

## LESSON OBJECTIVES:

- Say the expressions 'good', 'bad,' and 'I don't know' to state opinions.
- Reference visual cues to learn and categorize new vocabulary.
- Use learned knowledge and critical thinking skills to determine the difference between healthy and unhealthy foods and communicate findings with others.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none"> <li>• fruit</li> <li>• vegetables</li> <li>• dairy</li> <li>• protein</li> <li>• grains</li> <li>• good</li> <li>• bad</li> <li>• healthy</li> <li>• unhealthy</li> </ul>	<ul style="list-style-type: none"> <li>• Food Groups Slideshow</li> <li>• Food group Infographics, paperclips &amp; tape</li> <li>• Good, Bad, I Don't Know sheets</li> <li>• Healthy &amp; Unhealthy Sheets</li> <li>• Healthy/Unhealthy Writing Sheet – (Optional)</li> <li>• 1-2 food items for each of the five food groups. (Actual items are better but photos work too.)</li> <li>• Food Groups Writing Sheet</li> <li>• Sales ads from local supermarkets</li> <li>• Scissors</li> </ul>



## WARM UP (20 minutes):

- Welcome students to class and open the 'Healthy Foods' slideshow. Go to slide one and tell students that today they will be learning about food. Show students Slides 3–7. Students will see photos of various supermarkets in the Santa Ana area. As you go through each slide, say the name of the supermarket displayed including:
  - Big Saver Supermarket– (This supermarket is known to have great prices.)
  - Food 4 Less Supermarket – (This is typical low-cost American supermarket.)
  - El Super Supermarket – (This supermarket is SUPER popular with our students)
  - Mom's Supermarket – (This supermarket is a Vietnamese supermarket.)
  - Northgate Supermarket – (This supermarket offers many Mexican food options.)
- On the whiteboard, write 'good', 'bad', and 'I don't know'. Say each expression and act out the meaning to confirm understanding.
- Have students say each expression ten times. To add a little fun, start by saying the word very quietly and get louder each time you say the word. (Other variations include slow to fast, high voice to low voice, etc.)
- Pass out the 'Good, Bad and I don't know' sheets to each student. Go through Slides 3–7 again, this time asking students to share their opinions about each supermarket. For each slide, have students hold up the sheet that communicates their opinion about the store. Call on various students to say their opinion. (For tips on clever ways to call on students, please see the Appendices section.) Encourage higher-level students to communicate why they like or dislike a store. Responses may include expensive/cheap, dirty/clean, etc. Try hard to encourage conversation no matter how simple it may be 😊.

**Teacher Tip:** Often, student pronunciation of well-known stores is very different from how a native English speaker will pronounce them. Make sure to spend time helping students to be able to say the name of these stores as a native English speaker would say them.



## WARM UP (20 minutes):

### Observation/Scanning Mini-Lesson:

- Observation and scanning are useful pre-reading skills for beginning level ESL students. Show students Slide 8. They will see a photo of a stuffed donut. Say “donut” and have students repeat. Go back to Slide 3 and ask students the following:
  - “Where is the donut? Here? Here?” (point to places on the photo where the donut is not.)  
Encourage students to respond.
- Have a student come to the interactive screen and have them point out the donut. Encourage them to say, “Here.” Continue to have students find the hidden donut in Slides 4–7. (Depending on the class size and the quality of your projector, you could have students come in small groups to the projection screen to find the hidden donut. To add a little fun, give each group 15 seconds to find it!)



## INTRODUCTION (20 Minutes):

- Go to Slide 9 and say to students, “Supermarkets sell food.”
- Slowly go through Slides 10–19. There will be photos of various types of foods students can buy at supermarkets. As you go through each slide, ask students what they see. Write their responses on the board. Point out one useful vocabulary word from each slide and write it on the board. Also say the word and have students repeat multiple times. Here are some vocabulary options for each slide:
  - Slide 10 – mango
  - Slide 11 – lettuce
  - Slide 12 – milk
  - Slide 13 – cheese
  - Slide 14 – bread
  - Slide 15 – rice
  - Slide 16 – fish
  - Slide 17 – meat
  - Slide 18 – chips
  - Slide 19 - candy
- Don’t require students to learn these words at this point. The purpose is to simply expose them to vocabulary they will be seeing throughout the lesson.



