



INSTRUCTIONAL GUIDE 6TH GRADE 2025-2026 UNIT 3

GRADE	6th Grade Elementary ▾
PERIOD	2nd Period ▾
UNIT	3 ▾
TERM	January 12th - February 27th
TOTAL OF SESSIONS	7 weeks
LEARNING OBJECTIVE	Students will develop the ability to describe foods using vocabulary related to flavor, smell, and texture; understand and use the present perfect in simple food-related contexts; and apply language about food and meals, including healthy foods, junk foods, drinks, desserts, and meats. They will express likes and dislikes, participate in basic restaurant interactions, and create meaningful products such as menus and balanced diets. Students will also describe traditional foods (e.g., enchiladas verdes), interpret food warning labels, and classify foods according to the Eat Well Plate. By the end of the unit, students will be able to communicate their ideas about food choices, health, and eating habits using appropriate vocabulary and structures in English.

NEM	Project	<ul style="list-style-type: none"> • The Critical Eye: Anthology (pp.62-73) • The Power of Food (pp.88-103)
	Product	<ul style="list-style-type: none"> • Anthology of descriptions of animals or objects • Create an eatwell plate
	Content	<ul style="list-style-type: none"> • Cultural and artistic expressions ▾ • Graphic, playful, and aesthetic elements and resources in English ▾ • Information and relevant data for the community ▾
	LDP (Learning Development Process)	<ul style="list-style-type: none"> • Appreciates and comments on identity traits present in cultural and artistic manifestations of their region. ▾ • Collectively creates a simple instruction manual based on the group's interests and needs. ▾ • Participates in the search, selection, and recording of information on relevant topics for the community. ▾

	Shares relevant information for the community through the medium of their choice. ▾
Articulating Axes	Critical thinking ▾ Arts and aesthetic experiences ▾ Cultural appropriation through reading and writing ▾ Inclusion ▾ Healthy living ▾

CEFR SKILLS	Listening	<p>A2: Ss can understand people if they speak very slowly and clearly about simple everyday topics.</p> <p>A2: Ss can follow orders, simple directions and instructions.</p> <p>A2: Can understand phrases and expressions related to areas of immediate relevance (food, objects, instructions).</p> <p>A2: Understand simple descriptions of animals, objects, and foods.</p> <p>A2: Identify main ideas and specific details (colors, size, shape, ingredients).</p> <p>A2: Recognize opinions.</p>
	Reading	<p>A2: Ss can read very short, simple texts. I can find specific, predictable information in simple everyday material, such as advertisements, prospectuses, menus and timetables, and ss can understand short simple personal letters.</p> <p>A2: Can find specific, predictable information in simple everyday material.</p> <p>A2: Identify key information in short descriptive paragraphs.</p> <p>A2: Extract relevant data.</p>
	Writing	<p>A2: Ss can write short descriptions of objects and or animals using a variety of adjectives</p> <p>A2: Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".</p> <p>A2: Can write connected sentences using simple connectors to describe, explain, or give instructions.</p> <p>A2: Write short sentences using adjectives.</p>
	Speaking	<p>A2: Ss can describe what a healthy diet can or can't include</p> <p>A2: SS can describe what they like and what they don't like.</p> <p>A2: Can describe objects and living things using simple phrases and give explanations for choices.</p> <p>A2: Ask and answer questions with can/can't.</p> <p>A2: Give step-by-step instructions using sequencing words.</p>
	Grammar & Language Structure	<ul style="list-style-type: none"> • Verb to be + Adjectives (descriptions): Used to describe shape, size, color, texture, function <ul style="list-style-type: none"> - E.g. The turtle is small and heavy. This object is long, wooden, and very light. • Introduce the structure of using Adjectives : Opinion → Size → Age → Shape → Color → Origin → Material → Noun <ul style="list-style-type: none"> - E.g. A beautiful small round brown clay pot. A large old white wooden house. • Modal can / can't (permissions, possibilities & food choices) <ul style="list-style-type: none"> - E.g. You can include vegetables in your plate. You can't add too much sugar. What food can I include? • Connectors for explanation and sequencing: and, but, because, then, after that, also <ul style="list-style-type: none"> - E.g. You can include fruit because it is healthy. Add the grains first, and then include vegetables. • Review Simple Present

		<ul style="list-style-type: none"> • Countable / Uncountable Nouns (food vocabulary) <ul style="list-style-type: none"> - E.g. some rice, much sugar, many vegetables, a piece of fruit
	<p>Vocabulary</p>	<ul style="list-style-type: none"> • Descriptive Adjectives (for objects, animals, food) <ul style="list-style-type: none"> - Eg. large, small, tiny, enormous, short, long, heavy, light, narrow, wide, round, square, soft, hard, rough, smooth, bright, dark, colorful, pale, spicy, bitter, sour, salty, sweet, crunchy, creamy, crispy • School supplies and household objects and furniture: Notebook, desk, chair, trashcan, pencil, pen, backpack, scissors, paper, television, couch, bed, table, etc. • Household animals, pets: dog, cat, mouse, bird, ant, spider, etc. (pp 67-68) • Nutrition & Healthy Eating <ul style="list-style-type: none"> - E.g. nutrition, calories, vitamins, minerals, protein, carbohydrates, fats, sodium, processed food, natural food, junk food, fresh food, nutritional table, portion, balanced diet, warning labels. • Food Groups (for Eatwell Plate) <ul style="list-style-type: none"> - Fruits: apple, banana, grapes, mango, melon - Vegetables: lettuce, cucumber, carrots, broccoli - Proteins: chicken, beef, pork, eggs, nuts - Grains: rice, bread, pasta, cereals - Dairy: milk, cheese, yogurt - Legumes: beans, lentils, chickpeas • Food Warning Labels: high in sugar, high in calories, high in saturated fat, high in sodium, high in sweeteners. • Restaurant & Menu Vocabulary: menu, order, portion, plate, dish, ingredients, recipe, beverage, side dish

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 1-6

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

Achievement: Activate students' prior knowledge and introduce key vocabulary related to flavors, smells, textures, food groups, meals, preferences, restaurant situations, and healthy eating so they can make simple connections using the

present simple, express likes and dislikes, and prepare to work with topics such as creating menus, designing diets, describing meals (e.g., enchiladas verdes), understanding food warning labels, and identifying items on the Eat Well Plate.

<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 type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia <input type="checkbox"/> 🎲 Didactic Games
<p>Classroom Interactive Patterns</p>	<ul style="list-style-type: none"> <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
<p>Assessment</p>	<ul style="list-style-type: none"> <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
<p>Instructional Strategy / Activity Suggestions</p>	

- Instructional Strategy:

TPR ▾ Flashcards ▾ Reading Comprehension ▾ Charades ▾ Poll/Interview ▾ Find Someone Who ▾ Role Playing ▾
Simon Says ▾ Fill in the Blanks ▾ Delayed Copy ▾ Prompts ▾

- Activity Description:

→ **Routines and Supplementary Vocabulary**

What's the Weather in Your City?

Ask students to share today's weather in their town: "Today it is..." "In my city it is..." Short answers only, just to get them speaking.

Weather Sound Guess

Play weather sounds (rain, thunder, wind, birds, hail). Students guess: "I think it's raining." "That sounds like wind." If you can't play audio, imitate sounds yourself—it's fun!

Weather Emoji Check-In

Show emojis on the board: ☀️ ☁️ 🌤️ ⚡️ 🌊 ❄️. Students choose the emoji that represents how they feel and say a weather sentence: "I feel sunny today." "I feel cloudy because I'm tired." Mixes weather vocabulary with emotions.

Weather Map Point & Say

Show a simple map of Mexico or the world. Call out places and students say the weather: "Monterrey!" — "It's hot." "Canada!" — "It's snowy."

What Day Is It?

Ask simple questions to activate thinking: "What day is today?" "What day was yesterday?" "What day is tomorrow?" Fast and interactive.

The Missing Day Challenge

Write:

Monday – Tuesday – _____ – Thursday – _____ – Saturday – Sunday. Students fill in: "Wednesday!" "Friday!"

Days of the Week Song

Play a short days-of-the-week chant or song (or you say it). Students follow the rhythm. Optional: Ask them to sing it backwards.

What Month Is It?

A simple activation question: "What month is it now?" "What month comes next?" "What month was before?" Fast and interactive.

Months Chant

Students chant the 12 months together. Then challenge them to say: Only even-numbered months. Only odd-numbered months. Months with 31 days. Fun and cooperative.

Season-Month Match

Write seasons on the board and students shout months belonging to each: "Spring!" → March, April, May. "Winter!" → December, January, February. Good for connecting prior knowledge.

Missing Letter Challenge

Write sequences with missing letters: A – B – ___ – D – ___ – F – M – ___ – O – ___ – Q. Students fill in the correct letters aloud.

Alphabet Flashcard Pop

Show random alphabet flashcards quickly. Students shout the letter **and a word** that starts with it: "B – Banana!" "T – Tiger!" Fast and fun.

Alphabet Body Letters

Call a letter and students use their arms or body to form it. Examples: T, Y, L. This gets students moving and laughing!

What Comes Before / After?

The teacher says a letter. Students respond quickly: "Before M?" — "L!" "After S?" — "T!" Speed round encourages quick thinking.

