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**Intermediate Level (CASAS reading scores of 201-220)**

## Food: Week 1

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### **Unit Overview**

This is a 2-week unit where students will understand units of food measurement (lb, oz, etc.) and become familiar with count/non-count nouns. They will also use comparative/superlative adjectives to compare foods, scan food charts for prices, and ask/respond to the question, *How much is/are the \_\_\_?*

### **Focus of Week 1**

- Understand units of food measurement and their abbreviations (lb = pound).
- Quantify 15 common *count/non-count* nouns (2 apples, one bag of rice, etc.).
- Rank foods by least/most favorite and take a survey/interpret the results.

## Food Unit: Week 1, Monday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> Identify 15 common foods</p> <p><b>Literacy/Grammar:</b> Identify common food items, including count and non-count nouns</p> <p><b>Transitions:</b> Rank and sequence foods according to the criteria of personal preference; then take a class poll and calculate percentages.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"><li>• Handout: <b>Word Search</b></li><li>• Handout: <b>Pictures</b></li></ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"><li>• ELMO or overhead projector</li><li>• Food realia</li><li>• Calculators</li></ul>

### Lesson Plan

**Warm up: Literacy (15-20mins)**

Description: Ss will look for their spelling words in a word search. Their spelling test will be on Thursday.

Materials/Prep: make copies of **Word Search**.

**Activity 1: Grammar (45mins)**

Description: Ss will distinguish their new spelling words between *count/non-count nouns*.

Materials/Prep: **Food realia**; make multiple copies of the **Pictures** and an extra one for yourself – cut these pictures out.

**Activity 2: Transitions (45mins)**

Description: Ss will rank their least/most favorite foods and then take a class poll and calculate percentages.

Materials/Prep: **calculators**

**Wrap-up:**

Time permitting, ask Ss what they learned today and write their answers on the board.

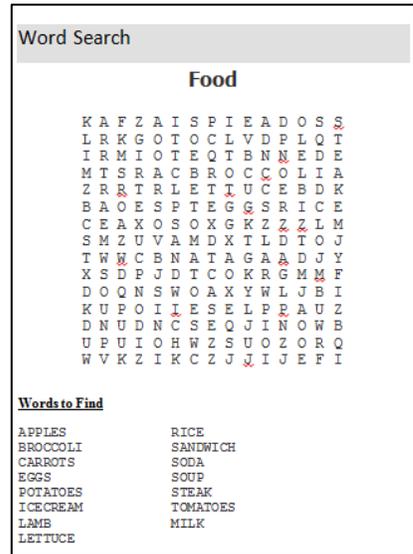
## Teacher Directions: Warm Up: Literacy

- **Materials: Word Search**

### Step 1: Word Search

As Ss come in, give them the **Word Search** and explain that they need to find the words listed and circle them.

After about 10-15 minutes, project the handout on the board and have Ss come up and circle each word. Once you've found all of the words, explain that these words will be their spelling words for the week and that they will be tested on them Thur.



### Step 2: Spelling

**Spelling words:** *eggs, milk, lettuce, steak, sandwich, potatoes, soda, soup, apples, ice cream, carrots, tomatoes, lamb, rice, broccoli.*

Say each word for the Ss and have them repeat after you. Discuss any pronunciation issues you hear (i.e., “issues” mean unintelligibility, such as “soup” sounding like “soap”). Then have your Ss write each word down in their notebooks three times.

Once they've finished, call up a student to the board; then say a word, put it in a sentence, and have the student write the word on the board. Do this for all of the words and leave the words up on the board for Activity 1.

## Teacher Directions: Activity 1: Grammar

- **Materials: Food realia; Pictures**

### Step 1: Prep

Make an extra copy of the **Pictures** for yourself and cut out each food item. Also, find some **food realia** if possible. Try to find multiple items (i.e., 2 apples, 2 cans of soup, etc.). If you don't have any food realia, then just use the **Pictures**.

### Step 2: Grammar Rule

Hold up a tomato (or the picture of the tomatoes) and ask Ss what it is. Write the word on the board. Then ask how many tomatoes you're holding (or are in the picture). Write that



number next to the word on the board. Do this for a few more count nouns (*on the pictures the count nouns are* tomatoes, potatoes & carrots.)

Hold up a can of soup (or use the picture) and ask Ss what it is. Then ask how many there is. Hopefully someone will say “one soup” so you can use that as a teachable moment to explain the rule between *count* and *non-count nouns*.

### The rule:

- Count Nouns = **plural** nouns that are easy to count, like apples, tomatoes, etc.
- Non-Count Nouns = nouns that are NOT easy to count, like soda, soup; or nouns that we deem as **singular**, such as steak or broccoli → in order to quantify these nouns we say *pieces of* steak, or *1 pound of* steak; *head of* broccoli.

Then explain how we count soup → *can(s) of soup*. Ask your class how many cans you have (1), so explain that they would say, “I have one can of soup.” Write “one can of soup” on the board. Then go through the *non-count* realia or pictures (*on the pictures the non-count nouns are* soup, soda, rice, broccoli, & lettuce), and discuss each *non-count* phrase that goes with each realia/picture example; then write the phrase on the board: *head of lettuce, can/bottle of soda, bag of rice, head of broccoli*, etc.

