



Teacher: Joy Zamierowski	Date: February 1, 2017
Student/s: Beginning Basic Education/Low Intermediate Basic Education	Class: Tutor/student pair Content area: ELA
Line of Inquiry/ Big Ideas: Food Trends: Building knowledge of current day food trends while focusing on reading for textual understanding	
Lesson Title: Food Trends: Reading to determine what the text says and to understand the main idea of a text	
Time: Three two-hour lessons	
Learning Objective/Essential Understanding: <p>The student will demonstrate understanding of two distinct texts by providing written responses to text-dependent questions with 80% accuracy. (Attached: Assignment Worksheet #1, Assignment Worksheet #2)</p> <p>The student will demonstrate understanding of the main idea of two different texts by writing a one paragraph summary of the main idea of each text, using specific details drawn from the text. (Attached: Assignment Worksheet #1, Assignment Worksheet #2)</p> <p>The student will demonstrate understanding of identified vocabulary from the texts by distinguishing between words she thinks she knows and the actual definition of the word and by writing sentences in which the vocabulary words are used correctly with 80% accuracy. (Attached: Assignment Worksheet #1, Assignment Worksheet #2)</p> <p>The student will be able to access fast food nutritional information from the Internet and organize and analyze the information for understanding with the support of the tutor.</p>	
Materials/Resources: <p>Newsela.com: This site includes articles, including articles organized in various text sets, which can be used with multilevel learners. They are available at varying Lexile and grade levels. The two articles used in this lesson are as follows: “Food company invents burgers that are juicy and tasty and made from veggies” and “McDonald's scrambles business when it switches to cage-free eggs.” (Lexile level 830/grade level 5 was used with this student)</p> <p>Assignment Worksheet #1, Assignment Worksheet #2, Assignment Worksheet #3</p> <p>Laptop, paper, pens/pencils, highlighters</p>	

Foundational Skills, CCR Standards, and Key Instructional Advances

<p>Foundational Skills Addressed:</p>	<p>Foundation skills framework: Students need these same skills in the workforce and as they transition to postsecondary education and training. Specific Foundation Skills (Basic Workplace Skills) of focus for this lesson include the following: Reads with understanding and Uses Technology.</p>
<p>CCRS Addressed:</p>	<p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)</p> <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)</p> <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of general academic or domain-specific words and phrases in a text relevant to a topic or subject area. (RI.5.4)</p> <p>CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a.b.c.d. W.3.2)</p>
<p>Key Instructional Advances</p>	<p>Practice with complex text and academic vocabulary</p> <p>Cite evidence from the text to understand what the text is saying</p> <p>Build literacy knowledge in other disciplines such as science</p>

Introduction:

Students need to practice reading informational text, so they can approach the many “real life” texts which they encounter regularly. As students increase vocabulary, fluency, and comprehension skills, they can increase their comfort level in reading and understanding informational text. Additionally, students need to be able to access information from

resources, including online resources, evaluate the information in order to understand it and then use it to help them inform their decision making.

Day 1:

Vocabulary: food scientist, saving, strips, veggie, muscly, passed (past), plant, alternatives, global warming, demand

Today we are going to talk about food and some of the latest trends around food. We are going to begin by reading an article from the news source, Newsela. We are focusing on two main skills as we begin reading and talking about the article:

1. Reading and then citing evidence from the text in order to fully understand what the text is saying. We will talk about what we understand the text to mean, but you will also be demonstrating your understanding by writing responses to questions about the text.
2. Secondly, I am going to ask you to really think about the main idea of the text that you are reading. Once we have read the article several times, I am going to ask you to write a paragraph summarizing the main idea of the article.

Let's talk about some strategies that you might use when thinking about the main idea of a text: Identifying topic or title, looking at the first/last sentence of the article, noticing any major details that seem to be emphasized, understanding the vocabulary of the article, etc.

Review/Stimulate Prior Knowledge:

Introduce the text: **"Food company invents burgers that are juicy and tasty and made from veggies"**

- Tutor and student will read the title and the teacher will ask the student to suggest ideas that she thinks might be included in the article. The tutor will encourage her to think up any questions that she has about the reading prior to reading. Together, they will notice pictures, captions, and headings of the article. Teacher will ask, "Have you ever eaten a "veggie burger?"

