



*Sharing the Power of Learning*

**The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.**

**Beginning Level (CASAS reading scores of 181-200)**

## Food: Week 1 of 2

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### **Unit Overview**

In this 2-week unit, learners expand their English food vocabulary and practice talking about food preferences. They will also practice asking about food prices and locations, skills that can be put to use in a home, shopping or work context. Learners will also practice scanning for information as they read food ads and menus.

### **Focus of Week 1**

- Reading, writing, and saying **food vocabulary**
- Expressing **food preferences**
- Asking for and describing the **location of foods**
- Using **singular and plural nouns** correctly

### **Focus of Week 2**

- **Categorizing** familiar foods
- Reading **food ads**
- Reading **menus**

## Food Unit: Week 1, Monday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> describe likes and dislikes with common foods</p> <p><b>Literacy:</b> read and write simple sentences about food likes and dislikes (ex. She likes carrots. She doesn't like eggs.)</p> <p><b>Listening/speaking:</b> Ask and respond to the questions, "Do you like _____? What is your favorite food."</p> <p><b>Grammar:</b> use subject verb agreement in third person simple present (ex. He likes, She doesn't like.)</p> <p><b>Transition &amp; Critical Thinking:</b> survey class members about food preferences and chart and interpret the results (ex. Ten people like carrots and five people don't. Most people like carrots.)</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Food Words</b></li> <li>• Handout: <b>Do You Like...?</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 46, 57</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• 2 "flyswatters"</li> <li>• Small soft ball or bean bag</li> </ul>

## Lesson Plan

### Warm up for today's Lesson

Description: Learners work in groups to brainstorm as many food words as they know

Materials/Prep: (none)

### Activity 1: Life skill

Description: introduce and practice common food vocabulary

Materials/Prep: gather pictures of the food vocabulary, copies of **Food Words** handout, 2 flyswatters

### Activity 2: Listening/speaking, Life Skills

Description: practice expressing food preferences with a circle drill

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Circle Drill**, p. 57.

### Activity 3: Grammar, literacy, Life Skills

Description: practice writing simple sentences about food preferences

Materials/Prep: (none)

### Activity 4: Transitions & Critical Thinking, Life Skills, Listening & Speaking

Description: learners survey each other about food preferences and chart the results

Materials/Prep: copies of **Do you like...?** handout

### Activity 5: Life Skills, Listening & Speaking, Grammar

Description: practice forming 3<sup>rd</sup> person singular sentences with a "ball toss" activity

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Ball Toss**, p. 46; small ball or bean bag

## Teacher Directions: Warm-Up

As learners arrive, place them in groups of 2-3. Ask them to write down as many food words as they can *without* looking at their notebooks or dictionaries. Spelling is not important. Encourage everyone in the group to participate.

Ask each person in the group to share at least one word with the class.

## Teacher Directions: Activity 1: Life Skills

-Materials: **Food Words** handout, gather pictures of the vocabulary on the handout (most learning centers had food photo flashcards, props, or picture dictionaries), 2 “flyswatters”

### Step 1: Context

What food do you like? Where do you buy food? Do you eat meat? What do you like to drink? Do you cook? Who cooks in your house?

### Step 2: Introduce vocabulary

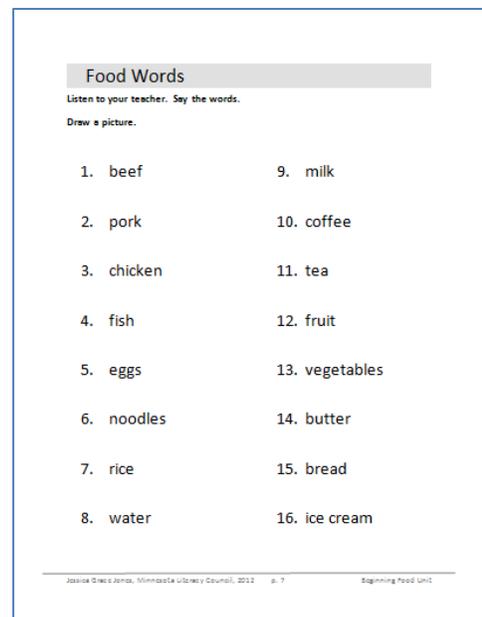
Hold up the pictures that you gathered one by one. Say the word and ask learners to repeat several times. Do not write the word yet. Tell learners that you will give them the words later.

Go through all the pictures at least twice.

Distribute the **Food Words** handout.

Go through the pictures again and have learners find the word on their handout.

Learners draw a picture of the food next to the word.



### Step 3: Group Practice

Play “Flyswatter Game”:

Write the new food words on the whiteboard or tape the words to the wall.

