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| **Lesson Title**: Nutrition | | | **Level of Lesson:** ESL NRS 3-6 |
| **Content Area(s)** | **Targeted** [**IL ESL Content Standards**](https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/IL_ESL_Content_Standards_3-17.pdf) | | |
| **ELP 1** Construct meaning from oral presentations and literary and  informational text through level-appropriate listening, reading, and  viewing. | HB.L5: Demonstrate understanding of vocabulary in a variety on contexts  HB.R4: Read a short paragraph with familiar vocabulary  LI.R1: Read short passages on familiar topics  HI.1.2 - retell key details.  HI.1.3 - answer questions about key details.  AE.1.3 - cite specific details and evidence from texts to support the analysis. | | |
| **ELP 2** Participate in level-appropriate oral and written exchanges of  information, ideas, and analyses, in various social and academic  contexts, responding to peer, audience, or reader comments and  questions. | HB.2.2 - participate in short conversations and written exchanges about familiar topics and in familiar  contexts.  HB.2.4 - respond to simple yes/no questions and some wh- questions.  LI.2.1 - participate in short conversations and written exchanges about familiar topics and texts.  LI.2.2 - present information and ideas.  HI.2.1 - participate in conversations, discussions, and written exchanges about familiar topics, texts, and  issues.  HI.2.5 - add relevant information and evidence.  AE.2.4 - clearly support points with specific and relevant evidence.  AE.2.5 - ask and answer questions to clarify ideas and conclusions.  AE.2.6 - summarize the key points expressed. | | |
| **ELP 3** Speak and write about level-appropriate complex literary and  informational texts and topics. | HB.W4: Complete simple writing tasks related to everyday needs  LI.3.1 - deliver short oral presentations about familiar texts, topics, or events.  HI.3.1 - deliver short oral presentations about familiar texts, topics, or events.  AE.3.1 - deliver oral presentations about a variety of texts, topics, or events. | | |
| **ELP 4** Construct level-appropriate oral and written claims and support  them with reasoning and evidence. | HB.4.2 - give a reason for the opinion.  LI.4.1 - construct a claim about familiar topics, experiences, or events.  LI.4.3 - give a reason to support the claim.  HI.4.1 - construct a claim about familiar topics.  HI.4.3 - provide sufficient reasons or facts to support the claim.  AE.4.1 - construct a claim about a variety of topics.  AE.4.3 - provide logically ordered reasons or facts that effectively support the claim. | | |
| **ELP 5** Conduct research and evaluate and communicate findings to answer questions or solve problems. | HB.R1: Read a variety of signs and charts in everyday contexts  HB.R3: Read written instructions in familiar contexts (e.g., workplace instructions, prescription labels)  LI.5.2 - gather information from provided print and digital sources.  HI.5.2 - gather information from multiple provided print and digital sources.  AE.5.2 - gather information from multiple print and digital sources  AE.5.5 - synthesize information from multiple print and digital sources | | |
| **ELP 10** Demonstrate command of the conventions of standard  English to communicate in level-appropriate speech and  writing. | HB.10.1 - recognize and use a small number of frequently occurring nouns, noun phrases, verbs,  conjunctions, and prepositions.  LI.10.1 - use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions  HI.10.2 - use simple clauses.  AE.10.1 - use increasingly complex phrases. | | |
| **IL ABE/ASE Math Standard for Low Intermediate ESL** | **2.NBT.10 -** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | | |
| **IL ABE/ASE Math Standard for Low Intermediate ESL** | **2.OA.5 -** Interpret products of whole numbers (e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each). For example, describe a context in which a total number of objects can be expressed as 5 x 7. | | |
| **IL ABE/ASE Math Standard for High Intermediate ESL** | **3.OA.3 -** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations. | | |
| **Illinois EL/Civics Competencies – Health and Wellness** | **HW4.** Explain the importance of good nutrition and where to find information about it. | | |
| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) | | | |
| ☒ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | | ☒ Teamwork *(Critical Thinking, Effective & Cooperative Work)* | |
