



## INSTRUCTIONAL GUIDE - 4TH GRADE 2025-2026 - UNIT 1

GRADE	4th Grade Elementay ▾
PERIOD	1st Period ▾
UNIT	1 ▾
TERM	September 29th - October 31st
TOTAL OF SESSIONS	5 weeks
LEARNING OBJECTIVE	Students will be able to identify and describe healthy and unhealthy foods, meals of the day, and food groups using simple vocabulary and visual aids. They will understand and follow basic instructions for creating a healthy plate and begin working on a collaborative Eatwell Plate Puzzle. Through listening, speaking, reading, and writing activities, they will also recognize the importance of a balanced diet and start gathering persuasive ideas to include in their nutrition brochure.

NEM	Project	<ul style="list-style-type: none"> <li>In Short, Let's Act Together for a Healthy Diet! (pg. 10 - 27)</li> <li>Puzzle Shuffle: Dividing the Eatwell Plate. (pg. 28 -49)</li> </ul>
	Product	<ul style="list-style-type: none"> <li>Make a brochure to convince others of the importance of good nutrition.</li> <li>Create an Eatwell Plate Puzzle</li> </ul>
	Content	Graphic, playful, and aesthetic elements and resources in English ▾ Media and communication ▾ Information and relevant data for the community ▾ Natural and social environments ▾
	LDP (Learning Development Process)	Creates a simple instruction sheet based on a model. ▾ Participates in interpreting persuasive language used in advertisements and public notices. ▾ Asks questions to gather personal information. ▾ Fills out forms that request personal information. ▾

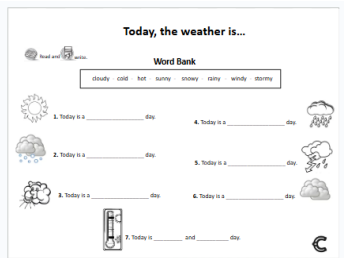
		States and describes in simple terms everyday activities in different natural and social environments. ▾ Compares and contrasts advertisements and public notices. ▾
	<b>Articulating Axes</b>	Healthy living ▾   Critical thinking ▾   Arts and aesthetic experiences ▾   Critical interculturality ▾

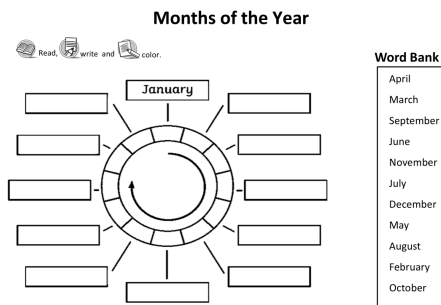
<b>CEFR SKILLS</b>	<b>Listening</b>	<ul style="list-style-type: none"> <li>A1: Ss can listen to a simple recipe or directions and follow it.</li> <li>A1: Ss can understand the main information in announcements if people talk very clearly.</li> </ul>
	<b>Reading</b>	<ul style="list-style-type: none"> <li>A1: The Ss can follow a recipe with countable and uncountable nouns</li> <li>A1: Ss can understand clear instructions.</li> </ul>
	<b>Writing</b>	<ul style="list-style-type: none"> <li>A1: Ss can write messages asking for amounts and quantities.</li> </ul>
	<b>Speaking</b>	<ul style="list-style-type: none"> <li>A1: Ss can describe a simple recipe to others.</li> </ul>
	<b>Grammar &amp; Language Structure</b>	<ul style="list-style-type: none"> <li>Use simple present interrogative Yes/ No questions: "Do you like _____?", "Do you eat _____?" "Is _____ healthy?", "Are tomatoes healthy?"</li> <li>Give and receive advice using should/ should not: "You should eat more vegetables". "You should not eat junk food".</li> <li>Has to, have to, want to.</li> <li>Cooking Verbs: cook, mix, add, stir, boil, bake, decorate, burn, taste, slice, etc.</li> <li>Simple present WH questions: What do foods contain: How many/ How much. "How much water do you drink?" "How many tortillas do you eat at lunch?", a little, a lot.</li> <li>Adverbs: Too much, too little, not enough.</li> <li>Quantity expressions: A box, a cup, a spoonful, a litre etc. a lot of, a little, some, How much, How many, a lot, a little.</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Meals of the day: breakfast, lunch, dinner, snack.</li> <li>Food nouns: Hot dog, cake, donut, soda, pizza, hamburger, water, broccoli, banana, apple, carrot, orange, grapes, cereal, cookies, popcorn, juice, tortillas, breakfast, lunch, dinner, healthy, unhealthy.</li> <li>Cooking Verbs: cook, mix, add, stir, boil, bake, decorate, burn, taste, slice, etc.</li> <li>Food Groups: fruit, vegetables, meats and animal origin foods, legumes, flours, grains.</li> <li>Overweight, obesity, junk food, healthy food.</li> <li>Vocabulary food ingredients: ( fat, protein, starch).</li> <li>Food nouns: ( nuts, cheese, sweet potato, corn)</li> <li>Affirmative and easy recipe: Rinse, cut, mix, fry, bake, eat.</li> <li>Quantity expressions: A box, a cup, a spoonful, a litre etc. a lot of, a little, some (any for negative).</li> <li>Numbers to express quantity.</li> </ul>

