

AMAZING KIDZ 3 UNIT 4 YUMMY, YUMMY!

Lesson 01 p.108

Topic: Fruits

Functions: Identifying fruits

Grammar: What's this?
It's a pear.

Vocabulary: apple, orange, pear, mango, pineapple, banana, watermelon, papaya, grapes

START Sing "The fruits" song

-Introduce the vocabulary. Show Ss pictures, first fast and then little by little.

-Attach the pictures to the board, name them and have Ss repeat.


CLASS DEVELOPMENT

-Write the names in separate sheets, show the first one and Ss read it.
Choose a volunteer to put it under the corresponding picture.










-Work on p. 108 Ss trace the names and colour the pictures.

CLOSING

Play bingo; give nine beans to the Ss.
Use the Flashcards to name the fruit. They have to shout bingo when they complete the chart.

 Trace, colour and play.

Fruit Bingo

 apple	 orange	 pear
 mango	 pineapple	 banana
 watermelon	 papaya	 grapes

Lesson 01

108

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 02 p.109

Topic: Fruit

Functions: Identifying fruits

Grammar: This is an apple.

Vocabulary: apple, orange, pear, mango, pineapple, banana, watermelon, papaya, grapes

START Sing "The fruit" song

-Ask Ss to name the fruit they remember from the previous class.

-Write "Yes" or "No" on the board. Show Ss the pictures and say some statements.

T: (show a pear) This is an apple. Yes or No? (Pointing to the words)

Ss: No

T: What is it? Ss: It's a pear.

Repeat with different fruit.

CLASS DEVELOPMENT

CLOSING







Work on p. 109 Ss listen and colour the correct word according to what they hear.

T: This is an orange,

Yes or No?

(This is an apple, this is a mango, this is a banana, these are grapes, this is a watermelon).

Listen and colour.

 <input type="radio"/> Yes <input type="radio"/> No	 <input type="radio"/> Yes <input type="radio"/> No	 <input type="radio"/> Yes <input type="radio"/> No
 <input type="radio"/> Yes <input type="radio"/> No	 <input type="radio"/> Yes <input type="radio"/> No	 <input type="radio"/> Yes <input type="radio"/> No

Lesson 02

109

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 03 p.110

Topic: Fruits

Functions: Identifying fruit

Grammar: What's this?
It's a watermelon.

Vocabulary: apple, orange, pear, mango, pineapple, banana, watermelon, papaya, grapes

START

Have Ss make a circle, give a ball to one of them.

T: Take a picture of a fruit and ask S1 Do you like bananas?

S1: Yes, I do/ No, I don't

(The student pass the ball to the S next to him/ her and ask the same question)

Repeat with different fruit.

-Attach the fruit cards to the board, point and name them. Ss repeat.

-Hide the name of the fruits in different places in the classroom.
Ss have to find them and place them under the correct fruit.

-Fold a sheet of paper in half. Open it and draw half of an apple.
Give paint to the Ss when they finish painting it. Fold the sheet again.

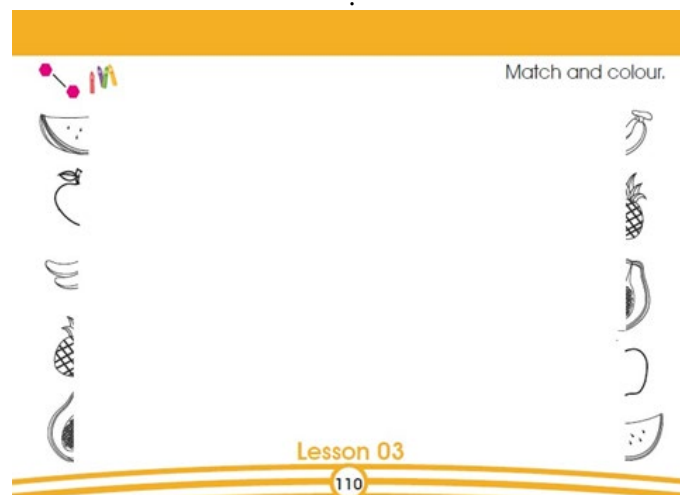
CLASS DEVELOPMENT

-Ask Ss about the experience.