Divide learners into two teams. Representatives from each team come to the board and each gets a flyswatter. Show a picture. The students compete to be the first to “swat” the correct word.

Award a point to the team that swatted first and call two new representatives up to the board.

#### Step 4: Pair Practice

One partner says a word on the **Food Words** list. The other partner points to the word they hear.

**Need a Challenge?:** higher level students can dictate the words to each other for spelling practice.

**\*\*Give the food pictures to the learning center coordinator for use throughout the week.\*\***

### **Teacher Directions: Activity 2: Life Skills, Listening & Speaking**

-Materials: ESL Volunteer Tutor Manual, 2012, **Circle Drill**, p. 57.

#### Step 1: Context

Write on the board: **I like** \_\_\_\_\_.

**I don't like** \_\_\_\_\_.

Say each sentence with several example foods. Each time, use facial and vocal expression to show the meaning of the sentence.

Write on the board: **Do you like** \_\_\_\_\_?

Pose the question to several students, encouraging them to answer with the full sentences on the board.

#### Step 2: Circle Drill

Practice the phrases on the board by leading a **Circle Drill**, as described in the ESL Volunteer Tutor Manual, 2012, p. 57

## Teacher Directions: Activity 3: Grammar, Literacy, Life Skills

-Materials: (none)

### Step 1: Review formation and use of simple present tense

Write on the board:

I  
You  
He  
She  
It  
We  
They

Read each word together and use hand gestures to show the meaning of each one. (ex. point to your chest for “I”, point to a group of other people for “they”.)

Write a verb next to each subject:

I	like
You	like
He	likes
She	likes
It	likes
We	like
They	like

Ask “which words have ‘s’?”

Circle “He likes, she likes, it likes.”

“In English, sometimes we change the verbs. Do you change verbs in your language? (*Many languages do not: Hmong, Karen, Thai. Spanish and Somali do conjugate verbs to indicate time or tense*).

“In present tense, we add an ‘s’ to the verb after he, she, or it.”

We use verbs like this to talk about ***usually, every day, sometimes, never.***

### Step 2: Individual writing

Learners write 2 sentences about foods they like and 2 about foods they don’t like in their notebooks.

Step 3: Introduce simple present 3<sup>rd</sup> person negative (doesn't)

Write on the board:

I don't like  
You don't like  
He doesn't like  
She doesn't like  
It doesn't like  
We don't like  
They don't like

Ask "Which sentences use 'doesn't'?" Circle those sentences.

Point out how there is no 's' added to the verb like in these negative sentences.

Step 4: Pair practice

In pairs, learners share the sentences they wrote about food. Their partner rewrites the sentences using 'he' or 'she' (ex. *She likes noodles. She doesn't like beef.*)

**Teacher Directions: Activity 4: Life Skills, Transitions & Critical Thinking**

-Materials: **Do You Like...?** handout

Step 1: Complete the Questions

Distribute copies of the handout.

Show learners how to complete the questions by filling in the name of a food. Learners can choose any food to complete the questions.

Step 2: Independent Practice

Model how to ask each student in the class the questions and record their answer with a tally mark.

Learners mingle asking each other the questions and recording answers on the handout with tally marks. As learners finish, have them check their work by making sure the total number of tally marks for each question matches the number of students in the class.

The handout is titled "Do you like...?" and contains the following instructions: "Write your questions.", "Ask other students.", and "Draw the graphs." It features three numbered questions, each followed by a box for "YES" and "NO" answers, and a large circle for drawing a graph. The questions are: "1. Do you like \_\_\_\_\_?", "2. Do you like \_\_\_\_\_?", and "3. Do you like \_\_\_\_\_?". At the bottom, it includes the text: "Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 9 Beginning Food Unit".

#### Step 4: Create Pie Graphs

Charts and graphs may be new to some learners, depending on their prior schooling. Here's one way to model making a pie chart:

1. Use post-it notes of two different colors (or write yes or no on each note). Count the number of "yes" answers and put as many post-its on the board. Count the number of "no" answers and put as many post-its of a different color on the board.
2. Arrange the post-its in a circle.
3. Draw a circle around the outside edge and lines through the middle. Shade each section of the pie chart. Ask: *Did more people say "yes" or "no"?*

#### Step 5: Drawing Conclusions

After learners have completed the pie charts on their handout, talk about the results. Use *more, most, a few*. Write 1-2 conclusions on the board as full sentences (ex. ***Most students in our class like chicken. A few people like tea.***)

### **Teacher Directions: Activity 5: Life Skills, Listening & Speaking, Grammar**

-Materials: small soft ball or bean bag

Write on the board: **My name is \_\_\_\_\_ and I like \_\_\_\_\_.**  
**His name is \_\_\_\_\_ and he likes \_\_\_\_\_.**  
**Her name is \_\_\_\_\_ and she likes \_\_\_\_\_.**

Lead a **Ball Toss** activity as described in the ESL Volunteer Tutor Manual, 2012, p. 46, using the phrases on the board.

