

English for Speakers of Other Languages (ESOL)

Lesson Title: Staying Healthy

Level: ESOL High Intermediate – Level 5

Class Length: 3 hrs.

Performance Objective

Students will:

- Be able to identify and evaluate effective health habits and practices to lead a healthy life
- Compare and contrast information from a text to be able to evaluate findings
- Create/write a short health booklet

Teacher Note: Write objectives on the board.

Standards
<ul style="list-style-type: none"> • Reading CCR 5 Level C: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. • Reading CCR 8 Level C: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <ul style="list-style-type: none"> ○ ELP Anchor 6: An ELL can analyze and critique the arguments of others orally and in writing. • Writing CCR 7 Level C: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. <ul style="list-style-type: none"> ○ ELP Anchor 5: Can research and evaluate and communicate findings to answer questions or solve problems. • Language CCR 3 Level C: Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. ○ ELP Anchor 10: Can demonstrate command of the conventions of standards English to communicate in level-appropriate speech and writing. • Speaking & Listening CCR 4 Level C: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <ul style="list-style-type: none"> ○ ELP Anchor 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text. • FL DOE CF Health: Interpret health care practices and their effects on various types of illnesses and diseases. • FL DOE CF Mathematics: Compare objects with a measurable attribute in common, using “more of”/“less of”.

Enabling Skills ✓ Cooperative learning skills ✓ Participation in class discussion and group/pair activities ✓ Oral Fluency/Vocabulary ✓ Written Discourse	CASAS Listening Task Areas <input type="checkbox"/> 1. Picture Prompts <input checked="" type="checkbox"/> 2. Comprehension Question <input type="checkbox"/> 3. Predict next line of dialogue <input checked="" type="checkbox"/> 4. Identify true statements based on prompt Materials and Equipment <input checked="" type="checkbox"/> Computer <input checked="" type="checkbox"/> Projector <input type="checkbox"/> Document Camera <input type="checkbox"/> Electronic Tablet <input checked="" type="checkbox"/> Chart Paper or Board/Markers	CASAS Reading Task Areas <input type="checkbox"/> 1. Forms <input checked="" type="checkbox"/> 2. Table/Chart/Graph/Map <input checked="" type="checkbox"/> 3. Articles/Parag/Directions/Pictures <input type="checkbox"/> 4. Sign/Label/Ad/Product Label/Tag <input checked="" type="checkbox"/> 5. Measurement scales/Diagram Language Skills <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking
Websites: Materials for Health Literacy https://learningenglish.voanews.com/a/health-lifestyle-food-cravings/4184716.html Florida Literacy- Staying Healthy Curriculum http://floridaliteracy.org/health_literacy_curriculum.html Online Resources for Phrasal Verbs https://www.youtube.com/watch?v=WHwxdT302I https://learnenglish.britishcouncil.org/en/english-grammar/phrasal-verbs https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm https://learningenglish.voanews.com/a/everyday-grammar-euphemistic-phrasal-verbs/4093868.html https://learningenglish.voanews.com/a/everyday-grammar-three-part-phrasal-verbs/4000837.html		
Vocabulary Focus: prevention, intake, leaving out, lean, saturated, unhealthy, expectancy		
Grammar Focus: Phrasal Verbs https://learningenglish.voanews.com/a/everyday-grammar-phrasal-verbs/3360414.html https://learningenglish.voanews.com/a/everyday-grammar-phrasal-verbs-technology/3458577.html		

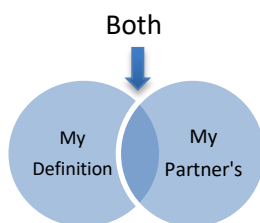
Materials

- Handout A: Venn Diagram
- Handout B: Health Graph Activity
- Handout C: Interpreting a Chart
- Handout D: Jigsaw Reading Strategy (Teachers)
- Handout E: 6 Reasons for Eating Healthy (Jigsaw Activity)
- Handout F: How to Be Healthy Booklet
- Handout G: Health Literacy – Show What You Know
- Computer and projector
- Chart paper/board and markers

Instructional Plan

Warm Up/Review

Brainstorming Activity: Draw a Venn diagram on the board and model how to complete the organizer. Use **any** word related to health (illness, sickness, under the weather, etc.). Provide students with a copy of **Handout A: Venn Diagram**. Ask students to work in pairs and define what “**health**” means to them. Have students write their definition first and then discuss it with their partner. Then, have students write same words they have in common. Have students discuss and share their ideas with the class.