Activities:

- Student will begin reading aloud (her choice), and the tutor will assist her with the pronunciation of unknown words to support understanding of what she is reading. She will read the entire article through this first time.
- The student will be asked to read the article again. This time, she will be asked to circle unknown words and write (?) and/or circle areas of the reading that she finds confusing. Student and teacher will talk about these sections of the text after the second reading.

- The student will then use a highlighter to identify details of the story that she feels explain or connect with the main idea of the article.

Student will answer independently the accompanying Newsela questions and teacher-developed text-dependent questions by referring back to the article and finding the evidence to support her responses to the questions. (Assignment Worksheet #1)

- Student will define vocabulary words on paper or write a synonym for the vocabulary word, using a dictionary or a Thesaurus. The student will write vocabulary words in individual sentences, showing understanding of the meaning(s) of identified and any additionally noted vocabulary words. (Assignment Worksheet #1)
- The student will write a one paragraph summary of the main idea of the article, following the guidelines included in the attachment. (Assignment Worksheet #1)

Wrap-Up/Reflection:

- Student and teacher will discuss the pros/cons of veggie burgers vs. real meat burgers using evidence from the article.
- Exit Ticket - Written or oral: Two things that you learned; two questions that you still have

Introduction:

Day 2:

Vocabulary: scrambles, aviary, cage-free, challenged, rights, produce, producer, settles, issue, represent, outbreaks

We have been focusing on developing two main reading skills, so that we better understand the content and the meaning of the articles and texts that we read, both in school and also outside of school. What do we look for in an article to help in understanding what the text says or the meaning of the article? (Finding details, citing evidence, etc.)

Secondly, we have been working on summarizing an article or a text. What are we trying to understand, regarding a text, when we summarize? (the main idea, central idea or big idea)

Activities:

- Student will begin reading aloud (her choice), and the tutor will assist her with the pronunciation of unknown words to support understanding of what she is reading. She will read the entire article through this first time.
- The student will be asked to read the article again. This time, she will be asked to circle unknown words and write (?) and/or circle areas of the reading that she finds confusing. Student and teacher will talk about these sections of the text after the second reading.

- The student will then use a highlighter to identify details of the story that she feels explain or connect with the main idea of the article.
- Student will answer independently the accompanying Newsela questions and teacher-developed text-dependent questions by referring back to the text for evidence to support her responses to the questions. (Assignment Worksheet #2)
- Student will use a “guess and check” strategy for defining vocabulary words. First, she will write down what she thinks the word means, based on any clues that she discovers by reading the word in the context of the text. Next, she will look the word up in a dictionary and write a two/three word definition from the source. She will compare the two and discuss what she knew and what she learned with the tutor.(Assignment Worksheet #2)
- The student will write a one paragraph summary of the main idea of the article following the guidelines included in the attachment. (Assignment Worksheet #2)

Wrap-Up/Reflection:

- Student and teacher will discuss the pros/cons of producing eggs with stacked wire cages vs. producing cage-free eggs
- Exit Ticket - Written or oral: Two things that you learned; two questions that you still have

Introduction:

Day 3:

The student and tutor will review the key information that has been covered over the previous two days. The tutor will ask questions relevant to the skills and knowledge learned.

Review/Stimulate Prior Knowledge:

Review:

- Citing details and evidence from text to understand what the text says
- Learned strategies for finding the main idea of a paragraph or a text
- Review of vocabulary from the two previously-introduced texts
- Writing an informative/explanatory paragraph, the different components of the paragraph, and the importance of citing evidence from the text/article to develop the paragraph.
- Discussion relevant to how the focus on identified Foundation Skills will help the student outside of school, in future work or training opportunities.

- Discussion of food trends, nutrition, food costs, eating out and ways in which all of these topics impact families, especially the student and her family.

