

READING LESSON PLAN

Topic: Food Pyramid

Instructor: SoJeong Kim

Students: 12

Level: Intermediate

Length: 35 minutes

MATERIALS

- White board, markers
- Introduction worksheet
- Vocabulary worksheet
- Reading worksheet
- Questionnaire worksheet
- Main Activity worksheet
- SOS worksheet if needed

AIMS

- Main: Students will develop intensive reading skills by answering questions to find the main idea and additional detailed information.
- Secondary: Students will understand the food groups by creating their own balanced meals then share to the class.
- Personal: To give students simple and clear instructions.

LANGUAGE SKILLS

- Reading: vocabulary worksheet, reading passage for main idea and detail reading
- Speaking: participating in discussion about the food pyramid, food groups and food items.
- Writing: filling the blanks, answering worksheets and labeling food groups.
- Listening: listening to feedback from pair work, to teacher's instructions and hearing other students' recommendations.

LANGUAGE SYSTEMS

- Lexis: meaning of vocabulary-- nutrient, sparingly, servings, balance, attention, regularly
- Function: creating their own balance meals for a proper diet according to the food pyramid
- Discourse: reading passage about the food pyramid

ASSUMPTIONS

Students already know:

- Students understand how to skim and scan reading passages.
- Students have some background knowledge of the food pyramid.

ANTICIPATED ERRORS AND SOLUTIONS

- If students need more time to complete worksheets, add an extra minute to give them flexibility and not rush them.
- Students who finish quicker than others, give them a fun SOS worksheet to solve.

REFERENCES

- https://en.islcollective.com/resources/printables/worksheets_doc_docx/food_pyramid/imperative-actions-intermediate/2198
- <http://kcentar.me/my-plate-coloring-sheet/my-plate-coloring-sheet-as-well-as-my-plate-coloring-sheet-coloring-page-food-pyramid-pages-for-preschool-healthy-adorable-my-my-healthy-plate-coloring-to-create-astounding-empty-plate-coloring-sheet/>
- <https://www.pinterest.ph/pin/498844096199782046/?lp=true>

LEAD IN

Materials: White board, markers

Time	Set Up	Student Activity	Teacher Talk
1 min	Whole class	Answering teacher's questions	<p>Good morning class! How is everyone today? Being healthy is very important these days. What are some things you relate to being healthy?</p> <p>(Board answers)</p> <p>Diet, exercise, food, stress, running, yoga, etc....</p>

PRE-ACTIVITY

Materials: Board, markers, Introduction worksheet, Vocabulary worksheet

Time	Set Up	Student Activity	Teacher Talk
1 mn	Whole class	Discuss topic	<p>1. Spark Interest</p> <p>Food is an important part of being healthy and it is essential to have a balanced diet. As a guide to keeping a balanced diet, the government has created a chart which shows us the recommended amount of food we should be eating per day.</p> <p>Elicit:</p> <p>(Draw a blank food pyramid)</p> <p>Today we're talking about the food pyramid. Have you seen the food pyramid? Can you name all the different categories in the food pyramid?</p> <p>(Pass out introduction worksheet)</p>
3 min	Pairs	Fill out introduction worksheet	<p>Instructions:</p> <p>I want you to fill out the food pyramid with a partner. Write down all the categories you can from memory in the proper boxes. Once you've labeled your food pyramid, list 3-5 different examples of food that goes under that category. I will give you 3 minutes to do this with your partner.</p> <p>Demo:</p> <p>Let's do one category together. The bottom category is the GRAINS group. Write down GRAINS. Then think of 3-5 different types of grains: rice, pasta, bread, oatmeal, cereal, muffin, bagel.....</p>

3 min	Whole class	Share answers, discuss	<p>ICQ:</p> <ol style="list-style-type: none"> 1. What are we doing now? 2. How much time do you have? <p>(Give time warnings, 1 minute, 30 seconds) Okay, times up.</p> <p>Let's see if we got the categories correct and in their right spots. Ask each pair to name one category then list the foods they have in that group. (Board answers and fill in pyramid with the class)</p> <p>Everyone did a nice job. Today we're going to learn about the food pyramid and the importance of keeping a balanced diet. Before we start let's look at some new vocabulary! (Pass out Vocabulary Worksheet)</p>
3 min	Individually	Fill out vocabulary worksheet	<p>2. Pre-teaching vocabulary</p> <p>In this worksheet you will see vocabulary words in the box.</p> <p>Instructions:</p> <p>There are fill in the blank questions. Please choose the correct vocabulary word into the line. You'll be working alone and I will give you 3 minutes.</p> <p>Demo:</p> <p>Let's do the first one together.</p> <p>ICQ:</p> <ol style="list-style-type: none"> 1. What do we do with the blanks? 2. How much do you have? 3. Are you working in groups? <p>(Give time warnings, 1 minute, 30 seconds)</p>
1 min	Whole class	Check answers	<p>Let us check our answers altogether.</p>

MAIN-ACTIVITY

Materials: Reading worksheet, Questionnaire worksheet, Main Activity worksheet

Time	Set Up	Student Activity	Teacher Talk
3 min	Individually	Reading the passage for main idea	<p>1. Skimming for main idea</p> <p>(Pass out Reading Worksheet and Questionnaire Worksheet) It's time to read today's text. Let's look at the Reading Worksheet first.</p>

2 min	Individually	Answering main idea questions	<p>Instructions: Right now we will just be skimming for the main idea. I will give you 3 minutes and you will read this by yourself.</p> <p>ICQ:</p> <ol style="list-style-type: none"> 1. What are we doing now? 2. How much time do you have? <p>(Time warnings, 1 minute, 30 seconds)</p> <p>Okay now that we've just skimmed for the main idea, in your Questionnaire Worksheet there are 3 questions under "main idea". Please work alone again and find the answers. You will be given 2 minutes.</p> <p>ICQ:</p> <ol style="list-style-type: none"> 1. Which questions are you filling out? 2. How much time do you have?
1 min	Whole class	Checking answers	<p>(Time warnings, 1 minute, 30 seconds)</p> <p>Okay now let's check our answers for the main idea questions.</p>
4 min	Pairs	Reading the passage for details and answering detail questions	<p>2. Scanning for details</p> <p>Instructions: Now i would like you to scan the passage again for details. I would like you to read the passage again on your own to look for details then do the rest of the questions under "detail" with your pair. I will give you 4 minutes this time to read and do the questions.</p> <p>ICQ:</p> <ol style="list-style-type: none"> 1. What are we doing now? 2. Do we answer questions alone or with a partner? 3. How much time do you have?
1 min	Whole class	Checking answers	<p>(Time warnings, 1 minute, 30 seconds)</p> <p>Okay now let's check our answers for the detail questions.</p>
5 min	Individually	Fill out main activity worksheet	<p>3. Free production (Pass out Activity worksheet)</p> <p>Now that we've learned about the food pyramid and the servings you eat per day, we are now going to create our own balanced meal.</p> <p>Instructions: Choose any meal you'd like, breakfast, lunch or dinner and create a balanced meal from what we have learned. Draw in the food item onto the plate and write your explanation below. You will share with the class after of what you've created and recommend the balanced meal afterwards. Work alone and I will give you 5 minutes.</p>

4 min	Whole class	Sharing/discussing	<p>Demo: For example, here is my balanced breakfast. I'm going to recommend.....</p> <p>(Show class a sample worksheet)</p> <p>ICQ: 1. What are we doing now? 2. How much do you have? 3. Are you sharing with the class after?</p> <p>(Time warnings, 1 minute, 30 seconds) Okay now let's all share what we've drawn as a class. Everyone show your plate and explain your choosing in the food groups to the class.</p>
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POST-ACTIVITY