### Step 3: Practice

Now erase the words on the board and hold up each **picture**, or project it on the ELMO, and have Ss tell you *quickly* how many of each item there is in each picture. (NOTE: Make this fun by starting out slowly and then get faster and faster.)

Then practice again; only this time, have the Ss tell you if the noun is *count* or *non-count*. Again, start slowly and then get faster and faster. Have fun!

### Step 4: More practice

Pass out the **Pictures** and have Ss count each food item and write the phrase under the picture. As Ss finish, pair them up and have them correct for spelling or grammatical errors.

## **Teacher Directions: Activity 2: Transitions**

- **Materials: Pictures, calculators**

### Step 1: Setting the Context

Using the same **Pictures** you used in Activity 1, have Ss choose five foods on the page and rank them from least to most favorite: 1 being their least favorite, and 5 being their most favorite. Do an example of your least/most favorite foods so they know what you expect of them.

### Step 2: Collecting data

Regroup, and tell Ss that you want them to explain why they dislike their #1 choice and love their #5 choice to a partner. Provide a sentence prompt, if necessary, on the board (i.e., I like broccoli because... ; I don't like lettuce because...) Then pair them up and have them share their answers with a partner.

After a couple of minutes, ask each student to tell you their #1 choice. Write these under a column, LEAST FAVORITE, on the board and put tally marks by any duplicates. Do the same for their #5 choice: write all of the answers under a column, MOST FAVORITE, on the board and put tally marks next to any duplicates. Then have your class tell you what the least/most favorite food is among the class. Circle the foods.

### Step 3: Calculating Percentages

Pass out the **calculators** and have Ss practice figuring out the percentages for EACH item in EACH column. For example, if there are 16 Ss in your class, and 8 people liked broccoli, tell them to take the SMALLER NUMBER (8) and DIVIDE it by the LARGER NUMBER (16) to get their percentage = .5 → 50%. Write the formula on the board for them and do several more examples together as a class, writing each formula and answer on the board each time. **NOTE:** using a calculator might be a new skill for some of your Ss, so do the examples on the ELMO if possible.

Then put the Ss in pairs and have them calculate the remaining percentages. Once everyone is finished, go over the answers together as a class.

# Word Search

## Food

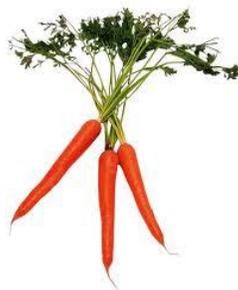
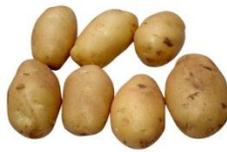
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### Words to Find

APPLES  
BROCCOLI  
CARROTS  
EGGS  
POTATOES  
ICECREAM  
LAMB  
LETTUCE

RICE  
SANDWICH  
SODA  
SOUP  
STEAK  
TOMATOES  
MILK

# Pictures



## Food Unit: Week 1, Tuesday

<p><b>Objectives</b> <i>Learners will be able to...</i></p> <p><b>Life skill:</b> Identify 15 common foods.</p> <p><b>Literacy:</b> Write a story about a man's eating habits after moving to the US.</p> <p><b>Listening:</b> Listen for comprehension to short dialogues about what foods people like/don't like.</p> <p><b>Transitions:</b> Survey class members about what foods they like/don't like; then create a bar graph and interpret results.</p> <p><b>Grammar:</b> Classify 15 common foods by count or non-count nouns.</p>	<p><b>Materials</b></p> <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Pictures</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>• What should we have for dinner?</li> <li>• Picture story</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> </ul>
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### Lesson Plan

**Review/Grammar: (30-40mins)**

Directions: Ss will identify and spell their spelling words and classify them by *count* or *non-count* nouns.

Materials/Prep: make copies of the **Pictures**.

**Activity 1: Listening/Transitions (45mins)**

Description: Ss will listen to short dialogues about what people like/don't like; they then will survey their classmates about foods they like/don't like and create a bar graph.

Materials/Prep: make one copy of **What should we have for dinner?** and multiple copies of **Do you like...?**

**Activity 2: Writing (30mins)**

Description: Ss will discuss what's happening in a story by looking at pictures, and then they will write a story about the events in groups.

Materials/Prep: make one copy of the **Picture Story** handout.

**Wrap-Up**

Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.

## Teacher Directions: Review: Grammar

- **Materials: Pictures**

### Step 1: Spelling Practice

Pass out the **Pictures** handout and instruct Ss to write the word underneath the picture (i.e., *eggs soup*, etc). Remind them that this is practice for their spelling test on Thursday.

After 5-10 minutes, put the handout on the ELMO or overhead projector and instruct a student to come up and write the word underneath the picture. Have the class determine if it's spelled correctly. Do this for all of the pictures.

Then ask the Ss what spelling words are NOT listed on the handout (the ones NOT listed are: milk, steak, sandwich, ice cream, lamb). If they don't know what words aren't listed, say each word for your class and then have them spell it out loud. Write these words on the board.



