

Teacher's Notes

UNIT 4 Tiger values

A healthy breakfast



Type of activity: whole class, pair and individual work

Focus: listening, speaking, reading and writing skills

Active language: *cottage cheese, nuts, cereal, eggs, oatmeal, tomatoes, bread, oranges, peanut butter, cucumbers, grains, fruit and vegetables, milk products, protein, Do you like ...? Yes, I do/No, I don't, often, sometimes, never*

Level: elementary, grade 3

Time: 45 minutes

Materials:

- Student's Worksheets 1, 2a and 2b – one copy per pupil
- (optional) Student's Worksheet 3 – one copy per pupil
- Flashcards cards attached to the Teacher's Notes

Procedure:

1. Greet the class. Say a few words related to breakfast that the pupils know in English, e.g. *morning, milk, sandwiches, yoghurt, cheese*. Ask the pupils to guess in L1 or L2 what the lesson is going to be about. Listen to their guesses and say: *Today's lesson is about a healthy breakfast.*
2. Ask the pupils to stand next to their desks. Say the following sentences, using L1 to explain any unfamiliar words:
It is important to have breakfast every day. (true)
Chips and hot chocolate are a healthy breakfast. (false)
Breakfast is only important for children. (false)
Children feel tired when they don't eat breakfast. (true)
If the pupils believe the sentences to be true, they raise both their hands; if they think the sentences are false, they squat. Give the correct answers and discuss with the pupils in L1 why a given sentence is true or false.
3. Hold up the flashcards attached to the teacher's notes so that the pictures are facing away from the children. Explain that the cards show healthy breakfast foods. Ask the pupils to guess these food items in L1 or L2. When they mention a word on one of the cards, say: *Very good,*

(eggs) and place the relevant card on the board. After all the items have been guessed, drill their pronunciation, pointing to the cards on the board. Ask the pupils to adjust the volume of their voice depending on whether they like the given food (loud) or not (whisper).

4. Hand out the copies of Student's Worksheet 1. The pupils do Activity 1 by matching the words to the pictures and compare their answers in pairs. Check the answers with the whole class.

Answers: 1j, 2i, 3e, 4g, 5b, 6f, 7a, 8h, 9k, 10c

5. Divide the pupils into pairs. Individually, the children guess which of the foods in Activity 1 their friend likes and tick them. Then they check their answers by interviewing each other. Ask a few volunteers to say how accurate their guesses were.
6. Give out the copies of Student's Worksheets 2a and 2b. Explain that a healthy breakfast should include foods from different food groups. Go through the food categories in Activity 3 with the whole class, explaining the words in L1 and pointing to the example breakfast items whose names the children know from the *Tiger* series. Clarify that the *protein* group refers to non-milk products, as *milk products* are a separate category. Ask the pupils to put the foods from Student's Worksheet 1 into the correct categories within the circles. Check the answers with the whole class.

Answers: *grains: bread, oatmeal; fruit and vegetables: oranges, tomatoes, cucumbers; milk products: cottage cheese, protein: nuts, peanut butter*

7. Name a food category from the worksheet, e.g. *grains*, and pick a pupil who has to give an example item from that category. When he or she gives the correct example, e.g. *cereal*, everyone else repeats the word. Continue with different categories and pupils.
8. The children prepare red, orange and green crayons or pens. Explain the meaning of *often*, *sometimes* and *never*. The pupils do Activity 4, using the colour code to underline the foods in the circles: green for the foods they often eat, orange for the foods they sometimes eat and red for the ones they never have for breakfast.

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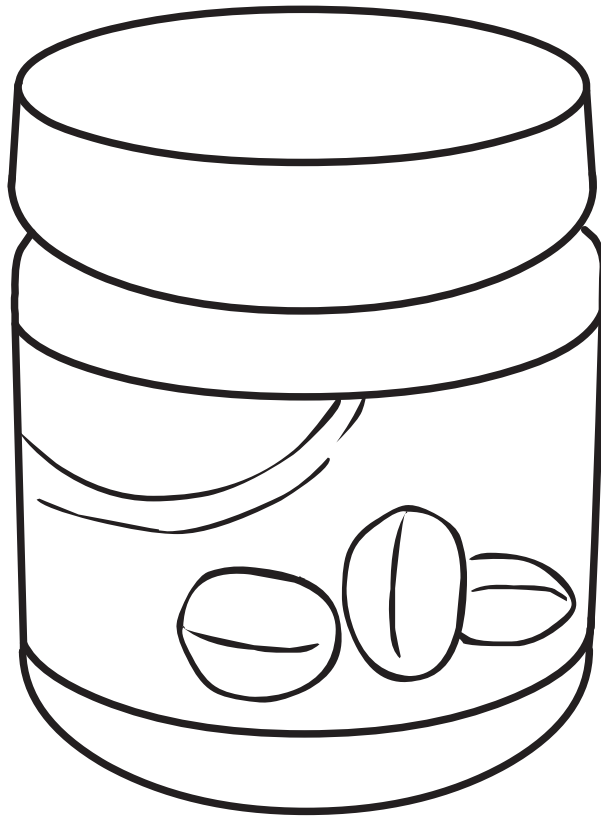
A healthy breakfast