Introduction

Share an experience when you, as a teacher, were not feeling well. Ask students to think of a time they were sick. Ask the following questions:

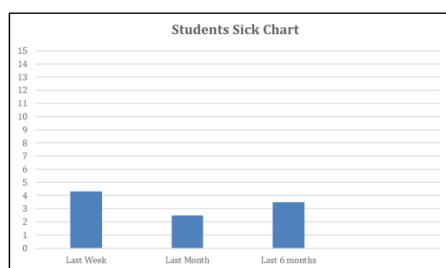
- How did you feel?
- What did you do get well?

Write the students’ responses on the board.

Complete a health graph using **Handout B: Health Graph Activity**. Ask student the following questions:

- Have you been sick in the last week?
- Have you been sick in the last month?
 - Don’t count the students that responded for #1.
- Have you been sick in the last 6 months?
 - Don’t count the students that responded for # 1 or #2.

Tally the responses and document the information in the graph. Show the percentage of students that have been sick for each bar, such as the following sample graph.



Process

Continue the lesson by presenting the information through the following gradual release model.

Presentation "I do"	Guided Practice "I do"	Communicative Practice "We do"	Evaluation "You Do"
<p>Grammar focus: Use phrasal verbs</p> <p>Write sample phrasal verbs on the board:</p> <ul style="list-style-type: none"> • Loop up • Get into • Check out <p>Write sample sentences relating to health using phrasal verbs.</p> <p>Show the videos: https://learningenglish.voanews.com/a/everyday-grammar-phrasal-verbs/3360414.html https://learningenglish.voanews.com/a/everyday-grammar-phrasal-verbs-technology/3458577.html </p> <ul style="list-style-type: none"> • Ask students to write two sentences using a phrasal verb • Call on students to come up to the board and write their sentences <p>Note: Walk around the classroom to support and assist students as they complete the tasks.</p>	<p>Interpreting a Health Chart Activity See Handout C: Interpreting a Chart. Students will interpret information from a graph. Allow students to review information on the graph. Model by asking a question about the graph and providing the answer to the students.</p> <p>Math – Word Problems Ask questions about the health chart using "more or less" word problems.</p>	<p>Jigsaw Reading Passage Explain Jigsaw Reading to students. See Handouts D and E. Activity</p> <ul style="list-style-type: none"> • Create 5 groups • Have each group read either 1, 2, 3, 4 or 5 • Explain to students that they will read their paragraph and summarize the information for the rest of the class. • After reading, have students engage in full class or small group discussions about the topic. • After completing the reading, have students answer questions individually. • Call on students to share their answers. 	<p>Reflect on the Learning.</p> <p>Use Handout G: Show What You Know.</p> <ul style="list-style-type: none"> • Ask students to complete the "Show what you know" activity. • Have students share their answers with the class.

Application

Group Activity (teams of 4-5). See Handout **F: How to Be Healthy Booklet**.

Have students create a one-page booklet entitled “How to Be Healthy”. Based on the reading, have teams write suggestions and recommendations on how to have a healthier life. Provide guidance and support.

