



# Nutrition Education for ESL Programs

LEVEL: **BEGINNING LOW**



<b>Nutrition Standard</b>	Key Message #1: Students will identify solutions for healthy eating as defined by the USDA with limited time to cook and eat in order to function optimally at school, work and in the home.	
Content Objective	Students will be able to prepare quick and easy, healthy meals and snacks to eat "on the run" or take with them.	
Behavior Change Objective	Students will prepare a quick, easy and nutritious snack at home.	
Language Objective	Students will be able to perform, read and write commands.	
Instructional Approach	Total Physical Response	
Class Length	2 ½ - 3 hours	
Topic	Food	



## NUTRITION BACKGROUND INFORMATION FOR TEACHERS

(NOTE: The following background information is intended for teachers only. It is not to be used as a lecture for students. Research shows that nutrition education that is skill based is more effective than knowledge-based instruction and is more likely to lead to behavior change.)

**Key Message #1:** Students will identify solutions for healthy eating (as defined by the USDA) with limited time to cook and eat in order to function optimally at work, school and in the home.

**Objective 1.3** Students will be able to prepare quick and easy, healthy meals and snacks to eat “on the run” or take with them.

The formative research (Prehm & Associates, 2002) that was conducted as a precursor to the ESL nutrition project indicated that many Latino immigrants today lead busy lives with multiple roles, as parents, workers, students, and homemakers. Lack of time, energy, or cooking facilities may keep students from having something healthy to eat. Also, they do not have enough time to cook the traditional meals that they prepared in their native countries. Immigrant students throughout California, who participated in the research in round table discussions, said that they wanted ideas for quick and easy meal preparation that are healthy for their families.

- Encourage students to limit the number of sodas, juice drinks, sports drinks and other sweetened beverages they drink in place of having something to eat.
- Encourage students to eating something that has protein as well as carbohydrates helps to promote alertness and the ability to focus.
- Have students share ideas for healthy foods for those who do not cook or who have a main meal provided such as farm workers or restaurant workers.

This lesson uses the Total Physical Response (TPR) instructional approach to introduce students to imperative verb commands related to preparation of snacks that are quick, easy and nutritious for their families. This approach is appropriate for beginning low students according to research that shows that the first step of language acquisition is listening in context. Students listen silently to a series of commands related to preparation of quick and easy, healthy snacks. They respond with physical actions to reinforce the meaning of the new vocabulary. Once the vocabulary.

**Key Word Search:** *quick and easy healthy snacks/meals*

### **Websites for more information(2008)**

American Heart Association Delicious Meals: <http://www.deliciousdecisions.org/QuickandEasyMeal>

Ideas: Dairy Council of America:

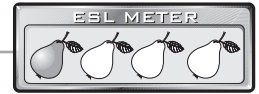
<http://www.mealsmatter.org/RecipesAndMeals/QuickMeals/index.aspx>

USDA Nutrition Information (offers a wide range of information, resources and material):

<http://www.nutrition.gov/>



# LESSON PLAN



Beginning Low

## Warm-up/Review (15 min.)

Use visuals of common snack foods or realia for students to identify.

## Introduction (10 min.)

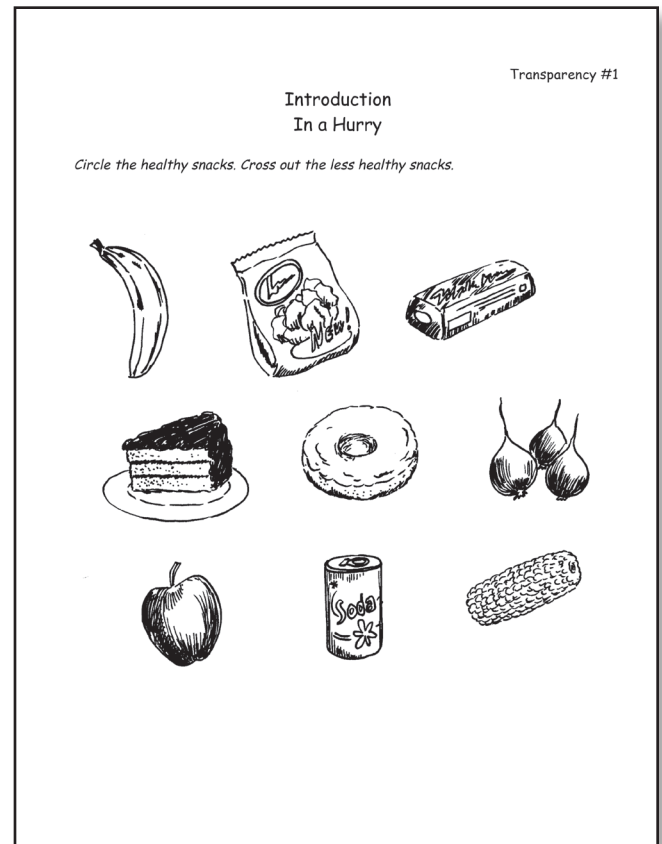
### 1. Project Transparency #1, "In A Hurry"

"In A Hurry" to establish students' prior knowledge of nutrition.

