

# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 01 p.115

**Topic:** Fruits

**Functions:** Identifying fruits

**Grammar:** What's this?

It's a banana.

**Vocabulary:** apple, banana, pear

**START** Sing the "Fruits" song.

-Ask Ss if they like fruits. Tell them that you will draw some fruits on the board. Draw a part of a banana. They will try to guess what fruit it is. If they say it in Spanish, repeat the wording in English. Repeat the action with the other fruits.

### CLASS DEVELOPMENT

-Tell them that there are many fruits and ask them to name some others.

-Name the three fruits and have them repeated.

-Work on p. 115. Ss colour the fruits with the corresponding colour

### CLOSING

Ask Ss to describe the fruits.

T: What colour is the apple

Ss: red.

Repeat the action with the other fruits.



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 02 p.116

**Topic:** Numbers and fruits

**Functions:** Identifying numbers and fruits

**Grammar:** How many apples are there?  
Five

**Vocabulary:** apple, banana, pear, one, two, three, four, five

**START** Buy some popcorn, each student has to count and eat five popcorns.

-Write the numbers 1 to 4 on the board. Point to and name each one.  
Have Ss repeat.

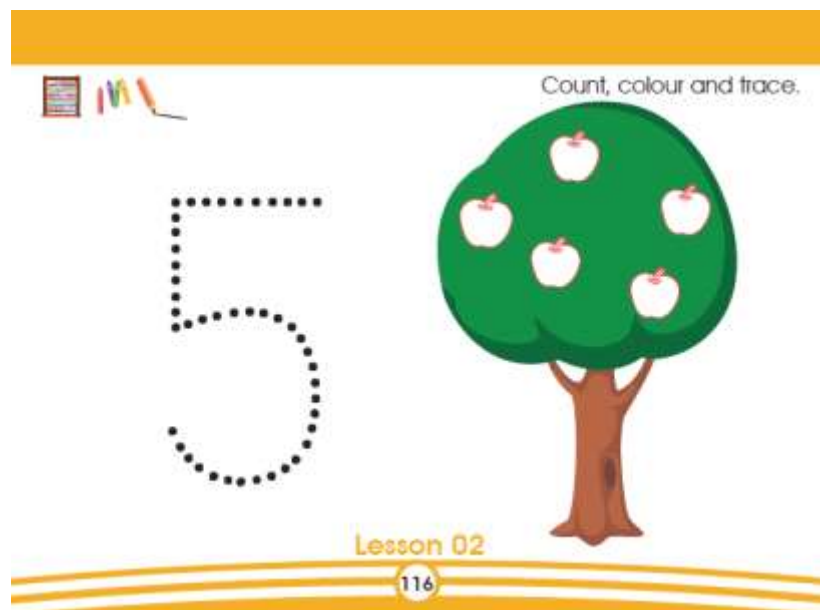
### CLASS DEVELOPMENT

-Introduce number five and ask Ss to count the fingers they have in one hand.

-Work on p. 116 Have Ss count and colour the apples on the tree, trace the number with their index finger and then with a colour. Guide them.

### CLOSING

Attach the number cards on the board, choose a volunteer, give him/her instructions to point to different numbers.  
Repeat with more Ss.



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 03 p.117

**Topic:** Numbers and fruits

**Functions:** Counting and identifying numbers  
Identifying fruit

**Grammar:** How many pears are there?  
Three

**Vocabulary:** pears, apples, grapes, oranges, bananas, one, two, three, four, five

**START** Ask Ss to stand up and perform different actions.

-Sing the "Numbers" song.

-Show Ss the number cards, they have to identify them.

### CLASS DEVELOPMENT

-Draw three sets of different fruits. Count the first one and attach the correct number under it. Continue with the next set and choose a volunteer to attach the number. Repeat with the last set.

### CLOSING

Work on p.117 Ss have to cut the numbers, count the fruit, paste the numbers and colour the pictures.

Cut, count, paste and colour.

1  
2  
3  
4  
5

Lesson 03

117

# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 04 p.119

**Topic:** Fruits and colours

**Functions:** Identifying colours and fruit

**Grammar:** What's this? A banana.  
What colour is it?  
Yellow

**Vocabulary:** pears, apples, grapes, oranges, bananas, yellow, red, orange, green, purple

#### START

Blindfold students, give them a fruit, they have to touch it, smell it and try to guess what fruit it is. When they guess, change their fruit.

-Use the flashcards to review the fruits. Take one and show it as fast as you can. Ss try to guess.

-Have Ss describe each fruit.

#### CLASS DEVELOPMENT

T: What's this?

