**The Refrigerator: Healthy and Unhealthy Choices**

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| **Your Name** Lameese Ahmad | **Language Level** Arabic 1 |
| **Lesson Title/Theme**Theme: What we eat; healthy vs. unhealthy choices  | **Proficiency Level & Lesson Length**Novice Low; 90-minute block lesson |
| **THE TEACHING PROCESS** |  |
| **Materials**1. One minute twenty-six second watching activity: [*https://www.youtube.com/watch?v=C5j8dJ0ub7M*](https://www.youtube.com/watch?v=C5j8dJ0ub7M)
2. Authentic reading about healthy eating vs. unhealthy food choices
3. Graphic organizer to support the reading task
4. Manila folders, one per student to serve as their “refrigerator”
5. Five sets of notecards with pictures of different food and drink vocabulary (previously learned)
6. Five sets of “I eat” and “I drink” notecards
7. Two-minute listening activity: [*https://www.youtube.com/watch?v=hkYRf0ancms*](https://www.youtube.com/watch?v=hkYRf0ancms)
8. Markers and color pencils to illustrate their refrigerator.
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| **Lesson Overview** * Students will view a video featuring Arabic food, identifying food items or ingredients.
* In partnerships students will be asked to organize different foods and drinks notecards under two categories, “I eat” and “I drink.”
* Students will then be shown a two minute, authentic video in which they will hear the speaker say, “I love to eat a banana” and “I love to eat watermelon.” These two foods appear in the reading and pre-reading exercise. They will be asked to identify the two kinds of fruits the speaker “loves to eat” and make comparisons as they discuss culturally influenced food choices.
* Students will then be given a short, four sentence passage *(Arabic sentences are longer than English sentences)* in which they will be asked to identify four different people’s diet. They will document their findings in the first part of a graphic organizer, in which they will mark whether eat person has a healthy or unhealthy diet. In the second part of the graphic organizer, students will have to explain why each person’s diet is healthy or unhealthy.
* After the reading, students will work in pairs to design two refrigerators, using manila folders, The first will present “healthy Arabic foods and drinks” on one side and “unhealthy foods and drinks” on the other side. The second will do the same, but with foods from the American diet. Expectations will be modeled by presenting a teacher created “manila folder refrigerator”.
* Additionally, students will decorate the front of the Arabic and American refrigerators by including pictures *(drawn by students)* captioned in Arabic, a to-do list in in Arabic and other items one might typically see on a family refrigerator.
* Students will present their refrigerators in groups of four. For homework, they will look into the family refrigerator, discuss their home diet with parents, add five more items to their refrigerator and make a list of 5 targeted items exclude from their healthy diet.
* To close, I will first ask random students what healthy or unhealthy item their partner included in his or her refrigerator that surprised them. Then I will ask each student to let me know their favorite healthy or unhealthy food item they have in their refrigerator as they exit the room.
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| **3 Part Lesson Objectives *(Action, Condition and Criteria)***Working in partnerships, students will watch a culturally authentic video to review food and beverage related vocabulary, read a short article about different diets, identify and categorize foods mentioned in the article as healthy or unhealthy. Using a manila folder, they create a model refrigerator that includes, a door decorated with 3 personal items, an inside door with 5 Arabic foods and/or beverages, and, on the inside, five healthy and five unhealthy foods they eat often in the USA. |
| **TEKS and ACTFL Can-Do Statements** |
| **Social Studies: §113.43. World Geography Studies** (18)  **Culture**. The student understands the ways in which cultures change and maintain continuity. The student is expected to:* 1. identify examples of cultures that maintain traditional ways, including traditional economies; and
	2. evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises, the English language, technology, or global sports.

