

# ADULT ESOL LESSON PLAN

## The Food Pyramid - Guide to a Healthy Diet LCP C

<p><b>ESOL Competencies:</b> Communicate Effectively on Health and Nutrition Topics; Recognize the importance of healthy eating and maintaining a balanced diet.</p>	<p><b>Cultural Focus:</b> It is important to learn which foods are good for the body and which are not.</p>	
<p><b>Classroom Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Print a copy of the food pyramid on a color transparency or draw the food pyramid on the board. Teacher explains that for good health, people should eat a well-balanced diet from all the food groups every day. Show students that the higher a food group is on the pyramid, the less one should eat of it. Distribute <i>Food Pyramid Handout Reading Activity</i>.</li> <li>2. Pre-reading. Before the students read the passage, the teacher checks the students' background knowledge "What is a food pyramid?" "What do you think this story will be about?" The teacher checks students' knowledge of vocabulary and reviews those words the students don't know</li> <li>3. Teacher checks reading comprehension by asking these additional questions aloud.             <ul style="list-style-type: none"> <li>• Can you get all your nutrients from one food group? What does "use sparingly" mean?</li> <li>• Which foods should you eat the least of? Those at the <i>base</i> or the <i>top</i> of the pyramid? Look at the key. Are there more fats and sugars in the food groups at the <i>top</i> or the <i>base</i> of the pyramid?</li> </ul> </li> <li>4. Teacher explains that scanning is finding details quickly by looking for labels, bold or italicized words or numbers. Students read short reading passage below food pyramid silently and then aloud. Students work alone or in pairs to answer scanning questions on handout.</li> <li>5. Help students improve their <i>scanning</i> and reading comprehension skills by putting these additional questions on the board:             <ul style="list-style-type: none"> <li>• Which food group recommends <u>2 to 4</u> servings each day?</li> <li>• How <u>many servings</u> of vegetables should a person eat each day?</li> <li>• Which food group should you eat the <u>least</u> of?</li> <li>• Which two food groups recommend <u>2 to 3</u> servings each day?</li> <li>• Should you center your diet around foods at the <u>base</u> or <u>top</u> of the pyramid?</li> </ul> </li> </ol> <p><b>Filling My Pyramid – Extension Activity</b> Print the blank pyramid from link on website. In pairs, students make a list of what they ate yesterday. Remind them not to forget to include milk, juice or other nutritious drinks. Together they decide which category these foods fall into and write the food on their blank food pyramid. They decide if they are eating too much or too little of any one food group. Students report their findings to the class.</p>	<p><b>Grammatical Focus:</b> Wh- questions using What and Which Using Should to ask questions and give advice</p>	<p><b>Vocabulary:</b> food pyramid healthy unhealthy Spare/sparingly Base/top Non-fat lean Minimum maximum fruit meat dairy products vegetables bread grains food pyramid</p>
	<p><b>Pronunciation:</b> Basic vocabulary Long vowel -o- soda, potato Similar consonants - d, p Plural - add -s</p>	
	<p><b>Community Resources:</b> Bring in food pyramid and review. Bring in experts from Health Extension Services to discuss food pyramids and healthy diets</p>	
<p><b>Text Books:</b> Teachers choice Basic Oxford Picture Dictionary reproducibles on nutrition PDF handout on nutrition</p>	<p><b>Materials/Additional Resources:</b> Food pyramid Handout Reading Activity Filling My Pyramid activity Newspaper food ads to show types of foods.</p>	<p><b>Evaluation:</b> Students identify foods that maintain a balanced diet. Students answer scanning and comprehension exercises. Students put foods into correct categories in <i>Filling My Pyramid</i></p>