Ss: A banana

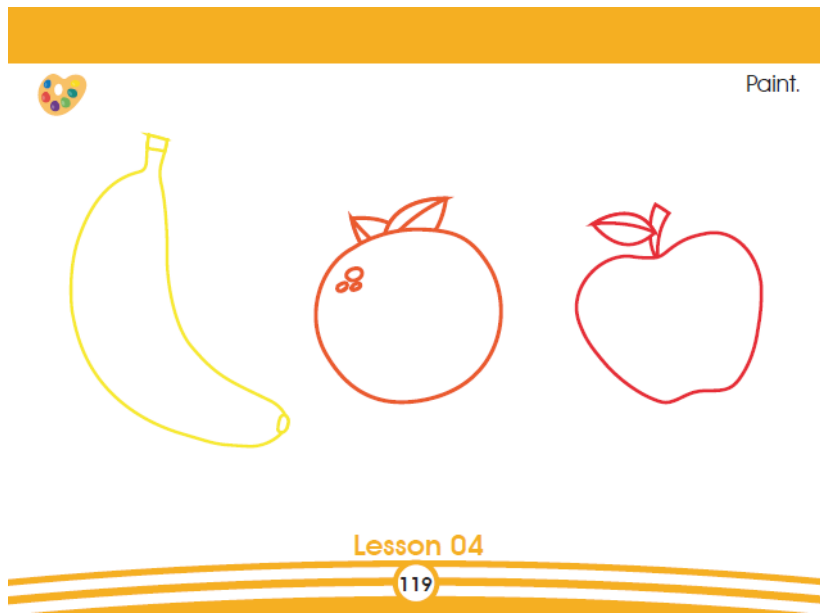
T: What colour is it?

Ss: Yellow

T: Yes, it's a yellow banana.

#### CLOSING

Work on p.119 Ss have to paint the fruit with the corresponding colour.



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 05 p.121

**Topic:** Fruit and numbers

**Functions:** Counting and identifying numbers  
Identifying fruit

**Grammar:** What number is it?  
Six

**Vocabulary:** one, two, three, four, five, six, seven, eight, nine, ten

**START** Sing the "Numbers" song

-Count the fingers of your hands until 5. Have Ss repeat after you.

-Ask SS to clap one time, then two times. Continue until 5. Tell them that you will say a number and they have to clap the correct number of times.

-Introduce number six. Draw six bananas, count them and write the number on the board.

### CLASS DEVELOPMENT

-Work on p.121 Ss have to count the circles, then they have to trace the numbers according to the instructions.

T: Take your blue, trace the numbers 1 blue. Repeat the action with different colours (2-yellow, 3-red, 4-green, 5-orange, 6-purple)

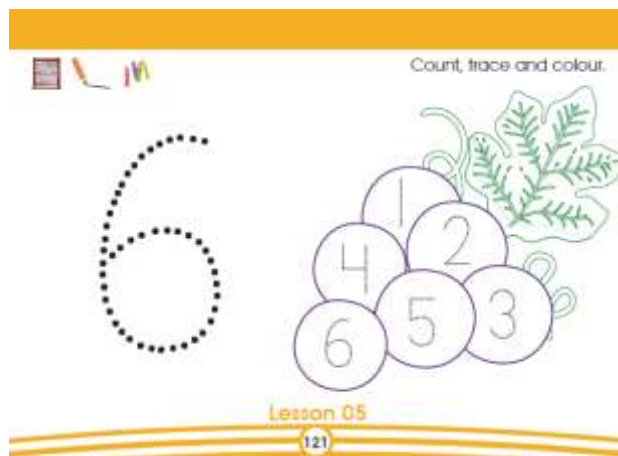
-Colour the big number six and colour the grapes.

### CLOSING

Review the numbers.

T: what colours the number two?

Ss: Yellow.



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 06 p.122

**Topic:** Fruits, numbers, and colours

**Functions:** Identifying fruits, colours, and numbers  
Relating number and quantity

**Grammar:** How many pears are there?  
Five

**Vocabulary:** apples, pears, bananas, oranges, grapes, one, two, three, four, five, green, yellow, orange, purple, red

**START** Ask SS to stand up and perform different actions counting from 1 to 5 (clap, jump, turn around, etc.)

-Say a number and have Ss hold up the corresponding number of fingers.  
Repeat with more numbers.

-Write the numbers from 1 to 5 on the board, point to them and have Ss repeat.

### CLASS DEVELOPMENT

-Give each student a number card, Ss identify the number they have.  
Name a number, Ss that have it must do an action. Repeat with more numbers

-Write the number two on the board and draw five apples.

T: What number is it?

Ss: Two

T: Help me colouring just two apples.

**CLOSING** Work on p.122 Point to the number five.

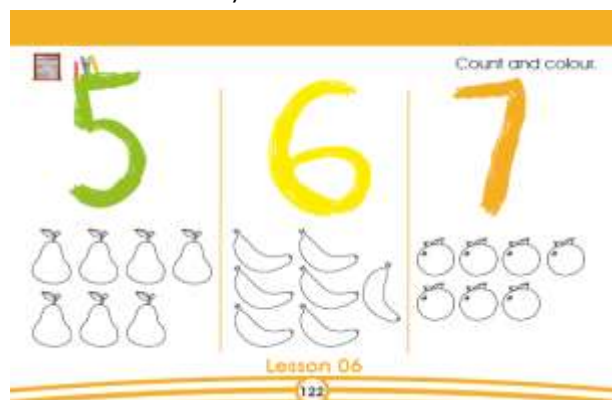
T: What number is it?