Materials: White board and markers

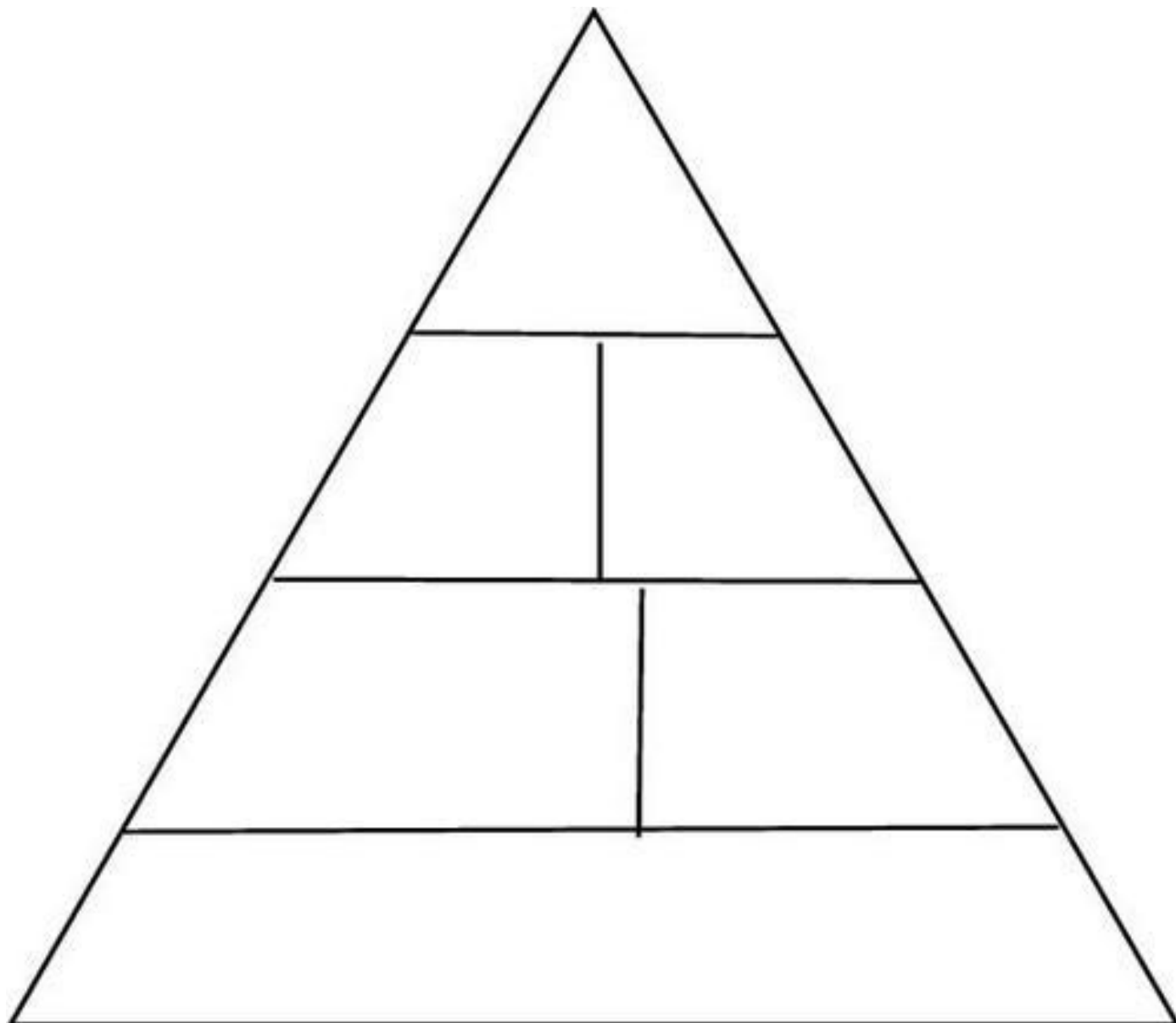
Time	Set Up	Student Activity	Teacher Talk
2 min	Whole class	Listen for corrections, sharing feedback	<p>1. Error Correction Common error is eggs are thought to be under the dairy category but it is actually under the protein category. The food pyramid is just a guide and a recommended serving of different food groups but it does vary person to person from their body weight, height, gender, genetics and activity. Correct any other mistaken foods that do not belong in the food groups.</p> <p>2. Feedback Did you have fun today? What did you learn from the food pyramid? Will you now change up your diet to incorporate balanced meals?</p> <p>3. Conclusion Everyone did a good job and created nice recommendations on balanced meals from the main activity. Don't forget any vocabulary we've learned and what the passage has taught us. Apply what you've learned in the real world. Have a nice afternoon.</p>

