

**Name:**

## **Differentiated Lesson Plan – Tiered Activity**

**Develop a tiered lesson for use with students. You are encouraged to use a lesson that you have developed for another course or one you have selected from another resource (with appropriate citations) rather than develop an original lesson plan. Redesign the lesson with at least 3 levels of instruction to address various student achievement levels. *Note: If you choose a lesson that is already tiered to meet varied levels of readiness, your redesign should focus on how you're improving the lesson rather than simply rearrange the content of the original lesson to fit the format of this task.***

- a. Specify grade level(s), materials, and procedures so that your classmates could actually do the activities with their students.**
- b. Include the original lesson plan and your tiered version. A template is provided for your tiered lesson plan.**
- c. These lessons will be shared in recitation sessions.**

**Original Lesson:**

**This Tiered Activity is based on a lesson created for a current or previous methods course. A copy of the original lesson is attached.**

**This Tiered Activity is based on a lesson taken from (cite your source). A copy of the lesson is attached.**

**This is an original lesson developed for this course.**

## Tiered Activity Template

Summary of this Lesson Plan (100 words):

<b>1. Grade level &amp; content (include standards)</b>	2 <sup>nd</sup> / 3 <sup>rd</sup> grade primary school. Health and nutrition (Food Pyramid / Servings): Use information gained from illustrations (e.g. photographs, posters) and the words in a text to demonstrate understanding of the context; Recall information from experiences or gather information from print and digital sources; Determine or clarify the meaning of unknown words; With guidance and support from adults, demonstrate understanding of word relationships; Explain the connection between food and health.		
<b>2. Time frame</b>	90 minutes		
<b>3. Prerequisite/prior knowledge</b>	Students need to know the names of different food items (e.g. apple, bread, milk, meat, carrot...) and the names of different food groups (e.g. fruit, dairy products..)		
<b>4. Pre-assessment</b>	Drawing dictation with the food items and classification of the given food items into food groups.		
<b>5. Purpose or goal(s)</b>	Students will be able to arrange food according to its groups in the food pyramid. Students will be able to determine how many servings of each group should children consume in order to be healthy.		
<b>6. Resources and/or materials</b>	<b>Teacher:</b> <a href="https://www.youtube.com/watch?v=j4uImCEtfOo">https://www.youtube.com/watch?v=j4uImCEtfOo</a> <a href="https://www.thinglink.com/scene/1301872386915696641">https://www.thinglink.com/scene/1301872386915696641</a> List for drawing dictation (Annex 6) Food pyramid poster Magazines (with food item pictures) Play doh <a href="https://learningapps.org/view9702205">https://learningapps.org/view9702205</a>		
	<b>Students</b>		
	<b>Novice</b> Novice Food pyramid sheet (attached file) Annex 1 scissors and glue paper and pencil	<b>Apprentice</b> Apprentice Food pyramid sheet (attached file) Annex 3 scissors and glue paper and pencil	<b>Practitioner</b> Practitioner Food pyramid sheet (attached file) Annex 2 scissors and glue paper and pencil

<p><b>7a. Procedures – whole-class lesson</b></p> <p><b>1. Food Pyramid</b></p> <p><b>2. Servings per group</b></p>	<p>1. Show the students the food pyramid at Thinglink and have a short class discussion on What’s the food pyramid? What does it show us? What are the components of the food pyramid (under what category do the given words fall; e.g. apple, orange and pear are...). Explain to the students that they are going to make their own food pyramid posters today. They need to cut out food items (pictures or words) and glue them in the appropriate food group. If they have trouble dividing the food items explain to them that they can have another look at the food pyramid poster, search the food items in the Thinglink Application or watch a food pyramid on YouTube</p> <p>2. Explain and/or discuss with students the following questions: Why do we need to eat food from all groups? Why are the healthy food groups organized in the form of a pyramid (or a triangle)? Which food items should children consume the least and which the most? What will happen if we just eat a lot of food from one group.</p>		
<p><b>7.b. Procedures – tiered learning activity</b></p> <p><b>1. Food pyramid</b></p> <p><b>2. Number of Servings</b></p>	<p><b>Novice</b></p> <p>1. Start with memory game (Learning apps under teacher resources)</p> <p>2. Give the students worksheet with food pyramid that contains name of the food group and one picture. Explain to the students that they need to cut out the remaining food items and glue them to the correct food group. (They can also copy the words into the appropriate food group or simply draw them).</p> <p>3. Pass out Annex 1 to the students. Explain to them that they have to write with number the amount of servings for each group on their food pyramid posters (give them time to conclude that the black dots represent number of servings; if they don’t pick that up, explain).</p>	<p><b>Apprentice</b></p> <p>1. Give the students worksheet with food pyramid that contains name of the groups. Ask the students to sort out the words that are written on the worksheet in the according group. They can cut out and glue, write and draw, just write or just draw the food items.</p> <p>2. Pass out Annex 3 to the students. Explain to them that they have to write with numbers the amount of servings for each group onto their food pyramid posters (give them time to conclude that the plate represents the amount of food a child should eat in a day; if they don’t pick that up guide them with further clues).</p>	<p><b>Practitioner</b></p> <p>1. Give the students worksheet with a blank food pyramid. The students need to write the names of the food groups, and sort out the words written on the worksheet into the appropriate food group. They can cut out and glue the words, write and draw the words, only write or only draw the words.</p> <p>2. Pass out Annex 2 to the students. Explain to them that they have to write with numbers the amount of servings for each group onto their food pyramid posters(give them time to conclude that the table represents a weeks diet for a child to eat in order to be healthy and that they need to figure out the amount of each food group for one day; if they don’t pick that up guide them with further clues).</p>

