





# Nutrition Education for ESL Programs

LEVEL: **INTERMEDIATE HIGH**



<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 work, school and in the home.
Content Objective	Students will be able to simplify meal preparation to adapt to a fast paced healthy lifestyle.
Behavior Change Objective	Students will try new healthy meal ideas at home to simplify preparation.
Language Objective	Students will be able to read and apply the narrative reading skills of previewing, prediction and comprehension.
Instructional Approach	Narrative reading
Class Length	3 hours 
Topic	Food 



## NUTRITION BACKGROUND INFORMATION FOR TEACHERS

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

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 1.5 Students will be able to simplify meal preparation to adapt to a fast-paced healthy lifestyle.

The formative research (Pehm & Associates, 2002) that was conducted as a precursor to the Eating Well, Living Well ESL nutrition curriculum project indicated that many immigrants today lead busy lives with multiple roles, as parents, workers, students and homemakers. They do not have enough time to cook the traditional meals that they prepared in their native countries. Latino 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. There are three ways that meal preparation can be simplified and made healthier.

- Change the form of the ingredients to save time.
- Change the way the food is prepared.
- Change how time is managed to make cooking fast and easy.

Here are some tips from the student roundtables for simplifying meal preparation.

1. **Change the form of the ingredients to save time.**
  - a. After shopping, cut the vegetables into bite size pieces and store in the refrigerator to use in soups, casseroles and stir fried dishes.
  - b. Instead of shopping for and cutting up vegetables, keep bags of frozen vegetables in the freezer and add them to soups, casseroles and stir fried dishes.
  - c. Use canned no-fat added or fat free beans instead of cooked dry beans.
  - d. Buy spaghetti sauce in jars and use it in different recipes.
2. **Change the way the food is prepared.**
  - a. Instead of cooking a whole chicken, slice the meat thinly and stir-fry with vegetables.
  - b. Make vegetables the main ingredient in a dish and meat secondary.
  - c. Instead of cooking and eating a whole chicken, cook only the part needed to compliment a vegetable dish. For example, cook one chicken breast, slice it thinly and add to a mixture of vegetables. Or, plan to cook a whole chicken, but save some for another meal.
  - d. Use a microwave to bake potatoes or to heat up burritos.
  - e. Use a crock-pot to prepare foods that take a long time to cook.
  - f. Add frozen vegetables or cooked leftover meat to boiled rice just before it has finished cooking.
3. **Plan ahead to manage meal preparation time**
  - a. Cook extra meat and put it in different dishes for the next 2 days.
  - b. Keep, but only up to 2 days, a large pot of cooked beans and rice in the refrigerator.
  - c. Cook larger meals on weekends and freeze them to use later in the week.
  - d. Avoid daily shopping by having basic foods in your home.
  - e. Make cooking a family activity so everybody helps.

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

### Websites for more information (2008)

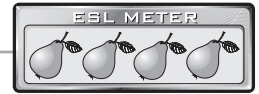
American Heart Association Delicious Meals: <http://www.deliciousdecisions.org/>

Quick and Easy Meal 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



Intermediate High

**Warm up/Review:** (15 min.) 

- 1. Review pre-taught vocabulary:** fresh, frozen, canned, cut-up, mixed, pre-washed, prepared, ready-made, packaged, refried, low-fat.
  - Put students in groups of 4.
  - Have them think of foods that could be described with the above adjectives.
  - Have groups report out those foods and list them on the board as quick and easy foods.

**Introduction:** (10 min.) 

- 1. Talk about busy lives,** ask students about their responsibilities: work, school, children, homework, house work.
- 2. Ask students to describe what they ate for dinner last and,** if they prepared it, **how long it took.**
- 3. Talk about the need to eat healthy food:** prevents disease, prevents obesity, provides energy, quality of life, etc.
- 4. Discuss whether fast food restaurants are a good idea for busy people.**
- 5. State the objective: "We will read about how some people make healthy, quick and easy meals."**

## MATERIALS

None



## LESSON PLAN



Intermediate High

**Presentation 1:** (45 min.) 

**1. Project transparency of Worksheet #1 and distribute** copies to students. 

**2. Model skimming to predict.**

- Explain that you understand what you read if you think as you read.
- Tell students that skimming means to look for specific information quickly. Ask students to skim for the title of the article and underline it.
- Show students the first heading on an overhead transparency. Ask students to underline that heading, skim for the other 2 headings and underline them.
- Ask students to turn to a partner and guess what the reading will be about and write their prediction at the bottom of the page.