Alphabet Code

Write a simple code on the board using letters: A = 1, B = 2, C = 3, ...and so on. Then give codes to decode: 3-1-20 → CAT.

2-15-15-11 → BOOK. Students love cracking codes.

Fast Counting Challenge – Ordinals Only

Teacher calls a number, students say the ordinal form: Teacher: "10!" → Students: "Tenth!" Teacher: "21!" → Students: "Twenty-first!" Start easy, then increase difficulty up to 60th.

Birthday Order Quick Talk

Ask students to say their birthday in ordinal form: "My birthday is on the 14th." "Mine is on the 22nd." Connects vocabulary to real life.

Find Your Partner

Give students cards: Half have cardinal numbers (1–60) Half have ordinal numbers (1st–60th) Students must find the matching partner: Example: "23" ↔ "23rd"

Guess the Position!

Show a picture with several items or characters in a line. Students guess the ordinal: "Which dog is 4th?" "Who is in 1st place?" You can also use simple drawings on the board.

→ **The Critical Eye: Anthology (pp.62-73)**

Projects and Readings

Read the poem "The Crocodile" and answer the questions pg. 62-63.

Vocabulary Introduction

Introduce vocabulary words such as: sweet, spicy, sour, savory, crunchy, creamy, crispy, juicy, etc.

Guess the Word by Clue

The teacher gives a simple clue and students guess the vocabulary word. Examples: "This flavor hurts your tongue a little." → spicy "This smell is very pleasant, like flowers." → fragrant "This texture makes a loud sound when you bite it." → crunchy. Quick, fun, and great for activating vocabulary.

Taste/Smell/Texture Mime

Students act out a food experience without speaking. Examples: Pretend something is too spicy. Smell something fresh. Eat something crispy. Class guesses the word.

Food Flashcard Reveal

Show pictures (real or hand-drawn). Students say the flavor, smell, or texture: Lemon → *sour*, Chips → *crunchy*, Cinnamon → *aromatic*. Perfect for quick review.

“Would You Eat It?” Quick Poll

The teacher names a food. Students respond with a word from the theme: “Chocolate?” — *Sweet!* “Hot chili?” — *Spicy!* “Yogurt?” — *Creamy!* “Mint?” — *Fresh!* Short answers only.

Alphabet Food Warm-Up

Students say a food beginning with a letter the teacher chooses and give one descriptive word: Teacher: “Letter C.” Student: “Cake – *sweet.*” “Cucumber – *fresh.*” “Chips – *crispy.*”

Guess the Food

The teacher gives an adjective, students name a food that matches it. “*Spicy!*” → “*Chili!*” “*Creamy!*” → “*Ice cream!*” “*Crispy!*” → “*Chips!*” Short, fast-paced, and fun.

Flashcard Flip

Show a food picture (real or drawn). Students shout the adjective: Lemon → “*Sour!*” Cinnamon → “*Aromatic!*” Cookies → “*Crispy!*”

Adjective Match-Up

Write adjectives on the board. Students quickly match them to categories: **Flavor:** spicy, sour, sweet. **Smell:** aromatic, fragrant, fresh. **Texture:** creamy, crispy. Great for organizing vocabulary.

Hot Potato with Adjectives

Pass a ball quickly while music plays. When it stops, the student holding the ball must give: One adjective OR One food with an

adjective. Example: "Creamy yogurt."

"Find Someone Who..." (Warm-Up Version)

Purpose: Use yes/no questions in Present Simple. Hand out a quick list (or write on the board): ...likes pizza, ...plays soccer, ...has a pet, ...reads every day. Students walk around asking: "Do you like pizza?" / "Do you play soccer?" They write a classmate's name.

"Present Simple Bingo (Super Quick Version)"

Make a 3×3 grid on the board with actions: eat / sleep / play / read / study / cook / dance / run / draw. Students choose any 3. The teacher says random sentences: "I read." / "We run." / "They play." Students mark the actions if they choose them.


"Two Truths and One Lie – Present Simple Edition"

Students write: 2 true sentences in Present Simple. 1 false sentence. Example: "I play soccer." "I have a cat." "I eat pizza every day." Classmates guess the lie.

"Present Simple Speed Round"

Write a verb on the board: play. Students shout sentences for 20 seconds: "I play soccer." "She plays tennis." "They play video games." Change the verb and repeat.

"Food Flashcards Reveal"

Show flashcards quickly (or images on the board) of different food categories:       . Students shout what they see: "Healthy food!" "Junk food!" "Dessert!" "Drinks!"

"Mystery Bag – Guess the Food"

Pretend you have a "food bag." Give clues: "It's sweet." "It's cold." "It's a dessert." (Students guess: "Ice cream!") Or: "It's healthy." "It's green." "It's a vegetable." ("Broccoli!")

"Food Radar"

Students walk around and find classmates who like or eat: healthy food, junk food, meat, desserts, a specific drink. They ask, classmates: "Do you eat...?" / "Do you like...?" Example: "Do you like soda?" — "Yes, I do."

“What’s Your Favorite?” Quick Poll

Ask quick questions: “Favorite drink?” “Favorite dessert?” “Favorite healthy food?” “Favorite meat?” Students answer with one word or phrase.

“Odd One Out”

Show four words; students choose the one that does NOT belong. Example: Water – Juice – Soda – Cake → Cake (dessert) Chicken – Beef – Fish – Ice cream → Ice cream (dessert)

“Thumbs Up / Thumbs Down”

Show or say different foods: Pizza, Broccoli, Ice cream, Fish, Tacos, Students show: 👍 = I like it 👎 = I don’t like it. Then say one full sentence: “I like tacos.” “I don’t like fish.”

“Would You Eat It?” Game

Ask for fun, unusual combinations: Pizza with pineapple, Ice cream with chili, Milk with bananas, Chocolate tacos. Students shout “Yes, I like it!” or “No, I don’t like it!”

“Find Someone Who... Likes/Dislikes”

Students walk around asking classmates: “Do you like apples?” “Do you like hamburgers?” “Do you dislike fish?” They write names on a table. Example: ✓ Someone who likes sushi ✓ Someone who dislikes milk.

“Guess the Food I Like!”

A student gives clues: “It’s sweet.” “It’s red.” “I like it a lot.” Class guesses: “Strawberries!”

“Restaurant Sound Guess”

Play or imitate sounds: Clinking plates. Pouring a drink. People saying “Order, please!”. Students guess: “We are at a restaurant!” Ask: “What do you order? What do you hear?”

“Menu Flashcards Blast”

Show food/drink flashcards quickly: 🍕 🍔 🥗 🍝 🍩 🥤 Students say what it is. Then ask: “Would you order it?” “Yes, I would.” / “No, I wouldn’t.” “Waiter Says...” Like *Simon Says* but restaurant style. Teacher = waiter/waitress. Say actions: “Waiter says: open

the menu." "Waiter says: drink water." "Waiter says: pay the bill." "Stand up." (students shouldn't move) Great for vocabulary warm-up.

"Order or Not?"

Say foods and students decide: "Spicy soup!" "Chocolate salad!" "Chicken burger!" "Garlic ice cream!" Students say: "I would order it." / "I wouldn't order it."

"Mini Role-Play Starter"

Write these prompts on the board: "*Hello, welcome!*" "*May I take your order?*" "*I want...*" "*Can I have...?*" Students in pairs take turns saying only one line each to warm up.

"Quick Questions"

Ask rapid-fire questions: "Do you like restaurants?" "What do you order first?" "What drink do you usually ask for?" "Do you like spicy food?" Students answer in 1 short sentence.

"Table or Take-Out?"

Say items and students decide if they eat them at a restaurant or take-out: Salad, Pizza, Soup, Tacos, Ice cream. Students answer: "I eat soup at a restaurant." "I eat pizza for take-out."

"Chef Says..."

Fun version of *Simon Says* but restaurant-style. Say: "Chef says: chop vegetables." "Chef says: drink juice." "Chef says: mix pasta." "Add chocolate!" (students should NOT move) Students practice food vocabulary in a playful way.

"Restaurant Name Generator"

Ask students to quickly invent a restaurant name: Examples: "Magic Tacos" "Sweet Planet" "Pizza World" "Fresh Bite" Students share their name aloud. Great warm-up to motivate creativity before making menus.

"What's Your Favorite Section?"

Ask quick questions: "What is your favorite starter?" "What is your favorite main dish?" "What is your favorite drink?" "What is your favorite dessert?" Students answer with one full sentence only.

“Fast Food or Fancy Food?”

Show or say foods: “Burger” “Steak” “Cake” “Salad” “Soup”. Students decide where it fits: 🍔 = Fast food 🍷 = Fancy/restaurant

“Build a Menu in 60 Seconds” (Mini Challenge)”

Give students a template with 3 categories only: Main Dish, Drink, Dessert. They have 60 seconds to fill it with any foods they know. They compare menus quickly.

“Taste Words Brainstorm”

Write these categories on the board: Flavor: spicy, sour, salty. Texture: soft, creamy, crunchy. Smell: aromatic, fresh, fragrant. Students shout adjectives that can describe enchiladas verdes. Example: “Spicy!” “Creamy!” “Aromatic!”

→ [The Power of Food \(pp.88-103\)](#)

Projects and Readings

Introduction pg. 88-89.

