

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Language Arts, Writing	Lesson Title <i>Please, Just Try One Bite!</i>	Correlation to Framework 01.07	Lesson Number 51
Objectives/Learner Outcomes At the end of this lesson, the learner will be able to: <ul style="list-style-type: none"> • Include appropriate text divisions within a text • Move or remove sentences to improve the overall organization of how-to text 		Materials/Resources/Internet Sites/Handouts/Worksheets <ul style="list-style-type: none"> • Handout – <i>Peanut Butter and Jelly 101</i> • Handout – <i>Feeding Your Toddler</i> • Internet Resources <ul style="list-style-type: none"> ○ Apple Juice on the Internet (interactive word games) http://www.applejuice.org/seekword.html ○ Food Guide Pyramid Puzzle http://www.pork4kids.com/kids/food_pyramid.asp 	
Pre-Requisite Knowledge The learner should be able to: <ul style="list-style-type: none"> • Identify the characteristics of how-to texts • Incorporate appropriate paragraph divisions within a how-to text • Recognize unnecessary information within a how-to text 		Key Words <ul style="list-style-type: none"> • Text divisions • Organization • Toddler • Autonomy • Socialize • Interaction 	

Anticipatory Set/Introduction

Ask: As a child, what was your favorite food? As a child, what food did you dislike the most? Are there some foods that you disliked as a child that are now on your favorite list? When did you actually try these foods and discover that they really were very good? Were you a teenager? An adult? List the responses on the board or overhead and see if there are common themes running through the students' likes and dislikes.

Say: If you have children or there are nieces and nephews or grandchildren in your family, you know that children, especially toddlers, can be very picky eaters. Today, we are going to look at ways that parents can help their toddlers expand the types of food that they will eat, ensuring that they get the proper nutrients they need to be healthy.

Preview Questions for Lesson

1. In our first activity, you listed the foods that you really didn't like when you were a child. What was it about those foods that just did not appeal to you?
2. What were some of the tricks or techniques that your mother or father used to get you to try new foods? Did they work?
3. Do you have children? If so, what do you do to get them to eat those foods that are good for them, such as vegetables?

Instructional Outline

Ask: What is a how-to document? Explain that how-to documents are included on the GED Language Arts, Writing Test, Part I. These how-to documents provide a set of instructions or directions for doing something. Most of the time they are 200-300 words in length. The GED Language Arts, Writing Test, Part I includes organizational items. These questions require that you move, or sometimes even remove, text within a document so that the text is easier to follow – more organized.

Handout: Distribute the envelopes containing the sentence strips from Handout – *Peanut Butter and Jelly 101*. Have students work in groups to organize the sentence strips into a paragraph that makes sense. Students will need to remove one sentence. Check their results.

Say: We are going to use a real-life, how-to document to practice for the organization items on the GED Test.

Handout: Provide students with the Handout – *Feeding Your Toddler*. Distribute highlighters to students.

- Explain that in this first round of working with the document, students should highlight any sentence that they believe does not belong in the text. Discuss why students identified specific sentences as not belonging in the text.
- Have students read the text one more time to see if any sentences are in the wrong place. Have them draw lines to indicate where the text should be. If your students have access to a word processing program such as *Microsoft Word* or *Works*, you may want to open the document in the word processing software and have them cut and paste the text to reorganize the sentences.
- Discuss with students the sentences they chose to move and why.

Say: Now you are going to have an opportunity to stump the class. Write your own how-to text. Make sure that you include organization errors in the text, including those that will require your fellow students to move or remove sentences. When you are finished, the class will work in teams to edit each other's work. This type of practice can help students gain confidence in the editing ability – an essential skill for the GED Language Arts, Writing Test.

Process/Activities			
<ul style="list-style-type: none"> • Complete the sentence strip activity. Discuss with students the importance of a well-organized document, especially one that includes directions or instructions such as a how-to document. • Preview the text entitled Feeding Your Toddler with the students. Ask questions about the document, including how the text has been divided and the significance of bulleted items. • Have students complete the first stage of the activity by highlighting sentences that should be removed from the text. • Have students complete the second stage of the activity by having them draw lines to indicate where they would move text. • Have students write their own how-to text that includes sentences that need to be moved and removed. End the activity by having students work in teams to edit their peers' texts. 			
Product/Evaluation/Summary			
When students have completed this lesson, they will:			
<ul style="list-style-type: none"> • Provide the teacher with a copy of their edited how-to text • Develop their own how-to text that includes errors in organization and will have their peers make the corrections 			
Teaching to Different Types of Learners			
	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	<p>Use transparencies for students so that they can follow directions for the activities.</p> <p>Use an overhead to show students the final revised version of the how-to text.</p>	Review the instructions orally with students so they can both see and hear all directions.	Allow students to use a word processing program to cut and paste text.
Special Differentiation Strategies	Use a transparency or whiteboard to write directions and make lists of students' input from review of the speech.	Have students read each paragraph of the how-to text aloud so that they hear the errors in organization before writing them down.	Have students cut the how-to text into sentence strips and make their edits with the sentence strips rather than the whole document.
Evaluation	Have students make overheads of their edited how-to text so they can see the final product.	Have students read their final version of the how-to text.	Have students write their own how-to texts and then cut it into sentence strips for their peers to edit.

