. (Students will also learn about vitamins and minerals found in our foods- a lesson on the period chart of elements may be an extension of this in the future).

1. The bottom level of the pyramid is the bread, cereal, rice, and pasta group. These foods help to give us energy. We should eat 6-11 servings from this group each day.

2. On the second level of the pyramid, we have two categories – the vegetable group and the fruit group. The vegetable group gives us vitamins and minerals our bodies need to stay healthy. We should eat 3-5 servings a day. The fruit group also gives us vitamins and minerals. We should eat 2-4 servings a day.

3. The third level of the pyramid includes the milk, yogurt, and cheese group, and also the meat, poultry, fish, eggs, nuts, and beans group. The milk group gives us calcium to keep our teeth and bones strong. We should eat 2-3 servings a day. The meat group gives us protein to help build new cells and tissues in our bodies. We should eat 2-3 servings from this group a day.
4. The top of the pyramid is the fats, oils, and sweets group. Although our bodies need a little bit of food from this group, eating too much is not good for us. We should eat foods from this group only once in a while.

**Modeling:**

Show the students an example of the booklet they will be making. Explain the following procedures:

1. Choose two pieces of construction paper, and six sheets of notebook paper.
2. Place the notebook paper between the sheets of construction paper. Punch 3 holes along the left edge. Tie pieces of ribbon through the holes.
3. On each page, write the name of a Food Pyramid section, and the number of servings suggested. Glue the appropriate pictures of food items, cut from magazines or newspapers, to the pages of your booklet.
4. Decorate the cover of your Food Pyramid booklet!

**Check for Understanding:**

Hold up each of the food items displayed on the front table. Ask the students to identify its place on the Food Pyramid.

**Independent Practice:**

Each of the students will work independently to cut out food pictures from magazines and newspapers, and construct a Food Pyramid booklet.

**Closure:**

Summarize the information covered in the lesson, and play a game of Name That Food.

"Name that Food:"
Divide the class into several small teams. Each team will need a pencil and a piece of paper. The teacher selects a section from the Food Pyramid, and a letter of the alphabet. For example, foods from the bread and cereals group that start with the letter “B.” The students have one minute to record a list of foods. When the minute is up, each group reads their list. The teacher records the number of items on each group’s list, and another category and letter are selected. The game continues until all sections of the pyramid have been covered. The group with the highest score wins the game!

Lesson #1 (with modifications for ESL students) March 8th, 2005

Professor Migliacci

The first modification I would make is to write the objectives (or post them) on the front board for all students to see and read. This would occur at the beginning of the lesson. Prior to beginning the lesson, I would also ask my students about their background knowledge of the lesson topic in order to contextualize the lesson and activate interest. For instance, “What is your favorite food? How many servings of this food do you eat each day? Do you think this food is healthy or unhealthy? What food is typical or very popular in your culture or in your home?”

Next, I would like to give the students a warm-up activity sheet that will help introduce the lesson topic.

Aside from presenting students with the actual items and visuals in terms of realia; I will also gesture and pace my speech to assist with student comprehension.
When students are placed in groups, students will be engaged in meaningful, real life activities, students will work as researchers. They will research which foods belong in which section of the food pyramid as well as identify a letter of from the alphabet that corresponds with the vocabulary word for the food item learned in the lesson.

When delivering the lesson, I will keep the varying proficiency levels in mind as I assign tasks or ask questions in instructional conversation.

I will also emphasize the word “pyramid” and discuss the varying definitions and uses of this term. I will also clip a note card with the vocabulary word “pyramid” and wear it for all students to see and refer to during the lesson.
“What's your favorite food?”