Ss: five

T: Colour just five pears.

Continue with the other number.

Let SS do the last one by themselves.



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 07 p.123

**Topic:** Fruits and sizes

**Functions:** Describing objects

**Grammar:** The apple is big.

**Vocabulary:** apple, pear, orange, banana, grapes, big, small

**START** Play giants and dwarves to review big/small

-Ask Ss to make a circle holding hands. Tell them to make it big and then small.

-Ask Ss to trace a big circle using their index finger; repeat the action with a small circle.

### CLASS DEVELOPMENT

-Draw fruit of different sizes on the board. Ask Ss questions.

T: Is the apple big or small/

Repeat with the other fruits.

-Draw simple patterns on the board and ask Ss to help you.

### CLOSING

Work on p.123 Ss colour the fruits with the corresponding colour, cut the pictures and paste them in the correct place to complete the pattern.

Colour, cut and paste.

Lesson 07

123

# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 08 p.125

**Topic:** Healthy food

**Functions:** Identifying healthy food.

**Grammar:** Is milk healthy?  
I want milk, milk is healthy.

**Vocabulary:** healthy, food, chicken, juice, carrot, sandwich, milk, water

#### START

Show Ss a picture of a happy boy that is playing and another picture of a child that is sick. Make Ss conscious about the importance of eating healthy to take care of their body.

-Show Ss a picture of an apple and make them reflect if it is healthy or not.  
T: Are apples healthy? Yes or No? What do you think?

-Introduce the new vocabulary using the flashcards.

#### CLASS DEVELOPMENT

-Work on p.125 Tell Ss that the monster is happy because is eating healthy food. Make Ss point to the different pictures.

Tell them to take their favourite colour to match the food to the monster because is hungry.

T: I want a sandwich, sandwiches are healthy.

#### CLOSING

Attach the pictures to the board. Choose different volunteers, pass them to the front and give them directions for pointing to the pictures.

T: point to the carrot, carrots are healthy.  
Repeat the action with the other pictures.





# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 09 p.126

**Topic:** Unhealthy food

**Functions:** Identifying unhealthy food

**Grammar:** Are fries healthy?  
Fries are unhealthy.

**Vocabulary:** unhealthy food, fries, chocolate, pizza, soda, doughnut, ice cream

**START** Sing the "Healthy" song

-Review the healthy food using the flashcards.

-Tell Ss that some food is not good for their body.

-Ask Ss what happens if they eat a lot of sweets.

-Show Ss a picture of a sick child.

Explain to them that he / is sick because he/she ate unhealthy food.

### CLASS DEVELOPMENT

-Use the flashcards to introduce the unhealthy food.

-Work on p.126. Tell Ss that the monster is sad because he ate a lot of unhealthy food and now, he's sick. Ss match the food pictures to the monster according to your directions.

T: Take your red, match the ice cream to the monster.

Ice cream is unhealthy

Repeat the action with the other pictures (chocolate- green, fries- yellow, sweets- orange, pizza-purple, soda-blue and doughnut pink).

### CLOSING

Give Ss some pictures, play music, Ss pass the pictures, and identify the food. And say if it is healthy or unhealthy when the music stops.

T: What is it?

S: ice cream

T: Is it healthy or unhealthy?

S: unhealthy



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 10 p.127

**Topic:** Healthy and unhealthy food

**Functions:** Identifying and differentiating healthy and unhealthy food

**Grammar:** Is it healthy or unhealthy?

**Vocabulary:** food, healthy, unhealthy, happy, sad, sweets, juice, sandwich

**START** Sing the "Healthy" song

-Review the food vocabulary. Show Ss the pictures, say the names and have Ss repeat the words.

-Divide the board in two. Draw a happy face on the left side of the board and a sad face on the opposite side.

### CLASS DEVELOPMENT

-Choose a volunteer, name a picture, he/she has to take it and paste it under the corresponding face.

T: Take the water, is water healthy or unhealthy?

S: healthy

T: attach it under the correct face.

Repeat the action with different Ss.

### CLOSING

Work on p.127 Ss have to look at the pictures, trace the lines and colour the faces with the corresponding colour.

Trace and colour.

Lesson 10

127

# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 11 p.128

**Topic:** Healthy and unhealthy food

**Functions:** Identifying healthy and unhealthy food

**Grammar:** Carrots are healthy.  
Soda is unhealthy.

**Vocabulary:** food, healthy, unhealthy, happy, sad, sweets, juice, sandwich, fries, chocolate, pizza, soda, doughnut, ice cream, chicken, carrot, milk

#### START

-Before the class starts, attach the food pictures under the Ss' chairs.

-Divide the board in two and draw a happy and a sad face at the top.

-Count to three, Ss have to take the picture under their chairs as fast as they can and paste it into the correct part of the board.

-Check the classification they made.