<p><b>8. Assessment</b></p> <ol style="list-style-type: none"> <li>1. Pre-assessment</li> <li>2. Formative assessment</li> <li>3. Servings assessment</li> <li>4. End of lesson assessment</li> </ol> <p>(WHOLE CLASS ASSESSMENTS)</p>	<ol style="list-style-type: none"> <li><b>1.</b> Drawing dictation (annex 6): The teacher reads the food items and the students draw the food. Then the teacher explains that they need to draw a red heart next to all the fruits, green heart next to all the vegetables, yellow heart next to all the dairy products, blue heart next to meat and fish, brown heart next to grains, and black heart next to sweets. (Those that have less than 5 mistakes in the drawings and less than 3 mistakes in the classification go to the practitioner group, those that have between 10 and 5 mistakes in the drawings and more than 3 mistakes in the classification go to the apprentice group, those that have more than 10 mistakes in the drawings regardless of the classification go to the novice group).</li> <li><b>2.</b> After making the food pyramid poster, have student self-assessment in a form of a traffic light. Have the students draw a traffic light on their papers and colour GREEN – I understand everything about the food pyramid groups: YELLOW – I understand the food pyramid concept but I still get confused with some types of food (into which group do they belong) RED – I don't understand which types of food belong into which category.</li> <li><b>3.</b> After adding number of servings to their posters, students within each group compare their results with the other members of the group. Each group chooses among themselves a student to present their food pyramid and explain in 2 minutes the main ideas. Students from the other 2 groups show their agreement (thumb up) or disagreement (thumb down) with the presented information.</li> <li><b>4.</b> TIC – TAC – TOE Students choose one task from the table, work it out, and briefly present their work to their classmates at the end of the lesson.</li> </ol>
<p><b>9. Culmination</b></p>	<ol style="list-style-type: none"> <li>1. Group presentation of number of servings.</li> <li>2. Individual presentation of the worked out task (See the above listed assessment section)</li> </ol> <p>Finish with a whole class discussion on the importance of eating healthy.</p>

**Narrative:**

A 1-2 page narrative discussion of your learning. Please try to address what differentiation strategy(s) you chosen to use in the lesson. How are you differentiating? What student needs and/or interests are you addressing? How will you place (or offer) students the differentiated learning experience? How will you know if the lesson is successful?

Given that I've made a differentiated lesson plan for a science based content in English as a second language learning, I've considered different accounts. Firstly, I've differentiated the content of the lesson taking into account the students' knowledge regarding names of food and food groups (names of food in the drawing dictation have all been previously taught, whereas name of food groups haven't been previously taught). So for the practitioner group the students should be able to divide the food into different food categories in Croatian and to name all the food and most of the food groups in English.(and then connect the knowledge from the Croatian with the knowledge of English words). For the novice group students aren't able to name some of the foods and most of the food groups in English and have trouble dividing food into food groups in Croatian. In the middle group – the Apprentice – students either don't know the group names in English but can classify the food or know the food names in English but have trouble with dividing the foods into food groups in Croatian.

Secondly, I've differentiated the process of learning in that I've offered them ways to work out groups of food in the food pyramid through poster, application, YouTube video or by simply reading their worksheets. So, I've tried to address students' different needs in the way they learn new things (visual, audio, investigating, written text...)

Thirdly, I've also differentiated the product. Students can choose the way in which they will present their knowledge (tic-tac-toe). NOTE: teacher will probably have to read the tasks to the most of the students. (This can be done for the entire class but after 5 minutes so the advanced students are given the opportunity to read for themselves).