“Healthy or Unhealthy? Quick Show!”

Teacher says a food: Pizza, Broccoli, Soda, Fish, Candy, Apples. Students show: 👍 = Healthy 👎 = Unhealthy. Then students give short sentences: “Broccoli is healthy.” “Soda is unhealthy.”

“Food Categories Race”

Write categories on the board: Fruits, Vegetables, Proteins, Junk food, Drinks. Students must name as many foods as they can in 30 seconds. Teams or individuals can play.

“Diet Detective”

Describe a mystery diet: “This person eats fruit every day.” “They drink lots of water.” “They never eat candy.” Students guess: “Healthy diet!” Or: “This person eats burgers every day.” “They drink soda twice a day.” “Unhealthy diet!”

Teachers may provide cards with short sentences/paragraphs of description.

“My Favorite Healthy Food” Circle

Students form a circle. Each student says one healthy food they like: “I like carrots.” “I like fish.”

“What Do You See?” Picture Prediction

Show a picture of enchiladas verdes (or describe them). Ask: “What ingredients do you see?” “What colors do you see?” “What smell do you imagine?” Students answer quickly: “Green sauce!” “Chicken inside!”

“Ingredient Hunt”

Write random foods on the board (some correct, some incorrect): Chicken, Tortillas, Chocolate, Green salsa, Cheese, Ice cream
Students circle what belongs in *enchiladas verdes*. Then say a sentence: “Enchiladas verdes have chicken and green salsa.”

“Describe It in One Word!”

Ask students to quickly give one word to describe enchiladas verdes. Examples: “Delicious!” “Mexican!” “Green!” “Spicy!” Write the answers on the board as vocabulary.

“Yes or No: Enchiladas Edition”

Say ingredients and students answer:

- “Do enchiladas verdes have tortillas?” → **Yes!**
- “Do they have pasta?” → **No!**
- “Do they have cheese?” → **Yes!**
- “Do they have strawberries?” → **No!**

“Label Guessing Game”

1. Show one food item at a time (e.g., soda, chips, cookies).
2. Students raise their hand or point to the label they think it has: Excess Sugar, Excess Sodium, Excess Calories, Excess Saturated Fat.
3. Reveal the correct answer and let students react: “Wow!”, “I knew it!”, “Really?”

“Stand Up If...”

The teacher says different statements: “Stand up if this product has *excess sugar*.” “Stand up if this product has *excess sodium*.” “Stand up if this product is *healthy*.” Show pictures as you speak. Students stand up quickly, then sit.

“Healthy or Not?” (Thumbs Up/Down)

Show images of foods or drinks. Students respond with: 👍 **Healthy** 👎 **Not healthy / Has warning labels**. Ask simple follow-up questions: “Why?” “What label do you think it has?”

“Mini-Dialogue Starter”

Put a sentence prompt on the board: “I think this food has ____.” “Because it is ____.” Show a picture of a food product. Students practice in pairs for 1 minute.

“True or False? (Teacher Edition)”

The teacher reads statements: “Orange juice has excess sodium.” “Chips have excess fats.” “Water has warning labels.” Students respond **TRUE** or **FALSE**.

“Emoji Reaction Challenge”

Show a food picture and students react using emojis with their hands: 🍴 = I would eat it 🤔 = Maybe 🤢 = Too unhealthy. Then ask: “What warning label does it have?” Students answer: “Excess sugar!” “Excess fat!”

“Warning Label Chant”

Teach the class a short chant to warm them up: Excess sugar — oh no! Excess sodium — too much! Excess calories — careful! Healthy food — let’s go! Students repeat it faster each round. Fun, rhythmic, energizing.

“Which One Has More?”

Show two pictures (for example: soda vs. juice). Ask students: “Which one has more sugar?” “Which one is healthier?” “Which one could have warning labels?” Students answer by pointing or raising fingers (1 or 2).

“Food Group Flash”

Prepare flashcards of different foods (apple, chicken, rice, yogurt, lettuce, bread, etc.). Show them quickly for 1 second each. Students shout the food group: Fruit and Vegetables, Protein, Carbohydrates, Dairy, Fats/Sweets (small amounts). Fast, exciting, and builds quick recall.

Students may classify the pictures on the board.

“Where Does It Go?”

Show a food picture and students write the food group on their boards. Examples: 🧀 Cheese → Dairy 🍇 Grapes → Fruits & Veggies 🍚 Rice → Carbs. A quick check for understanding.

“My Plate in 10 Seconds”

Give students 10 seconds to draw three foods they ate today. They share and classmates say the food groups. Example: “My breakfast: milk, toast, apple.” Class: “Dairy, carbs, fruit!”

“One Food, One Word!” (Speed Round)

Students sit in a circle. You say a food group (ex: Protein). Students must say one food from that group in less than 2 seconds. Example: Student 1: “Eggs!” Student 2: “Chicken!” Student 3: “Beans!” If they repeat or hesitate → they’re “out of the round.”

“Minute Match Cards”

Give students 10 small food cards. They have one minute to group them by: ✓ Fruits & Vegetables ✓ Carbohydrates ✓ Protein ✓ Dairy ✓ Fats/Sweets. After one minute, they compare with a partner.

[Worksheet Reference](#)

 [Sixth Grade_UNIT3.pdf](#)

- Weather: pg. 1
- Days of the week: pg. 2
- Alphabet: pg. 4
- Months: pg. 3
- Numbers: pg. 5
- Adjectives: pg. 6

Suggested Session Distribution: Sessions 7-12

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

Achievement: Present and model key language related to flavors, smells, and textures; introduce the structure and uses of the present simple; and clearly explain vocabulary and concepts connected to food and meals, healthy and junk foods, drinks, desserts, and meats. Students will also be introduced to expressions of likes and dislikes, basic restaurant language, steps for creating a menu or designing a diet, descriptive food language (e.g., enchiladas verdes), food warning labels, and the sections of the Eat Well Plate so they can understand the new content before practicing it.

<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 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 checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work
<p>Assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rubrics (projects, presentations, role play, performance)

- Checklists
- Observation guides
- Quizzes
- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Show and Tell ▾ TPR ▾ Realia Strategies ▾ Role Playing ▾

- Activity Description:

→ **The Critical Eye: Anthology (pp.62-73)**

Flavor, Smell, and Texture Gallery

The teacher displays large pictures of foods (e.g., lemon, ice cream, tacos, chips, mint leaves). For each image, the teacher models a sentence: "This is a lemon. The flavor is *sour*." "This candle is *fragrant*." "This cookie is *crunchy*." Students repeat chorally and individually. Add gestures to reinforce meaning: Sour → make a "sour face" Sweet → smile. Spicy → fan your mouth. Crunchy → mimic crunching. Creamy → slow swirling hand motion.

Teacher Think-Aloud: "Describe the Food"

Choose a picture of a familiar Mexican food: Enchiladas verdes, pan dulce, chips, mango, yogurt, tacos. The teacher describes using a think-aloud strategy: "I see enchiladas verdes. The flavor is spicy. The texture is creamy. The smell is fragrant because of the cilantro." The teacher underlines each adjective on the board.

Matching Demonstration

The teacher shows three cards: Word cards (sweet, fragrant, crunchy...) Image cards (lemon, chips, mint...). The teacher models how to match them: "This is lemon. I match it with *sour*." The teacher purposely makes one wrong match: "This lemon is... crunchy?" Students respond: "No!" The teacher corrects it.

Mini Video Clip Presentation

- The teacher shows a short silent clip (5–10 seconds) of someone eating chocolate, chips, a lemon, or smelling herbs.
- The teacher narrates: “Chocolate is sweet and creamy.” “Chips are crunchy and crispy.” “Mint is fresh and aromatic.”

Sentence Frame Modeling

The teacher writes 3 sentence frames on the board: “The flavor is ____.” “The smell is ____.” “The texture is ____.” Teacher models with different images: “The flavor is sweet. The smell is fragrant. The texture is creamy.”

Vocabulary Reveal with Pictures

Goal: Introduce each adjective using strong visuals and examples. The teacher shows a big picture of a food (e.g., lemon, ice cream, tacos). Teacher models: “This is a lemon. It is *sour*.” “This chocolate is *sweet*.” “These chips are *crunchy*.” Students repeat chorally, then individually. The teacher uses gestures: Sour → sour face, Spicy → fanning mouth, Sweet → smile, Crunchy → “bite and crunch” gesture.

Real Objects Demo (Taste–Smell–Touch Modeling)

The teacher holds one item at a time. The teacher models sentences: “This cinnamon stick smells *aromatic*.” “This mint leaf smells *fresh*.” “This chip is *crunchy*.” “This yogurt is *creamy*.” Students repeat each adjective.

Matching Demonstration

The teacher shows two sets of cards: word cards, food/image cards. The teacher demonstrates how to match: “This lemon... matches with *sour*.” The teacher purposely mismatches one: “This lemon is... *creamy*?” Students react: “No!” Teacher corrects: “Lemon is *sour*.”

Interactive Board Presentation

The teacher sticks food images around the board. 2. The teacher points to one and says: “This looks *crispy*.” 3. The teacher asks: “Sweet or spicy?” “Crunchy or creamy?” 4. Students answer together; teacher confirms.