-Draw the left half of three fruit on the board.
Draw the other half of the fruit on the opposite side of the first picture.
Ask SS to match both halves to have complete fruits.

CLOSING

Work on p.110 Ss match the halves on the left with the corresponding halves on the right.



AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 04 p.111

Topic: Numbers

Functions: Identifying numbers

Grammar: What number is it? eleven

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

START

Make a competition using clothespins.

Choose two volunteers, pass them to the front, say a number and the first one that put the corresponding number of clothespins together wins.

-Write a number on the board Ss say what number it is.

Repeat the action with more numbers.

-Work on p. 111 Ss count the apples on the tree, then they colour them according to your directions.

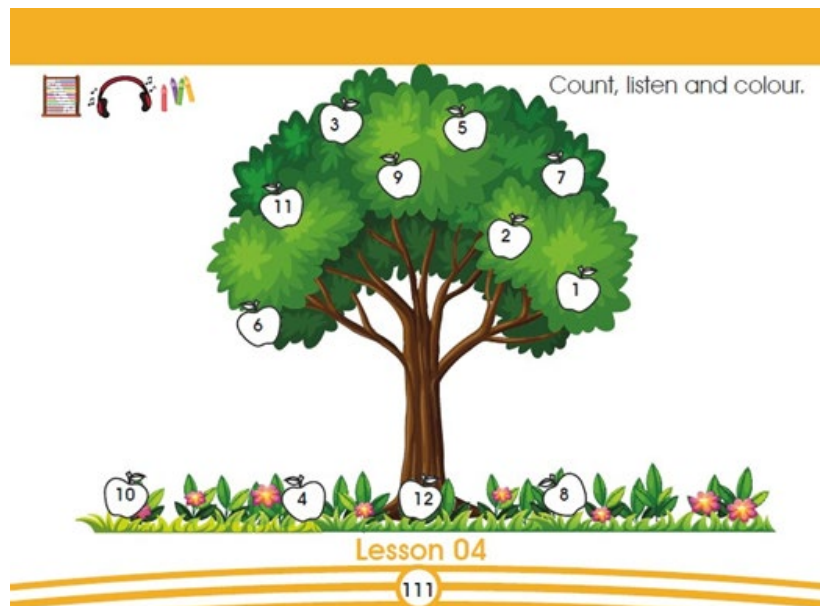
CLASS DEVELOPMENT

The teacher asks Ss. Where is number six?

Ss will colour the apple with the number 6 in yellow. one-red, nine-dark blue, four-green, eleven-purple two-brown, seven-pink, ten-orange, three-light blue, five-dark green, twelve-black, eight-orange.

CLOSING

Write the numbers with words, read them all together and ask different volunteers to attach the number cards under the correct one.



AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 05 p.112

Topic: Numbers

Functions: Identifying numbers

Grammar: What number is it?
nine

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

START Ask Ss to stand up and perform different actions by counting.

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

-Make a number dictation on the board. Choose some volunteers to pass to the front.

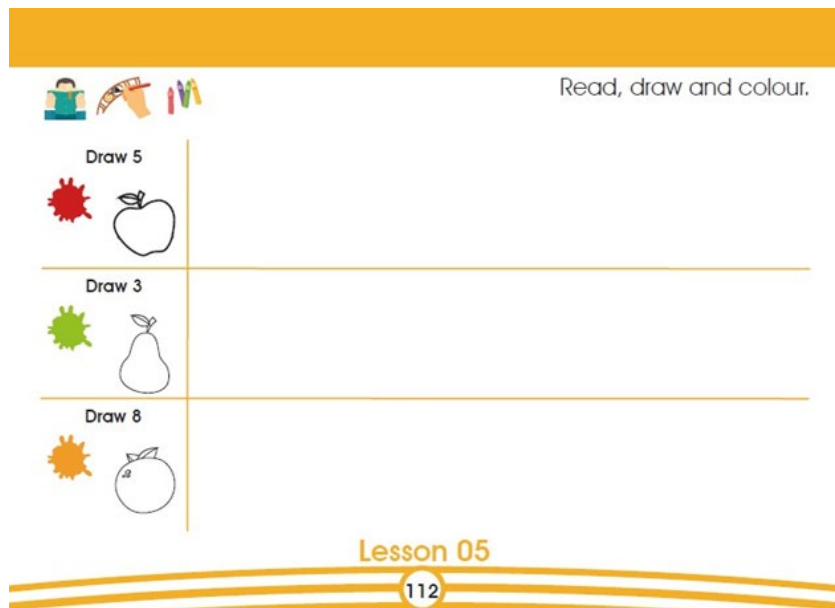
CLASS DEVELOPMENT

-Write the word "draw" on the board, write the number 2 next to the word and draw a banana.