**3. Direct students to read silently 3 times and underline words that are unfamiliar.**

- Monitor students as they read.
- Answer questions students might have.

**4. Work with vocabulary that is new.**

- Ask students to identify new words that they underlined.
- List each word on the board and elicit from students what they already know about the meaning.
- Provide examples, cognates, synonyms, antonyms or visuals to clarify meanings.
- Refer students to the context of the reading to guess meanings.

Worksheet #1

**"What's For Dinner?"**

Preparing a healthy meal at the end of a busy day is a problem in many families. Here are the stories of three very busy people and the solutions they discovered to make the evening meal preparation quicker, easier and more fun.

**Antonio: Cooking together is fun and saves time.**  
When my wife died, I became a single father. I had to work full-time and be both a mother and a father to my 9 and 12 year-old sons. Life was not easy. Preparing dinner was a big problem. At first we ate fast food, frozen dinners and take-out meals. These meals were expensive, and the food was not healthy. The boys missed their mother's home-cooked meals, and dinnertime was not fun. Then, one day my oldest son had a great idea. "Let's all cook together," he said. "I can show you how Mom used to do it." I agreed. It was a good idea.

So that's how we prepare our evening meal now. We make a shopping list every weekend of the healthy foods that we can prepare quickly and easily, such as raw carrots, radishes and jicama. The boys choose fruit that is in season for desserts. Then we shop together at the supermarket. Finally, we all have fun cooking together every night. Nobody complains when something doesn't taste good. We laugh and try to do better the next time.

**Thuy: Cook large meals and freeze them.**  
I am a cook in a Vietnamese restaurant, so I am used to cooking for many people. I work five nights a week, and my husband and three children eat dinner without me. My husband can reheat things, but he doesn't like to cook. So on my days off from work, I cook a lot of vegetables in a stir-fry, enough for fifteen people! We eat part of the meal, and then I put the leftovers into plastic containers, label the containers, and freeze them. My husband and children reheat the food I cooked in the microwave and enjoy the frozen meals on the nights I have to work. They have a healthy meal by making a salad and heating up some of the cooked rice that I always keep in the refrigerator.

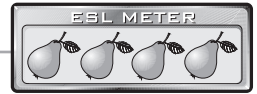
**Olga: Use canned, packaged and prepared foods to save time.**  
I like to eat good and healthy food, but I don't have a lot of time to cook. We are so lucky here in the United States. We can buy ready-made sauces for Italian, Mexican and Asian food. We can buy fresh vegetables that are cut up and ready to cook, and mixed frozen vegetables for soups and dinners. Canned, refried beans and freshly made tortillas are also available in most stores. We can also buy pre-washed, ready-to-eat mixed green salads in plastic bags. I cook extra meat, pasta and rice and make different meals with prepared sauces, frozen vegetables, and packaged salads. I know that it is more expensive to do it this way, but my time is very valuable. That's why I use these shortcuts to fix quick and easy, healthy meals.

## MATERIALS

Transparency/Worksheet #1  
"What's for Dinner"



