



Yummy Food

LEARNING OBJECTIVES

- Learning about fruits and vegetables and healthy food and eating habits.
- Learning to read and write and listen, and understand enough to answer questions orally and in writing.
- Learning about how to form and use words and sentences, say them and use them to express yourself.
- Learning about Adjectives and their usage.
- Learning to enjoy and appreciate poetry.
- **Outcome** : Learning to recognise and value good food and differentiate it from junk food.
- Learning about Adjectives – Describing words.

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| <ul style="list-style-type: none"> ➤ A. 1 and 2 : Ask the students to see the pictures and take turns to describe what they see. Ask them to name the people, things, vegetables and fruits they see. Then read out the exercise and explain. Write the names of the fruits and vegetables on the board to help them and ask them to select the fruits and vegetables they like and tick in the circles given. ➤ B. Make groups of four and ask them to discuss their choices as stated in the question. ➤ C. Read out the question and the options. It is necessary not to be judgmental about eating with one's hands. It is healthy and is finding increasing recognition across the world. | Get Set! |
| <ul style="list-style-type: none"> ➤ Read aloud or ask students to take turns reading out the lesson. Explain it, correct their reading where required and ask relevant questions that students can answer briefly. Example: What is junk food? Do you have junk food sometimes? What do you like to eat? What do you have at home for breakfast? Does your family tell you what is good to eat? Etc. | Read and Enjoy |

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| Read and Understand | <ul style="list-style-type: none"> ➤ A & B : Read and explain the exercises and do them orally first. Use the board if necessary. Then ask the students to write the correct answers in their books. |
| Grammar Spotlight | <ul style="list-style-type: none"> ➤ Explain what are Adjectives – Describing Words – that describe Nouns. Use the given examples as well as your own for persons, places and things familiar to the students. Examples – noisy class; large playground; fat kitten; old man; happy baby; naughty puppy; beautiful flower; broken cup; dirty shoes; untidy room; tasty food; loving parents; dark house; black coat; printed dress; good book; shy girl; friendly neighbour; helpful shopkeeper; etc. ➤ A. Read and explain the exercise. Do it orally first and then ask the students to write the correct answers in their books. |
| Spell Well | <ul style="list-style-type: none"> ➤ A. Read and explain the exercise. Do it orally first and then ask the students to write the correct answers in their books, using the words in the Help Box. |
| Word Power | <ul style="list-style-type: none"> ➤ A. Read and explain the exercise. We have done Opposites earlier too. Do it orally first and then ask the students to write the correct answers in their books. |
| Listen and Learn | <ul style="list-style-type: none"> ➤ Green vegetables and fresh, clean fruits, Carrots, tomatoes and apple juice. Mummy says, “Eat them all.” They make us healthy, strong and tall ➤ A. Read aloud the poem once. Then ask students at random to read it out aloud. Then ask the given questions and ask them at random to answer them. ➤ A to C: Read out each exercise and do each one separately. Ask students to discuss and write the names of all things shown in A and then discuss B and C. Ask partners to talk about it. Go around the class and check their conversation. |
| Speak and Express | <ul style="list-style-type: none"> ➤ A. Read out the exercise and explain it. Then ask partners to discuss the questions given. |
| Pronunciation Practice | <ul style="list-style-type: none"> ➤ B. Read and explain the exercise. Then ask students to do it on their own. Ask the class to say the words aloud and underline the first letter. ➤ C. Explain we are learning about words with ‘oo’ or ‘o’ or the ‘o’ sound like ‘put’. Read them aloud and ask the class to follow. Differentiate between the short and long pronunciation of ‘oo’. You can use your own words also as examples. Remember the focus is on the sound, not only the letters. Examples – zoo, flute, loop, soup, goof, nook, hook, duke, book, good, poor, etc. |

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| ➤ A. Read and explain the exercise. The focus is on good handwriting. Students can do this on their own. | Write Well |
| ➤ B. Explain the exercise. Students can do it on their own. | Project Work/ AIL Activity |
| ➤ Read out the exercise and discuss each point. Explain why it is very essential to wash one's hands thoroughly | Values and Life Skills |