T: Let's check the healthy food. What's this?

Ss: chicken. Is chicken healthy?

Ss: Yes

T: correct! (Put a tick)

#### CLASS

#### DEVELOPMENT

-Continue in the same manner with the other pictures.

-Work on p.128 SS listen to you and circle the correct pictures in each case.

T: (speaking like a little monster) Look! Here you have some food, circle just the healthy food.

T: Carrots are healthy, sandwiches; yoghurt and water are healthy too.

Repeat with the other monster.

(Unhealthy: fries, cookies)

#### CLOSING

Check what Ss circle.

T: Look at the first monster, are carrots healthy? Did you circle the carrots?

Continue in the same manner with the other pictures.



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 12 p.129

**Topic:** Food

**Functions:** Expressing likes

**Grammar:** What do you like for lunch?  
I like milk.

**Vocabulary:** yoghurt, juice, sandwich, cookie, sweets, milk, water, chicken, carrot, fries

#### START

Take Ss outside and hide the flashcards in different places in the yard. Ss help you to find them. Put two boxes one with a happy face and the other with a sad face. Ss have to classify the food in the corresponding box.

-Go back to the classroom.

-Choose a S ask him/her what he/she brings for lunch and if it is a healthy lunch or not. (In case it has some unhealthy food, let her/him know that it is ok to eat it but just sometimes).

#### CLASS DEVELOPMENT

-Work on p.129. Ss have to colour the pictures, cut the food and paste the food they would like to bring for lunch.

#### CLOSING

Ask individual Ss about the food they pasted.

Colour, cut and paste.

Lesson 12

129

# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 13 p.131

**Topic:** Food/likes and dislikes

**Functions:** Expressing likes and dislikes

**Grammar:** I like broccoli / I don't like chocolate.

**Vocabulary:** like, don't like, carrot, sandwich, broccoli, milk, juice, cookies, chicken, chocolate, fish.

**START** Sing the "Healthy" song

-Review the food vocabulary using the flashcards.

-Rub your stomach and say Ss that you are hungry.

T: Mmmm, I like sandwiches, sandwiches are delicious.

I like apples and I like juice.

T: What do you like?

S: I like milk

### CLASS DEVELOPMENT

-Work on p.131 Ss have to listen to the monsters. Circle what the red monster likes and cross out what the blue monster doesn't like.

T: (speaking like a monster) I like carrots, I like broccoli and I like orange juice.

Repeat the action with the blue monster.

T: (speaking like a monster) I don't like chicken; I don't like chocolate and I don't like fish.

### CLOSING

Attach the flashcards to the board and check Ss answers

T: What does the red monster like?

Ss: carrot, broccoli, juice.

Repeat the action with the blue monster.



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 14 p.132

**Topic:** Food / Likes and dislikes

**Functions:** Expressing likes and dislikes

**Grammar:** I like apples / I don't like pears.

**Vocabulary:** apple, pear, cookie, sandwich

**START** Pre-cut some fruit, blindfold Ss and give them a piece of fruit to taste and guess.

Draw a happy face and a sad face on the board. Point to each face and have Ss identify the feelings.

T: Is this face happy or sad?

Ss: Happy

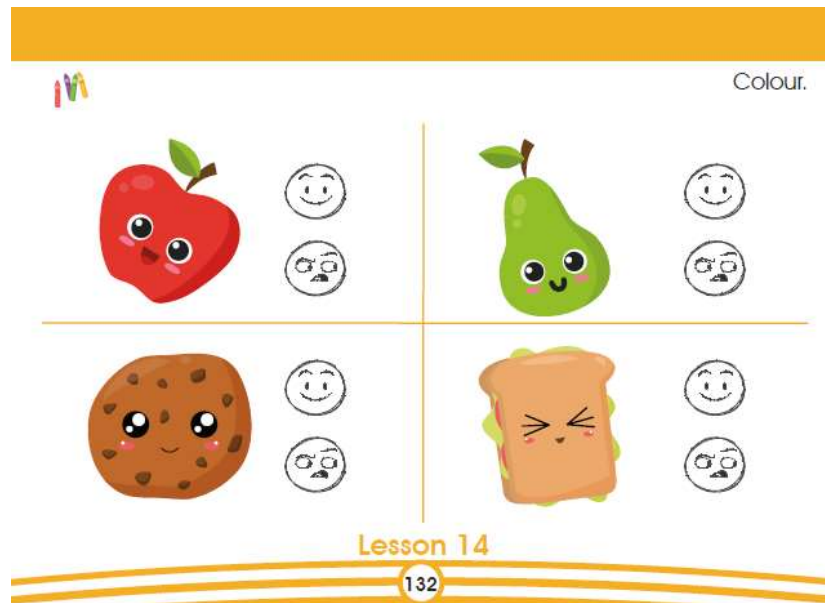
**CLASS DEVELOPMENT** Hold up the apple cut-out and point to the happy face. Rub your stomach and express your opinion on apples. Ask individual Ss for their opinions.

T: I like apples. Do you like apples?

