



*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.**

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

## Health Unit: Week 3

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### **Unit Overview**

This is a 3-week unit where students will describe symptoms and ailments to a doctor using the *present perfect* and *for/since* and practice making doctor's appointments. They will also read prescription labels, fill out medical history and child immunization forms, and discuss healthy/unhealthy lifestyle practices.

### **Focus of Week 3**

- Discussing healthy/unhealthy practices
- Scanning the Food Pyramid and nutrition labels for information
- Surveying classmates about healthy practices and fitness histories and charting the information

## Health Unit: Week 3, Monday

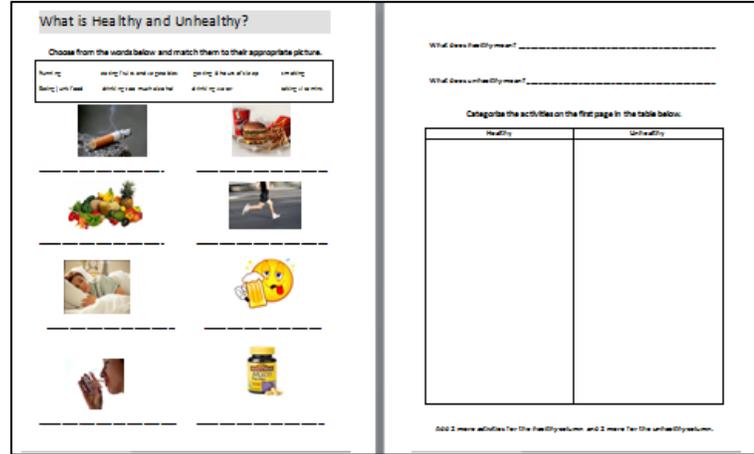
<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> Distinguish between healthy and unhealthy practices.</p> <p><b>Speaking:</b> Answer questions orally about a picture story.</p> <p><b>Transitions:</b> Survey classmates on healthy habits, create a bar graph based on the results, and then draw conclusions.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>What is Healthy and Unhealthy?</b></li> <li>• <u>Textbook:</u> <i>Stand Out 4, 2<sup>nd</sup> ed., p. 83</i></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Picture Story</li> <li>• Discussion Questions</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> </ul>
<b>Lesson Plan</b>	
<p><b>Warm Up: Life Skill (20mins)</b>  <u>Description:</u> Ss will match healthy/unhealthy activities to their appropriate pictures, define the terms “healthy” and “unhealthy”, and categorize the activities as “healthy” or “unhealthy”.  <u>Materials/Prep:</u> make copies of the <b><i>What is Healthy and Unhealthy?</i></b> handout.</p> <p><b>Activity 1: Transitions (60mins)</b>  <u>Description:</u> Ss will interpret a bar graph and then survey their classmates on healthy habits they practice; afterwards, they will make their own bar graph and calculate percentages.  <u>Materials/Prep:</u> make copies of <b><i>Stand Out 4, 2<sup>nd</sup> ed., p. 83.</i></b></p> <p><b>Activity 2: Speaking (30-40mins)</b>  <u>Description:</u> Ss will answer questions about a picture story involving healthy/unhealthy practices and then discuss follow-up questions in groups.  <u>Materials/Prep:</u> make one copy of <b><i>Picture Story</i></b> and one copy of <b><i>Discussion Questions</i></b> handouts to project</p> <p><b>Wrap-up</b>            Ask Ss what they learned today.</p>	

## Teacher Directions: Warm Up

- **Materials:** *What is Healthy and Unhealthy?*

### Step 1: Introduce Activity

Pass out the **What is Healthy and Unhealthy?** handout to Ss as they come in to class. Allow 10-15 minutes for Ss to work on this. Then go over the worksheet together as a class. Explain that this week they will be learning about nutrition, and what is “healthy” and “unhealthy”.

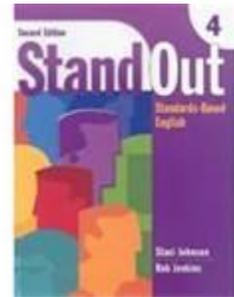


## Teacher Directions: Activity 1: Transitions

- **Materials:** *Stand Out 4, 2<sup>nd</sup> ed., p. 83*

### Step 1: Setting Context

Project p. 83 of **Stand Out 4** on the board and pass it out to Ss as well. Do section (E) together as a class. Leave the “how to calculate percentage” section for later.



When you get to (F), decide on a list of 4 healthy habits as a class and write them on the board. Then have the Ss try to come up with questions for asking if other Ss practice these habits (i.e., habit 1 = sleeping 8 hours a night → *Do you sleep 8 hours a night?*) Tell the Ss to write these questions down in their notebooks like this. Then explain how to tally answers for their **Mingle** (Step 2).

