



INSTRUCTIONAL GUIDE - 1ST GRADE 2025-2026 - UNIT 3

GRADE	1st Grade Elementary ▾
PERIOD	2nd Period ▾
UNIT	3 ▾
TERM	January 12th - February 27th
TOTAL OF SESSIONS	7 weeks
LEARNING OBJECTIVE	Students will recognize and use basic English vocabulary related to food, likes and dislikes, healthy and unhealthy activities, the Eatwell Plate, and shapes, and will correctly apply the articles "a" and "an" in simple sentences. Through interactive activities, students will listen, speak, read, and write short sentences such as "I like apples," "Soda is unhealthy," and "It is an oval," demonstrating understanding of the concepts and their use in real-life contexts.

NEM	Project	<ul style="list-style-type: none"> • Healthy and Delicious: (pg. 146-157) • We Play and Take Care of ourselves: (pg. 176-197) • The School of Geometric Shapes: (pg. 158-165)
	Product	<ul style="list-style-type: none"> • Create a Poster and a Measuring Plate. • Small Campaign to promote a healthy living. • Read a story about the Geometric Shapes
	Content	Natural and Social Environments ▾ Graphic, Playful, and Aesthetic Elements and Resources of the English Language ▾ Oral and Written Texts in English ▾ Cultural and Artistic Expressions ▾
	LDP (Learning Development Process)	Identifies messages in dialogues, posters, or signs, using images for support. ▾ Follow simple instructions to participate in games. ▾ Follows simple instructions in a cooking recipe. ▾ Understands words in stories and different types of short texts and pronounces them. ▾ Identifies and names colors and shapes present in cultural and artistic expressions. ▾

	Articulating Axes	Critical interculturality ▾ Healthy living ▾ Cultural appropriation through reading and writing ▾ Critical thinking ▾ Gender equality ▾
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CEFR SKILLS	Listening	<ul style="list-style-type: none"> • PRE A1: When listening to a conversation, Ss can understand words and short sentences, provided that people speak very slowly and very clearly. • A1: Can understand simple questions related to familiar topics (food, activities).
	Reading	<ul style="list-style-type: none"> • PRE A1: Ss can understand very simple instructions if they are supported by pictures and if I know this type of instructions. • PRE A1: Ss understand short descriptions of current activities. • A1: Can read very simple familiar words (e.g., fruit names). • A1: Can read and sort written labels (e.g., "fruit," "water").
	Writing	<ul style="list-style-type: none"> • PRE A1: Ss can write their daily routines. • PRE A1: Ss can write in a simple way, basic questions and answers about what they and others do currently. • A1: Can copy or write single food/activity words. • A1: Can copy/write short labels (e.g., "apple," "exercise").
	Speaking	<ul style="list-style-type: none"> • PRE A1: Ss can describe what I like and what I don't like (for example with regard to sports, music, school, food, colors). • PRE A1: Ss can use simple words to describe something, (for example its size, shape or color). • PRE A1: Ss can interact in a simple way, asking and answering basic questions about what they do currently. • PRE A1: Can ask/answer about familiar objects (What's this? It's a/an...) • A1: Can ask and answer simple questions about preferences. • A1: Can classify basic foods/activities and express a simple opinion (e.g., It's healthy).
	Grammar & Language Structure	<ul style="list-style-type: none"> • <i>Expressing Preferences with "Do you like...?" I like, I don't like.</i> • <i>Asking preferences: Do you like...?</i> • <i>Short answers: Yes, I do / No, I don't</i> • <i>Use of I like + (food/activity)</i> • <i>Countable/uncountable nouns in preference statements</i> • <i>Healthy Food / Unhealthy Food /</i> • <i>Healthy Activities / Unhealthy Activities</i> • <i>Identifying Objects:</i> • <i>Wh-question: What's this?</i> • <i>Yes/No question: Is it a/an...?</i> • <i>Short answers: Yes, it is / No, it isn't</i> • <i>Correct use of a/an</i> • <i>Describing with Colors and Shapes: E.g. It's a red triangle.</i> • <i>Correct use of indefinite articles a/an before consonant/vowel sounds.</i> • <i>Reinforce Wh questions, What is this? This is a/an... . What color is it? It is ...</i>
Vocabulary	<ul style="list-style-type: none"> • Food and vegetables: apple, banana, orange, watermelon, melon, grapes, lettuce, carrot, pizza, sandwich, cake, pasta, ice cream, hamburger, milk, soda, water, cookies, cheese, cereal. 	

		<ul style="list-style-type: none"> • Expressions of taste and preference: like, don't like. • Healthy Food / Unhealthy Food / Healthy Activities / Unhealthy Activities (wash your hands, eat fruit, eat junk food, get enough sleep, drink lots of soda, exercise. • Eat Well Plate • Shapes: circle, triangle, square, rectangle, oval, heart, star, big, small. • School objects: pencil, notebook, chair, eraser, umbrella. • Numbers: 7 - 10. • Colors: pink, purple. • Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. • Alphabet: letters H, I, J, K, L- • Months of the Year: January / February.
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Strategies and Activities

The five stages in this Instructional Guide represent the progression of the project and its sessions. Each session naturally integrates the moments of our class (Warm-up, Introduction, Development, and Wrap-up) through the suggested activities within every stage.

