

Multilevel Lesson Plan Sample

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CATESOL 2009

Competency Topic: Nutrition and Food

Levels: Beginning

	Level C (Highest)	Level B	Level A (Lowest)
WARM-UP / REVIEW:	Warm-up Worksheet C Discuss food groups	Warm-up Worksheet B Identify food groups	Warm-up Worksheet A Identify food groups
INTRODUCTION / OBJECTIVE:	List different foods on the board. Ask students which are healthier. Teach students to show one finger for healthier and two fingers for less healthy.		
	By the end of class, students will be able to <i>plan healthy meals and discuss changes in diet to improve health.</i>	By the end of class, students will be able to <i>plan healthy meals.</i>	By the end of class, students will be able to <i>identify foods for breakfast, lunch, and dinner.</i>
PRESENTATION LIKEABILITY:	Use the visuals on page 51 <i>Stand Out Book 2 2nd Edition</i> . Ask the group about the foods each eat for breakfast, lunch, and dinner. Help the low-level students recognize the name and the three meals (breakfast, lunch, and dinner). Ask questions such as; <i>What does Silvia eat and drink for breakfast?</i>		
	Prepare students for the practice. Ask students in their opinions who has a better breakfast, Gilberto or Rosa. Make a few more examples and briefly review what ranking is.		Prepare students for the practice. Have them make a chart with three columns. The column heads are <i>Breakfast, Lunch, and Dinner</i> . Quiz students on the items from page 53. Ask them to close their books and guess whether a food item you give them is for which meal. Have them write their answers like dictation in the chart.
PRACTICE / EVALUATION LIKEABILITY:	Ask students to do Exercise E on page 51 in groups of three or four. In this exercise, they rank the best nutrition. After they rank the meals, ask a student to have groups report and compare. Monitor their discussion as an evaluation.	Ask students to do Exercise E on page 51 in groups of three or four. In this exercise, they rank the best nutrition. Ask students in pairs to make one days meal from the five given that would be the most nutritious. Ask for reports as an evaluation.	Ask students in groups to put all the remaining food items from Page 51 into the chart. Check their charts and evaluate their understanding.
	Contingency: Contingency Worksheet B,C.	Contingency: Contingency Worksheet B,C	Contingency: Contingency A
PRESENTATION CROSS-ABILITY:	<p>Prepare students for the practice. Go over their earlier discussions. Check their work. Review page 51 again. Prepare them to do Exercise A on page 51.</p> <p>Write the following conversation on the board:</p> <p>Student 1: What does Silvia eat for breakfast? Student 2: She eats <u>cereal</u>. Student 1: What does she drink? Student 2: She drinks <u>milk</u>.</p>		

PRACTICE / EVALUATION CROSS-ABILITY:	<p>Students ask the questions to A and B levels. They should make a distinction between <i>eat</i> and <i>drink</i>. Ask them to help the students they converse with in this aspect.</p> <p>For evaluation observe and ask volunteers to demonstrate in front of the class.</p>	<p>Students ask questions and respond to questions in complete sentences. Speaking to A and C levels.</p> <p>For evaluation observe and ask volunteers to demonstrate in front of the class.</p>	<p>Students respond to questions with one-word answers speaking to B and C levels.</p> <p>For evaluation observe and ask volunteers to demonstrate in front of the class.</p>
OTHER CROSS-ABILITY AS EXAMPLES:	<p>Additional Cross-ability as an example:</p> <p>Ask students in pairs to do a VENN diagram comparing the breakfast, lunch, and dinner of Rosa and Augustin from page 52.</p> <p>Additional Cross-ability as an example:</p> <p>Ask students in groups to plan a breakfast lunch, and dinner for three days as if they were a family. Ask them to make sure the meals are nutritious.</p>		
PRESENTATION SAME/DIFFERENT	<p>Prepare students for the practice. Students will listen to the same information. Students will have different tasks. Prepare them by going over the food items on page 51 again.</p> <p>Give the following dictation:</p> <p><i>Rosa is a good cook and she is healthy. She likes many different foods like turkey, yogurt, and soup. She eats toast for breakfast. She also likes coffee. She knows that coffee may not be healthy.</i></p>		
PRACTICE / EVALUATION SAME/DIFFERENT	<p>Give this level the following and ask the students to complete it while listening to the dictation.</p> <p>_____</p> <p><i>and she is healthy. She _____ many different foods like _____, _____, and _____. She eats toast for breakfast. _____ She knows that coffee may not be healthy.</i></p> <p><i>Ask students to compare answers with other levels to check their answers.</i></p>	<p>Give this level the following and ask the students to complete it while listening to the dictation.</p> <p><i>Rosa is a good _____ and she is healthy. She likes many different _____ like _____, yogurt, and _____. She _____ toast for breakfast. She also _____ coffee. She knows that coffee may not be healthy.</i></p> <p><i>Ask students to compare answers with other levels to check their answers.</i></p>	<p>Give this level the following and ask the students to complete it while listening to the dictation.</p> <p><i>Rosa is a good cook and she is healthy. She likes many different _____ like _____, yogurt, and soup. She eats _____ for breakfast. She also likes _____. She knows that coffee may not be healthy.</i></p> <p><i>Ask students to compare answers with other levels to check their answers.</i></p>
APPLICATION	<p>Ask students in groups to imagine they are creating a website for nutritious meals that are delivered to customers. Have them describe meals and discuss what should be included.</p>	<p>Ask students to plan meals for their own families or for themselves for a week. Then ask them to compare the meals with a partner.</p>	<p>Ask students to complete a chart describing what they have eaten for breakfast, lunch, and dinner.</p>