	YES	NO
1. Question	III	
2. Question		III
3. Question		
4. Question		

### Step 2: Mingle

Once Ss have their questions written down and understand how to tally up the answers, go over how to answer the questions (i.e., *Do you sleep 8 hours a night?* → *Yes I do; No I don't.*) Then tell them they need to go around the room and gather information from their classmates.

### Step 3: Analyzing the Data

Once everyone has finished asking the questions, go over the data collected. Write the information on the board. Then explain how to calculate percentages. Do this as a class for each habit.

Then put them in pairs and have them use the empty table in section (F) to display the data your class collected. Do the first “habit” together as a class so they understand what you want them to do.

When almost everyone is finished, regroup and have a pair of Ss share their graphs with the class. Project it on the ELMO if you can. Ask anyone if they were surprised by the results. Discuss.

## Teacher Directions: Activity 2: Speaking

- **Materials: ELMO or overhead projector; Picture Story handout; Discussion Questions handout**

### Step 1: Setting the Context

Ask Ss these questions and discuss: *What did you eat for breakfast in your home countries? What do you eat for breakfast now? Did you eat healthier in your home country? Why or why not.*

### Step 2: Picture Story

**Basic gist of story** (take from [www.cal.org/caela/esl\\_resources/Health/healthindex.html#Body](http://www.cal.org/caela/esl_resources/Health/healthindex.html#Body)) :

“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.”

Project the **Picture Story** on the board and use the suggested questions below to elicit responses from the Ss:

- Go over the title, "What Happened to My Body?" Ask Ss: *What do you think this story will be about?*



- First frame: *Where is the man? What is his name? What do you see in the picture? What do you think the man eats every day in his native country? Is the food healthy or unhealthy?*
- Second frame: *Now where is the man? What do you think he eats for breakfast in the U.S.A.? (Point out the “Golden Arches” if necessary.) What is his job? Do you think he gets much exercise in his job?*
- Third frame: *Now where is the man? What does he eat for lunch every day? What does he drink? Are pizza and soda healthy for you?*
- Fourth frame: *What does the man eat for dinner every day? Is it healthy? (Point out that MOST microwavable foods are unhealthy for you.)*
- Fifth frame: *Now what is the man doing? What is he eating? (ice cream cone and chips.) Are ice cream and chips healthy? Is he doing any exercise?*
- Sixth frame: *When is this picture? Is the man different? What is happening? What's the problem? Why is it difficult for the man to go up the stairs? What can the man do to be more healthy?*

### Step 3: Discussion

With the sixth frame the opportunity arises to talk with students about the health risks that increase with weight gain and inactivity and possible solutions.

Put Ss in groups of 3-4 and project the **Discussion Questions**. Go over each question first as a class so everyone understands what the questions are asking, and then instruct the groups to discuss.

Allow for as much time as you deem necessary before bringing everyone back together again to go over their answers.

#### Discussion Questions

1. What are some health problems you can get if you don't exercise and you gain weight/get fat?
2. Do a lot of people have these problems in the US? Do people have these problems in your home country?
3. What kinds of foods do people eat in your home country?
4. What kinds of foods do you eat in the United States? Do you eat healthy food in the United States?
5. Did you get exercise in your country?
6. Do you get exercise in the United States now? Why or why not?
7. What different activities can you do for exercise?

# What is Healthy and Unhealthy?

Choose from the words below and match them to their appropriate picture.

Running

eating fruits and vegetables

getting 8 hours of sleep

smoking

Eating junk food

drinking too much alcohol

drinking water

taking vitamins



What does *healthy* mean? \_\_\_\_\_

What does *unhealthy* mean? \_\_\_\_\_

**Categorize the activities on the first page in the table below.**

Healthy	Unhealthy

**Add 2 more activities for the *healthy* column and 2 more for the *unhealthy* column.**

# Picture Story

## What Happened to My Body?



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# Discussion Questions

1. What are some health problems you can get if you don't exercise and you gain weight/get fat?
2. Do a lot of people have these problems in the US? Do people have these problems in your home country?
3. What kinds of foods do people eat in your home country?
4. What kinds of foods do you eat in the United States? Do you eat healthy food in the United States?
5. Did you get exercise in your country?
6. Do you get exercise in the United States now? Why or why not?
7. What different activities can you do for exercise?

## Health Unit: Week 3, Tuesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> Understand the Food Pyramid.</p> <p><b>Literacy:</b> Read a recipe and answer simple written wh-questions about it.</p> <p><b>Transitions:</b> Chart nutritional information and compare/contrast their diet to the Food Pyramid.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Write your own Story</b></li> <li>• <u>Textbook</u>: <i>Stand Out 3, 2<sup>nd</sup> ed., p. 90</i></li> <li>• Handout: <b>A Healthy Recipe</b></li> <li>• Handout: <b>What Did You Eat Yesterday?</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <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> <li>• Food realia – ask coordinator for these items</li> </ul>

### Lesson Plan

**Review: Literacy (40mins)**

Description: Ss will write their own stories by looking at the picture story that was used in yesterday's class.