## Strategies and Activities

**STAGE 1: Kickstart** (Warm Up / Lead-in) / Get students thinking, talking, and preparing for the lesson and project.

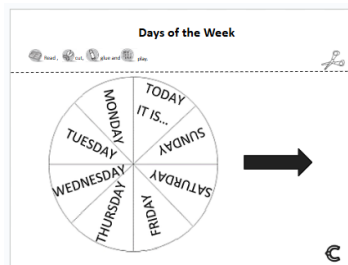
**Achievement:** Students will be able to identify numbers 10 by 10 up to 100. Ss classify the different types of food in English using basic vocabulary related to healthy and junk food. They will show understanding through group sorting activities, oral participation in basic simple English. Ss will describe the weather daily and express how they feel that day. Review the months of the year.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input checked="" type="checkbox"/> 🎵 Listening <input type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 🖋️ Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking	<ul style="list-style-type: none"> <li>Instructional Strategy:               <div>Charades ▾</div> <div>TPR ▾</div> <div>Simon Says ▾</div> <div>Find Someone Who ▾</div> </li> <li>Activity Description:  <b>Weather Journal:</b> Every day ss observe the weather and record it in a journal. They can draw how the weather looks and write a short description.               <div>  </div> </li> </ul>	<input type="checkbox"/> 📖 Textbook <input type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia <input type="checkbox"/> 🎮 Didactic Games	<input checked="" type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work	<input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams



**Order the Days:** Give each pair of students a set of cards with the days of the week scrambled. Ask them to put the days in the correct order. Then they can sing a song about the days while pointing to each card.

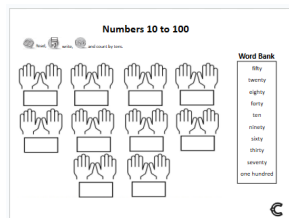
**Calendar Wheel:** Create a calendar wheel with the months of the year. Each day a student spins the wheel to point to the current month. This helps ss get familiar with the sequence of months.



**Thumbs Up, Thumbs Down:** T says different food aloud, if ss like the

food, they put a thumbs up, if they dislike it, thumbs down.

**What's Missing? on the 100s Chart:** T displays a 100s chart with several numbers between 10 and 100 missing, ss identify and fill in the missing numbers, either by writing them on the board or using numbers cards.



**Song "Do you like broccoli"**

<https://youtu.be/frN3nvhlHUK?si=zEoxHPR1Wx-bPub>

**Draw your Favorite / Least Favorite**

**Meal:** Ss draw in their notebooks one plate with their favorite meal, one plate with a meal they don't like, then they describe it in pairs or to the class.

**"Do You Like...?" Survey:**

Students walk around and ask classmates Yes/No questions: "Do you like carrots?" "Do you eat hot

