

TITLE: Equal Access to Healthy Foods

ESTIMATED TIME: 2.5 hrs

LESSON OBJECTIVES:

- Construct meaning from an authentic news interview to summarize and share opinions with others in a group setting.
- Analyze themes in an informational text to compose a blog post.
- Use conjunctive adverbs in level appropriate sentences.

Essential Vocabulary:

- expiration date
- wholesome
- brand-driven
- underserved
- innovative
- tackle

Materials Needed:

- Link: <https://www.npr.org/sections/thesalt/2013/09/21/222082247/trader-joes-ex-president-to-turn-expired-food-into-cheap-meals>
- Organic Label PDF
- Each of the following words written on an index card: expiration date; wholesome; empty calories; underserved; innovative; tackle
- Trader Joe's Ex-President Reading Comp. Sheet
- Mission Sheet
- College-ruled lined paper
- Link: <http://ocfoodaccess.org>



WARM UP (10 minutes):

- Ask students to take out their notebooks and pencils. Explain that they will have one minute to brainstorm as many words as they can about an image they will see on the board. Briefly discuss how brainstorming works including:
 - Write down whatever comes to mind
 - Don't worry about spelling
 - There are no wrong answers
- Display the 'Organic Label' on the white board. Set a timer for 2 minutes.
- When time is up, have students share their ideas with the class. Write responses on the board. It is likely that students will say that organic foods are expensive.
- Discuss responses and encourage conversation.

Note: Your smartphone clock is an easy and fun way when giving students time restrictions. Choosing a funny-sounding alarm to go off at the end results in a few laughs.



INTRODUCTION (20 minutes):

- Have students work in groups of 4-5 people of mixed ability. (For tips on how to sort students in groups, reference the teacher tips at end of the lesson.)
- Display the following questions to students on the board.
 - What are 3 reasons healthy foods may be more expensive than unhealthy/processed foods?
- What are 3 ways we can make healthy foods accessible to people of different income levels?
- Ask for a volunteer to read the questions to the class. Confirm understanding and then explain that each group has ten minutes to develop their responses.



INTRODUCTION (20 minutes):

- As students are working, make a point to visit each group and provide encouragement and support as needed. Take note of specific pronunciation, grammar and communication issues students might be having. These can be addressed later in the lesson.
- When ten minutes are up, discuss answers as a whole-class activity. Introduce the term ‘food equity’ to students by writing on the white board. Tell students to use their smart phones to find the meaning of the word. After a few minutes, have students share what they have found. Discuss results.

Note: At this point in the lesson, don't worry too much about correcting students that make grammar or structure mistakes. The purpose right now is to get everyone comfortable communicating.



PRESENTATION (45 minutes):

- Explain that the class is about to listen to an authentic (un-adapted) newscast about a special grocery store chain in Boston, Massachusetts. Open Google Maps on the board and point out the location of Boston in comparison to Orange County.

Note: It's a good idea to use mainstream technology (like Google Maps) in the classroom as a subtle way to expose students to the different ways technology can help in their daily lives 😊.

- Have students get in their previously-formed groups. Write the following words on the board and read them aloud to students to ensure good pronunciation. Explain that each of the expressions will be heard in the newscast.
 - Expiration date
 - Wholesome
 - Brand-driven
 - Underserved
 - Innovative
 - Tackle
- Have each vocabulary expression written on its own index card. Tell each group to choose one person to come to the front of the class and pick a card.
- Explain that each group will have ten minutes to determine the meaning of the expression they picked and figure out the best way to explain it to the rest of the class. Tell students that because you are such a nice teacher, they may use their smart phones to help them 😊.
- As students are working, visit each group and provide support as needed. Also, assist with pronunciation issues at this time.

Note: When possible, practice pronunciation with students in small groups. You can provide more specific guidance and it can be less overwhelming or embarrassing for the student.
- Place five chairs in the front of the classroom. When the ten minutes are up, have each group choose one ‘representative’ to sit in one of the chairs.
- Hold a panel discussion. Each representative will explain the meaning of their word and provide examples to the class. When finished, encourage classmates to ask questions to confirm understanding.
- When the activity is finished, provide specific praise to the representatives if applicable.