It is also assumed that the students are familiar with the concepts of mental-maps, comics, song, quiz...

Furthermore, after the formative assessment take time to explain once again the concept of food groups to the students that colored red on the traffic light.

The end-of-lesson assessment is the way I will find out whether all the students reached the prescribed goals of this lesson.

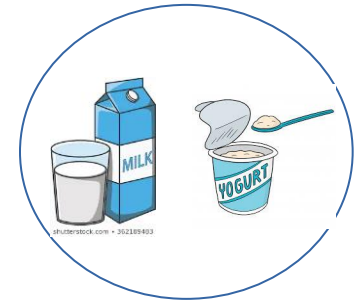
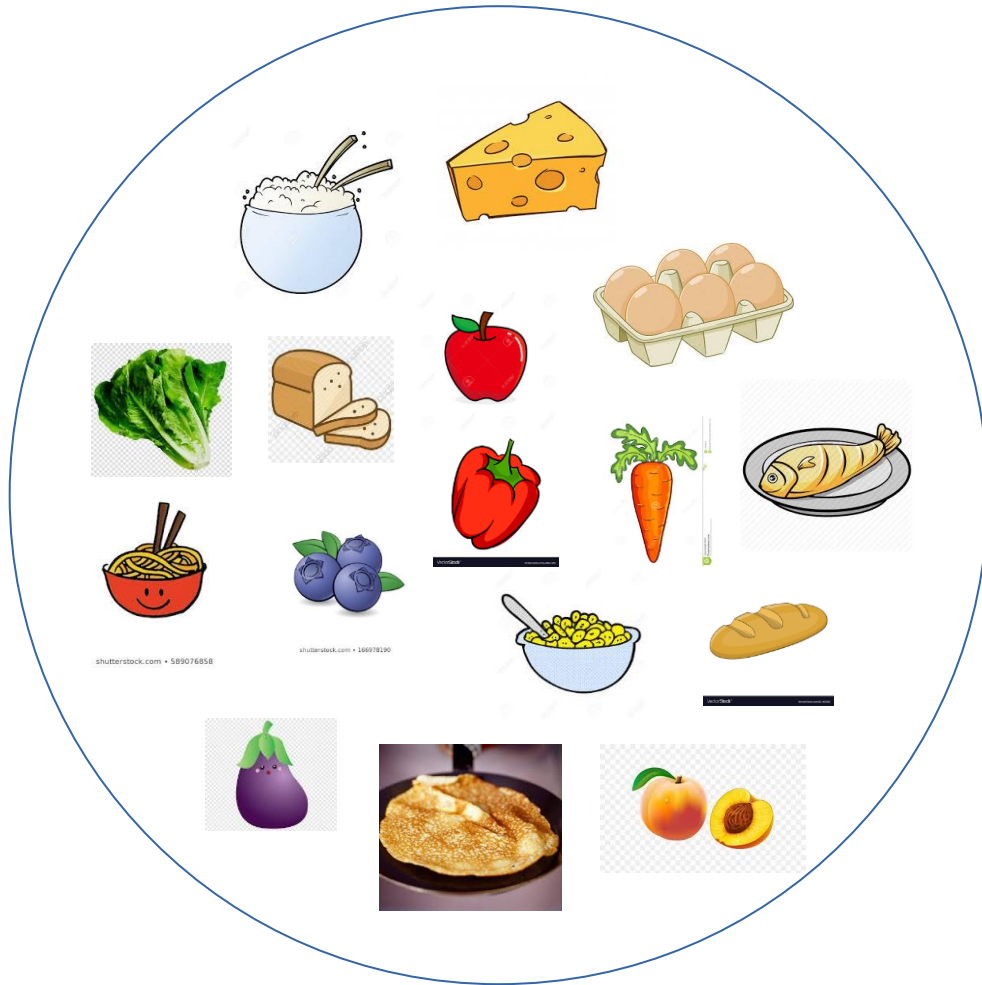
Annex 1



Annex 2

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>BREAKFAST</b>	whole-wheat bagel, banana and yogurt	cereals with milk	toast with cheese and yogurt	peach with rice on milk	croissant and yogurt
<b>LUNCH</b>	turkey salad with cheese, carrots, tomato and cucumbers, a slice of whole-wheat bread	chicken noodle soup, macaroni in tomato sauce(with melted cheese) with lettuce and a glass of fresh squeezed orange juice	turkey tortilla wrap with tomato, pepper and lettuce  grapes	soup with grain dumplings  fish and veggie mix (carrots, peas and potatoes) with a slice of whole-wheat bread	broccoli and potato soup  spaghetti with minced meat in tomato sauce and melted cheese
<b>DINNER</b>	grilled chicken with spaghetti and lettuce	scrambled egg with veggie mix (broccoli, carrots and potato)	fish with potatoes and a slice of whole-wheat bread	hard-boiled egg with spinach and a whole-wheat bagel	Grilled fish and lettuce with a slice of whole-wheat bread
<b>MORNING SNACK</b>	apple compote with rice and pretzels	apple and banana, yogurt	fruit granola bar	pretzels, apples and pears	Pretzels  yogurt
<b>AFTERNOON SNACK</b>	pancakes with strawberries and a glass of milk	granola bar (with 3 types of grains)	banana with a glass of milk	pancakes with walnuts and chocolate	fruit granola bar