	<p>dogs?" "What do you like to eat?" Use tallies and report findings briefly in groups.</p> <p><b>Food Sorting Relay</b> (Team Game) Objective: Classify foods as healthy or junk food, students visualize food vocabulary How to play: 1. Divide the class into 2 or more teams. 2. Place all food images mixed up in a pile at the front of the classroom. 3. One by one, students run to the pile, pick a food card, say its name aloud (e.g., "This is Pizza!"), and decide whether it's healthy or junk food. 4. They place it in the correct box and run back to tag the next classmate.</p> <p><b>Food Sorting on the Board</b> (Whole Class) Objective: Categorize food images into Healthy and Junk on a visual chart How to play: 1. Stick a big poster or draw two columns on the board: "Healthy Food" and "Junk Food."</p>			
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	<p>2. Call students up one at a time.</p> <p>3. Give each student a food picture or flashcard.</p> <p>4. The student says the name and sticks it in the correct category.</p> <p>5. Optional: Ask them, "Do you like it?" – They respond: "Yes, I like it" / "No, I don't."</p> <p><b>Word Puzzle:</b> Students identify the food vocabulary, read and write them in their notebook.</p>			
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**STAGE 2: Language Drop** (Presentation / Input) / Introduce grammar, vocabulary, and the communicative task. Establish the context/problem.

**Achievement:** Students will be able to identify and name healthy and junk food in English. Sort food items into two categories: healthy and junk food. Use simple English sentences to talk about their food preferences and habits. Students describe how much healthy and unhealthy food they eat everyday. Students will be able to understand simple personal questions when spoken clearly and slowly, they will also recognize basic structures used to give personal details.

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<input checked="" type="checkbox"/> 🎧 Listening <input checked="" type="checkbox"/> 📖 Reading <input type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking	<ul style="list-style-type: none"> <li>Instructional Strategy:               <ul style="list-style-type: none"> <li>Role Playing ▾</li> <li>Reading Comprehension ▾</li> <li>Word Association ▾</li> <li>Flashcards ▾</li> </ul> </li> <li>Activity Description:</li> </ul> <p><b>Presentation:</b>            Display food flashcards or posters. Pronounce each food name clearly and repeat with students.</p> <p><b>Random food game:</b>            Use the flashcards displayed in random order, students choose one, classify and say a simple phrase or question about it. Use quantity expressions, likes and dislikes.</p> <p><b>Healthy and Unhealthy Food: T</b></p>	<input type="checkbox"/> 📖 Textbook <input type="checkbox"/> Projects and readings book pp. 234, 235. Questions on p. 235. <input type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input type="checkbox"/> 👁️ Visual Aids Poster as an example of a traffic Light. <input checked="" type="checkbox"/> 💻 Digital Resources (Song or video "if you're happy") <input checked="" type="checkbox"/> 🎨 Realia <input checked="" type="checkbox"/> 🎮 Didactic Games	<input checked="" type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work	<input type="checkbox"/> Rubrics (projects: traffic light and oral participation) <input checked="" type="checkbox"/> Checklists (singing and TPR). <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams <input type="checkbox"/> Book activity