Post Class Reflection: *(complete after class) “Exit slip”*

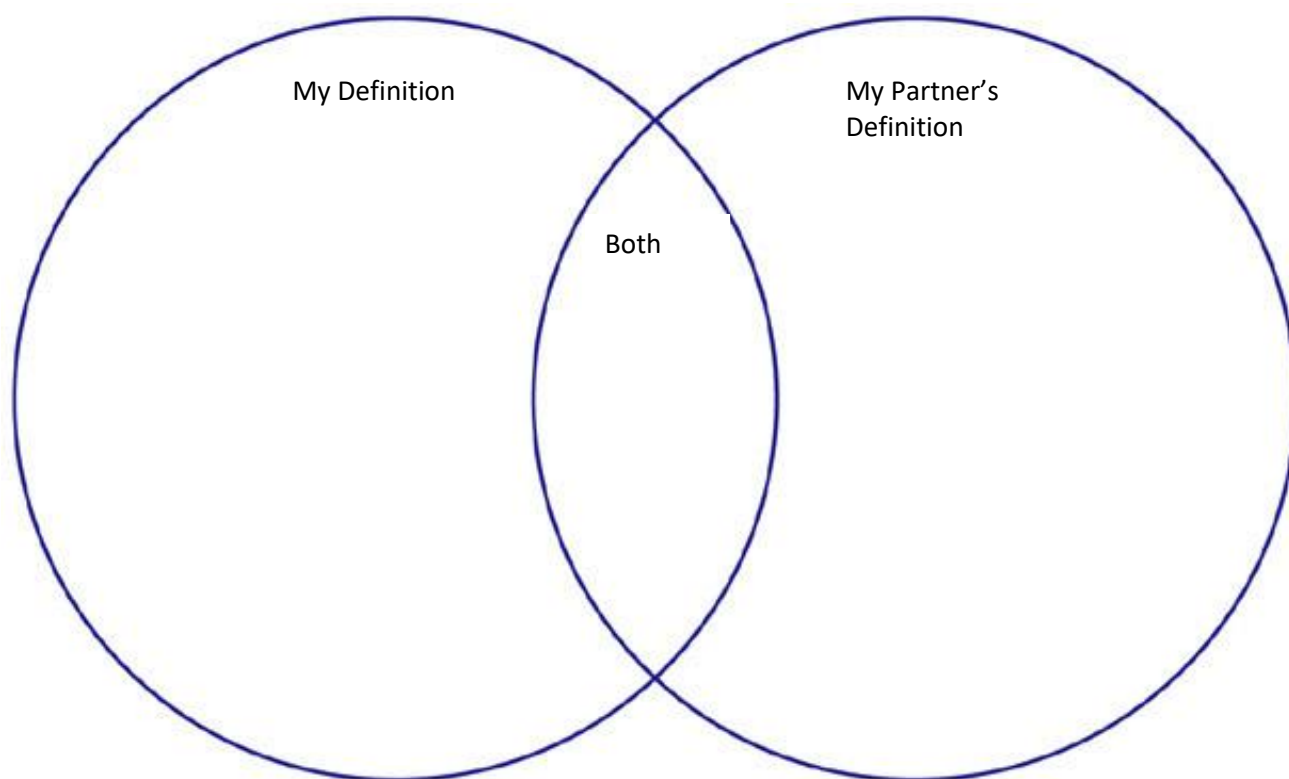
Use a KWL Chart

What Do I Know	What Do I Want to Learn (what more you want to learn)	What Did I Learn

