

GRADE 1

Unit 3 Theme: Food I like

Unit 1 Project: Draw a plate of food you like

Goals: Use new food vocabulary to draw a plate of food, then use the paper plate to help them describe the food that they like.

Product

Students will prepare a 'model' plate of food using a paper plate, and by drawing food they like on it. They will use it to describe food they like and use numbers meaningfully. They will be encouraged to share their posters with their family.

Life skills¹: Creativity: apply design thinking skills in their real lives.

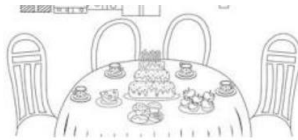
Cross curricular links: Art and Science

Performance indicators: Students are able to understand simple instructions in order to draw food they like on a paper plate; they will be able to describe the food to others and use numbers meaningfully.

WEEK 1: 2 pizzas

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall food words. Name and recall numbers 1-3 Listen to a description of an image and follow the instructions to draw a similar picture.	Choose 8 [FLASHCARDS] from the food & fruit sets that are singular (e.g. a cake, an ice cream, an apple) Teaching tip: choose food that your students are familiar with, so that they are prepared to talk about what they eat. [CHORAL DRILL] the words, then nominate students to answer the question: <i>'What's this?'</i> Stick the FLASHCARDS on the board, nominate students to come to the board to touch the FLASHCARD when you ask: <i>Where's the pizza?</i> After they identify it, get that student to say the food word.	Choose from 2 sets of FLASHCARDS: 1. Food FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-food-set-1.pdf 2. Fruit FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-fruit.pdf	Speak: name and recall food words and numbers (1-3). Listen to a description of an image and follow drawing instructions.

GRADE 1

	[SLOW REVEAL]: Hide a food flashcard behind a piece of paper. Slowly move the paper to reveal the food image. Let the kids shout out what they think it is. Teaching tip- this low resource activity gives students a real reason to concentrate and to say the word. Draw 3 cakes – 2 ice creams – 1 pizza Write the numbers 1-2-3 Count with your fingers and point to the drawings - CHORAL DRILL 3 cakes – 2 ice creams – 1 pizza [DRAWING DICTATION] Show the students the image, tell them to draw the table but with <i>no food</i>. Use the food words + numbers 1-2-3 to draw food on the table, e.g. <i>Draw 2 pizzas</i> When they've finished students [PAIR SHARE]	A black and white image for the DRAWING DICTATION– a table with food on it, e.g. 	
--	---	---	--

Assessment for Learning: at the beginning or end of a lesson ask each student a question with a FLASHCARD.

Vocabulary	Grammar	Interaction	Pronunciation
Food words: e.g. cake, ice cream, pizza, sandwich, yoghurt, apple, banana, orange Numbers 1-3	Productive: numbers + food noun <i>3 cakes – 2 ice creams – 1 pizza</i> Receptive <i>Where's the .. (food)?</i> <i>Draw 1/2/3s (food)</i>	Teacher and students	Happy intonation for Yes that's right  Yes that's right!

WEEK 2

Theme:

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills

GRADE 1

Listen for a number + food items to draw. Name and recall food items. Recognise a number outline and recall the name + 'air draw' it. Prepare to write numbers, practice air drawing and tracing	Play the [HUNGRY MONSTER GAME]: Teaching tip – make sure you choose a cute and smiling monster that isn't scary. Or you could show a picture of a robot. Draw a big monster on the board with a giant open mouth. Tell the class: Rub your tummy and say: <i>'The monster is hungry! He wants 3 bananas.'</i> Nominate a student to come to the board to "feed" the monster by drawing 3 bananas next to its mouth. Repeat 2 or 3 more times (with different food and numbers 1-3). The students copy the monster drawing. Now the students do the same, drawing food next to their monster. Students PAIR SHARE pointing to their food drawings and saying: number + food, e.g. <i>2 oranges</i> Watch the [ANIMATED SONG] up to 1:25– pausing after each 'cloud number' to ask <i>'What's the number?'</i> (1-6) Play it again and show students how to do [AIR DRAWING] , i.e. draw the number outline in the air. Teaching tip: this colourful story introduces students to the idea of AIR DRAWING which is a very good way to help students manage the shape of numbers and letters. Draw a number in the air, students identify it. Nominate students to do the same (one draws. The others say what it is). Set up pairs for students to practice 'air drawing' the numbers.	An image of a hungry monster, see image source e.g.  ANIMATED SONG https://learnenglishkids.britishcouncil.org/listen-watch/songs/my-plane	Speak: name and recall food items and numbers. Listen for a and draw (a number + food items). Prepare to write numbers, practice air drawing and tracing
Assessment for learning: at the beginning or end of a lesson ask each student to identify a number that you AIR DRAW			