Help Ss read the phrase: Draw 2 bananas Choose a volunteer to illustrate the sentence



CLOSING

Work on p.112 Ss have to read the phrases, draw the corresponding number of fruit and colour it with the assigned colour.





Read, draw and colour.



Draw 5



Draw 3



Draw 8



Lesson 05

112

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 06 p.113

Topic: Numbers

Functions: Identifying numbers

Grammar: What number is it?
thirteen

Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen

START

Write the numbers from 1 to 12 on the board, put a dot under the odd numbers and two dots under the even numbers. SS have to say the numbers and put one or both hands up depending on the number of dots each number has.

-Attach the numbers' names to the board.

Ask Ss to read them, then choose different volunteers to write the numbers.

CLASS DEVELOPMENT

-Practice counting from 1 to 15.

Introduce number 13, write it on the board and start drawing oranges, SS help you counting and when you have the 13 oranges, they shout STOP!

CLOSING

Work on p. 113.

Ss count the pineapples, write the number on the line and colour them.

Ask individual Ss what number it is.

Count, write and colour.

The monster has _____ pineapples.

Lesson 06

113

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 07 p.114

Topic: Food

Functions: Identifying food

Grammar: This is a hamburger

Vocabulary: hamburger, chicken, spaghetti, fish, pizza, salad

START Sing "The food" song

-Review the fruits

-Introduce the new vocabulary to the Ss.

Attach the flashcards to the board, name them and Ss repeat.

T: This is a hamburger, repeat.

CLASS DEVELOPMENT

-Ask Ss to close their eyes and remove a card.

Ask them to open their eyes and say what is missing.

-Work on p. 114 Ss listen to you, point to the pictures and colour them.

T: Where is the pizza? (Ss point to the pizza)

T: Colour it orange.

CLOSING

Check Ss answers.

T: What colour is the pizza?

Ss: It's orange

Listen, point and colour.

Lesson 07

114

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 08 p.115

Topic: Food

Functions: Describing needs and desires

Grammar: What do you want?
I want a sandwich

Vocabulary: sandwich, milk, fish, water, salad, juice

START Sing "The food" song

-Review the vocabulary you checked in the previous lesson.

-Introduce the new vocabulary.

Show Ss the pictures and have them repeat the names.

-Attach the pictures to the board.

Show Ss the reading cards, they have to label the pictures.

CLASS DEVELOPMENT

-Work on p. 115 Ss listen and match what each character wants to eat.

T: The girl wants salad and milk.

The boy wants fish and water.

The monster wants a sandwich and juice.

Ss colour the pictures.

CLOSING

Game: At the restaurant, Ss play in pairs, one will be the waiter and the other the customer.

W: Good morning, C: Good morning W: What do you want?

C: I want a hamburger and some juice

W: Ok

W: Here it is! C: Thank you. First, model the conversation with a volunteer.

Listen, match and colour.

The activity page features a listening and matching exercise. On the left, there are three cartoon characters: a boy, a green monster, and a girl. On the right, there are six food items: a sandwich, a carton of milk, a fish, a bottle of juice, a plate of salad, and a bottle of water. At the top left, there are icons for headphones and a pink speech bubble. At the bottom center, the text 'Lesson 08' is written above a small circle containing the number '115'. The page is framed by a yellow border at the top and bottom.

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 09 p.116

Topic: Food

Functions: Identifying days of the week and food

Grammar: What do you want on Tuesday?
I want chicken, French fries and juice.

