

Lesson Plan

Module 3: Session 18

Module 3 Health, Housing and Food	Unit 9 – Session 18 Food
Standards Alignment	
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.1.1</u>: Participate in collaborative conversations with diverse partners about grade level topics and texts in small and larger groups. • <u>CCSS.ELA-LITERACY.SL.1.1.A</u>: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • <u>CCSS.ELA-LITERACY.SL.1.1.C</u>: Ask questions to clear up any confusion about the topics and texts under discussion. • <u>CCSS.ELA-LITERACY.SL.1.2</u>: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • <u>CCSS.ELA-LITERACY.SL.1.5</u>: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • <u>CCSS.ELA-LITERACY.SL.1.4</u>: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <p>Reading</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.1.4</u>: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • <u>CCSS.ELA-LITERACY.RI.1.10</u>: With prompting and support, read informational texts appropriately complex for grade level. <p>Writing</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.W.1.7</u>: Participate in shared research and writing projects. <p>Language</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.1.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • <u>CCSS.ELA-LITERACY.L.1.1.J</u>: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. • <u>CCSS.ELA-LITERACY.L.1.1.I</u>: Use frequently occurring prepositions. 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • Used adverbs of frequency to talk about eating habits. • Ask for items in a store and follow directions to find items. • Name 6 types of food packaging. • Order fast food. 	
Technology Needs and Presentation/Handouts	
<p>Technology Needs</p> <ul style="list-style-type: none"> • Projector, laptop, and speakers • Tablets (if available) • Internet connection 	<p>Presentation Needs & Handouts</p> <ul style="list-style-type: none"> • Chart paper and markers • Picture dictionaries • <i>Ventures 1</i>

- Access to *English for Your Health Ventures* arcade and USA Learns and www.choosemyplate.gov

- Pictures of food
- Pictures of Supermarket aisles
- Supermarket circulars
- Index cards for sometimes/always/never

Each item listed below will be available in PDF format:

- *AddVentures 1 Unit 7 C*
- How often...worksheet

Vocabulary Focus

Expensive, how much, how many, sometimes, aisle

Grammar Focus

- Adverbs of frequency

Introduction/Warm-Up/Review (30 min)

- What's today? How's the weather?
- Vocabulary card practice.
- Ask and write: what did you do yesterday? What did you do on the weekend? What are you going to do this week?
- Play food bingo or other game to review the names of foods.

Lesson Plan Activities

Activity 1: How often do you? (30 min)

1. Write on the board: Always, sometimes, never. Explain the meanings.
2. Ask learners to write "sometimes", "always" and "never" on separate cards. Ask a few questions and allow them to hold up answers (e.g. How often do you drink coffee? Tea?).
3. Write on the board....how often do you... Show a picture of a food. Have one or two learners pose the question.
4. Hand out the partner interview worksheet or write the questions on the board.
5. Review the questions, and then ask learners to interview a classmate. To model, have learners ask you the questions.

Wrap Up/Assessment

- Ask them to share one of their classmates' answers with the class. (David never drinks coffee for breakfast) For homework, they can write sentences about themselves.

Activity 2: Asking for items in the store (20 min)

1. Show a diagram of a supermarket with the various aisles and items marked. Introduce or review some terms such as aisle, near, next to, on the right, on the left. Ask learners some questions, such as, "Where's the milk?" (It's in aisle 4, it's near the yogurt, etc.)
2. Have learners practice with a partner. Give them a picture of supermarket aisles.

Wrap Up/Assessment

- After they find the stories, circle all the verbs and check as a class for use of the continuous. Then ask some questions about the stories.

Activity 3: Do you have a healthy diet? (30 min)

1. Introduce or review some containers: e.g. A carton of milk, a bottle of juice, a box of tea.
2. Divide class into groups of 4. Tell each group they will be planning a meal for 8 people.
3. Ask them to decide on their menu and make a shopping list, including the quantities of each food needed (e.g. 3 dozen eggs, 2 quarts of juice).
4. Give each group chart paper to record their menu and shopping list.

5. Ask each group to share with the class.

Wrap Up/Assessment

- Check the completed posters for accuracy.

Activity 4: Food quantities (count and non-count) (45 min)

1. Handout circulars, ask learners the price of various items. Go over reading prices and amounts (box of cookies)
2. Introduce expensive and cheap. Use the circular to inquire about which items are expensive and cheap
3. Review some of the items on the flyer (ask: what kind of cereal is on sale, which item is “buy one get one free.” Review *how much is the _____?*
4. Write on the board: you are going to buy food for a family of 4 for two days. You have \$40.00 dollars.” Ask them with their group to decide what to buy.
5. In small groups, learners decide what to buy, spending no more than \$40.00 dollars.
6. Ask for volunteers to tell the class what they chose. If possible they can give some reasons for their choices.

Wrap Up/Assessment

- Ask for few class members to share with the class.

Activity 5: Ordering food (30 min)

1. Play or read a dialogue of people ordering food in a fast food restaurant.
<http://www.eslfast.com/robot/topics/restaurant/restaurant16.htm>
2. Have learners practice the dialogue as a class, and then in partners.
3. Hand out some take out menus. Ask learners to practice ordering food using the menu.

Wrap Up/Assessment

- Ask for few class members to share their role play with the class.

Overall Wrap Up: Vocab/ Review and Assessment (10 min)

1. What did you learn today?
2. What did you like today?
3. Have learners write 5 new words on the cards or in their journals.

Homework/Project (Extension Activity)

- **Reading/Writing:** Assign the appropriate level and worksheets from *AddVentures 1* Unit 7C.
- **Listening/Speaking:** Go into a supermarket and ask for location of various items. Interview someone using the questions from activity 2 OR Interview a friend, family member or classmate about 4 foods they like and don't like. Give lower level learners the questions to ask. Ask them to write four sentences.
- **Technology:** Continue on USA Learns and/or use Ventures Arcade Unit 7 Lesson A, B and C (listen answer and repeat)

Online Resources

- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- www.usalearns.org
- http://en.islcollective.com/worksheets/worksheet_page?id=11735
- www.choosemyplate.gov