

Lesson Plan – Jenette Reitsma, 2011, Assistante de Langue Anglais

Level: Cycle 2 - Cours élémentaire 1er année CE 1 (7-8 year olds)

Duration of the lesson: 30 minutes (25 minutes + 5 for margin of error)

Material needed:

- .ppt presentation of food images/ or flashcards if PowerPoint is not accessible in the classroom.

OBJECTIVES of the LESSON:

Communicative:	Talk about ones preferences
Pragmatic:	say what you like say what you don't like
Linguistic:	Vocab: Food – list of 10 food items
Socio-cultural:	Food

LESSON BREAKDOWN:

1. Before the class	Talk with students, class starts on time.
2. Introduction - 2 minutes	<p><i>Introduce students to theme of Food</i></p> <p>Mode of working: Whole class</p> <p><i>Show intro page of the .ppt to the learners</i></p> <p>Assistant: Food!</p> <p>What types of food can you name?</p> <p><u>Reformulation:</u> What food do you eat? What do you eat at home? What do you eat at school? Think of foods you eat? Food examples: hamburger, milk...</p> <p><i>Write up suggestions on the board.</i></p> <div data-bbox="938 1742 1294 1944" data-label="Diagram"><p>The diagram consists of a central circle with the word 'Food' written inside it. Four blue arrows originate from the circle and point outwards in different directions: one towards the top-right, one towards the bottom-right, one towards the bottom-left, and one towards the top-left.</p></div> <p><i>If ideas are struggling to come forward, get pairs/groups to work together to choose foods.</i></p>

<p>3. Vocabulary session – 5 minutes</p>	<p>Mode of working: Whole class</p> <p>PART 1: Use flashcards, or the PowerPoint presentation to introduce the students to 10 food words. After each flashcard, or slide, stop, say the food name, and get the class to repeat.</p> <p>Assistant: Cupcakes... Repeat after me....cupcakes. Class: Cupcakes!</p> <p><u>Food vocab: cupcakes, hamburgers, oranges, carrots, cheese, milk, broccoli, bread, strawberries, pizza.</u></p>
<p>4. “like” and “don’t like”– 10 minutes ORAL:</p>	<p><i>Introduces the learners to “like” and “don’t like”.</i></p> <p>Mode of working: Whole class</p> <p><i>Write “I like” on the board with a happy face drawn next to it.</i></p> <p>Assistant: I like! Repeat after me...I like!</p> <p><i>Write “I don’t like” with a sad face next to it.</i></p> <p>Assistant: I don’t like. Repeat after me....I don’t like.</p> <p><i>Assistant shows the photo of her eating cupcakes. Show slide as well.</i></p> <p>Assistant: I <u>like</u> cupcakes. Yum yum! *makes the thumbs up motion*</p> <p><i>Assistant shows the picture of broccoli. Show slide as well.</i></p> <p>Assistant: I <u>don’t like</u> broccoli. Urgh! *makes the thumbs down motion*</p> <p>Further this:</p> <p><i>Show slide/flashcards again, 1 at a time:</i></p> <p><i>Ex: Carrots.</i></p> <p>Assistant: Who likes carrots? If you like carrots, put your thumb like this, and say yes *make the thumbs up motion*. Who likes carrots? Yum yum!</p>

	<p><i>Ask a few learners who indicated YES:</i></p> <ul style="list-style-type: none"> <i>a. What do you like? Response: I like carrots.</i> <i>b. Do you like carrots? Response: Yes, I like carrots.</i> <p><i>Ask a few learners who indicated NO:</i></p> <ul style="list-style-type: none"> <i>a. What do you like? Response: I don't like carrots.</i> <i>b. Do you like carrots? Response: No, I don't like carrots.</i>
<p>5. Activity – 8 minutes WRITTEN:</p>	<p>Mode of working: Individual</p> <p><i>Hand out the worksheet. Get each learner to complete the worksheet.</i></p> <p><i>Do an example with them on the board. Show the picture of the cupcake, and write I like cupcakes.</i></p> <p><i>Walk around the class assisting with filling in the worksheet. Collect worksheets when the class is finished.</i></p>