- Guide students to identify healthy snacks and circle them.
- Ask students why they think one item is healthier than another (e.g. less sugar, less fat).

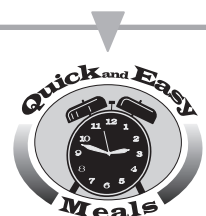
### 2. Pantomime a person being in a hurry.

- Grab a bag of chips and run out the door.
- Do pantomime again but this time grab a healthier food, a banana. Students watch the action.
- Return and hold up the bag of chips and ask the class, "Is this good for you? Is it healthy?" Hold up the healthy snack and ask the same questions.
- State the objective: "Today we're going to talk about making healthy snack foods when we don't have time."

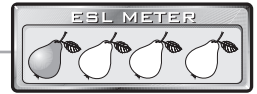


## MATERIALS

Transparency #1, "In a Hurry"



**LESSON PLAN**



**Beginning Low**

**Presentation 1** (30 min.) 

**1. Demonstrate commands: with realia: wash, cut, put, add, eat.**

- Instruct students to listen only while teacher repeats commands numerous times while performing the actions on Worksheet #1, **(wash, cut, put, add, eat)** using cucumber, lemon, etc. brought to class.
- Have students mimic the action silently while teacher says commands.
- Ask series of Early Production questions to check comprehension:
  - **Yes or No?:** Is this cut? Is this wash? Is this put? etc.
  - **Or?:** Is this wash or put? Is this add or eat?, etc.
  - **Wh?:** What is this?

**2. Direct students to give the commands to teacher and teacher performs the action.**

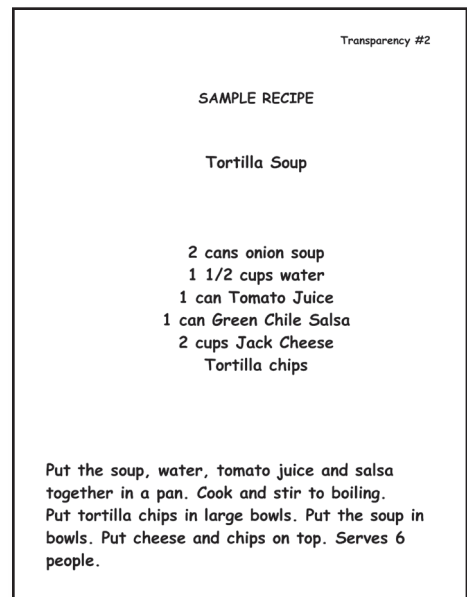
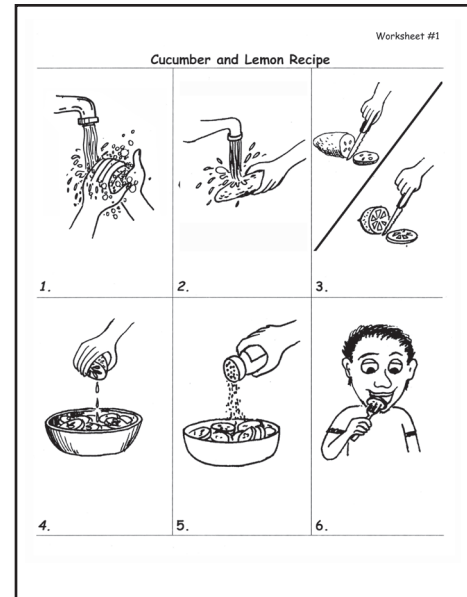
**3. Instruct students to give the commands to a partner while he/she performs the action.**

**4. Project transparency of Worksheet #1** to make the connection between the actual actions and a picture of the actions.

- Reiterate various times throughout that it's fast and it's easy.

**5. Practice the language as a whole group.**

**6. Introduce the vocabulary word recipe by showing Transparency #2 "Sample Recipe".** Show a recipe or write/read a recipe. The sample recipe is for how to make tortilla soup.