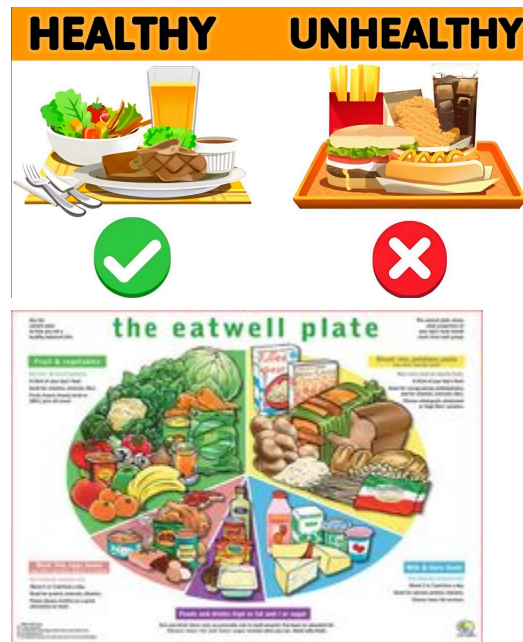
	<p>shows pictures or cards and paste on the board two posters, divide the poster in Healthy and Unhealthy, spread out the food cards and ss have taken turns selecting a card and placing it under the correct category.</p> <p><b>Food Pyramid:</b> T displays a food pyramid on the board and ss share what they know using previous knowledge.</p> <p><b>Introduce the food groups:</b> Fruits and vegetables meat fish and poultry dairy products grains and cereals sweets and fats.</p> <p><b>Food Group Puzzle:</b> Using flashcards or images, students sort foods into groups: fruits, vegetables, grains, etc.</p> <p><b>Introduce Grammar Structures:</b> I like.., I don't like... imperatives: Drink water, Don't eat junk food, etc.. Wh Questions Ex. What do you like to eat? How much water do you drink</p>			
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	<p>everyday?  How often do you eat vegetables?  Quantity Expressions: A lot, a few, a little bit.</p> <p><b>My Healthy Plate Craft:</b> T teaches the five food groups: fruit, vegetables, grains, protein and dairy. ss create a “balanced meal” by drawing or gluing food images into the correct section on their plate.</p> <p><b>Intro &amp; Modeling:</b> T begins with food pictures or flashcards (vegetables, fruits, ships, soda, cookies, water, candy), then T writes sentences “You should eat apples because they’re healthy”, “You shouldn’t eat too many potato chips, they aren’t good for you”. Ask ss yes/no, Should I eat..... and ss answer yes you should or no you should’t.</p> <p><b>Launch: Sort Foods by Countability:</b> T shows images or flashcards e.g., apples, bananas, milk, rice, juice. Ask ss to decide whether each is countable or uncountable and explain how we use how many or how much accordingly. Ex. “Are apples countable or uncountable”?</p>			
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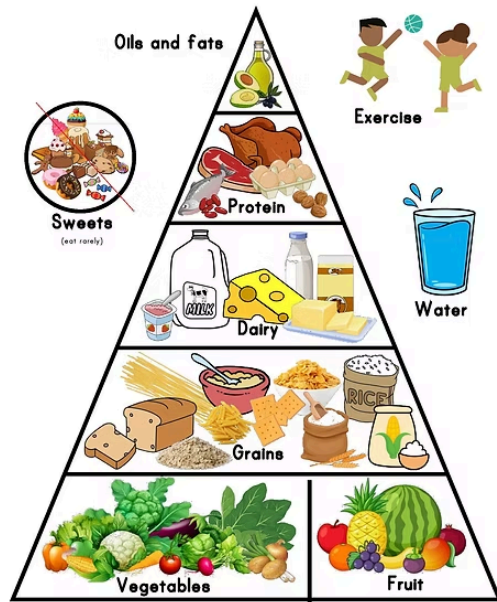
How many apples? "Is milk countable or uncountable"? How much milk?.

**Brainstorming:**

Students make a list of food, then classify and write in alphabetical order.



# Food Pyramid



## How much / How many

Fill in **How much** or **How many**.



- |   |   |   |   |
|---|---|---|---|
|   |   |   |   |
| 1. How .....  | 2. How .....  | 3. How .....  | 4. How .....  |
|  |  |  |  |
| 5. How .....  | 6. How .....  | 7. How .....  | 8. How .....  |
|  |  |  |  |
| 9. How .....  | 10. How .....   | 11. How .....   | 12. How .....   |
|  |  |  |  |
| 13. How .....   | 14. How .....   | 15. How .....   | 16. How .....   |
|  |  |  |  |
| 17. How .....   | 18. How .....   | 19. How .....   | 20. How .....   |
|  |  |  |  |
| 21. How .....   | 22. How .....   | 23. How .....   | 24. How .....   |

	<h3>A Balanced plate</h3>  <ul style="list-style-type: none"> <li>Fruit and vegetables</li> <li>Grains, cereals and potatoes</li> <li>Dairy products</li> <li>Meat, fish, nuts and eggs</li> <li>Fats and sugars</li> </ul>			
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**STAGE 3: Level Up** (Practice with guidance) / Students collaborate, compare findings, and build knowledge with teacher guidance.

**Achievement:** Students will be able to talk about their meals, breakfast, lunch and dinner, infer the negative effects of eating food that is high in fat, sugar, sodium or calories. In small groups, participate in mini interviews sharing advice about a healthy meal, classify and compare answers. Ss. use cooking verbs and quantity expressions in a short recipe