Suggested Session Distribution: Sessions 1-4

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

Achievement: Students will activate prior knowledge and build confidence by practicing vocabulary and simple sentences related to food, likes and dislikes, healthy and unhealthy habits, the Eatwell Plate, shapes, and the use of *a* and *an*. Through short, engaging warm-up activities, students will improve listening, speaking, and sentence formation skills, while connecting the themes to real-life situations.

Skill	<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
Resources	<input checked="" type="checkbox"/> 📚 Textbook

	<input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia <input checked="" type="checkbox"/> 🎲 Didactic Games
Classroom Interactive Patterns	<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
Assessment	<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

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

TPR ▾ Simon Says ▾ Read-Aloud ▾ Charades ▾ Flashcards ▾ Manipulatives Material ▾ Role Playing ▾ KWL Chart ▾

- Activity Description:

→ **Routines and Supplementary Vocabulary**

Weather Mime

Students take turns acting out a type of weather (rainy, sunny, windy, cloudy, snowy) without speaking.
Class guesses: "Is it rainy?" "Is it sunny?"

Weather Check

Ask students:

- *“What’s the weather like today?”*
- *Students answer together: “It is... sunny / cloudy / windy...”*
- *Students can keep a record of the weather in their notebooks.*

Weather Flashcards

Show a flashcard very quickly for 1 second.

Students shout the answer.

Can be competitive by keeping score.

Days Line-Up

Ask students to stand in order:

- *Monday, Tuesday, Wednesday...*
You can mix the cards and they put themselves in the correct order.

What Day Is It?

Ask questions:

- *“What day is today?”*
- *“What day was yesterday?”*
- *“What day is tomorrow?”*

Month Yes or No

Teacher says a word and students react:

- If it's a month: clap.
- If it's not a month: keep quiet.

Example:

"January!" (students clap)

"Banana!" (students silent)

Quick Questions

Ask: *"What month is the first of the year?"* (January) *"What month comes after January?"* (February)

Month Memory

Students close their eyes.

The teacher hides a card (January or February).

Students guess which month is missing.

Show Me the Number

The teacher says a number (7–10). Students quickly show it using:

- Fingers
- Number cards
- Objects on their desk

Number Jump

Place number cards 7–10 on the floor. The teacher calls a number and students jump onto it.

Quick Questions

Ask: *"What comes after 7?"* *"What comes before 10?"* *"Count from 7 to 10!"*

Air Writing

The teacher says a letter (H–K). Students “write” it in the air with their fingers.

Letter Hunt

Hide cards with H, I, J, K around the classroom. Students find and name the letters. Students say a word that begins with that letter.

What Sound Is It?

The teacher says a sound: /h/ /i/ /j/ /k/ Students hold up or point to the correct letter.

Trace and Say

Students trace the letters with their fingers on the table and say: “H says /h/” “I say /i/” ...etc.

Find the Color

Tell students: “*Touch something pink!*” “*Touch something purple!*”
They quickly look around and touch or point at something of that color.

Color Sorting

Show different colored flashcards or objects. Students sort them into: Pink pile, Purple pile

Color Clap

Teacher says a color: If pink → students clap once, If purple → students clap twice
Example: Teacher: “Pink!” Students: *clap* Teacher: “Purple!” Students: *clap clap*

→ **Healthy and Delicious (pg. 146-157)**

Healthy and Delicious (Project introduction)

- Projects & Reading pg. 146-147. Read the text, and reflect about your lunch.

Flashcard Speed

Show a food flashcard quickly.

Students shout the name: *"Apple!" "Pizza!" "Banana!"*

Food Mime

One student acts out eating food (banana, soup, pizza, ice cream).

Class guesses: *"Is it ice cream?"*

What's Missing?

Show 5 food pictures on the board.

Students close their eyes. Erase one. They open their eyes and say: *"Pizza is missing!"*

Food Basket

Call out for food. Students who like it stand up, those who don't stay seated.

Thumbs Up / Thumbs Down

The teacher says a sentence: *"I like pizza." "I don't like onions."*

Students react:

- 👍 = Like
- 👎 = Don't like

Find Someone Who...

Students walk around asking classmates: *"Do you like apples?"* If the student says yes, they write the name.

Yes or No Circle

The teacher asks: "Do you like fish?" Students answer: "Yes, I do." or "No, I don't."

→ **We Play and Take Care of ourselves (pg. 176-197)**

We Play and Take Care of Ourselves (Project introduction)

- Projects & Reading pg. 176. Look at the pictures and answer the questions.
- Pg. 177: In your notebook or as a whole group create a KWL Chart, write what you know, what you want to know and what you have learned.

Healthy or Unhealthy? (Stand or Sit)

The teacher says an activity: "Wash your hands!" "Drink a lot of soda!"

Students react:

- Stand up = **Healthy**
- Sit down = **Unhealthy**

Flashcard Show and Tell

The teacher shows an action flashcard. Students say: "It is healthy." "It is unhealthy." Then the teacher asks: "Why is it healthy?"

Students give simple answers: "Because it is good for the body."

