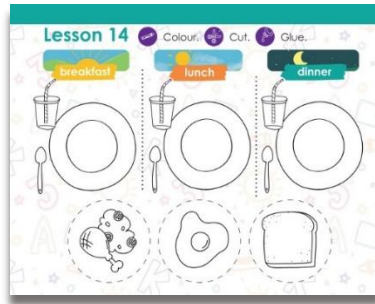


Awesome Kidz 3

Unit 4 Lesson 14



Aim: Students will learn about the different meals of the day (breakfast, lunch, and dinner) while practicing food vocabulary. They will engage in creative, sensory, and independent activities through coloring, cutting, and gluing.

Time: 45-60 minutes

Materials:

- Flashcards (breakfast, lunch, dinner)
- Crayons or colored pencils
- Scissors
- Glue sticks
- Flashcards or real examples of food items.

Tip: Ensure that students have sufficient time to colour, cut, and glue at their own pace. This fosters independence and helps develop fine motor skills. Praise their efforts, regardless of how they complete the task, and encourage them to verbalize their food choices.

Engage:

Discussing Meals of the Day

- Begin the lesson by showing students the flashcards (breakfast, lunch, dinner). Glue them on the whiteboard and draw a rising sun above "breakfast" a sun above "Lunch" and a moon above "dinner". - Introduce and repeat key words: breakfast, lunch, dinner, food items like egg, chicken, bread, juice, etc.

-Asking students what they eat for breakfast, lunch, and dinner. Ask questions like, "What do you eat in the morning for breakfast?" "What do you eat for lunch?" and "What do you like to have for dinner?" Encourage them to describe their favorite meals.

Explore & Practice:

Coloring, Cutting, and Gluing

With the Book

- Students will first colour the food items, then cut them out, and finally glue them onto the correct plates.

- As they work, have the children practice naming the food items out loud and saying whether they are for breakfast, lunch, or dinner. For example, "I am gluing the egg on the breakfast plate."

- Encourage students to work independently on the task, using fine motor skills (cutting, gluing). Allow them to express creativity in how they color the foods. Guide them in matching food to meals, while respecting their individual pace and style.

Group Discussion and Sharing

- Once students finish, gather them in a circle to share their meal plates with the class. Ask them to show which foods they put on their breakfast, lunch, and dinner plates.

- Encourage full sentences like “For breakfast, I eat bread,” or “For dinner, I have chicken.”

- Emphasize the importance of sharing and listening to others’ choices, promoting social interaction and emotional intelligence as they express their preferences.

Closing:

Meal Time Song

- Sing a simple song about meal times to review what was learned. Use a tune the students are familiar with and include actions to go along with each meal. For example, “In the morning, I eat breakfast (mime eating), In the afternoon, I eat lunch (mime eating).”

Suggested song.

<https://www.youtube.com/watch?v=vGZ9ybO2nWY>

- Reinforce the meal time vocabulary with repetitive actions and singing.

- Engage the students’ auditory and kinesthetic senses through song and movement, encouraging active participation and engagement with the language.