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	<p>Practice short interviews using Wh questions.  Ex. What did you eat this morning ?  How much water do you drink everyday?  How many vegetables do you eat everyday?  What do you usually have for lunch?  Do you like ...._? Yes I do  ( a little bit, a few, a lot)</p> <p><b>Quick Interviews:</b> Students ask classmates questions like “How many tortillas do you eat?” “Do you like broccoli?” Record and compare answers in teams.</p> <p><b>Create a Food Diary Table:</b>  Students log their meals for one day (breakfast, lunch, snack, dinner) and label them healthy/unhealthy. Then compare in pairs: “You eat more vegetables than me.”</p> <p><b>Days of the Week Graph:</b>  Fill in a graph describing the different meals every day during the whole week.</p>	<p>videos, etc.)</p> <p><input checked="" type="checkbox"/>  Realia</p> <p><input type="checkbox"/>  Didactic Games</p>		<p><input type="checkbox"/> Graphic organizers:  (Concept maps , Mind maps, Venn Diagrams, etc.)</p> <p><input type="checkbox"/> Unit Exams</p>
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	<p><b>Food Opinion:</b> T gives to the ss sheets with questions like: Do you like bananas? Do you like soda? What is your favorite healthy food? and so on. Ss interview 3-5 classmates and record their answers.</p> <p><b>My Healthy Recipe Poster:</b> In pairs, students write a simple healthy recipe using verbs and quantities, then illustrate it.</p> <p><b>Ad Analysis:</b> In small groups, analyze posters or food ads. Use a checklist: "Does it use persuasive words?" "Is the food healthy?"</p> <p><b>Worksheet Activity:</b> T prepares a worksheet with the following: <b>Part A:</b> A list of food with blanks to complete: "____apples are in the basket? "How many apples..." ____rice is on the plate? "How much rice..." <b>Part B:</b> Gap-fill sentences: "How____eggs do you need?, "How____milk is left? Ss complete individually, then compare answers in pairs or as a class.</p> <p><b>Food Bingo:</b> T gives ss a bingo card</p>			
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	<p>with food images or names, call out the food items randomly, ss mark what they hear. When they win, they must say a sentence with one of their foods.</p> <p><b>Healthy vs Unhealthy Food Sorting:</b> T provides ss with images or flashcards of various food, ss sort the foods into "healthy" and "unhealthy" categories, then they will create sentences such as "You should eat apples" or "You shouldn't eat too many fries".</p> <p><b>Food Pyramid Puzzle:</b> T provides a cut out food pyramid or plate with missing sections, ss match food (pictures or words) to the correct group. Then they discuss which food groups they like? Which group is healthy/ unhealthy if they eat too much.</p> <p><b>Role-Play: Giving Food Advice:</b> In pairs, ss assign roles: one ss present a food related problem (e.g., "I feel tired all the time") and the other offers advice using should or shouldn't (e.g., "You should eat more fruits and vegetables").</p>			
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	<p><b>Should and Shouldn't Worksheets:</b> T Distributes worksheets that include pictures of various food and scenarios. Ss write sentences advising what one should or shouldn't do (e.g., You should drink water instead of soda).</p> <p><b>Recipe to follow:</b> T introduces a recipe reviewing ingredients and cooking verbs (mix, stir, add, peel, taste, chop, etc..) include <b>quantity expressions</b>, a cup, a box, a spoon, a liter, etc <b>Food ingredients:</b> Fat, protein, starch, sodium, sweets, etc.</p>			
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**STAGE 4: All-In-One** (Use of language skills) / Integrated skills use, individual creative production, and draft version of final product.

**Achievement:** Students will independently apply unit vocabulary related to healthy and un healthy food, Ss read a short paragraph, complete worksheets and textbook activities. This stage supports language autonomy and comprehension as students prepare to finalize their project.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language	<ul style="list-style-type: none"> <li>Instructional Strategy:             <div>Role Playing ▾</div> <div>Reading Comprehensi... ▾</div> <div>Letter Writing ▾</div> </li> </ul>	<input checked="" type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input type="checkbox"/> 👁️ Visual Aids	<input checked="" type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work	<input checked="" type="checkbox"/> Rubrics (projects, presentations,