# Food Words

Listen to your teacher. Say the words.

Draw a picture.

1. beef

9. milk

2. pork

10. coffee

3. chicken

11. tea

4. fish

12. fruit

5. eggs

13. vegetables

6. noodles

14. butter

7. rice

15. bread

8. water

16. ice cream

# Do you like...?

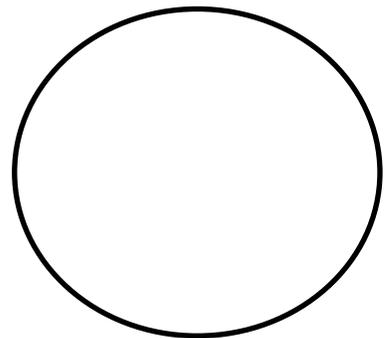
Write your questions.

Ask other students.

Draw the graphs.

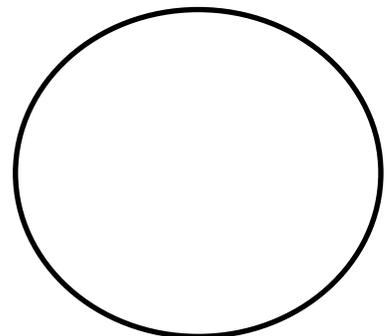
1. Do you like \_\_\_\_\_?

YES	NO
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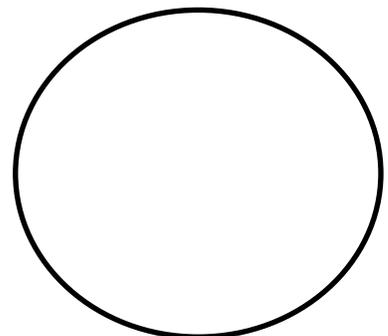
2. Do you like \_\_\_\_\_?

YES	NO
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3. Do you like \_\_\_\_\_?

YES	NO
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## Food Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> Ask about and describe food locations in a kitchen</p> <p><b>Literacy:</b> Read and understand common food locations including cupboard, shelf, counter, table, refrigerator, freezer.</p> <p><b>Listening/speaking:</b> Ask the question “Where is/are the ___?” and respond using prepositions of location (ex. in, on, next to.)</p> <p><b>Grammar:</b> Distinguish count and non-count nouns and use the correct form of the BE verb when asking about location (ex. Where <i>is</i> the milk? Where <i>are</i> the noodles?)</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>BINGO</b></li> <li>• Handout: <b>Bring Me the Eggs</b></li> <li>• Handout: <b>Food Words</b> (from yesterday)</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 44, 69</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Pictures of food vocabulary from yesterday</li> <li>• Picture of a milk jug or carton</li> <li>• A few picture dictionaries</li> </ul>

### Lesson Plan

#### Warm up and Review of Previous Lesson

Description: learners practice asking and answering the question, “What is your favorite food?”

Materials/Prep: copies of picture dictionaries

#### Activity 1: Life skill, Literacy

Description: play vocabulary bingo with food vocabulary words

Materials/Prep: copies of **BINGO** handout, pictures of food vocabulary from yesterday

#### Activity 2: Life skill, Literacy, Listening & Speaking

Description: practice asking “Where is the milk?” while introducing different locations in a kitchen.

Materials/Prep: picture of a milk jug or carton

#### Activity 3: Grammar, Listening & Speaking, Literacy

Description: practice asking and answering the question “Where is/are the \_\_\_\_\_?”

Materials/Prep: (none)

#### Activity 4: Literacy, Listening & Speaking

Description: practice a dialog about asking for things in a kitchen

Materials/Prep: copies of **Bring Me the Eggs** handout, ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

#### Activity 5: Checking for Understanding

Description: Assess learners’ ability to ask and answer questions about location using the “Conversation Queue” activity

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Conversation Queue**, p. 44.

## Teacher Directions: Warm-Up and Review

-Materials: a few picture dictionaries

Write on the board: **What is your favorite food.**

I really like \_\_\_\_\_.

As learners arrive, explain the meaning of the question on the board. Allow time for them to look through the food section of a picture dictionary to find one of their favorite foods.

Learners stand up and mingle, asking and answering the question on the board.

## Teacher Directions: Activity 1: Life Skills, Literacy

-Materials: **BINGO** handout, **Food Words** handout (from yesterday), pictures of food words (ask your coordinator).

### Step 1: Context

Learners take out the **Food Words** handout from yesterday.

Deal out the pictures.

