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| STAGE 2 LESSON PLAN 1-8 |
| Author: | Asia Dietrich | Unit: | Food |
| Module: | 1 | Lesson: | 8 |

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| Learning Goals: |
| * Reviewing the “ing”, “ng”, “dr” and “tr” words
* Using “and”, “but”, “or” and “because”
* Some international foods
* Reading
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| Resources: |  |  |
| **Name** | **Description** | **File** |
| Teacher Presentation | Teacher uses this presentation as a shared document or application in live class | food-lesson8-teacher.pptx |
| Student Presentation | Student can download this presentation before the class begins | food-lesson8-students.pptx |
| Worksheet | Student will download this before class and complete it during the lesson | Homework Kind of Food.pdf |
| Video :  | Student can download and pre watch | “The Giving Tree.mp4” |

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| Agenda: |
| **Topic** | **Slides** | **Estimated Time** |
| Learning Goals | 2 | 2-3 minutes |
| Homework  | 3 | 5 minutes |
| Spelling | 4-6 | 5 minutes |
| World Food Flags | 7-10 | 5 minutes |
| Matching  | 11 | 5 minutes |
| The Giving Tree | 12-13 | 7 minutes |
| Which food group? | 14-15 | 5 minutes |
| Mine or Yours  | 16-17 | 5 minutes |
| Because, and, or, but | 18-19 | 5 minutes |
| Pictionary  | 20 | 5 minutes  |
| Because, and, or, but | 21-23 | 5 minutes |
| Homework and Review | 25-26 | 5 minutes |
| **Extra time: slide 24 Differences**Prompt the students to compare and contrast the two photos.  |

**Instructional Strategies**

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| Slide 2 | Go over the learning goals. |
| Slide 3 | Get the students to share their funny “tr” paragraphics.  |
| Slide 4-6 | Ask students to recall and spell the following words from previous units.  |
| Slide 7-9 | Ask students to identify any of the flags they recognize. Also, ask them about the food in the flags.Slide 7: Australia, Brazil, China, France, Greece, India Slide 8: Indonesia, Italy, Japan, Lebanon, Korea, SpainSlide 9 Switzerland, Thailand, Turkey United Kingdom, USA, Vietnamhttps://www.visualnews.com/2013/08/27/national-flags-created-foods-country-commonly-associated/ |
| Slide 10-11 | Match the verb to the photo. |
| Slide 12-13 | Play “The Giving Tree.mp4”. The file has no sound, so you need to read along with it. Get students to underline all the instances of “and” and “but”.1. Why do you think the tree loved the boy in the beginning?
2. Why do you think the boy loved the tree?
3. Have you ever given something away and later wished that you hadn’t?
4. Is it easier to give something away if the receiver truly appreciates the gift?
5. When you give something to someone, do you expect something in return?
6. Is the boy happy at the end of the story?
7. Is the tree happy?
8. If you were the tree would you be happy? Why?
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| Slide 14-15 | Ask the students which food group for each picture. |
| Slide 16-17 | Get the students to verbally do the questions. Alternate between each student. 1. mine 2. yours 3. mine 4. mine 5. yours 6. mine 7. yours mine 8. mine  |
| Slide 18-19 | Get students to finish these sentences verbally. |
| Slide 20 | Take out a piece of paper. Choose one of the food vocabulary words we have learned in this unit. Draw a picture with a marker. Show the class and have them guess what you drew.  |
| Slide 21-22 | Get the students to do this activity silently and write down what conjunction goes where. Do this activity verbally. Take up the answers. 1. because 2. or/and 3. but 4. because 5. or  |
| Slide 25-26 | Review lesson. For homework, students should make al list of what they eat for one day and decide if it belongs to plants, animals or both.  |