

Healthy and Unhealthy Foods SIOP Lesson Plan

This plan was created by Courtney McGowan of Sugarland Elementary School in Sterling, VA as a part of the SIOP lesson study project in collaboration with CAL.

Suggested Differentiation strategies

Vocabulary:

For lower proficiency students, teacher may include other vocabulary items in addition to “healthy” and “unhealthy.”

Materials:

Any additional items providing visual or verbal L1 support to lower proficiency students.

Background

In previous lessons the students learned the names for common foods and became familiar with the four food groups. Included in this study was a teacher-written, interactive poem about foods the students like.

English proficiency levels: beginning through advanced

Grade: K

Standards: State Health Standards of Learning, Grade K
K.1 a -the importance of making healthy food choices

Preparation

Content Objectives: The students will be able to

- identify healthy and unhealthy food.

Language Objectives: The students will be able to

- listen to a story and tell a buddy if a food is healthy or unhealthy.

Key Vocabulary

- healthy
- unhealthy

Materials

Teacher Materials

- *The Very Hungry Caterpillar* by Eric Carle
- Smart Board presentation with lesson objectives, food picture splash, and food sort
- Small posters with examples of healthy and unhealthy food
- Laminated pictures of healthy and unhealthy food (adapted from UVA’s Book-a-Week Program
http://www.teach.virginia.edu/go/wil/Caterpillar_Lesson.pdf)
- Red- and green-labeled sort organizers

Student Materials

- Laminated pictures of healthy and unhealthy food in plastic bags (adapted from UVA’s Book-a-Week Program
http://www.teach.virginia.edu/go/wil/Caterpillar_Lesson.pdf)
- Red- and green-labeled sort organizers

Motivation:

Provide sentence stems with visuals on note cards for less proficient students.

The teacher can ask more proficient students to talk about their experiences, while the others listen and then share about their experiences in turn.

Lower proficiency students can use L1 for their answers.

Presentation:

For lower proficiency students, provide visuals and L1 translations for new words. Alternately, provide different lists of words to sort to each proficiency group.

For asking questions:

phrase questions in accordance with each group's proficiency level.

Motivation

- Ask students about the foods they have been learning about lately. Then ask them what kinds of foods they like the best. Invite them to turn to a buddy and discuss their favorite foods. Provide sentence starters or frames such as, "My favorite foods are..." or "I like _____ the best."
- Then ask, "What kinds of food do your parents want you to eat? Why?" Ask several students to share their answers with the class and elaborate, confirm, or correct as necessary.
- Explain that today we are going to learn about two types of food: healthy and unhealthy.
- Read and discuss the lesson objectives with students.

Presentation

- Using the Smart Board, engage students in a Picture Splash by showing the students large color pictures of healthy and unhealthy food. The healthy food will be on one side of the screen, while the unhealthy food is on the other side. Discuss and name the types of food.
- Ask the students:
 - Why do you think the food is separated into two groups?
 - How are the foods in each group different?
 - What is the same about all of the food on the left?
 - What is the same about all of the food on the right?
- Write students' words and ideas on the Picture Splash and then tell students to turn to their buddy and answer the following question: "Do you think it is better to eat more food from the group on the left or the group on the right? Why?" Provide a sentence frame such as, "I think the foods from the left/right group are better because..." Ask different pairs to share their ideas with the class. Elaborate, confirm, or correct as necessary.
- As the discussion wraps up, ask students to guess what word best describes each group. Confirm that one side is **healthy** and the other side is **unhealthy**. The word **healthy** is written in green, while **unhealthy** is written in red. Define the words **healthy** and **unhealthy**:
 - Healthy** foods are good for your body and they help you grow and become strong. **Unhealthy** foods are bad for your body and they might give you a tummy ache or harm your teeth if you eat too much.
- Invite students to repeat the words **healthy** and **unhealthy**. Model motions to go with each word and invite students to stand up and practice the motions. For the word healthy, have students flex their arm muscles and for the word unhealthy have them make a sick face and put their hands on their stomachs.

During**reading:**

guide lower proficiency students to pay attention to pictures and check for their comprehension frequently.

For presenting the

concepts of “healthy” and “unhealthy”: if possible and/or relevant, provide translations and/or explanations of these terms in students’ L1.