### PRESENTATION (30 minutes):

- It's food group learning time! On a table in the front of the classroom, place a variety of foods. Make sure to have 1-2 items per food group.
- Go to Slide 20 and read the slide which says, 'food groups'. Go to Slide 21. Students will see the five food groups in a chart form.
- Count aloud 1 through 5 as you point to each food group. Next, say the food group name and have students repeat.
- Go to Slide 22. This slide introduces the 'dairy food group'. Say "dairy" and have students repeat. Then say each food item listed. Have students repeat.
- Show the food items on the table. Say "dairy?" Have a student come to the front of the class and pick up a dairy item. When they sit down, have them take the item with them. Continue this process for Slides 22–25.
- Now go to Slide 26. Explain that these are junk foods. Ask students if these foods are 'good' or 'bad'. Depending on class level, ask why and discuss answers.
- Now that all the food group slides have been reviewed, it is time to play 'Snatch'. Have each student with a food item come to the front of the class. Choose one of those students to hold up their food for the student audience. Ask the students in audience, "What is it?" The first student to say the name of the food, goes to the front of the classroom, takes the food item and remains standing. The original person holding the food returns to his/her seat. Continue this pattern for each student to hold a food item at the front of the class. As students become more familiar with the vocabulary, go faster. The primary goal is to get students speaking, using vocabulary and moving!



### GUIDED PRACTICE (20 minutes):

For the following activity, students will have to match food group terms with corresponding foods. Prior to the activity, print out enough infographic sets so that each group of 3 students can have one. Cut long the dotted line at the top of each food group infographic and then paperclip all of the papers together. Each set should include 6 food group terms, 6 corresponding food sheets, and tape.

- Have students work in groups of 3. Pass out the infographic packs and tape to each group. Explain through demonstration that each group will have to match the food group term with the correct foods. Do this by role-playing the activity with one of the higher-level students in the class. Once students understand the objective, explain that they have 8 minutes to complete the activity. Set the Google timer on the interactive screen for all to see. (To access the Google timer, simply search 'Google timer' using your internet browser.)
- As students are working, visit each group to provide assistance and practice pronunciation of new words. Through demonstration, encourage students to practice saying the words they are learning.
- When the 8 minutes are up, review answers as a whole-class activity.
- Distribute the Food Groups Writing Sheet and display it on the interactive screen. (You can use an Elmo or open the PDF on your computer.)
- On the white board, demonstrate to students how to write 'dairy' (the first word on the worksheet). Then have students write it on their worksheets.
- Have students complete the rest of the worksheet together in groups. Let them know that they have 15 minutes to complete the activity. As students are working, provide individualized instruction to students. Try hard to interact with each student.



### GUIDED PRACTICE (20 minutes):

**Teacher Tip:** When teaching literacy, you will find that you can have major variance in student writing ability. Ensure that students who complete writing activities faster than others, have other activities to work on while they are waiting. There are some great apps for moments like this! Reference Teacher Tips in the Appendices for ideas.



### COMMUNICATIVE PRACTICE (30 minutes):

For the following activity, you will need enough supermarket sales ads for each group in your class.

- It is talking time! For this activity, you can keep students in groups of three or have students work in pairs. Provide each group with a supermarket sales ad. Explain that each group needs to find examples of foods in the ad that correspond to the food groups they just learned about. They will then communicate this information to their partner. With one of your higher-level students, role play the activity for reference:
  - You: Point to a dairy item and say, “It is dairy.”
  - Partner: Have them point to a fruit and say, “It is fruit.”
  - You: Point to candy and say, “It is junk food. – It is candy!”
- On the white board write, ‘It is \_\_\_\_\_.’ Say a few sentences using the sentence pattern and have students repeat.
- Set the Google timer for 15 minutes and have students start working. Visit each group and depending on the group level, communicate to them how many items they must find.
- Visit each group at least one other time to support and model the new sentence structure.
- When the 15 minutes are up, encourage a short discussion about the activity. Ask students to show/say the items they found. As they respond, using the Elmo or by demonstration, show where these items are located in the sales ad.
- Quiz time! Now that your students are food group sorting masters, it is time for a quick quiz. Have student groups have their food group infographics ready on their desks. Go back to Slide 10 of the ‘Healthy Foods’ slideshow. Ask students what food group the item belongs to. Have groups stand up, holding the food group infographic that matches. Confirm answers and then point to the food items introduced during the introduction activity. Ask students to say what they see. Confirm answers. Continue this process for each of the pictures.



### APPLICATION (30 minutes):

Now that students have an idea of the food groups, it is time to think critically about what types of food are healthy. For the following activity, students will continue to work in groups and use their sales ads.

- Open Slide 29. Students will see a photo of mangoes. Say “mangoes.” Go to Slide 30. It will say ‘healthy’. Say, “Healthy” and have students repeat.
- Go to Slide 31. Students will see sugar cereal. Say, “Sugar cereal.” Go to Slide 32. It will say, ‘Unhealthy’. Say “unhealthy” and have students repeat.
- Write the following on the board:
  - Good = healthy      Bad = unhealthy
- Open Google Translate so that students can see it on the projection screen. At the same time, encourage students to open Google Translate on their phones if possible. Use Google Translate to look



### APPLICATION (30 minutes):

up the word in all the languages spoken in your class. Encourage your students to also use Google Translate to look up healthy on their own phones.