Materials/Prep: **ELMO or overhead projector**; make one copy of the **Picture Story**, and multiple copies of the **Write your own Story** handout.

**Activity 1: Life Skill/Transitions (50-60mins)**

Description: Ss will scan the Food Pyramid and answer questions about it; then they will chart what they ate yesterday in order to compare/contrast their diet with the Food Pyramid.

Materials/Prep: **food realia**; make copies of **Stand Out 3, 2<sup>nd</sup> ed., p. 90** and **What Did You Eat Yesterday?**

**Activity 2: Literacy/Life Skills/Transitions (20mins)**

Description: Ss will read a recipe and answer questions about it; they also will scan information on a nutritional chart for information.

Materials/Prep: make copies of **A Healthy Recipe**.

**Wrap-up**

Ask Ss to tell you three things they learned today.

## Teacher Directions: Review

- **Materials: ELMO or overhead projector; *Picture Story, Write your own Story***

### Step 1: Setting the Context

Write the words “healthy” and “unhealthy” on the board and discuss what they mean. Ask Ss what they ate for breakfast today. If people reply “nothing” or “just coffee”, ask them why they didn’t eat anything and if they think that’s a healthy practice.

### Step 2: Picture Story

Project the **Picture Story** on the board. (Ss discussed this in-depth yesterday.) Tell them they need to write their own version of what’s happening in the story. Read the **EXAMPLE Story** below first so they have an idea of what you want them to do.

#### EXAMPLE Story

*This is Vang. He is from Thailand. Everyday he eats fresh fruit and vegetables. Then Vang moves to the US. He becomes a taxi driver. He eats McDonald’s everyday for breakfast. This isn’t healthy. He eats pizza everyday for lunch. He eats frozen food every night for dinner. Then he watches TV and eats chips and ice cream. After one year, he is unhealthy and has gained weight. He can’t breathe when he goes up stairs.*



Ask some follow-up questions to check their understanding of what the story was about.

Then pass out the **Write your own Story** handout. You can either give this to ALL of the Ss, or tell the stronger Ss to write their own stories without the guided prompt. You could also pair up a weaker student with a stronger student.

As Ss finish their stories, pair them up together so they can practice reading their stories. Once everyone has finished writing, regroup and ask a couple of Ss to share their stories.

### Write your own Story

Look at the pictures and then write your own story below.

This is \_\_\_\_\_ is from \_\_\_\_\_  
(name) (name) (country)

Everyday in \_\_\_\_\_ eats \_\_\_\_\_  
(country) (name)

Then \_\_\_\_\_  
(name) becomes a \_\_\_\_\_

For breakfast \_\_\_\_\_

For lunch \_\_\_\_\_

For dinner \_\_\_\_\_

For snack \_\_\_\_\_

After one year \_\_\_\_\_

## Teacher Directions: Activity 1: Life Skill/Transitions

- **Materials:** *Stand Out 3, 2<sup>nd</sup> ed., p. 90*; **What Did You Eat Yesterday?** handout, **food realia**

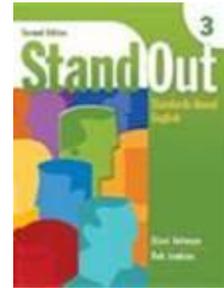
### Step 1: Setting the Context

Write the 5 food groups on the board: *grains, fruits, vegetables, dairy, protein*. Use **realia** to introduce these 5 food groups by holding up a piece of bread/box of pasta, for example, for *grains*; apple for *fruits*, etc. Before you write these food items on the board, ask Ss which food group they go under.

Then ask Ss how much *fruit* they think they should eat a day; how much *dairy*; and so on. Discuss.

### Step 2: Nutritional Pyramid

Pass out **p. 90** of **Stand Out 3** to Ss and project the Food Pyramid on the board. Go over each column as a class, making sure they understand the portion sizes and what that means.



Then have them work on section (A) by themselves. Afterwards go over the questions together as a class.

### Step 3: Discussion

Project a copy of the **What Did You Eat Yesterday?** handout on the board and do an example of what you ate with them. Make sure to include the portion sizes (i.e., 1 apple, or 1 cup/bowl of cereal, etc.)

What Did You Eat Yesterday?				
Think of what you ate yesterday. Write down the amount you ate.				
BRUNCH -				
LUNCH -				
DINNER -				
SNACKS -				
DRINKS -				
Now separate your meals by food type.				
Grains	Vegetables	Fruits	Dairy	Protein

Compare what you ate to the Nutrition Pyramid and answer the questions.
1. Did you eat enough grains?
2. Did you eat enough vegetables?
3. Did you eat enough fruits?
4. Did you eat enough dairy?
5. Did you eat enough protein?
6. Did you eat 100 small servings of grains?
7. Did you eat 100 small servings of fruit?