| □ Work Ethic *(Dependability, Professionalism)* | | ☒ Communication *(Active Listening, Clear Communication)* | |
| **Lesson Objectives *(Students will be able to)****:*   * Identify the six nutrients and explain their importance to nutrition; * Explain how calories are used to provide information about food; * Identify and explain the significance of key words and values on a food label; * Evaluate the nutritional content of a given food based on its food label; * Use grammar constructions (plurals, comparative constructions, and/or multi-part verbs) correctly when speaking and writing about nutrition; * Add and multiply calories correctly to determine the total calories in a meal; * Plan a meal using FDA guidelines; * Synthesize nutritional information from different sources to make decisions about food choices. | | | |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:**   * The topic of nutrition is a high-interest and relevant topic for adults. * The application activities of evaluating food labels and planning a meal are authentic; these activities allow for multiple “correct” answers as long as the learner is able to provide appropriate justification. * Many of the key lesson plan activities provide options to suit different learners and interests:   + The main text is presented at two different levels;   + There are three contextualized grammar topics to choose from;   + Several practice activities have different options for different level students. * For most of the practice activities, the learner can choose to work individually or with a partner or small group. * The level of risk for the student can be modified by changing the order of scaffolding activities; supportive explanatory PowerPoints can be introduced first to provide safety – or the supportive PowerPoints can be used after the main activity in order to confirm or solidify understanding. * The cheer activity and the food label evaluation activity foster collaboration and positive communication. * The use of pictures and clean material layouts help keep learners motivated; * The day-by-day sequence as well as individual nutrition topics are well-scaffolded to minimize learner frustration. * Fly-ins are used in slide presentations to limit the amount of information that is shown to the student at one time. * At the end of the unit, learners reflect on the new information that was learned. | | | |
| **Key Vocabulary**:   * Nutrient * Calorie * Carbohydrates * Fats * Proteins * Vitamins * Minerals | | | |
| **Instructional Materials:** Worksheets, PowerPoint presentations, and website hyperlinks below  Topic Introduction Materials   * [Is this food healthy or unhealthy?](https://docs.google.com/presentation/d/1x5GUTcJQRS1GzIARK1RCq376Vd4Tffd1/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Nutrition KWL Chart](https://docs.google.com/document/d/19A3plKpaCEPF1P4hhXh2NLYNU0-yR8gS/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Vocabulary Presentation Materials   * [Nutrition Key Vocabulary Presentation](https://docs.google.com/presentation/d/1ojQdH2DiwdSvsIPDkMJPmbYItNJ9BMJj/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Nutrition Key Vocabulary Worksheet](https://docs.google.com/document/d/19-T9M3jpgfsxpxi_tixv3K04blXpSUE2/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Nutrition Key Vocabulary Practice](https://docs.google.com/presentation/d/1QDdw6MBVNHrziqfV7q0dwk7yPAUEp09p/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint   Reading Presentation Materials   * [Nutrition Text (higher level)](https://docs.google.com/document/d/172ri1jhQr7hxzQlJTNsSIl_fAEOGabNw/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Nutrition Text Reading Presentation (higher level)](https://docs.google.com/presentation/d/18bcY2aLSu_UibZsXh4BOuImz8oj6ppij/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Nutrition Text (lower level)](https://docs.google.com/document/d/1Y6FL6oZOcaLVZws6eQTUEKm7iTSxgjBu/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Nutrition Text Reading Presentation (lower level)](https://docs.google.com/presentation/d/12ncg07HJxqZRgBGauDg-YaF1fa3fR5uV/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint   Reading Content Practice Materials   * [Nutrient Chart](https://docs.google.com/document/d/1u90tyYGZb5FA_IFH-NlTbInPv_3jKa3-/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Is it a carbohydrate, fat, protein, vitamin or