PRESENTATION (45 minutes):

- Open the link to the newscast ‘Ex-Trader Joes President to Turn Expired Food into Cheap Meals’ on the board. Explain to students that they will hear the newscast two times and encourage them to take notes. (Reference the end of the lesson for tips on notetaking.)
- Play the broadcast one time. When it is finished, gauge student understanding by taking a quick poll. For example:
 - “Raise your hand if you understood 100%. Raise your hand if you understood 80%, etc...”
- Provide encouragement and listen for the second time.



GUIDED PRACTICE (30 minutes):

- Distribute the ‘Ex-Trader Joe’s President’ Reading comprehension sheet to the class. Explain that they are looking at the news article that corresponds to the newscast they just heard. Remind students that the article they are looking at is authentic. It was not adapted for an ESL classroom. This means that it may be difficult but with the right tools they will be able to understand it.
- Tell students that they will work with partners to first read the article. Explain that they will be reading the article in ‘chunks’. After each ‘chunk’ they will discuss what they have read with their partners. They then will move onto the next ‘chunk’. Explain that this approach of reading can help improve overall comprehension because it makes the text less overwhelming and more engaging. (For more information on ‘chunking’ and other Reading Apprenticeship tools, see ‘Teacher Tips’ at the end of this lesson.)
- Review the questions on the reading comprehension sheet with students. Have the students continue to work with their partners to complete the questions together. Explain that they will have 20 minutes to complete the task. (To add a bit of excitement, you can set a timer on the board. Google has a very easy to use timer. Just google ‘Google Timer’ and it will appear.)

As students are working, facilitate with each group. Provide guidance and encouragement as needed. At this time, also make note of pronunciation, grammar and comprehension issues students may be having.



COMMUNICATIVE PRACTICE (20 minutes):

- To review the answers, have students work in new, mixed level groups of 4-5 students (see ‘Teacher Tips’ at the end of this lesson). Tell students that they have fifteen minutes to share, confirm and debate their answers with each other.
- Continue to facilitate with each group ensuring that all students are actively participating in the conversation.
- After fifteen minutes, have a whole class discussion to briefly review the answers.
- At this time, discuss specific grammar, pronunciation and other language issues you noted throughout the lesson.

Mini Lesson: Communication Etiquette

Remind students that when communicating with others, the language we use can have a huge impact on how the conversation goes. A few tips include:



COMMUNICATIVE PRACTICE (20 minutes):

- Avoid disagreeing too strongly. Instead validate the other person's comment and then offer another suggestion. For example:
 - Don't say: "No way. That's wrong!" or "That's a bad idea."
 - Instead, use one of these expressions:
 - I understand what you are saying. However, I think...
 - That is a good point, but maybe we could consider...
 - I see your point. Well, ... is another option.
 - That's interesting. I have another suggestion.
 - I hear what you are saying. Maybe...

An entertaining way to introduce these expressions would be to do a role play with some of the more animated students in class 😊.



APPLICATION (1 hour):

- Remind students of the conversation at the beginning of the lesson about 'food equity'. Talk about the fact that people from lower socio-economic groups have access to food but may not have access to healthy, locally-sourced foods. However, in Orange County, there are organizations that are trying to change that.
- Open the following website on the board: <http://ocfoodaccess.org>. Explain that this an organization that is making a difference for people living in Orange County.
Note: If you use remind with your class, you can email the send the link to students prior to the lesson.
- Encourage students to open the link on their smartphones. As a whole-class activity, look through the site together.
- Have students go to the programs page of the site (<http://ocfoodaccess.org/programs/the-real-meals-project/>) explain that they are going to write a blog post about one of these programs.
- Pass out 'Mission Sheet' along with lined paper and give students a few minutes to read the directions.
- When students are finished reading, go over the lesson expectations with the class.
- At this point, introduce/review conjunctives adverbs to students. (A conjunctive Adverb Summary is located on the bottom of the 'Mission Sheet'. For students that need additional support, the internet has a plethora of options. Reference the Online Resources at the end of the lesson for examples.
- Tell students that they have 45 minutes to complete the assignment.
- As students are working, communicate with each student in the class and provide support as needed.
- When 45 minutes are up, students may turn in their blog posts.