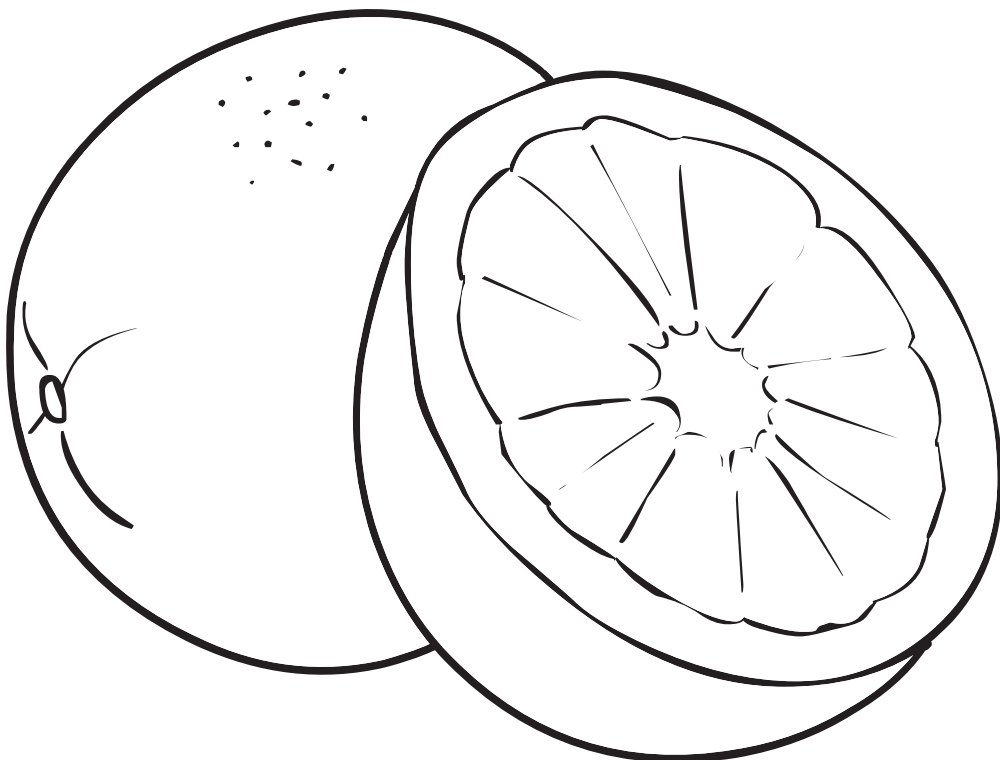
9. Throw a soft ball or a crumpled piece of paper to a random pupil and name one of the foods in the circles, e.g. *cottage cheese*. The pupil says how often he or she eats the given food for breakfast, e.g. *I sometimes eat cottage cheese*. Then he or she throws the ball/crumpled piece of paper to another pupil and names a different type of food. Set a time limit of 3–4 minutes. The game continues until the time is up.
10. Put the children in pairs to complete Activity 5. The pupils compare their answers from Activity 4 and report on the similarities to the whole class, using the example as a model.
Optional: Ask the children to predict which of the foods in the circle you often/sometimes/never eat for breakfast.
11. Review the material from the lesson by showing the flashcards in turn and asking the pupils to name the food and the category it belongs to. Pick random pupils to say how often they eat a given food for breakfast. Finally, ask all the children to select and say which healthy foods they plan to eat for breakfast the next day.