Ss: Yes.

Repeat the action with the sad face and something you don't like.

**CLOSING** Work on p.132 Ss have to look at the pictures and colour the corresponding face according to their likes or dislikes.



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 15 p.133

**Topic:** Food/likes and dislikes

**Functions:** Expressing likes and dislikes.

**Grammar:** I like apples / I don't like pears

**Vocabulary:** yoghurt, juice, sandwich, cookie, fish, milk, water, broccoli, carrot, fries

#### START

Play hot potato. Give a ball to a S, he/she has to pass it to their classmates, when you say STOP! The S who has the ball take a cutout from a bag and say if he likes it or not. Continue with more Ss

-Draw a happy face on the board, choose three pictures of the food you like and attach them in front of the face.

Draw a sad face under the happy face and do the same.

#### CLASS DEVELOPMENT

-Work on p.133 Ss have to colour the pictures, cut them and paste them in the blanks according to their likes and dislikes.

#### CLOSING

Choose a S and ask him/her some questions.

T: What do you like?

S: I like milk

T: What don't you like?

S: I don't like carrots.

Repeat the action with more Ss.

Colour, cut and paste.

Lesson 15

133

# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 16 p.135

**Topic:** Fruits / numbers

**Functions:** Counting 1-10  
Identifying fruits and numbers from 1 to 7

**Grammar:** How many pineapples are there?  
Seven

**Vocabulary:** pineapples, one, two, three, four, five, six, seven

#### START

Ask Ss to stand up and make a circle. Give a ball to a S, he/she says one and pass the ball to the child next to him. He says two! and passes the ball to the next child. Continue counting. If a child says an incorrect number, he/she has to dance in the middle of the circle.

-Show Ss the number cards and they have to identify the numbers.

-Introduce number 7, draw 7 carrots and Ss count them with you.

-As Ss to trace number seven in the air.

#### CLASS

#### DEVELOPMENT

-Work on p.135

T: How many pineapples are there? let's count them! one, two.....seven.  
How many?

SS: Seven

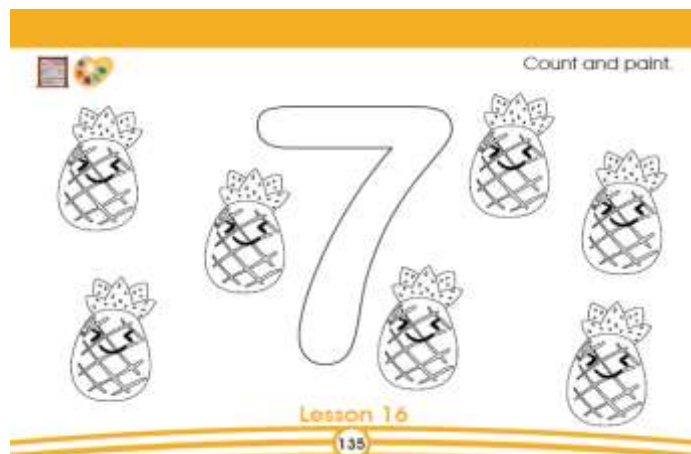
Ss have to paint the number and the pineapples.

#### CLOSING

Attach the number cards in different places in the classroom.

Choose a volunteer, he/she has to run and touch the numbers you say.

Repeat with more Ss





# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 17 p.137

**Topic:** Fruits/Sizes

**Functions:** Identifying and describing fruit

**Grammar:** What's this?

Banana.

Is it big or small?

**Vocabulary:** banana, pear, pineapple, grapes, big, small

**START** Ask Ss to sing the fruit song.

-Draw a big apple

T: This is a big apple. Repeat

S: This is a big apple

Draw a small banana

T: This is a small banana. Repeat

S: This is a small banana.

Repeat with more fruit.

### CLASS DEVELOPMENT

-Display the big fruit and small fruit cut-outs in visible locations around the classroom. Place a big bag on one side of the classroom and a small bag on the other. Choose a volunteer give him/her a cut-out and he/she has to put it in the correct bag. Continue in the same manner with more Ss.

**CLOSING** Work on p.137 Ss have to match the big fruit to their small matching pair and colour the fruits with the corresponding colour.



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 18 p.138

**Topic:** Food and numbers

**Functions:** Identifying food and numbers

**Grammar:** How many carrots are there?  
Six

**Vocabulary:** carrots, soda, bananas, yoghurt, oranges, one, two, three, four, five, six, seven

#### START

Paint some balls with different colours, and number them with a marker.  
Put the balls in a fishbowl and ask different volunteers to take one and say the number they took.

-Give Ss some clothespins, say a number and Ss have to put the corresponding number of clothespins together.

-Write the numbers from 1 to 7 on the board two times. Say a number, choose a student and he/she has to erase the number you said.

#### CLASS DEVELOPMENT

-Work on p.138 Ss have to count the sets of pictures, match them to the corresponding number and colour them. Work with the first three sets, all together.