**LOTE: §114.22. Levels I and II - Novice Progress Checkpoint** **(1) Communication.** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:1. engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;
2. interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and
3. present information & convey short messages on everyday topics to listeners and readers.
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| **Interpretive Communication**: Students watch a video and read a short article. **ACTFL Can-Do Statements:*** I can recognize some familiar words and phrases when I hear them spoken.
* I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.
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| **Interpersonal Communication**: Students identify and categorize food together. They build their manila refrigerators and present their creation as a partnership with other partners. **ACTFL Can-Do Statement:** I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.  |
| **Presentational Communication**: In groups of four, students present their healthy and unhealthy choices to three listening students. **ACTFL Can-Do Statements:*** I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions
* I can write lists and memorized phrases on familiar topics.
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| **§114.22. Levels I and II - Novice Progress Checkpoint** **(2) Cultures.** The student gains knowledge and understanding of other cultures. The student is expected to:1. demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
2. demonstrate an understanding of the products (what people make) and how they are related to the perspectives (how people perceive things) of the cultures studied

*Students will watch two short authentic videos. In the first, students see a typical Arabic food. They will identify the food (kabob…) or ingredients (rice…). In the second, a “late night” host brings a stem from a banana tree so the students will see how bananas really grow. Students compare what they see with their knowledge of USA grocery stores. They will document their understanding in their refrigerator project.* |
| **§114.22. Levels I and II - Novice Progress Checkpoint** **(3) Connections. (Nutrition and Wellbeing)** The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:* use resources (that may include technology) in the language and cultures being studied to gain access to information; and
* use the language to obtain, reinforce, or expand knowledge of other subject areas.

*Students will discuss healthy vs. unhealthy foods and use Arabic to categorize various foods and drinks in the correct category. We will not go into depth about nutrition; however, students will use Arabic to explain why ice cream is an unhealthy food (because it has a lot of sugar). They will discuss American “fast food” and its presence in the Arabic Speaking World.* |
| **§114.22. Levels I and II - Novice Progress Checkpoint** **(4) Comparisons.** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:* demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
* demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and
* demonstrate an understanding of the influence of one language and culture on another.

*Students will watch videos to identify, compare, and contrast foods and beverages. After a short reading, students will compare Arabic and American healthy and unhealthy foods and drinks.*  |
| **§114.22. Levels I and II - Novice Progress Checkpoint** **(4) Communities.** The student participates in communities at home and around the world by using languages other than English. The student is expected to:(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate*Students review the contents of their home refrigerators. Discuss the contents with their parents. Consider if any item would also appear in an Arabic refrigerator, then, add five more items to the “manila refrigerator”.* |
| **INSTRUCTIONAL SEQUENCE** |
| **Phase One: ENGAGE the Learner *presented by (student)*** |
| *These activities mentally engage students with an event or question. Engagement activities capture students' interest and help them to make connections with what they know and can do. The teacher provides an orientation to the lesson and assesses students¹ prior understanding of the concepts addressed in the lesson. The Engagement should transition students to the lesson of the day.* **Engagement Activity Described – How do you grab their interest?** Projected on a screen: Images of American Fast Food but the Arabic Version, recognizable by the logos. Model Q & A: “Do you like (Coca Cola)? Yes, I like it or No I don’t like it. After the students have had a few minutes to discuss their feelings about fast food, I will hand every two students 11 notecards with a picture and its corresponding word in Arabic. Six of these notecards will be foods and the other five will be drinks. I will also give each pair of students a notecard that says “I eat” and “I drink.” Students will then categorize each food and drink, either under “I eat” or “I drink.” However, they cannot just place the food or drink notecard under the correct category; they will need to say, “I drink coffee.” Before they begin the engagement, I will model for them what I expect them to do. After they have finished the activity, we will quickly go over their answers as a class. There will be five groups and I will ask each group to present an “I eat” and “I drink” item. (So I don’t see her how the signatures work)After the students complete the engagement, the teacher will project a PowerPoint presentation so, as a class, the students can review the vocab on the notecards and the Arabic-American Fast Food and practice pronouncing them aloud.  |
| **What’s the teacher doing?**Teacher will be walking around the classroom as students ask and answer questions about food, first about fast food, then about the food they have categorized.After students have collected their peers’ signatures, the teacher will go over what students have asked and answered as a class.  | **What are the student’s doing?**Students ask each other about their Fast Food likes and dislikes. Students categorize five food notecards and five drink notecards under an “I eat” or “I drink” category. They use full sentences while categorizing the foods and drinks by saying something like, “I eat bread.”  |
| **What’s the teacher doing?**Teacher will be walking around the classroom as students ask and answer questions.After students have categorized the correct foods and drinks, the teacher will ask each group to present one thing they eat and drink (according to the notecards they categorized). Teacher states the objective: “Do you think that where you are born influences your taste in food? Today we are going to do a lot of thinking about what we eat here in the USA and what people eat in the Arab speaking world. Do we all eat healthily? Unhealthily? A combination of the two? How would you fill your refrigerator? Today you will have a chance to do exactly that.” | **What are the student’s doing?**After completing the activity, each pair of students will share with the class one thing they eat and drink, using full sentences in Arabic.  |
| **Phase Two EXPLORE the Concept: Presented by (Student)** |
| *Next, students encounter hands-on experiences in which they explore the concept further. They receive little explanation and few terms at this point, because they are to define the problem or phenomenon in their own words. The purpose at this stage of the model is for students to acquire a common set of experiences from which they can help one another make sense of the concept. Students must spend significant time during this stage of the model talking about their experiences, both to articulate their own understanding and to understand another's viewpoint.***Exploration** **Activity Described – What do they discover?**Three steps:1. Watch a 1M 26 second video that presents Jordanian dishes.
2. Watch a 2M video that features two food words
3. Read a short passage about food and diet

