

Awesome Kidz 3

Unit 4 Lesson 6



Aim: Students will learn food vocabulary (hamburger, fish, chicken, spaghetti, salad), practice fine motor skills by cutting and gluing, and connect the names of foods to their pictures. Develop fine motor skills through cutting and gluing, while reinforcing food vocabulary.

Time: 45-60 minutes

Materials:

- Real or toy food items, or large pictures of the foods.
- Scissors
- Glue sticks
- Flashcards

Tip: Make sure all students are handling scissors safely. Model how to cut the food names carefully and glue them in place. Encourage each child to work at their own pace when cutting and gluing. For those who may finish early, engage them in a short conversation about their favorite foods or ask them to draw additional food items they like.

Engage:

Introduction to Food Vocabulary

- Begin by showing students pictures or real items (plastic food models, images) of different foods such as a hamburger, fish, chicken, spaghetti, and salad. Ask them, "What is your favorite food?" Let each student share, and introduce the vocabulary words by showing each item and naming it.
- Language Focus: Food vocabulary (hamburger, fish, chicken, spaghetti, salad). Practice saying, "I like ___" or "I don't like ___" for each food item.

Explore & Practice:

With the Book

- Display the book page where students see the pictures of the food items on the left and the food names on the right. Have the students identify each food picture and match it to its corresponding word by pointing. Encourage students to say, "This is a hamburger," "This is chicken," etc.

- Engage in storytelling or a simple narrative that incorporates the food items. For example, tell a story about a picnic where everyone brings different foods. This can spark their imagination and make learning more engaging.

Cut and Glue

- Students will cut out the food names from the book page and glue them next to the correct picture of the food.

Closing:

"What's for Lunch?"

- Ask each student to present their glued worksheet and say a sentence like, "I have spaghetti and salad for lunch" or "I have a hamburger for lunch." Encourage students to use full sentences to describe the foods they have matched and glued on their worksheet.
- Allow students to express their own food preferences as they show their work. This personal connection encourages language use and emotional engagement.