Then pass out the handout to Ss and have them chart what they ate yesterday. As they finish, pair Ss up and have them go over what they ate together; then have them ask the questions on page 2 to each other. Regroup afterward and ask Ss to share their charts. See if anyone was surprised at how well (or how poorly) they ate.

**(NOTE:** Feel free to discuss the issue of MILK/DAIRY, as many non-western cultures don't drink milk or eat cheese, etc. Explain that they can get calcium from other sources, such as veggies (kale) or nuts (almonds), etc.)



# Picture Story

## What Happened to My Body?



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# Write your own Story

Look at the pictures and then write your own story below.

This is \_\_\_\_\_ . \_\_\_\_\_ is from \_\_\_\_\_ .  
(name) (name) (country)

Everyday in \_\_\_\_\_ , \_\_\_\_\_ eats \_\_\_\_\_ .  
(country) (name)

\_\_\_\_\_ .

Then \_\_\_\_\_ .

\_\_\_\_\_ becomes a \_\_\_\_\_ .  
(name)

For breakfast, \_\_\_\_\_ .

For lunch, \_\_\_\_\_ .

For dinner, \_\_\_\_\_ .

For snack, \_\_\_\_\_ .

After one year, \_\_\_\_\_ .

\_\_\_\_\_ .

# What Did You Eat Yesterday?

Think of what you ate yesterday. Write everything down below:

**BREAKFAST =**

**LUNCH =**

**DINNER =**

**SNACKS =**

**DRINKS =**

**Now separate your meals by food type.**

<b>Grains</b>	<b>Vegetables</b>	<b>Fruits</b>	<b>Dairy</b>	<b>Protein</b>

**Compare what you ate to the Nutrition Pyramid and answer the questions.**

1. Did you eat enough Grains?
2. Did you eat enough Vegetables?
3. Did you eat enough Fruits?
4. Did you eat enough Dairy?
5. Did you eat enough Protein?
6. Did you eat TOO much of any food group? If yes, which one?
7. Did you eat TOO much sugar or fat?

# A Healthy Recipe

Taken from [whfoods.org](http://whfoods.org)

## 15-Minute Greek Garbanzo Bean Salad



Rich in protein and dietary fiber, this fresh-tasting salad provides 11% of your Daily Value for protein and 26% for dietary fiber. It only takes minutes to prepare and gets better the longer it sits. Make this quick and easy recipe a regular addition to your Healthiest Way of Eating. **Serves 4**

**Prep and Cook Time:** 15 minutes

### Ingredients:

- 2 cups garbanzo beans, drained and rinsed
- 2/3 cup scallion
- 3 medium cloves garlic, chopped
- 1 medium ripe tomato, seeds removed and chopped
- 3 medium ribs celery, diced about 1/2-inch pieces
- 3 TBS fresh lemon juice
- 2 1/2 TBS chopped fresh mint (or 2 1/2 tsp dried mint)
- 3 TBS chopped fresh parsley (or 3 tsp dried parsley)
- extra virgin olive oil to taste
- 1 small head of lettuce, chopped
- salt & pepper to taste
- \* optional: 1/4 cup feta cheese

### Directions:

1. Mix all ingredients except lettuce and cheese in a bowl and season with salt and pepper to taste.
2. Serve on top of chopped lettuce and sprinkle with feta cheese, if desired.

### Questions

1. How long does this recipe take to make?
2. How many people does it serve?
3. What ingredients do you need to mix together in #1 of the directions?

## Nutritional Profile – 15 minute Greek Garbanzo Salad

<b>Nutrient</b>	<b>% Daily Value</b>
Vitamin C	68.4%
Vitamin A	40.5%
Folate	37.2%
Fiber	25.8%
Vitamin B6	24%
Iron	12.4%
Protein	11.2%
Calories	7%

Look at the chart above. Then answer the questions below:

1. What nutrient gives you the highest percent of your daily value?
2. What nutrient gives you 11.2% of your daily value?
3. Did you know that beans are high in protein?
4. Does this recipe have a lot of calories?
5. Do you think this is a healthy or unhealthy recipe? Explain your answer.