Vocabulary: spaghetti, salad, milk, chicken, French fries, juice, pizza, watermelon, banana, sandwich, fish

START Game: At the restaurant

-Ask individual Ss what they bring for lunch.

-Tell them that there are schools that have a cafeteria, and they have a lunch menu for each day.

-Ask them if they remember the days of the week. They mention them.

CLASS DEVELOPMENT

-Work on p. 116. Ss trace the words according to your directions, then they circle what the children want for lunch.

T: Where does it say Friday? Trace it, blue please.

Monday-green Thursday-orange Wednesday-red Tuesday-purple

-T: Listen and circle what the children want.

-T: Take your green. The boy wants pizza, watermelon, and juice.

T: Take your purple. The girl wants a sandwich, a banana and watermelon.

CLOSING

Ask Ss to name the menu for the missing days.

T: What's the lunch menu on Monday.

Repeat with Tuesday and Friday.

Trace, listen and circle.

SCHOOL LUNCH MENU.

Monday: spaghetti, salad, milk

Tuesday: chicken, french fries, juice

Wednesday: pizza, watermelon, juice

Thursday: banana, sandwich, watermelon

Friday: french fries, fish, milk

Lesson 09

116

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 10 p.117

Topic: Food / Positions

Functions: Describing positions

Grammar: The yoghurt is at the top of the cupboard.

Vocabulary: yoghurt, cereal, meat, cheese, juice, flour, spaghetti, beans

START

Attach the flashcards to the board, choose two volunteers to say a food item, Ss have to run and touch it. The first one wins a point.

-Introduce the new vocabulary using flashcards. show them little by little and they have to identify what it is.

CLASS DEVELOPMENT

-Draw a cupboard on the board, divide it into three horizontal lines. Introduce the concepts top, middle, bottom. Give Ss directions for placing the items in the corresponding place.

CLOSING

Work on p. 117 Ss listen, match the items to the corresponding part of the cupboard, draw and colour them.

T: Put the yoghurt at the top of the cupboard.

Repeat it with all the food items. (Top: juice, beans. Middle: cheese, spaghetti

Bottom: cereal, flour, meat).



Listen, match, draw and colour.

Lesson 10

117

The activity page features a central illustration of a brown wooden cupboard with three shelves. To the left of the cupboard are four food items: a tub of yoghurt, a box of Corn Flakes, a slice of meat, and a wedge of cheese. To the right are four more items: a can of juice, a loaf of bread, a can of beans, and a can of flour. At the top left, there are icons for a headset, a pink ball, a hand holding a pencil, and a set of colored pencils. The page is framed by a yellow header and footer with decorative wavy lines at the bottom.

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 11 p.118

Topic: Food / Days of the week.

Functions: Identifying and relating days of the week and food...

Grammar: What do you have on Monday?
I have pizza.

Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, sandwich, salad, hamburger, pizza, chicken, fish, spaghetti

START Sing: "The days of the week" song.

-Review the days of the week. Ask Ss how many days they go to school and how many they are at home.

CLASS DEVELOPMENT

-Review the vocabulary. Attach the pictures to different parts of the classroom. Choose two volunteers write a word, they have to run, take the corresponding picture and give it to you to be the winner. Repeat it with different students.

CLOSING

Work on p. 118 Ss trace the words, ask the T about the menu, listen and match the days to the corresponding pictures. Then they colour them T: Welcome to the happy restaurant! Listen and match the food to the correct days.

S: What do you have on Monday?

T: I have pizza

T: Tuesday- fish, Wednesday- sandwich,

Thursday- chicken, Friday- salad, Saturday- spaghetti, Sunday- hamburgers.

Listen, trace, match and colour.

Happy restaurant

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Lesson 11

118

The activity page features a central menu for 'Happy restaurant' with days of the week listed. To the left are illustrations of a chef, a pizza, a fish, a sandwich, and spaghetti. To the right are illustrations of a sandwich, a salad, a hamburger, and a slice of pizza. At the top left, there are icons for headphones, a pencil, and markers. The page is framed by a yellow border with a wavy pattern at the bottom.

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 12 p.119

Topic: Days / Food

Functions: Identifying days and food

Grammar: I have hotdogs, milk and oranges on Monday.

Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, sandwich, salad, hamburger, pizza, chicken, fish, spaghetti, hotdog, french fries

START Ask Ss to stand up and do exercise.

-Review the vocabulary, show the flashcards to the Ss, they have to name them.

CLASS DEVELOPMENT

-Ask Ss to stand up and make a circle. Take a ball, give it to the S next to you and say: Monday! he has to pass the ball to the next S and say: Tuesday! Continue in the same manner until Ss name all the days.

CLOSING

Work on p.119 Ss colour and cut the pictures, then they listen to you and paste them in the corresponding place.

T: I have hamburgers, french fries, and juice on Monday.

(Hotdogs, oranges and milk on Tuesday / Spaghetti, pears and water on Wednesday / Sandwiches, french fries and milk on Thursday / cereal, yoghurt, and juice on Friday)

Colour, cut, listen and paste.

Monday Tuesday Wednesday Thursday Friday

Lesson 12

119

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 13 p.121

Topic: Vegetables

Functions: Expressing likes and dislikes

Grammar: I like broccoli / I don't like lettuce

Vocabulary: onion, carrot, potato, tomato, broccoli, cucumber, celery, lettuce

START

Make a circle, give a ball to a S. He / She has to throw it to another S who has to say a food he/she likes.

-Review the food items

-Hide the vegetable cards in different places in the classroom. Ask Ss to find them. Ask Ss what they are.

T: Are they fruits?

Ss: No

T: What are they?

Ss: Vegetables

CLASS DEVELOPMENT

-Introduce the vegetables to the Ss.

Attach the pictures, name them and Ss repeat.

-Work on p. 121 Ss listen, trace the words and colour the pictures

T: Where is the carrot? Trace the word and colour the picture.

You have to monitor Ss while they are colouring.

CLOSING

Name a vegetable you like.

T: I like cucumber, what about you? Ss: I like tomatoes.

Listen, trace and colour.

broccoli

onion

carrot

lettuce

celery

cucumber

potato

tomato

Lesson 13

121

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 14 p.122

Topic: Vegetables

Functions: Expressing likes

Grammar: I like red tomatoes.

Vocabulary: tomatoes, celery, carrots, red, green, orange

START

Ask Ss to stand up, say a colour and Ss have to run and touch something of that colour.

-Review the vegetables. Ask Ss about the vegetables they like.

CLASS

DEVELOPMENT

-Ask them to read different phrases with I like... on the board.

-Work on p. 122 Ss read the sentences and colour the vegetables with the corresponding colour.

CLOSING

Ask Ss to stand up and ask different SS about the vegetables they like.

S1: What vegetable do you like?

S2: I like green cucumbers.



Trace, read and colour.

I like red.

I like green.

I like orange.

Lesson 14

122

The illustration shows a red, round, furry monster with yellow horns and a wide, toothy grin. To its left is a girl with brown hair wearing a blue dress with white polka dots. To its right is a boy with brown hair wearing a blue shirt. Above each child is a speech bubble containing a vegetable and the sentence 'I like [color]'. The girl's bubble shows three tomatoes and says 'I like red.' The monster's bubble shows a bunch of green celery and says 'I like green.' The boy's bubble shows a carrot and says 'I like orange.' At the top left of the page are icons for a pencil, a book, and three colored pencils. At the bottom, the text 'Lesson 14' and '122' are displayed.

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 15 p.123

Topic: Food

Functions: Expressing likes and dislikes

Grammar: Do you like fish? Yes, I do / No, I don't

Vocabulary: fish, pizza, flour, pineapple

START

Talk about the importance of eating fruits and vegetables.

-Divide the board into three parts with vertical lines. Write: Food, fruits vegetables.

-Choose different volunteers to help you classify the items.

-Work on p. 123 Ss listen and draw faces. They draw a happy face if the child likes the food item or a sad face if he/she doesn't like it.

T: (Speaking like a boy) I like fish,

I don't like pizza, I don't like rice

I like pineapples.

T: (Speaking like a girl) I don't like fish, I like pizza, I like rice, I don't like pineapples.

Ss Ask a friend and draw her/his answers. Finally, he / she completes the chart according to his/her likes.