<p>Structure</p> <p><input checked="" type="checkbox"/> 🗣️ Speaking</p>	<ul style="list-style-type: none"> <li>Activity Description:</li> </ul> <p><b>Title: “Eat Well, Live Well!”</b></p> <p><b>Brochure Drafting:</b> Students individually or in pairs begin drafting their brochure: Include persuasive slogans, food facts, and drawings.</p> <p>Use modal verbs (“You should...”) and quantity phrases.</p> <p><b>Eatwell Plate Puzzle Creation:</b> Students draw and cut out food items to assemble their own Eatwell Plate puzzle. Label groups and ingredients (fat, protein, etc.)</p> <p><b>Healthy Living Voice Message:</b> Students record a short message for their community: “Hello! My name is __. I want to share tips for healthy eating...” (Use speaking goals).</p> <p><b>Recipe Booklet Page:</b> Each student contributes one healthy recipe page to a class booklet (title, ingredients, short instructions).</p> <p><b>Healthy Plate Drawing</b></p>	<p>(Poster, flashcards, chats, etc.)</p> <p><input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)</p> <p><input type="checkbox"/> 🖍️ Realia</p> <p><input type="checkbox"/> 🎮 Didactic Games</p>	<p><input type="checkbox"/> 👤 Pair work</p> <p><input checked="" type="checkbox"/> 👤 Individual work</p>	<p>role play, performance)</p> <p><input checked="" type="checkbox"/> Checklists</p> <p><input checked="" type="checkbox"/> Observation guides</p> <p><input type="checkbox"/> Quizzes</p> <p><input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)</p> <p><input type="checkbox"/> Unit Exams</p>
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	<p>Give each child a paper plate and crayons or markers. Ask them to draw their ideal plate based on the Plate of Good Eating: half fruits and vegetables, one quarter whole grains, and one quarter proteins and dairy.</p> <p><b>Guess the Food Game</b></p> <p>A riddle game with clues in English about fruits, vegetables, junk food or healthy food.</p> <p>Example: "I am red and crunchy. I am a fruit. What am I?" (Answer: apple).</p> <p>This increases vocabulary and listening comprehension while familiarizing them with healthy and junk foods.</p> <p><b>Should Eat vs Shouldn't Eat:</b> T presents ss with a variety of food images, ask them to place each item into the appropriate category, discuss the reasons for the choices, emphasizing healthy eating habits.</p> <p><b>Healthy Habits Poster:</b> Ss will create a poster illustrating healthy and unhealthy eating habits using should or should't statement. T divides ss into small groups, each</p>			
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	<p>group creates a poster with two sections "We should" and "We should't", they draw or paste images of foods and write corresponding sentences. Groups present their posters to the class, expressing their choice.</p> <p><b>Shopkeeper:</b> Welcome!</p> <p><b>Customer:</b>_____oranges are there in that basket?</p> <p><b>Shopkeeper:</b> There are ten.</p> <p><b>Customer:</b> And _____sugar do I need for a cake?. Have ss fill in "How many" or How much" in the blanks.</p> <p><b>Restaurant Dialogue:</b> T provides a short dialogue with blank spaces:</p> <p>Fill in each blank space and then role-play the conversation in pairs.</p> <p>-T asks ss to open their books and answer some exercises about the unit.</p> <p>-T. provides worksheets and guides ss to answer them.</p>			
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### What do you eat?

Listen and draw.



1.breakfast



2.lunch



3.dinner



### Think and Draw

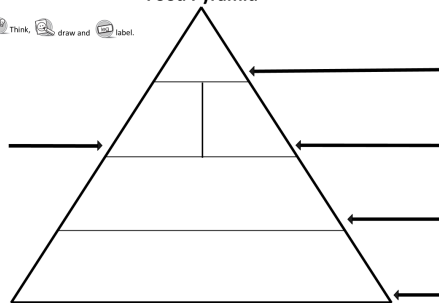
Think, draw and write.

My Favorite Food



### Food Pyramid

Think, draw and label.



### Classify Food

Think, draw and label.

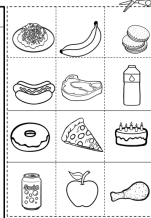
Fruits	Vegetables	Snacks
Meat, Poultry, Fish	Drinks	Desserts



### Healthy and Unhealthy Food

Read, color, cut and glue.

Healthy Food		Unhealthy Food	



### Use of Should and Shouldn't

Read and write.

#### Word Bank

should shouldn't

1. You \_\_\_\_\_ eat healthy food.

2. You \_\_\_\_\_ drink a lot of soda.

3. You \_\_\_\_\_ do exercise every day.

4. You \_\_\_\_\_ drink 2 liters of water every day.

5. You \_\_\_\_\_ go to bed early.

6. You \_\_\_\_\_ eat fruits and vegetables.

7. You \_\_\_\_\_ get up late.



Mom's Diet

Read and match.