SOS ACTIVITY

Materials: SOS worksheet

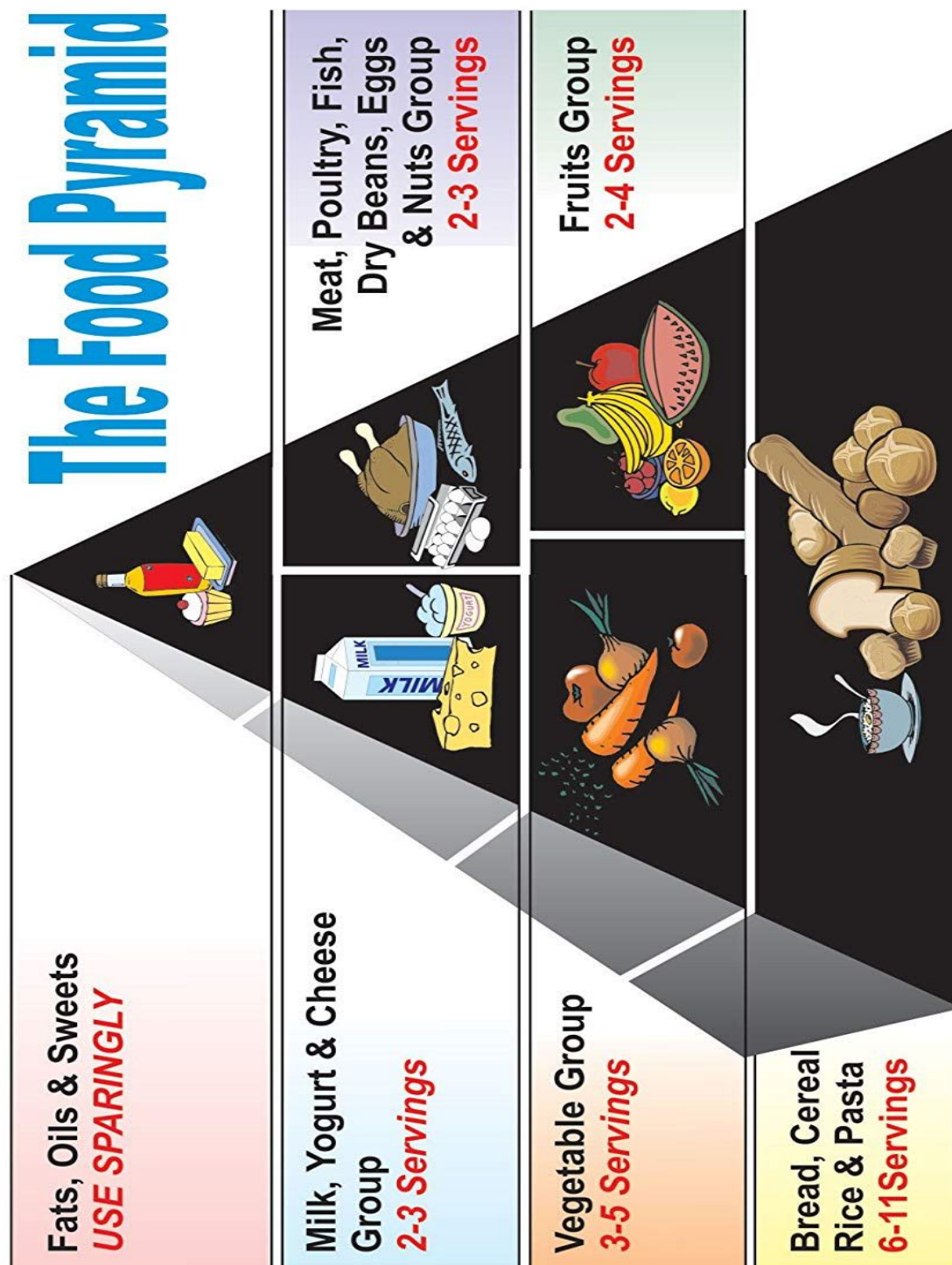
Time	Set Up	Student Activity	Teacher Talk
3-5 min	Individually	Word search worksheet	<p>Instructions: Find the food groups words in the word search below. Words can be found across: side to side, up and down, diagonally and backwards. You will work alone.</p>