Food Picture Introduction + Present Simple Examples

The teacher shows large pictures of foods: apples, pizza, soup, tacos, milk, salad. 2. The teacher models sentences: “I like apples.” “I eat tacos on Fridays.” “I drink milk every day.” 3. The teacher points to each picture and students repeat. Focus point: The teacher emphasizes: 🖐 Present Simple = things we do regularly 🖐 actions or habits related to food

Teacher Models a Food Routine Chart

Teacher draws or displays a weekly food routine chart: Monday: eat cereal. Tuesday: drink juice. Wednesday: eat fruit. The teacher thinks aloud: "On Monday, I eat cereal." "On Tuesday, I drink orange juice." "On Wednesday, I eat fruit." The teacher circles the verbs eat and drink to show the simple form.

Present Simple Sorting Chart: LIKE—DON'T LIKE / EAT—DON'T EAT

Teacher writes a simple board chart:

Subject	Affirmative	Negative
I	I eat vegetables.	I don't eat hot sauce.
He/She	He eats bananas.	He doesn't eat fish.

Teacher models: "I eat vegetables." "I don't eat hot sauce." "He eats bananas." "He doesn't eat fish." The teacher explains with gestures: "don't" for I/you/we/they. "doesn't" for he/she.

Food Bag Reveal: Teacher Models Yes/No Questions

Materials: A bag with food items or plastic food: apple, cookie, lemon, yogurt, etc. The teacher pulls out an object: "Do you eat apples?" (students answer yes/no) 1. The teacher points to the mascot: "Does he eat apples?" 2. The teacher answers: "Yes, he does." / "No, he doesn't." 3. The teacher writes the question structure on the board: Do + subject + base verb. Does + subject + base verb.

Sentence Frame Modeling With Food Images

The teacher writes on the board: "I eat _____ every day." "She likes _____." "He doesn't eat _____." "Do you like _____?"

Procedure: Teacher models each frame with images: Pizza → "I eat pizza on weekends." Broccoli → "He doesn't eat broccoli."
Students repeat each example.

Food Categories Picture

The teacher shows big images or flashcards and places them on the board. 2. Categories: Healthy food, Junk food, Desserts, Drinks, Meat. Meals (breakfast, lunch, dinner) 3. The teacher models each word clearly: "This is a salad. It is *healthy food*." "This is a burger. It is *junk food*." "This is cake. It is a *dessert*." "This is chicken. It is *meat*." "This is juice. It is a *drink*." 4. Students repeat in chorus and individually.

Teacher Think-Aloud: "What I Eat in a Day"

The teacher shows a daily meal plan (picture or slide). 2. The teacher thinks aloud: "For breakfast, I eat eggs and drink juice." "For lunch, I eat chicken and vegetables." "For dinner, I eat soup and bread." "Sometimes I eat a dessert like ice cream." 3. The teacher underlines target vocabulary.

Meal Times Presentation (Breakfast–Lunch–Dinner)

The teacher displays three large images: BREAKFAST cereal, fruit, egg, milk. Teacher models: "For breakfast, we eat healthy food like fruit and cereal." LUNCH chicken, rice, salad. "For lunch, we eat meat like chicken." DINNER soup, sandwiches "For dinner, we usually eat light food." Students repeat each segment.

Healthy vs Junk Food Mini Debate

Teacher shows two pictures: Salad vs. French fries. 2. Teacher models: "Salad is healthy food." "French fries are junk food." 3. The teacher asks the whole class: "Healthy or junk?" Students respond: "Healthy!" / "Junk!"

Wrong Example Correction

The teacher purposely makes one wrong classification: "Ice cream is healthy food." Students respond: "Nooooo!" The teacher corrects: "Ice cream is a dessert." This makes the categories clearer.

Like and Dislikes

The teacher shows large pictures of different foods: pizza, broccoli, tacos, soup, ice cream, fish, salad, hamburgers. 2. The teacher models sentences with gestures: 👍 "I like pizza." 🙄 "I don't like fish." 3. The teacher uses exaggerated facial expressions so students understand the meaning. 4. Students repeat chorally: "I like... / I don't like..."

Teacher's Food Preference Chart

Teacher draws a simple chart on the board:

Food	Like	Don't Like
Pizza	✓	
Fish		✓
Salad	✓	

The teacher thinks aloud: "I like pizza and I like salad... but I don't like fish." 3. Teacher circles like and don't like for emphasis.

Using a Class Mascot (Introduce He/She Likes)

The teacher brings a puppet or mascot. Teacher models: "I like apples." "He likes apples." (pointing at puppet) Teacher exaggerates the -s sound in *likes*. Students repeat: "He likes..." "She likes..." "He doesn't like..."

Big Board Sorting: Like / Don't Like

Teacher draws two large columns:

👍 LIKE 👎 DON'T LIKE

The teacher places food pictures under each column while thinking aloud: "I like ice cream... I'll put it here." "I don't like spicy tacos... so they go here." 3. Students watch; the teacher models the language clearly.

Like/Dislike Bar Graph (Teacher Modeling Only)

The teacher shows a simple bar graph with food icons. 2. Teacher models: "Many students like pizza." "Few students like broccoli." 3. The teacher points to bars to show meaning.

Visual Menu Introduction

Teacher Shows pictures of a restaurant menu on the board (real or printed). Point to different sections: Starters, Main Dishes, Desserts, Drinks. Say each item slowly and clearly: "Spaghetti," "Salad," "Hamburger," "Juice," "Ice cream," etc. Students repeat after the teacher (choral drilling → individual drilling). Add modeling: "This is a menu." "These are desserts." "This is a drink."

Introducing Key Expressions

Teacher models on board: Customer: "I would like a ___, please." "Can I have ___?" "The bill, please." Waiter: "What would you like?" "Here is your order." "Would you like something to drink?" "Enjoy your meal!" Teacher actions: Read each sentence aloud and gesture who says it (Customer or Waiter). Have students repeat. Ask students: "Customer or waiter?" They answer: "Customer!" "Waiter!"

Short Teacher Role-Play

Teacher actions: Use two puppets, two hats, or two different voices. Perform a simple, slow, exaggerated dialogue: Teacher as Waiter: "Good afternoon. What would you like?" Teacher as Customer: "I would like a hamburger and orange juice, please." Waiter: "Here is your food. Enjoy!" Customer: "Thank you. Can I have the bill, please?" The teacher asks: "What did the customer order?" "What did the waiter say?" Students answer, even in L1 if needed—focus on comprehension.

Picture Sequencing: Steps in a Restaurant

Materials: 4–5 images showing: 1. Entering a restaurant. 2. Looking at the menu. 3. Ordering. 4. Eating. 5. Paying. The teacher shows the pictures one by one. First, place them in WRONG order. Ask: "Is this correct?" Students say "No!" Rearrange to correct order with student help. Repeat target language: "First, the customer looks at the menu." "Then, they order."

Menu Board Modeling

The teacher draws a large menu on the board. Write 5–6 simple items with prices. Example: Pizza – \$50 Salad – \$35 Tacos – \$40 Water – \$10 Ice cream – \$25. The teacher models sentences: "Pizza costs fifty pesos." "Ice cream is dessert." "Water is a drink." Have students repeat.

Modeling Polite Tone

The teacher says sentences in two tones: 1. Rude tone: "I want pizza." 2. Polite tone: "I would like pizza, please." Ask students: "Which one is correct for a restaurant?" Students answer: "The polite one!"

What Are We Talking About?

The teacher shows a covered picture of enchiladas verdes (use paper strips or blur and reveal). Reveal one part at a time: tortilla → sauce → cheese → plate. Ask guiding questions: “What food do you think it is?” “Is it spicy? Is it creamy?” Students guess enthusiastically. This sets the context and introduces key descriptive adjectives.

Vocabulary Presentation With Real Images

Ingredients: tortilla, chicken, green sauce, cilantro, cheese, cream, onion. Adjectives: spicy, sour, creamy, fresh, soft, crunchy (for toppings), aromatic Verbs: mix, cook, roll, pour, serve. Teacher actions: Show large images of each ingredient. Say the word slowly → students repeat (choral + individual). Add a descriptive adjective each time: “Tortilla – soft tortilla.” “Green sauce – spicy green sauce.” “Cheese – creamy cheese.” “Cilantro – fresh cilantro.” Mini-check: Teacher asks: “Is the sauce sweet?” Students reply: “No! It’s spicy!”

Teacher Think-Aloud Description

The teacher shows the full image of enchiladas verdes. Present a short, slow, clear descriptive paragraph: Model paragraph (teacher reads aloud): “Enchiladas verdes is a delicious Mexican meal. It is made with soft tortillas filled with chicken. The tortillas are covered with spicy green sauce and creamy cheese. On top, there is fresh cilantro, onion, and a little sour cream. The dish smells aromatic and tastes spicy and creamy at the same time.” The teacher thought aloud: “I use adjectives like *spicy*, *creamy*, and *fresh* to describe the food.” “I talk about how it looks, smells, and tastes.” Students listen only—this is input.

Step-by-Step Prep Sequence

The teacher uses images or simple drawings to explain: “First, you cook the chicken.” “Then you roll the chicken inside the tortillas.” “Next, you pour the green sauce on top.” “After that, you add cheese and onion.” “Finally, you serve the enchiladas with cream and cilantro.” The teacher asks: “What is first?” Students answer “Cook the chicken!” This builds comprehension before the output stage.

