

## Warm up/ Review (20 min.)

**Grouping Strategy: Whole Group**  
**Set-up: Seated in rows - Level 1, Level 2, Level 3**



**1. Review previously taught food vocabulary - ingredients of soup by following the steps below:**

- Hand out pictures of known foods that could be in soup to Level 1 students.
- Hand out word cards for those foods to Level 2-3 students.
- Direct Level 2, 3 students to find the seated Level 1 students to match their pictures and words to form triads.
- Have cross-ability triads sit together.

## Introduction (10 min.)

**Grouping Strategy: Whole Group**



**2. Make a class 'recipe' for soup by following the steps below.**

- Call on triads to share 2 *ingredients* each
- Post visuals of those ingredients.
- To reach consensus, students may need to 'vote' (by raising hands) on top 6 or 7 '*ingredients*.'
- Remove the ingredients that are not chosen, leaving only visuals of class recipe posted.

### MATERIALS

Handout #1, "Food for Soup"

Handout #2 "Food Words"

8½ x 11 visuals of soup ingredients



## Introduction (continued)

### 3. Reinforce new vocabulary *recipe and ingredients.*

- Refer to class recipe.
- Show Transparency #1, "Tortilla Soup" as an example.

### 4. Quickly orally review food vocabulary for pronunciation practice.

### 5. Make the statement "How do you make the soup? What do you do first?"

- Post visuals of the basic steps for making soup that have known vocabulary, but NOT in the correct order:
  - Wash hands
  - Cook soup
  - Cut vegetables and meat
  - Eat soup
- Call on student volunteers to place the visuals in order for making soup.
- After students get the correct order, ask "Why is it important to wash my hands first?" and recognize students' healthy habits.

### 6. Make the health connection: "Soup can be very good for you, but you can get sick if you are not 'safe' when you make it. I know that all of you do wash your hands before you cook, but there are other ways to make cooking 'safe.'"

## MATERIALS

Transparency #1,  
"Tortilla Soup"

8½x11 visuals

- Wash hands
- Cut vegetables
- Cook soup
- Eat soup



**Presentation** (25 min.) 

### Grouping Strategy: Whole Group



#### 1. Introduce **new vocabulary** from the stories in the lesson.

- Post visuals 1 by 1 on the blackboard:
  - a. Wash hands.
  - b. **Thaw** the chicken.
  - c. **Chop** (cut) the vegetables
  - d. **Turn over** the **cutting board** to cut the meat.
  - e. Cook the soup.
  - f. **Taste** the soup.
  - g. Wash the spoon.
  - h. **Stir** the soup..
  - i. Eat the soup.
  - j. **Put** soup **away** in the refrigerator fast.

- **Write the new vocabulary** under the visuals.

#### 2. Check comprehension with a series of questions.

- Yes/no "Does he taste the soup often?"
- \_\_\_\_\_ or \_\_\_\_\_ "Does he taste the soup or stir the soup?"
- "wh" "Where does he chop the vegetables?"
- Open ended After you chop the vegetables,.....

### MATERIALS

8½x11 visuals

- Thaw
- Chop
- Turn over
- Cutting board
- Taste
- Stir
- Put away



**Presentation** (continued)**3. Compare 'safe' and 'unsafe' food preparation.**

- a. **Write the word "SAFE"** on the board, and post the visuals that indicate safe food handling procedures under the word SAFE:
  - wash hands,
  - thaw in refrigerator,
  - turn cutting board over,
  - wash spoon,
  - put soup away.
- b. On the other side of the board, write the word '**UNSAFE**' and state that how we cook can make us sick, it can be 'unsafe.'
- c. Show the following visuals and place them under the word 'UNSAFE' to contrast safe and unsafe food handling:
  - **Thaw** the chicken on counter
  - Use **same knife & cutting board** for meat and vegetables
  - **Taste and stir**
  - **Leave soup on stove**

**MATERIALS****Maria's Soup**  
8½x11 visuals

- **Thaw in refrigerator**
- **Different knife for vegetables & meat**
- **Taste, wash the spoon and stir**
- **Put soup away in the refrigerator**

**Tom's Soup** 8½x11 visuals

- **Thaw on the counter**
- **Same knife for vegetables & meat**
- **Taste, stir**
- **Leave soup on stove**



### Extended Presentation & Practice (30 minutes)

#### Grouping Strategy:

#### Level 1 (Like-Ability)

Working Independently



1. Provide students with envelopes of known soup ingredient visuals from Warm-up
2. Direct partners to practice naming the foods in soup.