Extension

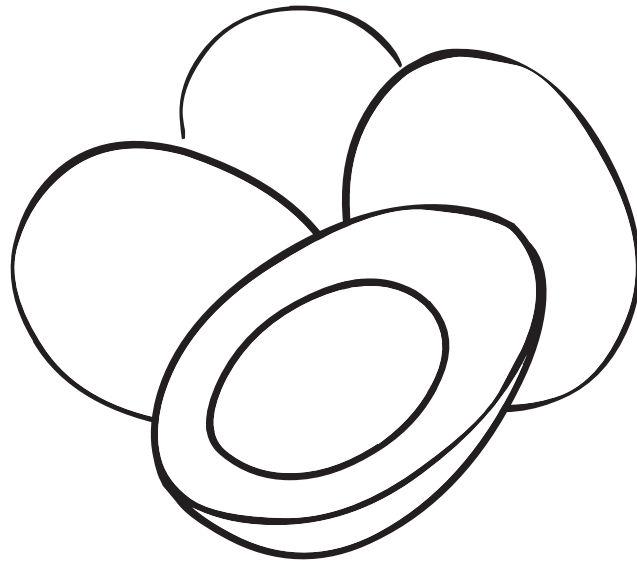
Hand out the copies of Student's Worksheet 3. The pupils draw a healthy breakfast consisting of the foods from the lesson. They present and explain their drawings in small groups. Encourage them to label their drawings. Next, the children stand in a circle while holding their drawings. When you say *Start* the pupils pass their drawings around the circle. When you say *Stop* they hold on to the last drawing they have received. Give out an instruction, e.g. *Jump if you have a milk product*. The pupils study their drawing and follow your instruction if it is relevant. Then say *Start* again and the pupils resume passing on the drawings. Continue the game, giving out different instructions, e.g. *Squat if you have fruit or vegetables; Raise your hand if you have peanut butter; Touch your nose if you have cereal*.