Review the pronunciation of the words on the list.

As you say each word, have the learners hold up that picture so everyone can see.

### Step 2: Prepare BINGO cards

Model how to fill in the squares on the bingo card with the words from the word list *in random order*.

Allow learners time to fill in their cards.

### Step 3: Play BINGO

Play by holding up one of the food pictures and asking learners to silently find the word.

**BINGO**  
Write the words in the squares.


**Food Words**  
Listen to your teacher. Say the words.  
Draw a picture.

1. beef	9. milk
2. pork	10. coffee
3. chicken	11. tea
4. fish	12. fruit
5. eggs	13. vegetables
6. noodles	14. butter
7. rice	15. bread
8. water	16. ice cream

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 8 Beginning Food Unit

## **Teacher Directions: Activity 2: Life Skills, Literacy, Listening & Speaking**

-Materials: picture of a milk jug or carton

### Step 1: Prep.

On the whiteboard, draw a picture of a refrigerator and freezer a counter and a shelf. Make the drawing large enough so that you can place your picture of the milk carton “in” each of these locations.

### Step 2: Introduce location vocabulary

Tape the picture of the milk carton in the refrigerator. “Where is the milk?” “The milk is in the refrigerator.”

Learners repeat several times.

Continue to move the milk carton, each time saying the question and answer several times...

- On the counter
- On the shelf
- In the freezer
- Next to the \_\_\_\_\_.

### Step 3: Group Practice

Call on learners to answer the question as you change the location.

Repeat until everyone can answer easily.

Write the phrases on the board:

- On the counter
- On the shelf
- In the freezer
- In the refrigerator
- Next to the \_\_\_\_\_.

### Step 4: Writing practice

Have learners write at least 2 full sentences about the location of the milk in their notebooks.

## Teacher Directions: Activity 3: Grammar, Listening & Speaking, Literacy

-Materials: (none)

### Step 1: introduce count/non-count nouns

**NOTE:** Do NOT teach the words “count/non-count nouns”. Learners can practice distinguishing and using them without knowing the name for them.

Count and non-count nouns can be very complex and the rules governing them are not always consistent. Below is some suggested language for talking about them in very simple terms.

Write on the board:

**Where is the \_\_\_\_\_?**                      **Where are the \_\_\_\_\_?**

Look at the **Food Words** handout. Ask “Which words have ‘s’ at the end?” (**eggs, noodles, vegetables**). Circle these words

“These are things we count...1,2,3...We can talk about 1 or many. I am looking for one egg: *Where is the egg?* I am looking for many eggs: *Where are the eggs?*”

“Do we usually talk about 1 noodle?...no....some foods are always plural.”

“Now look at the other words. These are words we don’t count. They are always singular. I always say ‘Where is the rice?’”

### Step 2: Group Practice

Hold up the food pictures as you practice asking the question about each food.

### Step 3: Writing Practice

Tape 3 of the pictures on the board (at least one count and one non-count).

Learners write questions about each food in their notebook.

## Teacher Directions: Activity 4: Literacy, Listening & Speaking

Materials: **Bring Me the Eggs** handout, ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

Introduce and practice the dialogues on the handout using the **dialogue** procedure outlined in the ESL Volunteer Tutor Manual, 2012, p. 69.

Once learners are comfortable with the dialogue, begin varying the underlined portions.

**Bring Me the Eggs**



Abid? Can you bring me the eggs?  
Eggs?  
Yes.  
Where are the eggs?  
In the refrigerator, next to the milk.  
I found them!  
Thanks.

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Susan? Could you get me the bread?  
Bread?  
Yes.  
Where is the bread?  
On the counter, next to the refrigerator.  
I found it!  
Thanks.

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 36 Beginning Food Unit

## Teacher Directions: Activity 5: Checking for Understanding

-Materials: ESL Volunteer Tutor Manual, 2012, **Conversation Queue**, p. 44

Write on the board: **Where is the \_\_\_\_\_?**      **Where are the \_\_\_\_\_?**

Practice asking and answering the questions on the board by leading the **Conversation Queue** activity as described in the ESL Volunteer Tutor Manual, 2012, p. 44.

# BINGO

Write the words in the squares.


# Bring Me the Eggs

Abdi? Can you bring me the eggs?

**Eggs?**

Yes.

**Where are the eggs?**

In the refrigerator, next to the milk.

**I found them!**

Thanks.



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Susan? Could you get me the bread?

**Bread?**

Yes.

**Where is the bread?**

On the counter, next to the refrigerator.

**I found it!**

Thanks.