#### Grouping Strategy:

#### Level 2-3 (Cross-Ability)

Teacher led



1. Pass out copies of **Worksheet #3a**, "Tom's Soup" to cross-ability partners.
  - Read aloud while students listen.
  - Read and have students repeat.
  - Clarify vocabulary that is unknown with visuals or explanation.
2. Give directions for the **Practice Task**.
  - Direct partners to take turns reading and circling unknown words.
  - Hand out Worksheet #3b, "What's Wrong With Tom's Soup?"
  - Direct partners to write 4 problems from the story that make the soup unsafe.
3. Direct students to work together for **20 minutes**.



TEACHER GOES BACK TO LEVEL 1

### MATERIALS

Level 1 Handout #1, "Food For Soup" cut up for partners

Level 2-3 Worksheet #3a "Tom's Soup"

Level 2-3 Worksheet #3b, "What's Wrong With Tom's Soup?"



Extended Presentation & Practice (30 minutes) 

### Grouping Strategy: Level 1 (Like-Ability)



Teacher led

1. Call on student volunteers to name the foods they put in soup.
2. Tell the story, "Maria's Soup."
  - Direct Level 1 students to listen.
  - Post each visual of the picture story as you tell it.
  - Reinforce new vocabulary.
  - Demonstrate with realia where appropriate, e.g. 'turn the cutting board over.'
  - Have students recite the story after you several times.
  - Ask 'yes,' 'no' questions to check comprehension after each picture of the story.

### Grouping Strategy: Level 2-3 (Cross-Ability)



Working Independently with Partners

1. Work together to complete Worksheet 3b.

### MATERIALS

Level 2-3  
Worksheet #3b

Level 1  
8½x11 visuals,  
"Maria's Soup"



### Practice 1 (30 minutes)

#### Grouping Strategy: Level 1 (Like-Ability)



##### 1. Pass out Worksheets #4a

"Maria's Soup" and scissors to partners.

- Direct students to cut out the pictures.
- Direct partners to order the pictures.
- Direct partners to orally tell the picture story to each other taking turns.



TEACHER WORKS WITH LEVEL 2-3



Working Independently



#### Grouping Strategy: Level 2-3 (Cross-Ability)

Continue Working Independently



Teacher led

##### 1. Work with Level 2/3 students on reading "Tom's Soup"

- Ask about words they circled as they read.
- Check comprehension by asking 'wh' questions, e.g.,
  - What's wrong with Tom?
  - Where did Tom go that morning?
  - Where did he thaw the chicken?
  - How long was the soup on the stove before he and his wife ate it?

### MATERIALS

Level 1 Worksheet #4a,  
"Maria's Soup"

Level 1 Scissors for  
pairs of students

**Practice 1** (continued)**Grouping Strategy:**  
**Level 1 (Like-Ability)****Continue Working Independently****Grouping Strategy:**  
**Level 2-3 (Cross-Ability)****Teacher led****2. Pass out Worksheet #4b to Level 2 students.**

- Direct students to cut out the sentence strips.
- Direct Level 2 students to sit with a Level 1 partner.
- Explain that Level 1 students will tell “Maria’s Soup” orally and Level 2 students will match the sentence strips to the pictures.

**MATERIALS****Level 2: Worksheet 4b,  
Scissors**

### Practice 2 (20 minutes)

#### Grouping Strategy: Level 1-2 (Cross-Ability)



#### Working Independently

#### 1. Cross-ability partners (Levels 1-2) will read together.

- Level 1 students will orally tell “Maria’s Soup” to Level 2 partners from the ordered pictures.
- Level 2 students will match the sentence strips, “Maria’s Soup” with the pictures.
- Level 2 students will read “Maria’s Soup” to Level 1 students.
- Students will mix the pictures and sentence strips to repeat the exercise several times.

#### Grouping Strategy: Level 3 (Like-Ability)



#### Teacher Led

#### 1. Set up the situation that Tom needs advice to make his soup safe.

- Refer to the list of problems on the board generated by the students.
- Ask students what will happen after Tom and his wife eat the soup. (Maybe she will get sick.)
- Tell students you are going to tell Tom how to make his soup in a safe way.

#### 2. Model the structure for giving advice using *should*.

- Problem: Tom thawed the chicken on the counter.
- Solution: (Show visuals from Maria’s Soup that show solution) Tom **should thaw** the chicken in the refrigerator.
- Model several problems and solutions using the problems on the board.