GRADE 1

Vocabulary	Grammar	Interaction	Pronunciation
Extend numbers to 6:	Productive: Simple description: number + food noun (plural), e.g. <i>Three bananas</i> Receptive: <i>What's the number?</i>	Teacher to students Student to student	Sounds – Finals/ sound on plurals

WEEK 3

Theme: Yummy Party Plate

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall food words. Express a food preference in words and drawings.	Select 5 FLASHCARDS from each set, select food items that Palestinian children will be familiar with. Draw a happy face and a sad face on the board Stick a flash card under each. For the happy face FLASHCARD Rub your tummy and say 'Yummy!' for the sad face FLASHCARD say 'No thanks' CHORAL DRILL with a disgusted face gesture. CHORAL DRILL <i>Yummy</i> and <i>No thanks</i> Hold up FLASHCARDS and students respond with <i>Yummy</i> or <i>No thanks</i> (depending on their preferences) Ask the students to copy the happy and sad faces and then draw food in two lists, depending on their preferences. Students PAIR SHARE. [CRAFT ACTIVITY] Make a party plate of food. Show the students a plate of food you've drawn and coloured. Elicit what's on the plate, when they say the food phrase, you say <i>Mmm Yummy</i>. Give each child a paper plate. They draw the food they like on it.	1. Food FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-food-set-1.pdf 2. Fruit FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-fruit.pdf CRAFT model – a plate of food you've drawn and coloured on a paper plate. Materials for the CRAFT ACTIVITY white paper plates coloured crayons felt-tip pens Stencils: Provide pre-cut stencils of food shapes, e.g. tomato, chicken leg etc Teaching Tip: This ensures students with developing motor skills can still successfully complete their "party plate" project and feel a sense of achievement.	Speak: name and recall food words; express a food preference in words and drawings.

GRADE 1

	Then PAIR SHARE, naming the food and the partner responding with <i>Mmm Yummy or Yuck!</i>		
Assessment for Learning: [EXIT CARDS] students line up and respond to a food word with <i>Yummy</i> or <i>No thanks</i>			
Vocabulary	Grammar	Interaction	Pronunciation
Food words: e.g. cake, ice cream, pizza, sandwich, yoghurt, apple, banana, orange Numbers 1-6	Productive: number + food noun (plural) <i>Mmm Yummy!</i> <i>No thanks</i>	Teacher and students Student to student	Happy intonation: rise-fall-rise  <i>Mmm Yummy.</i>

WEEK 4 (1 lesson)

Project: My yummy plate of food

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Talk about the the party plates of food they have drawn. Listen to simple instructions to draw a plate of food.	Students practice talking about their party plate of food with a partner. Set up groups of 5 or 6 students – they take turns to talk about their party plates saying: <i>1 apple, mmm yummy.</i> etc [DRAWING DICTATION] tell the students to draw a circle for a plate, then dictate food to draw, students listen and draw. Teaching tip: if you think your students are ready you could follow the DRAWING DICTATION with pair work: one student saying what's on their plate and the other student drawing it.	Students' party plates of food from Week 3.	Speak: talk about the party plates of food they have drawn. Listen to simple instructions to draw a plate of food.
Assessment for Learning: HAPPY/SAD FACE – draw a happy or sad face after the lesson.			
Vocabulary	Grammar	Interaction	Pronunciation

GRADE 1

Vocabulary from Unit 3	Receptive: <i>Draw a circle; Draw</i> (number + food)	Teacher to students Student to students	Contraction <i>It is a/an =It's a/an</i>
---------------------------	---	--	---