- Assist and encourage the more tech-savvy students in class to help others.
- Now, have students say the words 'healthy' and 'unhealthy' 10 times. As recommended above, add a little excitement by having the students say the words in an entertaining way.
- Pass out the 'Healthy/Unhealthy Worksheets' along with scissors and tape to each group. Next to the word 'healthy' that you have previously written, write the number 7. Next to the word 'unhealthy' write the number 7. Students will have to cut out 7 food items that are healthy and place them on the healthy sheet. They will then cut out 7 unhealthy items and place them on the unhealthy sheet. As they place each item down, they must say, "Healthy" or "unhealthy." Explain the directions through demonstration.
- Students will have 20 minutes for the activity. As students are working, provide individualized instruction to groups depending on their level and needs.
- When the 20 minutes are up, write healthy and unhealthy on the board. Have all students come to the board and tape their food items under the correct word. When finished, take a picture of the board and send it to your students via Remind.com.

\*A great homework assignment for this activity is to have students take a picture of a healthy and unhealthy food at their home to share with class the next day. For more information, see the 'Extensions' at the end of this lesson.



### EVALUATION:

- Assessment of the Food Group Writing worksheet.
- Assessment of food group sorting activity.
- Assessment of healthy / unhealthy sorting activity.
- Observation of class engagement and participation.



### EXTENSION:

- Teach the correct pronunciation of popular stores in Orange County. Some popular stores to review could include Walmart, Target, Home Depot, Autozone, Big 5, Mainplace Mall, etc.
- Have students make posters of healthy and unhealthy foods. Higher-level students could label the food items included.
- Have students work in pairs to create a poster on one food group.
- Have students take pictures of healthy and unhealthy foods at their home to share with the class.
- Have a 'Food Group' party with each student bringing in a food from a specific food group. The foods that are brought in could be placed on their corresponding 'food group' tables.
- Students create meals from home that include something from each food group and take a picture to share with the class.
- To reinforce the observation and scanning activity, place food vocabulary/photos around the room and have students locate them. For example, display 10 apple photos around the class that can be seen (but not easily) from student tables that students need to locate.

CORE LESSON COMPONENTS:

BASIC COMMUNICATION:

- Communicate about preferences using 'good' and 'bad'.

COLLEGE/WORKFORCE PREP:

- Work with others to complete a task. Use critical thinking skills to solve a problem.

DIGITAL PREP:

- Use Google Translate to better understand vocabulary.

21<sup>ST</sup> 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:

- This site allows you to create handwriting worksheets for free - [http://www.writingwizard.longcountdown.com/handwriting\\_practice\\_worksheet\\_maker.html](http://www.writingwizard.longcountdown.com/handwriting_practice_worksheet_maker.html)
- Link to Google Translate - <https://translate.google.com>
- Food Flashcards free for download - <http://esl-kids.com/flashcards/food.html>

## ADAPTATIONS:

### Warm Up

- Multi-level: Encourage higher-level students to explain their opinions using the simple sentence pattern, 'It is.... /It' isn't....'
- High Tech: N/A
- No Tech: Photos of the supermarkets can be printed out and distributed to student groups to reference.

### Introduction:

- Multi-level: Have higher-level students write down new vocabulary in their notebooks/notes section on their smartphones. If the majority of the class is of a lower-level, don't introduce new vocabulary words at this time.
- No Tech: Photos can be printed out for student groups to reference.

### Presentation:

- Multi-level: For additional vocabulary practice, have higher-level students try to recall the foods associated with each food group after all the slides have been reviewed. In addition, more food items can be sorted. When playing the game 'Snatch,' for lower-level students, provide word prompts on the whiteboard as a reference.

### Guided Practice:

- Multi-level: For higher-level classes, rather than have students sort the food group terms, have students sort the food items. Higher-level students can also be required to write the food names in addition to the food groups.
- High Tech: The sorting activity could be done entirely online using Google Forms.

### Communicative Practice:

- Multi-level: Require higher-level students use Google translate to learn three new vocabulary words from the sales ad. Lower-level students could simply communicate the name of the food group without using 'It is ...'.
- High Tech: Students could take pictures of the items with their phones and then send them to their teacher via remind.com. The teacher could then display the photos she/he has received on the projection screen.
- No Tech – N/A

### Application:

- Multi-level: Have higher-level students also sort their healthy and unhealthy food items into food groups. Allow lower-level students to communicate by only saying 'healthy' or 'unhealthy' rather than using a full sentence.
- High Tech: Students could find pictures of unhealthy foods using their smartphones.
- No Tech: If there is no access to the internet, healthy could be translated to other languages and written on posters.