

The Food that Mother Cooks

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Differentiating between healthy and junk foods and between home and street food
- ▶ Learning why we need to eat healthy home food
- ▶ What food value is
- ▶ Reading, listening and understanding
- ▶ Answering the questions orally and in writing
- ▶ Vocabulary: Rearranging jumbled letters to form words
- ▶ Grammar: Use of ‘am’, ‘is’, ‘are’, ‘was’, ‘were’, ‘has’, ‘have’
- ▶ Learning to converse
- ▶ Applying the lesson learnt to individual work and daily life

GEAR UP!

- ▶ Explain what healthy and junk foods are
- ▶ Ask the students the foods they eat at home (foods from different parts of India)
- ▶ Eating out—where do they eat out? What kind of food is eaten outside home?
- ▶ Discuss the two questions. Explain how there must be greater emphasis on healthy home food and junk or street food should be eaten once in a while.

Outcome: Learning about healthy and home food and why junk and street food should be avoided.

READ AND DISCOVER

- ▶ Students should take turns to read aloud. Ask all the students to listen to it attentively.
- ▶ Explain the lesson and the words, e.g., food value, fried and oily.
- ▶ Ask the in-text questions, e.g., “What do the students bring for lunch?”, “Why is *poha* healthy?”, etc.

Outcome: Reading aloud, listening attentively, learning word meaning, spellings and pronunciation.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Discuss in the class so that the students can mark the correct answers in their books.
- ▶ Exercise B: Ask the given questions one at a time. The students can answer orally in full sentences. Write the correct answers on the blackboard. Then, students can transcribe in their books.

Outcome: Answering the questions orally and in writing.

GRAMMAR SPOTLIGHT

- ▶ Explain the usage of the words am; is; are; was; were; has; have with the given examples and others from the class and school.
- ▶ Explain the words with which they are used—I am; You are; He is; They are; She was; They were; etc. Help the students to know their usage.
- ▶ Exercises A, B, C and D can be done orally first and then in writing.

Outcome: Learning the usage of am, is, are, was, were, has, have and how to use them in sentences.

SPELL WELL

- ▶ Ask the students to fill in the blanks with letters of correct spellings.
- ▶ Announce the correct answers aloud, and the students can correct in pairs.

Outcome: Learning words, spellings, meanings and pronunciation.

VOCABULARY

- ▶ Unscramble letters to find words.

Outcome: Learning how to unscramble letters to make words.

LISTEN AND LEARN

- ▶ The teacher will read out the passage and the students will listen to it carefully. After listening to the passage, the students will answer the questions orally.
- ▶ Correct their answers and pronunciation.

Outcome: Listening attentively; answering the questions orally.

CONVERSE AND CONNECT

- ▶ Select two students to enact Jyoti and Aman. Enact the conversation in the class.
- ▶ Ask the students to listen to the conversation attentively.
- ▶ Correct the pronunciation, pauses, emphasis and inflexion.

Outcome: Learning to converse; pronunciation, pauses, emphasis and inflexion.

WRITING

- ▶ Discuss the exercise in the class and ask the students to give the possible answers. Explain how there can be alternative correct answers.
- ▶ Write the correct answers on the blackboard. Students can transcribe them in their books.

Outcome: Applying the lesson learnt in listing good food habits.

PROJECT WORK

- ▶ Correct the project work and explain clearly why something is correct or incorrect.

Outcome: Applying the lesson learnt and doing individual work, involving parents.

VALUE CORNER

- ▶ Read the value aloud in the class.
- ▶ Explain what it means to respect one's body and why.
- ▶ Discuss the value and how it should be applied in daily life—healthy food and adequate food. Avoid junk food and overeating. Maintain regularity and cleanliness in eating food. The teacher can teach the students to say a small prayer before they eat meals as follows:

Thank you, God, for the food we eat;
Thank you, God, for the world so sweet;
Thank you, God, for the birds that sing;
Thank you, God, for everything.

Outcome: Applying the lesson learnt, giving oneself right food for health.

LIFE SKILLS

- ▶ List out possible junk and healthy foods. Ask the students to write down five healthy foods.
- ▶ Make suitable concession for vegetarian and non-vegetarian habits.