### Step 2: Grammar Review

#### **GRAMMAR NOTES FOR THE TEACHER**

- Count Nouns = **plural** nouns that are easy to count, like apples, tomatoes, etc.
- Non-Count Nouns = nouns that are NOT easy to count, like soda, soup; or nouns that we deem as **singular**, such as steak or broccoli → in order to quantify these nouns we say *pieces of steak*, or *1 pound of steak*; *head of broccoli*.

Write the words COUNT NOUNS and NON-COUNT NOUNS on the board in two columns. (You will write the spelling words under each category eventually.) Ask the class to give you an example of a *count noun*. (If they can't give you a correct one, reteach the grammar point and provide examples.) Write any correct words they say under the *count noun* category on the board. Then do the same for *non-count nouns*.

As a class, divide the spelling words (*eggs, milk, lettuce, steak, sandwich, potatoes, soda, soup, apples, ice cream, carrots, tomatoes, lamb, rice, broccoli*) into the two categories – *count* or *non-count* – and write these words on the board under the two categories. **NOTE:** For the *non-count nouns* make sure they say “head of lettuce” instead of just *lettuce*.

### Step 3: Grammar Practice

Erase the words on the board and put the Ss into groups of 3 or 4. Tell one person from each group to write *count* and *non-count* in their notebook. That person will be the writer for the group. Then explain that they need to work together and race to write as many examples of *count* and *non-count*

nouns as they can in 5 minutes. They can use their spelling words, but encourage them to think of other examples.

After 5 minutes, go around the room and see which team has the most words; then have that team read their examples. Have the rest of the class judge if they're correct or not. If that team did relatively well (80% or so) they win! If not, have the second team read their examples.

## Teacher Directions: Activity 1: Listening/Transitions

- **Materials: *What should we have for dinner?, Do you like...?* ELMO or overhead projector**

### Step 1: Setting the Context

Read the **What should we have for dinner?** dialogues and tell your Ss to listen for what foods the people like and don't like. Read each dialogue as many times as necessary.

After you read dialogue 2 and discuss what foods the people like/don't like, project it on the board and ask your class to identify the *count/non-count* nouns in the conversation. Circle them for your Ss or invite them to come up and circle them on the board.

### Step 2: Mingle

Write LIKE and DON'T LIKE on the board in two columns. Ask your class what foods they like. Write at least five examples underneath the LIKE column. Then ask your class what foods they *don't* like. Write at least five examples under the DON'T LIKE column.

Then pass out the **Do you like...?** handout to each student. Tell them to write all of the foods listed on the board on their handout. Then tell them that they're going to do a **mingle** around the room, asking each student what foods they like. Discuss the question, "Do you like \_\_\_?" with your class and write it on the board. Then tell them that depending on what each student says (YES or NO) they will then need to write a tally mark under the YES or NO column. **Model** what you expect them to do (i.e., do a couple of examples together first) and then have them do the activity

**What should we have for dinner?**

Read the dialogues below for your Ss and instruct them to listen for what foods the two people like and don't like.

**Dialogue 1**

A: I'm hungry. Where should we eat for dinner?  
 B: I don't know. Do you like tacos?  
 A: Not really.  
 B: Do you like pasta?  
 A: Yes, but I don't want that tonight.  
 B: Well what do you want?  
 A: How about pizza? I like pizza.  
 B: Sounds great. I like pizza too.

**Dialogue 2**

A: We need to plan dinner for tomorrow because our friends are coming over... How about we make steak?  
 B: Sure I like steak. How much steak should I buy?  
 A: Buy four 6 oz. filets.  
 B: Oh. What else should we eat?  
 A: How about a big salad? Do you like salad?  
 B: Yeah, I like salad. So we need one head of lettuce, tomatoes, and carrots?  
 A: Yes. Also buy some apples - Oh, and four potatoes.  
 B: No, I don't like potatoes. How about rice instead?  
 A: Sure, that's fine. Buy a bag of rice instead.

**Do you like...?**

Food	Yes	No

### Step 3: Collecting the Data

Project a blank copy of the **Do you like...?** handout on the board and ask the Ss to tell you how many people like/don't like each food item. (**NOTE:** There may be some discrepancies, so just go with the majority.)

Then create a simple bar graph on the board of what the Ss LIKE: Have one axis be the food choices, and the other axis be the number amount. This should be a very basic bar graph, but it will still illustrate to your class how to make one.

Afterwards, put them in groups of 2-3 and have them make their *own* bar graph of what the Ss DON'T like. Give them a clean piece of paper to work on, or tell them to rip out one of their notebook pages.

When almost every group is finished, have a couple of groups share their bar graphs with the class.

## Teacher Directions: Activity 2: Writing

- **Materials:** *Picture Story*; ELMO or overhead projector

### Step 1: Setting the Context

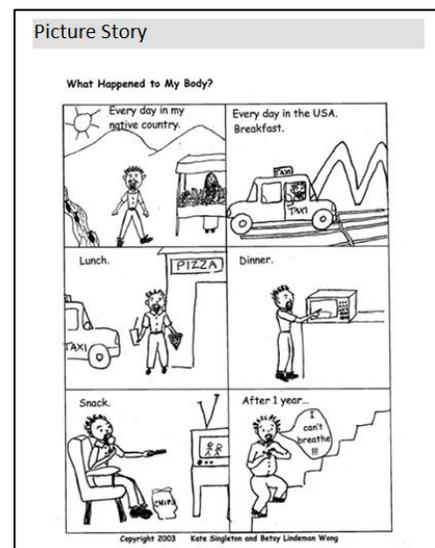
Ask Ss what foods they ate in their home country. Discuss if these foods were **healthy** or **unhealthy**. (You may have to define these terms for your class.) Then ask them what kinds of foods they eat now. Discuss if these foods are healthy or unhealthy. Finally, ask your class if they think, in general, Americans eat healthy food or unhealthy food. **NOTE:** You're looking to set the context for the story, so if they say "healthy", probe further by asking them about *McDonalds* and *Burger King*, etc.