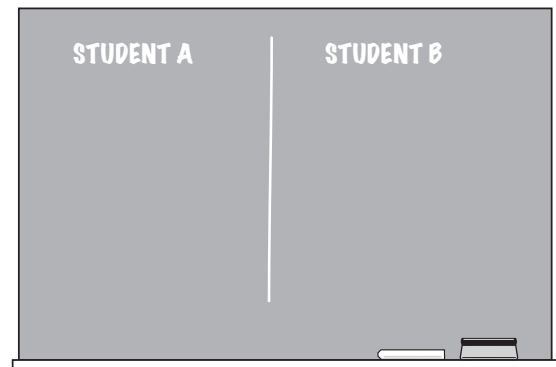
## LESSON PLAN



Intermediate High

### Presentation: (cont.)

5. Call on students to read one sentence each aloud.
6. Work with vocabulary words that are two part words - *leftover, reheat, heat up, used to, cut, up, short-cuts*, and hyphenated adjectives - *year-old, take-out, home-made, pre-washed, ready-made, ready-to-eat, full-time*.
  - Explain that sometimes two words are put together to make one.
  - Make a column on the board headed Compound Words.
  - List examples from the story: *dinnertime, weekend, supermarket, shortcuts, sometimes, something, leftovers*.
  - Compound words are usually nouns.
  - Explain that another way words are put together is using a hyphen (-).
  - Words with a hyphen are usually adjectives.
  - Make a column on the board headed Hyphenated Words. List examples from the story on the board: *12-year-old son, take-out meals, home-cooked meals, ready-made sauces, pre-washed salad, ready-to-eat salad, full-time*.
  - Have students circle the hyphenated words in the story.
  - Call on volunteers to read the sentences with the hyphenated words.
7. Read the article aloud to students with natural stress and intonation.

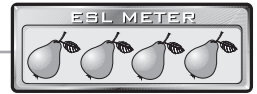


## MATERIALS

Transparency/Worksheet #1  
"What's for Dinner"



## LESSON PLAN



Intermediate High

### 8. Check student understanding of the reading as follows:

- Group students into small groups of 4.
- Number students 1-4 in the group.
- Pose the questions below to groups.
- Instruct students that it's a listening/speaking activity and not to write.
- Allow time for groups to formulate answers.
- Ask #2's to stand and call on one student to who is standing to give his/her group's answer to a question.
- Ask other 2's if they agree or have anything to add.
- Continue with numbers 1, 3 and 4 asking other questions.

1. Why do Antonio and his sons have to cook dinner? (His wife died.)
2. Why doesn't Antonio's family like take-out food? (It is expensive and not always healthy.)
3. Why does Thuy cook huge meals on her day off? (Her family can reheat food later in the week.)
4. What does Thuy do with the leftovers? (She freezes them for later.)
5. What does Olga buy to save time in cooking? (canned, packaged, prepared foods, or examples from that paragraph – ready-to-eat salad, frozen vegetables, ready-made sauces.)

9. If students have incorrect answers ask all of the groups to reread to find the answer and read the sentence containing the answer.



Worksheet #1

#### "What's For Dinner?"

Preparing a healthy meal at the end of a busy day is a problem in many families. Here are the stories of three very busy people and the solutions they discovered to make the evening meal preparation quicker, easier and more fun.

#### Antonio: Cooking together is fun and saves time.

When my wife died, I became a single father. I had to work full-time and be both a mother and a father to my 9 and 12 year-old sons. Life was not easy. Preparing dinner was a big problem. At first we ate fast food, frozen dinners and take-out meals. These meals were expensive, and the food was not healthy. The boys missed their mother's home-cooked meals, and dinnertime was not fun. Then, one day my oldest son had a great idea. "Let's all cook together," he said. "I can show you how Mom used to do it." I agreed. It was a good idea.

So that's how we prepare our evening meal now. We make a shopping list every weekend of the healthy foods that we can prepare quickly and easily, such as raw carrots, radishes and jicama. The boys choose fruit that is in season for desserts. Then we shop together at the supermarket. Finally, we all have fun cooking together every night. Nobody complains when something doesn't taste good. We laugh and try to do better the next time.

#### Thuy: Cook large meals and freeze them.

I am a cook in a Vietnamese restaurant, so I am used to cooking for many people. I work five nights a week, and my husband and three children eat dinner without me. My husband can reheat things, but he doesn't like to cook. So on my days off from work, I cook a lot of vegetables in a stir-fry, enough for fifteen people! We eat part of the meal, and then I put the leftovers into plastic containers, label the containers, and freeze them. My husband and children reheat the food I cooked in the microwave and enjoy the frozen meals on the nights I have to work. They have a healthy meal by making a salad and heating up some of the cooked rice that I always keep in the refrigerator.