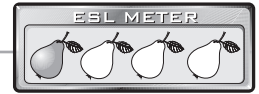


**MATERIALS**

Transparency/Worksheet #1 "Cucumber and Lemon Recipe"  
 Transparency #2, "Sample Recipe: Tortilla Soup"



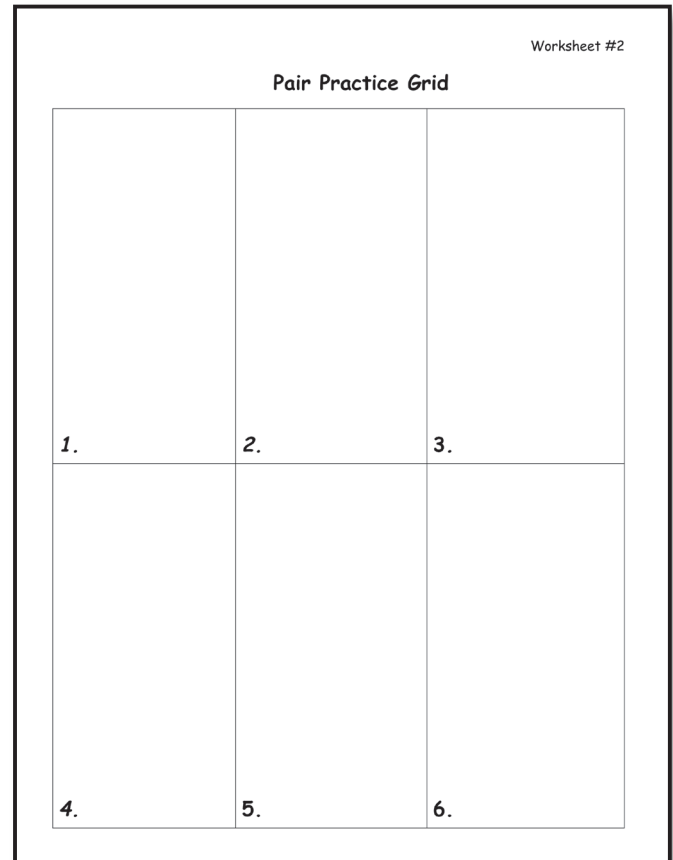
# LESSON PLAN



Beginning Low

## Practice #1 (20 min.)

1. **Distribute Worksheet #1**, "Cucumber and Lemon Recipe" and scissors to pairs of students.
2. **Direct pairs to cut up Worksheet #1**, into squares.
3. **Distribute Worksheet #2**, "Pair Practice Grid" to each pair of students.
4. **Model activity** on the overhead projector with a student partner.
  - Give commands while the student partner places the cut transparency pictures (Worksheet #1) on the grid (Worksheet #2).
  - First give commands in order, then in random order.
5. Direct **students to work in pairs:**
  - Student #1 gives command and student #2 puts the correct picture on the grid (Worksheet #2).
  - Then, partners change roles.
6. Instruct **students to give commands** in order and in random order.
7. Ask students: "What's the recipe for this snack?"

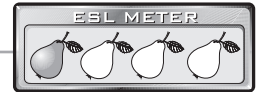


## MATERIALS

Transparency/Worksheet #1, "Cucumber and Lemon Recipe"  
 Transparency/Worksheet #2, "Pair Practice Grid"



**LESSON PLAN**



**Beginning Low**

**Presentation 2** (20 min.)

1. **Project transparency of Worksheet #1** again and write the commands, making the connection with the written word.
2. **Practice phonics and pronunciation.**
  - What letter is this, class? Yes, W.
  - How do you pronounce W? Yes, Wa.
  - What's the word? Yes, wash.
  - Do you know any other W words? Yes, water. Any more, yes, woman, etc.
  - Point to word and recite, wash, please repeat, wash. (Class repeats word.)
  - Recite and repeat numerous times.
  - Continue with other words.

**Practice #2** (20 min.)

1. Distribute copies of Worksheet #3.
2. Have students copy the words under the pictures of the commands.
3. While students are waiting for others to finish, have them work in pairs reading from the worksheet practicing their pronunciation.

Worksheet #3

**Writing - Cucumber and Lemon**

put    cut    add    eat    wash    wash

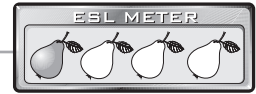
 1. _____ <i>hands.</i>	 2. _____ <i>the cucumber.</i>	 3. _____ <i>the</i> <i>cucumber and lemon.</i>
 4. _____ <i>the lemon</i> <i>on the cucumber.</i>	 5. _____ <i>the chili</i> <i>powder.</i>	 6. _____ <i>the</i> <i>cucumbers</i>

**MATERIALS**

Transparency/Worksheet #1, "Cucumber and Lemon Recipe"  
 Transparency/Worksheet #3, "Writing - Cucumber and Lemon"



# LESSON PLAN




Beginning Low

## Assessment (30 min.)

Conduct an assessment as you would a test, without help from the teacher or other students. The purpose of the assessment is to evaluate and measure the degree to which students understood the language and nutrition content of the lesson.

1. Distribute Quiz, Worksheet #4
2. Model the task by reading #1 in the script below and pointing to the correctly filled in answer on a transparency of Quiz #4
3. Continue the listening assessment, reading from the script while students write the numbers under the pictures.