Note: Depending on the technology level of the class, you may need to review what a blog is. Explain that a blog post is a way people share information online. A blog is kind of like a website, but information on a website doesn't change that often. It is kind of like a brochure. However, blogs are updated more often to share new information. Often, blogs are shared on social media such as Facebook, Twitter or Snap Chat.

**EVALUATION:**

- Completion of the Reading Comprehension Worksheet.
- Completion of the Kahoot Reading Comprehension Quiz.
- Class participation in whole-class and group activities.
- Level appropriate use of conjunctive verbs in a writing sample.
- Completion of a three-paragraph blog using research obtained using the internet.

**EXTENTION:**

- Have students write a professional email/letter to Doug Rauch, the president of Daily Table, recommending that a market should be opened in Northern Orange County.
- Create a lesson around 'The Harvest Club', one of the programs offered through OC Access. A jumping off point could be the 'What We Do' video found at <http://theharvestclub.org>.
- Have students present their blog posts on FlipGrid and have other students respond. FlipGrid is a free, online video classroom. Teachers create 'topics' and students respond via video. It is great for large classes as a way to check student pronunciation and communication skills. For more information, visit www.flipgrid.com.
- Take a field trip to the OC Food Access Coalition. Alternatively, have a representative from the organization visit your classroom!

CORE LESSON COMPONENTS:**BASIC COMMUNICATION:**

- Review and practice communication etiquette and norms when working in a group setting.

COLLEGE/WORKFORCE PREP:

- Format business specific documents.
- Apply critical and creative thinking to complete a task.
- Manage to a deadline.

DIGITAL PREP:

- Become familiar with various social media applications that are used for both personal and professional purposes.
- Conduct internet searches to find specific information.

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- Link: <https://www.npr.org/sections/thesalt/2013/09/21/222082247/trader-joes-exp-president-to-turn-expired-food-into-cheap-meals>
- Link: <http://ocfoodaccess.org>

CORE LESSON COMPONENTS:

- Conjunctive Adverbs:

<http://www.chompchomp.com/terms/conjunctiveadverb.htm>

<http://www.gingersoftware.com/content/grammar-rules/conjunctions/conjunctive-adverbs/>

ADAPTATIONS:

WARM UP:

Multi-level Classroom: N/A

No Tech: Instead of putting the image on the board, you can print out several copies of the image and have students look at them in small groups.

High Tech: N/A

INTRODUCTION:

Multi-level Classroom:

- To support **lower level students** in the class, provide a sample answer for each question prior to students working in groups.
- Challenge **higher level students** to find at least one of their answers to each question online, and verbally cite the source where they found it. For example:
 - “We found an article on NPR.org that mentioned healthy foods are more expensive because of transportation costs involved.”

No Tech:

- Bullet 2: The questions can be written on a white board rather than displaying them on an interactive board.
- Bullet 5: Instead of smart phones to find the meaning of ‘food equity’, you could write the definition down on a piece of paper and have a student read it to the class.

High Tech: N/A

PRESENTATION:

Multi-level Classroom:

- Prior to beginning the listening activity, provide **lower level students** a transcript for reference.
- Encourage **higher level students** to recap the sentences in which the new vocabulary was referenced.

No Tech: If there is no speaker system in the class but there is Wi-Fi, the audio component can be heard via a smartphone. If at least 1/3 of the class has a smart phone, students could be placed in small groups and listen to the interview together. If there is no Wi-Fi, a transcript of the interview could be read in the classroom.

