

Lesson 1: Snacks and Exercise in Your Family

Grade 6 English Language Arts

LESSON DESCRIPTION: This short lesson is the anticipatory set for the 6th grade Take the Challenge unit. The unit focuses on the relationships between snacking, screen time, and exercise. Teacher stories of childhood snacks and physical activity set the stage for interviewing parents about such experiences.

Teacher's Note: This lesson lays the foundation for the 6th grade unit. You may feel that there is not time to do all three English lessons. Consider asking the art teacher or a small group of students to do Lesson 2, What to do? Posters.

FOCUS QUESTIONS: How do you gather oral information? How did different people's experience compare?

OBJECTIVES: Students will:

- listen to the teacher's stories about childhood snacks, TV, and exercise.
- formulate interview questions
- interview their parents or grandparents
- share and discuss interview results
- optional – compare their experiences with their parents' experiences

COMMON CORE STATE STANDARDS

- **ENGLISH LANGUAGE ARTS**
 - * **CCSS.6.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - * **CCSS.6.L.3** Use knowledge of language and its conventions when writing speaking, reading or listening.

LENGTH OF LESSON: On day one, Activities 1 and 2 take twenty minutes each. On day two, plan on a whole class period for Activity 3 plus 5. Activity 4 is optional.

MATERIALS NEEDED:

- Paper and pens for students

VOCABULARY: As you tell your story, there may be vocabulary words to introduce. Words may also arise as students share interview results.

INVOLVING FAMILIES/COMMUNITIES: Students will learn about family history. Their own and their classmates' histories.

PROCEDURES

Activity 1: Students will listen to an adult's memories of childhood snacks, TV watching, and exercise.

1. Tell students about two or three memories you have about snacking as a child and about getting exercise as a child. As you prepare these stories, think about how you would like students to tell stories and what makes stories engaging. Talk about healthy snacks, physical activity that made you really hungry, and unhealthy snacks as a very special treat. Somewhere in your story, explain why doing physical activity was better than watching television or playing a video game. If time allows, ask for a couple of volunteers to tell about an experience in the natural world.

Activity 2: Students will formulate two class interview questions and conduct an interview with their parents.

1. Tell students that they are going to learn about the past and their families by conducting interviews. To gather information through an interview, you need to have interview questions. These will be short interviews, so there will only be two questions.
2. Brainstorm questions that will help them gather information. Remind them that this is the beginning of the Take the Challenge unit, so one of the questions should be about watching television versus being physically active. Another question should be about favorite snacks - healthy and unhealthy. Narrow all of the suggested questions to two or three. Alternatively, give the students questions to use. These questions could be: What is your favorite memory of being physically active when you were a child? Tell me about physical activity you did with Grandma/Grandpa as a child. What were your favorite snacks as a child, and were they healthy or unhealthy? Was physical activity better than watching television?
3. Explain the homework: Students should interview an adult, preferably a parent or grandparent, by asking the two questions. They should take a few notes to help them remember details when they share the stories.

Activity 3: Students will share and discuss their findings from the interview.

1. Hold a class discussion about childhood physical activity, snacking, and TV. Try to connect the stories they tell with their own experiences. Highlight any comments made about television. Take all stories as a way to generate enthusiasm and interest in this unit.

Activity 4 (optional): Students will compare their experiences with their parents' experiences.

1. Ask students to answer the two interview questions in writing.
2. Have students make a Venn diagram on a sheet of paper. The left circle should be labeled My Parent's Experiences and the right circle should be labeled My Experiences. Use the Venn diagram to find similarities and differences.

Activity 5: Closure

1. Ask students if they have ever heard the term Couch Potato. Ask for definitions and explanations. Do not tell them what a couch potato is. Tell students that they are going to be learning about what makes a couch potato in science or health class.