

LESSON PLAN: *D.AIRY-FREE QUEEN*

Introduction

This teaching plan aims to enhance the class's understanding of a certain disease, asthma, and one patient's changing psychological states as she fights against this disease. Students are divided into groups of four to facilitate participation in the discussion of the different questions raised.

In the beginning, they have to reflect on way that food can affect their health by looking at the idea of LOHAS as well as the phrase “You are what you eat” and discussing the choices of food they make for themselves. They are then directed to the food mentioned in the title *Dairy-Free Queen* and asked to guess about the content of the story. Then with the help of the graphic organizer, the students can skim through the text for a general idea of the plot, as well as looking for some specific signal sentences.

When reading, students are asked to relate the situations to their personal experiences by sharing within their groups their greatest fears in life. After the reading, students will try to make an inference based on the text by writing an extended ending for the story. Finally, students are required to write a letter to the author to express their reflections, and a plan to better themselves by setting up personal goals. It is hoped that after reading the story, students can generate positive daily practices and become successful in shaping a new life. As for the language focus, students will review the conditional sentence patterns by doing some exercises, as well as learning the correct style for writing letters.

Objectives:

1. Students will reflect on the idea of LOHAS and think about how they could change their own lifestyles.
2. Students can learn more about asthma and the narrator's transition through a variety of psychological states.
3. By using a top-down approach, the instructor can help the students guess and understand some food and medical terms, and other target vocabulary words.
4. Students can apply some reading strategies while reading through the text to find specific information from different angles.
5. Students will work in groups to write an extended ending for the story and gain a more thorough understanding of the text.
6. After the reading, students will learn to write a letter to the speaker expressing their reflections on the story, the ways in which they'd like to change their own lives, and the goals they have set for themselves to achieve.

Students' Level: intermediate-high

The target students' PR value is around 97.5 – 98 with many who have passed the GEPT intermediate exam and some who have scored 950 or higher on the TOEIC. They are currently 3rd graders and have been learning English for 5 to 8 years. They have learned most of the basic grammar rules and have acquired around 4000 -7000 vocabulary words, but they are not confident about their speaking and writing abilities.

Time required:

■ 4 periods (50 minutes each)

Preparation

1. Handout # 1- 3
2. film clip
3. notebook

Adaption of the Reading

(Note: nine words have been changed for later use)

Dairy-Free Queen By Johnna Stein

Tears drenched my cheeks as I traveled the short distance home from the allergist. The shocking news made all the sense in the world, but my mind refused to accept it. Me, an asthmatic at the age of thirty-two? The dentist, wary about my long list of drug allergies, had insisted I see an allergist before he dared **give** me Novocain. # 1

That morning in the allergist's office, after answering pages of questionnaires, the nurses had pricked and prodded me. All for a Novocain problem? Then, the breathing tests. The nurse had shaken her head and urged me to try harder the second time. I managed just under 70 percent. She explained, "Your history of bronchitis and double pneumonia this past year was a red flag for asthma. Now we've confirmed it. The good news is that you have no allergy to Novocain."

Good news? Good grief!

The nurse armed me with **medications** and inhalers for my mold, dust mite and cat allergies. The inhaler did relieve the tightness in my chest. For the first time in a year, I felt like I could take deep breaths. Amazing that I'd gotten used to a lack of oxygen in my blood. No wonder I wanted to collapse on the couch each evening after long days with my two preschoolers. # 2

Questions bombarded my brain. Would I always have to take medicine? Would I continue to suffer from pneumonia and bronchitis? What about our health insurance? I envisioned myself carting around an oxygen tank on my back with plastic tubes running to my nose. Would I get better?

With medication and slight changes to my environment, my health improved dramatically in a few weeks. I adjusted to the idea of taking medicine and got on with my life. Advice poured in from well-meaning family and friends, but only one comment stuck. My friend Dana shared the recommendation from her **doctor** who had recently treated her young children suffering from chronic ear infections and colds. He removed all dairy foods from their diet and within weeks, they all regained their health. Without dairy products, they remained perfectly healthy. # 3

As a child, I had some food allergies but outgrew them. I never enjoyed drinking milk, but loved ice cream, yogurt and cheese. I parked the information Dana shared with me somewhere in my memory, but didn't really give it much attention. Give up ice cream? That would be a bit drastic!

Within months, we found ourselves moving our worldly belongings across the ocean to live in The Netherlands, my husband's homeland. At the Dutch family doctor, I received ongoing treatment for my asthma, which seemed to be worsening in spite of our new mold and mildew-free living environment. About every three months, I came down with a new case of bronchitis. Instead of searching for the cause of my downward spiral, the doctor only increased the strength of my inhalers.

After a frustrating year, a nurse friend warned me, "Your lungs become damaged every time you have bronchitis and have to increase your medicine. You need to find what's causing the asthma to worsen." Once again, I pictured myself with an oxygen tank strapped to my back.