#### Olga: Use canned, packaged and prepared foods to save time.

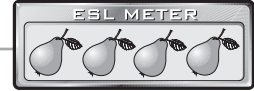
I like to eat good and healthy food, but I don't have a lot of time to cook. We are so lucky here in the United States. We can buy ready-made sauces for Italian, Mexican and Asian food. We can buy fresh vegetables that are cut up and ready to cook, and mixed frozen vegetables for soups and dinners. Canned, refried beans and freshly made tortillas are also available in most stores. We can also buy pre-washed, ready-to-eat mixed green salads in plastic bags. I cook extra meat, pasta and rice and make different meals with prepared sauces, frozen vegetables, and packaged salads. I know that it is more expensive to do it this way, but my time is very valuable. That's why I use these shortcuts to fix quick and easy, healthy meals.

## MATERIALS

Transparency/Worksheet #1, "What's For Dinner?"



# LESSON PLAN



Intermediate High

## Practice 1

**Details** (30 min.)

1. Hand out **Worksheet #2**.
2. Using a transparency of **Worksheet #2**, instruct students to fill it out by making an X under the name of the person who had the idea.
  - There may be disagreement as some answers require inference, e.g. we don't know if Olga has a family.
  - Lead a discussion of possible answers. The Answer Key reflects only literal answers.
3. When students finish, **have them compare their answers with a partner**.
4. **Check answers with the whole group.**
  - Use a transparency of Worksheet #2.
  - Call on students to come to the overhead projector and check who suggested the idea.
  - If other students disagree, have them read the part that justifies their answer or give their opinion.

Who Does It? Worksheet #2

Directions: A. Make a check for the person(s) who had this idea.

	Antonio	Thuy	Olga
1. buys ready-made sauces			
2. cooks with the children			
3. cooks and freezes vegetables and reheats leftovers another night.			
4. uses extra meat with different sauces to make another dinner			
5. plans family meals together			
6. buys canned beans			
7. refrigerates extra cooked rice			
8. shops together for food			
9. buys frozen mixed vegetables			
10. heats up frozen meals			
11. has fun cooking			
12. works in a restaurant			
13. cooks at home because eating out is expensive			
14. uses plastic containers to freeze leftovers			
15. buys ready-made tortillas			
16. cooks fast and easy dinners			
17. cooks as a family activity			

B. Compare your answers with a partner. Discuss and check any different answers by going back to the reading.

## Practice 2

**Higher order questions** (20 min.)

1. Distribute copies of **Worksheet #3**, "Check Your Understanding."
2. Direct students to write their answers individually in complete sentences.

Worksheet #3

Check Your Understanding

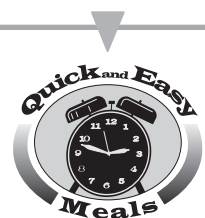
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Answer the questions about the busy people and their dinnertime problems and solutions. Write complete sentences.

1. Why was Antonio not happy about eating fast food, frozen meals and take-out food?  
\_\_\_\_\_
2. What are two advantages of cooking together as a family?  
\_\_\_\_\_
3. What does Olga do with extra meat, rice and pasta?  
\_\_\_\_\_
4. List some things Olga buys to cook fast and easy meals.  
\_\_\_\_\_
5. What can you do when you don't have enough time to cook?  
\_\_\_\_\_

## MATERIALS

Transparency/Worksheet#2, "Who Does It?"  
 Transparency/Worksheet#3, "Check Your Understanding"



# LESSON PLAN



Intermediate High

## Practice 2 (cont.)

**3. Collect papers.** Circle mistakes in grammar, syntax or answers **and return to students the next day for correction.**

## Assessment (30 min.)

- 1. Distribute Worksheet #4, "Quiz".**
- 2. Project transparency of quiz and explain directions.**
- 3. Instruct students to complete it.**
- 4. Collect and grade with rubric.**

Rubric: 1 point for each answer  
 Total: 15 points  
 1 points needed to pass.

