

## HALL/HEAL LESSON

### TITLE: Series of Health-Based Lessons on Proper Nutrition (ESL Level 2)

#### Navigation Task(s)

- Ss identify food groups.
- Ss learn to read food labels.
- Ss read to gather information.

#### Language Skills

- Ss increase nutrition-related vocabulary.
- Ss will practice scanning for specific information.
- Ss practice listening and reading on health-based topics.
- Ss review countable and non-countable nouns and partatives.

#### ESOL standards addressed

- ELA 1
- ELA 2

#### ESOL Level

- Pre-Intermediate (ESOL 2)

#### Duration

- 4 one hour segments

#### Materials

- charts/pictures of the food pyramid
- food cards
- nutrition information labels
- product labels such as “Fat Free” and “Low Cholesterol”

#### Key Vocabulary

- partatives (e.g. a bag of rice)
- grain
- protein
- carbohydrate
- fat
- sodium
- cholesterol
- fat-free
- serving size
- expiration date

**Purpose:** to increase Ss’ awareness of the value of good nutrition

#### Steps

##### 1. Lesson 1 (1 hour)

a) Review food vocabulary—Using graphics, Ss review the names of food items including fruits and vegetables, types of bread, etc. One resource to use is *The Oxford Picture Dictionary*. Make sure to include foods from each of the food groups: grains, fruits, vegetables, oils, milk, meat/beans. Check answers and pronunciation.

b) Grammar—review countable and non-countable nouns by having Ss work in pairs to categorize the items from a) or do a written exercise using quantifiers. Check answers.

c) Introduce the food pyramid—distribute copies of the food pyramid (included). Board the food groups in columns. Ss put the foods named in a) and b) into the correct column. Check answers.

##### 2. Lesson 2 (1 hour)

*For this lesson you will need to make cards of food items. Prep time is approximately 30 minutes. An example is included.*

a) Elicit names of food items from Ss. Board. Label countable or non-countable. The label appropriate partative for each—e.g. bread=nc; a loaf of bread, a slice of bread.

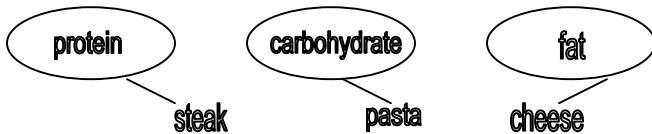
b) Distribute cards to pairs of Ss. Ss match the appropriate food with the partative. Check.

c) Elicit food groups from Ss and board. Ss categorize cards in appropriate food group. Check.

d) Ss use cards to make a meal. Demonstrate with negative example such as a box of Pop Tarts and a bottle of Coke. Check.

### 3. Lesson 3 (1 hour-70 minutes)

a) Introduce the words protein, carbohydrate, fat. Board web diagrams with each word in the center. Add on example of each to illustrate to concept.



Ss work in groups to flesh out diagrams with more examples. Check. Note: most foods are predominantly one of the three groups in content; pasta has some protein but is mostly a carbohydrate.

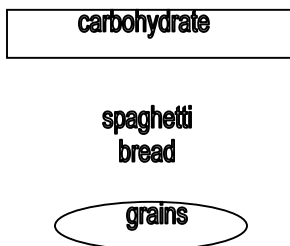
b) Introduce the concept of balancing the types of foods each day—30% protein, 40% carbohydrate, 30% fat—as well as balancing good fats (nuts) from bad fats (ice cream).

c) Vocabulary—board common names for foods such as salt in one column; the more scientific name (sodium) in the other. Have Ss match.

d) Introduce nutrition facts. Ss work in groups to analyze nutrition labels (included). Are these foods good or bad? Check.

### 4. Lesson 4 (1 hour)

a) Review proteins, carbohydrates, fats. Elicit examples of each from Ss and board. Connect food groups and categories.



b) In the vegetable category, introduce the idea of fiber, vitamins, and minerals. Why are these important? Discuss as a class.

c) Distribute more nutrition labels (included). Ss work in pairs. What do we know by looking at the labels? Elicit info from Ss.

d) Review labels as a class. What gimmicks do manufacturers use (e.g. “A Fat-Free Food!”) to fool people? Ss name possible health problems from poor nutrition such as diabetes (too much sugar).

### Follow Up Activity:

- Have Ss host healthy pot luck in class.

### ABE/ESOL Tips

- Much of the vocabulary on nutrition labels is complex. Aim to cover the basics for clarity rather than getting bogged down in specifics about trans-fats, for example.

### Technology Tips

- Many helpful graphics can be found on Google Images.

### Family Literacy (PACT and children’s extension activities)

- Families can plan meals together.
- Children can go grocery shopping with parents.