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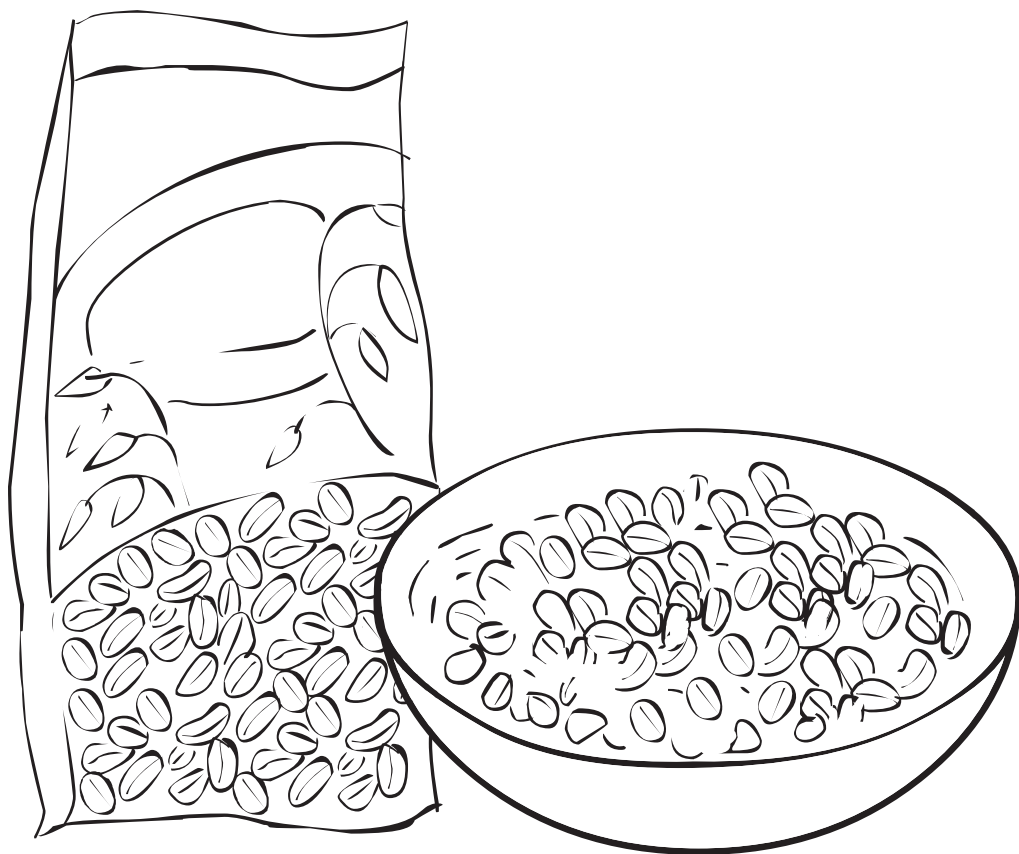
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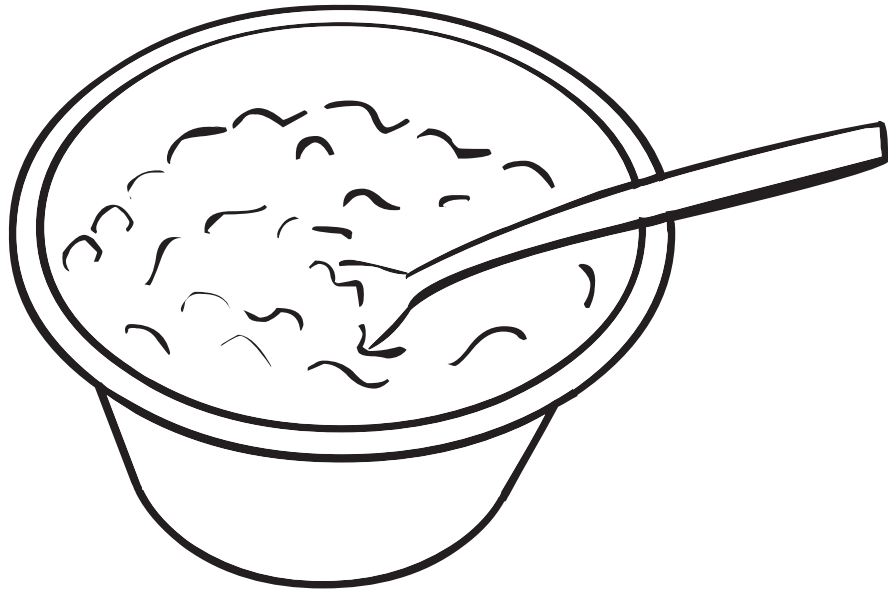
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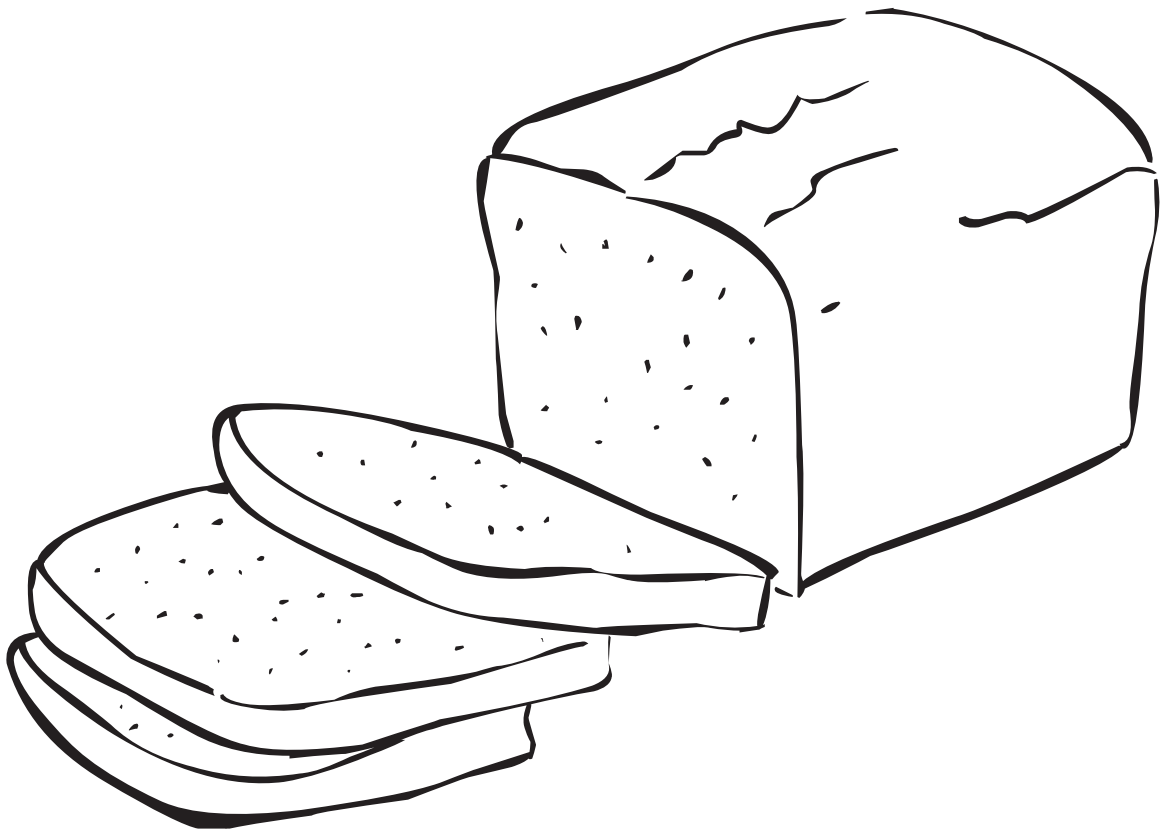