## Health Unit: Week 3, Wednesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill/Transitions:</b> Scan nutrition labels for information.</p> <p><b>Literacy:</b> Answer wh-questions about the food pyramid.</p> <p><b>Listening:</b> Listen for specific information regarding recipes.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Food Pyramid</b></li> <li>• Handout: <b>Listening Activity</b></li> <li>• <u>Textbook</u>: <i>Stand Out 4, 2<sup>nd</sup> ed., p. 90</i></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Family Recipe</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> <li>• Laptop</li> <li>• Realia (measuring cups, box of cereal)</li> </ul>
<b>Lesson Plan</b>	
<p><b>Review (25mins)</b>  <u>Description:</u> Ss will review the food pyramid and answer questions about it.  <u>Materials/Prep:</u> make copies of the <b>Food Pyramid</b> handout.</p> <p><b>Activity 1: Life Skill/Listening (45-60mins)</b>  <u>Description:</u> Ss will write recipes using measurements and “action verbs” for the directions; afterwards, they will share and listen for specific information.  <u>Materials/Prep:</u> <b>ELMO or overhead projector; laptop; realia</b> (measuring cups, etc); <u>bring in a family recipe</u>; make copies of <b>Listening Activity</b></p> <p><b>Activity 2: Life Skill/Transitions (30mins)</b>  <u>Description:</u> Ss will discuss new terms (<i>serving size, calories, fat, etc.</i>) and scan nutrition labels for information.  <u>Materials/Prep:</u> <b>Realia</b> (box of cereal); make copies of <b>Stand Out 4, 2<sup>nd</sup> ed., p. 90</b></p> <p><b>Wrap-up</b>            Ask Ss to write down 5 things they learned today in their notebooks and then share them with a partner afterward.</p>	

## Teacher Directions: Review

- **Materials: Food Pyramid**

### Step 1: Independent Practice

Pass out the **Food Pyramid** handout as Ss come in to class and have them work on it independently. If they weren't in class yesterday, pair them up with someone who was.

### Step 2: Checking comprehension

After about 10-15 minutes, go over the handout together as a class.

**Food Pyramid**

What does healthy mean? \_\_\_\_\_

Give an example of a food that's healthy: \_\_\_\_\_

What does unhealthy mean? \_\_\_\_\_

Give an example of a food that's unhealthy: \_\_\_\_\_



What are the 5 food groups? Write them below and give an example for each group:

Food Group Recommendations	Measures of Food
<b>Grains Group</b> – 6 ounces or equivalent	1 slice bread = 1 ounce 1 cup dry cereal, flakes or rounds, or 1 ¼ cup puffed cereal = 1 ounce ½ cup cooked rice, pasta, or cereal = 1 ounce
<b>Vegetables Group</b> – 2½ cups	½ cup vegetables, cooked 1 cup vegetables, raw 10 medium length French fries
<b>Fruits Group</b> – 2 cups	1 small apple or medium pear ½ cup 100% fruit juice ½ cup fruit, chopped or canned
<b>Milk Group</b> – 3 cups or equivalent of lowfat or fat-free milk or milk products	1 cup lowfat or fat-free milk 1½ ounce lowfat or fat-free natural cheese = 1 cup equivalent 1 cup lowfat yogurt (8 oz)
<b>Meat and Beans Group</b> – 5½ ounces or equivalent	2 to 3 ounces meat, poultry, or fish ½ cup cooked dry beans = 2 ounces 1 tablespoon peanut butter = 1 ounce

Looks at the table above and then answer the questions.

How many pieces of bread can you eat in 1 day?

How many cups of vegetables can you eat in 1 day?

How many apples can you eat in 1 day?

How many cups of milk can you eat in 1 day?

How many tablespoons of peanut butter can you eat in 1 day?

## Teacher Directions: Activity 1: Life Skill/Listening

- **Materials: ELMO or overhead projector; family recipe; measurement realia (cups, tablespoons, etc.); laptop; Listening Activity**

### Step 1: Prep

**Bring in a family recipe** you can share with the Ss. If possible, write it on a recipe card and make sure to include the title of the recipe at the top, the ingredients (with measurements), and the directions.

### Step 2: Setting the Context

Write these measurement abbreviations on the board one-by-one and see if Ss know what they are: *TBL, tsp, c., oz., 1/4, 1/2, 3/4*. If they don't, supply the information for them. Then show them realia examples if possible.

Afterwards ask them where they see these abbreviations → LOOK FOR them to say *recipes, cooking*, or something to that affect.

### Step 3: Writing Recipes

Project your **family recipe** on the board. Explain that this is how people write recipes in the US. They use three sections: "title", "ingredients" (with measurements), and "directions". Go through each part with the Ss:

- Ingredients with measurements: explain that this section is really important because not many cooks feel comfortable using a recipe without knowing how much they should add of what. Discuss other measurement words, such as "pinch of" or "dash of"; "salt and pepper to taste";

etc. Ask the Ss if they know of, or use, any other phrases when describing a recipe to someone (such as, “a big spoon”, instead of *Tablespoon*). Write these on the board.

- **Directions:** Explain that recipes use “action verbs” with NO subjects (i.e., Add the salt; take out the bread; etc). Write as many cooking “action verbs” on the board as you can think of as a class (i.e., *put in, take out, add, stir, chop, cut*).

Next, tell the Ss to think of a recipe they cook often at home. Have them write down the three sections (“title”, “ingredients”, and “directions”) in their notebooks. (**NOTE:** They might tell you they don’t know the measurements; tell them to either guess or use the **laptop** to help them Google the recipe. If Ss can’t think of a recipe at all, help them Google one. Try to find one that represents their culture, if possible.)