#### CLOSING

Check Ss answers

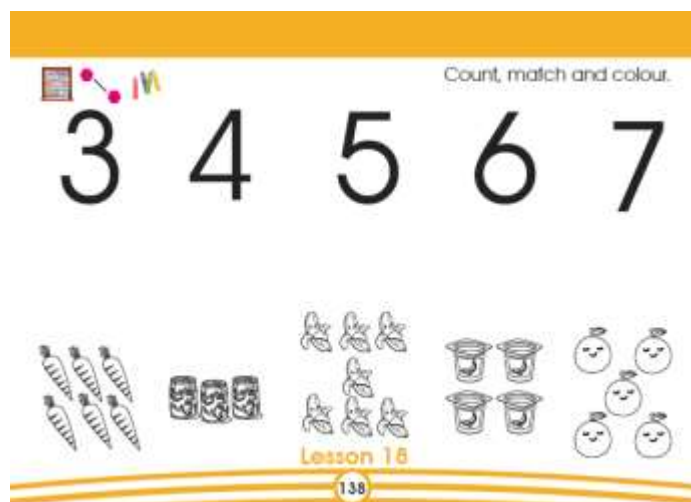
T: how many carrots are there?

S: six

T: How many sodas?

S: three

Continue checking their answers.



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 19 p.139

**Topic:** Food and numbers

**Functions:** Identifying food and numbers

**Grammar:** How many carrots are there?  
Six

**Vocabulary:** carrots, soda, bananas, yoghurt, oranges, one, two, three, four, five, six, seven

#### START

Paint some balls with different colours, and number them with a marker. Put the balls in a fishbowl and ask different volunteers to take one and say the number they took.

-Give Ss some clothespins, say a number and Ss have to put the corresponding number of clothespins together.

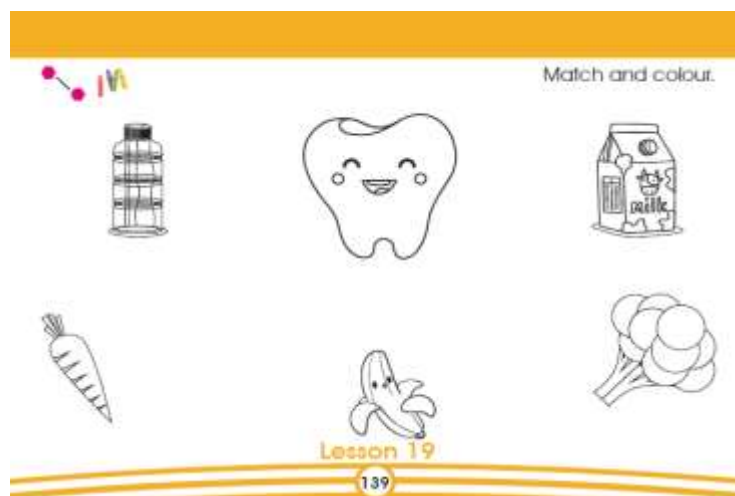
-Write the numbers from 1 to 7 on the board two times. Say a number, choose a S and he /she erases the number you said.

#### CLASS DEVELOPMENT

-Work on p.138 Ss have to count the sets of pictures, match them to the corresponding number and colour them. Work with the first three sets, together.

#### CLOSING

Check Ss answers  
T: how many carrots are there?  
S: six  
T: How many sodas?  
S: three  
Continue checking their answers.



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 20 p.140

**Topic:** Taking care of the teeth

**Functions:** Identifying the food that is good and bad for the teeth

**Grammar:** Chicken is good for the teeth.

Soda is bad for the teeth.

**Vocabulary:** pineapple, sweets, chicken, soda, grapes, lollipop

#### START

Choose a volunteer to pass to the front, tell him/her to make a happy, sad or angry face. The rest of the group has to guess how he/she feels.

-Ask Ss if they remember the food that is good for the teeth.  
Tell them that some food is bad.

-Introduce the food or drinks that are bad for the teeth and explain to them why.

#### CLASS DEVELOPMENT

-Draw a happy face and a sad face on the board.

Attach some food cut-outs around them.

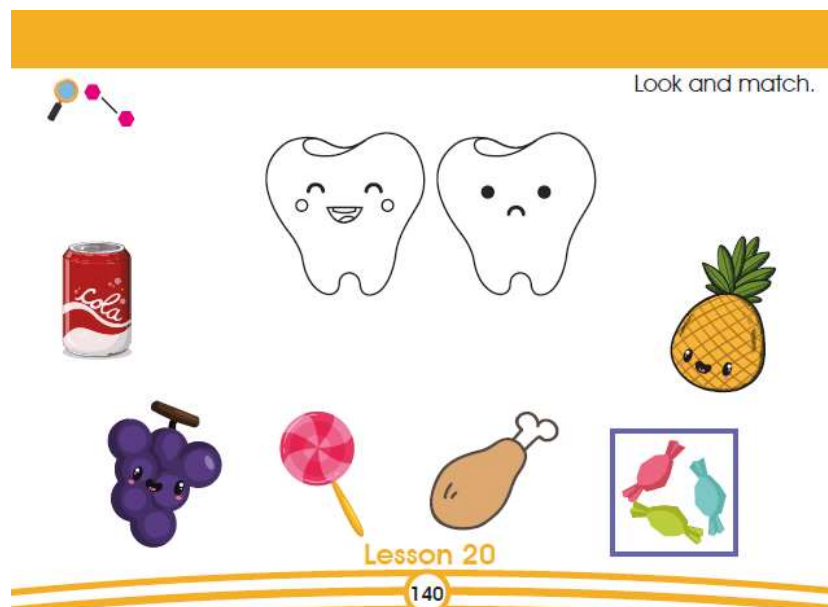
Choose a volunteer, he/she has to match one picture to the corresponding tooth.

