

Lesson 4 - My Food



My Food – Part 1 and 2

Level	One
Brief Description	Introduce kids to names of fruits, vegetables and other eatables. Teach children about their favourite foods.
Duration	2- 2.5 hours (2 days)
Learning Objectives	<ul style="list-style-type: none"> Enabling the children to identify different foods. Create Awareness of healthy vs unhealthy food
Preparation Material (soft copy)	<ul style="list-style-type: none"> Food Flash cards +names cards (Match the picture) Riddle Questions “I have, Who has” cards

Note: 1. We should concentrate on speaking, rather than trying to correct the spelling or writing skills of children. Children should be comfortable speaking English in the end.

2. Always make use of things kids know. Use examples that are familiar to them.

Story Board 1/ Day 1			
Sections	Time	Content	Remarks
	10 mins	Buffer	
A1	10 mins	Pre - Assessment	Self -Introduction with 1-2 lines about the food they like
B1	15 mins	Food Riddle	Introducing new sentences with relation to food
C1	15 mins	Match the picture	Group Activity to introduce the concept of healthy and unhealthy food
D1	10 mins	Post Assessment	Revision
	60 minutes		

Story Board 2/ Day 2			
Sections	Time	Content	Remarks
	10 mins	Buffer	
A2	5 mins	Pre - Assessment	
B2	15 mins	Food Flash Card	Introducing new sentences with relation to food
C2	20 mins	I have, who has	Introducing new sentences with relation to food
D2	10 mins	Post Assessment	Revision
	60 minutes		

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Story Board 1/ Day 1			
Sections	Time	Content	Remarks
A1	10 mins	Pre - Assessment	Self -Introduction with 1-2 lines about the food they like

Activity-

Ask children to introduce themselves and share what is their favourite food. Eg- My name is Neetu Bansal and I like eating ice-cream.

- Midway through the activity. Introduce the concept of Healthy food and ask the children to share what is their favourite “healthy” food. For eg. My name is Neetu Bansal and I like eating fruits. Fruits are healthy.
- Please focus on using is/ are. Idli is healthy, Fruits are healthy
- As the children are calling out the names of the food, write them on the white board as follows

X (Unhealthy Food)	✓ (Healthy Food)
Ice- Cream	Fruits
Bajji	Idli

(Please note--You have just introduced the concept of singular and plural)

Story Board 1/ Day 1			
Sections	Time	Content	Remarks
B1	15 mins	Food Riddle	Introducing new sentences with relation to food

Material Needed- The Food Riddle PPT slides

Activity-

Play the food riddle game. The volunteers ask children to read the riddle or read it themselves, (translate the difficult words) and see if the children can answer the riddle. Can be conducted as a group or individual competition game.

I am juicy and crunchy. I can be green or red. If you don't want to go to the doctor, you should eat me every day. APPLE	I am long and yummy I can be green or yellow. Monkeys love me And so do you. BANANA
Happy Birthday to you! I am a _____ CAKE	I look like a lemon, But I am bigger. I am sweeter. You love my juice ORANGE
We are brothers	I have thorns on the outside,

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<p>And we live together If you drop us, we will roll on the floor</p> <p>PEAS</p>	<p>I have a crown on my head. Remove my thorns and You will find me to be juicy and yummy</p> <p>PINE APPLE</p>
<p>I am brown in colour I have eyes. When you fry me, you call me chips!</p> <p>POTATO</p>	<p>I am green and leafy, I give you great health,</p> <p>SPINACH</p>
<p>I am red and shiny I have small seeds You add me in curries and in salads</p> <p>TOMATO</p>	<p>I am green outside And I am a bright red inside I have lots of water in me</p> <p>WATER MELON</p>
<p>I am long and green You add me in salads I am crunchy and cool</p> <p>CUCUMBER</p>	<p>We are sisters and are always in a bunch We can be green or maroon You can eat us or drink us</p> <p>GRAPES</p>
<p>I am orange in colour Rabbits love me And so do you.</p> <p>CARROT</p>	<p>I am called a flower, but I am not a flower I am a vegetable I am white and green in colour</p> <p>CAULIFLOWER</p>
<p>I am cold and yummy You can eat me from a cone, a stick or a cup. Mummy won't let you eat me when you have a cold.</p> <p>ICE CREAM</p>	<p>I am soft, and I can be hard You love to eat me with your bread. I am made from milk and curds</p> <p>BUTTER</p>
<p>I am white and very healthy Every child loves me Your mother and teacher makes you drink me everyday</p> <p>MILK</p>	<p>I am sweet and have many flavors I am wrapped in colour full paper You love to share me with your friends When it's your birthday.</p> <p>CHOCOLATE</p>
<p>I am sweet and brown Soaked in sweet syrup Indians love to eat me During festival</p>	<p>I have a triangle shape I am hard outside And have potato stuffed inside Indian eat me with sauce or chutney</p>

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GULAB JAMOON	SAMOSAS
I am round and have vegetables or meat on me You have to bake me first Children and adults love me All around the world.	I am white and grainy You eat me with a curry You never eat me alone People in India and China love me
PIZZA	RICE
I have many layers Everyone needs me, But I make you cry	I come in many colours I am usually stuck to a stick I am sweet, and children love me They can enjoy me for hours
ONION	LOLLIPOP
I have a shell, but can be broken easily I am white inside and have a heart of yellow You can boil me or cook me I make you very strong	
EGG	

Story Board 1/ Day 1			
Sections	Time	Content	Remarks
C1	15 mins	Match the picture	Activity to introduce the concept of healthy and unhealthy food

Material Needed- Match the Picture Slides - Slides with images and names of different kinds of food.