Annex 3



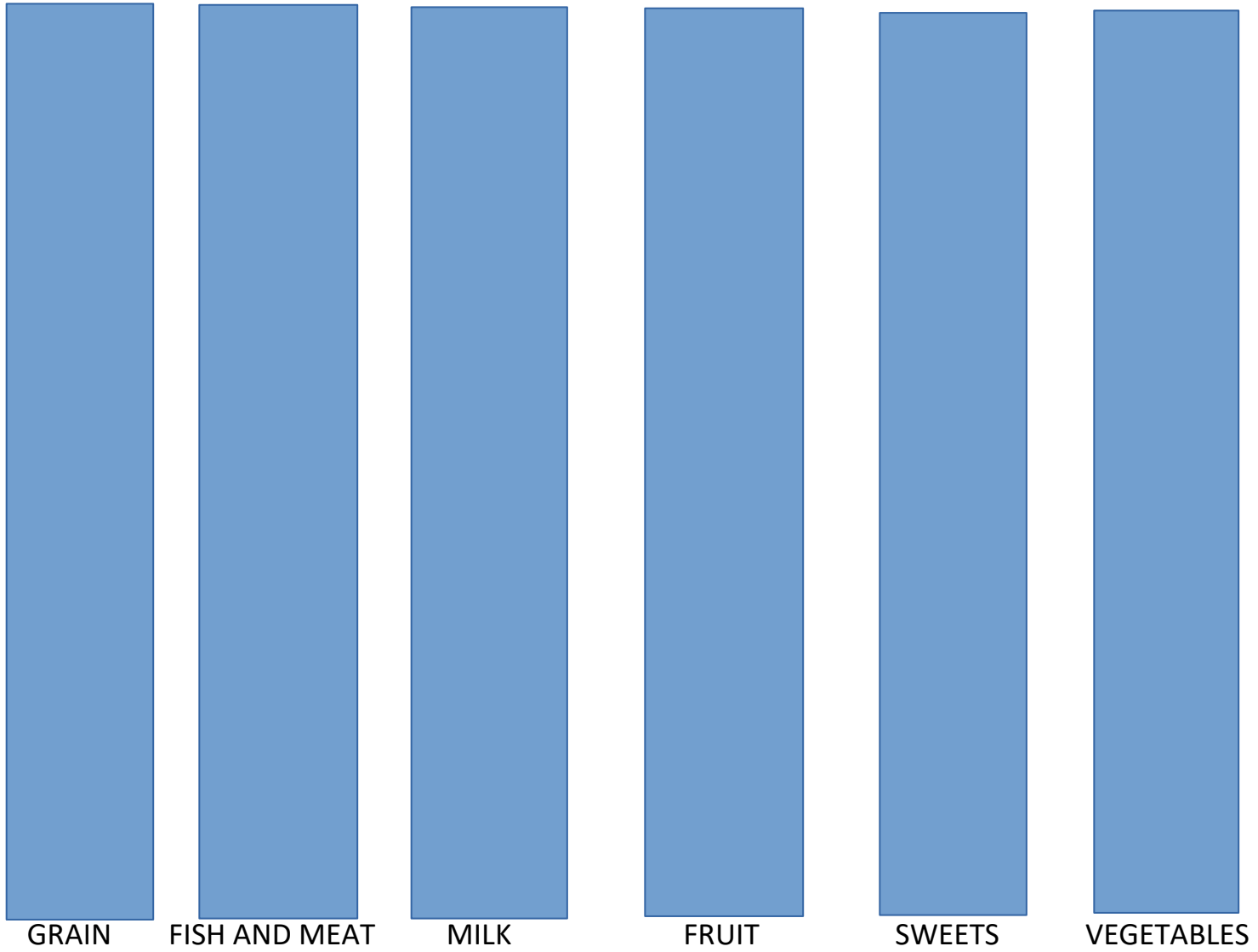


Annex 4

TIC – TAC – TOE

<p>MAKE A SHOPPING LIST FOR YOUR GROUP MEMBERS TO HAVE BREAKFAST. MAKE SURE TO BUY NECESSARY “NUMBER” OF FOOD FOR ALL OF YOU TO EAT</p>	<p>MAKE A MENTAL MAP OF THE FOOD PYRAMID IN ORDER TO PRESENT IT TO SOMEONE WHO HAS NEVER HEARD ABOUT IT</p>	<p>MAKE A FOOD PYRAMID POSTER. DRAW THE FOOD PYRAMID, FIND IN THE MAGAZINES PICTURES OF DIFFERENT FOOD, CUT THEM AND GLUE ON THE PYRAMID IN THE APPROPRIATE FOOD GROUP</p>
<p>MAKE A GRAPH OF YOUR FAMILY’S FAVORITE FOOD. THINK OF THREE FAVORITE ITEMS OF FOOD FOR EACH FAMILY MEMBER. CATEGORIZE IT IN A WAY THAT YOU ADD TO EACH COLUMN OF THE GRAPH A CONSTRUCTION PAPER SQUARE FOR EACH FOOD (COLUMN REPRESENT GROUPS) Annex 5</p>	<p>MAKE 5 QUIZ QUESTIONS FOR SOMEONE TO ANSWER REGARDING TODAY’S LESSON</p>	<p>DESCRIBE THE FOOD PYRAMID IN A FORM OF A SONG / POEM /STORY</p>
<p>USE THE PLAY DOH TO MAKE THE FOOD PYRAMID</p>	<p>MAKE A COMIC IN WHICH YOU PRESENT THE BASIC CONCEPTS OF THE FOOD PYRAMID</p>	<p>MAKE A PAPER PLANE AND WRITE THE MOST IMPORTANT THINGS ON EACH “WING” OF THE PLANE</p>