### Step 2: Picture Story - Pre-writing

Project the **Picture Story** on the board. Then as a class discuss what is happening in each frame.

Here is the basic gist of the story:

*In his native country, the man was very active and ate fresh, nutritious food every day. When he came to the United States he got a job as a taxi driver. He didn't get much exercise. He ate a lot of fast food. For breakfast, he ate at McDonalds (note golden arches behind taxi cab in the second frame). For lunch he ate pizza. For dinner he ate food he could microwave quickly. After dinner he ate snacks*



*of ice cream and potato chips while watching TV. After one year, he had gained a lot of weight. He couldn't breathe while going up some stairs. His body had changed a lot in one year! He was not healthy.*

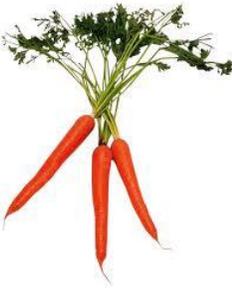
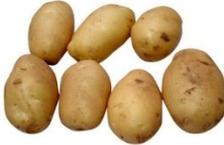
Step 3: Writing

Put Ss in pairs or groups of three. Pair up weaker students with stronger ones. Tell them that together they need to write a story of what's happening in the pictures.

Walk around the room and assist Ss as necessary.

Once almost everyone is finished, ask a group to share their writing with the class. Project it on the board and invite that group to read their story. Discuss. Have another group share theirs if there's time.

# Pictures



# What should we have for dinner?

Read the dialogues below for your Ss and instruct them to listen for what foods the two people like and don't like.

## Dialogue 1

A: I'm hungry. Where should we eat for dinner?

B: I don't know. Do you like tacos?

A: Not really.

B: Do you like pasta?

A: Yes, but I don't want that tonight.

B: Well what *do* you want?

A: How about pizza? I like pizza.

B: Sounds great. I like pizza too.

## Dialogue 2

A: We need to plan dinner for tomorrow because our friends are coming over...How about we make steak?

B: Sure I like steak. How much steak should I buy?

A: Buy four 6 oz filets.

B: Ok. What else should we eat?

A: How about a big salad? Do you like salad?

B: Yeah, I like salad. So do we need one head of lettuce, a few tomatoes, and some carrots?

A: Yes. Also buy some apples – Oh, and four potatoes.

B: No, I don't like potatoes. How about rice?

A: Sure, that's fine. Buy one bag of rice instead.

# Do you like...?

Food	Yes	No

# Picture Story

## What Happened to My Body?



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## Food Unit: Week 1, Wednesday

<p><b>Objectives</b> <i>Learners will be able to...</i></p> <p><b>Life skill:</b> Understand units of food measurement.</p> <p><b>Literacy/Grammar:</b> Read a short story about food and write a grocery list using count and non-count nouns.</p> <p><b>Listening/speaking:</b> Practice the /k/ sound in isolation and in context.</p>	<p><b>Materials</b></p> <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Shane’s Grocery List</b></li> <li>• Handout: <b>Spaghetti and Meatballs Recipe, Banana Pancake Recipe</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• <u>Volunteer Manual, 2012</u>: Letter/Sound Drill, p. 113 (reference)</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> <li>• Measurement realia</li> </ul>
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### Lesson Plan

**Review : Literacy/Grammar (30mins)**

Description: Ss will read a short story about food and write a grocery list using *count* and *non-count* nouns.

Materials: make copies of **Shane’s Grocery List**; **ELMO or overhead projector**.

**Activity 1: Listening/Speaking (30mins)**

Description: Ss will practice the /k/ sound in isolation and context

Materials/Prep: make copies of **Shane’s Grocery List**; reference **Volunteer Manual, 2012: Letter/Sound Drill, p. 113**.

**Activity 2: Life Skill (45mins)**

Description: Ss will discuss food measurements and their abbreviations (TBL, tsp) and write recipes using the abbreviations.

Materials/Prep: make copies of **Spaghetti and Meatballs Recipe** and **Banana Pancake Recipe**; **measurement realia**.

**Wrap-up/Review 15-20mins**

**\*Time permitting\***

Have Ss practice writing their spelling words in sentences.

## Teacher Directions: Review: Literacy/Grammar

- **Materials:** *Shane's Grocery List*; ELMO or overhead projector

### Step 1: Reading

As Ss come in, pass out the reading, **Shane's Grocery List**. Give them about 15 minutes to work on it before regrouping as a class.

### Step 2: Checking Comprehension

Project the handout on the board and read it once to the Ss while they follow along. Then have them read along with you.