Teacher Modeling of “I like / I don’t like” + Reason

The teacher says: “I like enchiladas verdes because they are spicy and creamy.” “I don’t like them when they are too sour.” Ask students yes/no questions: “Do you like spicy food? Yes or no?”

→ [The Power of Food \(pp.88-103\)](#)

Mystery Product Reveal

The teacher shows a blurred picture of a snack (chips, soda, cookies). Reveal parts of it slowly. Ask: "Is this healthy or unhealthy?" "What do you see on the package?" Students may notice black warning labels (Excess calories, sugar, sodium, fats). The teacher says: "Today we are learning about food warning labels."

Present Key Vocabulary With Images

Teacher shows big, clear images of labels: Exceso Azúcares (Excess sugars) Exceso Calorías (Excess calories) Exceso Grasas Saturadas (Excess saturated fats) Exceso Sodio (Excess sodium) Exceso Grasas Trans (Excess trans fats) Contiene Edulcorantes (Contains sweeteners) Contiene Cafeína (Contains caffeine) Teacher modeling: Point to label → Say it slowly → Students repeat. Give a short explanation with gestures: "Excess sugar = too much sugar." "Excess sodium = too much salt." "Sweeteners = artificial sugar." "Caffeine = energy chemical in sodas."

Build a Vocabulary Chart on the Board

Teacher draws a chart:

Label	Meaning	Example Product
Excess sugar	Too much sugar	Soda, cookies
Excess calories	Too many calories	Chips, chocolate
Excess sodium	Too much salt	Instant soup
Sweeteners	Artificial sugar	Sugar-free drinks

The teacher fills the chart slowly while explaining. Students only listen and observe at this stage.

Why Are Labels Important?

The teacher explains using a think-aloud: "When I buy food, I look at the labels. If I see excess sugar, I know the food can cause

health problems. The labels help me choose better food." The teacher emphasizes: "These labels protect our health."

Real-Life Example Modeling

The teacher brings a real package (chips, soda, cookies) and shows the warning labels. The teacher says: "This product has excess sugar and excess calories." "This means it is not very healthy." "We should eat this sometimes, not every day." The teacher circles each label on the package or on a projected image.

Modeling a Descriptive Sentence (Teacher Writes on Board)

The teacher writes simple sentence frames: "This product has ____." "It is unhealthy because ____." "It contains ____." Teacher models examples: "This soda has excess sugar." "It is unhealthy because it has too much sugar." "It contains caffeine." Students repeat each sentence.

Healthy vs. Unhealthy Comparison (Teacher Only)

Teacher shows two images: Apple (no warning labels) Packaged snack (3 warning labels) Teacher explains: "Natural foods like fruits and vegetables do not have warning labels. Packaged foods often have warning labels because they contain sugar, salt, or fats." The teacher uses gestures to compare.

Introduce the Eat Well Plate With a Large Visual

The teacher displays a large Eat Well Plate showing 5 basic sections: Fruits Vegetables Protein Grains / Carbohydrates Dairy. Teacher explanation (slow and clear): "This plate helps us understand how much of each food group we should eat." "Fruits and vegetables take up the biggest part—because they give vitamins and fiber." "Proteins help our muscles grow." "Grains give us energy." "Dairy helps us have strong bones." Students only listen and observe at this stage.

Food Group Vocabulary Presentation (Pictures + Repetition)

The teacher shows pictures of foods from each group: Fruits: apples, oranges, bananas. Vegetables: carrots, spinach, tomatoes. Proteins: chicken, fish, beans, eggs. Grains: rice, bread, tortillas, pasta. Dairy: milk, yogurt, cheese. The teacher shows a picture → Say word → Students repeat. Add simple adjectives: "Fresh apples" "Colorful vegetables" "Healthy grains" This develops vocabulary comprehension.

Color-Coded Plate Demonstration

The teacher uses colored sections on the board or projector: Green (largest): Fruits + Vegetables Yellow: Grains Pink: Protein Blue:

Dairy (smallest) Teacher explains: “Half the plate should be fruits and vegetables.” “About a quarter should be grains.” “The last quarter is protein.” “Dairy is usually a drink or small side item.” Students repeat key phrases: “Half the plate is fruits and vegetables.”

Why Balanced Eating Is Important

The teacher explains aloud: “When I prepare my meal, I try to include vegetables, grains, and protein. This helps me feel strong and healthy. The Eat Well Plate reminds me to include different food groups.” This models healthy decision-making.

Classifying Demonstration (Teacher Models Only)

The teacher displays random food images: Tortillas, Chicken, Carrots, Apples, Yogurt. The teacher asks aloud and answers: “Where do tortillas go?” → Grains “Where does chicken go?” → Protein “Where do carrots go?” → Vegetables “Where do apples go?” → Fruits “Where does yogurt go?” → Dairy. The teacher places each image on the correct section of the plate. Students observe—this is a demonstration before practice.

Describing a Balanced Plate

The teacher shows a sample balanced plate with: Chicken, Rice, Broccoli, Apple, Milk. The teacher models a description: “This is a balanced meal. It has chicken for protein, rice for grains, broccoli and an apple for fruits and vegetables, and milk for dairy.” The teacher underlines each food group name. Students repeat key phrases: “This is a balanced meal.” “It has protein, grains, fruits, and vegetables.”

[Worksheet Reference](#)

 [Sixth Grade_UNIT3.pdf](#)

- Adjectives: pg. 7
- Simple present: pg. 8
- Food & meals: pg. 9
- Like and dislikes: pg. 10-11

Suggested Session Distribution: Sessions 13-15

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

Achievement: Guide students through controlled activities where they practice using vocabulary for flavors, smells, and textures; apply the present simple in simple sentences; and use language related to food and meals, healthy and junk foods, drinks, desserts, and meats. With teacher support, students will also practice expressing likes and dislikes, role-playing restaurant situations, organizing foods into menus or diets, describing meals (such as enchiladas verdes), identifying food warning labels, and classifying items according to the Eat Well Plate. The teacher will provide models, prompts, and corrective feedback to ensure students can use the new language accurately before moving to independent tasks.

<p>Skill</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🎵 Listening <input type="checkbox"/> 📖 Reading <input 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 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 checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work
<p>Assessment</p>	<ul style="list-style-type: none"> <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.)

Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

TPR ▾ Fill in the Blanks ▾ Poll/Interview ▾ Role Playing ▾ Context Clues ▾ Flashcards ▾

- Activity Description:

→ **The Critical Eye: Anthology (pp.62-73)**

Describe the Food With Me”

The teacher shows a picture of a food (mango, enchiladas, chips, yogurt, lime). The teacher says a sentence and leaves a blank for students to complete: “This mango is sweet and _____.” (students say *fresh*) “These chips are _____ and crunchy.” (students say *salty, crispy*) “This lime smells _____ and tastes sour.” (students say *fresh*) “This yogurt is creamy and _____.” (students say *soft or sweet*). The teacher repeats with 4–5 foods. Students answer chorally or individually.

“Flavor, Smell, Texture Sort”

The teacher prepares three columns on the board: Flavor, Smell, Texture. The teacher shows word cards or projects vocabulary. Students help place each word: Flavor: sweet, spicy, sour Smell: fragrant, aromatic, fresh. Texture: crunchy, creamy, crispy. The teacher asks: “Where does *spicy* go?” “Is it creamy flavor or texture?” The teacher confirms and corrects as needed.

“Which One Is It?”

Example 1: Teacher gives clues one by one: “It is spicy.” “It smells aromatic.” “It is crispy.” Students guess: tacos, chili chips, etc.
Example 2: “It is sweet.” “It is creamy.” “It smells fresh.” Students guess: ice cream, yogurt, fruit dessert. The teacher uses visuals to confirm the food.

“Describe It Together”

The teacher writes frames on board: “It tastes _____.” “It smells _____.” “It feels _____ in your mouth.” “It is _____ and _____.” The teacher presents a picture (ex: lime, chocolate, salsa, chips). Students work in pairs and fill in the blanks. The teacher

walks around, supports, corrects pronunciation and adjective use. Examples students might produce: "Salsa tastes spicy." "Chocolate is sweet and creamy." "Lime smells fresh and tastes sour." "Chips feel crunchy."

Teacher-Led Sentence Modeling

1. The teacher writes 3 model sentences on the board: I eat fruit every day. She likes apples. They drink milk in the morning.
2. students repeat each sentence.
3. The teacher asks guiding questions: "What's the subject?" "Where do we add 's' or 'es'?" "Is this about a routine?" Students underline the verbs; the teacher corrects as a group.

Yes/No Questions

Teacher models: Do you like bananas? → Yes, I do. / No, I don't. Then students answer teacher-led questions: Do you eat vegetables? Do you drink water every day? Do you like spicy food? The teacher checks pronunciation and corrects errors immediately.

Sentence Completion

Teacher projects a worksheet or reads aloud: She ___ (eat) salad for lunch. They ___ (drink) juice every morning. I ___ (like) grapes. He ___ (eat) tacos on Tuesdays. Students fill in the verb; the teacher calls volunteers to answer. **Teacher Checks:** Stresses adding **-s** for *he/she/it*. Write correct forms on the board.

