**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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.4  Worksheet 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |