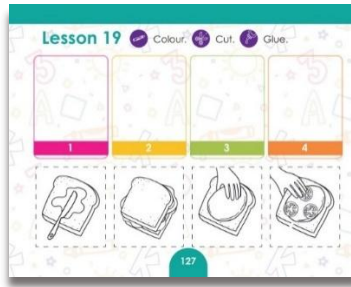


## Awesome Kidz 3

### Unit 4 Lesson 19



**Aim:** Students will learn about the sequence of steps involved in making a sandwich. They will practice recognizing the order of events, fine motor skills (cutting and gluing), and vocabulary related to food and actions.

**Time:** 45-60 minutes

**Materials:**

- Crayons, safety scissors, glue.
- Toy or real sandwich ingredients for role play.
- Song or story related to making sandwiches.

**Tip:** Support fine motor skill development by assisting students who may have difficulty with cutting and gluing. Encourage language practice during the role play by gently prompting students to speak in full sentences. Create an inclusive environment by allowing different variations of sandwich ingredients to reflect students' dietary preferences.

**Engage:**

Introduction to Sandwich Making

- Begin by asking the students, "Who has eaten a sandwich before?" Show pictures or bring toy food props to illustrate different sandwich ingredients (bread, butter, tomatoes, etc.). Discuss the steps involved in making a sandwich.
- Introduce vocabulary such as bread, butter, tomatoes, spread, and cut. Use phrases like, "First, we spread the butter," or "Next, we put on the vegetables."

**Explore & Practice:**

Sequence the Steps

- Distribute books. Ask students to look at the pictures of each step involved in making a sandwich. Go over the steps together, and then ask them to colour the pictures, cut them out, and glue them in the correct order from 1 to 4.
- Practice using action words like "spread," "cut," "add," and "place." Guide them through sentences like, "First, spread the butter," "Then, add the tomato."

Role Play Sandwich Making

- In pairs or small groups, have students role-play making a sandwich using real ingredients. One child can "make" the sandwich, while the other observes, switching roles afterward. Encourage students to say each step as they perform it, for example, "I spread the butter," or "I put the vegetables."
- Promote collaboration and interaction during the role-play, allowing for creative expression and social skills development

## Closing:

### Tell Me the Steps

Children sit in a circle. Show the book page to review the steps of making a sandwich (bread → spread → add ingredients → cut).

Teacher models first:

- “First, bread.”
- “Then, spread the butter.”
- “Next, add the vegetables.”
- “Finally, cut.”

Then, invite children to participate:

- Each child chooses one picture and says (or repeats) and acts out the action:
  - “First, bread.”
  - “Then, spread.”

Children who are not ready to speak may:

- Point to the picture
- Do the action with their hands

**NOTE:** After this lesson, students can do **Fun Book page 69**.