Walk around the room and assist with the measurements and directions sections. Make sure the directions section is as understandable as possible. You don’t need to correct each step for perfect grammar, but you should be able to understand how to make the recipe.

#### Step 4: Listening

Once everyone has written a recipe, pair Ss up and have them share theirs. Give them the **Listening Activity** handout and go over it first. Explain what they need to *listen for*, and that if they can’t understand their partner, they should say “can you repeat that please?” instead of looking at the recipe. (Emphasize that they should NOT look at each other’s recipes, as this is a listening activity.)

When both partners have read their recipes and written down their answers, *then* explain that they can look at their partner’s recipes to check their listening comprehension.

**Listening Activity**

Listen to your partner read his or her recipe. Then answer the questions below.

1. What is the title of the recipe?
  
2. What are three ingredients did you hear?
  
3. What three “action verbs” did you hear?
  
4. Do you think this is a healthy or unhealthy recipe? Explain your answer.

#### Step 5: Healthy or unhealthy

Have each student, or at least 5 Ss, read their recipes for the class. Ask the class to name 3 ingredients they heard, as well as 3 “action verbs”. Then discuss if the recipe is healthy or unhealthy.

Afterward, collect all of the recipes and **give them to the coordinator**. S/he will make copies of them and make recipe books for each of the Ss to take home.

## Teacher Directions: Activity 2:

- **Materials: Realia (box of cereal); *Stand Out 4, 2<sup>nd</sup> ed., p. 90***

### Step 1: Setting the Context

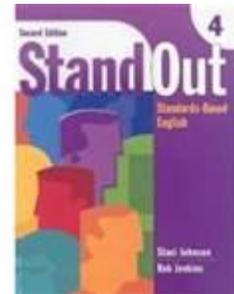
Hold up a **box of cereal**, if possible, and ask Ss if it's healthy/unhealthy and how they know their answer. Then show Ss the nutrition label and ask them that by reading this, they can determine if foods are healthy/unhealthy. Ask anyone if they read nutrition labels? Discuss.

### Step 2: Vocabulary Development

Write these words on the board one at a time and discuss their meaning as a class: *servicing size, fat, saturated fat, calories, cholesterol, sodium, carbohydrates*. Make sure to explain servicing sizes as they pertain to nutrition labels (i.e., if I eat the whole bag of Doritos, the serving size on the nutrition label needs to be multiplied).

### Step 3: Reading Nutrition Labels

Pass out **p. 90** of **Stand Out 4**. Go over the nutrition label as a class, but let them answer the questions on their own. As Ss finish, pair them up so they can check their answers. Once everyone has finished, regroup and go over the answers together as a class.



### Step 4: Extension Activity

If you need another activity for today, do **p. 91, section (C)** of **Stand Out** together as a class.

# Food Pyramid

What does healthy mean? \_\_\_\_\_

Give an example of a food that's healthy: \_\_\_\_\_

What does unhealthy mean? \_\_\_\_\_

Give an example of a food that's unhealthy: \_\_\_\_\_



What are the 5 food groups? Write them below and give an example for each group:

Food Group Recommendations	Measures of Food
<b>Grains Group – 6 ounces or equivalent</b>	1 slice bread = 1 ounce  1 cup dry cereal, flakes or rounds, or 1 ¼ cup puffed cereal = 1 ounce  ½ cup cooked rice, pasta, or cereal = 1 ounce
<b>Vegetables Group – 2½ cups</b>	½ cup vegetables, cooked 1 cup vegetables, raw 10 medium length French fries
<b>Fruits Group – 2 cups</b>	1 small apple or medium pear ½ cup 100% fruit juice ½ cup fruit, chopped or canned
<b>Milk Group – 3 cups or equivalent of lowfat or fat-free milk or milk products</b>	1 cup lowfat or fat-free milk 1½ ounce lowfat or fat-free natural cheese = 1 cup equivalent 1 cup lowfat yogurt (8 oz)
<b>Meat and Beans Group – 5½ ounces or equivalent</b>	2 to 3 ounces meat, poultry, or fish ½ cup cooked dry beans = 2 ounces 1 tablespoon peanut butter = 1 ounce

Looks at the table above and then answer the questions.

How many pieces of bread can you eat in 1 day?

How many cups of vegetables can you eat in 1 day?

How many apples can you eat in 1 day?

How many cups of milk can you eat in 1 day?

How many tablespoons of peanut butter can you eat in 1 day?

# Listening Activity

**Listen to your partner read his or her recipe. Then answer the questions below.**

1. What is the title of the recipe?
2. What are three ingredients did you hear?
3. What three “action verbs” did you hear?
4. Do you think this is a healthy or unhealthy recipe? Explain your answer.