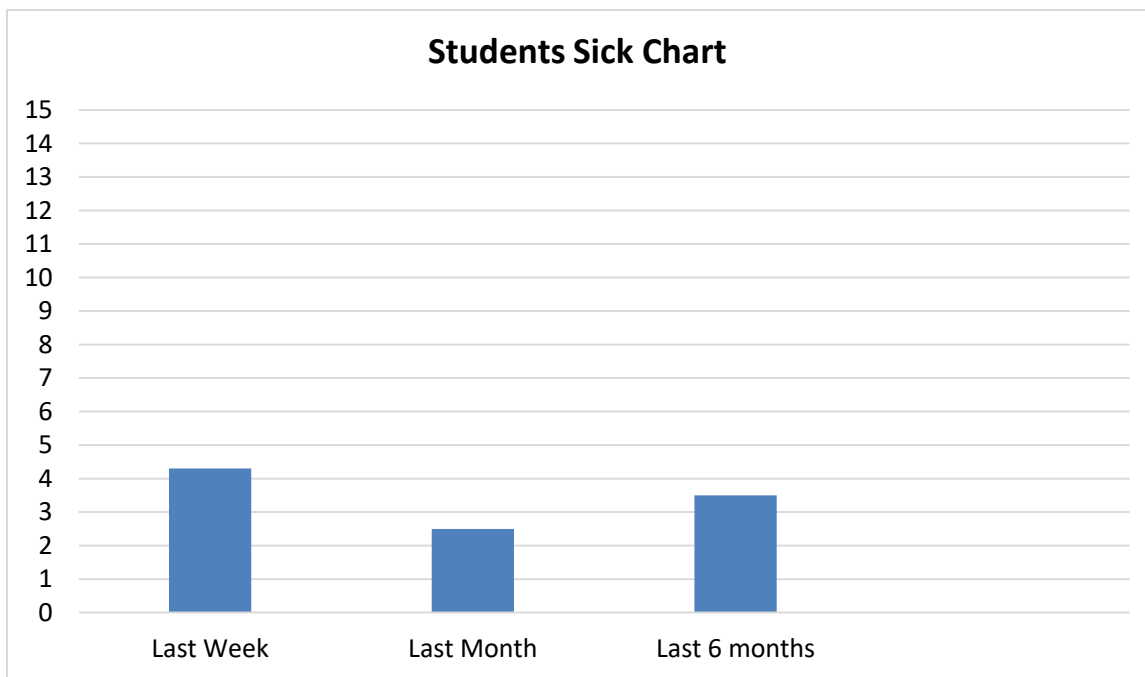
HANDOUTS – MATERIALS

- (A) Venn Diagram
- (B) Health Graph Activity
- (C) Interpreting a Chart
- (D) Jigsaw Reading Strategy (Teachers)
- (E) 6 Reasons for Eating Healthy (Jigsaw Activity)
- (F) How to Be Healthy Booklet
- (G) Health Literacy: Show What You Know

VENN DIAGRAM
What is your definition of health?



Health Graph Activity



Ask student the following questions:

- Have you been sick in the last week?(1)
- Have you been sick in the last month? (2)
 - Don't count the students that responded for #1.
- Have you been sick in the last 6 months? (3)
 - Don't count the students that responded for # 1 or #2.

Tally the responses and document the information in the graph.

Show the percentage of students that have been sick for each bar.