CLASS DEVELOPMENT

CLOSING

Check Ss answers T: Do you like fish? Ss: Yes, I do.

Listen, draw and ask.

				
				
 Friend				
Me				

Lesson 15

123

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 16 p.124

Topic: Vegetables

Functions: Identifying vegetables

Grammar: What's this?
It's a tomato.

Vocabulary: tomato, broccoli, onion, potato, carrot, cucumber, lettuce

START

Take Ss outside and attach the vegetables in different places.
Give Ss commands.

T: Jump to the carrots! Repeat with the other vegetables.

-Describe some vegetables and Ss have to guess.

T: They are white and smell bad

Ss: Onions

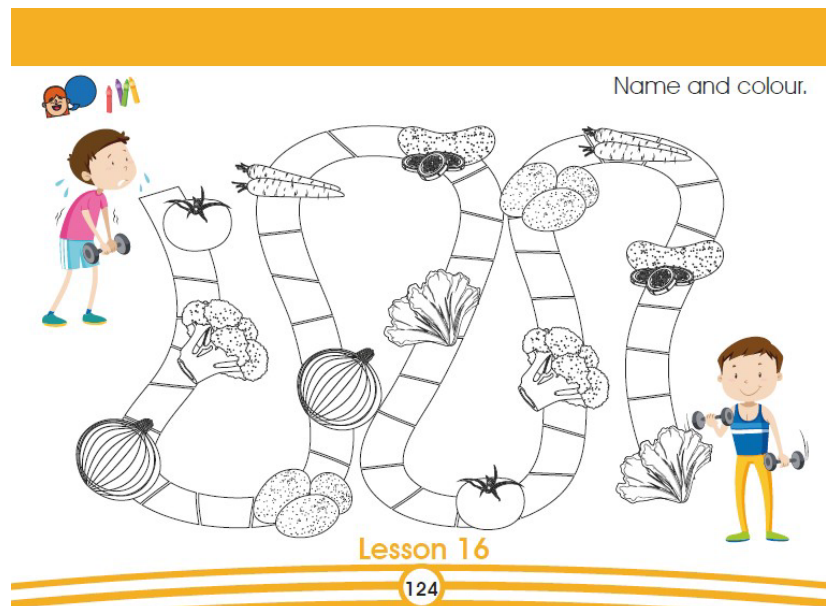
CLASS DEVELOPMENT

-Tell Ss that vegetables make us strong.

Work on p. 124 Ss colour the pictures and play in pairs.

CLOSING

Ask Ss to describe the vegetables and say if they like them or not.



AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 17 p.125

Topic: Fruit and vegetables

Functions: Identifying fruits and vegetables

Grammar: What's this?
It's a pear.

Vocabulary: pear, potatoes, carrots, bananas, watermelon, celery, lettuce, grapes

START Take Ss to the yard, play duck, duck, goose. The S who loses has to take a fruit and vegetable items from a bag and say what it is. Play for some minutes.

-Go back to the classroom.

-Attach the flashcards to the board, ask different volunteers to stand up, choose at least 5 pictures and name them. If they can do it, prize them.

CLASS DEVELOPMENT

-Work on p. 125 Ss colour the pictures, cut them and paste them in the corresponding column.

CLOSING

Check Ss answers. They have to name the fruits and vegetables they pasted in each column.

Colour, cut and paste.

Fruit	Vegetables

Lesson 17

125

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 18 p.127

Topic: Food

Functions: Identifying and classifying food

Grammar: What's this?
This is a fruit.

Vocabulary: apple, watermelon, pear, onion, celery, tomato, fish, sandwich, meat, milk, lemonade, soda, cake, chocolate, cookies

START Put the food items on the floor, put three boxes for the food, fruit and vegetables. Play some music, when it stops you name a category and Ss must pick only the items that belong to that category and put them in the corresponding box.

-Review the vocabulary. Show individual Ss the cards and they have to name them.

-Mention three items that belong to a category, Ss have to say one more.
T: apple, banana, grapes Ss: orange
















CLASS DEVELOPMENT

-Work on p.127 Ss have to look at the pictures, draw one more item in each category and colour it.

CLOSING

Ask Ss about what they drew.
T: What fruit did you draw?
Repeat with all the categories.

