

Daily Lesson Plan Template

Teacher: Eman Altayyeb

Grade Level	High school	Language Level	Novice high	Date		Day in Unit	1
Unit Theme and Question	Global Challenges: Nutrition and Food Pyramid What is a healthy life style?						
STANDARDS	LESSON OBJECTIVES						
	Students can:						
How will the modes of communication be addressed in this lesson?	X	Interpretive	analyze video on nutrition				
	X	Interpersonal	Identify food components and groups from the food pyramid; match pictures of food with food groups				
		Presentational					
If applicable, indicate how the Connections/Comparisons/Communities goals of the unit will be part of your lesson today.		Connections	Biology: Nutrition				
		Comparisons					
		Communities					
Lesson Sequence	Activity/Activities What will you do as the teacher? What will students do?			Time How much time will this segment take?	Materials/Resources/Technology Be specific. What materials will you develop? What materials will you bring in from other sources?		
Gain Attention get students' attention, pique interest (engage students when they arrive, introduce posted goals, establish context, make certain students know how they will use the new information)	Greet the students then tell them about what I ate for dinner last night and why I feel tired. The attempt is to have them understand that what I have eaten was not too healthy. Then ask them to turn to their partners and ask each other what they ate the day before in order to determine if the food was healthy or not! Then ask them to look at the poster on the white board and try to answer the questions on the first assessment to check prior knowledge) P.S. This poster will be used for pre & post assessment They are going to answer questions while they are watching a video https://www.youtube.com/watch?v=yacig4cAWNQ			20 minutes	1- poster of Food Pyramid 2- video (video will be shown three times throughout this unit. Students will answer few questions related to video on Socrative and on paper)		

<p>Provide Input --- Teacher presents and models new information or concepts in small chunks to avoid information overload</p>	<p>Go through the poster with the students focusing on the new vocab. Using flash cards, show each image of the new vocab then another for its spelling. Repeat the process then ask the students to identify the image and the spelling of the words. Show the video again and pause on the targeted vocab: Food pyramid, meal, Diet, Balanced diet, exercise, nutrition, nutritious, healthy, unhealthy...as a review.</p>	<p>15 minutes</p>	<p>3- Flash cards of new vocabs with images: Exercise/Pyramids/Food Balanced/Diet/Meal Nutritious/ Nutrition Healthy/unhealthy</p> <p>2- Food pyramid poster</p>
<p>Elicit Performance / Provide Feedback – Students practice new information/concepts individually and in pairs/groups.</p>	<p>Split the students into two groups. Give one group a set of the images flash cards and the other a set of the spelling flash cards, then ask each group to show an image so the other group matches it with the spelling of that image. Switch the groups and repeat the activity.</p>	<p>10 minutes</p>	
<p>Provide Input* --- Teacher presents and models new information or concepts in small chunks to avoid information overload.</p>	<p>-Go through the poster with the students again focusing on the next set of vocab. Using the flash cards, show each image of the new vocab then another for its spelling. Repeat the process then ask the students to identify the image and the spelling of the words. Show the video again and pause on the targeted vocab: www.Habits/style/Protein/Carbohydrate/Fat/Minerals/Vitamin/Water , as a review</p>	<p>15 minutes</p>	<p>1-Food pyramid poster 2- flash cards of new vocab; Habits/style/Protein/Carbohydrate/Fat /Minerals/Vitamin/Water</p>
<p>Elicit Performance / Provide Feedback*– Students practice new information/concepts individually and in pairs/groups.</p>	<p>Split the students into two groups. Give one group a set of the images flash cards and the other a set of the spelling flash cards, then ask each group to show an image so the other group matches it with the spelling of that image. Switch the groups and repeat the activity.</p>	<p>10 minutes</p>	
<p>Assess Performance / Closure Teacher checks to see that each student met the lesson goals.</p>	<p>Pass out an image of the food pyramid and ask the students to label it.</p>	<p>10 minutes</p>	
<p>Enhance Retention & Transfer meaningful practice outside of class</p>	<p>Homework: 1-Create on Quizlet your own flash cards using the new vocab. 2-Practice Quizlet exercises and email me a screen shot of the score.</p>		