Interpreting a Chart

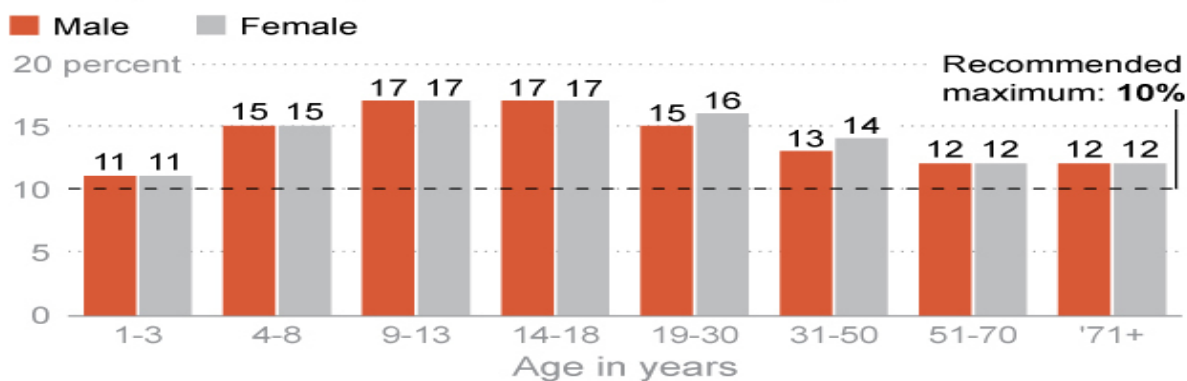
Reading/Speaking Activity

1. Pair activity
2. See chart below. Answer the following questions after studying the chart:
 - What is the recommended sugar intake?
 - What is the average added sugar intake as a percentage for people in the 19-30 range? 9-13 years range?
 - What are some of the sugar sources? Which has the highest percentage?
 - Which age group is **more or less** close to the recommended sugar intake?
 - Share your answers with class

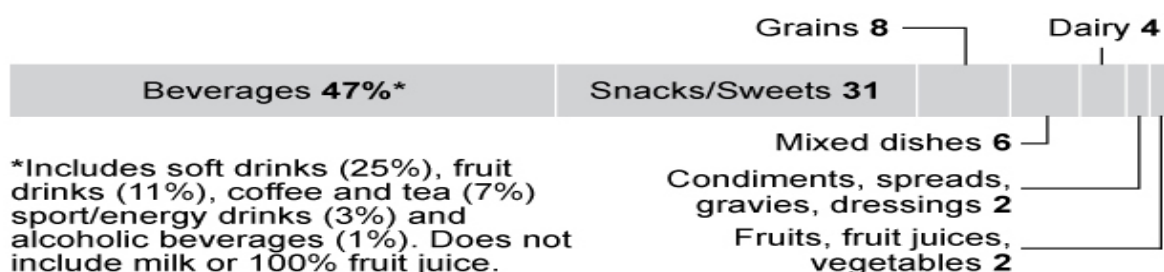
Curbing America's sugar appetite

New U.S. dietary guidelines recommend limiting intake of added sugars to no more than 10 percent of total calories.

Average added sugar intake as a percentage of total diet:



Sources of added sugars for U.S. population ages 2 and up:



SOURCE: Department of Health and Human Services

AP

Jigsaw Reading Strategy (Teachers)



This is an approach to reading that involves the students in speaking and summarizing skills. It is very useful when working with short authentic texts such as newspaper articles.

Jigsaw reading can be done in two ways:

- Two separate stories
 - If you have two news stories that share a theme - for example two separate stories on crime - prepare comprehension questions for each story. Give one half of the class (Group A) one story, and the other half (Group B) the other. The students read their article, answer the questions, and check for understanding. Students then pair up with someone from the other group and tell them about their story and listen to the other one. To help students remember their story, you may have them take notes. Alternatively, the students can keep the article with them to refer to. Be careful though, as some students may either read the article aloud, or simply give it to their partner to read!!
- One story split in two
 - Some stories can be clearly divided in two. Follow the same procedure as above but give each group only one half of the story. When the students are recounting their half of the article, make sure that the student with the opening half goes first.
 - Once the students have orally exchanged stories, they should then read the other person's article.
 - As a refinement, you can give student B questions to quiz student A about the article.

Jigsaw reading is a great way to introduce speaking into a reading lesson. It provides a real opportunity for genuine communication. In real life, we may tell people about a news article we have read, so this is a classroom activity that is fairly authentic.

Source: Jigsaw reading. British Council. Teaching English.
<https://www.teachingenglish.org.uk/article/jigsaw-reading>

6 Reasons for Eating Healthy Jigsaw Activity

1. Eating healthy isn't always easy but committing to a healthy diet can be one of the smartest decisions you ever make. Why? Not only can eating well make you look and feel better, it can also save you money on future health costs. "Following a healthy diet includes choosing plenty of **lean** meats, eggs, vegetables, fruit, whole grain and dairy products," says Debra Nessel, a registered dietitian with Torrance Memorial Medical Center in Torrance, California.

Eating well also means **leaving out** or only rarely consuming foods that are high in added sugar, **saturated** fat and sodium. That includes most fast food, full-calorie sodas, processed snacks like chips and crackers, and anything with more milligrams of sodium than there are calories in a serving.