Afterwards, go through the worksheet together, stopping to discuss/review *count* and *non-count* nouns.

### GRAMMAR NOTES FOR THE TEACHER

- Count Nouns = **plural** nouns that are easy to count, like apples, tomatoes, etc.
- Non-Count Nouns = nouns that are NOT easy to count, like soda, soup; or nouns that we deem as **singular**, such as steak or broccoli → in order to quantify these nouns we say *pieces of* steak, or *1 pound of* steak; *head of* broccoli.

### Shane's Grocery List

Read the story two times. Then follow the instructions below.

Shane loves to cook. He especially loves to cook breakfast food. On Sunday, his girlfriend is coming over for breakfast. He is going to make her a breakfast burrito. He needs eggs, milk, cheese and rice. He also needs tomatoes, onions, and tortillas. Maybe he will buy some avocados too. He goes to the store to buy the ingredients, but he forgot his grocery list! He needs you to help him.

Write down all of the food items Shane needs to buy:

Now put the food items in the correct category: count or non-count.

Count	Non-Count

Below is a sample of a grocery list. Use it to help you write Shane's grocery list.

Sample Grocery List: 1 dozen eggs 1 loaf of bread 4 apples 1 pound of cheese 2 bags of rice 2 pounds of chicken 2 bananas	Shane's Grocery List
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## Teacher Directions: Activity 1: Phonics

- **Materials:** *Volunteer Manual, 2012: Letter/Sound Drill, p. 113, Shane's Grocery List*

### Step 1: Setting the context

You will be working on the /k/ sound for this activity, so write down the words "milk", "book", "take", and "skate" on the board. Say each word and ask your Ss to repeat after you. Then ask them what sound is the same in each word → *look for them to say 'k'*. If they don't, then supply the answer for them.

### Step 2: Letter/Sound Drill

Follow the instructions on **p. 113** of **the Volunteer Manual**, and use **Shane's Grocery List** for the story (step 7 in the Volunteer Manual directions).

## Teacher Directions: Activity 2: Life Skill

- **Materials:** Measurement realia; *Spaghetti and Meatballs Recipe*, *Banana Pancake Recipe*

### Step 1: Prep

Bring in your own measurement realia, or ask your coordinator for some. Try to find measuring cups and spoons.

Make copies of the *Spaghetti and Meatballs Recipe (Student A)* and *Banana Pancake Recipe (Student B)* → If you have 20 Ss in class, you will need 10 copies of the Meatballs Recipe and 10 copies of the Pancake Recipe.

### Step 2: Setting the context

Ask Ss what some of their favorite recipes are. Write a couple of them on the board; then ask those Ss to tell you what the ingredients are.

Assuming they don't tell you how much you need of each ingredient, ask them to quantify the amounts (i.e., 1 spoon/TBL of sugar; 2 tomatoes, etc.) If they tell you they don't know the amounts, tell them to guess. Write the amounts on the board.

### Step 3: Measurements

Write the abbreviation “TBL” on the board and ask Ss if they know what that means. If they do, write the word *Tablespoon* next to its abbreviation. If they don't, supply the word for them. Then show the Tablespoon realia if you have it. Do this for the rest of the following abbreviations: tsp (teaspoon), c. (cup), 1/4 (one-fourth), 1/2 (one-half), 3/4 (three-fourths). **NOTE:** If they seem to know these abbreviations, then add in 1/3 and 2/3.

Next, write “lb” and “oz” on the board and ask Ss if they know what these abbreviations mean. If they do, write the word *pound* and *ounce* next to the abbreviations. If they don't, supply the words for them. Then discuss how these measurements are used, specifically highlighting that when they buy meat or cheese, for example, these measurements are used to explain how much they're buying (i.e., beef @ \$5.99/lb; 6oz steak; etc).

### Step 4: Recipe Jigsaw

Pass out the **Spaghetti and Meatballs Recipe** (Student A) to half of the class, and the **Banana Pancake Recipe** (Student B) to the other half of the class. Explain what the Ss need to do. (The instructions are on the handouts.)

The image shows two recipe handouts side-by-side. The left handout is titled "Spaghetti and Meatballs Recipe" and is for "Student A". It lists ingredients: 2 jars of spaghetti sauce, 1 box of pasta, 1 lb. of ground turkey, 1 onion, 1 green pepper, 1 egg, 1/2 c. milk, 1/4 c. dried crumbs, 1 tsp. oregano sauce, 1 tsp. salt, 1 tsp. pepper. It includes instructions to read the ingredients, write out abbreviations, and an example: "Example: 1 tsp. pepper = one teaspoon pepper". The right handout is titled "Banana Pancake Recipe" and is for "Student B". It lists ingredients: 1 c. flour, 1 TBL sugar, 2 TBS. baking powder, 1/4 tsp salt, 1 egg, 1 c. milk, 2 TBL oil, 2 bananas. It includes instructions to read the ingredients, write out abbreviations, and an example: "Example: 1 c. flour = one cup flour".

Once everyone is finished, pair up Student A with Student B. Tell them that Student A will read their recipe first and Student B will write down the abbreviations they hear on the back of their paper. Then they will switch. Afterwards, they will check their answers.