Draw and colour.

Fruit				<input type="text"/>
vegetables				<input type="text"/>
food				<input type="text"/>
drinks				<input type="text"/>
dessert				<input type="text"/>

Lesson 18

127

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 19 p.128

Topic: Numbers

Functions: Identifying numbers

Grammar: What number is it?
Fifteen.

Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen

START Ask Ss to stand up and perform different actions by counting.
T: Let's jump eight times.

-Choose two volunteers and have them compete. Put a bottle of toy blocks on a table, say a number and Ss have to make a tower with the corresponding number of blocks, the first one who finishes wins.

CLASS DEVELOPMENT

-Introduce numbers 14 and 15. Use the number cards, draw 10 items in front of each number. Ask a volunteer to help you draw the missing items.

CLOSING

Work on p. 128 trace the numbers, count, draw and colour the missing items.

Trace, count, draw and colour.

 13 thirteen.		
14 fourteen.		
15 fifteen.		

Lesson 19

128

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 20 p.129

Topic: Taking care of the teeth

Functions: Expressing ideas for taking care of the body and teeth

Grammar: Are apples good for the teeth? Yes, they are / No they are not.

Vocabulary: good, bad, teeth, apple, celery, soda, cookies, sweets, milk, watermelon, french fries, water, cake

START

Ask Ss to show you their teeth, tell them that they have to brush their teeth. Sing the rhyme and Ss mime the action T: Brush, brush, brush your teeth, brush your teeth like me (x2).

-Ask Ss if they know how to take care of their body and teeth.

CLASS

DEVELOPMENT

-Explain to them that eating healthy is good for having a strong body and teeth.

-Show Ss some food items and ask them if they think they're good or bad for the teeth and why.

CLOSING

Work on p.129 Ss have to colour the pictures, cut and paste them under the correct teeth.

Colour, cut and paste.

Lesson 20

129

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 21 p.131

Topic: Food

Functions: Identifying food

Grammar: What's this?
It's a yoghurt.

Vocabulary: cheese, yoghurt, milk, chicken, eggs, cream, butter, meat

START

Take Ss outside and make a race in pairs. Put some food items in different places of the road. Ss have to run and pick up all the pictures as fast as they can. The first one who finishes wins.

-Play tic, tac, toe. Draw the grid on the board and attach the flashcards.

Number each blank. Divide the class in two. Boys vs Girls. Choose a member of a team, he / she has to choose a number and name the food item that is there. If he / she does it correctly, wins a point for his/her team.

CLASS DEVELOPMENT

-Introduce the new vocabulary using flashcards. Show them slow and then fast. Ss guess each picture.

-Work on p. 131. Ss trace the words and colour the pictures.

CLOSING

Write the name of each food item on the board. Choose different Ss to pass to the front and attach the pictures under the corresponding name.



Trace and colour.

chicken

cheese

milk

cream

yogurt

eggs

meat

butter

Lesson 21

131

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 22 p.132

Topic: Food products

Functions: Identifying and relating food products with animals

Grammar: Meat comes from pigs

Vocabulary: cow, hen, fish, meat, chicken, eggs, milk

START

Assign an animal to each pair of Ss. They have to walk around the classroom making the animals sound. They have to find their pair.

-Review the food items and ask Ss if they know where the products come from.

CLASS

DEVELOPMENT

-Make them reflect on the origin of the products.

-Put the animals on the left side of the board and the products on the right. Ss have to match the pictures.

CLOSING

Work on p. 132 Ss have to trace the path from the animals to the products and colour the pictures.

Trace and colour.

Lesson 22

132

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 23 p.133

Topic: Food products

Functions: Identifying and relating food products with animals

Grammar: Meat comes from pigs.

Vocabulary: cow, hen, fish, meat, chicken, eggs, milk

START

Ask Ss to stand up and perform different actions (run, walk, climb, hop, jump, fly, crawl, etc).

-Review the animals and have Ss mention what they give to us.

T: Cow

Ss: Cows give us milk, cheese, yoghurt and meat.

CLASS DEVELOPMENT

-Repeat the action with more animals.

-Work on p.133 Ss have to match the animals to the corresponding items and colour the pictures.

