**Healthy Snacks**

**Lesson Plan**

**Text:** leaflet

**Module:** Me, my family and friends

**Unit:** My favourite food

**Key stage:** 1

**Students’ prior knowledge:**

Students should have learnt the following:

* Using the simple present tense to express likes/dislikes, e.g. I like/don’t like cheese/tomatoes.
* Using “I’d like…” to express preferences, e.g. I’d like soup.
* Using adjectives to describe food, e.g. delicious, yummy

**Learning Objectives:**

By the end of the lessons, students will be able to:

1. name different kinds of snacks, including healthy snacks and students’ favourite snacks
2. develop **reading skills**:
* identify specific information from the leaflet using prior knowledge, pictorial clues and key words
* connect their learning experience in General Studies to understand the benefits of eating healthy snacks
* recognise **the features of a leaflet**
1. understand the benefits of healthy snacks, how to choose healthy snacks and problems with unhealthy snacks
2. **connect their reading and writing experience** through designing their own snack pyramid and introducing their favourite snacks
3. introduce a few sentence structures for students to write about their favourite snacks, e.g. Milk is an example of dairy product. It gives energy and calcium.
4. develop **generic skills**: think critically about the healthy and unhealthy snacks, express creative ideas to describe their favourite snack

**Post-reading Task:** Write a short description about their favourite snack

**Suggested number of lessons:** 3

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| **Lesson** | **Learning and teaching activities** | **Focus****( skills/ forms/ function)** | **Supporting materials** | **Learning objectives** |
| 1  | **Lead in**1. Introduce the word “snacks” to students
2. Ask students to talk to their neighbour about the snacks they usually eat and tell the whole class.
3. Complete Part A of the worksheet and share in pairs about their favourite snacks.
* Ask students if they remember the food pyramid learnt in GS lessons, then introduce the leaflet to students.
* Refer to p.1 of the leaflet. Go through the information on the cover page, including the title and illustrations. (Remind students that **the title of a leaflet is usually the most eye-catching so as to draw the attention of readers**.)
* Ask students to think about the target audience of the leaflet.
 | * Activate students’ prior knowledge about their eating habits
* Activate students’ prior knowledge about healthy food learnt in General Studies lessons
* Guide students to refer to the pictorial clues on the cover and p.3 of the leaflet to find examples of healthy snacks
 | Worksheet p.1 Part A What do you eat at snack time? | 1, 2 |
| 1 | **Introducing the benefits of eating healthy snacks to students (Leaflet p.2)*** *What can healthy snacks give you?* Encourage students to share their ideas before reading the leaflet with them. *(Answers may include calories, water, vitamins, protein)*
* Students may come up with the terms in Chinese. Introduce the English words by referring to the leaflet and by reading aloud the answers.

**Introducing when to eat snacks (p.2)*** *When can you eat snacks?* Provide choices for students to make a guess: a) any time when you feel hungry b) before lunch/dinner c) some time after lunch/dinner.
* Guide students to Think and guess, then Read and confirm

**Helping students to choose healthy snacks (p.2)** (the qualities of healthy snacks)* *How do you choose snacks?* Encourage students to think about what they have learnt in GS lessons.
* Help students to highlight the **key words “3 Low 1 High”** and briefly explain them
 | * Help students connect to the knowledge learnt in GS lessons to understand the benefits of eating healthy snacks.
* Use the key words “3 low 1 high” to stimulate students to think about the qualities of healthy snacks
 |  | 2, 3 |
| 1  | **Concluding remarks*** We learnt the names of different kinds of snacks.
* We learnt more information about snacks.
 |  | * Homework: complete p.2 Part B of the worksheet
 | 1, 2, 3, 6 |

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| **Lesson** | **Learning and teaching activities** | **Focus****( skills/ forms/ function)** | **Supporting materials** | **Learning objectives** |
| 2  | **Helping students to understand what are unhealthy snacks (Leaflet p.4)*** Guide students to read the heading and point form information
* Guide students to pay attention to the “thumbs down” symbol and illustrations (The **symbol “thumbs down”** is used to show that **these food items are unhealthy**. Pictures are used to make the leaflet more eye-catching.)
* Go through the answers to Part B of the worksheet with students
 | * Recap the key points before moving on, e.g. ways to choose snacks and snacks to eat less
 | Leaflet p.4Worksheet p.2 Part B Put the snacks under two groups | 1, 6 |
| 2 | **Introducing snacks to eat more (Leaflet p.3)*** Go through the five groups of healthy snacks with reference to the food pyramid.
* Guide students to think about the good point of using a food pyramid (a diagram).
* Remind students that **the heading/sub-headings in the leaflet are usually in bold print or a bigger font** **to attract readers’ attention**.
* Help students to elaborate on the benefits of different food groups by showing them the following examples:
* Milk is an example of dairy product. It can give you energy and calcium.
* A boiled egg belongs to the meat, eggs and nuts group. It can give you protein, vitamin D and minerals such as iron, copper, zinc. (The teacher may introduce the term “minerals”.)
 | * Expose students to a wider range of healthy snacks
* Prepare students to describe their own favourite snacks
 | Leaflet p.3 | 1, 2, 3, 5 |
| 2 | **Drawing and labeling your own “snack pyramid”*** We usually see **a table/chart with simple pictures and point form information in a leaflet**.
* Encourage students to think about the reasons for using a food pyramid on this page. (It is easier to remember the main points. We can also locate the information easily.)
* Allow time for students to think about their own favourite snacks that are healthy and good to eat more.
* For each of the 5 types of food, draw 1 or 2 food items/snacks and label the picture. Teacher demonstrates how to do it.
* Talk about the benefits of eating healthy snacks in pairs using the structure “My favourite snack is…”, “Milk is an example of…”, “It provides …”, “It is/They are …”.
 | * Connect to students’ own eating habits and experiences
 | Worksheet p.2 Part C Draw 1-2 favourite healthy snacks for each type of food | 4, 5 |
| 2 | **Concluding remarks*** We learnt examples of different healthy snacks.
* Invite a few students to share their food pyramids with the whole class.
 |  | Homework:Complete the snack pyramid | 4 |

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| **Lesson** | **Learning and teaching activities** | **Focus****( skills/ forms/ function)** | **Supporting materials** | **Learning objectives** |
| 3 | **Reading the descriptions*** Share read the two descriptions with students
* **Analyse the four sentences using “What”, “Why”, “When” and “How”**
 | * Model on the sample writing and draft points for their own writing
 | Worksheet p.3 Part D  | 3, 4 |
| 3 | **Writing about your healthy snack*** Studentsthink about their own favourite snacks using the “Wh” words
* Demonstrate how to use the checklist to do peer assessment
* Ask students to conduct peer assessment
 | * Write a short description for consolidation – introduce healthy snacks using the simple present tense and describe their tastes using adjectives
* Help students to evaluate peer work using the four “Wh” words
 | Worksheet p.4 Part E Write about your favourite healthy snack | 3, 4, 5, 6 |
| 3 | **Concluding remarks** * We learnt to describe our favourite snacks and use the four “Wh” words to organise ideas.
* We know more examples of healthy snacks and their benefits.
 |  | Homework:Complete the description and drawing at home  | 4, 5, 6 |