*Script for Assessment*

 **EXAMPLE: Number one: wash hands.**

Number one: wash your hands.  
 Number two: wash the cucumber.  
 Number three: cut the cucumber and lemon.  
 Number four: put the lemon on the cucumber.  
 Number five: add the chili powder.  
 Number six: eat the cucumbers.

4. Read the student directions for Part B at the bottom of the page.
5. Model one example by showing students how to choose the correct sentence from the box and write it under picture labeled #1 from the listening: **Wash your hands.**
6. Instruct students to finish the assessment.
7. Collect the papers and correct them.  
 Write "Pass" or "Needs Practice" on the papers based on the rubric and scoring scale below.




**Rubric and Scoring Scale**

**Each correct answer** = one point  
**Total points possible:** 10 if an additional answer is demonstrated for writing portion of test.  
**Passing score:** 7




Worksheet #4

Quiz      Name \_\_\_\_\_

A. Listen to the teacher. Find the picture. Write the number.

		
_____	_____	_____

		
_____	_____	_____

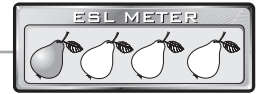
B. Write the words under the pictures. Use these words:  
 Add the chili powder.      Cut the cucumbers and lemon.      Eat the cucumber  
 Wash hands.      Wash the cucumber.      Put the lemon on the cucumber.

## MATERIALS

Transparency/Worksheet #4, "Quiz"



**LESSON PLAN**



**Beginning Low**

**Additional Practice:** (45 min.) 

Based on the length of the class, instructors may choose to use Worksheet #4 as an additional practice activity in the same class period following Presentation #2 or as a Review activity the following day or as a Review activity several days later to reinforce the lesson objective and lead to behavior change. Note that the Homework Assignment asks students to try both the cucumber and lemon recipe and the apple and yogurt recipe at home, so they should have seen both of them demonstrated in class. A suggested teaching sequence for an additional practice is given below.




1. **Demonstrate the apple and yogurt recipe** using apples, yogurt, and cinnamon with the same verb commands as the cucumber and lemon recipe, **(wash, cut, add, put, eat)**.
2. **Distribute Worksheet #5.**
3. Direct **students to number the pictures** in the order that the teacher dictates the commands.
4. Guide students in **reading the commands** in the box at the bottom of the page.
5. Direct students **to write the sentences** under the pictures.
6. Direct students **to copy the sentences** in order at the bottom of the page to make the "recipe" for the apples and yogurt snack.




Worksheet #5

Apple and Yogurt Recipe

Write the sentences. Put the sentences in order. Write the recipe.

Cut an apple.	Eat an apple.	Wash an apple.
Put the apple in a bowl.	Add cinnamon.	Put yogurt in a bowl.

Recipe: Apple and Yogurt

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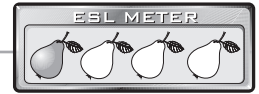
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**MATERIALS**

Transparency/Worksheet #5, "Apple and Yogurt Recipe"



**LESSON PLAN**



**Beginning Low**

**Application:** (15 min.)

**1. Explain the Application Homework**

**Assignment:**

- Distribute either Nutrition Journal or Worksheet #6.
- Suggest that students try both recipes at home and report if their families liked the snacks by circling the "smiley" or "frowning" face icon.
- Ask students to also report how much time it took to prepare the snacks.
- Direct students to draw or write their own quick and easy recipe sequence to bring back to class the next day.
- Ask students to demonstrate their new ideas for quick and easy snacks for the class as the Warm-Up activity on subsequent days.

Worksheet #6  
Journal

My Goal: I will try a healthy snack at home. Date: \_\_\_\_\_

<b>1. Cucumber and Lemon</b>						<b>Date:</b>		
 1. Wash hands.	 2. Wash the cucumber.	 3. Cut the cucumber and the lemon.	 4. Put the lemon on the cucumber.	 5. Add the chili powder.	 6. Eat the cucumber.	My Report: 1. I tried the snack: ☺ ☺ 2. My family liked it: ☺ ☺ ☺ 3. Time to make snack: _____ minutes.		
<b>2. Apple and Yogurt</b>						<b>Date:</b>		
 1. Wash hands.	 2. Wash the apple.	 3. Cut the apple.	 4. Put the apple in the bowl.	 5. Put the yogurt on the apple.	 6. Add the cinnamon.	 7. Eat the apple.	My Report: 1. I tried the snack: ☺ ☺ 2. My family liked it: ☺ ☺ ☺ 3. Time to make snack: _____ minutes.	
<b>3. My Snack</b>						<b>Date:</b>		
 1. Wash hands.						My Report: 1. I tried the snack: ☺ ☺ 2. My family liked it: ☺ ☺ ☺ 3. Time to make snack: _____ minutes.		

**MATERIALS**

Nutrition Journal: "Quick and Easy Snacks" Worksheet #6