Controlled Pair Dialogue

Teacher shows a dialogue frame: A: Do you like ___? B: Yes, I do. / No, I don't. A: What do you eat for ___? B: I eat ____. The teacher models the dialogue with a volunteer. Pairs practice while the teacher walks around correcting pronunciation and grammar.

→ [The Power of Food \(pp.88-103\)](#)

Teacher-Led Categorization

The teacher draws 4 columns on the board: Healthy Food – Junk Food – Drinks – Desserts – Meat. The teacher shows / projects pictures one by one. Students raise their hands to classify each item. Example items: Apple, Burger, Soda, Ice cream, Chicken. The teacher models full sentences: "An apple is healthy food." "Pizza is junk food." Students repeat after each item.

Listen & Point

1. The teacher displays 12 mixed food images.
2. The teacher says: "Point to a dessert." "Point to healthy food." "Point to meat." "Point to junk food."
3. Students respond by pointing or circling. The teacher checks and corrects the group: "This is NOT meat. Meat means chicken, beef, pork..."

Guided Sorting Activity (Worksheet or Board)

The teacher provides a list: soda, broccoli, fries, chicken, cake, juice, salad, cookies, beef, water, tacos. Students sort them into categories with the teacher walking around and supporting. The teacher then checks on the board: Healthy Food: broccoli, salad, water, juice. Junk Food: fries, cookies. Desserts: cake. Meat: chicken, beef. Drinks: soda, juice, water

Teacher-Guided Mini Dialogues

Dialogue: A: What do you like? B: I like _____. A: Is it healthy or junk food? B: It is _____. Procedure: Teacher models with a student: A: What do you like? B: I like tacos. A: Is it healthy or junk food? B: It is junk food. Pairs practice while the teacher assists pronunciation.

Menu Reading + Teacher Questions

1. The teacher shows a simple restaurant menu (with images).
2. The teacher asks guided questions: "What is this?" (pointing to an item) "Is this a drink or a dish?" "How much is the pizza?"
3. Students answer in short, supported responses. Teacher models: "This is a hamburger." "It is a drink." "It costs 50 pesos."

Repeat & Complete Expressions

The teacher writes the expressions on the board: Can I have ____, please? I would like _____. Anything else? Here you are. Enjoy your meal! Procedure: Teacher says each phrase; students repeat. Teacher gives examples to complete: "Can I have a *lemonade*, please?" Students fill the blank with teacher support.

Menu Choice: Students Answer Teacher Prompts

The teacher gives each pair a copy of a simple menu. The teacher asks: "Choose a drink. What do you choose?" "Choose a dessert." "Choose a main dish." Students reply using: "I choose ____." "I would like ____." The teacher walks around assisting with pronunciation and vocabulary.

Error Correction as a Group

The teacher writes incorrect sentences: *I would like chicken please.* (missing comma) *Can I have water? yes, you can.* (capitalization) *Enjoy you meal!* (spelling) *Here your are.* (word order) Students help correct: "Here you are." The teacher explains

each correction.

Picture Observation + Teacher Questions

The teacher shows a large picture of *enchiladas verdes*. The teacher asks simple guided questions: "What do you see?" (The teacher writes answers on the board.) "Are the enchiladas spicy or sweet?" "Is the sauce green or red?" "What ingredients do you know?" Students answer with one word or short sentences. The teacher answers: "They are spicy." "The sauce is green." Ingredient Sorting (Healthy / Not Healthy / Flavor / Texture) Teacher gives a list of ingredients and adjectives: chicken, tortillas, green sauce, cheese, cream, spicy, sour, creamy, crunchy. Students help the teacher sort into categories:

Healthy	Not Healthy	Flavor	Texture
chicken	cream	spicy	creamy
sauce	cheese	sour	crunchy

The teacher corrects and repeats with students.

Ingredient Identification Listening

The teacher reads a short paragraph: "Enchiladas verdes have chicken. They have green sauce, cheese, and cream. They are spicy and creamy." Students answer: "Do they have chicken?" "Is the sauce green?" "Are they sweet or spicy?" The teacher confirms or corrects.

Label Identification Practice

Teacher shows 4–6 warning labels on the board or projector: High in Sugar, High in Fat, High in Salt, High in Calories, Teacher asks: "What label is this?" "Is this healthy or unhealthy?" Students answer together. Teacher models: "This label says *High in Sugar*. It means the food has a lot of sugar."

Sentence Frames on the Board

1. This food is high in ____.

2. The label says ____.
3. It is not healthy because it has a lot of ____.

The teacher gives a model: "Soda is high in sugar. The label says 'High in Sugar'." Students complete frames using teacher-selected pictures.

Food Sorting into Categories

The teacher provides a list: *soda, chips, yogurt, salad, ice cream, cookies, soup*. Students place each in a category:
High in Sugar High in Fat High in Salt Healthy

The teacher helps correct mistakes.

"Which Label?" Question Practice

The teacher holds up an image and asks: "What warning label does this food have?" "Is it healthy or unhealthy?" "Why?" Students answer: "It has the label *High in Sugar*. It is unhealthy because it has a lot of sugar." The teacher supports pronunciation and structure.

Listen & Identify

The teacher reads: "Soda is high in sugar. Chips are high in salt. Ice cream is high in calories." Students answer: Which food is high in sugar? Which food is high in salt? Which food is high in calories? The teacher reviews answers as a class.

Category Identification Practice

The teacher displays the Eatwell Plate image and asks: "What food group is this?" (pointing to fruits/vegetables) "Is chicken a protein or a grain?" "Where do apples go?" Students answer as a group. Teacher models: "Apples go in fruits and vegetables." "Chicken is protein."

Sorting Foods into Groups

The teacher provides a list on the board: *apple, bread, yogurt, chicken, rice, cheese, carrots, cookies, nuts*. Students guide teacher in placing each item into categories:

Fruits/Vegetables	Proteins	Grains	Dairy	Fats/Sweets
apple, carrots	chicken, nuts	bread, rice	yogurt, cheese	cookies

The teacher confirms and explains errors.

“Which Group?” Question Practice

The teacher shows pictures and asks: “Which group does this food belong to?” “Is this a grain or a protein?” “Is it healthy or not healthy?” Students respond in full sentences: “It belongs to the grains group.” The teacher assists pronunciation and grammar.

Fill-in-the-Gap Eatwell Description

Teacher gives: The Eatwell Plate shows ____ groups of food. Fruits and vegetables give us _____. Proteins help our _____. Grains give us _____. We should eat less ____ and _____. Students fill in (with teachers circulating). Possible answers: vitamins, body, energy, sweets, fats. The teacher reviews answers aloud.

“Build a Plate” Activity

The teacher shows 12 food pictures. Students guide the teacher in selecting 1 food from each group: “Choose one grain.” “Choose one protein.” “Choose one fruit or vegetable.” “Choose one dairy.” Students say: “Rice belongs to grains.” “Chicken is protein.” The teacher writes the final “balanced plate” on the board.

[Worksheet Reference](#)

 [Sixth Grade_UNIT3.pdf](#)

- Restaurant menus: pg. 12-14
- Food labels: pg. 21-22

Suggested Session Distribution: Sessions 16-18

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

Achievement: Enable students to independently apply vocabulary and structures related to flavors, smells, and textures; use the present simple in simple food-related contexts; and demonstrate understanding of food and meals, including healthy food, junk food, drinks, desserts, and meats. Students will also use language of likes and dislikes, interact with restaurant-based tasks, create their own menus, design balanced diets, describe meals such as enchiladas verdes, identify food warning labels, and classify items according to the Eat Well Plate. Through individual tasks, students will show they can use the learned language and concepts accurately and creatively without teacher guidance.

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 type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🖍️ Realia <input type="checkbox"/> 🎲 Didactic Games
Classroom Interactive Patterns	<input type="checkbox"/> 🏠 Whole Group <input 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)

- Checklists
- Observation guides
- Quizzes
- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

[Fill in the Blanks](#) ▾
 [Prompts](#) ▾
 [Delayed Copy](#) ▾
 [Flashcards](#) ▾
 [Creative Writing](#) ▾
 [Word Association](#) ▾

- Activity Description:

→ **The Critical Eye: Anthology (pp.62-73)**

Flavor–Smell–Texture Food Log

Students create a personal food log with 5 foods they ate today or yesterday. For each food, they write: What it tastes like (sweet, spicy, sour...) What it smells like (fragrant, aromatic, fresh...) What its texture is (crunchy, creamy, crispy...) Example: *Mango: sweet, fresh smell, creamy texture. Tortilla chips: salty, no smell, crunchy texture.*

Mystery Food Cards

Students choose a food (real or imagined) and write three clues describing flavor, smell, and texture without naming the food. Then classmates guessed. Example clues: *It is **crispy**, **salted**, and has a **fresh** smell. It is **creamy**, **sweet**, and very **aromatic**.*

Food Adjectives Sort & Match

Students receive a list of foods and must place each item into categories: Sweet / spicy / sour. Fragrant / aromatic / fresh. Crunchy / creamy / crispy. Then they pick 3 foods and write descriptive sentences using one word from each category. Example: *The apple is sweet, fresh, and crunchy.*

“Guess My Food” Descriptive Cards

Students secretly select a food and write four clues describing it using the target adjectives. They do *not* write the name of the food. In pairs, they exchange cards and guess. Example clues: It is crunchy. It smells fresh. It is sweet. It can be creamy on top.