Mime and Guess

A student acts out one activity: Pretend to wash hands, Pretend to sleep, Pretend to drink soda. Class guesses: "Wash your hands!" "Drink soda!" Then say: "Healthy!" or "Unhealthy!"

Quick Questions

Ask rapid questions: "Is eating fruit healthy?" "Is drinking a lot of soda healthy?" "Should you get enough sleep?" Students respond:

- "Yes, it is."

- “No, it isn’t.”

→ **The School of Geometric Shapes (pg. 158-165)**

The School of Geometric Shapes (Project introduction)

- Projects & Reading pg. 158-161, read the story about shapes.

Point to the Shape

The teacher says a shape: “Circle!” “Triangle!” Students must quickly point to that shape: On the wall; In their notebook; On the floor; On a flashcard.

Shape Hunt

The teacher says: “Find a circle in the classroom!” Students look around and point to objects. E.g. “The clock has the shape of a circle.”

- Clock = circle
- Door = rectangle
- Window = square

Simon Says Shapes Review

Like “Simon Says”: “Simon says draw a circle.” ✓ “Draw a square.” ✗ (students shouldn’t move) Fun and fast.

Mystery Bag

Put plastic shapes or cutouts in a bag. One student reaches in and feels the shape without looking. They guess: “Square?”

[Worksheet Reference](#)

- Weather: pg. 1
- Days of the week: pg. 3
- Letters: pg. 10-11
- Numbers: pg. 7-9
- Months: pg. 5-6
- Colors: pg. 12-13

Suggested Session Distribution: Sessions 5-8

STAGE 2: Language Drop (Presentation / Input) Introduce grammar, vocabulary, and the communicative task. Establish the context/problem.

Achievement: The teacher will introduce and model vocabulary and simple sentence structures related to food, likes and dislikes, healthy and unhealthy activities, the Eatwell Plate, shapes, and the use of *a* and *an*. Through visual aids, real classroom objects, and clear examples, students will understand the meaning, pronunciation, and correct use of the new language so they are prepared to practice it accurately during guided activities.

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Resources	<input checked="" type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook <input type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia

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Classroom Interactive Patterns	<input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work
Assessment	<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
Instructional Strategy / Activity Suggestions	
<ul style="list-style-type: none"> Instructional Strategy: <ul style="list-style-type: none"> Read-Aloud ▾ Reading Comprehension ▾ Charades ▾ Flashcards ▾ Show and Tell ▾ Activity Description: <ul style="list-style-type: none"> → Healthy and Delicious (pg. 146-157) <p>Introducing Food Vocabulary (Flashcards on the Board)</p> <p>Steps:</p>	

1. The teacher shows the flashcards one by one.
2. Students repeat the words chorally.
3. The teacher checks understanding by asking: "What is this?" Students answer: "Apple!"

Teacher Modeling Sentences

Teacher models using the sentence frames: **I like... I don't like...**

Example:

- Teacher shows a flashcard of pizza:
 - "I like pizza."
- Teacher shows a picture of fish:
 - "I don't like fish."

Students repeat the sentence after the teacher.

Teacher Personal Chart

Draw a simple table on the board:

Food	Like	Don't Like
Pizza	✓	
Fish		✓

The teacher fills in while talking: "I like pizza." "I don't like fish." Students listen and repeat after each sentence.

Class Reaction (Thumbs Up / Down)

The teacher says sentences while showing flashcards: *"I like apples."* *"I don't like hamburgers."* Students respond:

- 👍 for **Like**
- 👎 for **Don't like**

This checks comprehension in a fun way.

Guess the Teacher Game

The teacher hides a flashcard and gives a clue: *"I like this. It is yellow and sweet."* Students guess: *"Banana!"* Teacher reveals the card.

Listen and Point

The teacher places food flashcards on the board. Students point when the teacher says: *"I like salad."* *"I don't like soda."*

Students point to the correct card.

Yes/No Teacher Questions

The teacher asks simple questions: *"Do I like pizza?"* Students answer: *"Yes, you do!"* *"No, you don't!"* This helps students understand the structure before producing it.

Two Corners Game

Teacher labels two sides of the room: Corner A: **LIKE** Corner B: **DON'T LIKE** Teacher shows a food flashcard. Students walk to the corner that matches their opinion. The teacher asks individual students: *"Do you like apples?"* *"Yes, I do."*

Optional Presentation Flow (5–10 minutes)

1. Teach food vocabulary
2. Model "I like / I don't like"
3. Use a personal chart
4. Students react and repeat

5. Students answer in short complete sentences

→ **We Play and Take Care of ourselves (pg. 176-197)**

Projects & Reading pg. 177

- Activity 2. Read the activities and write H for healthy activities and U for unhealthy activities.

Introducing Vocabulary with Flashcards

Teacher shows a picture and says:

- "Wash your hands."
- "Drink water."
- "Eat junk food."

Students repeat chorally:

- Whole class
- Boys
- Girls
- Individual students

Model Meaning with Mime

The teacher acts out each activity: Pretends to wash hands. Pretends to sleep. Pretends to drink soda. Teacher asks: "What am I doing?" Students respond: "Wash your hands!"