1 min	Pairs	Check answers	<p>ICQ:</p> <ol style="list-style-type: none"> 1. What are you doing now? 2. Are you working alone? <p>Check answers:</p> <p>Check answers with an individual student who finished early or pair up if there are others. Others can take worksheet home to do for fun.</p>
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THE FOOD PYRAMID

Fill in the food pyramid with the proper food group and list 3-5 examples of food items!



Fill in the blank with the correct vocabulary that matches the meaning below:

Nutrient	Sparingly	Servings
Balance	Attention	Regularly

1. Substance and/or ingredient that provides nourishment: _____

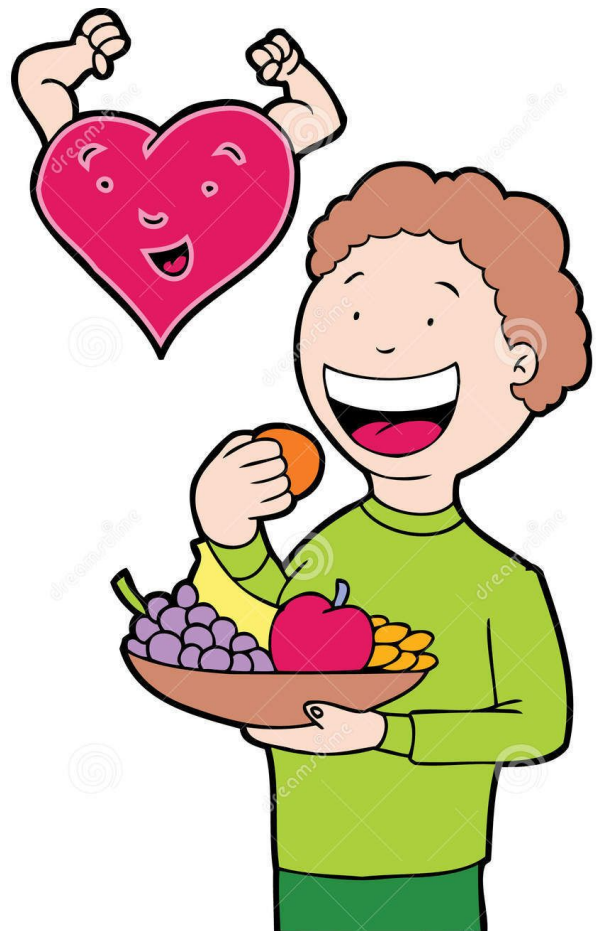
2. Even distribution of two or more sides: _____

3. On a regular basis, intervals:

4. Focusing and applying the mind to something:

5. A portion/helping of food or drink:

6. Practicing careful restraint:



Fill in the blank with the correct vocabulary that matches the meaning below:

Nutrient	Sparingly	Serving
Balance	Attention	Regularly

1. Substance and/or ingredient that provides nourishment: NUTRIENT

2. Even distribution of two or more sides: BALANCE

3. On a regular basis, intervals:

REGULARLY

4. Focusing and applying the mind to something:

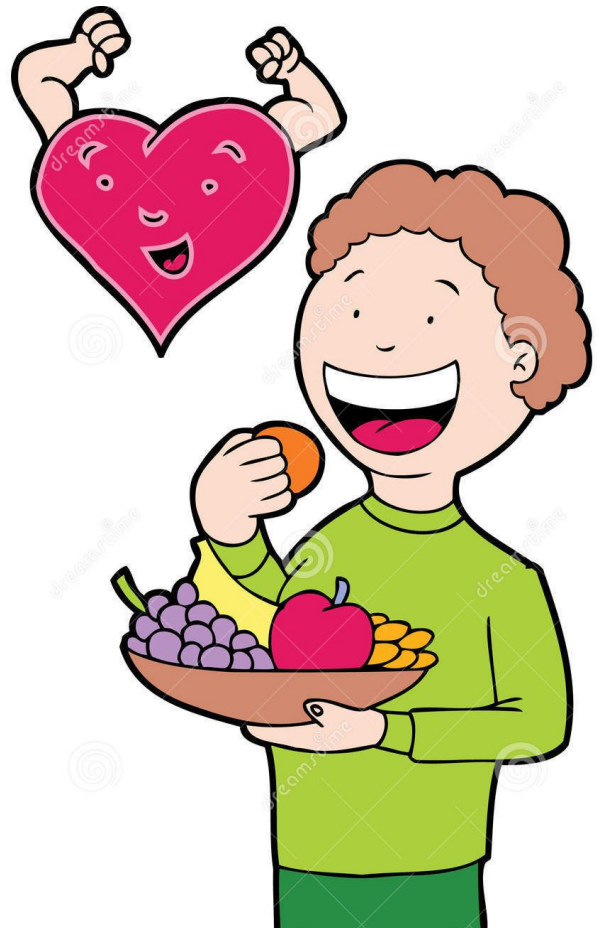
ATTENTION

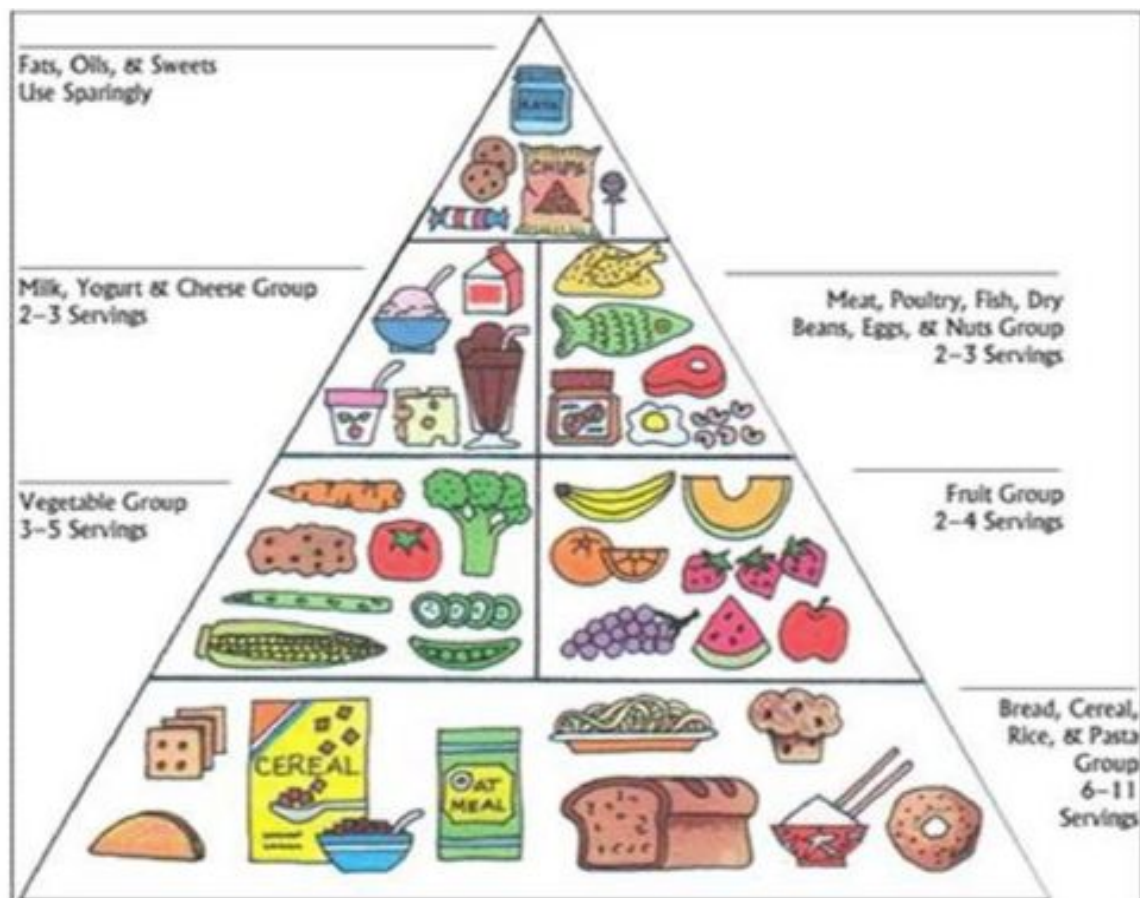
5. A portion/helping of food or drink:

SERVING

6. Practicing careful restraint:

SPARINGLY





Have you ever heard of the Food Pyramid? No, it's not a giant pile of food in Egypt! The Food Pyramid is a clever chart to show the five groups of foods that have all the nutrients that keep your body healthy and make you grow. It includes the different foods from all five groups and how much of each type of food you should eat.

The foods that make up the widest part of the pyramid's base—breads, cereals, rice and pasta—should be the biggest part of your diet, followed by several servings of fresh fruits and vegetables every day. And as you 'climb' up the pyramid you get to dairy products (milk, cheese, yogurt) and meat, fish, beans, nuts and eggs. And finally, fats, oils, and sweets are at the very top of the pyramid—which means that you should eat very little of these foods!

Remember that it's very important to eat these good foods, and also exercise regularly. And one of the most important meals of the day is breakfast! If you eat a healthy breakfast before leaving for school you're sure to have better grades, pay more attention at school, and stay healthier than those kids who don't eat breakfast. Learn more about the Food Guide Pyramid for Kids or the Food Pyramid for Adults.

Main idea questions:

1. Is the food pyramid a representation of recommended portions of basic food groups? (T/F)
2. Should you eat more rice than fruit? (T/F)
3. What would be a good title for this reading?
 - a. Balanced Diet: Food Pyramid
 - b. Dangers of fats, oils and sweets
 - c. Benefits of Breakfast

Detail questions:

1. Which meal is essential to you?
 - a. Breakfast
 - b. Lunch
 - c. Dinner
2. How many servings of vegetables should you have?
 - a. 1-2 servings
 - b. 3-5 servings
 - c. 6-8 servings
3. What are some other benefits of eating a balanced breakfast before work or school?

Main idea questions:

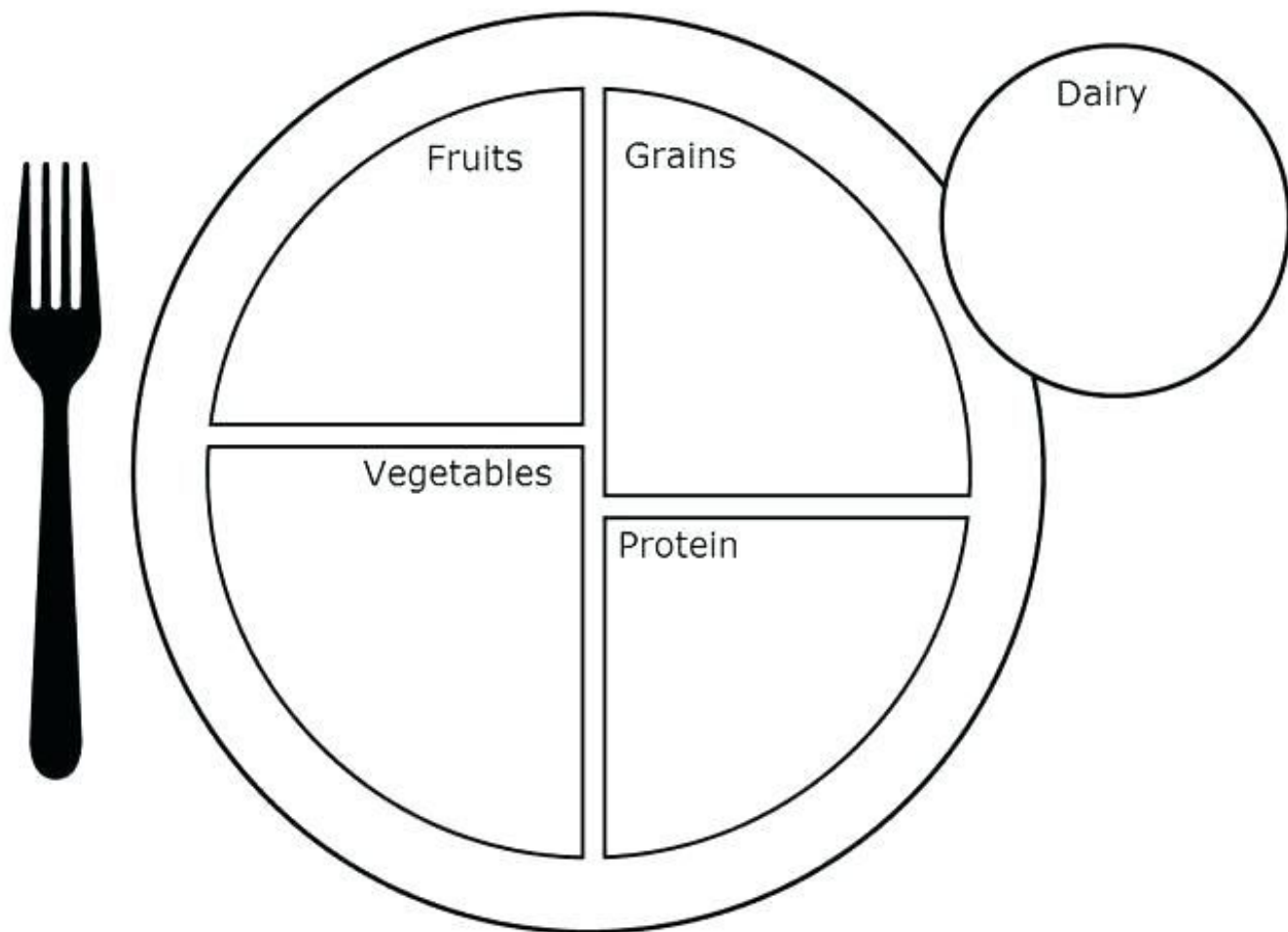
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Detail questions:

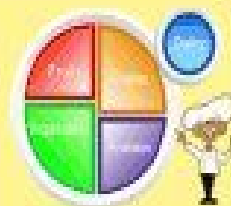
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 - b. **3-5 servings**
 - c. 6-8 servings
3. What are some other benefits of eating a balanced breakfast before work or school?



Choose a meal: **breakfast, lunch or dinner** and label and draw what would be a balanced meal. Share to the class by recommending what you've created and how it fits with the food pyramid.

[illegible]

THE FOOD GROUPS WORD SEARCH



GRAINS
OILS
FRUITS
FIBER
DAIRY
MEATS
BEANS
VEGGIE

C	F	B	M	O	M	X	V	K
O	S	J	M	C	H	V	H	E
P	N	O	R	E	B	I	F	M
O	A	O	Q	S	A	U	Q	C
V	E	G	G	I	E	T	U	B
F	B	G	R	A	I	N	S	K
X	R	Y	X	N	U	A	F	Y
W	Q	U	T	T	D	I	R	C
Z	P	B	I	T	O	I	L	S
J	D	F	G	T	A	B	X	O
F	J	A	S	D	S	R	W	X

The Food Groups

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NOURISH
INTERACTIVE



THE FOOD GROUPS WORD SEARCH



GRAINS
OILS
FRUITS
FIBER
DAIRY
MEATS
BEANS
VEGGIE

C	F	B	M	O	M	X	V	K
O	S	J	M	C	H	V	H	E
P	N	O	R	E	B	I	F	M
O	A	O	Q	S	A	U	Q	C
V	E	G	G	I	E	T	U	B
F	B	G	R	A	I	N	S	K
X	R	Y	X	N	U	A	F	Y
W	Q	U	T	T	D	I	R	C
Z	P	B	I	T	O	I	L	S
J	D	F	G	T	A	B	X	O
F	J	A	S	D	S	R	W	X

The Food Groups

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