My mom is on a diet. She wants to lose 5k before her birthday. She is eating a lot of vegetables. She also eats a lot of fish and chicken. She has taken all the chocolates and cookies out of the house. I now also have to eat fruit instead of pizza. She is drinking more water and less soda. She has started going to the gym. After I finish my homework, she makes the family go to a walk every night instead of watching T.V. All the family have to eat healthy, and we need to buy more healthy food. My mom doesn't have to eat more cereal because the doctor told her to omit that kind of food. My dad doesn't like this very much, but everybody is making the diet with her.

1. The mom wants to

2. She also eats a lot of

3. I have to eat

4. She makes the family

5. We need to buy

6. The mom doesn't have to

7. Everybody is making
- a. eat more cereal.

b. the diet with her.

c. more healthy food.

d. go to a walk every night.

e. lost 5k before her birthday.

f. fish and chicken.

g. fruit instead of pizza.



Mom's Diet

Read and write.

My mom is on a diet. She wants to lose 5k before her birthday. She is eating a lot of vegetables. She also eats a lot of fish and chicken. She has taken all the chocolates and cookies out of the house. I now also have to eat fruit instead of pizza. She is drinking more water and less soda. She has started going to the gym. After I finish my homework, she makes the family go to a walk every night instead of watching T.V. All the family have to eat healthy, and we need to buy more healthy food. My mom doesn't have to eat more cereal because the doctor told her to omit that kind of food. My dad doesn't like this very much, but everybody is making the diet with her.

- |  | T     | F     |
|--|-------|-------|
| 1. The mom wants to lose 5k before her birthday. | _____ | _____ |
| 2. She is eating soda, pizza and hamburgers.     | _____ | _____ |
| 3. The son have to eat fruit instead of pizza.   | _____ | _____ |
| 4. They have to eat healthy food.                | _____ | _____ |
| 5. They go on a family walks every night.        | _____ | _____ |
| 6. The father doesn't have to eat more cereal.   | _____ | _____ |



Cooking Verbs

Read, write and color.

Word Bank

Decorate Stir Slice Boil Mix Bake Cook Pour Taste Add

1.

a delicious recipe.
2.

\_\_\_\_\_ all the ingredients.
3.

\_\_\_\_\_ the water for 10 minutes.
4.

\_\_\_\_\_ milk to the cake ingredients.
5.

\_\_\_\_\_ the cake mix until it begins smoothy.
6.

\_\_\_\_\_ the cake with different colors.
7.

\_\_\_\_\_ coffee to the hot water.
8.

\_\_\_\_\_ the cookies for about 40 minutes.
9.

\_\_\_\_\_ the milk shake.
10.

\_\_\_\_\_ a piece of bread.



### How Much, How Many

Read, write and check.

- \_\_\_\_\_ cookies are left?  
☐ How much ☐ How many
- \_\_\_\_\_ water do you drink in a day?  
☐ How much ☐ How many
- \_\_\_\_\_ pizzas do you order?  
☐ How much ☐ How many
- \_\_\_\_\_ cereal do you want?  
☐ How much ☐ How many
- \_\_\_\_\_ bread do you like to eat?  
☐ How much ☐ How many
- \_\_\_\_\_ carrots I'm going to buy in the supermarket?  
☐ How much ☐ How many



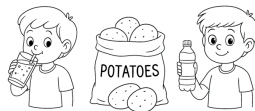
### Containers and Quantifiers for Food

Read, write and color.

#### Word Bank








tomato lemonade potatoes tea

1. A glass of \_\_\_\_\_.
2. A bag of \_\_\_\_\_.
3. A cup of \_\_\_\_\_.
4. A slice of \_\_\_\_\_.



### Containers and Quantifiers for Food

Read, write and color.

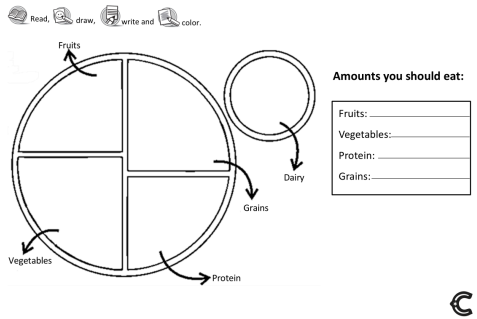
1. A glass of:  \_\_\_\_\_.
2. A bar of:  \_\_\_\_\_.
3. A cup of:  \_\_\_\_\_.
4. A box of:  \_\_\_\_\_.
5. A spoon of:  \_\_\_\_\_.
6. A jar of:  \_\_\_\_\_.
7. A can of:  \_\_\_\_\_.