Sort on the Board (Healthy / Unhealthy)

Draw two columns: **Healthy and Unhealthy**: Teacher shows a flashcard and asks: "Is it healthy or unhealthy?" Students answer: "Healthy!" The teacher places the card in the correct column.

Teacher Speech Modeling

The teacher talks about personal habits: "I wash my hands every day. It is healthy." "I don't drink a lot of soda. It is unhealthy." Students listen, then repeat key sentences.

What Am I Doing? (Guessing Game)

The teacher mimes one activity without speaking. Students guess: "Drink water!" "Eat fruit!" The teacher asks: "Is it healthy or unhealthy?" Students respond with one word: "Healthy!" "Unhealthy!"

Listening True or False

Listen to personal habits, in their notebook write true or false. E.g: "I wash my hands every day. It is healthy." (True), "It is healthy to drink a lot of soda." (False). **Board Pictures with Simple Sentences**

The teacher places flashcards on the board and models sentences: "Wash your hands. It is healthy." "Eat junk food. It is unhealthy." Students repeat in chorus.

Yes/No Teacher Questions

The teacher asks: "Is drinking water healthy?" Students answer: "Yes, it is." "Is eating junk food healthy?" Students answer: "No, it isn't."

Teacher Personal Chart

Create a simple table:

Activity	Healthy or Unhealthy
Drink water	✓ Healthy
Eat junk food	✗ Unhealthy

The teacher explains: *"I drink water. It is healthy."* *"I don't eat junk food. It is unhealthy."* Students listen and repeat.

The Teacher's Eatwell Plate (Modeling)

The teacher shows a large Eatwell Plate poster or projected slide.

You may use Projects and Reading book pg. 178.

The teacher points and says: "This is the Eatwell Plate." "This section is fruit and vegetables." "This section is grains." "This section is protein." "This section is dairy." The teacher places one example in each section: Apple → Fruit & Vegetables, Bread → Grains, Chicken → Protein Milk → Dairy. Students watch and repeat: "Apple is fruit." "Milk is dairy."

Think Aloud (Teacher Models Classifying)

Teacher shows a card: e.g., "banana" Teacher thinks aloud: "Banana is a fruit. I put it here with fruit and vegetables." The teacher places it in the correct section. The teacher repeats other foods: "Chicken is protein." "Rice is grains." "Cheese is dairy."

Whole Group Repetition

The teacher points to each food and asks: "What is this?" Students repeat: "Apple – fruit." "Bread – grains." "Egg – protein." "Milk – dairy." Students practice saying the food group name aloud.

Real Objects or Flashcards

The teacher takes real food items or flashcards and models: "This is an apple. Apple is fruit." "This is rice. Rice is grains." Students listen and repeat after the teacher.

Teacher Draws an Eatwell Plate

On the board, the teacher draws a circle and divides it into sections. Then the teacher draws simple pictures: A carrot in fruit and vegetables, A tortilla in grains, A drumstick in protein, A yogurt in dairy. Students repeat after each drawing: "Carrot is vegetables." "Tortilla is grains."

→ **The School of Geometric Shapes (pg. 158-165)**

The School of Geometric Shapes

- Projects & Reading pg. 158. Introduce vocabulary and review colors.

Teacher's Flashcard Introduction

The teacher shows a shape card and models: "This is a square." "This is an oval." Students repeat chorally. Good to start with 4–6 shapes. T. writes examples on the board: a banana, an apple. A pizza , an orange.

Elicit the Rule Visually

Write examples on the board: A circle, A square, An oval , A rectangle. Underline the first letter: c, s → consonants → a o → vowel → an, Teacher explains: Use "a" before consonant sounds. Use "an" before vowel sounds. Keep the explanation simple.

Teacher Modeling Sentences

The teacher models several sentences: "It is a triangle." "It is an oval." Students repeat after the teacher. What Is It? (Teacher Points, Students Answer) Teacher points at shapes on the board: Teacher: "What is it?" Students: "It is a rectangle!"

Then the teacher asks: "Is it 'a' or 'an'?" Students answer: "A." A or An Sorting on the Board

Create a T-chart:

A	An
a square	an oval

The teacher shows a shape and asks: "Where does it go?" Students say: "A square goes here." "An oval goes here." The teacher places the card in the correct column.

Listen and Point

Place four shapes on the board. The teacher says: “Touch an oval.” “Touch a triangle.” Students walk or point.

Yes / No Question Check

The teacher asks: “Do we say an triangle?” Students: “No!” “Do we say an oval?” Students: “Yes!” This confirms understanding.

The School of Geometric Shapes

- [Projects & Reading pg. 164](#), practice shapes vocabulary.

Teacher Mini Sentences

The teacher points and says: “I have a triangle.” “I have an oval.” Students repeat. Then teacher leaves off the article:

- Teacher: “I have ___ square.”
- Students: “A!”

[Worksheet Reference](#)

 [1st Grade_UNIT3.pdf](#)

- Food vocabulary: pg. 14 -15
- Likes and dislikes: pg. 16
- Food vocabulary: pg. 17
- Shapes: pg. 26

Suggested Session Distribution: Sessions 9-13

STAGE 3: Level Up (Practice with guidance) Students collaborate, compare findings, and build knowledge with teacher guidance.

