

## UNIT 5 – Extension Activities

### Fruits and vegetables are yummy

#### Activity 1

##### FRIENDSHIP SALAD

**Ingredients:** Fruit, large bowl, serving spoon, knives, cutting board, plastic spoons and plates.

**Directions:** Distribute fruit. Ask individual students to hold up a piece of fruit and identify it: This is a banana. Tell students to wash their hands and their fruit. Help students cut up the fruit and put it in the serving bowl. Then, have them mix the fruit together and serve on plastic plates.

**Language Links:** Blindfold a student and have him or her identify different types of fruit by smell or taste: This is an apple.

#### Activity 2

##### WHAT IS IT?

**Materials:** Fruit, plastic plates.

**Preparation:** Cut up fruit and place each type on a separate plate.

**Directions:** Display plates of cut up fruit (see Preparation). Blindfold a student and have him or her sit at the front of the class. Have the student smell one of the plates of fruit and try to identify it. Encourage him or her to ask questions: *Is it (an apple)?* Lead the class into responding (*Yes, it is.*) After two incorrect guesses, allow the student to taste the fruit. Repeat with several students.

#### Activity 3

##### CLASSIFY

**Preparation:** Draw a table on the board with five columns: Food item; Category; Colour; Size and shape; Taste.

**Directions:** Have the class brainstorm fruits and vegetables and write the words in the Food item column in the table on the board. Then, go over the other categories in the table and analyse one food item with the class to check understanding; for example: *Food item: orange; Category: fruit; Colour: orange; Size and shape: medium size and round; Taste: sweet and sour.* Ask students to copy the table in their notebooks and work in pairs to complete the information of the other food items. Encourage them to look for information on the internet or books. Finally, have some volunteers read the answers aloud and complete the table on the board to check with the class.

**Activity 4****RIDDLES**

**Directions:** Divide the class into groups. Ask them to write three riddles describing fruits and vegetables. Demonstrate the activity with an example: *It's a vegetable. It's round and red. It has got many seeds and you can prepare salad with it. Walk around the classroom and monitor. Then, have the groups take turns to read the riddles and identify the food items.*

**Activity 5****HOW MANY SEEDS?**

**Materials:** Paper, knives, plastic bags, construction paper, oranges (1 per student).

**Preparation:** Cut construction paper into 6 cm squares (1 for each pair of students). Ask students to bring an orange to class.

**Directions:** Distribute paper and have students draw a picture of their oranges. Have them copy the following sentence below their pictures: *My orange has got ..... seeds.* Ask students to guess how many seeds their oranges have got. Then, have them cut open their oranges, count the seeds and complete their sentences with the correct number.

**Pairwork:** Divide the class into pairs. Give each pair a bag and a square (see Preparation). Ask students to put their seeds together in a bag. Have them count the total number of seeds and write the number of seeds on their squares. Then, attach the squares to the bags with the number showing.

**Activity 6****GROUP WORK**

**Materials:** Real or plastic fruit, blindfold.

**Directions:** Have a student come to the front. Blindfold the student and place a piece of fruit in his or her hand. Have the student ask questions to guess the name of the fruit and have the class respond: *Is this a banana? Yes, it is.*

**Activity 7****PLANTING SEEDS**

**Materials:** Vegetable seeds, soil, tape, plastic or paper cups.

**Directions:** Distribute cups. Have each student draw a picture of the vegetable he or she is planting on a small piece of paper. Help them tape their pictures on their cups. Distribute soil and seeds and have students plant their seeds. Have them put their cups next to a window. Remind them to water their seeds regularly until they germinate.

**Language Links:** Divide the class into pairs. Have each pair come to the front of the class with their seeds. Lead the class into asking the students: *Are they carrot seeds? Yes, they are.*

## What day is it today?

### Activity 1

#### MY FAVOURITE DAY

**Directions:** Write on the board *My favourite day of the week is .....* . Ask students to copy the sentence into their notebooks and complete it. Write the days of the week on the board. Have students come up, read their sentences and put a tick next to their favourite day. Encourage students to give reasons for their answers.