## Teacher Directions: Wrap Up

- **Materials:** Students' notebooks or pieces of paper

### Step 1: Review

Say a spelling word and ask the class to tell you how it's spelled. Write the correct spelling on the board. Do this for all of the words: *eggs, milk, lettuce, steak, sandwich, potatoes, soda, soup, apples, ice cream, carrots, tomatoes, lamb, rice, broccoli.*

### Step 2: Writing

Then have the Ss write sentences using the vocab words. Encourage them to quantify them (so they can review the *count/non-count noun* grammar point.)

# Shane's Grocery List

**Read the story two times. Then follow the instructions below.**

Shane loves to cook. He especially loves to cook breakfast food. On Sunday, his girlfriend is coming over for breakfast. He is going to make her a breakfast burrito. He needs eggs, milk, cheese and rice. He also needs tomatoes, onions, and tortillas. Maybe he will buy some avocados too. He goes to the store to buy the ingredients, but he forgot his grocery list! He needs you to help him.

Write down all of the food items Shane needs to buy:

Now put the food items in the correct category: *count* or *non-count*.

Count	Non-Count

Below is a sample of a grocery list. Use it to help you write Shane's grocery list.

*Sample Grocery List*

1 dozen eggs  
1 loaf of bread  
4 apples  
1 pound of cheese  
3 bags of rice  
2 pounds of chicken  
3 lemons

**Shane's Grocery List**

# Spaghetti and Meatballs Recipe

## Student A

**Read the ingredients below.**

### Spaghetti and Meatballs

2 jars of spaghetti sauce  
1 box of pasta  
1 lb. of ground turkey  
1 onion  
½ green pepper  
1 egg  
¼ c. milk  
½ c. bread crumbs  
1 tsp. worcestershire sauce  
1 tsp. salt  
1 tsp. pepper

**Now write out the abbreviations.**

*Example:* 1 tsp. pepper = one teaspoon pepper

# Banana Pancake Recipe

## Student B

**Read the ingredients below.**

### Banana Pancakes

1 c. flour  
1 TBL sugar  
2 tsps. Baking powder  
¼ tsp salt  
1 egg  
1 c. milk  
2 TBL oil  
2 bananas

**Now write out the abbreviations.**

*Example:* 1 c. flour = one cup flour

## Food Unit: Week 1, Thursday

<p><b>Objectives</b> <i>Learners will be able to...</i></p> <p><b>Life skill:</b> Understand units of food measurement.</p> <p><b>Literacy:</b> Write a favorite recipe using food measurement abbreviations.</p> <p><b>Listening:</b> Listen for specific information ( units of food measurements) in recipes.</p> <p><b>Speaking:</b> Ask and respond to questions about a favorite recipe from their home countries.</p>	<p><b>Materials</b></p> <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Complete the Sentences, Teacher and Student Copy</b></li> <li>• Handout: <b>Spaghetti and Meatballs Recipe, Banana Pancake Recipe</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> <li>• Spelling test prizes (ask coordinator for these)</li> </ul>
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### Lesson Plan

#### Review/Spelling Test (25mins)

**Description:** Ss will complete sentences using the spelling words and then take a spelling test.

**Materials/Prep:** make copies of **Complete the Sentences, Teacher and Student copies; spelling test prizes** (ask your coordinator for these).

#### Activity 1: Listening (40mins)

**Description:** Ss will review measurement abbreviations (TBL, tsp, etc.) and then listen for them in recipes.

**Materials/Prep:** **ELMO or overhead projector;** make copies of **Spaghetti and Meatballs Recipe** and **Banana Pancake Recipe.**

#### Activity 2: Speaking/Writing (45mins)

**Description:** Ss will discuss a favorite recipe from their home countries in pairs, and then write out that recipe to share with the whole class.

**Materials/Prep:** write the discussion questions on the board; student notebooks.

#### Wrap-Up

Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.

## Teacher Directions: Review/Spelling Test

- **Materials:** *Complete the Sentences*; prizes (see below)

### Step 1: Warm-up/Review

Pass out the **Complete the Sentences** handout as Ss walk in. Give them 10 minutes to complete the worksheet before going over it as a class.

### Step 2: Spelling Test

Tell the Ss to number a piece of paper from 1-15. Then explain that they are going to take a spelling test and that you will say the word once by itself, and then again in a sentence.

- **Spelling Words:** *eggs, milk, lettuce, steak, sandwich, potatoes, soda, soup, apples, ice cream, carrots, tomatoes, lamb, rice, broccoli.*

### Complete the Sentences

Student Copy

Complete the sentences with the words below.

eggs	broccoli	milk	potatoes	soup	apples	lamb	steak
soda	lettuce	rice	broccoli	carrots	ice cream	sandwich	tomatoes

1. A lot of people like to eat \_\_\_\_\_ for breakfast.
2. This vegetable is green and looks like a tree: \_\_\_\_\_.
3. A sheep has a baby \_\_\_\_\_.
4. Mary bought one bag of \_\_\_\_\_ to make with her breakfast burrito.
5. French fries are made from \_\_\_\_\_.
6. My friend bought two cans of \_\_\_\_\_ - Coke and Sprite.
7. Peter loves to eat \_\_\_\_\_ cones in the summertime.
8. Rabbits like to eat this orange vegetable: \_\_\_\_\_.
9. My husband ordered a \$6.99 \_\_\_\_\_ at his favorite restaurant.
10. Many Americans eat \_\_\_\_\_ and cereal for breakfast.
11. Jane bought one head of \_\_\_\_\_ for her salad.
12. If you're going to make a \_\_\_\_\_, you need meat, cheese, and mustard.
13. This food is red and is really a fruit, not a vegetable: \_\_\_\_\_.
14. On a cold day, I will have a can of \_\_\_\_\_ for lunch with some crackers.
15. There is an old saying that says: "An \_\_\_\_\_ a day keeps the doctor away." What do you think this saying means?

Afterwards, go over the answers. If anyone gets 1 or 2 wrong, consider giving them a prize if your coordinator has a prize box.

## Teacher Directions: Activity 1: Listening

- **Materials:** ELMO or overhead projector; *Spaghetti and Meatballs Recipe, Banana Pancake Recipe*

### Step 1: Prep

If you have 10 Ss in your class, you will need to make 5 copies of the **Spaghetti and Meatballs Recipe** handout, and 5 copies of the **Banana Pancake Recipe** handout.

### Step 2: Review

Review food measurements and their abbreviations. On one side of the board, write these abbreviations: *oz., c., lb., TBL, tsp., 1/2, 3/4, 1/4*. Then on the other side write their matching words (and make sure the words don't directly line up with their abbreviations): *ounce, cup, tablespoon, teaspoon, one-half, three-fourths, one-fourth*.

Once you have everything written down, call one student up at a time to draw a line matching the abbreviation to its word.

### Step 3: Listening

Project the **Spaghetti and Meatballs Recipe** on the board and ask a student to read the ingredients for the class. **NOTE:** Only show the ingredients part of the handouts. Do the same for the **Banana Pancake Recipe**.

Afterwards, give half of the class the **Spaghetti and Meatballs Recipe** handout and the other half the **Banana Pancake Recipe** handout. Pair up Student A (Meatballs) with Student B (Pancakes). Explain that Student A will read the *directions* on how to make spaghetti and meatballs first, while Student B listens and *writes down* the measurement abbreviations s/he hears (i.e., TBL, tsp, etc.). Afterwards, the students will switch. **NOTE:** The handouts are designed to help keep the Ss organized throughout this jigsaw activity, but it's always best to **model** what you expect them to do first. Also, the Ss only have to write down the abbreviations they hear; **NOT** the whole sentence.

Walk around the room and make sure Ss understand what you want them to do and are staying on task.

### Step 4: Checking Comprehension

Choose two strong Ss to come up to the front of the class and demonstrate the activity. Have the student listening write the abbreviations they hear on the board.

**Spaghetti and Meatballs Recipe**  
Student A  
Spaghetti and Meatballs  
2 jars of spaghetti sauce  
1 box of pasta  
1 lb. of ground beef  
1 onion, chopped  
½ green pepper, chopped  
1 egg  
¼ c. milk  
½ c. bread crumbs  
1 tsp. Worcestershire sauce  
1 tsp. salt  
1 tsp. pepper  
Now read the directions SLOWLY to your partner.  
Directions  
1. Heat the oven to 400 degrees.  
2. In a bowl, mix together 1 lb. of beef, 1 onion, ½ green pepper.

**Banana Pancake Recipe**  
Student B  
Listen to your partner read how to make Spaghetti and Meatballs. Write down the measurements you hear. If you need clarification, tell them to "repeat please" or to "speak more slowly please."  
.....  
Banana Pancakes  
1 c. flour  
1 TBL sugar  
2 tps. Baking powder  
¼ tsp salt  
1 egg  
1 c. milk  
2 TBL oil  
2 bananas  
Now read the directions SLOWLY to your partner.  
Directions  
1. In a bowl, combine 1 c. of flour, 1 TBL sugar, 2 tps. Baking powder and ¼ tsp. salt. Mix together.  
2. Then add 1 egg, 1 cup of milk, 2 TBL oil and 2 bananas. Mix together.  
3. Add some oil to a frying pan and heat over medium heat.  
4. Pour ¼ c. of the pancake mix onto the frying pan. Cook until pancakes are golden brown on both sides. Serve with syrup.

## Teacher Directions: Activity 2: Speaking/Writing

- **Materials:** *Volunteer Manual, 2012: Ball Toss, p. 46*

### Step 1: Setting the Context

Write these questions on the board:

1. What's your favorite food from your home country?
2. What ingredients do you need for it?
3. Can you find the ingredients here in the US?
4. Do you make this food at home?

Go over each question with your students and make sure they understand what the question is asking and how they should answer it. Then pair up 2 Ss and have them practice asking/answering the questions.

After about 10-15 minutes, regroup and do the **ball toss** to review the questions/answers.

### Step 2: Writing

Tell Ss that they need to write out a recipe for the favorite food they described in question #1. Tell them to “title” it, add “ingredients” (**including measurements and their abbreviations**), and “directions”. **NOTE:** If the Ss tell you they don’t know how much of each ingredient is in their favorite dish, tell them to make it up. OR if you have access to a computer you could bring it in and let them search for their recipe online.

As Ss finish their recipes, put two Ss together and have them share their recipes. Make sure they weren’t paired together for the first part of this activity. Encourage them to discuss whether they’d make their partner’s recipe at home (i.e., *I wouldn’t make this recipe because I don’t like tomatoes.*)

**Time Permitting:** Make copies of some of the recipes and leave them for Ss to take home.

# Complete the Sentences

## TEACHER COPY

Complete the sentences with the words below.

eggs	broccoli	milk	potatoes	soup	apples	lamb	steak
soda	lettuce	rice	broccoli	carrots	ice cream	sandwich	tomatoes

1. A lot of people like to eat eggs for breakfast.
2. This vegetable is green and looks like a tree: broccoli
3. A sheep has a baby lamb.
4. Mary bought one bag of rice to make with her breakfast burrito.
5. French fries are made from potatoes.
6. My friend bought two cans of soda - Coke and Sprite.
7. Peter loves to eat ice cream cones in the summertime.
8. Rabbits like to eat this orange vegetable: carrots
9. My husband ordered a 6 oz steak at his favorite restaurant.
10. Many Americans eat milk and cereal for breakfast.
11. Jane bought one head of lettuce for her salad.
12. If you're going to make a sandwich, you need meat, cheese, and mustard.
13. This food is red and is really a fruit, not a vegetable: tomatoes
14. On a cold day, I will have a can of soup for lunch with some crackers.
15. There is an old saying that says: "An apple a day keeps the doctor away." What do you think this saying means?

# Complete the Sentences

## Student Copy

Complete the sentences with the words below.

eggs	broccoli	milk	potatoes	soup	apples	lamb	steak
soda	lettuce	rice	broccoli	carrots	ice cream	sandwich	tomatoes

1. A lot of people like to eat \_\_\_\_\_ for breakfast.
2. This vegetable is green and looks like a tree: \_\_\_\_\_
3. A sheep has a baby \_\_\_\_\_.
4. Mary bought one bag of \_\_\_\_\_ to make with her breakfast burrito.
5. French fries are made from \_\_\_\_\_.
6. My friend bought two cans of \_\_\_\_\_ - Coke and Sprite.
7. Peter loves to eat \_\_\_\_\_ cones in the summertime.
8. Rabbits like to eat this orange vegetable: \_\_\_\_\_
9. My husband ordered a 6 oz \_\_\_\_\_ at his favorite restaurant.
10. Many Americans eat \_\_\_\_\_ and cereal for breakfast.
11. Jane bought one head of \_\_\_\_\_ for her salad.
12. If you're going to make a \_\_\_\_\_, you need meat, cheese, and mustard.
13. This food is red and is really a fruit, not a vegetable: \_\_\_\_\_
14. On a cold day, I will have a can of \_\_\_\_\_ for lunch with some crackers.
15. There is an old saying that says: "An \_\_\_\_\_ a day keeps the doctor away." What do you think this saying means?

# Spaghetti and Meatballs Recipe

## Student A

### Spaghetti and Meatballs

2 jars of spaghetti sauce  
1 box of pasta  
1 lb. of ground beef  
1 onion, chopped  
½ green pepper, chopped  
1 egg  
¼ c. milk  
½ c. bread crumbs  
1 tsp. worcestershire sauce  
1 tsp. salt  
1 tsp. pepper

**Now read the directions SLOWLY to your partner.**

### Directions

1. *Heat the oven to 400 degrees.*
2. *In a bowl, mix together 1 lb. of beef, 1 onion, ½ green pepper.*
3. *Then add 1 egg, ¼ c. of milk, and ½ c. bread crumbs. Mix together.*
4. *Then add 1 tsp. Worcestershire sauce, 1 tsp. salt, and 1 tsp. pepper. Mix together.*
5. *Make little balls out of the mixture and put them in a pan. Put the meatballs in the oven for 25 minutes.*
6. *Start boiling water. Once the water is boiling, add 1 box of pasta.*
7. *While the pasta is cooking, heat 2 jars of pasta sauce on the stove.*
8. *Once everything is finished cooking, put the noodles on a plate, and add the meatballs sauce.*  
*Enjoy!*

Now listen to your partner read how to make *Banana Pancakes*. Write down the measurements you hear. If you need clarification, tell them to “repeat please” or to “speak more slowly please”.

# Banana Pancake Recipe

## Student B

Listen to your partner read how to make *Spaghetti and Meatballs*. Write down the measurements you hear. If you need clarification, tell them to “repeat please” or to “speak more slowly please”.

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### Banana Pancakes

1 c. flour  
1 TBL sugar  
2 tsps. Baking powder  
¼ tsp salt  
1 egg  
1 c. milk  
2 TBL oil  
2 bananas

**Now read the directions SLOWLY to your partner.**

### Directions

1. *In a bowl, combine 1 c. of flour, 1 TBL sugar, 2 tsps. baking powder and ¼ tsp. salt. Mix together.*
2. *Then add 1 egg, 1 cup of milk, 2 TBL oil and 2 bananas. Mix together.*
3. *Add some oil to a frying pan and heat over medium heat.*
4. *Pour ¼ c. of the pancake mix onto the frying pan. Cook until pancakes are golden brown on both sides. Serve with syrup.*