Achievement: Students will practice using the new vocabulary and sentence structures related to food, likes and dislikes, healthy and unhealthy activities, the Eatwell Plate, shapes, and the use of *a* and *through* supported activities with the teacher. With guidance,

modeling, and correction, students will work in pairs, small groups, or whole-class tasks to produce short spoken or written sentences such as: "I like apples." "I don't like soda." "Eating fruit is healthy." "Soda is unhealthy." "It is a triangle." "It is an oval."

Skill	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
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Instructional Strategy / Activity Suggestions	
<ul style="list-style-type: none"> ● Instructional Strategy: 	

Running Dictation ▾

TPR ▾

Reading Comprehension ▾

Word Association ▾

Presentation ▾

Chants ▾

Role Playing ▾

- Activity Description:

→ **Healthy and Delicious (pg. 146-157)**

Projects & Reading

Review grammar structure pg. 148 and practice in pg. 149.

Repeat After Me (Teacher + Students)

The teacher shows a flashcard and models: *"I like apples."* Students repeat as a class. Then another: *"I don't like fish."*

The teacher provides clear modeling and students repeat together.

Yes or No Answer Practice

The teacher shows a picture and asks: *"Do you like pizza?"* Students answer: *"Yes, I do."* or *"No, I don't."*

The teacher guides answers and helps with pronunciation.

Circle the Right Answer (Board Activity)

The teacher writes on the board: I (like / don't like) apples. I (like / don't like) fish. The teacher reads each sentence and students choose the correct one as a class. The teacher helps and confirms answers.

Teacher + Students Complete the Sentence

Teacher starts: *"I like..."* Students choose a food and complete: *"...pizza!"* Repeat with: *"I don't like..."*

Students compete with food from pictures or flashcards.

Point and Say

The teacher places food pictures on the board. The teacher says: *"I like bananas."* Students point to the bananas. Next: *"I don't*



like hamburgers." Students point to hamburgers. Can be repeated with students speaking.

Choral Reading with Sentence Frames

Teacher writes sentence frames on the board: **I like _____ . I don't like _____ .** Students fill in verbally with teacher help: *"I like grapes."* *"I don't like soda."*

Match Food and Sentences

Teacher draws two columns:

Food	Sentence
 Apple	I like apples.
 Burger	I don't like burgers.

The teacher calls one item: *"Apple!"* Students point to the matching sentence. The teacher confirms and reinforces.

Guided Pair Practice

Students work in pairs with 3–4 food pictures. They take turns: Student A: *"Do you like bananas?"* Student B answers with teacher support: *"Yes, I do."* or *"No, I don't."* The teacher walks around helping with pronunciation and sentence structure.

Projects & Reading "Which foods are higher in fat"

Follow the experiment and reflect pg. 151-152.

→ [We Play and Take Care of ourselves \(pg. 176-197\)](#)

Projects & Reading

Classify the vocabulary in healthy or unhealthy food pg. 179.

Sort the Actions

- **Instructions:**

The teacher shows actions (pictures or gestures). Students decide if the action is **healthy** or **unhealthy**.

- Examples: Teacher pretends to wash hands → Students say: *Healthy!* Teacher pretends to drink soda → Students say: *Unhealthy!*
- Students can answer with: "It is healthy." "It is unhealthy."

Listen and Point

Students have two signs or pictures: A smile (healthy) A sad face (unhealthy) Teacher says an activity: "Wash your hands." "Get enough sleep." "Drink lots of soda." Students point to the correct picture.

Complete the Sentence

Teacher models on the board:

I _____ (**healthy/unhealthy**). Students complete: "I eat fruit. I am healthy." "I drink soda. I am unhealthy." For first grade, students can circle the missing word or choose from cards.

Stand Up / Sit Down

Teacher gives rules: Stand up = Healthy Sit down = Unhealthy Teacher says:

- "Wash your hands." → Students stand
- "Eat junk food." → Students sit
- "Drink water." → Stand
- "Get enough sleep." → Stand
- "Drink lots of soda." → Sit

Draw and Share

Students draw one healthy and one unhealthy action. Then students use simple sentences: "This is healthy." "This is unhealthy."

Choose the Correct Picture

The teacher shows two pictures (one healthy, one unhealthy). Example: Water vs. Soda Teacher asks: "Which one is healthy?"

Students point and say: "This one!"

Listen and Point

The teacher shows an eatwell plate or pictures. Teacher says:

- "Point to the fruit."
- "Point to the vegetables."
- "Point to the grains."
- "Point to the dairy."
- "Point to the junk food."

Students listen and point.

What Group Is It?

The teacher shows a food item and students identify the category. Example: Teacher shows an apple → Students say: "Fruit."
"Healthy." Teacher shows chicken → Students say: "Protein." Teacher shows a cookie → Students say: "Junk food."

Projects & Reading

Review grammar structure pg. 180 - 181.

Fill in the Sentence

Teacher writes on the board:

- An apple is _____.
- Bread is _____.
- Milk is _____.

- Pizza is _____.