Annex 5

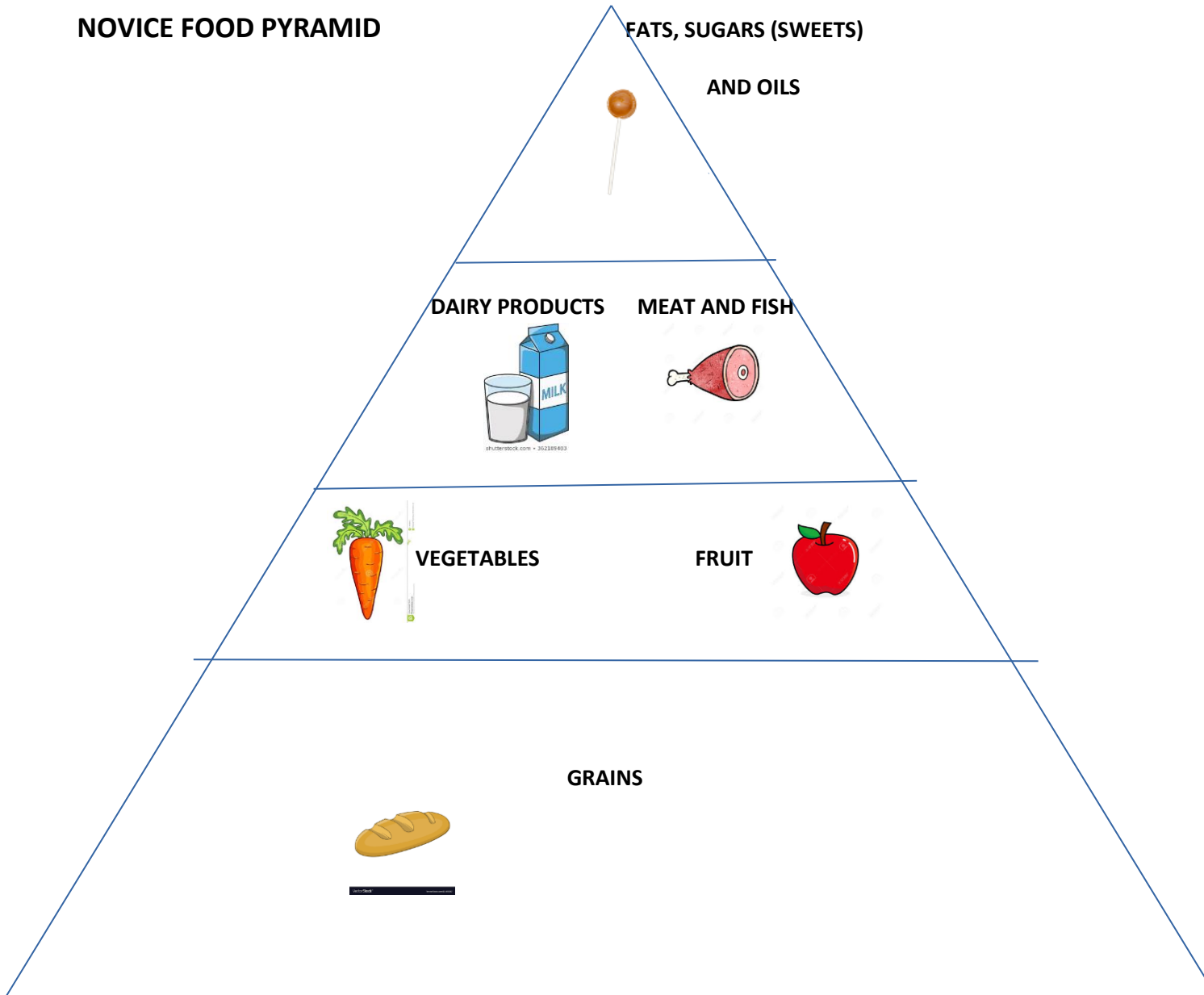


## Annex 6

### DRAWING DICTATION LIST

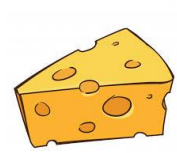
apple	pear	carrot	potato
orange	plum	tomato	broccoli
strawberry	grapes	lettuce	spinach
watermelon	lemon	peas	rice
bread	spaghetti	cereals	macaroni
toast	meat	chicken	fish
eggs	milk	yogurt	cheese
ice-cream	cake	cookies	doughnut
lollipop	chocolate		

