

## EL/Civics Lesson Plan

Program Name Delaware Area Career Center EL/Civics

Staff Responsible for Lesson Ann Shaw

Date(s) Used	January 31, 2011
Civics Category	II. Civic Participation
Civics Objective	14. Community Resources—Parenting
Time Frame to Complete Lesson	1.5 hours
Levels	Levels 4 and 5
Standard(s)	<p>Listening: Clarify purpose for listening. Integrate information from listening with prior knowledge to address listening purpose.</p> <p>Reading: Select reading strategies appropriate to the purpose. Monitor comprehension and adjust reading strategies.</p> <p>Writing: Organize and present information to serve the purpose, context and audience.</p> <p>Speaking: Organize and relay information to effectively serve the purpose, context and listener.</p>
Benchmark(s)	L4.3; L4.5; R4.1; R4.5; W 4.3; S4.4; L5.1; L5.3; R5.3; R5.4; R5.6; W5.2; S5.4
Materials	<ol style="list-style-type: none"> <li>1. eHow article "How to Plan Healthy Lunches for Kids" <a href="http://www.ehow.com/how_134910_healthy-lunches-kids.html">http://www.ehow.com/how_134910_healthy-lunches-kids.html</a></li> <li>2. Vocabulary list for article</li> <li>3. Preferably, children's cookbooks from a library or recipes from websites that have picture recipes: <a href="http://familyfun.go.com/recipes/cooking-with-kids/">http://familyfun.go.com/recipes/cooking-with-kids/</a>  <a href="http://www.hubbardscupboard.org/recipes.html">www.hubbardscupboard.org/recipes.html</a></li> </ol>

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<p>Activities</p>	<ol style="list-style-type: none"> <li>1. Initiate discussion on healthy eating as it relates to children (their own children, children in their lives, etc.)</li> <li>2. Preview article vocabulary.</li> <li>3. Read each numbered paragraph; encourage underlining or highlighting key words: <i>get input; prep; strive for balance; get creative; sneak in fresh vegetables and fruits; cultivate adventurous eating; indulge</i>—identify verbs</li> <li>4. Discuss order—would they change order according to importance to them?</li> <li>5. Distribute cookbooks or pictured recipes.             <ul style="list-style-type: none"> <li>--Explain how to access cookbooks at library.</li> <li>--Explain recipe format.</li> </ul> </li> <li>6. Give them task of selecting one recipe they think their (or any child) would like.</li> <li>7. Their second task is to report out to the rest of the group following this format. Ideally they should be encouraged to write a paragraph. If that is not appropriate for the group, they can report out orally.             <ul style="list-style-type: none"> <li>Sentence 1--name of food item they selected</li> <li>Sentence 2—brief description of item</li> <li>Sentence 3—one reason for their choice</li> <li>Sentence 4—a second reason for their choice</li> </ul> </li> </ol>
<p>Assessment/ Evidence</p>	<p>Their opportunity to report out either through writing or should give evidence of their understanding of the concept.</p>
<p>Reflection</p>	<p>This was well received by a class comprised of young mothers. It resulted in a great deal of spontaneous conversation and sharing of differing ideas.</p>

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## **“HOW TO PLAN HEALTHY LUNCHES FOR KIDS” Vocabulary**

1. information, advice, or ideas given to help make a decision
2. to encourage or to work hard to create an attitude, opinion, or action
3. to try very hard; to make a great effort to achieve something
4. to let yourself do or have something that you really like
5. abbreviation for *prepare*
6. abbreviation for *also known as*; used when giving someone or something's real name together with a different name they are known by

input

prep

strive

aka

cultivate

indulge