My fear turned into prayers. God, what is causing the asthma? Just tell me and I'll do whatever it takes. I don't want to end up with that tank on my back. Then, from the **depths** of my mind came Dana's story about eliminating dairy. # 4

Was that it? Did I need to eliminate all types of dairy from my diet? Impossible in Holland! This country is dairy land -- the best yogurt and cheeses in the world! That would mean no more ice cream! Christmas loomed just around the corner. How could I survive the holidays without dairy? I refused to listen to those crazy thoughts.

Just days after New Year's, the doctor prescribed yet another, stronger inhaler to help clear my lungs. That **strong** medicine was the final straw. I made up my mind and shared my difficult decision with my husband, "Babe, I'm going to try to go off of dairy for the next eight weeks to see if my asthma improves. Will you be willing to adapt your diet in the beginning to help me out?" # 5

"Whatever it takes, I'll help." And he meant it. He and the kids could still eat their ice cream and cheese, but all those fabulous Dutch mashed potato dishes made with creamy butter and milk would need serious adaptations.

Within two weeks, I noticed a big difference in my breathing, and by the end of eight weeks, my lungs felt open again. My energy levels increased and I suspected I had found the answer. As a small trial, on Easter, I poured yogurt dressing on my salad and treated myself to a big piece of whipped cream pie. The next day I was treated to an asthma attack and flu-like symptoms when all my glands swelled. The proof was in the pudding. # 6

From that point on, I ate dairy-free. The first six months were the most challenging. I focused on all the foods I could no longer enjoy: ice cream, chocolate, melted cheese, pizza, etc.... Life felt so unfair! Finally, I realized how many amazing dairy-free foods I could have and chose to focus on all the healthy choices I was forced to make.

I became the dairy-free queen. It required being creative and adapting my favorite recipes to be dairy-free. I **carefully** read the labels on every package and discovered the code words for hidden dairy ingredients like casein and whey. I hunted down soy and dairy-free products in the grocery and health food stores. # 7

After three months, I stopped using my daily inhalers. For the next five years I used them **occasionally** when exposed to cats or molds. In the past three years, I am happy to report that although I keep a light dosage inhaler on hand, I haven't needed it. # 8

Right from the start of my dairy-free endeavors, I tried to reintroduce slight amounts of dairy into my diet about every six months. I knew my life would be much easier if I developed a bit of tolerance. Finally, four years ago, I found I could **have** small amounts of butter or chocolate without any adverse reactions. Chocolate! Whipped cream, ice cream and cheese are still no-no's, but I don't mind. I can eat chocolate! # 9

Giving up dairy meant regaining my health in more ways than one. I no longer suffer from asthma, my cholesterol (genetically high) stays in a healthy range, and I can manage my weight because of all the high calorie desserts that I politely decline.

When I first said I'd do whatever it took, I'm not sure I meant it. The price of a dairy-free lifestyle seemed too high to pay. But now, the rewards far outweigh any sacrifice I've had to make.

I. Create background

1.1 Brainstorming: What does LOHAS mean and Food Choices for Health

Directions: ask students to think about the idea of LOHAS and the influence of food on their health ("You are what you eat")

1.2 Survey of Dairy Food Lovers

Warm-up: 1. What is **LOHAS**? _____

2. What's your opinion on "You are what you eat" _____

3. Are you a dairy food lover? (put x or v after each item and take down the survey)



Example: cheese: v (11/ 45)

1. cheese: _____

2. chocolate: _____

3. yogurt: _____

4. ice cream: _____

5. pie: _____

6. milk: _____

7. cake with cream: _____

8. butter: _____

9. others: _____

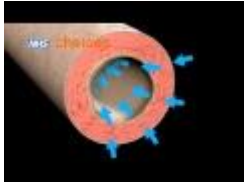
1.3 Predictions about the Story from the Title

Directions: use the title to predict the main character's background, the development, and a possible ending.

Before reading: Prediction from the title (what is the story about? How will it develop? What does the word 'queen' stand for? Is there a happy ending? Or a sad one?)

1.4 Clip-Watching and Question-answering

Directions: play the film clip about asthmatic allergies and ask students to answer the questions on Worksheet I



▶ **an asthma animation (2:49)**

<http://www.youtube.com/watch?v=7EDo9pUYvPE&feature=related>

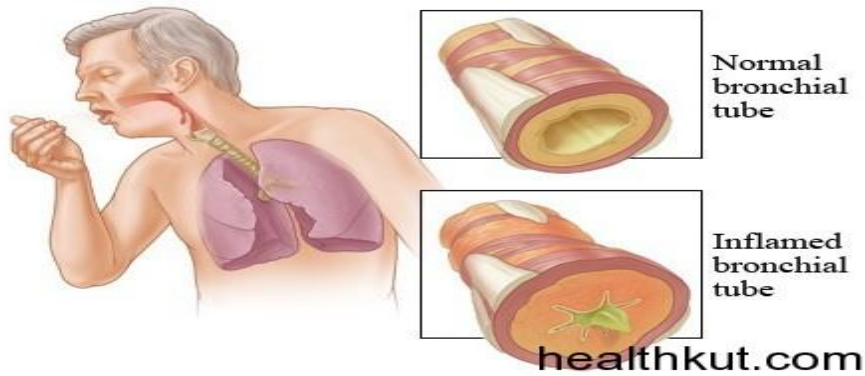
Write down the parts and answer the questions:



1. Can asthma be cured?
2. When we breathe, the air reaches our nose or mouth, then to the _____ →
_____ → _____.
3. The lungs are protected by the _____.
4. Many asthmatic allergy sufferers are referred to as atopic, meaning they have allergic reactions to external triggers, such as house mice, pollen, _____, animal fur and chest _____.
5. For some people, the onset of asthma is unpredictable and could be caused by anxiety, _____, or even _____.
6. An asthmatic trigger causes the airway walls to _____ and the muscles around the airways to _____.
7. Breathing through the airways produces a whistling sound called _____.
8. Symptoms of asthma can be mild, moderate, _____ or _____.
9. Preventative treatment is used and can be _____ by the patients themselves.
10. An _____ asthmatic attack requires medical intervention.

1.5 Building More Background Information for Asthmatic Allergy

Directions: Using the slides to illustrate some pathological pictures of Asthmatic pathology



II. Establish New Information

2.1 Prediction of the Plot

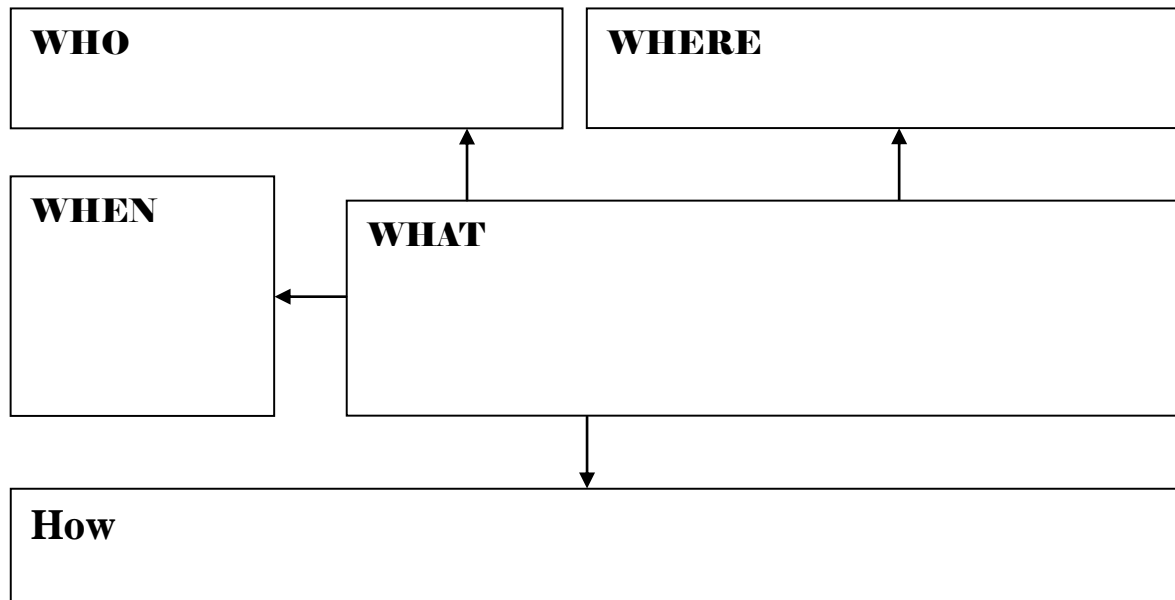
Directions: ask students to read through page one to find clues about the setting, characters and events of the story.

2.2 Reading and Searching for General Information

Directions: ask the questions one and one, soliciting any possible answers from the learners.

- | | |
|--|---|
| 1. Who is the speaker? | 4. Where did the story probably happen? |
| 2. What's the speaker's age, sex, job? | 5. What seems to be the problem? |
| 3. When did the story happen? | 6. How did she respond to the problem? |

2.3 Fill in the First Part of the Graphic Organizer and Check the Answers



2.4 Familiarizing the Words

Directions: ask students to write down in the box all the unfamiliar words in the text and work as a group to guess the meanings of the new words.

write down the unfamiliar words in the box and make guesses in pairs (some are written for you) mold, dust, inhaler, dust mites, pollen

2.5 Matching the Pictures

Directions: ask students to finish matching the pictures with the words above and tell them that four of them are asthmatic triggers



2.6 Word Games: to challenge students’ ability to recognize more words and choose the signal words that represent the author’s mentality

- Directions: (1) ask students to guess where these 9 words originally belong, try to find out their Chinese meanings and write them down in the blank.
 (2) ask students to single out 10 verbs, adjectives, or adverbs to describe the author’s different mental states.
 (3) ask students to describe their own feelings in relays by using the 10 words chosen.
 (4) find the words hidden in the grid (See Worksheet II)

Word Games: there are 9 words that have been changed in the text; try to put them back with the words listed in the box and write down their Chinese meanings..

recesses: _____	potent: _____	scrupulously: _____	ingest: _____
administer: _____	naturopath: _____	antihistamines: _____	Mont Blanc: _____
sporadically: _____			

Choose 10 verbs, adjectives, or adverbs that can represent the speaker’s mental states:

■ Work in a group and use these 10 words to describe your feelings in relays(write down yours):

2.8 Reading and Searching for Specific Information: Finding Conflicts

Directions: ask students to read through the whole story and to find the contradictory elements . (Worksheet II)

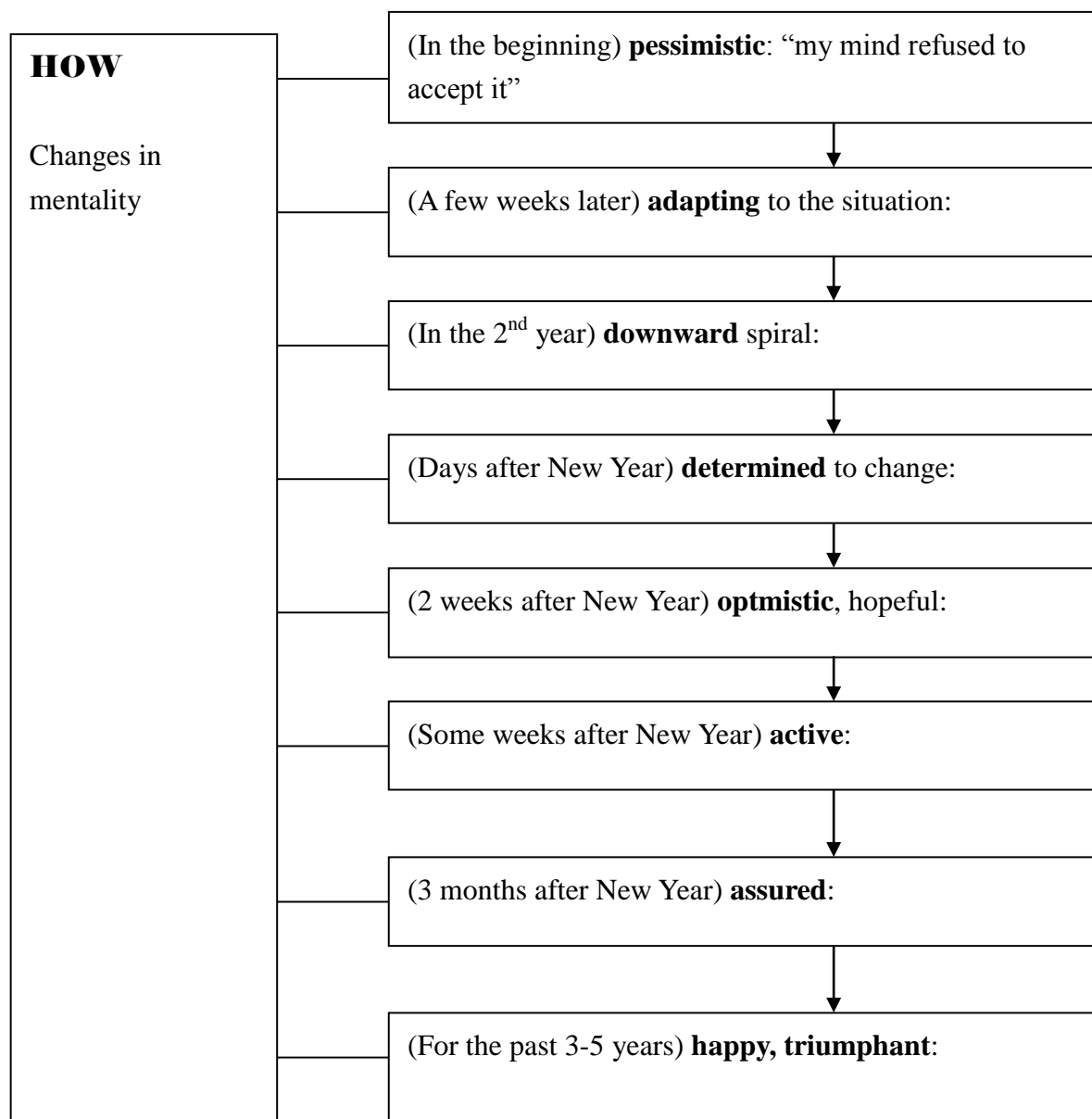
Find the CONFLICTS in the story: Facing the disease, the speaker encounters some conflicts in the fighting. Read through the story and find as many contradictory elements as possible within a group.

For example: The shocking news made all the sense in the world, but my mind refused to accept it.

1. _____
2. _____
3. _____
4. _____
- ~

2.9 Finding the Transformation of the Speaker's Psychological States

Directions: direct students to another angle of approach to the story and ask them to find out the signal sentences that represent the speaker's mentality



2.10 Relating the Situation to the Students' Personal Experiences

- Directions:
- (1) ask students to work in pairs to share their own fears
 - (2) ask students to exchange ideas with another pair from the group
 - (3) ask volunteers to talk about their partners' fears

The greatest fear in my life:

III. Practice and Personalization

3.1 Writing an Extended Ending

- Directions: (1) ask students to imagine the speaker's new life after the story ends
(2) ask students take turns telling the story they have made up

An extended ending: Work in a group and imagine the new life that the speaker has and write down her new plans for her life. You can start with “I am now turning over a new leaf of my life; therefore, I decided to” Make a story relay in the group and share it with the whole class.

