Grade/age level:	First Grade

Subject:	Nutrition/Science

Content Objective:

1- Students will be able to categorize foods according to which food group they belong in.

2-Students will be able to write the five food groups and about their favorite foods in each group.

Standard I: Students will develop a sense of self.

Objective I: Describe and practice responsible behaviors for health and safety.

Indicator b: Describe the benefits of eating a variety of nutritious foods.

Language Objective:

1-Students will be able to determine the difference between the 5 food groups by participating in the whole group activity and listening to the whole group discussion.

2-Students will participate in group discussion and activity.

3-Students will write in paragraph format what their favorite foods are from each food group. Students will read and discuss their paragraph with a partner.

Activities/Procedures:

1- Teacher will explicitly explain the day's activities and learning goals so students will know what needs to be done to accomplish the goals. Thus, they can measure their progress throughout the lesson.

2- Place a wide variety of foods, labels, empty containers, etc. on a table in front of the class.

3- Draw students' attention to the different foods. "Look at all of these different foods. There are all kinds."

4- Discuss what foods the students like or dislike. Discuss your and their favorite foods.

5- Point out the differences between foods, and point out that different foods belong in different categories. Introduce the food pyramid. As a category is introduced (grains, fruits, vegetables, meat, milk, and sweets) put the word on the word wall.

6- Have six different tables/areas around the room. Place the name of a food group on each table. Take realia from the table in front of the class and separate items into their food group. Teacher will model this process by doing a think aloud. After teacher has modeled a few times. Students may do. Teacher can assist by asking questions to guide their thinking.

7- In-groups students will have the opportunity to separate foods into their food groups. Students will be given pictures of food or kitchen foods. Students will be given a food chart. As a group, the students will discuss and decide what group the foods belong and why.
8- Students will write what their favorite foods are from each food group in one paragraph.
9- Students will read and discuss their paragraph with a partner.

Adaptations:

Stage 1/Pre-Production & Stage 2/Early Production	Students will be able to participate in whole group discussion and activity by listening and using one-word descriptors. During group activity, students will be able to help categorize foods into their proper group by using simple one-word descriptors. Students can use one-word descriptors to write their favorite foods for every food group. Students can read their favorite foods and discuss them using one-word descriptors.
Stage 3/Speech Emergence	Students will be able to participate in the whole group discussion and activity by listening and using simple phrases and sentences. During group activity, students will be able to help categorize foods into their proper group by using words, phrases, and sentences. Students can write their favorite foods from each food group by writing simple sentences and phrases. Students can read their favorite foods and discuss it with a partner. Discussion will be done using phrases and simple sentences.
Stage 4/Intermediate Fluency & Stage 5/Natvie Level Fluency /Proficiency	Students will be able to participate in the whole group discussion and activity by listening and using complex sentences. During the group activity, students will be able to help categorized foods into their proper group by using complex sentences. Students can write their favorite foods from each food group in paragraph format. Students can read their paragraph and

	discuss it with a partner. Discussion will be done using complex sentences.

Specific ELL Instructional Strategies:

Cognitive Strategies:
Imagery:
The students work with pictures of food, kitchen food, and a food chart to sort and separate foods into their proper groups. This strategy involves students using mental or real pictures to learn new information. Imagery can also be helpful in solving problems. Imagery is important because it builds on background knowledge and allows students to concept a concept to a real object in their life experience.

Metacognitive Strategy:
Organizational Planning
The teacher will be explicit about the procedures and learning goals of the activities so that the students can measure their progress for the day. This is important so students can prepare and plan what needs to be done as a group to accomplish the given task.

Social/Affective Strategy:
Cooperation
Working in-groups and in partnerships, gives students the opportunity to work together and to cooperate with each other. This is important because students can develop their social, communication, verbal, and listening skills. Students can also learn from each other as input is received repeatedly from different students. Each student will use different words to express himself or herself. Thus, the listener can take what they hear and can tap into the meaning through this repeated expression of language.

Realia:
Displaying foods, labels, and containers on a table is a good strategy because it builds background knowledge. Realia allows students to connect a concept to a real object in their life experiences. Students can use all of their senses to learn. Students can see, smell, touch, and hear real objects.

Word Wall:
Placing the names of the food group on the word wall is an important strategy. Word walls are an important strategy because they are a reference for students to look at as they speak and write.

Grouping: The beginning activity will be done whole class. The group activity of placing pictures and kitchen food onto the correct food group will be done in heterogeneous groups so that students will have good English models. Also native speakers of English and ELLs who are further along can help those who are in stages 1-3. For reading and discussing their favorite foods, the students will be in partnerships. These partnerships will be done homogeneously according to language proficiency. This will allow lower leveled ELLs to have a rest from concentrating so hard on English.

Assessment:

As students participate in the group activity, the teacher will circulate around the room to take anecdotal records to assess their understanding of categorizing food into their proper groups. Students will turn in their favorite foods assignment to be assessed by the teacher.

	A ☺	B :/	C ☹
Stage 1/Pre-Production & Stage 2/Early Production	Students must be able to categorize food into what group they belong with 90% accuracy. To assess students understanding of the five different food groups students will write their favorite foods from each food group. Students in this stage will use one-word descriptors. Every food group must have favorite foods.	Students must be able to categorize food into what group they belong with 80% accuracy. To assess students understanding of the five different food groups students will write their favorite foods from each food group. Students in this stage will use one-word descriptors. Four out of five food groups must have favorite foods.	Students must be able to categorize food into what group they belong with 70% accuracy. To assess students understanding of the five different food groups students will write their favorite foods from each food group. Students in this stage will use one-word descriptors. Three (or less) out of five food groups must have favorite foods.

Stage 3/Speech Emergence	Students must be able to categorize food into what group they belong with 90% accuracy. To assess students understanding of the five different food groups students will write their favorite foods from each food group. Students in this stage will use simple phrases and sentences to complete this task. Every food group must have something written about their favorite foods.	Students must be able to categorize food into what group they belong with 80% accuracy. To assess students understanding of the five different food groups students will write their favorite foods from each food group. Students in this stage will use simple phrases and sentences to complete this task. Four out of five food groups must have sentences or phrase about their favorite foods.	Students must be able to categorize food into what group they belong with 70% accuracy. To assess students understanding of the five different food groups students will write their favorite foods from each food group. Students in this stage will use simple phrases and sentences to complete this task. Three out of five food groups must have sentences or phrases about their favorite foods.
Stage 4/Intermediate Fluency and Stage 5/Native Level Fluency/Proficiency	Students must be able to categorize food into what group they belong with 90% accuracy. To assess students understanding of the five different food groups students will write their favorite foods from each food group in paragraph format. Every food group must be represented.	Students must be able to categorize food into what group they belong with 80% accuracy. To assess students understanding of the five different food groups students will write their favorite foods from each food group in paragraph format. Four out of five food groups must be represented.	Students must be able to categorize food into what group they belong with 70% accuracy. To assess students understanding of the five different food groups students will write their favorite foods from each food group in paragraph format. Three out of five food groups must be represented.