

Lesson Plan

Grade 2 Unit 2 I like rice	
Aims - Name and recall food words. - Ask and answer questions about food.	
Syllabus fit This is <u>the first lesson of Unit 2</u> . It focuses on activating food vocabulary, extending learning about food in Grade 1, Unit 3. The food vocabulary will be used throughout the unit to talk about likes and dislikes and to create a 'favourite food plate of food' (project).	
Differentiation	
Support	Stretch
The warmer is a receptive way to introduce the food topic, and students will be reminded of some words from Grade 1. The limited range of words, some already learnt in Grade 1, together with scaffolded stages supports the last productive stage	More confident students will be able to manage the challenge of the matching activity (Stage 3) Stronger students have the opportunity to use the vocabulary and the question form fluently in group work.
Teaching & Learning Materials	
A shopping bag with 6-8 common food items in it. Food FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-food-set-1.pdf	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 3 minutes	<u>Warmer</u> Play [PICTIONARY] Draw food items that you think children will recognise, draw each item slowly and when children think they know what it is they hold up their hand and say ' <i>Got it</i> '. e.g. banana, pizza, bread, eggs, tomato etc Repeat several times Teacher to students
2. 10 minutes	Bring in a shopping bag with 6-8 food items and slowly take out the food items, elicit the names of the items, asking ' <i>What's this?</i> ' [CHORAL DRILL] the words, step by step. Put the items back in the shopping bag. Ask students to [PAIR SHARE] what they can remember.

	Write up the words with missing first letters, help the children read them. - anana -izza -read -ggs -omato Teacher to students Student to student
3. 10 minutes	Use the [SLOW REVEAL] activity with 6-8 food [FLASHCARDS]. CHORAL DRILL the words as necessary. Write the food vocabulary set on the board. Again write up with missing first letters, help the students read the words. Invite 6-8 students to come to the front of the class. Give each student a FLASHCARD, ask her/him '<i>What is it?</i>' The students say the word and then stick it under the correct word on the board. Remove the FLASHCARDS and repeat the activity with another set of 6-8 students. Teacher to students Student to teacher
4. 12 minutes	Nominate students to ask questions, showing a real food item or a FLASHCARD: '<i>Do you like (food)?</i>', Then [SUBSTITUTION DRILL] the question form, using the FLASHCARDS to change the question, e.g. <i>Do you like pizza?</i> Rice <i>Do you like rice?</i> Nominate students to practice question and answer in [OPEN PAIRS]. Ask students to make (draw + write the name) 4 food FLASHCARDS showing food that they like. Set up groups (or [BREAK OUT ROOMS] in an online lesson) to show their drawn FLASHCARDS and ask about food preferences.
Assessment for learning activity¹ 5 minutes	
The teacher walks around the classroom and children show a FLASHCARD and say something about it.	
Potential homework Students draw a shopping bag/basket with food in it, they can use it for PAIR WORK in the next less	
Reflection on the lesson	
What worked well:	What would you do differently?

¹ <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/assessment-learning-activities-0>