## Health Unit: Week 3, Thursday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> Scan nutrition labels for information.</p> <p><b>Literacy:</b> Read an article on fitness and answer wh-questions.</p> <p><b>Listening:</b> Listen for specific information regarding health issues.</p> <p><b>Transitions:</b> Survey students on physical fitness history and create a bar graph to represent the information.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbooks:</u> <i>Stand Out 3, 2<sup>nd</sup> ed., p. 92--94</i></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> <i>Stand Out 3, 2<sup>nd</sup> ed., p. 91; 98</i></li> <li>• Question Strips (cut out questions)</li> <li>• Collecting the Information</li> <li>• Draw a Bar Graph</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> <li>• scissors</li> </ul>

### Lesson Plan

\*Ask the coordinator if s/he made the recipes books for Ss from yesterday's class. If yes, get those from her and distribute them in class today.\*

**Review: Life Skill (20mins)**

Description: Ss will read nutrition labels and answer questions.

Materials/Prep: **ELMO or overhead projector;** make one copy of *Stand Out 3, 2<sup>nd</sup> ed., p. 98*

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

Description: Ss will discuss new "health terms" (*high blood pressure, diabetic, etc.*) and then listen for specific information between a grandmother and granddaughter.

Materials/Prep: **ELMO or overhead projector;** make one copy of *Stand Out 3, 2<sup>nd</sup> ed., p. 91* and multiple copies of *Stand Out 3, 2<sup>nd</sup> ed., p. 92.*

**Activity 2: Literacy/Transitions (60mins)**

Description: Ss will read an article about physical fitness and answer questions; they will also survey Ss on physical fitness history and create a graph to represent the information.

Materials/Prep: cut out the **Question Strips;** make copies of *Stand Out 3, 2<sup>nd</sup> ed., p. 93-94* and **Draw a Bar Graph;** make one copy of **Collecting the Information.**

**Wrap-up**

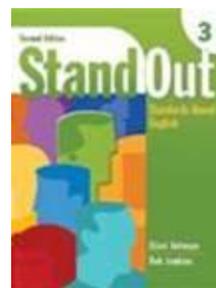
Ask Ss to tell you 2 things they learned today.

## Teacher Directions: Review

- **Materials:** *Stand Out 3, 2<sup>nd</sup> ed., p. 98*

### Step 1: Introduce Activity

Project **p. 98, section (E)** of **Stand Out 3** on the ELMO or overhead projector. As Ss come in, instruct them to read the nutrition label and answer the questions in complete sentences in their notebooks. (**NOTE:** This activity asks them to work in pairs but just have them do it independently.)



### Step 2: Checking Comprehension

Allow Ss 10-15 minutes to work on this and then go over the answers together as a class.

## Teacher Directions: Activity 1: Listening/Life Skill

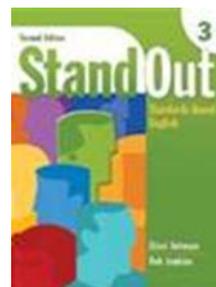
- **Materials:** CD Player and *Stand Out 3 CD; Stand Out 3, 2<sup>nd</sup> ed., p. 91-92*

### Step 1: Setting the Context

Write these words on the board one and a time and discuss them as a class: *sodium, cholesterol, serving size, calories, fiber, calcium, saturated fat*. Then write these words on the board, discuss them, and *then* see if Ss can connect them to the nutritional terms: *diabetic* (sugar), *healthy heart* (cholesterol & saturated fat), *digestion* (fiber), *bone disease* (calcium), *high blood pressure* (sodium).

### Step 2: Listening

Pass out **p. 92** of **Stand Out 3** and explain that Ss will have to listen to two conversations and answer questions about them. Go over each Part before you play the conversation so they know what to be listening for. (**NOTE:** If the CD doesn't work or is unavailable, read the dialogue scripts on **p. 172-173**.)



Go over the answers together afterward.

### Step 3: Reading Nutrition Labels

Read section (F) on **p. 92** together. Then project **p. 91 section (C)** – the macaroni and cheese nutrition label – on the board for Ss. Tell them to work on section (G) independently.

As Ss finish, pair them up so they can correct their answers. Then have them work on section (H). Once everyone has at least finished section (G), regroup and go over sections (G) and (H) together as a class.

## Teacher Directions: Activity 2: Literacy/Transitions

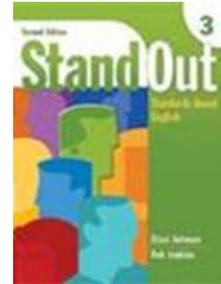
- **Materials:** *Stand Out 3, 2<sup>nd</sup> ed., p. 93-94; Question Strips, Collecting the Information, Draw a Bar Graph*

### Step 1: Setting the context

Act out several “physical activities” and see if Ss can guess what they are (i.e., *playing basketball, playing tennis, running, etc.*) Then ask Ss if these activities are healthy or unhealthy. Ask them to explain their answers. Discuss.

### Step 2: Reading

Pass out **p. 93** of **Stand Out 3** and tell Ss to work on sections (A) and (B) independently. As they finish, pair them up and have them read the article out loud together; *then* have them discuss the answers to their questions. When they’re finished, they can do section (C).