### MATERIALS

Level 1-2 Worksheets 4a, 4b, “Maria’s Soup”

8½x11 visuals, “Maria’s Soup” and “Tom’s Soup”

## Practice 2 (continued)

### Grouping Strategy: Level 1-2 (Cross-Ability)



Working Independently

- Students continue to work independently with a partner.

### Grouping Strategy: Level 3 (Like-Ability)



Teacher Led

- Elicit solutions to the problems listed on the board from Worksheet #3b and write in a 'Solutions' column to create a chart activity.

Problems	Solutions
1. He thawed the chicken on the counter.	1. He <u>should thaw</u> the chicken in the refrigerator.
2. He cut vegetables and chicken on the cutting board.	2. He <u>should turn</u> the cutting board over. 3. He <u>should wash</u> the knife after he cuts the vegetables.

- Guide students in practicing the construction.
- Direct pairs of students to practice giving advice to Tom about making his soup safe to eat.

## MATERIALS

**Group Evaluation** (30 minutes): **Optional- Could be used as a 'Revisit'**



**Grouping Strategy: Whole Group**



**1. Model the activity to be used to evaluate the lesson objectives.**

- Hand out large visuals for "Maria's Soup" to Level 1 volunteers
- Tell them to put them on the board in order.
- Pass out 5 large, teacher-made sentence strips for Maria's story to Level 2 volunteers.
- Direct those volunteers to put the strips under their matching pictures

**Maria's Soup**

**Tom's Soup**

- Wash your hands.
- Thaw the meat in the refrigerator.
- Cut the meat. Turn over the cutting board.
- Taste the soup/Wash the spoon.
- Put the soup in the refrigerator fast.

- Thaw the meat on the counter.
- Cut the meat and vegetables on the cutting board
- Taste the soup/ Stir the soup
- Turn off the stove. The soup will wait.
- Put the soup in the refrigerator later.

**2. Ask Level 2 students if the story is correct. If not, have students change the sentence strips to match the correct pictures.**

**3. Ask Level 2 student volunteers to order the large visuals of "Tom's Soup."**

- Point to "Tom's Soup."
- Ask the class, "What happens next?" (His wife gets sick.)

**4. Invite Level 3 students to give advice to Tom to make his soup safe.**

- Pass out large, teacher-made sentence strips for "Tom's Soup" to Level 3 volunteers.
- Invite students to change the 'unsafe' practices in Tom's Soup to safe practices in Maria's Soup using the sentence strips.

**MATERIALS**

**Story visuals: " Maria's Soup"; "Tom's Soup"**

**Teacher made large sentence strips: 5 for "Maria's Soup"(black) 5 for "Tom's Soup" (red)**



### Individual Evaluation (25 minutes)



#### Grouping Strategy: Level 1 (Like-Ability)



1. Quickly direct students to work with partners and practice 'picture ordering' in telling "Maria's Soup" story to each other. (Some students may be ready to match the sentence strips to the pictures).

#### Grouping Strategy: Level 2 (Like-Ability)

1. Students wait briefly while teacher directs Level 1 and Level 3 students.

#### Grouping Strategy: Level 3 (Like-Ability)



Teacher led

1. Pass out worksheet #5a, "Quiz" and give Directions.
2. Direct students to circle the problems in the story. Rewrite the story giving advice to Tom about how to make his soup safe. Refer to the example in the first sentence.

### MATERIALS

Worksheets #5a, 5b  
(Quizzes)

Teacher led



1. Pass out worksheet #5b.
2. Direct students to check the sentences about making safe soup.

Independent



TEACHER GOES TO LEVEL 2

Independent



1. Allow time for students to complete the Quiz.

Teacher led



### Individual Evaluation (continued)

#### Grouping Strategy: Level 1 (Like-Ability)

Teacher led



1. Pass out Worksheet #5c.
2. Direct students to listen to teacher tell the story.
3. Direct students to number the pictures to match the story.
4. Collect and grade according to the following Rubric:

Each correct match = 1 point  
Total = 8  
Passing = 6/8 (75%)

5. Return to students next day.



#### Grouping Strategy: Level 2 (Like-Ability)

TEACHER GOES TO LEVEL 1

Independent



1. Allow students time to complete Quiz.
2. Collect and grade according to following Rubric:  
  
Each correct match = 1 point  
Total = 8  
Passing = 6/8 (75%)
3. Return to students next day.