#### Word Bank

cereal  
soup  
soda  
water  
chocolate  
coffee  
strawberry jam







	<p style="text-align: center;"><b>Eatwell Plate</b></p> 			
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**STAGE 5: Reality check / wrap it up** (Reflect and apply learning) / Evaluate learning, reflect, and share final products.

**Achievement:** Students will be able to talk about healthy food and junk food, the causes of overweight and obesity, classify the 5 groups of food and express in a short dialogue about what they like, dislike or would like to do in order to be healthier.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input checked="" type="checkbox"/> 🎧 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> ✍️ Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking	<ul style="list-style-type: none"> <li>Instructional Strategy:             <ul style="list-style-type: none"> <li>Read-Aloud ▾</li> <li>Sentence Scramble ▾</li> <li>Reading Comprehensi... ▾</li> </ul> </li> <li>Activity Description:</li> </ul> <p><b>Self-Assessment:</b> Use a simple checklist or emoji scale: "I can describe a recipe." "I can ask</p>	<input checked="" type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input type="checkbox"/> 📄 Worksheet <input type="checkbox"/> 👁️ Visual Aids the traffic light project (A box, slips of paper) <input checked="" type="checkbox"/> 💻 Digital	<input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work	<input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists <input type="checkbox"/> Observation guides to

	<p>questions about food." "I can give advice."</p> <p><b>Drawing or Pasting Food Pictures:</b> Students draw or glue pictures of foods onto their paper plates. The teacher reminds students to divide the plate into three parts:</p> <ul style="list-style-type: none"> <li>• Half for fruits and vegetables</li> <li>• One quarter for grains (like rice or bread)</li> <li>• One quarter for proteins and dairy (like chicken, fish, cheese)</li> </ul> <p><b>Labeling in English:</b> Students label the foods on their plate in English (for example, "apple," "carrot," "rice," "chicken").</p> <p><b>Puzzle Swap:</b> In small groups, students exchange Eatwell Plate puzzles and reassemble each other's, practicing vocabulary and categories aloud.</p> <p><b>Exit Worksheet:</b> T. distributes a short worksheet combining all target language:</p> <p><b>Part A:</b> Underline the healthy/unhealthy food and write H or U next to each picture (e.g.,</p>	<p>Resources (websites, video or audio for the song)</p> <p><input checked="" type="checkbox"/>  Realia</p> <p><input checked="" type="checkbox"/>  Didactic Games</p>		<p>manage emotions</p> <p><input checked="" type="checkbox"/> Quizzes</p> <p><input checked="" type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)</p> <p><input checked="" type="checkbox"/> Unit Exams</p>
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	<p>cookies, carrot, juice, chips).</p> <p><b>Part B:</b> Advice sentences, look at the pictures and write You should or You should't. ex. image of cake: You should't eat too much cake.</p> <p><b>Food Sorting Poster:</b> T provides ss with images of foods, asks ss to create a poster divided into two sections "Food I Like" and "Food I Don't Like". This visual activity helps solidify vocabulary and personal preferences.</p> <p><b>Making a Graph:</b> T asks questions to their classmates and write in their notebook what food they like and what food they don't like, then make a graph with the results and color it, also they can present it in front of the class.</p> <p><b>Final Project Rehearsal:</b> Allow students to practice making a brochure to convince others of the importance of good nutrition, also create an "Eatwell Puzzle" project work in small groups. Provide guidance and feedback focusing on vocabulary use, sentence structure, and clarity.</p> <p><b>Project Presentation Day:</b></p>			
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	<p>Have students present their final project individually or in small groups. Presentations can include showing posters, reading simple sentences, or explaining their work with support.</p> <p>-T asks WH questions. -T asks a few yes/no questions: Do you remember how to use...? Would you like to review...? -T will use videos, audios, or any other resource to reinforce the achievements. -T can use the book to review the unit vocabulary.</p> <p><b>Role Play:</b> Students practice a short conversation using: To be healthier I would like to eat more fruits. I would like to drink more water.</p>			
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