3.2 Pattern Practice

- Directions: (1) direct students’ attention to one sentence: “I knew my life would be much easier if I developed a bit of tolerance” and explain the structure
(2) explain the pattern by giving sentence structures.
(3) offer examples of three types of conditional sentences.
(4) ask students to do some pattern exercises
(5) ask students to generate 3 conditional sentences, and then exchange them with a partner for a peer correction practice.

Sentence Pattern Practice: Conditional Sentences



Conditional Sentence Type 1

→ It is possible and also *very likely* that the condition will be fulfilled.

Form: *if* + Simple Present, will-Future

Example: If you go on a diet, you'll lose weight. (If you really go on a diet, I believe that you will lose weight)

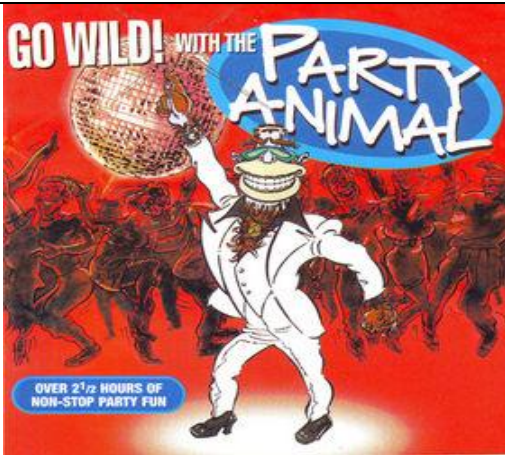


Conditional Sentence Type 2

→ It is possible, but *very unlikely*, that the condition will be fulfilled.

Form: *if* + Simple Past, Conditional I (= would + Infinitive)

Example: If I were you, I would not drink that.



Conditional Sentence Type 3

→ It is *impossible* that the condition will be fulfilled because it refers to the past.

Form: *if* + Past Perfect, Conditional II (= would + have + Past Participle)

Example: If I had found her address, I would have sent her an invitation

Exercise A: Complete the Conditional Sentences Type I.

1. If you go straight, you _____ see the post office.
2. I _____ (earn) a lot of money if I _____ (get) that job.
3. If she _____ (hurry / not), we _____ (miss) the bus

Exercise B: Complete the Conditional Sentences Type II.

1. If I **were** you, I **would leave** this place at once.
2. If I ____ (have) her phone number, I **would give** it to you.
3. If he (live) _____ near the office, he **would be** in time for *work*.

Exercise C: Complete the Conditional Sentences Type III.

1. If we _____ (listen) to the radio, we _____ (hear) the news.
2. If you _____ (switch) on the lights, you _____ (fall/not) over the chair.
3. If she _____ (come) to our party if she _____ (be/not) at work.

Sentence making:

Type 1: _____

Type 2: _____

Type 3: _____

IV. Application

4.1 Writing a Friendly Letter to the Author

- Directions:
- (1) give out worksheet III
 - (2) tell the students about the purpose of this letter writing
 - (3) pair the students, and then put them into groups of two pairs each



In the story, the speaker went through a difficult phase of her struggle with the disease, asthma, and successfully overcame her problem by patiently changing her diet. Her mindset also changed along the way as her health improved.

The story has been included in the book, *Chicken Soup for Women: Shaping a New You*, which has continuously given inspiration to many people who find life difficult to adapt to. Now, it's a good chance for you to give some feedback to the author about how you will make changes to your life and become a healthier, and happier individual. "The reward for this practice will far outweigh your painstaking sacrifice!"

4.2 Showing the Format of Letter writing

- Directions:
- (1) explain the format of a letter, which usually contains 5 parts
 - (2) give an example of a personal letter

Format for a Friendly or Personal Letter



The picture shows what a one-page friendly or personal letter should look like. The horizontal lines represent lines of type.

- 1. The Heading:** The heading of a friendly letter should contain the return address (usually two lines) followed by a third line with the date.
- 2. The Greeting:** Dear Ms. Stein
- 3. The Body :** The body of the letter contains the main text. Each new paragraph should be indented.
- 4. The Complimentary Close and the signature line:** The complimentary close begins with a capital letter and ends with a comma.
- 5. Signature:** Sign the name in the space between the close and the signature line.