### Activity 2

#### WHAT DAY IS IT?

**Directions:** Copy the following on the board: *What day is it? It's .....* . *What's for lunch?* Ask students to copy the sentences into their notebooks. Ask: *What day is it?* Have students write the day of the week in the blank. Then, have them answer the second question by drawing pictures of food items. Ask them to exchange their notebooks with their classmates and write the corresponding words. Invite different volunteers to share the menu with the rest of the class and ask them if they like the food that is for lunch: *Do you like spaghetti?*

### Activity 3

#### FAVOURITE FOOD GRAPH

**Materials:** Construction paper (1 sheet), index cards (1 per student).

**Directions:** Divide a piece of construction paper into four columns. Write the following headings at the top of each column: *Spaghetti, Chicken, Pizza and Fish*. Display the graph. Have each student choose the food he or she likes best, draw a picture of it on an index card and glue it in the correct column. Finally, count the card in each column of the graph: *Spaghetti: One, two, three...*

### Activity 4

#### DAYS OF THE WEEK

**Materials:** Index cards, tape.

**Preparation:** Days of the Week Cards: Write the days of the week on index cards (several sets).

**Directions:** Hold up the Days of the Week Cards and have students read them. Then, mix up the cards and distribute them. Read the chant below aloud and have students stand up when they hear the day of the week that is written on the card they are holding.

Write the lyrics of the chant Seven days on the board, leaving a blank for each day of the week. Read the chant and as you say the days of the week, have the students holding the corresponding cards stand up. The first student to stand up gets to attach his or her card to the board. Then, reread the text with the students. Say the chant aloud and encourage the class to do the same.

## Seven Days

Every week has got seven days.  
See how many you can say.  
Sunday, Monday, Tuesday,  
Wednesday, Thursday, Friday.  
Sa-tur-day, Sa-tur-day.

## Activity 5

### FOOD DIARY

**Materials:** Construction paper, colour pencils.

**Preparation:** For each student: Cut a strip of construction paper (8 x 56 cm).

**Directions:** Distribute strips. Help students fold them into seven equal sections. Then, have them copy the days of the week, in order, at the bottom of each section. Have students take their strips home and draw pictures of the food they eat each day in the corresponding section. At the end of the week, have students bring their food diaries to school and compare them with their classmates.

## Activity 6

### LET'S HAVE A PICNIC!

**Materials:** Index cards (1 per student).

**Preparation:** Have each student bring a food or drink to class.

**Directions:** Push desks together to make a picnic table. Display food on one side and drinks on the other. Have students make labels for their food and drinks: Leo's soda. Renata's sandwich.

**Language Links:** Have students ask for food: *Juan, can I have a sandwich? Yes, of course.*

## Activity 7

### END OF THE YEAR

**Materials:** Disposable plates, napkins, cups, forks and spoons, food brought in from home.

**Directions:** Have a celebration for the end of the school year. Bring in food: sandwiches, chips, soft drinks, plates and cups. Invite students to sit in a circle and place the food in the centre.

**Language Links:** As the students serve the food, ask them about their likes: *Do you like chips? Do you want some?*

## Healthy Habits

### Activity 1

#### FOOD SURVEY

**Materials:** Large piece of construction paper.

**Preparation:** Write at the top of the piece of construction paper: *Do you like...?* Divide the paper into two rows and write on the left side: *Yes and No*. Draw vertical lines down in the piece of construction paper to make five more columns.

**Directions:** Display the Food Survey and lead the class into reading the question and mention five healthy food items. Write each word at the top of each column. Then, have students come up and make a tally mark to answer either Yes or No.

**Language Links:** Have students say *I like (cheese)*. or *I don't like (cheese)*. as they mark the survey. Then, count the number of tally marks on each column and ask the class: *How many students like (cheese)? How many students don't like (cheese)? Why do / don't you like cheese?*

### Activity 2

#### HEALTHY MEAL COLLAGES

**Materials:** Construction paper (different colours), paper.

**Directions:** Have each student choose a meal: breakfast, lunch or dinner. Distribute paper and have each student plan and write a healthy menu for their chosen meal. Distribute construction paper. Have students draw the food items on their menus, using paper in different colours for each item. Then, ask them to cut out their pictures and glue them onto a separate sheet of construction paper to create a collage. Divide the class into pairs. Have students exchange menus and collages with their partners. Tell students to label the food items in their partners' collages, using the menu. Finally, display students' work on the classroom walls.