Activities:

- Activity to integrate the use of technology into the lesson is included in the attachment. (Assignment Worksheet #3). Final Activity: The student will identify a favorite fast food restaurant and then access the fast food restaurant's nutritional information online. The student will collect the information around calories, fat, fiber, sodium, and sugar for three items that she considers to be healthier items and then three items that she feels are less healthy menu items. She will complete a T chart with healthy options labeled and identified on one side of the chart and unhealthy items labeled and identified on the other side of the chart. T chart located here:
<https://www.eduplace.com/graphicorganizer/>

Wrap-Up/Reflection:

- Student and tutor can discuss food choices, taking into account the reasons why individuals might make the choices that they do: cost, taste, nutrition, convenience, etc.

Optional Homework:

After the final day of instruction, suggest that students look for a food-related article that they find interesting. Ask that they read the article and be ready to orally summarize it during the next meeting to encourage them to build knowledge on the topic.

Example: Genetically modified apple that never browns to hit stores

<http://www.chicagotribune.com/business/ct-arctic-apple-gmo-20170124-story.html>

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Notes to others who might use this lesson:

- Teacher/tutor is used interchangeably, as it would be appropriate for a tutor working one on one, or with a teacher working in a classroom.
- The teacher/tutor may have to provide a varying degree of support, especially with learners at lower levels, as they work to improve their skills around the identified standards. Scaffold as necessary.

- The skills of focus within this lesson will most likely need to be taught several times, especially to learners at the lower levels, so the same lesson can be used more than once by modifying the activities and changing the text.

Assignment Worksheet #1

A. Answer each question using evidence and supporting details from the text.

1. Cite evidence to explain why Ethan Brown believes that it was important to invent a veggie burger that people would like to eat.
2. Whose ideas helped him to create fake meat that tasted more real?
3. On page two, the first sub-heading reads, "Putting Tofu to Shame." What is the author's meaning?
4. How does the author feel about animal farms, as found on page 2, paragraphs beneath, "Changing People's Minds about Meat? Use evidence from the article to support your answer.

B. Answer questions accompanying the Newsela article.

C. Vocabulary: Look up each word in a dictionary and write a two or three word definition or a synonym of the word. After you understand the meanings of the vocabulary words, write a complete sentence using one new vocabulary word in each sentence.

Food scientist

Saving

Strips

Veggie

Muscly

Passed

Past

Plant

Alternatives

Global warming

Demand

D. Write a one paragraph summary of the main idea of this article, **“Food company invents burgers that are juicy and tasty and made from veggies”** using complete sentences. Cite three details from the article that support your summary of the main idea. Include the following:

- Introductory sentence
- Three supporting details
- Concluding sentence

Use a different color highlighter to show each part of the paragraph that you write.

Assignment Worksheet #2

B. Answer each question using evidence and supporting details from the text.

1. Why are egg producers changing the way in which they raise chickens?
2. On page 2, first paragraph, first line, beneath, "Cage-Free Future Predicted," the author uses the word, "issue." What is another word for the meaning of "issue" used in this sentence?
3. What two points of view about raising chickens does the author share?
4. With which point of view do you agree? Cite the supporting evidence for your choice.

B. Answer questions accompanying the Newsela article.

C. Vocabulary: Student will use a "guess and check" strategy for defining vocabulary words. First, she will write down what she thinks the word means. Next, she will look the word up in a dictionary and write a two/three word definition from the source. She will compare the two and discuss what she knew and what she learned with the tutor.

Scrambles

Aviary

Cage free

Challenged

Rights

Produce

Settles

Issue

Represent

Outbreaks

Write a one paragraph summary of the main idea of this article, **“McDonald's scrambles business when it switches to cage-free eggs,”** using complete sentences. Cite three details from the article that support your summary of the main idea. Include the following:

- Introductory sentence
- Three supporting details
- Concluding sentence

Use a different color highlighter to show each part of the paragraph that you write.

Assignment Worksheet #3

- A. Activity: The student will identify a favorite fast food restaurant and then access the fast food restaurant's nutritional information online. The student will collect the information around calories, fat, fiber, sodium, and sugar for three items that she considers to be healthier items and then three items that she feels are less healthy menu items. She will complete a T chart with healthy options labeled and identified on one side of the chart and unhealthy items labeled and identified on the other side of the chart. T chart located here: <https://www.eduplace.com/graphicorganizer/>