4.3 Starting to Write

- Directions:
- tell the students the contents of the letter
 - (a) length: at least 200 words
 - (b) contents: reflections, inspiration for a change, goals to reach
 - (c) rubrics in writing evaluation (Worksheet III)

Your turn: In the letter, you should include the following: (1) self-introduction (2) the title of the article (3) your reflections on the article (4) a plan to make your life better (length:200 words or above)

Rubric for the Friendly Letter

Score				
Layout/ Design	1	2	3	4
Information, style, audience, tone	1	2	3	4
Accurate Parts of the Friendly Letter	1	2	3	4
Grammar, Punctuation, and choice of words for the friendly letter	1	2	3	4
Following Classroom Guidelines and Directions	1	2	3	4

Worksheet I: *Dairy-Free Queen*

Class: No: Name:

I. Warm-up: 1. What is LOHAS? _____

2. What's your opinion on "You are what you eat"? _____

3. Are you a dairy food lover? (put x or ✓ after each item and take down the survey)



Example: cheese: √ (11/ 45)

10. cheese: _____
11. chocolate: _____
12. yogurt: _____
13. ice cream: _____
14. pie: _____
15. milk: _____
16. cake with cream: _____
17. butter: _____
18. others: _____

II. Before reading: Predictions from the title (what is the story about? How will it develop? What does the word

'queen' stand for? Is there a happy ending? Or a sad one?)

III. Learn more about asthma (an animation 2:49) : write down the parts and answer the questions



11. Can asthma be cured?
12. When we breathe, the air reaches our nose or mouth, then to the _____ → _____ → _____.
13. The lungs are protected by the _____.
14. Many asthmatic allergy sufferers are referred to as atopic, meaning they have allergic reactions to external triggers, such as house mice, pollen, _____, animal fur and chest _____.
15. For some people, the onset of asthma is unpredictable and could be caused by anxiety, _____, or even _____.
16. An asthmatic trigger causes the airway walls to _____ and the muscles around the airways to _____.
17. Breathing through the airways produces a whistling sound called _____.
18. Symptoms of asthma can be mild, moderate, _____ and _____.
19. Preventative treatment is used and can be _____ by the patients themselves.
20. An _____ asthmatic attack requires medical intervention.

IV. Get to the reading: read the 1st page and try to answer the questions in pairs.

- | | |
|--|---|
| 4. Who is the speaker? | 4. Where did the story probably happen? |
| 5. What's the speaker's age, sex, job? | 5. What's the problem? |
| 6. When did the story happen? | 6. How did she respond to the problem? |

III. Check the answers: put the answers in the graphic organizer on another page.

IV. Familiarize the words:

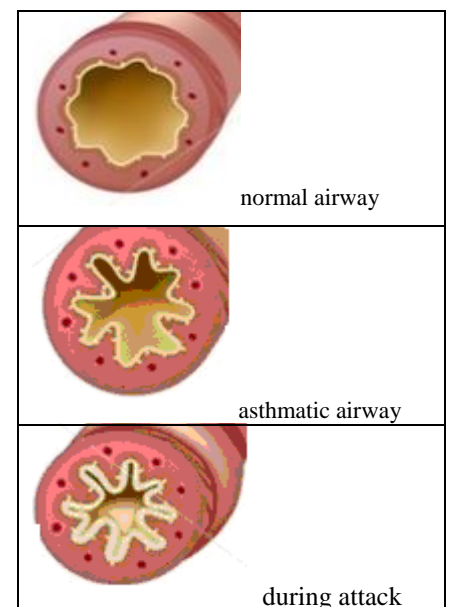
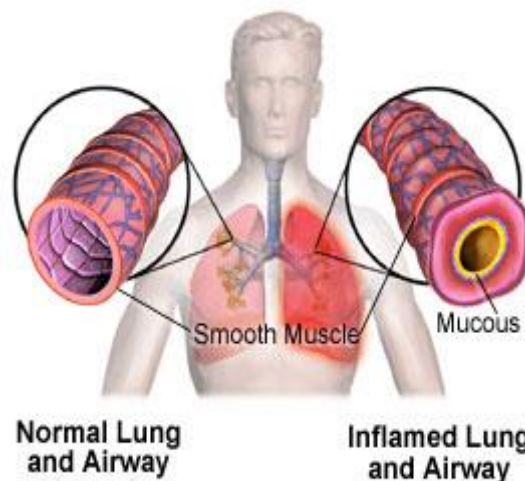
1. write down the unfamiliar words in the box and make guesses in pairs (some are written for you)