mineral?](https://docs.google.com/presentation/d/1iBzC826PxPumW87c5cXnBucbiZxvCW2N/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Nutrient Sort (lower level)](https://docs.google.com/document/d/1VeW08t-7oNu11z6119PSSjYh7ajyN0n0/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Nutrient Sort (higher level)](https://docs.google.com/document/d/19aSkVZs89-AlzCagrCQk7KaBMPe9i60Z/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Calorie Calculating Worksheet](https://docs.google.com/document/d/1WiTseYOFi_ybfm8ftA1YpUIVOwV1qkxH/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Cheer Examples](https://www.youtube.com/watch?v=Wfh1ctqn0WQ) – YouTube video   Reading a Food Label Materials   * [The Basics of the Nutrition Facts Label Authentic Text](https://www.eatright.org/food/nutrition/nutrition-facts-and-food-labels/the-basics-of-the-nutrition-facts-label) – website * [The Basics of the Nutrition Facts Label Authentic Text](https://docs.google.com/document/d/13iCqO5OjZm_X_oxlXzTbanl_86PEV0AU/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [How to Read a Food Label Graphic](https://docs.google.com/document/d/1aeenMSpslYWjZMFtPD2GNlTLFBwpxApz/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [How to Read a Food Label Presentation](https://docs.google.com/presentation/d/1u9pMcyV8oAiNE8ALxplOa2B5Rkfn8OLN/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Reading a Food Label Practice](https://docs.google.com/document/d/11iDlahUN6Q5X7AjVqbG6M2hry5uzKHu4/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [High, Low, or Moderate Activity](https://docs.google.com/presentation/d/1MeAb7CiRiOoLWiwZWmuW0rY1LVxjSV54/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Evaluating a Food Label Practice](https://docs.google.com/document/d/1ENRAaqMlM3EQLzQv-tL2zAFw2SlKJ_IU/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Food Label Evaluation Activity](https://docs.google.com/document/d/1PGxPwlzDR1X9qQ3zQ9bGjBw4SN-h3K7m/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Snack Labels for Label Evaluation Activity](https://docs.google.com/document/d/18pWse1Xgxi74dM6e_wZcAb-4-Ct61SV0/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Contextualized Grammar Materials   * Singular, Plural and Noncount Nouns   + [Singular Plural and Noncount Nouns Presentation](https://docs.google.com/presentation/d/1pmBNnywMwUhYDPiylc3RIhLmjKyD70rM/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint   + [Plural Exercise 1](https://docs.google.com/document/d/1nFYMo2Zs0MKfkbMbGbae2abjaAAFIAhx/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   + [Plural Exercise 2](https://docs.google.com/document/d/1qhKjZGqSMmh54BXe6Do8yCp5ASi42w38/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   + [Count and Noncount Nouns Exercise](https://docs.google.com/document/d/15JQQAJb2-pLL5Xx4klvEkVcl2e1iOLXA/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * Comparative Construction – More as Determiner   + [Comparative Construction Presentation](https://docs.google.com/presentation/d/1ydqoEUiIjdlJk0h3PJsUMYRh-3yhl5iL/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint   + [Menu Options Calorie list](https://docs.google.com/document/d/1swmjBfmDwKWTITwxfb5g81z8TgJHqPNZ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   + [Comparative Construction Activity 1](https://docs.google.com/document/d/1VzjN8JK-G0CxBeW2ZeK9I-WdCKZJ1NyK/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   + [Comparative Construction Activity 2](https://docs.google.com/document/d/1zBcO3NnmvXpjHh-yQ5J7Fpy1eDFizUlf/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   + [Spot the Difference Activity](https://docs.google.com/presentation/d/1KgzCjlRXtEr6MzoC26w-zmuLayg4P-YQ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * Multi-Part Verbs   + [Multi-Part Verbs with Food Presentation](https://docs.google.com/presentation/d/1NyV3SHMm-XXwm5xmYeuqqNtQBDA_xGX3/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint   + [Multi-Part Verbs with Food Verb List](https://docs.google.com/document/d/1znRvPvUsIxWkPujPadOUz4l-DcAhnyYQ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   + [Multi-Part Verbs with Food Meaning Practice](https://docs.google.com/document/d/1S2qSNYrZjTf1onp0QBzq3o--Jv0ToY8m/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   + [Multi-Part Verbs with Food Usage Practice](https://docs.google.com/document/d/1_tz3DJjPMwdagUciAzmbXXshy8JnYq-R/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   + [Phrasal Verb Object Pronoun Substitution