<p>The Family and Adult Literacy Connection</p> <p>Have students, who are parents, try some of the tips and techniques from the how-to text with their children and then report to the class on how well they worked. Have students keep a log of the types of food their children eat and the foods they refuse. See if different parents are having some of the same problems with the types of foods their children refuse to eat or if every family is different. Provide time for parents to talk with each other and share strategies they use in their own homes.</p>	<p>ESE/ESOL Accommodations</p> <p>Students with learning disabilities may be overwhelmed by the length of the how-to text. Break the text into individual paragraphs and have students just work with one paragraph at a time. This will help ease the stress level of the students. Check for understanding of directions by asking students to repeat or explain the directions back to you.</p>
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Peanut Butter and Jelly 101

Make copies of the following text and cut it into sentence strips. Have students work in teams to put the sentence strips in the correct order. There are two paragraphs in this text. Students should be able to make the appropriate text division between the paragraphs. They should also be able to remove the one sentence which does not belong in the text.

Peanut butter and jelly are the most popular sandwich ingredients for kids.

Kids love peanut butter and jelly sandwiches, and they love to make them.

However, there are a number of steps required in making a peanut butter and jelly sandwich.

Little kids often have trouble getting the steps in the right order.

First, you have to find all the ingredients, including: bread, peanut butter, and the right flavor of jelly.

Grape is the most popular flavor, followed by strawberry.

Some kids prefer bananas or even potato chips.

After you have your ingredients together, you have to find all the utensils you need such as a knife and spoon.

Use the knife and spread the peanut butter on one piece of bread.

Scoop out the jelly with the spoon, and then spread it on the other piece of bread.

Put the two pieces of bread together and enjoy.

Whether you are 3 or 63, nothing beats a peanut butter and jelly sandwich.

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Peanut Butter and Jelly 101

Answer Key

Peanut butter and jelly are the most popular sandwich ingredients for kids. Kids love peanut butter and jelly sandwiches, and they love to make them. However, there are a number of steps required in making a peanut butter and jelly sandwich. Little kids often have trouble getting the steps in the right order.

First, you have to find all the ingredients, including: bread, peanut butter, and the right flavor of jelly. Grape is the most popular jelly for a peanut butter and jelly sandwich, followed by strawberry. ~~Some kids prefer bananas or even potato chips.~~ After you have your ingredients together, you have to find the utensils you need such as a knife and spoon. Use the knife and spread the peanut butter on one piece of bread. Scoop out the jelly with the spoon, and then spread it on the other piece of bread. Put the two pieces of bread together and enjoy. Whether you are 3 or 63, nothing beats a peanut butter and jelly sandwich.

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Feeding Your Toddler

As toddlers, children work hard to develop a sense of autonomy or independence. This is certainly not the most nutritious food for children. Sometimes, young children may refuse to eat certain foods or get "stuck" on a specific food. They will insist on eating only hot dogs, macaroni and cheese, or grilled cheese sandwiches. Macaroni and cheese should be avoided on a low-carb diet. Usually, this is just a phase or a way for little ones to assert their independence. If your child does not refuse all foods of the same food group, everything will be alright.

You should offer your children three meals a days with planned snacks in between. A serving size for a toddler is smaller than an adult portion. Children's appetites vary – some days they won't eat much at all, and other days they seem to eat everything in sight! So don't give your toddler a whopper-sized helping of mashed potatoes when a spoonful will do. A child's serving size is approximately $\frac{1}{4}$ to $\frac{1}{2}$ an adult's portion size. Use a deck of cards to determine the right serving size for an adult.

Keep Offering New Foods to Your Child

Most children learn to like a food after it has been offered a few times. Offer foods often and show your joy with eating foods. So, skip the green bean casserole if your child does not like it and serve the green beans separately. Children may not like certain foods because they are mixed with other foods or are full of mysterious sauces.

Check Your Child's Growth

If you feel your child is not growing enough, then you should check with the doctor to see if your child needs to eat more. A child has a very small stomach. Your child may need to eat 5 to 6 small meals a day to get the right amount of food. Make sure that you provide healthy food choices and increase your child's level of physical activity. If you feel your child is overweight, check with the doctor first to see if you should change the way your child is eating. It is not a good idea to restrict your child's calories.

Set the Right Rules for Eating

- Keep your home stocked with breads, cereals, fruits, vegetables, low-fat milk products (for children over 2 years), and lean meats.
- Exercise before meals to increase the physical activity of your children.
- Don't keep lots of snack foods around like cola, chips, candy, etc.
- Set up a schedule for meal and snack time and try to keep it the same everyday.
- Eat only at the table and not in front of the television
- Reward your children with love and attention, not with food.
- Require that children eat new foods before giving them an allowance.
- Help your child avoid using food to solve problems such as eating when he/she is depressed.
- Shop for groceries and let your children help prepare meals.

Make Meal Times Happy Times.

You should decide which foods you will provide to your child. You should also decide the time and the place where foods are eaten. If you provide structure and time limits and let your child make some decisions about food, you can avoid many problems associated with eating. But, let your child decide which foods to eat and how much. That way everyone wins, and meals can become pleasant times for you and your children.

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Feeding Your Toddler Edited Version (Answer Key)

Sentences in ***bold italics*** have been moved to their correct location within a paragraph or within the text as a whole. Sentences with a ~~strike-through~~ should be removed from the text in order to make it more effective.

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Set the Right Rules for Eating

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Developed by Susan Pittman
05/01/04

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Adapted from: *Feeding Your Toddler*, State of Michigan WIC Program. Retrieved from the World Wide Web on 4/28/04 at: <http://www.michigan.gov/mdch>.