# NOVICE FOOD PYRAMID





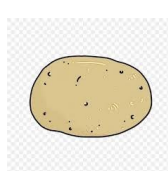
**PEAR**



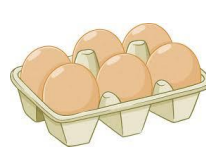
**CHEESE**



**SPAGHETTI**



**POTATO**



**EGGS**



**RICE**



**YOGURT**



**CAKE**



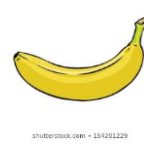
**COOKIES**



**STRAWBERRY  
BANANA**

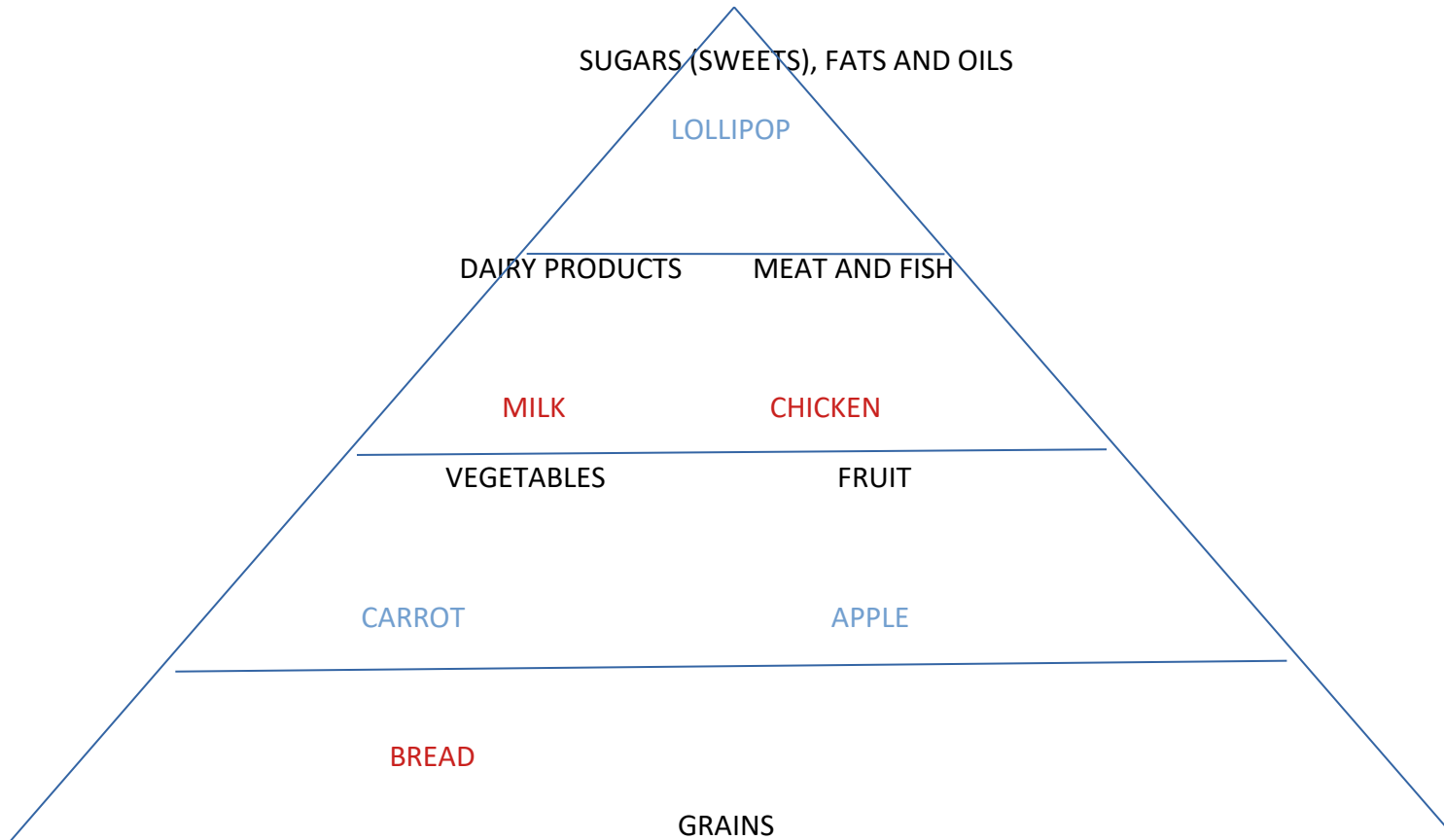


**TOMATO**



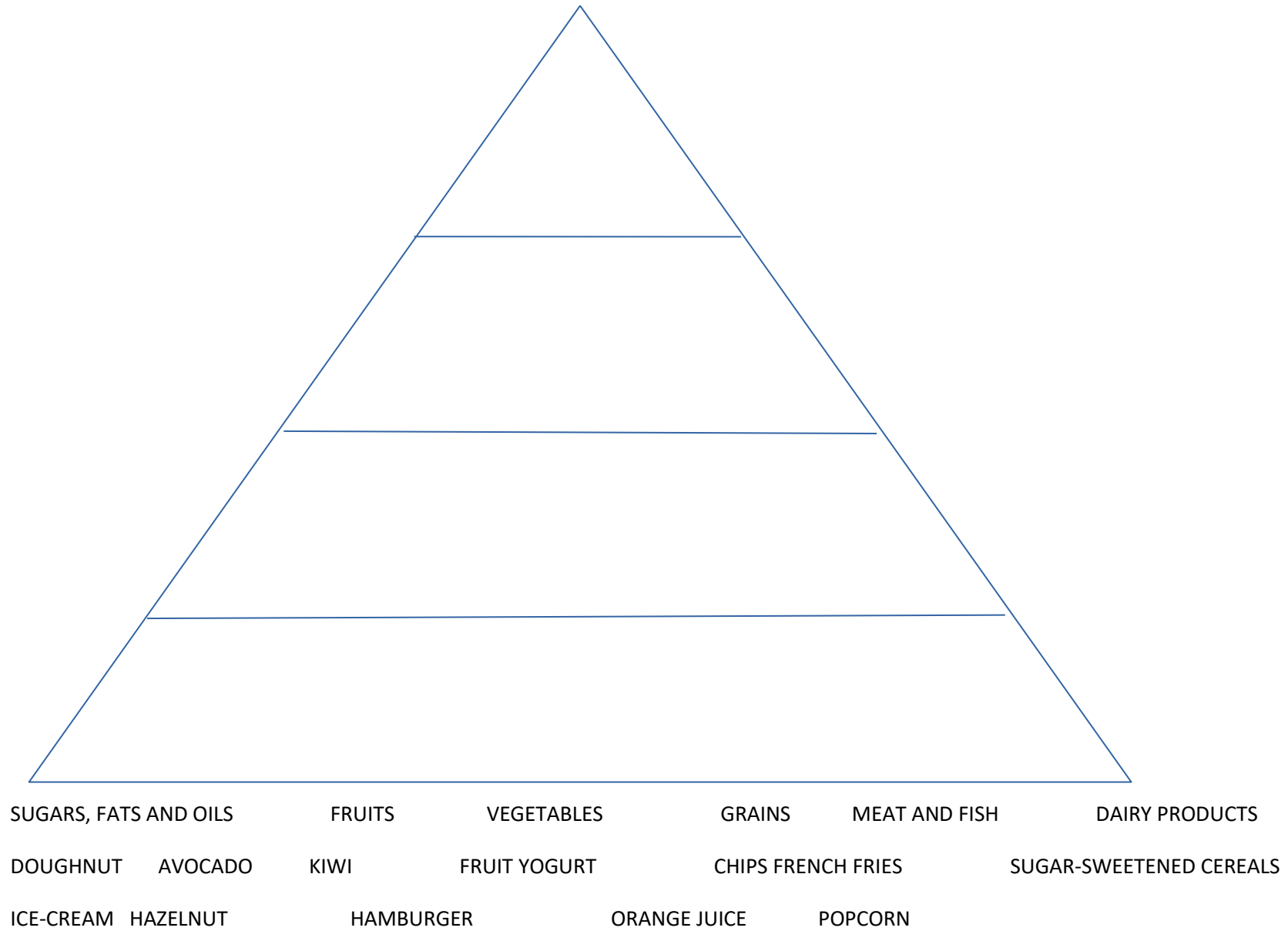
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## APPRENTICE FOOD PYRAMID



