

# BASIC

## LESSON STRUCTURE

### 1. Introduction

- Classroom Rules & Gestures
- What are we going to learn today?

### 2. Content

- Vocabulary 1 – Focus on prior knowledge
- Vocabulary 2 – New knowledge
- Sentence Structure & grammar

### 3. Controlled Practice

- Lower Order Thinking Skills
- Progression to Higher Order Thinking Skills

### 4. Self-study and reflection

- Opportunity to reflect individually on newly acquired knowledge at their own pace.

### 5. Feedback & Recap

- Activities and duration for the revision stage may differ depending on students' English level and ability.

# GENERAL FOODS

- ★ **Age Group:** Grade 5
- ★ **Time:** 50 minutes
- ★ **Materials:** PowerPoint Presentation, Smartboard, Notebooks, Funny food likes and dislikes video, Food Grid Game, Die.

## ★ **Objectives:**

Apply prior knowledge to identify foods;

Make predictions, draw inferences and evaluate options using general knowledge and rational;

Categorize general foods into different food groups;

Self-evaluate different dishes in order to choose the one that is most appetizing and motivate choices;

Explore and appreciate world cuisine;

Construct sentences that are grammatically correct using newly acquired- and prior knowledge;

Show confidence when speaking English.

### **1. Introduction (5 minutes)**

- What are we going to learn today?
- Can you name these pictures?

### **2. Content**

- Vocabulary 1

General Foods: banana, strawberry, apple, orange, grapes, cake, ice cream, chocolate, corn, pizza, fish, juice, egg, cheese, chicken, fries, hamburger, soup, sandwich, cookie, pumpkin, mushroom, tomato, potato, sausage, beans, noodles, bread, onion, carrot, broccoli, beef.

- Vocabulary 2

Healthy & unhealthy foods.

Grains: pasta, cereal, maize, rice, wheat.

Protein: pork, beef, lamb, chicken, tofu, seafood.

Vegetables: cabbage, eggplant, peas, cauliflower.

Fruits: mango, pineapple, melon, blueberries, dragon fruit, cherries.

Dairy: milk, yogurt, cheese, butter, cream.

Fats: salmon, avocado, nuts, olives, sugar, oil, junk food.

World Cuisine:

Taiwan: beef noodle soup, stinky tofu.

America: macaroni & cheese, hamburgers.

Australia: meat pies, fish & chips.

South Korea: bibimbap, tteok-boki.

South Africa: Barbeque

- Sentence Structure

We like \_\_\_\_\_ more than \_\_\_\_\_.

Do you like \_\_\_\_\_ \_\_\_\_\_?

Yes, I do.

No, I don't.

She likes it.

He likes it.

She doesn't like it.

He doesn't like it.

It's delicious!

It's disgusting!

### 3. Controlled Practice (30 minutes)

- Higher Order Thinking Skills

- Healthy OR Unhealthy? : Students evaluate and categorize different foods. Students have to decide whether it is healthy or unhealthy by using prior knowledge as well as newly acquired knowledge. Students respond with a simple “Yes” or “No”. Elaborate where students need more guidance or ask higher-level students to explain their answer.

- Categorizing foods (Food groups notebook activity): Learn about a healthy diet and different food groups. The teacher guides students through this activity with systematic instructions. Practise vocabulary, highlight the characteristics of each group and explain where necessary. The end product is a grid completed with pictures and words.

- Food fight : Introduce a country with two of their famous dishes. Students have to vote for the dish that looks most appealing to them. The teacher counts the votes and asks students to help do the math. The dish with the majority of votes win. Practise the sentence: “We like \_\_\_\_\_ more than \_\_\_\_\_.”

### 4. Self-study and reflection

- Complete the ‘Food Groups Notebook Activity’ throughout the lesson.

### 5. Feedback and Recap (15 minutes)

Funny food likes and dislikes game: Watch the funny food likes and dislikes video. Follow up the video by playing a grid game as a class where individuals get to throw a die and make some funny food combinations. Vary game after each round by introducing different sentences and questions. (See sentence structure in “Content” of this lesson plan.)

# SENSES

- ✪ **Age Group:** Grade 5
- ✪ **Time:** 50 minutes
- ✪ **Materials:** PowerPoint Presentation, Smartboard, Notebooks, Containers with spices, Plastic Fruits, Taste videos.

- ✪ **Objectives:**

Recall and apply prior knowledge of body parts;

Understand the term 'senses';

Make predictions, draw inferences and evaluate options using knowledge and rational;

Explore different senses and realize the importance of each one in our everyday lives;

Construct sentences and use simple English to communicate effectively;

Establish good communication and team moral by listening to others, encouraging teammates and joining in.

## 1. Introduction (5 minutes)

- Introduce the topic by revising body parts.
- Students complete the sentences on senses by using the provided word bank.

## 2. Content

- Vocabulary 1

Body parts: eyes, nose, ears, hands, tongue.

Senses: see, smell, hear, feel, taste.

- Vocabulary 2

Revision: Vocabulary – Food Lesson

Sounds: screaming, laughing, shouting, singing, clapping, sneezing, and snoring.

Smell: Rosemary, cinnamon, vinegar, garlic.

Taste: sweet, sour, salty, bitter, spicy.

- Sentence Structure

I can \_\_\_\_\_ with my \_\_\_\_\_.

What do you see? I see a/an \_\_\_\_\_.

What do you hear? I hear \_\_\_\_\_.

What do you feel? I feel \_\_\_\_\_.

How does it taste? The \_\_\_\_\_ is \_\_\_\_\_.

### 3. Controlled Practice (35 minutes)

-Teach vocabulary in an interactive way.

- Lower Order Thinking Skills

- Listening activity: students have to listen to sounds and identify what they hear.

-Smelling activity: students have to identify what they smell.

- Touching activity: Choose individual students to put their hand in a bag with different fruits and vegetables, they choose one to feel, say what they think it is and then remove it from the bag to see whether they guessed it correct.

- Higher Order Thinking Skills

- Identify and direct (Sight activity): Show random pictures with foods hidden in them. Students have to identify the food in the picture and then guide the teacher to it by using simple English directions.

- Different tastes: Introduce the different tastes by showing a short video clip. Discuss what foods taste sweet, sour, salty, bitter and spicy.

### 4. Self-study and reflection (5 minutes)

- Throughout the lesson students get an opportunity to write a few sentences in their notebooks.

### 5. Feedback and Recap (5 minutes)

- Revision game