Worksheet #4

NAME: \_\_\_\_\_

QUIZ

A. Read about Bo's family. Answer the questions below.

**Bo: Sharing the cooking makes dinner preparation quick and easy**

We are a hard working family. My wife and I both have full-time jobs and our two teenage sons work part-time after school and on weekends. We don't have time to shop for food or cook, and some weeks we only sit down and have dinner together on one or two evenings. My wife and I used to argue a lot about evening meals. We both knew it was important for the family to eat a healthy dinner together, but she said she was too tired after work to shop, cook and clean the kitchen. She wanted our sons and me to help. It didn't seem right for a man to help in the kitchen. When I was young, my mother did all the cooking and she never complained. Finally, my sons and I decided to share the work. Sometimes my sons cook pasta with canned spaghetti sauce and make a salad; or they make rice and open a can of Asian vegetables and chicken to heat and put on top of the rice. I like to cook fish when it's my turn to help. I put the fish in a pan with a little salt, pepper and lemon, and bake it in the oven for twenty minutes. We eat it with rice and frozen vegetables for an easy, healthy meal. My wife and I don't argue about dinner any more. My family enjoys cooking together.

**B. Preview the reading. Underline the answers.**

- Underline the title of the article.
- Underline who wrote the article.
- Underline who has full time jobs.
- Underline who has part time jobs.
- Underline who makes spaghetti and salad.
- Underline who cooks fish and frozen vegetables.

**C. Read the sentences. Write T for true and F for false.**

- Bo and his wife used to argue about money.
- Bo's wife works part-time.
- Bo's wife wanted Bo and the sons to help cook the meals.
- Bo's sons work part-time after school and on weekends.
- Bo likes to cook beef.
- Bo and the sons share the cooking now.

**D. Write three ideas for making quick and easy healthy meals.**

## Application (10 min.)

- 1. Distribute students' "My Nutrition Journal" and open to lesson 1 or distribute Worksheet #5.**
- 2. Encourage students to try some of the ideas at home.**
  - Ask students if they'd like to try one or more ideas at home.
  - Have them write the number of ideas they plan to try under My Goal.

Worksheet #5  
Journal

**My Goal:** I will try \_\_\_\_\_ tips for quick and easy cooking.

**Directions:**

- Write down some new ideas from class.
- Try 1 or more at home.
- On a different day, complete your Report and talk to a partner.

New idea for quick and easy cooking.	I tried it.	My family/I liked it:										
1. Use canned or frozen vegetables instead of fresh.	Date: _____	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td colspan="5">No      Some      a lot</td> </tr> </table>	1	2	3	4	5	No      Some      a lot				
1	2	3	4	5								
No      Some      a lot												
2. Cook and eat more leftovers.	Date: _____	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td colspan="5">No      Some      a lot</td> </tr> </table>	1	2	3	4	5	No      Some      a lot				
1	2	3	4	5								
No      Some      a lot												
3. _____	Date: _____	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td colspan="5">No      Some      a lot</td> </tr> </table>	1	2	3	4	5	No      Some      a lot				
1	2	3	4	5								
No      Some      a lot												

**MY REPORT** DATE: \_\_\_\_\_

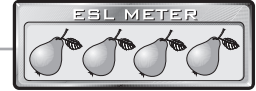
- I tried \_\_\_\_\_ ideas for quick and easy meals.
- The best idea for my family was: \_\_\_\_\_
- The idea I will try again is: \_\_\_\_\_
- The idea I will not try again is: \_\_\_\_\_ because \_\_\_\_\_

## MATERIALS

Transparency/Worksheet #4, "Quiz";  
 "My Nutrition Journal" or Transparency/Worksheet #5




**LESSON PLAN**



**Intermediate High**

**Application** (cont.)

3. **Read the two ideas on the worksheet** and brainstorm other ideas.
4. **Have them write the idea they want to try**, if not already on the worksheet, next to number 3.
5. **Revisit the journal page in a week** and ask students if they tried ideas. Discuss.
6. **Instruct them to rate the idea.** Did they and their families like it? Show them how to use the number scale. Circle a number between 1-5.
7. **Fill out My Report** on the worksheet.
8. Encourage students to try other ideas and document in the Journal.

**Additional Activity #1**  
**Group Discussion** (30–40 min.) 

1. **Put students in groups of 3-4.**
2. **Assign roles:** leader, reporter, timekeeper.
3. **Give groups either Additional Activity 1A or 1B.**
4. **Give directions for the group discussion:**
  - The leader reads one question.
  - The group discusses question for 5 minutes.
  - The time-keeper keeps track of time.
  - Continue until all 4 questions are answered.
  - Have reporter give group’s answers

Group Discussion Additional Activity #1A

Directions: Talk in your group about each question. These are your ideas.  
 Leader: Ask the question. Reporter: Take notes to report to the class.  
 Timekeeper: Tell the leader when to ask the next question.

1. Why do so many people in the United States have to prepare and eat meals in a hurry?
2. Was cooking meals in a hurry a problem in your country? Why or why not?
3. What are some fast and easy, healthy ideas for breakfast?
4. Do you think eating fast food is a good solution for eating a quick and easy meal? Why or why not?

Group Discussion Additional Activity #1B

Directions: Talk in your group about each question. These are your ideas.  
 Leader: Ask the question. Reporter: Take notes to report to the class.  
 Timekeeper: Tell the leader when to ask the next question.

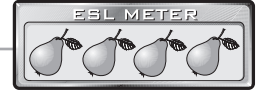
1. What do you do when you don't have enough time to cook and eat?
2. What are some ideas for quick and easy, healthy dinners?
3. What are some shortcuts that could save you time in preparing family dinners?
4. How can you change favorite meals from your country so that they take less time to prepare?

**MATERIALS**

Transparency/Additional Activity 1A and 1B



**LESSON PLAN**




**Intermediate High**

**Additional Activity #2**

**Writing** (60 min.)

1. **Put students in groups of 4-5.**
2. **Have students re-read Worksheet #1, "What's For Dinner?"** silently.
3. **Use Think, Pair, Share** to remind them of the main ideas:
  - Pose questions:
    - What was Antonio's family's problem?
    - How did Antonio's family solve its problem?
    - What was Thuy's problem?
    - How did she solve her problem?
    - What was Olga's problem?
    - What did she do to solve her problem?
  - Have students think of their answer.
  - Have students share their answer with a partner.
  - Call on students to share the answer with the whole class.
4. **Pass out copies of Additional Activity #2,** one per group.
5. **Direct student groups to discuss the questions.**
  - Emphasize that they will give their opinions, so their answers can be different.
  - Refer students to the article to re-read for ideas.

Worksheet #1



**"What's For Dinner?"**

Preparing a healthy meal at the end of a busy day is a problem in many families. Here are the stories of three very busy people and the solutions they discovered to make the evening meal preparation quicker, easier and more fun.

**Antonio: Cooking together is fun and saves time.**  
 When my wife died, I became a single father. I had to work full-time and be both a mother and a father to my 9 and 12 year-old sons. Life was not easy. Preparing dinner was a big problem. At first we ate fast food, frozen dinners and take-out meals. These meals were expensive, and the food was not healthy. The boys missed their mother's home-cooked meals, and dinnertime was not fun. Then, one day my oldest son had a great idea. "Let's all cook together," he said. "I can show you how Mom used to do it." I agreed. It was a good idea.  
 So that's how we prepare our evening meal now. We make a shopping list every weekend of the healthy foods that we can prepare quickly and easily, such as raw carrots, radishes and jicama. The boys choose fruit that is in season for desserts. Then we shop together at the supermarket. Finally, we all have fun cooking together every night. Nobody complains when something doesn't taste good. We laugh and try to do better the next time.

**Thuy: Cook large meals and freeze them.**  
 I am a cook in a Vietnamese restaurant, so I am used to cooking for many people. I work five nights a week, and my husband and three children eat dinner without me. My husband can reheat things, but he doesn't like to cook. So on my days off from work, I cook a lot of vegetables in a stir-fry, enough for fifteen people! We eat part of the meal, and then I put the leftovers into plastic containers, label the containers, and freeze them. My husband and children reheat the food I cooked in the microwave and enjoy the frozen meals on the nights I have to work. They have a healthy meal by making a salad and heating up some of the cooked rice that I always keep in the refrigerator.