A1	B1	C1	D1	E1
A2	B2	C2	D2	E2
A3	B3	C3	D3	E3
A4	B4	C4	D4	E4
A5	B5	C5	D5	E5

Activity- The children try to match the image and the name of the food item through a quick memory game. A slide shows a table with each cell marked as A1, B1, C1, etc.

The children get a glimpse of the images and words behind and then try to remember which cells displayed the matching food image and text.

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		C1 Gulab Jamun	D1	E1
Pizza	Carrot	C2 Samosa	D2	E2
		C3 Samosa	D3	E3
Bananas	Potato Chips	C4 Gulab Jamun	D4	E4
		C5 Samosa	D5	E5

• Display the first slide(above) that shows the “Match the Picture” game. On full screen mode, click once to activate the Animation and show the pictures and words behind.

• Give the children 1 minute to memorise the position of the images and the text. Explain that the cells are numbered

Story Board 2/ Day 2			
Sections	Time	Content	Remarks
A2	10 mins	Pre - Assessment	

A,B,C,D, E on the columns and 1,2,3,4,5 in the rows.

- On full screen mode, click a second time to activate the Animation and hide the pictures.
- Ask the children to quickly remember the cells with the matching pair. For eg. A1 and E3 is Apple. They can write it down and self-correct to check if they got the matching right. The children can get marks on the number of right answers they get.
- Special attention should be given to the singular and plural words for eg. Milk is both singular and plural, while egg and eggs are singular and plural respectively.
- Alternatively, the children can also add 1-2 lines about the picture. For eg. This is a pizza. Pizza is unhealthy. This is an apple, it is sweet. This is a lemon, it is yellow in color.

Story Board 1/ Day 1			
Sections	Time	Content	Remarks
D1	10 mins	Post Assessment/ Revision	

Activity- Individual

- Call out the names of the student randomly, give them the names of two food items.
- The student has to tell which one is healthy, and which one is unhealthy

END OF STORY BOARD 1

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Activity-

- Give the children one minute to write down the names of all healthy and non healthy food that they know.
- Points are allocated as per the no of correct food names in each category or the no of unique names with each group.

FOOD FLASH CARD

Story Board 2/ Day 2			
Sections	Time	Content	Remarks
B2	15 mins	Food Flash Card	Introducing new sentences with relation to food

- Randomly pick up children names and ask them to talk about his/her food (min- 2 sentences)
- After 4-5 students have answered, pick a student randomly and ask what did one of the other students tell about his/her food.

(Please note—Help the children translate their sentences from Kannada to English. Keep the sentences simple.)

Story Board 2/ Day 2			
Sections	Time	Content	Remarks
C2	20 mins	I have, who has	Introducing new sentences with relation to food

I HAVE, WHO HAS

Materials required

“I have, who has” Presentation Slides

Online version of the Activity-

Level 1

- Give each student a number (1,2,,3..... 25) We have 25 slides in this game, so limit the total no. of students to 25 for this activity.
- In case you have lesser no. of students, you can allot 2-3-4 slides per students. Ask the students to note down the slide numbers allotted to them.
- The first student that has slide one, reads out – “I have (name of the food item in the first box- e.g. I have banana) and Who has (name of the next food item in the second box- e.g. Who has nuts?)”
- The second student that has slide two, reads out – “I have nuts. Who has carrot?”
- The game continues till we complete the last slide.
- Ensure that the children use full sentences in this game.

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Level 2

At the next level,

- Ask each student, to include the color of the food. E.g. “I have an orange Carrot, who has a Red Apple?”
OR
- Ask each student, to include some information about food “I have a carrot. It is a vegetable. Who has an Apple? It is a fruit.”
OR
- Ask each student, to include healthy/ non-healthy information about food “I have a carrot. It is healthy. Who has an ice- cream? It is unhealthy.
- Build up the number of sentences the children say, so that they become comfortable with using multiple sentences around a single topic.

Story Board 2/ Day 2			
Sections	Time	Content	Remarks
D2	10 mins	Post Assessment	Revision using Food Riddle slides

Activity-

Randomly pick up a student, show one of the Food Riddle Slides and ask him to name the food item and say if it is healthy or un healthy.

Ask the class in general why are certain foods un healthy and why are certain foods healthy?

(Please note—Though you have not taught them about why certain foods are healthy/ unhealthy, the children would know it. Prompt them to come up with their own thoughts and help them to translate it in English)

END OF STORY BOARD 2