Practice](https://docs.google.com/document/d/1d0Rs7ABvnApHE6gS98HmMJziG5XtZ_CB/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   + [Dietician Dialogue with Multi-Part Verbs](https://docs.google.com/document/d/1EXADhp74jNVh9YdySQy1W5x5z2PTu0YE/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Meal Planning Materials   * [MyPlate Outline](https://docs.google.com/document/d/1a2ap9haqybZFE5CvRmKjcupfC-POef2p/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Meal Planning Activity](https://docs.google.com/document/d/1ihxWF9usC69EaQb8roPVAlD_JuCl5KT9/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word Document * [WebMD Food Calculator](https://www.webmd.com/diet/healthtool-food-calorie-counter) – website   Interpreting a Nutrition Infographic Materials   * [Infographic 1](https://drive.google.com/file/d/1N8METLcjn8iftf58ntsExo9MfvyvDxpK/view?usp=sharing) – PDF document * [Infographic 2](https://drive.google.com/file/d/11l96UqkHK-_w5NfDPg5ThZtDXtCeGp5R/view?usp=sharing) – PDF document * [Infographic 3](https://drive.google.com/file/d/17koWynA4sw7CUPeS6viCbpCuhL2VQVb_/view?usp=sharing) – PDF document * [Infographic 4](https://drive.google.com/file/d/1SlOTvbqjDLiWv4_s_f_3_EGoqYuFK1-5/view?usp=sharing) – PDF document * [Infographic Discussion Questions](https://docs.google.com/document/d/13MdwyxID3T9g7NBVSj-TzES6CmMvNISG/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Assessment Materials   * [Is this food healthy or unhealthy?](https://docs.google.com/presentation/d/1x5GUTcJQRS1GzIARK1RCq376Vd4Tffd1/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Nutrition KWL Chart](https://docs.google.com/document/d/19A3plKpaCEPF1P4hhXh2NLYNU0-yR8gS/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Reflection Activity](https://docs.google.com/document/d/1955rSuvjFVLUv0L4UYWcq2TpjRol2Q-H/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document | | | |
| **Lesson Activities:**  Day 1   * Topic Introduction   + NRS 3/4: Instructor shows pictures of different foods ([Is this food healthy or unhealthy?](https://docs.google.com/presentation/d/1x5GUTcJQRS1GzIARK1RCq376Vd4Tffd1/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)), and the class decides if the foods are healthy or unhealthy; the instructor should take note of the extent to which students can explain their choices, paying special attention to knowledge and language gaps.   + NRS 5/6: class fills out K and W sections of KWL chart as a whole group on nutrition ([Nutrition KWL Chart](https://docs.google.com/document/d/19A3plKpaCEPF1P4hhXh2NLYNU0-yR8gS/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - K stands for what students already know (or think they know)     - W stands for the students want to know     - L is for what the students learned; this part is kept blank until the end of the unit * Key Vocabulary Presentation (NRS 3-6)   + Vocabulary presentation     - Instructor shows PowerPoint of key vocabulary ([Nutrition Key Vocabulary Presentation](https://docs.google.com/presentation/d/1ojQdH2DiwdSvsIPDkMJPmbYItNJ9BMJj/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   + Vocabulary practice     - Students complete matching worksheet ([Nutrition Key Vocabulary Worksheet](https://docs.google.com/document/d/19-T9M3jpgfsxpxi_tixv3K04blXpSUE2/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - Instructor formatively assesses students as a whole group on vocabulary knowledge using vocabulary practice PowerPoint as “flash cards”([Nutrition Key Vocabulary Practice](https://docs.google.com/presentation/d/1QDdw6MBVNHrziqfV7q0dwk7yPAUEp09p/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); inaccuracies and misconceptions are clarified by the instructor * Reading Presentation   + Group presentation     - NRS 3/4: Students read lower-level reading passage via PowerPoint presentation together as a group ([Nutrition Text Reading Presentation (lower level)](https://docs.google.com/presentation/d/12ncg07HJxqZRgBGauDg-YaF1fa3fR5uV/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - NRS 5/6: Students read higher-level reading passage via PowerPoint presentation together as a group ([Nutrition Text Reading Presentation (higher level)](https://docs.google.com/presentation/d/18bcY2aLSu_UibZsXh4BOuImz8oj6ppij/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); *variation: students can also read lower-level passage first as scaffolding in preparation for the higher-level passage*   + Reading Practice     - NRS 3/4: Students are assigned partners, and practice reading the text, alternating