**Olga: Use canned, packaged and prepared foods to save time.**  
 I like to eat good and healthy food, but I don't have a lot of time to cook. We are so lucky here in the United States. We can buy ready-made sauces for Italian, Mexican and Asian food. We can buy fresh vegetables that are cut up and ready to cook, and mixed frozen vegetables for soups and dinners. Canned, refried beans and freshly made tortillas are also available in most stores. We can also buy pre-washed, ready-to-eat mixed green salads in plastic bags. I cook extra meat, pasta and rice and make different meals with prepared sauces, frozen vegetables, and packaged salads. I know that it is more expensive to do it this way, but my time is very valuable. That's why I use these shortcuts to fix quick and easy, healthy meals.

Additional Activity #2  
Writing

Your Opinion

**Directions:** Discuss the questions below with a group of students. Take notes. After the discussion, choose one. Write a paragraph to give your opinion.

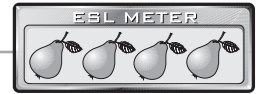
1. Antonio and his sons will have good health because they cook nutritious meals together. What are some other benefits from cooking together?
2. How are the cooking habits of Thuy's husband and Antonio different? Do you think men should learn to cook? Why or why not?
3. Olga prefers processed foods to fresh foods. Processed foods are prepared or partly prepared when you buy them. Fresh foods are usually healthier than processed food. Why does Olga prefer processed food? Which do you prefer? Why?
4. What ideas for quick and easy, healthy meals would be most convenient for your family - Antonio's, Thuy's or Olga's? Why?

**MATERIALS**

Worksheet #1, "What's For Dinner"; Additional Activity #2, Writing, "Your Opinion"



# LESSON PLAN



Intermediate High

## Additional Activity #2 (cont.)

- Go over questions with whole class.
- Allow groups time to discuss questions.
- Tell them they will write about one of the questions.
- Encourage them to take notes during the discussion.

**6. Direct students to select one of the discussion questions** to write a paragraph about. Allow time for students to write.

**7. Collect papers.** Grade them using the following rubric:

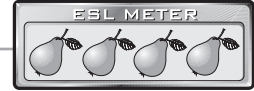
1. Gave an opinion on the topic	
Yes	10 points
Somewhat	8 points
No	3 points
2. Organized ideas	
Clear and logical	10 points
Somewhat	8 points
No	3 points
3. Gave details	
Relevant details and examples	10 points
Some detail	8 points
Lacks detail; irrelevant detail	3 points
4. English	
Clear sentences; control of grammar	10 points
General control of sentences and grammar	8
Little control of sentences, grammar	3
5. Word choice	
Varied and precise choice of words	10
Appropriate choice of words	8
Weak choice or inappropriate choice	3
<b>Total = 50 points    Passing = 38 points</b>	

## MATERIALS

Additional Activity #2, Writing, "Your Opinion"



**LESSON PLAN**



**Intermediate High**

**Additional Activity #3** (20 min)

1. **Distribute Additional Activity #3, "Vocabulary."**
2. **Instruct students to read the paragraph and fill in the missing words.**
3. **Check answers** using a transparency of "Vocabulary."

Additional Activity #3  
Vocabulary

Complete the story using the words in the box.

full-time	14-year-old	home-cooked
supermarket	ready-made	take-out
leftovers	shortcuts	pre-washed
weekend		

**Maria P.:** Change the way traditional food is prepared.

My life is very different since I came to the United States from Italy. In my country, it is the woman's job to take care of the house. I always prepared \_\_\_\_\_ meals with fresh meat and vegetables. Now I work \_\_\_\_\_ and go to school three nights a week to study English. I don't have time to cook and \_\_\_\_\_ food from fast food restaurants is not healthy for my family. My \_\_\_\_\_ daughter wants to learn how to cook our traditional family foods, so I am showing her how to use some \_\_\_\_\_ that I have learned in school. My daughter and I make a shopping list to plan the family meals for a week. When we go shopping at the \_\_\_\_\_, we buy \_\_\_\_\_ mixed salad greens, \_\_\_\_\_ sauces like the ones I cooked in Italy. We cook a lot of food on the \_\_\_\_\_. Then we have extra food to have \_\_\_\_\_ on Monday, Wednesday and Friday. My daughter helps me cook on the weekend and during the week she can reheat the leftovers in the microwave and prepare a salad to have ready when I come home from work.

**MATERIALS**

Transparency/Additional Activity #3, "Vocabulary"

