

EL/Civics Lesson Plan

Program Name Columbus City Schools ABLE
 Staff Responsible for Lesson Jane Flohr

Date(s) Used	January 20, 2010
Civics Category	II. Civic Participation
Civics Objective	28. Nutrition – Access resources for nutrition education and information related to the purchase and preparation of healthy foods.
Time Frame to Complete Lesson	2 hours
EFL(s)	Level 4/5/6
Standard(s)/Components of Performance	Read with understanding. Speak so others can understand.
Benchmark(s)	R 4.1 Comprehend information in common forms and simple paragraphs. R 6.1 Read authentic materials to gain knowledge. S 6.4 Demonstrate basic fluency.
Materials	MyPyramid.gov handout Printouts from mypyramid.gov/pyramid/printpages.html Blank pyramid handout Healthful Diet Assessment
Activities	<p>Engagement – Place students in five small teams. Introduce several food idiomatic expressions, such as <i>He’s a bad egg</i>; <i>Don’t bite off more than you can chew</i>; <i>This product is going to sell like hotcakes</i>. Ask teams to talk about what they think the expressions mean. Have them record their thoughts then share their results with the class. Ask students to think about the phrase, <i>You are what you eat</i>. Work with students to understand that the idiom refers to the importance of eating healthful food in order to look and feel your best.</p> <p>Presentation Show students the MyPyramid.gov handout. Explain that the USDA designed the Web site as a resource for Americans to learn about nutrition (mypyramid.gov). Explain to students that foods are divided into groups based on their nutritional benefits. Provide students with printouts from the Inside the Pyramid pages on the site that list what’s in the food groups, and the health benefits and nutrients (mypyramid.gov/pyramid/printpages.html).</p>

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	<p>Have each team take one of the five food groups and complete the handout listing several food items in their food group. (Briefly discuss the Oils Group, the sixth group, and the items it contains.) Students should list two health benefits derived from eating foods in their food group. Have a volunteer from each team report to the class.</p> <p>Practice Distribute the blank pyramid handout. Have each student divide the pyramid into the six food categories. They should label each section. Have them write down everything they ate yesterday. Students place each food item in the appropriate section of the pyramid. Have them write a conclusion sentence about the healthfulness of the foods they ate throughout the day.</p> <p>Application Have teams plan a three-day menu that includes healthful choices for breakfast, lunch, dinner, and two snacks. Students should select foods and amounts from each group so that the recommended daily allowances are met. Teams should write a grocery list for all items needed to prepare the dishes.</p>
Assessment/ Evidence	<p>Distribute the Healthful Diet Assessment handout. Students list the six food groups and then write the appropriate group for the foods listed. They should write two benefits of eating a healthful diet. (Answers: 1-6 Grain, Vegetable, Milk, Fruit, Meat & Bean, Oils; 7. Fruit; 8. Grain; 9. Milk; 10. Meat & Bean; 11. Vegetable; 12. Meat & Bean; 13. Fruit; 14. Grain; 15. Oils. Bonus: Answers will vary.)</p>
Reflection	<p>The idiomatic expressions were a challenge for the students, but they were interested in learning their meanings. Students enjoyed writing the foods in the appropriate group on the blank pyramid.</p>

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Healthful Diet Assessment

List the six food groups according to MyPyramid.gov

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

List the food group to which each food item belongs.

Food Item	Food Group
apple	7. _____
cereal	8. _____
yogurt	9. _____
chicken	10. _____
green beans	11. _____
eggs	12. _____
orange	13. _____
brown rice	14. _____
olive oil	15. _____

Bonus: List two benefits from eating a healthful diet.