sentences. ([Nutrition Text (lower level)](https://docs.google.com/document/d/1Y6FL6oZOcaLVZws6eQTUEKm7iTSxgjBu/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - NRS 5/6: Students are assigned partners, and practice reading the text, alternating sentences. ([Nutrition Text (higher level)](https://docs.google.com/document/d/172ri1jhQr7hxzQlJTNsSIl_fAEOGabNw/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) * Reading Content Practice   + NRS 3-6: Students complete a nutrient chart based on the text individually or in partners ([Nutrient Chart](https://docs.google.com/document/d/1u90tyYGZb5FA_IFH-NlTbInPv_3jKa3-/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); the instructor can review answers with students once the students are finished.   + NRS 3-6: Students complete practice nutrient classification activity using PowerPoint ([Is it a carbohydrate, fat, protein, vitamin or mineral?](https://docs.google.com/presentation/d/1iBzC826PxPumW87c5cXnBucbiZxvCW2N/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) as a whole group     - NRS 3/4: Students complete nutrient sort worksheet with pictures independently or in partners ([Nutrient Sort (lower level)](https://docs.google.com/document/d/1VeW08t-7oNu11z6119PSSjYh7ajyN0n0/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - NRS 5/6: Students complete nutrient sort worksheet without pictures independently or in partners ([Nutrient Sort (higher level)](https://docs.google.com/document/d/19aSkVZs89-AlzCagrCQk7KaBMPe9i60Z/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - Variation: Pictures of foods from advertisements can be collected and used to create manipulatives to sort physically.     - Note: Most foods contain more than one nutrient. For example, nuts contain protein, fat, carbs, vitamins and minerals. It is okay if students assign one food to more than one category as long as it is justified.   + NRS 3-6: Students complete calorie calculating worksheet ([Calorie Calculating Worksheet](https://docs.google.com/document/d/1WiTseYOFi_ybfm8ftA1YpUIVOwV1qkxH/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); lower level students may need more guidance than higher level students.   + NRS 3-6: Nutrient Cheers     - Students are divided into groups of 3-5 students, and every group is assigned one of the six nutrients. The students have to come up with a cheer, explaining the benefits of the assigned nutrient, and then perform the cheer for the class. Students may also create posters or other visuals to present with their cheer. The instructor can show students the following YouTube video as an example of what a cheer is: [Cheer Examples](https://www.youtube.com/watch?v=Wfh1ctqn0WQ).     - Variation: NRS 5/6 students can be assigned to do internet research to find additional information on their nutrient to incorporate into their cheers.   Day 2   * Review (NRS 3-6)   + Go over vocabulary flashcards ([Nutrition Key Vocabulary Practice](https://docs.google.com/presentation/d/1QDdw6MBVNHrziqfV7q0dwk7yPAUEp09p/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) with students as a group to assess vocabulary retention from previous day * Reading a Food Label   + Authentic Text     - NRS 3/4: Students are assigned to study the “How to Read a Food Label” graphic individually ([How to Read a Food Label Graphic](https://docs.google.com/document/d/1aeenMSpslYWjZMFtPD2GNlTLFBwpxApz/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - NRS 5/6: Students are assigned to read “The Basics of the Nutrition Facts Label” article individually ([The Basics of the Nutrition Facts Label Authentic Text](https://docs.google.com/document/d/13iCqO5OjZm_X_oxlXzTbanl_86PEV0AU/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) or [The Basics of the Nutrition Facts Label Authentic Text](https://www.eatright.org/food/nutrition/nutrition-facts-and-food-labels/the-basics-of-the-nutrition-facts-label) (actual link))   + NRS 3-6: Students clarify their understanding of their independent reading by reviewing the reading a food label presentation as a class ([How to Read a Food Label Presentation](https://docs.google.com/presentation/d/1u9pMcyV8oAiNE8ALxplOa2B5Rkfn8OLN/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   + NRS 3-6: Students practice chart-reading basics by completing a worksheet on reading a food label either individually or in partners ([Reading a Food Label Practice](https://docs.google.com/document/d/11iDlahUN6Q5X7AjVqbG6M2hry5uzKHu4/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   + NRS 3-6: Students review the health implications of key food label words from the authentic text by deciding whether a healthy food should be high, low or moderate in the given nutrient on the slides ([High, Low, or Moderate Activity](https://docs.google.com/presentation/d/1MeAb7CiRiOoLWiwZWmuW0rY1LVxjSV54/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   + NRS 3-6: Students expand on their food label-reading skills by completing the food label evaluation worksheet either individually or in partners ([Evaluating a Food Label Practice](https://docs.google.com/document/d/1ENRAaqMlM3EQLzQv-tL2zAFw2SlKJ_IU/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   + NRS 5/6 (and 3/4 with support): Students are put into groups of 3-4; each group must rank four snack foods in order from healthiest to least healthy by analyzing their respective food labels ([Snack Labels for Label Evaluation Activity](https://docs.google.com/document/d/18pWse1Xgxi74dM6e_wZcAb-4-Ct61SV0/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); students are to complete a chart to help them make their decisions ([Food Label Evaluation Activity](https://docs.google.com/document/d/1PGxPwlzDR1X9qQ3zQ9bGjBw4SN-h3K7m/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). At the end of the activity, the groups can present their ranking and their rationale for their ranking to the class. All groups may not decide on the same ranking since some groups may weight the health significance of certain factors differently; variation in the rankings is acceptable as long as the groups have appropriate justifications for their choices. * Contextualized Grammar (three grammar topic options are provided; the instructor may select the grammar topic most appropriate to the level and interest of their students, or multiple grammar topics can be selected)   + Singular, Plural, and Noncount nouns (NRS 3)     - The instructor reviews the presentation on singular, plural, and non-count nouns with students as a whole group ([Singular Plural and Noncount Nouns Presentation](https://docs.google.com/presentation/d/1pmBNnywMwUhYDPiylc3RIhLmjKyD70rM/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - Students complete plural exercises ([Plural Exercise 1](https://docs.google.com/document/d/1nFYMo2Zs0MKfkbMbGbae2abjaAAFIAhx/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) and [Plural Exercise 2](https://docs.google.com/document/d/1qhKjZGqSMmh54BXe6Do8yCp5ASi42w38/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) and noncount noun exercise ([Count and Noncount Nouns Exercise](https://docs.google.com/document/d/15JQQAJb2-pLL5Xx4klvEkVcl2e1iOLXA/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) individually or in partners.   + Comparative Constructions with More as a Determiner (NRS 4/5)     - Instructor reviews comparative construction presentation with students as a whole group ([Comparative Construction Presentation](https://docs.google.com/presentation/d/1ydqoEUiIjdlJk0h3PJsUMYRh-3yhl5iL/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - Students use the calorie list from items at Sam’s Café ([Menu Options Calorie list](https://docs.google.com/document/d/1swmjBfmDwKWTITwxfb5g81z8TgJHqPNZ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))to form comparative construction sentences for two worksheets ([Comparative Construction Activity 1](https://docs.google.com/document/d/1VzjN8JK-G0CxBeW2ZeK9I-WdCKZJ1NyK/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) and [Comparative Construction Activity 2](https://docs.google.com/document/d/1zBcO3NnmvXpjHh-yQ5J7Fpy1eDFizUlf/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); Activity 2 requires math skills, which may require more support.     - Students utilize their practiced language skills to explain the differences between lower-calorie and higher-calorie versions of the same meals ([Spot the Difference Activity](https://docs.google.com/presentation/d/1KgzCjlRXtEr6MzoC26w-zmuLayg4P-YQ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); this can be done as a whole-class activity, or each slide can be assigned to a small group.   + Multi-Part Verbs (NRS 5/6)     - The instructor reviews multi-part verb meanings related to food and their usage with the students as a whole group ([Multi-Part Verbs with Food Presentation](https://docs.google.com/presentation/d/1NyV3SHMm-XXwm5xmYeuqqNtQBDA_xGX3/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); the students can be given a verb list to keep ([Multi-Part Verbs with Food Verb List](https://docs.google.com/document/d/1znRvPvUsIxWkPujPadOUz4l-DcAhnyYQ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - The students practice the verb meanings ([Multi-Part Verbs with Food Meaning Practice](https://docs.google.com/document/d/1S2qSNYrZjTf1onp0QBzq3o--Jv0ToY8m/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) and their usage ([Multi-Part Verbs with Food Usage Practice](https://docs.google.com/document/d/1_tz3DJjPMwdagUciAzmbXXshy8JnYq-R/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) individually or in partners; the students also practice using pronouns with phrasal verbs ([Phrasal Verb Object Pronoun Substitution Practice](https://docs.google.com/document/d/1d0Rs7ABvnApHE6gS98HmMJziG5XtZ_CB/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - The students apply their knowledge of multi-part verb meaning and knowledge to create a dialogue between a nutritionist and their client ([Dietician Dialogue with Multi-Part Verbs](https://docs.google.com/document/d/1EXADhp74jNVh9YdySQy1W5x5z2PTu0YE/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). Assign the students partners; one student will be the dietician and one student will be the client. The student who has the dietician part decides what the dietician says, and the student who has the client part decides what the client will say. Both students write down the dialogue as they create it. The students must use as many multi-part verbs in the dialogue as they can. The instructor should monitor the groups for the correct verb usage. The partners then present their dialogue to the class.   Day 3   * Review (NRS 3-6)   + Students read the text in partners to refresh and reinforce the content ([Nutrition Text (higher level)](https://docs.google.com/document/d/172ri1jhQr7hxzQlJTNsSIl_fAEOGabNw/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) or [Nutrition Text (lower level)](https://docs.google.com/document/d/1Y6FL6oZOcaLVZws6eQTUEKm7iTSxgjBu/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) ) * Meal Planning   + NRS 3/4: Students create their own healthy meals using MyPlate as a guide ([MyPlate Outline](https://docs.google.com/document/d/1a2ap9haqybZFE5CvRmKjcupfC-POef2p/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   + NRS 5/6 (or lower levels with a lot of support): Students are tasked with putting together everything that they have learned about nutrition to create a healthy dinner. Students are to use an online Food Calculator ([WebMD Food Calculator](https://www.webmd.com/diet/healthtool-food-calorie-counter)) to create a healthy dinner plan meeting the requirements on the worksheet ([Meal Planning Activity](https://docs.google.com/document/d/1ihxWF9usC69EaQb8roPVAlD_JuCl5KT9/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). The instructor should provide a demonstration of how the online food calculator works. Students can use the MyPlate worksheet ([MyPlate Outline](https://docs.google.com/document/d/1a2ap9haqybZFE5CvRmKjcupfC-POef2p/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) as a rough draft and then refine their choices with the food calculator. When complete, the students can share their meals with a partner and explain how they derived their choices. * Interpreting a Nutrition Infographic   + NRS 5/6 – Students are placed into groups of 2-4 students, and each group is given one of four nutrition infographics created by the USDA ([Infographic 1](https://drive.google.com/file/d/1N8METLcjn8iftf58ntsExo9MfvyvDxpK/view?usp=sharing), [Infographic 2](https://drive.google.com/file/d/11l96UqkHK-_w5NfDPg5ThZtDXtCeGp5R/view?usp=sharing), [Infographic 3](https://drive.google.com/file/d/17koWynA4sw7CUPeS6viCbpCuhL2VQVb_/view?usp=sharing) and [Infographic 4](https://drive.google.com/file/d/1SlOTvbqjDLiWv4_s_f_3_EGoqYuFK1-5/view?usp=sharing)). Students are to study their assigned infographic and answer discussion questions as a group ([Infographic Discussion Questions](https://docs.google.com/document/d/13MdwyxID3T9g7NBVSj-TzES6CmMvNISG/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). The groups can then report out their findings to the class.   + Variation for advanced learners: Each student can be assigned one of the infographics. Each student will then be put into a group with three other students who each studied one of the other infographics. The students will then share findings with each other in a quasi-jigsaw puzzle style.   + NRS 3/4 – Students can review one or more of the infographics as a whole group with instructor support. * Evaluation   + NRS 3/4: Instructor shows pictures of different foods ([Is this food healthy or unhealthy?](https://docs.google.com/presentation/d/1x5GUTcJQRS1GzIARK1RCq376Vd4Tffd1/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)), and the class decides if the foods are healthy or unhealthy; the instructor takes note of the extent to which students are able to use vocabulary and knowledge to explain their choices.   + NRS 5/6: class fills out the L section of KWL chart as a group on nutrition ([Nutrition KWL Chart](https://docs.google.com/document/d/19A3plKpaCEPF1P4hhXh2NLYNU0-yR8gS/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) from earlier in the unit. The students and instructor evaluate the extent to which questions from the W section were answered and the differences between the K and L sections.   + NRS 3-6 – Students complete the nutrition web map ([Reflection Activity](https://docs.google.com/document/d/1955rSuvjFVLUv0L4UYWcq2TpjRol2Q-H/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); students complete the reflection questions on the second page. Afterwards, students can share their maps and responses with the class. | | | |
| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:**   * Alternatives for auditory information are frequently provided in the form of written text and pictures. * Written texts are intended to be read allowed for auditory processing. * Key vocabulary is pre-taught. * Written concepts are explained visually in the texts through the reading presentations. * Fly-ins are used in slide presentations to direct the learners’ attention to specifically-ordered stimulus. * Students are given explicit instruction on grammar constructions that are relevant to the topic at hand. * The variety of activities and topics on the theme of nutrition allows for extensive repetition of major concepts in different ways. * For performance tasks that are presented to the class, students can have the option of doing a live presentation or a recorded presentation. Students can also utilize different technologies (Google docs/slides, etc.) to share their work with the class. | | | |
| **Performance Tasks:**   * Creating a cheer on a nutrient * Evaluating food labels to determine which snack is the healthiest * Designing a healthy dinner within given caloric parameters * Interpreting a nutrition infographic * Completing numerous scaffolding practice worksheets and activities | | | |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:**   * The nutrient sort activity can be modified to be used with manipulatives instead of pen and paper. * Through the cheer activity, students can express knowledge through music/rhythm and drawing. * Learners can use heavily scaffolded materials or not. * The meal planning activity allows the learner to select healthy foods that they enjoy; thus, the learner is creating their own novel solution to developing a healthy meal plan. | | | |
| **Notes:**   * This nutrition unit utilizes a Concept-Based Instruction methodology; as such, content objectives and language objectives are equally stressed and reinforce one another. * Scaffolding is key for this unit to work. The goal of Day 1 is to establish and expand upon the student’s schema of nutrition; the instructor elicits what the student already knows about the topic, and the student reads a non-authentic text specifically designed for ELLs in order to further develop the student’s schema in a non-threatening way. Day 2 and 3 then present applications for this schema. The food label activities in Day 2 introduce students to their first authentic texts (food labels) in the unit, but a lot of support is provided. Students also learn how to use grammar constructions to express themselves on the theme of nutrition. On Day 3, students are only given authentic texts and materials with very little extra support; on this day, students put together all the content and language skills they have learned on the previous two days. * The targeted NRS levels are only suggestions; instructors can select the activities for students (or allow the students to select) as they deem appropriate. Also, higher level students may find lower-level activities helpful as review or scaffolding. Lower-level students may be successful doing the higher-level activities because of the scaffolding provided at the lower level. | | | |