## Food Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p><i>Life skill:</i> ask about and describe food locations in a kitchen</p> <p><i>Life skill:</i> read a short story about food</p> <p><i>Literacy:</i> ask and respond to simple written wh- questions</p> <p><i>Listening/speaking:</i> ask the question “Where is/are the ___?” and respond using prepositions of location (ex, in, on, under, next to.”</p> <p><i>Grammar:</i> distinguish count and non-count food vocabulary and use the correct form of BE verb when asking about location (ex. “Where <b>is</b> the milk? Where <b>are</b> the eggs?)</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>The Kitchen is Busy</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• <b>Food Words</b></li> <li>• ESL Volunteer Tutor Manual, 2012, p. 113</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• (optional) whisper phones</li> <li>• Pictures of food vocabulary (from yesterday)</li> </ul>

### Lesson Plan

#### Warm up for today’s Lesson

Description: review food vocabulary and phrases by playing the whispering game

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Whispering Gamer**, p. 74.

#### Review of Previous Lessons

Description: Review grammar objectives by sorting food words

Materials/Prep: write food vocabulary words on notecards in large letters

#### Activity 1: Life skill, Literacy

Description: read a story and practice the letter/sound correspondence of “or”

Materials/Prep: copies of **The Kitchen is Busy**, ESL Volunteer Tutor Manual, 2012, **Letter/Sound Drill**, p. 113

#### Activity 2: Listening/speaking, Life Skill

Description: role-play asking for items in a busy kitchen

Materials/Prep: pictures of food vocabulary (from yesterday)

#### Activity 3: Checking for Understanding

Description: learners write location sentences about pictures on the board.

Materials/Prep: (none)

## Teacher Directions: Warm-Up

-Materials: ESL Volunteer Tutor Manual, 2012, **Whispering Game**, p. 74

Review food vocabulary, expressing preferences, and describing location by playing the **whispering Game**, as described in the ESL Volunteer Tutor Manual, 2012, p. 74.

Suggested phrases:

- I like coffee with milk.
- I don't like vegetables.
- The chicken is in the refrigerator.
- The tea is on the counter (next to the noodles).

## Teacher Directions: Review of Previous Lessons

-Materials: copy the words from **Food Words** handout onto notecards in large letters.

### Step 1: Sorting

Write on the board: **Where is the \_\_\_\_\_?**      **Where are the \_\_\_\_\_?**

Hold up one of the notecards, demonstrate how to tape it under the appropriate question.  
Deal out the notecards. Learners take turns coming to the board, taping the word under the question, and saying the complete question aloud.

## Teacher Directions: Activity 1: Literacy, Life Skill

-Materials: **The Kitchen is Busy**

### Step 1: Context

Read the questions next to the pictures. Talk about the pictures.

### Step 2: Silent Reading

Allow 5-10 minutes for learners to read silently and circle any words they don't understand

### Step 3: Teacher reads, Learners Follow

### Step 4: Teacher reads, Learners Repeat

### Step 5: Choral Reading

<p><b>The Kitchen is Busy</b></p> <p>Look at the pictures. What do you see? What is his job? Where does he work?</p>  <p>Tim is a cook. Tim works in a restaurant. He works in the kitchen. Today, Tim is making pork. Rob is a prep cook. Rob helps in the kitchen. The restaurant kitchen is very busy. There are many people in the kitchen. Tim says, "Rob, I need more rice. Go get a bag of rice and put it on the counter." Rob looks at the shelf. He sees cans of green beans. He sees bags of noodles. He sees bags of rice. He takes a bag of rice. He brings the rice to the kitchen. He puts it on the counter. "Here is the rice," Rob says. "Good. Get me a plate for the pork," says Tim. "Put it on the counter. And bring me a fork."</p> <p><small>Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 25 Beginning Food Unit</small></p>	<p>Rob gets the plate and fork. Tim makes pork with vegetables and rice. A waiter takes the pork to the customer.</p>  <p>Answer the questions.</p> <p>What is Rob's job? _____ What food does Tim cook? _____ Where is the rice? _____ Where does Rob put the plate? _____</p> <p>Write one question about the story. Ask a partner the question. Write the answer. _____</p> <p>Practice the conversation.</p> <p>Tim: I need more <u>rice</u>. Go get some <u>rice</u> and put it on the counter. Rob: Where is the <u>rice</u>? Tim: <u>On the shelf over there</u>. Rob: Here's the <u>rice</u>.</p> <p><small>Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 26 Beginning Food Unit</small></p>
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Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises

Step 8: Letter/Sound Drill

Refer to the ESL Volunteer Tutor Manual, 2012 Letter/Sound Drill, p. 113  
The target spelling/sound for this story is **“or,” as in “for”**

**NOTE: in this story you will need to highlight the word “work” as an exception. You can say “Usually “or” says /or/. Sometimes it says /er/.”**

Step 9: Spelling Extension

Write on the board:

**corn**  
**more**  
**fork**  
**pork**

show how ‘fork’ and ‘pork’ rhyme and only the first letter is different.