When everyone has finished answering the questions in section (B), read the article together as a class and go over the answers.

### Step 3: Physical Fitness

Do section (D) on **p. 94** of **Stand Out 3** together as a class. Then have the class do sections (E) and (F) independently.

### Step 4: Collecting Information

Once everyone has finished with p. 94, pass out the **Question Strips**. Give one question to each student and explain that they need to walk around the room and ask each student their question and tally up the YES/NO answers. Have each student read their question out loud for the class before you start the mingle.

Address comprehension/pronunciation issues; then have them perform the **mingle**.

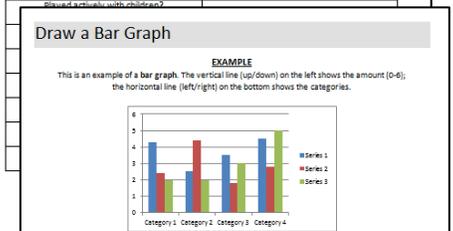
Once everyone has asked their question, project the **Collecting the Information** handout on the board and collect only the YES data. Then put Ss in pairs and give them the **Draw a Bar Graph** handout so they can chart the information you just collected. Go over the example together and make sure they understand how to make a bar graph. Afterward, have several pairs share their bar graphs. Project them on the board with the ELMO if possible.

Question Strips		
Have you ever walked or rode a bike to work?	YES	NO
Have you ever walked up stairs instead of taking an elevator?	YES	NO
Have you ever gotten off the bus a few stops early to walk?	YES	NO
Have you ever gardened?	YES	NO
Have you ever pushed a stroller?	YES	NO
Have you ever cleaned the house?	YES	NO
Have you ever played actively with children?	YES	NO
Have you ever taken a ten-minute bike ride or walked 3 times a day?	YES	NO

Have you ever walked, jogged, or biked?	YES	NO
Have you ever played tennis or racquetball?	YES	NO
Have you ever golfed?	YES	NO
Have you ever played basketball?	YES	NO
Have you ever danced?	YES	NO

Collecting the Information	
Have you ever... Walked or rode a bike to work?	YES
Walked up stairs instead of taking an elevator?	
Gotten off the bus a few stops early to walk?	
Gardened?	
Pushed a stroller?	
Cleaned the house?	
Played actively with children?	



Draw a bar graph showing the data of FIVE categories you gathered in class today (i.e., how many people gardened, pushed a stroller, etc.).

# Question Strips

Have you ever walked or rode a bike to work? YES NO

Have you ever walked up stairs instead of taking an elevator? YES NO

Have you ever gotten off the bus a few stops early to walk? YES NO

Have you ever gardened? YES NO

Have you ever pushed a stroller? YES NO

Have you ever cleaned the house? YES NO

Have you ever played actively with children? YES NO

Have you ever taken a ten-minute bike ride or walked 3 times a day? YES NO



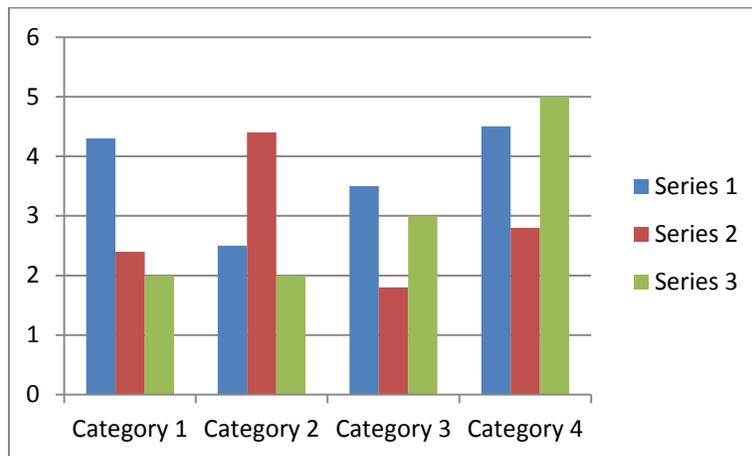
# Collecting the Information

<b>Have you ever...</b>	<b>YES</b>
Walked or rode a bike to work?	
Walked up stairs instead of taking an elevator?	
Gotten off the bus a few stops early to walk?	
Gardened?	
Pushed a stroller?	
Cleaned the house?	
Played actively with children?	
Taken a ten-minute bike ride or walked 3 times a day?	
Walked, jogged, or biked?	
Played tennis or racquetball?	
Golfed?	
Played basketball?	
Danced?	

# Draw a Bar Graph

## EXAMPLE

This is an example of a **bar graph**. The vertical line (up/down) on the left shows the amount (0-6); the horizontal line (left/right) on the bottom shows the categories.



Draw a bar graph showing the data of FIVE categories you gathered in class today (i.e., how many people gardened, pushed a stroller, etc.).