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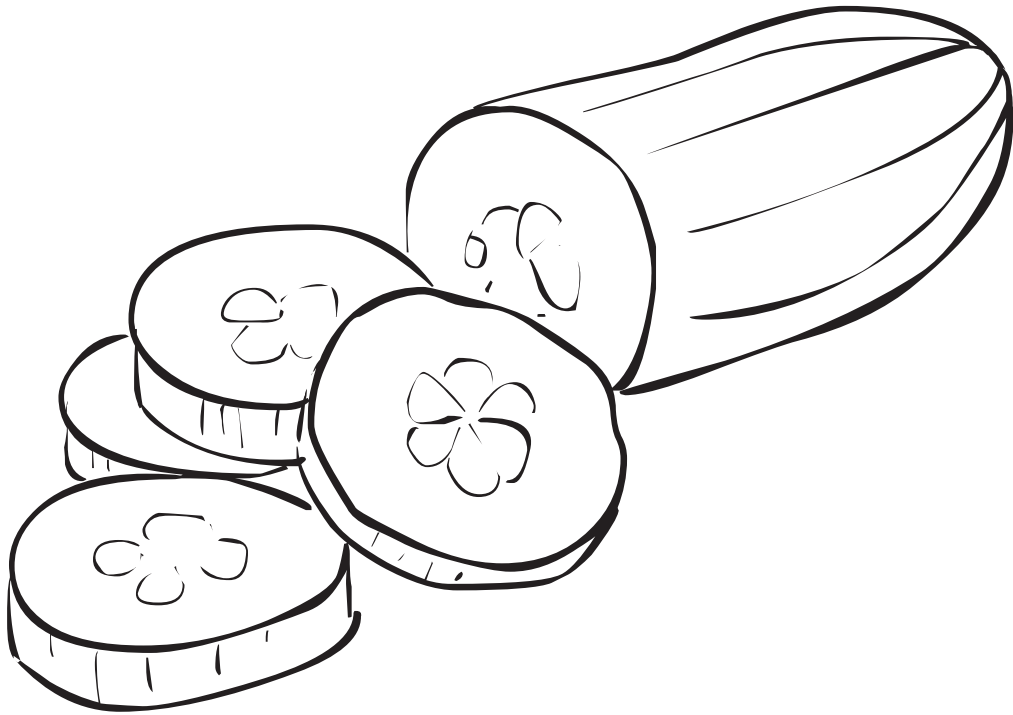
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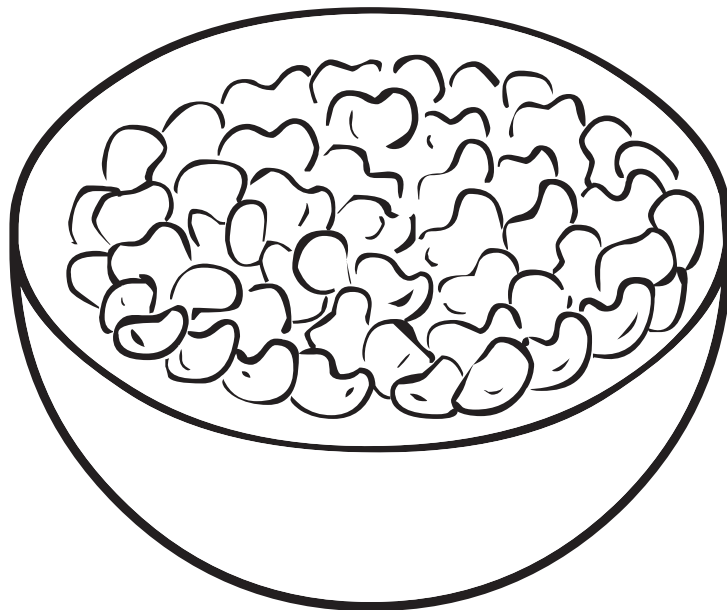
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