Challenge learners to spell some new words based on rhyme:

(it is not important to spend time on the meaning of these words. They are just a means for practicing spelling strategies.)

- “Look at the word ‘corn.’ Write the word **‘born.’**”
- “Look at the word ‘corn.’ Write the word **‘torn.’**”
- “Look at the word ‘more.’ Write the word **‘store.’**”
- “Look at the word ‘more.’ Write the word **‘chore’**”
- “Look at the word ‘fork.’ Write the word **‘cork.’**”

## Teacher Directions: Activity 2: Listening & Speaking, Life Skills

-Materials: (none)

### Step 1: Practice Dialogue

Practice the dialogue at the end of **The Kitchen is Busy** handout. When learners are comfortable with the dialogue. Begin varying the underlined portions.

### Step 2: Dialogue in Context

Designate places in the classroom to serve as...

- A refrigerator
- A freezer
- A counter
- A table
- A shelf

If you don't have enough surfaces, you may draw a refrigerator on the board, making it large enough to tape a picture inside.

Choose 6-8 of the food pictures. Hold them up one by one and repeat the name of the food. Place it in one of the locations above and repeat the location (ex. "The chicken is in the refrigerator.")

Model how to vary the dialogue according to the items you've placed. Encourage learners to physically move around the room, pantomiming taking the chicken and placing it on the counter.

Several pairs can practice at the same time.

### ***Why is moving around important?***

Anyone who has studied another language knows that it is difficult to remember what you've learned from one day to the next. Incorporating multiple senses into language learning helps lay down additional pathways in the brain that help us remember.

So tell your students: *This isn't just silly, it will help your brain remember!*

## Teacher Directions: Activity 3: Checking for Understanding

### Step 1: Writing

Learners write at least 3 "where" questions and answers in their notebook based on the pictures in the classroom.

Ex. *Where is the chicken? The chicken is in the refrigerator.*

# The Kitchen is Busy

Look at the pictures.

What do you see?

What is his job?

Where does he work?



Tim is a cook. Tim works in a restaurant. He works in the kitchen. Today, Tim is making pork.

Rob is a prep cook. Rob helps in the kitchen. The restaurant kitchen is very busy. There are many people in the kitchen.

Tim says, "Rob, I need more rice.

Go get a bag of rice and put it on the counter."

Rob looks at the shelf. He sees cans of green beans. He sees bags of noodles. He sees bags of rice.

He takes a bag of rice. He brings the rice to the kitchen. He puts it on the counter.

"Here is the rice," Rob says.

"Good. Get me a plate for the pork," Says Tim. "Put it on the counter. And bring me a fork."

Rob gets the plate and fork. Tim makes pork with vegetables and rice.

A waiter takes the pork to the customer.



**Answer the questions.**

What is Rob's job? \_\_\_\_\_

What food does Tim cook? \_\_\_\_\_

Where is the rice? \_\_\_\_\_

Where does Rob put the plate? \_\_\_\_\_

**Write one question about the story. Ask a partner the question. Write the answer.**

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**Practice the conversation.**

**Tim:** I need more rice. Go get some rice and put it on the counter.

**Rob:** Where is the rice?

**Tim:** On the shelf over there.

**Rob:** Here's the rice.

## Food Unit: Week 1, Thursday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><i>Life skill:</i> read a short story about food</p> <p><i>Life Skill:</i> describe likes and dislikes with common foods</p> <p><i>Literacy:</i> read and understand common food locations, including cupboard, shelf, counter, table, refrigerator, freezer.</p> <p><i>Listening/speaking:</i> Ask the question “Where is/are the ___? And respond using prepositions of location (ex. in, on, under, next to.)</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>The Kitchen is Busy</b> (from yesterday)</li> <li>• Handout: <b>I Like to Cook</b></li> <li>• Handout: <b>Where’s the Beef?</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 76, 59</li> <li>• <b>Food Words</b> (from Monday)</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Small blank notecards (to make flashcards)</li> <li>• 2 flyswatters</li> </ul>

### Lesson Plan

#### Warm up for today’s Lesson

Description: practice talking about food preferences by playing “3 truths and a false”

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Three Truths and a False**, p. 76

#### Review of Previous Lessons

Description: review the spelling of food vocabulary by playing “guess that word” (aka Non-violent “hangman”)

Materials/Prep: a few copies of **Food Words** (from Monday)

#### Activity 1: Life skill, Literacy

Description: re-read a short story and practice high frequency sight words

Materials/Prep: a few copies of **The Kitchen is Busy**, small blank notecards, 2 flyswatters

#### Activity 2: Literacy, Life Skills

Description: read a personal story about food and write a story based on the model

Materials/Prep: copies of **I Like to Cook** handout

#### Activity 3: Literacy, Listening & Speaking

Description: in pairs, learners read about and dictate to a partner the location of items in a kitchen

Materials/Prep: copies of **Where’s the Beef?**, ESL Volunteer Tutor Manual, 2012, **Walking Dictation**, p. 59

## Teacher Directions: Warm-Up

-Materials: ESL Volunteer Tutor Manual, 2012, **Three Truths and a False**, p. 76.