CEREALS, BROCCOLI, YOGURT, SPAGHETTI, CHEESE, PLUM, CHERRY, RICE, LEMON, COCA-COLA, ORANGE, POTATO, CHOCOLATE, CUCUMBER, EGGS, OCTOPUS

# PRACTITIONER FOOD PYRAMID



Original lesson plan

Obrazac „Metodičkih preporuka za ostvarivanje odgojno-obrazovnih ishoda predmetnih kurikuluma i međupredmetnih tema za osnovnu i srednju školu“

**OSNOVNI PODACI**

**Ime i prezime** Marina Lisica  
**Zvanje** Prof. English language and literature and Italian Language and literature  
**Naziv škole u kojoj ste trenutno zaposleni** Primary school Stjepan Radić Bibinje  
**Adresa elektroničke pošte** marinatorbarina@yahoo.com  
**Naslov metodičkih preporuka** The Food Pyramid  
**Predmet (ili međupredmetna tema)** English Language  
**Za međupredmetnu temu obavezno navesti u sklopu kojega nastavnoga predmeta se izvodi. *Dodatno može i sat razrednika ili izvannastavna aktivnost, ali najmanje jedan nastavni predmet je obavezan.***  
**Razred**

**OBVEZNI ELEMENTI**

**Odgojno-obrazovni ishod (oznaka i tekst iz kurikuluma predmeta ili međupredmetnih tema objavljenih u NN)**  
A.1.1. Verbaly and non-verbaly responds to the spoken instructions  
A.1.3. Repeats the words and very simple sentences in the English language  
A.1.6. Copies the letters of the English alphabet  
A.1.7. Copies simple common English words  
C.1.6. Recognizes different sources of information  
**Tijek nastavnoga sata**  
1. Memory game Food  
<https://learningapps.org/view9702205>  
The students repeat the names of different food items through an online game.  
2. Opening discussion: What types of food do you know? What's the food pyramid? What does it show us? What are the components of the food pyramid (under what category do the given words fall; e.g. apple, orange and pear are...).  
3. Open Food pyramid on the ThingLink application  
<https://www.thinglink.com/scene/1301872386915696641>



Show the students the Food Pyramid. Ask them to categorize number of foods (that can be seen on the Food Pyramid as well as those that are not present, e.g. apple, pear, strawberry, orange, plum, bread, rice, bagel, pancakes, macaroni, coca-cola, chocolate, carrot, broccoli...)

4. Making their own Food Pyramid. Pass out the worksheets to students. Explain to them that they have to cut out food items and glue them into the appropriate food group in order to get their food pyramid poster.

5. Presentation of the poster – ask each student to briefly present their poster.

**Opis svih aktivnosti (što rade učenici, a što učitelj/nastavnik)**

1. The teacher opens Memory game on the Learning Apps

<https://learningapps.org/view9702205>

Students come to the smartboard to play the game (teacher chooses randomly).

2. The teacher asks questions. Students answer.

3. The teacher opens Food Pyramid on the ThingLink application

<https://www.thinglink.com/scene/1301872386915696641>

Students repeat the food groups after the teacher and categorize the food items.

4. The teacher gives instruction.

Students make their own Food pyramid posters.

5. Students present their posters.

-digital tool Learning apps

-digital tool ThingLink

-worksheet Food Pyramid

Formative assessment

5th activity – students present their posters.

**Sadržaji koji se koriste u aktivnostima**

**Primjeri vrednovanja za učenje, vrednovanja kao učenje ili naučenog uz upute**

**Razrađeni problemski zadaci, zadaci za poticanje kritičkog razmišljanja, kreativnosti i/ili istraživački zadaci; ovisno o predmetu i nastavnoj temi**

4th activity – students make their own food pyramid posters