CLOSING

Check Ss answers.

T: What do cows give to us?

Ss: milk (Hen / eggs, fish / tuna fish, pig / meat).

Match and colour.

Lesson 23

133

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 24 p.134

Topic: Food products

Functions: Identifying the origin of some products

Grammar: Trees give us apples.

Vocabulary: tree, apple, orange, pear, banana

START

Game: The fruit cocktail. Have Ss make a circle with their chairs, assign a fruit to each S. Name a fruit, Ss that have that fruit have to change places.
Shout: Fruit cocktail if you want that everyone change places.

-Ask Ss the following questions:
T: Where do apples come from?
Do they come from the cows?
Ss: No
T:Where do they come from?
Ss: They come from trees.

CLASS DEVELOPMENT

-Explain Ss how plants grow.

-Work on p. 134 Ss have to trace the path from the tree to the fruit and colour the apples.

CLOSING

Ask Ss to count the apples.
They have to talk about the fruit they like.

Trace and colour.

Lesson 24

134

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 25 p.136

Topic: Food

Functions: Identifying food

Grammar: Where is the ice cream?

Vocabulary: ice cream, cake, cookies, cheese, milk, eggs, meat, fish, chicken, lettuce, broccoli, carrot, pear, watermelon, grapes, rice, spaghetti

START Sing the songs you check in this unit.

-Talk about the different kinds of food we have and the importance of having a balanced diet.

CLASS DEVELOPMENT

-Attach the flashcards of the vocabulary you have reviewed during the unit.

-Play musical chairs.

The S who loses his / her place has to say the name of the food item you show.

CLOSING

Work on p.136 Explain the pyramid to the Ss, tell them that it's important to eat small portions of each group to be healthy.

 Listen and colour.



Lesson 25

136

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 26 p.137

Topic: Likes and dislikes



Functions: Expressing likes and dislikes



Grammar: I like sweets but I don't like lettuce.

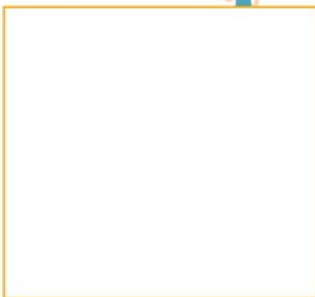
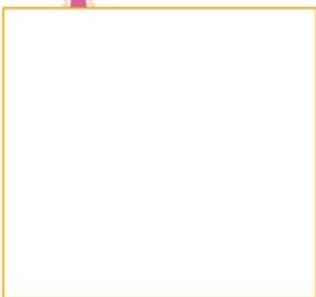
Vocabulary: ice cream, cake, cookies, cheese, milk, eggs, meat, fish, chicken, lettuce, broccoli, grapes, rice, spaghetti, carrot, pear, watermelon

START Divide the class into two teams. Ask Ss to make two lines, give a ball to the Ss that are at the beginning of the lines. They have to say something they like and pass the ball to the Ss that are behind them. These Ss have to do the same.

CLASS DEVELOPMENT CLOSING -Ask some Ss about what the S in front of him/her likes. Ask them about the food they don't like. Work on p.137.
Check their answers
T: What does the boy like?

  Listen, draw and colour.

I like  I don't like 

Lesson 26

137

AMAZING KIDZ 3 UNIT 4

YUMMY, YUMMY!

Lesson 27 p.138

Topic: Food products

Functions: Identifying the origin of some products

Grammar: Trees give us apples.

Vocabulary: cow, milk, meat, cheese, yoghurt, chicken, eggs, tree, apple, orange, pear, banana

START

Hide the flashcards in different places in the classroom and Ss have to find them.

-Give the flashcards of the animals and the food products to the Ss. Play music, pause it, Ss have to find the animal that gives him / her that product.

CLASS DEVELOPMENT

-Take the flashcard of an animal, Ss name as many products as they can.

-Work on p. 138 Ss trace the paths, draw the corresponding product and colour it.

CLOSING

Choose some volunteers to pass to the front and say what they drew.

S: Cows give us milk.

Hens give us eggs.

Trees give us apples.

Trace, draw and colour.

Lesson 27

138