Practice describing food preferences by playing **Three Truths and a False** as described in the ESL Volunteer Tutor Manual, 2012, p. 76.

Learners should use sentences about foods that they like and don't like.

## Teacher Directions: Review of Previous Lessons

-Materials: **Food Words** (from Monday)

Use the food vocabulary from the **Food Words** handout to play "Guess that Word" (aka. Non-violent "hangman").

Have learners take turns guessing letters. You can keep score by drawing a stick figure (minus the noose) or subtracting "money" from a set amount each time they guess an incorrect letter.

**Food Words**

Listen to your teacher. Say the words.

Draw a picture.

1. beef	9. milk
2. pork	10. coffee
3. chicken	11. tea
4. fish	12. fruit
5. eggs	13. vegetables
6. noodles	14. butter
7. rice	15. bread
8. water	16. ice cream

Jessica Grace Jones, Minnesota Literacy Council, 2012    p. 8    Beginning Food Unit

## Teacher Directions: Activity 2: Life Skills, Literacy

-Materials: **The Kitchen is Busy** (from yesterday), 2 flyswatters

*This activity will give learners extra practice with high frequency sight words. These are words that learners should eventually be able to read quickly without sounding them out. In fact, some of them cannot be sounded out because they do not follow "the rules" of English spelling. At beginning ESL level, many readers have mastered some but not all of these sight words.*

The Kitchen is Busy

Look at the pictures. What do you see? What is his job? Where does he work?

Tim is a cook. Tim works in a restaurant. He works in the kitchen. Today, Tim is making pork. Rob is a prep cook. Rob helps in the kitchen. The restaurant kitchen is very busy. There are many people in the kitchen.

Tim says, "Rob, I need more rice. Go get a bag of rice and put it on the counter."

Rob looks at the shelf. He sees cans of green beans. He sees bags of noodles. He sees bags of rice.

He takes a bag of rice. He brings the rice to the kitchen. He puts it on the counter.

"Here is the rice," Rob says.

"Good. Get me a plate for the pork," says Tim. "Put it on the counter. And bring me a fork."

Rob gets the plate and fork. Tim makes pork with vegetables and rice. A waiter takes the pork to the customer.

Answer the questions.

What is Rob's job? \_\_\_\_\_  
What food does Tim cook? \_\_\_\_\_  
Where is the rice? \_\_\_\_\_  
Where does Rob put the plate? \_\_\_\_\_

Write one question about the story. Ask a partner the question. Write the answer.

Practice the conversation.

Tim: I need more rice. Go get some rice and put it on the counter.  
Rob: Where is the rice?  
Tim: On the shelf over there.  
Rob: Here's the rice.

### Step 1: Review Story from Yesterday

Learners (re)read story silently.

Teacher reads aloud while learners follow.

Teacher asks a few very basic comprehension questions about the story.

### Step 2: Identify Sight Words

Explain the purpose of the activity: "Let's practice the words that we see **many** times. You will learn to read these words quickly. This will help your reading. We will not talk about the meaning of these words, just practice reading them."

Write the sight words on the board one by one. For each word students will...

1. Underline the word in their story.
2. Spell and say the word while tracing the letters in the story (ex. "H-E, he")
3. Spell and say the word while writing it in their notebook
4. Spell and say the word while writing it on a flashcard. (each student is creating their own deck of flashcards).

#### Sight words:

- |           |          |
|-----------|----------|
| 1. very   | 7. get   |
| 2. there  | 8. and   |
| 3. many   | 9. it    |
| 4. people | 10. he   |
| 5. says   | 11. here |
| 6. more   | 12. me   |

### Step 3: Recognition Practice

Play “flyswatter” with these words. In this game all the words are written on the board in random order. Two learners, each equipped with a flyswatter, try to be the first to “swat” the words that the teacher says.

**Need a challenge?:** have a learner be the caller and call out words on the board for the other two competitors.

### Step 4: Flashcard Drill

Learners work with a partner to quiz them on the sight words.

**Need a challenge?:** have one learner dictate the words to another for spelling practice. If this is still too easy, have them dictate sentences from the story to their partner.