Students complete by choosing:

- fruit and vegetables
- grains
- dairy
- junk food

Make a Mini Plate

Students get 6–8 small food pictures. They glue them into a circle divided into: Fruit & Vegetables, Proteins, Grains, Dairy, Junk Food (outside the plate) Students then share: “I put bread in grains.” “I put milk in my dairy.”

→ **The School of Geometric Shapes (pg. 158-165)**

Listen and Choose (A or An)

The teacher shows a shape flashcard and asks: “Is it **a** or **an** circle?” Students answer: “It is **a circle.**” “It is **a square.**” “It is **an oval.**”

The teacher continues with different shapes.

Repeat and Point

The teacher says a sentence, students repeat and point to the correct shape: Examples: “Show **a circle.**” “Show **a triangle.**” “Show **an oval.**” Students point to shapes on their worksheet or classroom wall.

Fill in the Blank

Teacher writes on the board:

1. It is ___ circle.
2. It is ___ oval.
3. It is ___ square.

4. It is ___ rectangle.

Students choose **a** or **an**.

Possible answers:

1. a
2. an
3. a
4. a

Yes/No Cards

Students have two cards: ✓ = Yes ✗ = No Teacher reads sentences: "It is an circle." "It is a circle." "It is a rectangle." "It is an square." Students show ✓ or ✗.

Stand Up / Sit Down

Rules: **Stand up** = Correct use of "a" or "an" **Sit down** = Incorrect use: Teacher reads:

- "It is an oval." (Stand)
- "It is a oval." (Sit)
- "It is a triangle." (Stand)
- "It is an square." (Sit)

Draw and Label

Students:

1. Draw three shapes
2. Label them with **a** or **an**

Examples:

- **a circle**

- **an oval**
- **a triangle**

The teacher walks around and checks.

Shape Hunt

Students look around the classroom to find examples of shapes. Then they complete simple sentences: "I see **a circle.**" "I see **a rectangle.**" "I see **an oval.**"

Practice in Pairs

Student A shows a flashcard. Student B says a sentence: Example: A shows a rectangle B says: "It is **a rectangle.**" Then switch roles.

[Worksheet Reference](#)

 [1st Grade_UNIT3.pdf](#)

- Healthy and unhealthy: pg. 18 -19
- Shapes: pg. 27-28

Suggested Session Distribution: Sessions 14-18

STAGE 4: All-In-One (Use of language skills) Integrated skills use, individual creative production, and draft version of final product.

Achievement: Students will demonstrate their understanding of the vocabulary and sentence structures related to food, likes and dislikes, healthy and unhealthy activities, the Eatwell Plate, shapes, and the correct use of *a* and *an* by completing tasks on their own. Students will apply learning without teacher assistance by: Writing or saying sentences such as "I like apples." "I don't like pizza." "It is a square." "It is an oval." Classifying foods as healthy or unhealthy; Placing foods in the correct Eatwell Plate group; Labeling shapes

using *a* or *an*. The goal is for students to independently show mastery, accuracy, and confidence in using the themes in meaningful contexts.

<p>Skill</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
<p>Resources</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia <input checked="" type="checkbox"/> 🎲 Didactic Games
<p>Classroom Interactive Patterns</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work
<p>Assessment</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" 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
<p>Instructional Strategy / Activity Suggestions</p>	
<ul style="list-style-type: none"> ● Instructional Strategy: 	

Fill in the Blanks ▾

Word Association ▾

Sentence Scramble ▾

Reading Comprehension ▾

Creative Writing ▾

Find Someone Who ▾

- Activity Description:

→ **Healthy and Delicious (pg. 146-157)**

Projects & Reading

In your notebook draw and complete the example of the chart, writing the food vocabulary in the correct column in pg. 154.

Draw What You Like

Students complete the task: Instructions: "Draw 3 foods you like and 1 food you don't like." Then students write simple captions:

- "I like apples."
- "I like pizza."
- "I like rice."
- "I don't like broccoli."

Cut and Paste

Students receive a worksheet with two sections: ✓ I LIKE ✗ I DON'T LIKE. They cut out food pictures and glue them into the correct column.

Circle Your Answer

Students read (or the teacher reads aloud) and circle:

1. I like / don't like milk
2. I like / don't like pizza
3. I like / don't like fish
4. I like / don't like rice

Students circle their personal preference.





Fill in the Blank

Students complete simple sentences using like or don't like:

1. I _____ apples.
2. I _____ carrots.
3. I _____ hamburgers.
4. I _____ bananas.

Match

Students draw a line from the sentence to the picture:

- "I like apples." → 
- "I don't like broccoli." → 
- "I like pizza." → 
- "I don't like fish." → 

Food Survey

Students walk around and ask 3 classmates: Do you like ____? They place ✓ or ✗ in a small table:

Friend	Apples	Pizza	Milk
Ana	✓	✗	✓
Diego	✓	✓	✗
Sofia	✗	✓	✓

Then students complete:

- "Ana likes apples."
- "Sofia doesn't like apples."

Mini Book

Students make a small booklet of 4 pages:

1. Page 1: "I like ____." (draw)
2. Page 2: "I like ____." (draw)
3. Page 3: "I don't like ____." (draw)
4. Page 4: Self-picture on the cover.