After students have discussed, categorized, and presented foods and drinks they eat and drink, students will then be shown two short, authentic videos in which they are presented first with a series of Arabic foods and another in which the will hear the speaker say, “I love a banana” and “I love a watermelon.” During the first video, students will use list any foods or ingredients that they recognize. For example, they may identify “kabobs” or simply write “meat” or “lamb”. These words “watermelon and banana” will also see in the reading and pre-reading exercise. After watching the videos, students will be asked to identify what the host in the program said about bananas and watermelon. The host also brings a bunch of bananas (a banana stem), so the students will explore how bananas are bunched together rather than how they see them in the U.S. supermarkets. Students will then be given a four sentence passage addressing healthy and unhealthy foods. The passage will be broken into four part/ sentences (sentences in Arabic tend to be longer than English sentences). Each part will represent a person and they will be speaking about the foods and drinks they like to eat and drink. The students will then be given a worksheet where they will be asked to, first, identify if each of the four speakers has a healthy diet or unhealthy diet.  |
| **What’s the teacher doing?** The teacher will show two short authentic videos, first asking students to jot down any food words they recognize in the Jordanian diet and then, to pay attention to how the bananas are presented and what the host says about bananas and watermelon in the second video. After viewing the videos, the instructor will ask the students what they witnessed and heard.  | **What are the student’s doing?** Students are watching two short videos.During the first they jot down any food word they see represented in Jordanian food. The world can be a type of food (kabob, dessert…) or an ingredient (rice, dates…) In the second video students identify the words for watermelon and bananas and focus on how the fruit looks compared to supermarket fruit in the USA |
| **What’s the teacher doing?**Before reading, the teacher asks, “What are some of the reading strategies we can use here?” The teacher will inform the students that they will read the passage twice before the writing task. The first time, they will take 2 minutes to quickly skim the reading in order to identify the type of reading. | **What are the student’s doing?** The students will list, in English, important reading comprehension strategies. The teacher will write these strategies on the board. The students will then skim the reading to identity what type of reading the are about to read. |
| **What’s the teacher doing?**The teacher will walk around the classroom to check for understanding and to make sure students stay on task, while they skim the reading.  | **What are the student’s doing?**Students will take two minutes to skim and identify the type of reading. |
| **What’s the teacher doing?** The teacher listens to partners as they share their ideas about the type of reading the have. Then ask for a student to confirm the selection type. | **What are the student’s doing?**After the students have skimmed the passage, they will reconvene as a class and take a minute or two to discuss the type of reading they read.  |
| **What’s the teacher doing?**The teacher directs the students to read the passage a second time, then, fill out the first chart; walks around the room to observe progress and respond to question or concerns. Finally, the teacher will review the students’ answers as a whole class.  | **What are the student’s doing?**The students will read the passage, individually, and check in the appropriate box whether each person in the passage has a healthy or unhealthy diet; review their answers with their peers as a class; then share as a class.  |
| **Phase Three EXPLAIN the Concept: presented by (student)** |
| Here you may wish to STATE the Objective in Terms the Students Will Understand *(If you have not previously done so.)* |