Repeat the action with different Ss until all the pictures are matched.

#### CLOSING

Show Ss some food cards if what you show to them is good for the teeth, they have to say: Oh yeah!

If it is bad, they say: No, thanks!



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 21 p.141

**Topic:** Taking care of your teeth

**Functions:** Identifying the food that is good and bad for the teeth

**Grammar:** Chicken is good for the teeth.  
Soda is bad for the teeth.

**Vocabulary:** pineapple, sweets, chicken, soda, grapes, lollipop

**START** Ask each S to bring a fruit pre-cut into small pieces.  
Put the fruit in a bowl to have fruit salad.

-Remind Ss of the importance of eating healthy for taking care of the body and teeth.

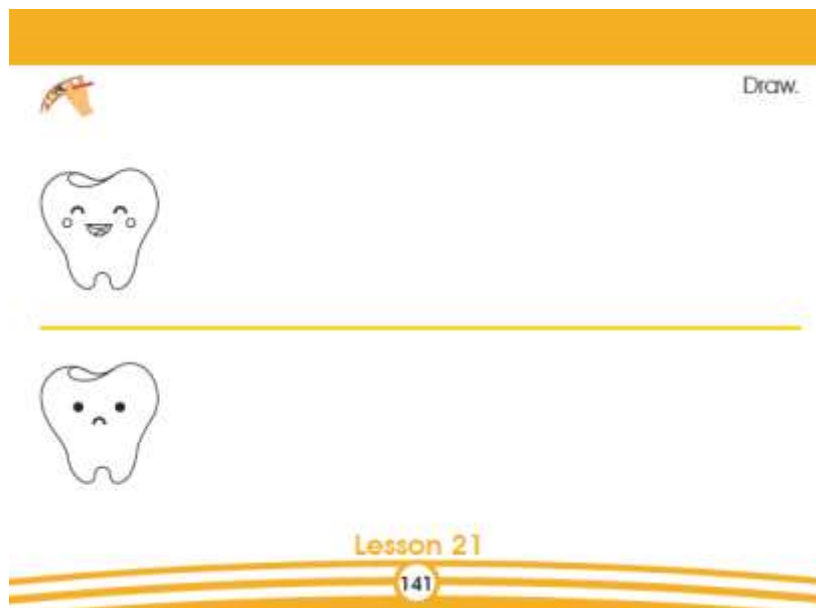
-Give some salad to the Ss and give them some time to eat it.  
When they finish, tell them that there is another important action to keep our teeth strong. They try to guess.

### CLASS DEVELOPMENT

-Talk about the importance of brushing the teeth

-Work on p.141 Ss have to draw pictures of food that is good and bad for the teeth

**CLOSING** Take Ss outside to brush their teeth; show them how to do it properly.



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 22 p.142

**Topic:** Taking care of the teeth

**Functions:** Giving advice on how to take care of the teeth

**Grammar:** You should brush your teeth.

**Vocabulary:** brush the teeth, toothbrush, toothpaste

**START** Ask Ss to mime brushing their teeth.

-Tell Ss that is very important to brush the teeth minimum of three times a day.

-Show Ss pictures of different grooming items.

T: Do you need soap to brush your teeth?

SS: No


Continue in the same manner to introduce the toothbrush and toothpaste.

Work on p.142 Ss have to match and colour what the tooth needs to be healthy.


### CLASS DEVELOPMENT

### CLOSING

Take Ss to the other classroom and recommend others to eat healthily and brush their teeth.



Match and colour.



Lesson 22

142

# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 23 p.143

**Topic:** Taking care of your body and teeth

**Functions:** Identifying and recommending actions for being a healthy person

**Grammar:** You should eat vegetables.

**Vocabulary:** happy, sad, tooth, teeth, eat sweets, eat broccoli, drink milk, brush the teeth, eat chocolate

#### START

Ask Ss to make a circle, put a box in the middle, it must contain healthy and unhealthy food.

Throw a ball to a student; he/she has to throw it to another S and so on. Count from 1 to 10 and say STOP! The S who keeps the ball take a picture and say if it is good or bad for the teeth

-Show Ss some flashcards of children doing some actions (eating sweets, brushing the teeth, drinking milk, eating broccoli, eating chocolate)  
They have to say if the actions are good or bad for the teeth.

