**Lesson Plan Title:** Health (The benefits of eating breakfast)

**Materials (include links to online materials)**

1. Links
   - [https://www.youtube.com/watch?v=P9HgdSpB1Bc](https://www.youtube.com/watch?v=P9HgdSpB1Bc)
   - [https://www.youtube.com/watch?v=LgVXj-OduCg](https://www.youtube.com/watch?v=LgVXj-OduCg)
2. PowerPoint
3. Images of different dishes people eat for breakfast
4. Work sheets: van-diagram, wiping map

**Lesson Objective**
- Identifying some of the traditional dishes and cultural practices
- Breakfast meal provides energy and nutrients that our bodies need to function.
- Not eating breakfast can result in feeling tired and not functioning well in class or work.

**Stated Objective:** Define the objective above in engaging, student-centered language—aim here to avoid “teacher talk” or grammatical terms. This may be stated for students before or after the engagement and exploration.

**Differentiation Strategies:** Consider the needs of your student population with dyslexia, hearing impairment, ADHD, etc.

**The Student Can Statements:**
- I can identify traditional breakfast dishes, practices and parents roll in advising their children.
- I can answer and ask questions about if I eat or don’t eat breakfast and what I eat or drink.
- I can discuss the importance of breakfast as a meal.

**Communication**
- **Interpretive:** students will interpret a video segment on the topic of the importance of eating breakfast.
- **Interpersonal:** Students engage in simple conversations to tell whether they eat or don’t eat breakfast and what they eat and drink.
- **Presentational:** Students will present the wiping map and the venn – diagram.

**Culture:** students will recognize some of the dishes (traditional dishes that are eaten in the target culture) Students will recognize some practices such as saying: بسم الله والحمد لله

**Connections:** students reinforce and further their knowledge of Health by knowing the benefits of eating healthy breakfast

**Comparisons:** students will demonstrate understanding of the concept of food and culture through comparisons of the target culture and their own.

**Communities:** Students become lifelong learners by recognizing and following some healthy habits like (eating healthy breakfast, sleeping early, practicing a sport)

**The 5Es Plus 1 Lesson Sequence**

**ENGAGEMENT:** 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. Here students encounter the material, define their questions, lay the groundwork for their tasks, make connections from new to known, and identify relevance.

Estimated time: 5 minutes

What are you, the teacher, doing? And what are the students doing?

- The teacher will play the video while the students entering the class. The teacher plays the video another time. Students will watch the video and circle the food and drinks they see in the video.

**EXPLORATION:** 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/new learning. Students must spend significant time during this stage of the model directly involved with material. Inquiry drives the process; teamwork is used to share and build knowledge base.

Estimated time: 12

- Teacher will show images of Arabic food and drinks and teach the students the vocabulary
- Students will answer yes/no, either/or, short answer questions
- Teachers will teach the students the new vocabulary through TPR (I eat breakfast, I drink)
- Teachers will teach the students the new vocabulary through TPR (I wake up, sleep, eat breakfast, play sport, sleepy, active, participate)

Stated Objective: If you have not stated your objective – be sure you do so before you begin this section.

**EXPLANATION:** Student explanations should precede introduction of terms or explanations by the teacher. The learner explains the discoveries, processes, and concepts that have been learned. The teacher supplies resources, feedback, vocabulary, and clarifies misconceptions. List higher order thinking questions that the teacher will use to solicit student explanations and help them to justify their explanations.

Estimated time: 12

What are you, the teacher, doing? And what are the students doing?

- The students will match the vocabulary with images.
- Teacher will play the video: https://www.youtube.com/watch?v=P9HgdSpB1Bc
  Students will fill in the blank what the family eat and drink
- Teacher will play the video https://www.youtube.com/watch?v=LqVXj-OdUCg
  Students will fill in a Venn – diagram bout Ahmad and Nasser and what are the advantages and disadvantages of eating breakfast.

**ELABORATION:** The next stage of the model serves to help students elaborate on their understanding. 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. In collaboration with others, students can construct a deeper understanding of the concepts. Elaboration can lead to new
inquiry.
Estimated time: 10 minutes

What are you, the teacher, doing? And what are the students doing?
- Teacher will model by stating what she eats and drinks for breakfast. Ask questions (Do you eat breakfast? What do you eat? What do you drink?)
- Inside outside circle: Students will interview each other and ask questions about Do you eat breakfast? What do you eat? What do you drink?
- Students will share information with their classmates about if they are similar to Ahmad or to Nasser and why?

**EVALUATION:** The penultimate stage is an **on-going process** by **both instructor and learner** to check for understanding. Rubrics, checklists, teacher interviews, portfolios, problem-based learning outputs, and embedded assessments. Results are used to evaluate and modify further instructional needs. Evaluation should be embedded throughout the lesson as well as at the end of the lesson in a variety of ways. Ask, how will students demonstrate that they have achieved the lesson objective?

Estimated time: 15

What are you, the teacher, doing? And what are the students doing?
- Students will create and present the wiping map which includes different dishes, cultural practices, what benefits of eating breakfast.
- Students will state what are the similarities and differences between them and (Venn / Ahmad or Nasser).

**EXIT STRATEGY:** The final stage is lesson closure, an important cognitive process that each student must go through to wrap up learning. Closure activities, which may be less than one or up to five minutes long, provide the learner with an opportunity to recap the new or reviewed knowledge that he or she has acquired, thus meeting the lesson objective. Ask students to summarize, review a partner, create an image, or circle back to the opening to effectively solidify their learning.

Estimated time: 4 minutes

What are you, the teacher, doing? And what are the students doing?
- Students will write different dishes people eat for breakfast. Different practices. The advantages of eating breakfast.