#### Grouping Strategy: Level 3 (Like-Ability)

2. Collect and grade according to the following Rubric:

Circle 5 problems = 5 points  
Writes 5 'should' solution statements = 10 points  
TOTAL = 15 points  
Passing = 11/15 (73%)

3. Return to students next day.

### MATERIALS

Worksheets #5c, to level 1 students



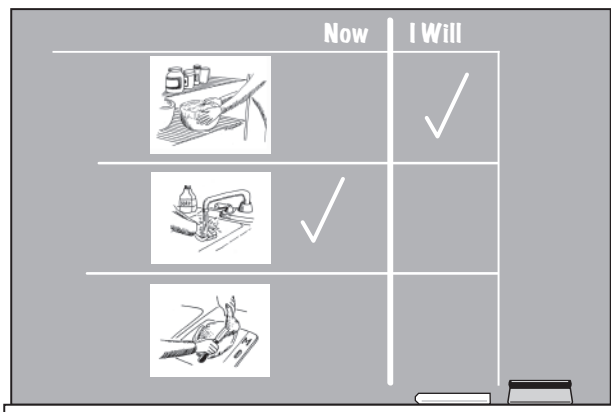
### Application (20 minutes)

#### Grouping Strategy: Whole Group:



#### 1. Model the goal-setting task on the board to whole class, using yourself as the 'example':

- Make 2 columns on the board labeled 'Now' and 'I Will.'



- Choose a large visual from "Tom's Soup" of a practice you want to change e.g. 'thaw meat on the counter.'
- Post that visual on the board.
- Think: Do I .... now?
  - If 'yes,' check it.
  - If 'no,' don't check it.
- Look at 'I Will.' (tomorrow) This is my goal? Do I need to change?
- Check what you will do tomorrow.

### MATERIALS

8½x11 visuals  
 "Maria's Soup"  
 "Tom's Soup"

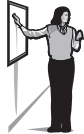


## Application (continued)

### MATERIALS

### Grouping Strategy: Level 1 (Like-Ability)

Teacher led



1. Pass out Journals or Worksheet #6a.
2. Work with Level 1 students to:
  - Cut out 2 pictures of goals
  - Put in envelope
  - Take home and practice

### Teacher

Give Directions



1. Pass out Journals or Worksheet #6b.
2. Direct Level 2 students to complete the checklist (check what they do now) and choose 2 safe practices to try at home (what they will do in the future).

### Grouping Strategy: Level 2

Independent



### Grouping Strategy: Level 3

Teacher

Give Directions



1. Pass out Journals or Worksheet #6c.
2. Direct Level 3 students to complete the checklist (check what they do now) and choose 2 safe practices to try at home (what they will do in the future).




### Grouping Strategy: Level 3

Independent



Journals or  
Level 1: Worksheet 6a  
Level 2: Worksheet 6b  
Level 3: Worksheet 6c



**Closing** (20 minutes) **Grouping Strategy: Whole Group****1. Teacher leads the whole class in a TPR activity to pantomime making safe chicken soup.**

- Wash hands
- Thaw the chicken in the refrigerator.
- Chop the vegetables.
- Turn over the cutting board. Cut the chicken.
- Stir the soup.
- Taste the soup.
- Wash the spoon.
- Stir again.
- Eat the soup.
- Put the soup away FAST!

**MATERIALS****Visuals from 'Maria's Soup'  
and 'Tom's Soup'****Sentence Strips**

**Revisit****1. Review safe soup lesson.**

- Post both picture stories – “Maria’s Soup”, “Tom’s Soup”
- Call on volunteers to tell both picture stories
- Pass out 5 sentence strips to Level 2 & 3 students for each story.  
(*wash, thaw, turn over, taste/wash, put away fast*)
- Direct Level 2 & 3 students to match sentences to pictures in both stories
- Call on level 2-3 volunteers to use sentence strips to replace unsafe practices in “Tom’s Soup” with safe practices from “Maria’s Soup”
- Read new “Tom’s Soup” in unison

**Grouping Strategy: Whole Group****2. Revisit Journal assignment.**

- Direct Level 2-3 students to do “My Report” on Worksheet #6b and 6c.
- Direct 2-3 students to share what they did to meet their goal.
- Work with Level 1 students to check if they changed their practices at home related to the pictures in their envelopes.

**MATERIALS****Journals OR Worksheet  
#6b, 6c**