Practice/**Application:**

divide students into groups according to their proficiency level. Lower proficiency groups may use their L1 for discussions as they sort. Provide partially completed organizers/ sorting boards to lower proficiency students. Ask higher proficiency students to elaborate orally why certain foods are healthy and others are not; or have them write their own examples of foods of each kind on blank cards.

- Next read the book *The Very Hungry Caterpillar* by Eric Carle. Explain that they will be reading for a purpose. Tell students they will be looking and listening to see if the caterpillar eats **healthy** or **unhealthy** food. Remind the students of the meanings of these words by asking them to perform the motions for healthy and unhealthy.
- Invite students to predict whether or not the caterpillar will eat healthy or unhealthy food. Why? Have students turn to a buddy and tell the buddy their prediction. Model the specific language to be used: “I think that the caterpillar will eat healthy/unhealthy food because...”
- Call on one or two students to share their buddy’s prediction with the class.
- Post a small poster with the word “healthy” written in green and pictures of healthy foods. Post another small poster with the word unhealthy written in red and pictures of unhealthy foods. Explain and model that when they see the caterpillar eating a healthy food they will give a “thumbs up” and when they see him eating unhealthy food they will give a “thumbs down.” Direct students to use the posters as a guide when making their choice about whether a food is unhealthy or healthy.
- After reading, ask students if the caterpillar ate more healthy or unhealthy food. Was our prediction correct? Have students turn to a buddy to answer the question. Then call on a student to share with the whole group. Elaborate, confirm, or correct as necessary.

Practice/Application

- Consider students’ English language proficiency to divide them into heterogeneous teams of two or three. Distribute the student materials needed for the activity (sorts and color-coded sort organizers).
- Explain that they will be sorting pictures of food into two categories: healthy and unhealthy.
- Explain the steps using a teacher copy of the sort and the red- and green-labeled sort cards. Model how to take the cards out of the bag, look at the picture and place it on the correct sort card. Model the language to be used in the sort: “The ____ is healthy/unhealthy.”
- As teams work on their sort, monitor that students are collaborating, taking turns, and following directions. Also, monitor and encourage students to use the words “healthy” and “unhealthy.” Provide feedback as needed.
- Once groups are finished with the sorts, instruct them to clean up and return to the meeting area.

**Review/
Assessment:**

students with lower proficiency may use L1 while talking to buddies. Provide additional support to lower proficiency students to share their answers in English (one-one-one practice with teacher or peer before sharing, repetition, encouragement, etc.)

Challenge higher proficient students to label some the pictures of food they include in their drawings.

Review/Assessment

- As a class, complete a new sort of healthy and unhealthy food on the Smart Board. Call on students to come up and sort each item. Instruct all students to give a “thumbs up” or “thumbs down” to show if each food is healthy or unhealthy. If there is disagreement, encourage discussion. Foods like sausage and a leaf that the caterpillar ate are included to encourage discussion and negotiation. Maybe some foods won’t fit into one category clearly.
- Ask students to turn to a buddy and tell that person what **healthy** means in their own words. Then do the same with **unhealthy**. Ask students whether it is better to eat healthy or unhealthy food. Why? Have them turn to a buddy to discuss. Model the language “It is better to eat healthy/unhealthy food because....”
- Read and review the lesson objectives.

Questions for the teacher:

- Are students correctly identifying food as healthy and unhealthy through the “thumbs up” and “thumbs down” signals?
- Are students using the key vocabulary in their discussions?

Extension

Read the book *Stone Soup*, by Marcia Brown, with the students. As with the *Very Hungry Caterpillar*, students listen for the foods in the story and discuss whether they are healthy or unhealthy. Then give each student a foldable—a piece of paper folded in half with an empty pot of soup on each side with the labels “healthy” and “unhealthy” for each pot of soup. Ask students to draw a healthy soup on one side and an unhealthy soup on the other side. When the students finish, ask some to share their creations with the class.

Suggestion for a differentiated extension:

Review the class activity from the previous day by having the students do a human sort. Divide the room into 2 with masking tape. Put signs ‘healthy’ and ‘unhealthy’ on the right and left sides of the room respectively. Have each student tape a food from yesterday’s sort on their shirt. But first, have them turn to a partner and go over the food they have gotten and whether they think it is healthy or not healthy (differentiate pair students heterogeneously so the higher proficiency student can offer support). Square the pairs and have them go over the foods again so the students can be sure which food they have and where they might go. Then have students come up one at a time, say the food they have and stand on either the healthy or unhealthy side. Take a picture of the human sort and post it on the bulletin board.