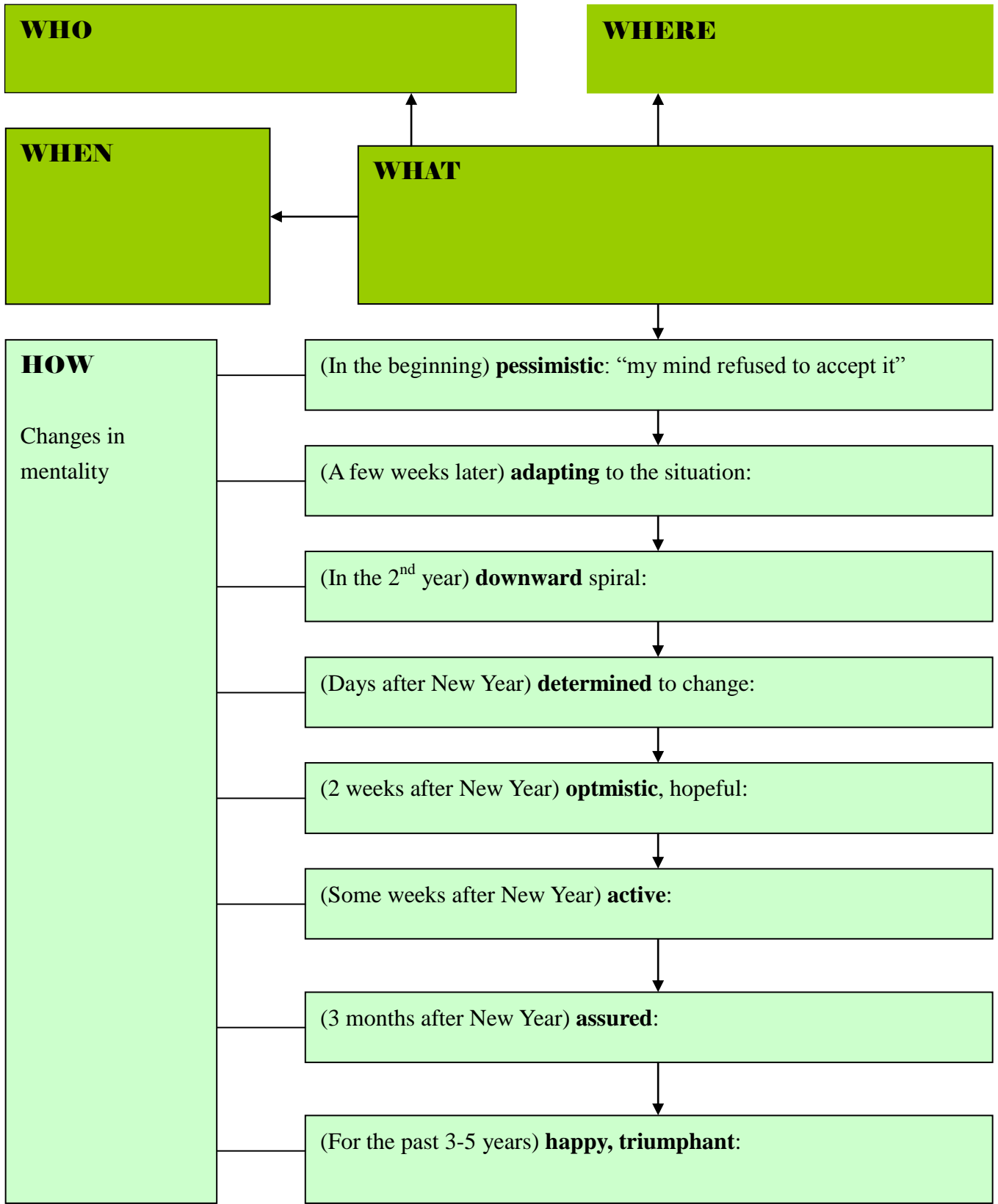
mold, dust, inhaler, dust mites, pollen

2. matching: find the match for each corresponding picture (4 of them are triggers of asthma)

3. learn more about asthmatic bronchitis





I. Find the CONFLICTS in the story: Facing the disease, the speaker encounters some conflicts in the story. Read through the story and find as many contradictory elements as possible within a group.

For example: The shocking news made all the sense in the world, but my mind refused to accept it.

1. _____
2. _____
3. _____
4. _____
5. _____

II. Find the path of her CHANGE OF MINDSET:

The speaker went through several different psychological stages in the story. Work in pairs and try to find out the the sentences that shows her transformation (some clues are given in the graphic organizer)

III. The greatest fear in my life:

IV. An extended ending: Work in a group and imagine the new life that the speaker has and write down her new plans for her life. You can start with “I am now turning over a new leaf of my life; therefore, I decided to” Make a story relay in the group and share it with the whole class.

V. Word Game: there are 9 words that have been changed in the text; try to put them back with the words listed in the box and write down their Chinese meanings..

recesses:_____	potent:_____	scrupulously:_____	ingest: _____
administer: _____	naturopath: _____	antihistamines:_____	Mont Blanc: _____
sporadically: _____			

Choose 10 verbs, adjectives, or adverbs that can represent the speaker’s mental states:

■ Work in a group and use these 10 words to describe your feelings in relays(write down yours):

VI. word search: find the words hidden in the grid (all directions are possible)

Dairy-free Queen

circle the words from the grid



- DRENCH
- ADAPTATION
- ASTHMA
- QUESTIONNAIRE
- CONFIRM

- COLLAPSE
- MEDICATION
- LOOM
- CHOLESTEROL
- TOELRANCE

- DRASTIC
- REWARD
- DOSAGE
- INSURANCE
- INHALER

VII. Sentence Pattern Practice: Conditional Sentences



Conditional Sentence Type 1

→ It is possible and also *very likely* that the condition will be fulfilled.