**Learners struggling?:** very low readers can spread all of the flashcards on the table in front of them. A more proficient reader calls out the word and the low reader picks up the card for that word.

## **Teacher Directions: Activity 2: Life Skills, Literacy**

-Materials: **I Like to Cook**

### Step 1: Read the story

Learners read the story silently.

Teacher reads and learners follow.

Talk about unfamiliar vocabulary.

Ask some basic comprehension questions: *Where does Jessica buy food? What does she like to cook? Etc.*

Teacher reads and learners repeat aloud.

### Step 2: Answer the questions

Learners write short answers to the questions *about themselves*.

### Step 3: Write a story.

Model how to expand the short answers from step 2 into full sentences to create a story.

Learners may use Jessica’s story as a model but be careful that they do not copy it word for word.

### I Like to Cook

My name is Jessica. I like to cook for my family. In the summer I buy a lot of vegetables at the farmer's market. I grow some things outside my house, like strawberries, blueberries, and lettuce.



I like to cook noodles with vegetables. Sometimes I cook spicy pork with rice.

My husband doesn't cook very much. My daughter wants to help me but she is only 1 year old!

Now, write about you.

1. Who cooks in your house? \_\_\_\_\_
2. Where do you buy food? \_\_\_\_\_
3. What food do you buy? \_\_\_\_\_
4. What do you like to cook or eat? \_\_\_\_\_
5. Who helps with cooking in your house? \_\_\_\_\_

Now, write a story.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 25 Beginning Food Unit

## Teacher Directions: Activity 3: Literacy, Listening & Speaking

-Materials: **Where's the Beef?**, handouts, 6 “Post in Hallway” sentences, ESL Volunteer Tutor Manual, 2012, **Walking Dictation**, p. 59.

### Step 1: Prep

Tape the six sentences marked “**Post in the Hallway**” somewhere outside of the classroom where learners can easily reference them.

Familiarize yourself with the instructions for **Walking Dictation** activity, as described in the ESL Volunteer Tutor Manual, 2012, p. 59.

Where's the Beef?  
Ask your partner the questions. Listen to the answers. Write the answers.

1. Where's the beef? \_\_\_\_\_  
\_\_\_\_\_

2. Where are the noodles? \_\_\_\_\_  
\_\_\_\_\_

3. Where is the butter? \_\_\_\_\_  
\_\_\_\_\_

Where's the Beef?  
Ask your partner the questions. Listen to the answers. Write the answers.

4. Where are the eggs? \_\_\_\_\_  
\_\_\_\_\_

5. Where is the fish? \_\_\_\_\_  
\_\_\_\_\_

6. Where's the coffee? \_\_\_\_\_  
\_\_\_\_\_

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 28 Beginning Food Unit

### Step 2: Model

With a student or volunteer, model the activity. The “Writer” will ask the questions on the **Where's the Beef?** Handout and write the answers as dictated by their partner. The “walker” will reference the posted sheets in the hallway to find the answer to the question and report it to their partner.

### Step 3: Walking Dictation

After completing three sentences, learners switch roles.

# I Like to Cook

My name is Jessica. I like to cook for my family. In the summer I buy a lot of vegetables at the farmer's market. I grow some things outside my house, like strawberries, blueberries, and lettuce.



I like to cook noodles with vegetables. Sometimes I cook spicy pork with rice.

My husband doesn't cook very much. My daughter wants to help me but she is only 1 year old!

## Now, write about you.

1. Who cooks in your house? \_\_\_\_\_
2. Where do you buy food? \_\_\_\_\_
3. What food do you buy? \_\_\_\_\_
4. What do you like to cook or eat? \_\_\_\_\_
5. Who helps with cooking in your house? \_\_\_\_\_

## Now, write a story.

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# Where's the Beef?

Ask your partner the questions. Listen to the answers. Write the answers.

1. Where's the beef? \_\_\_\_\_

\_\_\_\_\_

2. Where are the noodles? \_\_\_\_\_

\_\_\_\_\_

3. Where is the butter? \_\_\_\_\_

\_\_\_\_\_

# Where's the Beef?

Ask your partner the questions. Listen to the answers. Write the answers.

4. Where are the eggs? \_\_\_\_\_

\_\_\_\_\_

5. Where is the fish? \_\_\_\_\_

\_\_\_\_\_

6. Where's the coffee? \_\_\_\_\_

\_\_\_\_\_

(post in the hallway)

The coffee is  
on the table.

(post in the hallway)

The beef is in  
the  
refrigerator.

(post in the hallway)

The noodles  
are on the  
counter.

(post in the hallway)

The fish is in  
the freezer.

(post in the hallway)

The butter is  
next to the  
milk.

(post in the hallway)

The eggs are  
on the shelf.