| *Students* ***EXPLAIN*** *the Concept and Define the Terms. Only after students have explored the concept do the curriculum and/or teacher provide the explanation and terms for what they are studying. The teacher may confirm or clarify the concepts via comments, demonstration, reading, or multimedia (video, computer-based). Students then use the terms to describe what they have experienced, and they begin to examine mentally how this explanation fits with what they already know. Students explain what they uncovered/discovered in their exploration. The teacher confirms and or clarifies the discovery. The teacher does not “tell” or “lecture.” In this section, describe how you evoke an explanation from your students. Where might they stumble? Are you prepared with multiple ways to clarify new concepts?***Explanation Described – What do you expect your students to “explain”?**After students have identified whether each of the four people in the passage have a healthy or unhealthy diet, students will work in groups of two to explain why eat person has a healthy or unhealthy diet. They will explain by listing various aspects of the four individuals’ diets in a T-chart. For example, they will have identified that Zaid has an unhealthy diet and will list that he eats ice cream, drinks 5 sodas everyday, and doesn’t like vegetables. As they share with each other and the whole class a healthy vs unhealthy diet will be “explained”. They will be brought back to the video of Jordanian food. What did they see that was healthy or unhealthy? *Option: Students create a Venn diagram to compare both diets.* |
| **What’s the teacher doing?**The teacher will walk around the classroom, checking for understanding and helping students stay on task | **What are the students doing/saying?** Each pair of students will explain why each person in the passage has a healthy and unhealthy diet by listing the foods and drinks in their diet. (T-chart format) |
| **What’s the teacher doing?**Once the students have finished, the teacher will call on random students to explain the partnerships decisions. They respond in simple sentences or phrases such as: “Maria eats bread, yogurt and drinks a lot of water.”  | **What are the students doing/saying?** In a whole class discussion, students explain why each person in the passage has a healthy or unhealthy diet by listing the foods and drinks in their diet. |
| **Phase Four ELABORATE on the Concept Presented by Student** |
| *The next stage of the model serves to help students elaborate on their understanding of the concept. They are given opportunities to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far. Interaction between the students is essential during the elaboration stage. By discussing their ideas with others, students can construct a deeper understanding of the concepts.***Elaboration Activity/Activities Described – How will your students apply the new learning?**In groups of two, students will each be given a manila folder and will be informed that one will represent their refrigerator and the other, a refrigerator in an Arabic speaking country. Inside the folder on one side, they will write at least five sentences describing healthy foods and drinks in the corresponding diet. However, on the other side of the folder, they will be asked to write at least 5 sentences describing unhealthy foods and drinks. To set expectations, students will see and consult a teacher-prepared model and rubric. Since the manila folder represents a refrigerator, students will decorate the front of their refrigerators by including pictures of Arabic letter magnates, photos (drawn by student) with a caption (short sentence in Arabic), and/ or a to-do list in Arabic using the verbs they know, “I eat, I drink, I walk to, I study, etc.”.  |
| **What’s the teacher doing?**The teacher will share the model refrigerator and rubric She will ask the students if they have any questions before delving in to the activity.  | **What are the students doing?** Students will observe the model and rubric and listen to the teacher’s expectations regarding the refrigerator activity. |
| **What’s the teacher doing?**While the students are writing about the healthy and unhealthy foods and drinks in their diets, the teacher will be walking around the classroom, checking for understanding and making sure students are staying on task.  | **What are the students doing?** Students will work in pairs on their two refrigerators. They may consult online sources to better understand the diet in the Arabic speaking world.  |
| **Phase Five: EVALUATE Understanding of the Concept Presented by Student** |