#### CLASS

#### DEVELOPMENT

-Attach the pictures to the board and ask different volunteers to stand up and point to them.

T: The child is eating chocolate, point to the correct picture.

#### CLOSING

Work on p.143 Ss have to look at the pictures, if the action is good for the teeth, they circle it, yellow. If it is bad, they circle it, blue.



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 24 p.144

**Topic:** Fruit and numbers

**Functions:** Counting 1-10

Identifying numbers and relating number-quantity

**Grammar:** What number is it?

Eight.

**Vocabulary:** one, two, three, four, five, six, seven, eight, nine, ten

**START**

Sing the "Numbers" song

-Trace some numbers in the air.

-Give a recycled sheet to each S and give them some playdough too.

-Write a number from 1 to 7 on the board. Ss have to say what number it is and put the corresponding number of playdough balls on their sheets.

Monitor their work.

Continue with more numbers.

**CLASS**

**DEVELOPMENT**

-Tell Ss to put one ball on their sheets. Write the number two on the board.

T: what number is it?

S: Two

T: I want you to have two balls on your sheets. How many balls do you have?

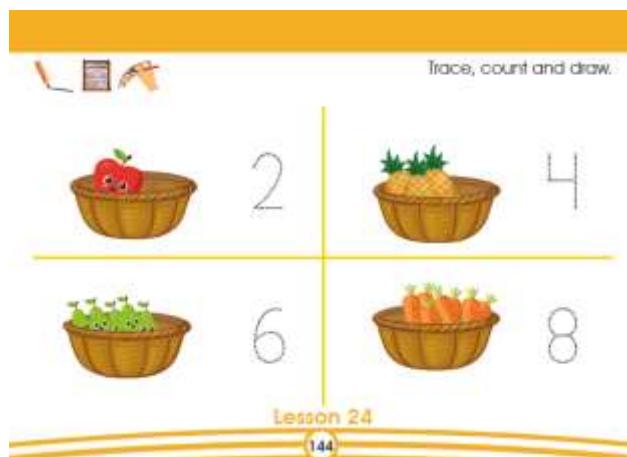
S: One

T: But I want two, let's count one.....two (mime the action of putting another ball)

Continue in the same manner with different numbers, but Ss always have to add only one more ball.

**CLOSING**

Work on p.144 Ss have to trace the numbers, count the fruits and add one more to complete the required quantity.





# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 25 p.146

**Topic:** Food

**Functions:** Identifying food  
Following commands

**Grammar:** Put the carrot in the lunch box.

**Vocabulary:** milk, sandwich, chicken, carrot, broccoli, apple, pear, orange, banana, grapes

**START** Sing the "Food" song.

-Attach the flashcards to the board. Choose two volunteers, they are going to compete. Name a food item, the first one who touches the correct picture wins. Repeat the action with more volunteers.

-Work on p. 146 Give Ss directions to match the items in the lunch box.

T: Take your yellow, put the grapes in the lunch box.

Repeat with all the pictures

**CLASS DEVELOPMENT**

light green-milk

orange-banana

red-sandwich

purple-orange

dark blue-chicken

brown-pear, pink-carrot

dark green-broccoli

light blue-apple)

**CLOSING**

Ss have to say the food they like

• T: What food do you like?

S: I like



# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 26 p.147

**Topic:** Healthy and unhealthy food

**Functions:** Identifying healthy and unhealthy food

**Grammar:** These are sweets.

**Vocabulary:** French fries, chocolate, sweets, cookie, soda, lollipop

**START** Sing the "Healthy and unhealthy" song.

-Ask Ss to mention the healthy food they remember.  
Do the same with unhealthy food.

-Work on p.147 Ss listen and colour the circles according to what they hear.  
T: Look at the chocolate, colour the circle, orange.

**CLASS  
DEVELOPMENT**

Repeat the action with the other pictures:

lollipop-blue


French fries-green







sweets-red,

soda-red

cookies-yellow

**CLOSING** Ask Ss to name the actions for taking care of their body and teeth.

 Listen and colour.

 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>

Lesson 26

147

# AMAZING KIDZ 1 UNIT 4

## FOOD IS DELICIOUS

### Lesson 27 p.148

**Topic:** Numbers

**Functions:** Counting from 1 to 10  
Identifying numbers

**Grammar:** What number is it? Three.

**Vocabulary:** one, two, three, four, five, six, seven, eight, nine, ten

**START** Take Ss outside and write the numbers from 1 to 8 on the floor. Give S directions to jump to the numbers.

T: Everybody jump to the number two!

-Go back to the classroom and show Ss the number cards. Ss identify the numbers.

-Work on p.148 Ss have to colour the circles of the numbers according to what they hear.

T: Where is the number five?

**CLASS DEVELOPMENT** Colour the number 5, red.

3-yellow

7-blue

4-green

6-orange

**CLOSING** Attach the numbers in different places in the classroom. Give individual Ss directions to run and touch them.

