

Lesson Name: Food Food Food

	Learning Outcomes	Instructional Activities	Time	Materials	Essential Questions
F I R S T L E S S O N	Students will be able to pronounce and identify around 60 foods (around 10-15 new words). The focus is fast food, food at the market, fruit, and drinks. (The students who have 3 lessons will continue this on the last day.)	<p>Fitness/Warm Up: After reviewing basic classroom procedures, introduce and elicit food names with fun interactive pictures. Using PowerPoint, illustrate basic ingredients and recipes for nachos, burritos, and tacos. Those three dishes will be the platform for Test-teach- test for additional food & drink.</p>	10 min	Vocabulary PowerPoint, individual sets of pictures & words for foods & drinks, sets of 'Spot it Food' playing cards	What can you eat? What can you drink?
		<p>Lesson Focus: Test: The students will individually try to match around 15 food/drink words with their corresponding pictures.</p>	10 min		
		<p>Teach: Students will individually check over their work with answer keys. After all words have been checked, we will go over the vocabulary via PowerPoint as a class. After completion of vocabulary and sentence review, students will rotate to different tables to verbally practice the other foods and drinks.</p>	15 min		
		<p>Closure: Test: Students will conclude with a vocabulary game called "Spot It" (or Dobble). The different games are observation games with a speed element played in groups and involves all the food vocabulary. In game 1, students will compete by finding and saying the correct food vocabulary in order to collect cards.</p>	10 min		

S E C O N D L E S S O N	Students will be able to pronounce and identify 8 common pizza toppings and be able to order food in English.	<p>Fitness/Warm Up:</p> <p>After a quick review of some of the foods covered in class 1, via pictures and conversation, elicit common pizza toppings before a short listening activity from the song "I Am a Pizza". Students listen for pizza toppings mentioned in the song.</p>	5 min	Content PowerPoint, Song lyrics to be ordered by student pairs, song and video from 'I Am a Pizza' by Charlotte Diamond, and song handout individual students	What would you like to eat? What would you like to drink?
		<p>Review the 8 pizza toppings mentioned in the song with the phrases I like ____ on my pizza, extra ____ please, no ____ please, and hold the ____ please.</p>	5 min		
		<p>Student practice:</p> <p>In pairs, students will order the words to the song.</p>	5 min		
		<p>Lesson Focus:</p> <p>After we sing the song, students will use the words of the song to do a fill-in, ordering, and matching activity to reinforce the vocabulary.</p>	15 min		
		<p>Students will be guided through a dialogue about ordering food. They will then copy the dialogue into their notebooks, to be used as a reference for the final activity.</p>	5 min		
<p>Closure:</p> <p>Class will end with individual short conversations practicing the dialogue with the teacher.</p>	10 min				

T H I R D L E S S O N	Students will be able to pronounce and identify around 60 foods (around 10-15 new words). The focus is fast food, food at the market, fruit, and drinks.	<p>Fitness/Warm Up: Students will review and go deeper with food & drink vocabulary. Using the dialogue “Hello, may I take your order. Yes please, I would like _____.”</p> <p>Student practice: “I have, who has” with food vocabulary. Encourage audible clear speech, with a natural rhythm and decent projection. Students should be able to ask other student to repeat their questions and to speak louder.</p>	5 min	Vocabulary PowerPoint, sets of ‘Spot it Food’ playing cards	What would you like to eat? What would you like to drink?
	(This is a continuation from the vocabulary used in lesson 1.)	Review vocabulary by counting syllables and leading class in syllable chanting. 2 rounds.	15 min		
		<p>Lesson Focus: After review & syllable chants, use PowerPoint visuals to teach two new Mexican dishes and sauces. (enchiladas, quesadillas, salsa, hot sauce) Elicit, hone, and correct pronunciation of ‘tough’ vocabulary by whole class chants.</p>	10 min		
		<p>Closure: Students will conclude with the second vocabulary game of “Spot It” (or Dobble). The different games are observation games with a speed element played in groups and involves all the food vocabulary. In game 2, students will compete by finding and saying the correct food/drink words to give cards to other students.</p>	5 min		

Differentiation/Modification

Some sentence structures or extra strengthening activities will be omitted if we need to spend more time with verbal practice. Weaker students may use their study partners to help, and also the teacher for assistance. Also many slides lead themselves to full sentences with more vocabulary and expressions— to be added when appropriate. Personalized conversations will include more or less concepts depending on student’s ease with the language.