Invent a New Dessert/Snack

Students design an original dessert or snack and describe its: flavor, smell, texture. Using at least 5 adjectives from the list. Example: *My new snack is Crispy Cloud Bites. They are sweet, creamy inside, crunchy outside, and have a fresh aromatic smell.*

Food Sort & Sentence Builder

Provide a mixed list of foods (apple, pizza, yogurt, lemon, tacos, etc.). Students categorize each item under sweet / spicy / sour / fragrant / fresh / crunchy / creamy / crispy. Then they choose 3 foods and write descriptive sentences. Example: *The apple is fresh, sweet, and crunchy.*

My Daily Food Routine

Students write 5–7 sentences describing their typical eating habits using Present Simple. Prompts: *I eat... I drink... I have... for breakfast/lunch/dinner. I always/sometimes/never eat...* Example: *I eat cereal for breakfast. I drink juice. I usually have tacos for lunch.*

Food Habits Survey

Students ask 5 classmates questions in Present Simple, such as: *Do you like apples? Do you eat vegetables every day? Do you drink milk?* They record the answers in a chart and write three sentences summarizing results. Example: *Ana likes apples. She doesn't drink milk.*

“My Favorite Dish” Statement Builder

Students choose a favorite dish and write sentences in Present Simple about it, including: What it includes, When they eat it, Who prepares it, Why they like it. Example: *I like spaghetti. I eat it on Sundays. My mom cooks it. It tastes delicious.*

Present Simple Food Cards

Give students food image cards (fruit, meals, snacks). Students write one Present Simple sentence per card, using: *I like... / I don't like... I eat... I hate... I enjoy it...* Example: With a picture of a lemon: *I don't like lemons. They taste sour.*

“True or False?” Food Facts

Students create 4 true sentences and 2 false sentences about their food habits using Present Simple. A partner reads and tries to guess which are false. Examples: *I eat pizza every Friday.* (true) *I never eat vegetables.* (false)

Partner Interview & Biography

Students interview a partner using Present Simple questions about food habits. Then they write 5 sentences about the partner. Example: *Carlos likes spicy food. He eats eggs for breakfast...*

→ [The Power of Food \(pp.88-103\)](#)

My Weekly Meal Log

Students create a simple chart of five meals they ate this week and classify each item as: Healthy food, Junk food, Drink, Dessert, Meat. Then students write 3–5 sentences describing their eating habits. Example: *I eat vegetables for lunch. I drink water every day. I sometimes eat junk food.*

Sort & Write Activity

Provide a list of 20 mixed food items (e.g., broccoli, pizza, ice cream, juice, chicken, salad, soda). Students sort them into categories: Healthy food, Junk food, Drinks, Desserts, Meat. After sorting, they write five sentences using their sorted lists. Examples: *Broccoli and apples are healthy foods. Soda is a junk drink. Chicken is meat.*

Create a Restaurant Menu

Students design a menu for a restaurant, including the 5 food categories. Menu must include: 2 healthy foods, 2 junk food items, 2 meats, 2 drinks, 2 desserts. Then they write descriptions of 3 items. Example: *Our veggie salad is a healthy food. It has lettuce and tomato. Our burger is junk food but very popular.*

Healthy vs. Unhealthy Day

Students select one “healthy day” and one “unhealthy day.” For each day, they write 6 sentences describing what they eat and drink. Example: *On my healthy day, I eat eggs and fruit for breakfast. I drink water. On my unhealthy days, I eat pizza and French fries.*

“My Favorite Meal” Paragraph

Students write a 7–8 sentence paragraph describing their favorite meal, including: A drink, A dessert, A type of meat, A healthy item, A junk food item (optional). Example starter: *My favorite meal is lunch. I eat chicken with rice...*

Design a Healthy Plate

Students draw a plate divided into: Fruits/vegetables, Protein/meat, Grains, Desserts (optional), Drinks. Then they write 5 sentences describing what is on their plate.

Create Your Own Restaurant Menu

Students design a complete menu with: Starters, Main dishes, Desserts, Drinks. Then they write 5–7 sentences describing the menu using food vocabulary. Example sentences: *The restaurant serves spaghetti and salad. We offer cold drinks. The dessert menu includes ice cream.*

“Waiter and Customer” Writing Roleplay

Students write a short dialogue between a waiter and a customer. The dialogue must include: Greeting, Ordering food and drinks, Asking for the price, Asking for the bill, Thanking. Example sentence frames: *Waiter: What would you like? Customer: I would like a hamburger and a lemonade.*

Order Form — What Do You Want?

Students receive a worksheet with a restaurant order form. They fill it out by choosing: 1 starter, 1 main dish, 1 drink, 1 dessert, Then they write a short paragraph describing their order. Example: *I order tomato soup, chicken with rice, lemonade, and a chocolate cake.*

Restaurant Reviews

Students imagine they visit a restaurant and write a review of 5–7 sentences, describing: The food, The service, Their favorite dish, What they didn't like. Would they come back? Example: *The food is delicious. I like the fresh salad.*

Dialogue Completion

Students complete missing lines in a restaurant dialogue. Example: *Waiter: Good afternoon. Can I help you? Customer: _____*
(students complete) *Waiter: What would you like to drink? Customer: _____* Then they rewrite the full dialogue neatly.

Menu With Prices

Students design a menu and add prices in pesos for every item. Students write three sentences using quantities and prices. *The salad costs 50 pesos. The burger is more expensive than the soup.*

Healthy vs. Junk Menu

Students divide their menu into healthy and junk food sections. They write a short comparison paragraph. *The healthy menu has salads and fruit. The junk menu has burgers and fries.*

Visual Menu Poster

Students design a poster-style menu with drawings or printed images of the food items. Then they write 6 sentences describing the most popular dishes. Example: *The chicken soup is hot and healthy. Many people like sweet desserts...*

“Describe the Dish” Paragraph

Students write a 6–8 sentence paragraph describing *enchiladas verdes* using categories: Flavor (spicy, sour, savory) Smell (fresh, aromatic) Texture (soft, creamy, crunchy toppings) Color and ingredients. Sentence starters: *Enchiladas verdes are... They taste... They smell... They are made with...*

Step-by-Step Description

Students write 5–7 steps describing how *enchiladas verdes* are prepared (in simple sentences). They do NOT need to write the full recipe—just basic actions. Example: *First, you heat the tortillas. Then you fill them with chicken. Next, you cover them with green sauce.*

“My Perfect Enchilada” Customization

Students create their own version of *enchiladas verdes* by choosing: Type of meat (chicken, beef, cheese) Level of spice, Toppings (cream, cheese, lettuce, onion) Side dish (rice, beans, salad) Students write 4–6 sentences explaining their choices. *My perfect enchilada is spicy and creamy...*

Enchiladas vs. Another Mexican Dish

Students compare *enchiladas verdes* to another dish (tacos, pozole, *enchiladas rojas*, etc.). They write a short comparison paragraph using comparative adjectives. Examples: *Enchiladas verdes are spicier than tacos. Pozole is soupier than enchiladas.*

Build Your Own Eat Well Plate

Students draw the Eat Well Plate with its main sections (fruits/vegetables, grains, protein, dairy, drinks). Then they fill each section with at least 3 foods. Write 5 sentences describing their plate. *My plate has apples and carrots. They are healthy...*

Healthy Day vs. Unhealthy Day

Students plan two different daily menus: Healthy Day (balanced meals) Unhealthy Day (junk food choices) Then they write a comparison paragraph. *On my healthy day, I eat fruit. On my unhealthy days, I eat chips...*

Create a Balanced Lunchbox

Students design a healthy lunchbox using at least one food from each food group. Write a short paragraph (5–7 sentences) explaining why the lunchbox is healthy. *I include grapes because they are fruit...*

“My Perfect Healthy Meal”

Students create an ideal balanced meal using: One vegetable, One grain, One protein, One drink. Write 5 descriptive sentences about flavor, colors, and health benefits. *My perfect meal has grilled chicken. It is healthy because...*

“Design Your Own Food Warning Plate”

Students independently draw or design (on paper or digital) a *food warning plate* for a specific meal. They must include: The meal name, Ingredients: 2–4 warning icons (e.g., High in Sugar, High in Fat, High in Sodium) Color-coding (red = unhealthy, yellow = medium, green = healthy). Language focus: *This meal is high in... / It contains... / It is low in...* “This plate is high in sodium and sugar because it has chips and soda.”

“Label the Meal” – Reading & Identifying

Give students a picture of a meal (hamburger combo, salad, pizza, etc.). Students must: Identify the foods. Add warning labels where necessary. Write 3 sentences explaining why. Example: “The hamburger is high in fat. The fries are high in sodium. The soda is high in sugar.”

“Sort & Explain” – Healthy vs. Warning Foods

Provide a mixed list of foods. Students sort them into: Healthy plate foods, Warning plate foods. Then they write 5 sentences

explaining their choices. Example sentences: "Bananas are healthy because they are natural." "Chocolate cake is high in sugar."

"Evaluate Your Own Lunch"

Students observe their real or imaginary lunch. In their notebook they write: 5 items in their lunch, Warning labels (if needed). 3 sentences to reflect on their health. Example: "My lunch has soda. It is high in sugar. I will drink water next time."