→ [We Play and Take Care of ourselves \(pg. 176-197\)](#)

Projects & Reading

Review vocabulary and answer pg. 185.

Cut and Paste Sort







Students receive pictures of actions:

- wash your hands
- drink water
- get enough sleep
- do exercise
- eat fruit
- eat junk food
- drink lots of soda

Students cut them out and glue into two columns:

Healthy | Unhealthy

Circle Healthy

Students look at pictures and circle only the healthy ones. Examples:      

Students circle:

- eating fruit
- sleeping
- exercise
- washing hands

Color by Category

Students color: Healthy activities → green, Unhealthy activities → red

Write or Trace

Students complete simple sentences:

1. Washing my hands is _____.
2. Drinking soda is _____.
3. Eating fruit is _____.
4. Eating junk food is _____.

Word box:

- healthy
- unhealthy

For lower writers, the teacher can provide traceable sentences.

Draw Two Healthy Choices

Students draw: One healthy thing they do, One unhealthy thing they should avoid, Then label: "Healthy" "Unhealthy"

Healthy Day Checklist. Students check or color the actions they do:

- I wash my hands
- I drink water
- I do exercise
- I eat fruit
- I drink soda
- I eat junk food
- I get enough sleep

Then write one sentence: "I am healthy because I _____."

Yes or No

Students read and circle Yes or No:

1. Drinking soda is healthy. Yes / No
2. Eating fruit is healthy. Yes / No
3. Sleeping enough is healthy. Yes / No
4. Eating junk food is healthy. Yes / No

My Healthy Poster

Students create a mini poster titled: "I Can Be Healthy!" They draw or glue pictures of: Things they should do, Things they should avoid.

Cut and Paste Food Groups

Students receive pictures of foods:

- carrot, apple, chicken, yogurt, bread, cheese, candy, pizza, water, banana

Students cut them out and paste them into a worksheet divided into:

- Fruit & Vegetables
- Protein
- Grains
- Dairy
- Junk Food (outside the plate)

Match

Students draw a line to match:

- Apple → Fruit
- Chicken → Protein
- Bread → Grains
- Milk → Dairy
- Candy → Junk food

What Group Is It?

Students read and circle the correct answer:

1. Carrot is...
 - a) Dairy
 - b) Fruit & Vegetables
2. Bread is...
 - a) Grains
 - b) Protein
3. Chicken is...
 - a) Protein
 - b) Junk Food
4. Soda is...

- a) Junk Food
- b) Dairy

Healthy Meal Plate

Students draw their own healthy plate with: Something from fruit & vegetables; Something from protein; Something from grains; Something from dairy. Label the foods.

Self-Check Checklist

Students put ✓ or ✗ :

- I ate fruit today
- I ate vegetables
- I ate protein
- I drank milk
- I ate junk food

Then write: "Today I ate _____."

→ **The School of Geometric Shapes (pg. 158-165)**

Fill in the Blank

Students complete the sentences using a or an:

1. It is ___ circle.
2. It is ___ square.
3. It is ___ oval.
4. It is ___ triangle.
5. It is ___ rectangle.

Match Sentences and Pictures

Students draw a line:

- a circle → ○
- a square → □
- an oval → ◇
- a triangle → ▲

Draw and Label

Students draw two shapes and label them using a or an: Example: "a square" "an oval"

Cut and Paste Sorting

Students cut article cards: a, an. Then paste them in front of the correct shape name:

- ___ circle
- ___ rectangle
- ___ oval
- ___ triangle

Circle the Correct Answer

Students circle a or an:

1. This is (a / an) oval.
2. This is (a / an) triangle.
3. This is (a / an) square.
4. This is (a / an) circle.

Shape Hunt

Students look around the classroom and write one example they see: "I see a circle." "I see a rectangle." "I see an oval."

Worksheet Reference











 1st Grade_UNIT3.pdf

- Healthy and unhealthy: pg. 20-21
- Eat Well plate: pg. 23
- Shapes: pg. 29

Suggested Session Distribution: Sessions 19-21

STAGE 5: Reality check / wrap it up (Reflect and apply learning) Evaluate learning, reflect, and share final products.

Achievement: Students will consolidate and reflect on their learning about food, likes and dislikes, healthy and unhealthy activities, the Eatwell Plate, shapes, and the correct use of *a* and *an* by participating in short closing activities that allow them to demonstrate understanding, apply vocabulary in meaningful sentences, and provide evidence of learning. Through tasks such as quick oral responses, sorting activities, exit tickets, or short sentence production (e.g., “I like apples,” “Soda is unhealthy,” “It is a triangle,” “It is an oval”), students will review essential concepts and show readiness to move on to the next lesson.