High Tech: N/A

GUIDED PRACTICE:

Multi-level Classroom:

- For a classroom with **various levels**, pair lower level students with higher level students for the activity. Both students will benefit from the partnership.
- For a **lower level classroom**, have students answer questions 1 - 4 with partners. Because questions 5 - 8 require more critical thinking, work on them together as a whole-class activity.

ADAPTATIONS:**No Tech:** N/A**High Tech:** Have students submit their answers to the questions and comment on responses using a Padlet wall that is displayed on the interactive board. Visit <https://padlet.com> for more information.**COMMUNICATIVE PRACTICE:****Multilevel Classroom:**

- In a **multi-level classroom**, consider grouping students by level. The **higher-level** groups can work on the task without modifications. For the **lower level** groups, provide two potential answers to each question. Students can then debate which answer they support.

No Tech: N/A**High Tech:** N/A**EVALUATION:****Multi-level Classroom:** N/A**No Tech:** For classrooms with no internet connectivity, a paper version the Kahoot Test can be given to students. If the majority of students have internet connectivity outside the classroom, the Kahoot quiz can be given to students as a ‘challenge’ to be done after class. (See the notes at the end of the lesson plan for more information about Kahoot.)**High Tech:** N/A**EXTENSION:****Multi-Level Classroom:**

- If many students are technology insecure, you can create a ‘website treasure hunt’ in which students need to find specific information on the above-mentioned website. This will help students get comfortable navigating a site to search for information.
- **Higher level** students could choose their own organization to write about.
- **Lower level** students can be provided with a sample blog post to reference.

No Tech:

- **Students** can use actual brochures provided by OC Food Access.

High Tech:

- If possible, have students type their blogs using a word processing program such as Google Docs or Microsoft Word and share them with you online. If you have a class blog, create a page to share the blogs students created. Another option would be to submit a small selection of the blog posts created to be posted on the Santa Ana College School of Continuing Education Facebook page.

TEACHER TIPS:

***Presentation Teacher Tip:** When doing an activity using an internet link, it is beneficial to send the link to students prior to class using a messaging app such as remind.com. If students need to reference the link during class, it will save you a lot of time. In addition, students can easily reference the article outside of class time.*

TEACHER TIPS:

Working in Groups: It can be beneficial to place students in groups rather than letting them choose. Students get to build relationships with more students in the class with fosters class community. In addition, students will have to work with a variety of personality types much like what is encountered in the real world. There are tons of fun ideas to sort students into groups including the following:

- Sorting students by birthday month.
- Putting different colored stickers under the students' chairs prior to class.
- Sorting students using a deck of cards.
- Sorting students by theme (for example, choose four sports teams and giving each student one of the four team names.)

Notetaking: Knowing how to take good notes is a useful skill that will benefit many students in the future. Here are some basic tips to provide students:

Do's:

- Write down key words and expressions you hear.
- Summarize main ideas in your own words.
- Write down only what is important, the meat and potatoes of the activity.
- Keep things simple and organized.

Don'ts:

- Don't worry about spelling or grammar.
- Don't try to write exactly what you hear. It takes way too long!
- Don't worry about small details (Keeping with the food analogy, don't worry about the ketchup☺)

Kahoot:

Kahoot is a fun, interactive quiz-based learning system that students can use with a smart phone. Teachers create quizzes that are then shared with students and played together in the classroom. All students need to play is a smart phone. Kahoot quizzes can also be given to students for homework in the form of a 'challenge. As students take the quizzes teachers have access to a report showing detailed information about the test results including how many times students took the quiz, what questions were most difficult and how long students spent on each question. The best part, Kahoot is free and there are zillions of premade quizzes at your disposal. For more information, visit www.kahoot.com.

Reading Apprenticeship:

In the guided practice of this lesson, 'chunking' is recommended. Students break down a text into small chunks and then discuss what they have read with a partner. This method makes the reading process less overwhelming and more engaging for the students. This is one of many useful tools used in the Reading Apprenticeship Approach to literacy. For more information on Reading Apprenticeship, visit <https://readingapprenticeship.org>.