### Activity 3

#### NEEDS PYRAMID

**Materials:** Construction paper, magazines.

**Directions:** Divide the class into small groups. Revise the structure of the food pyramid with the class and explain that they will design a Needs Pyramid. Have students draw a large triangle on a piece of construction paper to represent a pyramid. Ask them to divide the pyramid into five

sections, from top to bottom. Write the following on the board: 1. *Physical*; 2. *Security and Safety*; 3. *Social*; 4. *Ego / Self-esteem*; 5. *Spiritual*. Explain that the bottom section will represent their most basic, physical needs and at the top section their spiritual needs.

Have students discuss what their basic needs are and find magazine pictures representing these needs: food, water, shelter. Tell students to cut out the pictures and glue them on to the base of the pyramid. Follow the same procedure for the other needs. Finally, invite students to explain their pyramids to the class.

## Activity 4

### HEALTHY PROPERTIES

**Materials:** Construction paper. (1 sheet per group)

**Directions:** Have students write down a list of what they usually eat and drink. Then, divide the class into groups and have them compare their lists. Ask them to divide the sheet of paper into six columns and label each column with the following nutrients: *Vitamin A*, *Vitamin C*, *Vitamin D*, *Iron*, *Calcium* and *Sugar and Fats*. Have students transfer the food items they have in common onto the charts, classifying them appropriately. Encourage them to surf the net to search for information. Then, analyse with the class if they get enough properties: *I like oranges and I get enough Vitamin C*.

## Games

### Activity 1

#### CATCH

**Materials:** Ball.

**Directions:** Toss a small ball to a student and say: *I like checkers. Do you like checkers?* Lead the students in responding: *Yes, I do. / No, I don't*. Then, have the student toss the ball to another student and say: *I like hangman. Do you like hangman?* Continue with the same procedure with other students.

### Activity 2

#### WHO THINKS THAT?

**Directions:** Write on the board: *I like... but I don't like... I can play ... very well but I can't play ... well*. Have students copy the sentences on a piece of paper and complete them with the corresponding games. Then, collect all the pieces of paper and redistribute them. Ask students to walk around the classroom asking and answering questions to find who the student is: *Do you like...? Can you...?* When they find the correct student, they write the name and sit down.

**Activity 3****MEMORY**

**Preparation:** Prepare cards with pictures illustrating games: *chess, checkers, hangman, snakes and ladders, tic-tac-toe, dominoes* (2 sets of cards: one set with each game together with a happy face and the other set with each game and a sad face). Prepare 12 cards with the sentences expressing likes or dislikes that describe the picture cards: *I like chess. I don't like chess. I like checkers...*

**Directions:** Shuffle all the cards and stick them on the board without showing the content. Divide the class into groups and explain that they have to find the matching pair of the picture and the sentence. Invite a student from one group to the front to turn over two cards. If they match, the group takes the cards. Ask them a question to win an extra point: *Can you play (chess)?* If the two cards do not match, a student from another group goes to the front to turn over two cards. The group with the most cards wins.

**Activity 4****SCRABBLE**

**Materials:** envelopes, square pieces of paper with letters to form the names of the games: *dominoes, hangman, tic-tac-toe, checkers, snakes and ladders, chess.*

**Preparation:** Prepare one envelope with the letters that form the names of the games for each group.

**Directions:** Divide the class into groups and hand them an envelope with the letters. Determine a time limit and ask them to form the names of the games by arranging the letters. Give a point for each correct word. Then, ask questions to different students from the groups so that they can earn extra points: *Can you play chess well? Do you like dominoes?*

**Activity 5****TIC-TAC-TOE**

**Materials:** strips of paper.

**Preparation:** Write questions to revise the content of the unit on the strips of paper: *What's your favourite food / day? Do you like radish? Can you play checkers well? Can you name three unhealthy food items?, etc.*

**Directions:** Draw a *Tic-Tac-Toe* grid on the board and divide the class into two groups: O and X. Have a student from one group choose a square in the grid and pick up a strip of paper with a question. If the student answers correctly, the group can draw their sign, O or X, in the square. If the answer is incorrect, the square remains empty and the other group continues

playing. The winner is the group that can complete a row of three squares, horizontally, vertically or diagonally.

### Activity 6

#### MEMORY CHAIN

**Directions:** Have students sit in a circle. Say: *I like chess*. Have the student next to you repeat what you have said and add more information: *I like chess and snakes and ladders*. Encourage the next student to repeat all the information and add one more idea. When a student cannot remember all the information, ask her / him to start again with a new sentence. You may make the game more challenging by using *but* to connect ideas and the negative form *don't like*.