Form: *if* + Simple Present, will-Future

Example: If you **go** on a diet, you'll **lose** weight. (If you really go on a diet, I believe that you will lose weight)

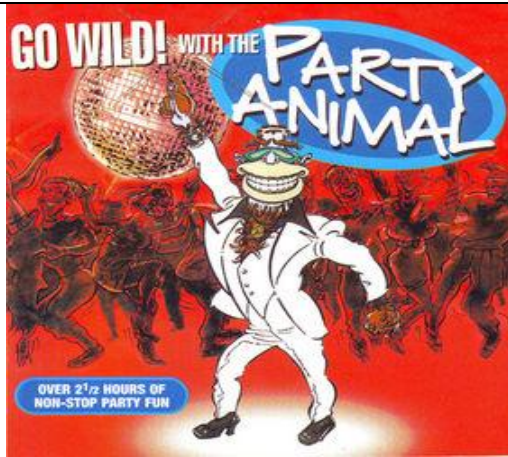


Conditional Sentence Type 2

→ It is **possible, but very unlikely**, that the condition will be fulfilled.

Form: *if* + Simple Past, Conditional I (= would + Infinitive)

Example: If I were you, I would not drink that.



Conditional Sentence Type 3

→ It is **impossible** that the condition will be fulfilled because it refers to the past.

Form: *if* + Past Perfect, Conditional II (= would + have + Past Participle)

Example: If I had found her address, I would have sent her an invitation

Exercise A: Complete the Conditional Sentences Type I.

4. If you go straight, you _____ see the post office.
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6. If she _____ (hurry / not), we _____ (miss) the bus

Exercise B: Complete the Conditional Sentences Type II.

1. If I **were** you, I **would leave** this place at once.
2. If I ____ (have) her phone number, I **would give** it to you.
3. If he (live) lived near the office, he **would be** in time for work.

Exercise C: Complete the Conditional Sentences Type III.

3. If we _____ (listen) to the radio, we _____ (hear) the news.
4. If you _____ (switch) on the lights, you _____ (fall/not) over the chair.
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Sentence making:

Type 1: _____

Type 2: _____

Type 3: _____

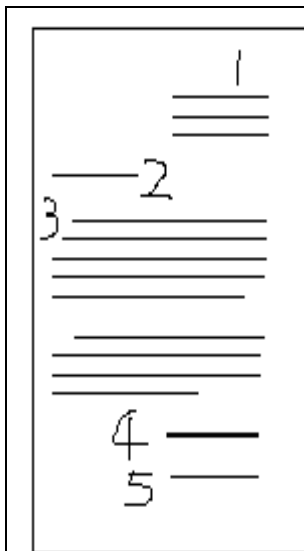
I. Writing a friendly letter to the author



In the story, the speaker went through a difficult phase of her struggle with the disease, asthma, and successfully overcame her problem by patiently changing her diet. Her mindset also changed along the way as her health improved.

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II. Format for a Friendly or Personal Letter



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- 4. The Complimentary Close and the signature line:** The complimentary close begins with a capital letter and ends with a comma.
- 5. Signature:** Sign the name in the space between the close and the signature line.

III. Example:

	123 Main St. West Newfield CT 06123
	December 14, 2002
Dear Ms. Stein,	
The Body	
The body of the letter contains the main text. The block style (no indented paragraphs) is considered too formal for a friendly letter, so	

each new paragraph should be indented.

Skipping a line between paragraphs, especially in typed or printed copy, also helps the reader.

Truly yours,

(Signature goes here)

Margaret Fong

V. Your turn: In the letter, you should include the following: (1) a self-introduction (2) the title of the article (3) your reflections on the article (4) a plan to make your life better (length:200 words or more)



VI. Rubric for the Friendly Letter

Score				
Layout/ Design	1	2	3	4
Information, style, audience, tone	1	2	3	4
Accurate Parts of the Friendly Letter	1	2	3	4
Grammar, Punctuation, and choice of words for the friendly letter	1	2	3	4
Following Classroom Guidelines and Directions	1	2	3	4

Slides for the teaching



1



2



3



4



5



6



7



8



9



10



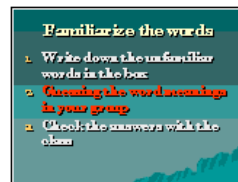
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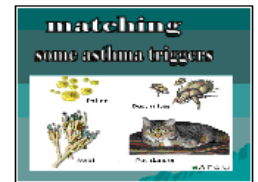
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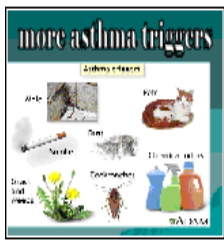
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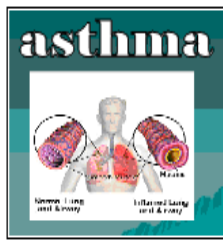
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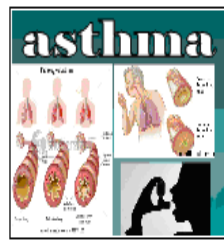
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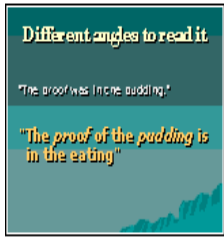
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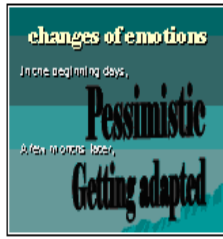
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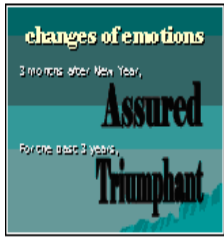
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