| *This penultimate stage of the model has a dual purpose. It is designed for the students to continue to elaborate on their understanding and to evaluate what they know now and what they have yet to figure out. Although the key word of the stage is “evaluate”, the word does not indicate finality in the learning process. Indeed, students will continue to construct their understanding of these broad concepts throughout their lives. Evaluation of student understanding should take place throughout all phases of the instructional model. The evaluate stage, however, is when the teacher determines the extent to which students have developed a meaningful understanding of the concept.***Evaluation Activity Described – How will students demonstrate their understanding of the new concept?**After students have finished creating their refrigerators, groups of four will share their efforts. For example, one students may present on the healthy foods and drinks they included by saying, “I eat bananas and drink water,” while another student may say, “I eat candy and drink soda.” This evaluation activity will be practice for the closing activity. After the small group share, volunteer partnerships will be invited to share their work to the whole class, in presentation mode. They will state: “This is my American/Arabic refrigerator,” in Arabic and present one healthy OR unhealthy food AND drink they have in their refrigerator, by using a full sentence. For example, one group might say, “I eat ice cream everyday and drink soda in the morning,” or “In Jordan, I eat dates and drink Arabic coffee all day.” If time allows, all partners will be invited to present.  |
| **What’s the teacher doing?** While students are presenting their refrigerator activity to one another in their groups, the teacher will walk around the classroom offering help and helping students are on task. When they finish, the teacher will facilitate an opportunity for students to present to the whole class. **If time is short:** Which partnership had a great presentation that you think they should share with the whole class? (1-3 partnerships share)**If there is time to spare**: All partners present. Students have a three column presentation assessment handout the includes:Student Name/Healthiest Foods/Unhealthiest Foods. To assure that students are attentive to their peers, they are required to complete the chart.**Optional: Next day activity:** Teacher posts all refrigerators on the wall. Students do a gallery walk with sticky notes to leave comments on the work. **Teacher** may ask students to vote for “Best fridge door design”, “Healthiest Choices”, “Unhealthiest Choices”, etc. (polleverywhere.com or socrative.com) | **What are the students doing?** Within the group of two, each group will present to one another at least one item, which they have included to one another. Students will volunteer to present to the whole class.  |
| **Phase +1 EXIT STRATEGY to close the lesson**  |
| *The exit strategy serves as a formative assessment that demonstrates what students have learned. It allows students to summarize main ideas, evaluate the learning process, answer questions posed at the start of class and link past, present and/or future learning. The closure demonstrated a need for additional practice, re-teaching or mastery of the learning presented in class.***Exit Strategy Activity – How will you close the lesson?** Students will have a Socrative.com exit ticket that asks: Which diet do you think is the healthiest?* American or Arabic?
* Which of the following foods would you include in a healthy refrigerator? (Select from 6+ items)
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| **What’s the teacher doing?** The teacher has displayed a QR Code and room number on a projected slide that will take students to socrative.com for their exit ticket. | **What are the students doing?** Students use cell phones to take the exit-ticket survey. As they leave the room, the teacher asks each – What is a healthy food you love? |
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**كويس ومش كويش**

**زيد:** أنا بحب آكل بوظة وشوكولاتة وأشرب بيبسي وعصير موز في الصبح.

**ماريا:** أنا بحب أتفرج على التلفزيون وآكل شيبسي وبقلاوة وأشرب شاي بالسكر كتتتتتييييير!!

**أمل:** أنا ما بحب آكل كتير بس بحب أشرب قهوة بالحليب.

**ديفيد:** أنا بحب آكل بطيخ ودجاج وأشرب ماي وشاي أخضر.

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