2. If you need some help getting motivated, here are the top reasons to be healthy.

Increase productivity

Like a car, your brain needs quality fuel to run efficiently. When it comes to your job, working more efficiently can help you earn more. How much can eating healthy help? One 2012 study published by Population Health Management found that eating an unhealthy diet puts you at a 66% increased risk of productivity loss. Another study in the Journal of Occupational and Environmental Medicine found that an unhealthy diet represented the highest risk for low productivity out of 19 possible risk factors, including lack of exercise, chronic pain and financial instability.

3. **Enhance mood**

What you eat has an impact on your brain, including the parts that regulate mood. Although there's no single food that acts as a proven antidepressant, maintaining stable blood sugar through regular, proper nutrition will help you feel better overall on most days. Foods rich in vitamins and minerals, such as fruits, whole grains and vegetables, have been associated with an overall lower risk of depression, as have foods rich in omega-3 fats, such as nuts, salmon and other fatty fish.

Eating healthy can reduce stress. Some studies have found that consuming foods with omega-3 fatty acids and magnesium may help reduce cortisol levels. Eating a protein-rich diet, including fish and dairy, can help **replenish** protein stores and keep cortisol levels low.

4. **Regulate weight**

Most people know this one, but it still deserves a place on this list since more than half of Americans are overweight or obese, and obesity contributes to nearly 1 in 5 American deaths. Even if it's only by 5-10%, reducing your body weight can lower blood pressure,

improve cholesterol levels and decrease the risk of Type 2 diabetes, according to the Obesity Action Coalition.

Simple healthy choices such as replacing soda with water, choosing veggies instead of chips, and ordering a side salad in place of fries not only will help you lose weight, it also can help you save money. The average obese person spends \$2,741 more on health care per year than a normal-weight counterpart, according to a 2012 study in the *Journal of Health Economics* that looked at data from 2000-2005.

5. **Live longer**

A diet of fruit and vegetables, in combination with exercise, was associated with extended life **expectancy** for women in their 70s, according to a study in the *Journal of the American Geriatrics Society*.

Tips for eating healthy:

What should you do if you're having a hard time choosing the right foods and sticking to a healthful eating pattern? Here are some tips:

- ✓ Stay hydrated. This will help you reduce cravings and feel fuller.
- ✓ Don't skip meals. Eat at about the same time each day, if you can.
- ✓ Get active. Just increasing activity a little bit may create a mindset to eat better too.
- ✓ Preplan around cravings. If you always get hungry for salt at 3 p.m. or sugar after dinner, have a healthier alternative ready to go.
- ✓ Forgive yourself when you slip up. Beating yourself up after a slip-up tends to unravel all of your goals; picking back up as though you didn't make a misstep is a better option.


Keep in mind that good choices, like eating a healthy diet, happen one at a time. A few small changes in the right direction can help improve your life now, and they may fatten your wallet too.

Glover, Lacie. "6 Reasons for Eating Healthy." *NerdWallet*, 22 June 2017,
www.nerdwallet.com/blog/health/medical-costs/benefits-of-eating-healthy/

Individual Activity – Answer the following questions

1. What is the meaning of the word “**lean**” in paragraph 1?
2. What is the meaning of the word “**leaving out**” in paragraph 1?
3. What is the meaning of the word “**replenish**” in paragraph 3?
4. What is the meaning of the word “**expectancy**” in paragraph 5?
5. The author gives 4 reasons why to be healthy, which reason do you think is most important, state why?
6. Write one phrasal verb sample from the reading.

How to Be Healthy Booklet

<p><i>How to be Healthy Booklet</i></p> 	<h3>RECOMMENDATIONS</h3>
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Health Literacy

Show what you know

Ways to Stay Healthy

Write a paragraph using the words: prevention, saturated, lean, replenish, leaving out, and expectancy.

Cite one piece of evidence from the reading passage that supports staying healthy.