Skill	<ul style="list-style-type: none"><input checked="" type="checkbox"/>  Listening<input checked="" type="checkbox"/>  Reading<input checked="" type="checkbox"/>  Writing & Language Structure<input checked="" type="checkbox"/>  Speaking
Resources	<ul style="list-style-type: none"><input checked="" type="checkbox"/>  Textbook<input checked="" type="checkbox"/>  Notebook<input checked="" type="checkbox"/>  Worksheet<input checked="" type="checkbox"/>  Visual Aids (Poster, flashcards, charts, etc.)<input checked="" type="checkbox"/>  Digital Resources (websites, apps, videos, etc.)<input checked="" type="checkbox"/>  Realia

	<input checked="" type="checkbox"/> 🎲 Didactic Games
Classroom Interactive Patterns	<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
Assessment	<input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input checked="" type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input checked="" type="checkbox"/> Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Crossword Puzzle ▾ |
Delayed Copy ▾ |
Show and Tell ▾ |
Bingo ▾ |
Word Association ▾ |
Find Someone Who ▾
Simon Says ▾

- Activity Description:

→ **Healthy and Delicious (pg. 146-157)**

Exit Ticket – Draw and Write

Before leaving, students complete a quick slip: Draw one food they like and write: "I like ____." Draw one food they don't like and write: "I don't like ____."

“Who Likes...?” Quick Poll

The teacher asks: “Who likes apples?” “Who likes pizza?” “Who doesn’t like milk?” Students raise hands. Teacher reacts:

- “Many students like pizza!”
- “A few students don’t like milk.”

Partner Share

Students turn to a partner and say: “I like ____.” “I don’t like ____.” Partners repeat: “Me too!” or “Not me!”

Food Line-Up

The teacher calls a food: “If you like bananas, stand here.” “If you don’t like bananas, stand there.” Students move to the correct side of the room.

Show Me the Picture

Students use quick drawing boards or paper. The teacher says a food (e.g., carrot). Students draw a:

- Smiley face 😊 if they like it
- Sad face 😞 if they don’t

Sentence Completion

On the board: I like _____. I don’t like _____. Students fill one or both in their notebooks.

Sticker or Stamp Check

Teacher walks around and gives:

- 🌟 sticker for completing their sentence
- 👍 stamp for good participation

“Today I Learned...” Reflection

Students finish one sentence: “Today I learned about food.” “Today I learned to say I like and I don’t like.”

→ [We Play and Take Care of ourselves \(pg. 176-197\)](#)

Exit Ticket – Healthy or Unhealthy

Before leaving, each student receives a small card with a picture (e.g., washing hands, soda, fruit, junk food). They write or say: **Healthy** or **Unhealthy**. The teacher collects the cards as their exit ticket.

Eatwell Plate Relay

Two posters on the board: **Healthy Section / Unhealthy Section**. Students come in teams and stick cards in the correct section. Fast and fun!

My Healthy Day – Quick Draw

Students draw a mini picture of themselves doing: **One healthy activity, One unhealthy activity**. They share with a partner.

Stand Up If...

Teacher says:

- “Stand up if this activity is healthy!”
- “Stand up if this activity is unhealthy!”
- “Stand up if it belongs to the Eatwell Plate!”

Students respond by standing or sitting.

Two Stars and One Wish

Students tell:

★ One healthy habit they already do

- ★ Another healthy habit they want to keep
- 💬 One habit they want to improve (remove or change)

Healthy Choices Song/Chant

Students sing a short chant: "Wash your hands and drink water, too. Eat your fruits, they're good for you!" (Add movements to make it fun!)

Partner Quiz

In pairs, students ask: "Is soda healthy or unhealthy?" "Is fruit healthy?" "Do you wash your hands every day?" Short and interactive answers.

Roll and Tell

Students roll a big dice:

Number	Task
1	Name a healthy food
2	Name an unhealthy food
3	Say a healthy activity
4	Say an unhealthy activity
5	Say something from the Eatwell Plate

6	Act out a healthy activity
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→ **The School of Geometric Shapes (pg. 158-165)**

Shape Simon Says

Teacher gives commands using *a* and *an*:

- “Simon says draw **a square.**”
- “Simon says touch **an oval.**”
- “Simon says find **a triangle.**”

Students follow only if it begins with “Simon says.”

Quick Write – 1 Minute Challenge

Students get **one minute** to write as many sentences as they can using “a” or “an” with shapes: “I see a circle.” “It is an oval.” Then they share one with the class.

Pass the Shape

Students sit in a circle. Music plays, and a shape cutout is passed around. When music stops, the student holding the card must say:

- “It is **a square.**” or “It is **an oval.**”

Correct the Teacher

The teacher intentionally makes mistakes: “This is an triangle.” “I see a oval.” Students raise their hands to correct the sentence.

Shape Charades

One student draws a shape on the board without speaking. Others guess using *a* or *an*:

- “It is **a triangle!**”

- “It is **an oval!**”

Partner Card Swap

Each student has a shape card. They walk around and meet a partner, then say: “This is **a square.**” “This is **an oval.**” They swap cards and find a new partner.

Flashlight Search

Turn off the lights. Shine a small flashlight on a picture of a shape on the wall or board. Students say: “That is **a rectangle!**” or “It is **an oval!**”

Shape Memory Match

Pairs of cards on the table: shape picture, sentence card (a/an + shape) Students match:

- “an oval” ↔ Oval picture
- “a square” ↔ Square picture

Whiteboard Show Me

The teacher says a sentence: “I see ___ triangle.” Students write **a** or **an** on small boards and hold them up.

Project Presentation Day:

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.

-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.