Worksheet Reference

 [Sixth Grade_UNIT3.pdf](#)

- Design a diet: pg. 15
- Measurements: pg. 23
- Classify food: pg. 24

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: Help students consolidate and reflect on what they learned about flavors, smells, and textures; the use of the present simple in food contexts; and vocabulary related to food and meals, including healthy foods, junk foods, drinks, desserts, and meats. Students will review and demonstrate understanding of likes and dislikes, restaurant language, menu creation, diet design, descriptive meals (such as enchiladas verdes), food warning labels, and the Eat Well Plate. Through short reflective activities, students will confirm their comprehension, connect concepts, and express what they can now do, ensuring a clear and meaningful closure to the lesson. Present the final project.

Skill	<input checked="" type="checkbox"/>  Listening <input checked="" type="checkbox"/>  Reading <input checked="" type="checkbox"/>  Writing & Language Structure
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	<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 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	
<ul style="list-style-type: none"> Instructional Strategy: <ul style="list-style-type: none"> Realia Strategies ▾ Fill in the Blanks ▾ TPR ▾ Word Association ▾ Find Someone Who ▾ Role Playing ▾ Poll/Interview ▾ Presentation ▾ Activity Description: 	

→ **The Critical Eye: Anthology (pp.62-73)**

“Turn & Share – Food in 10 Seconds”

Students pair up. Each student chooses one food and has 10 seconds to describe it using 3 adjectives. Example sentence starters: “It tastes...” “It smells...” “It feels...” Then partners switch.

“Guess the Food!” (Oral Review Game)

Students write 3 adjectives on a sticky note (sweet, creamy, fresh, etc.). They read them aloud without saying the food. The class guesses: Example: “Crunchy, fresh, aromatic.” → “Apple?”

“Adjective Circle”

Students stand in a circle. The teacher says food (e.g., *pizza*). Each student in order must give one adjective that describes it. If someone repeats or can't think of one, they sit. *Quick, fun, review-based.*

“Food Flashcards Review”

Students draw one food card from a bag. They must say: 1 flavor, 1 smell, 1 texture. Example: “*Donut: sweet, fragrant, soft.*” Great for a quick end-of-class check.

“Quick Match on the Board”

Write all the adjectives on one side of the board and food pictures on the other. Students come up one by one and draw a line connecting a food to an adjective. Examples: Lemon → sour, Crisps → crunchy, Soup → creamy. Super fast and visual.

“Describe Your Snack”

If students have a snack or pretend one, they write: 1 adjective for flavor, 1 adjective for smell, 1 adjective for texture. Example: “My snack is crunchy, fresh, and aromatic.” Fast personal connection.

“Mini Poster: Describe My Favorite Food”

Students create a tiny 3-adjective poster describing their favorite food. They write only: The food, 3 adjectives, A small drawing. Example: *Pizza* → *crispy, aromatic, fresh*. Display quickly on the board.

“Yes or No? Quick Review”

The teacher reads statements. Students show: 👍 = True for them 👎 = False for them. Then they correct the sentence in Present Simple. Example: Teacher: “You drink milk every day.” Student: “No, I don't drink milk.”

“Find Someone Who...” (Present Simple Edition)

Short wrap-up version. Students move around and find classmates who match the sentences: “likes spicy food” “eats cereal for breakfast” “doesn't eat vegetables” “drinks juice every day” Students write: “Carlos likes spicy food.”

“Sentence Race on the Board”

Divide class into two teams. Teacher says a food item. The first student from each team runs to the board and writes a Present Simple sentence. Examples: “She eats pizza.” “He doesn't like carrots.” “We drink water.” Fast and energetic.

“Turn & Talk: Tell Me 2 Sentences”

In pairs, students quickly share: 1 food they like, 1 food they don't like. Using Present Simple: “I like soup. I don't like spicy chips.” It takes only 1–2 minutes.

“Turn & Talk: My Plate in 10 Seconds”

Students pair up and describe a meal using 2 or 3 items from different categories. Example: “I eat chicken, rice, and water for lunch.” Partners switch.

“Healthy or Junk? Stand Up / Sit Down”

The teacher shows food pictures or says a food name. Students respond: Stand up = healthy food. Sit down = junk food. Optional: A few students explain: “Pizza is junk food because it has a lot of fat.”

“Guess My Food!”

Students choose one item from any category and describe it using 2 clues. Examples: “It is sweet and cold.” → ice cream “It is meat and it is red.” → beef “It is unhealthy and salty.” → chips. The class guesses.

“My Favorite & Least Favorite Foods”

Students write: One healthy food they like, One junk food they don't like, One drink they prefer, One dessert they love, Then they

write a final Present Simple sentence: "I like yogurt, but I don't like soda."

"Food Opinions Line"

The teacher says food. Students stand on a line: Left = dislike, Right = like. Then they use full sentences: "I don't like broccoli."
"I like ice cream."

"Partner Share: I Like / I Don't Like"

Students work in pairs. Each says: 1 food they like, 1 food they don't like, 1 drink they like, 1 dessert they don't like. Partners report to the class: "Luis likes tacos but he doesn't like juice."

"Exit Ticket: Complete the Mini-Dialogue"

Students complete a short restaurant conversation: Waiter: "What would you like?" Customer: "I would like ____." Waiter: "Anything to drink?" Customer: "Yes, _____ please." They turn this in before leaving.

"Role-Play Lightning Round"

In pairs, students perform a 15-second mini-dialogue: Order a food. Order a drink. Say "thank you" Examples: "I would like a hamburger." "Can I have water, please?" Fast and fun.

"What's Missing?"

The teacher writes a short dialogue but removes key words: Waiter: "What would you ___?" Customer: "I would ___ pizza." Waiter: "Anything to ___?" Students fill in: like / like / drink. Great for checking comprehension.

"Menu Review: Write a Sentence"

Students look at a menu (real or projected) and write one sentence: "I would like the salad." "The pizza costs 80 pesos." "I choose the soup." Fast writing task.

"Find Someone Who..." Menu Bingo

Give students a Bingo-style card with prompts such as: "Has a healthy option." "Included a vegetarian dish." "Used at least 3 adjectives." "Has a dessert section." Students walk around and find menus that fit the description. They write the student's name. First to complete 5 boxes says BINGO!

“Which Menu Would You Choose?” Class Vote

Display 5–6 menus (randomly selected). Students vote: Best visuals, Best food names, Most creative menu, Healthiest options
Quick applause for the “winners.”

“Closing Circle: Tasty Reflection”

In a circle, students share one sentence: “My favorite part of my menu is...” OR “Next time I will add...” Short, oral reflection to end the lesson positively.

“3-Word Review Challenge”

Students choose three adjectives to describe enchiladas verdes and say them aloud in a quick circle. Example: “Spicy, creamy, delicious.” Speed round—no repeating allowed!

“Picture + Adjective Match” (Fast partner game)

The teacher shows three pictures of enchiladas verdes (different plates). Pairs choose one picture and write 3–4 adjectives that describe it. Share with class. The teacher checks for correct vocabulary use: spicy, sour, fragrant, creamy, crunchy, fresh, etc.

“Ingredient Memory Chain”

Students make a memory chain about what enchiladas verdes are made of. Each student adds one ingredient + one adjective:
Student 1: “Enchiladas verdes have fresh tortillas.” Student 2: “Enchiladas verdes have fresh tortillas and spicy salsa verde.” Student 3: “...and creamy chicken.” Play until the chain is long or funny.

“My Plate Review” (Mini reflection)

Students complete 3 short prompts: “Enchiladas verdes taste...” “They smell...” “Their texture is...” Share with a partner.

→ [The Power of Food \(pp.88-103\)](#)

“Stand Up If...” Review Game

The teacher reads: “Stand up if this food is high in sugar.” “Stand up if this food has a warning label.” “Stand up if this food is a healthier choice.” Shows pictures as prompts. Fun, quick body movement to reinforce learning.

“Warning Label Poster Reflection”

Students draw a quick mini-poster (half sheet): Food picture, The correct warning label, One short sentence: “We should be careful because...” Displayed on the board to close the lesson.

“3-2-1 Wrap-Up”

Students complete: 3 warning labels I remember. 2 foods that have warning labels. 1 food I want to eat less often. Quick, effective reflection tool.

“Stick It in the Right Section” (Board Review Game)

Draw a large Eat Well Plate on the board with sections: Fruits & Vegetables, Proteins, Grains, Dairy, Fats & Sugars (small part). Give students sticky notes with food names. They place each food in the correct part of the plate. Class reviews together.

“Healthy Plate Pair Talk”

In pairs, students answer three prompts: “Which section is the biggest on the Eat Well Plate?” “Which foods should we eat most?” “Which foods should we limit?” Short oral practice.

“Describe My Plate!” Guessing Game

Students draw a simple plate with healthy foods (5 items). They describe it using adjectives (fresh, crunchy, sweet, creamy). Example: “My plate has fresh lettuce, crunchy carrots, and a sweet apple.” Partners guess the foods.

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.

Worksheet Reference

 [Sixth Grade_UNIT3.pdf](#)

- Design a healthy plate: pg. 16-18.
- Eat well plate: pg.25