

Subject/Topic:	What's for Breakfast?..... A Sandwich													
Target Level(s):	3 rd , 4 th													
Duration:	40 minutes													
Goal:	<ul style="list-style-type: none"> • Ss will be able to identify English term about breakfast • Ss will be able to use basic sentences about eating breakfast • Ss will practice spelling English words from lesson. 													
Objectives:	<ul style="list-style-type: none"> • Ss will be able to correspond English word to image • Ss will speak basic sentences about topic • Students will be more familiar with spelling of English terms 													
Materials	Laminated cards (all terms) A set of image/term flashcards for each group "Pass Activity" item Vocabulary worksheet for each student Laminated cards with magnets for "good, ok, not good" images.	Cooking Items Plastic Knife (for cutting) 4 small spoons Plates Napkins												
Vocabulary	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">Breakfast</td> <td style="padding: 2px;">Sandwich</td> </tr> <tr> <td style="padding: 2px;">Milk</td> <td style="padding: 2px;">bread</td> </tr> <tr> <td style="padding: 2px;">Juice</td> <td style="padding: 2px;">Honey</td> </tr> <tr> <td style="padding: 2px;">eggs</td> <td style="padding: 2px;">Banana</td> </tr> <tr> <td style="padding: 2px;">(sandwich)</td> <td style="padding: 2px;">Peanut butter</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">Chocolate</td> </tr> </table>	Breakfast	Sandwich	Milk	bread	Juice	Honey	eggs	Banana	(sandwich)	Peanut butter		Chocolate	
Breakfast	Sandwich													
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eggs	Banana													
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	Chocolate													
Sentences	Q1: How was the sandwich? <i>A: It was not good/ ok / very good.</i> Q2: What did you put on your sandwich? <i>A: I put _____ and _____.</i>													
Lesson Sequence	<p><u>Before:</u></p> <ol style="list-style-type: none"> 1) Set up sandwich items: bread, plates, honey, PB, jam, choc, banana (cut up), napkins 2) Sort the "breakfast" vocabulary from the "sandwich" [breakfast go first] <p><u>Intro: 10-12 min</u></p> <ol style="list-style-type: none"> 1) Learn names; give stamps 2) Introduce the lesson (today you will...) 3) Ask students what they eat for breakfast and when do we eat breakfast 4) Show vocabulary cards for breakfast – students repeat (go thru 2x) 5) Play the "Pass" activity (students pass and item around and say the word the teacher points to). <p><u>Main: 25 min</u></p> <ol style="list-style-type: none"> 1) "Today for breakfast you will be making a sandwich". 2) Introduce the sandwich vocabulary, students repeat (go thru 2x) 3) Play "slap" with sandwich vocabulary (1 turn for each student); then give stamps to each team. 4) Hand out the worksheet for students to complete while waiting/eating. 5) Give directions on how to go through sandwich making (introduce vocabulary words 1 more time "What is this?") (As students are cutting the bread- ask them Q3.) *give 7 minutes to eat* <p><u>Closing: 10 min</u></p> <ol style="list-style-type: none"> 1) After students are done, ask Q2 of each student. Put answer choices on the white board under corresponding image. 2) Go over answers to worksheet 													

	<p>3) Go over all vocabulary words:</p>
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- “What for breakfast?” milk, juice, eggs, cheese, sandwich
- Sandwich: bread, honey, PB, jam, chocolate, banana

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Target Level(s):	5 th , 6 th																	
Duration:	50 minutes																	
Goal:	<ul style="list-style-type: none"> • Ss will be able to identify English breakfast foods • Ss will be able to use sentences about eating • Ss will practice spelling English words from lesson. 																	
Objectives:	<ul style="list-style-type: none"> • Ss will be able to correspond English word to image • Ss will speak sentences about topic • Students will be more familiar with spelling of English terms 																	
Materials	<ul style="list-style-type: none"> • Laminated cards (all terms) • A set of image/term flashcards for each group • White board, marker, and eraser for each group • Vocabulary worksheet for each student (2 sided) • Laminated image cards with magnets for awful, alright, delicious. 	<p style="text-align: center;"><u>Cooking Items</u></p> Plastic Knife (for cutting) 4 small spoons Plates Napkins																
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Sentences Practiced	Q1: How was the sandwich? <i>A: It was awful, alright, delicious.</i> Q2: What did you put on your sandwich? <i>A: I put _____ and _____.</i>																	
Lesson Sequence	<p><u>Before:</u></p> <ol style="list-style-type: none"> 1) Set up sandwich items: bread, plates, honey, PB, jam, choc, banana (cut up), napkins 2) Sort the “breakfast” vocabulary from the “sandwich” [breakfast go first] <p><u>Intro: 10-12 min</u></p> <ol style="list-style-type: none"> 1) Learn names; give stamps 2) Introduce the lesson (today you will...) and give out worksheet. 3) Ask students what they eat for breakfast. and when they eat breakfast 4) Show vocabulary cards for breakfast – students repeat (go thru 2x) <p><u>Main: 25 min</u></p> <ol style="list-style-type: none"> 1) “Today for breakfast you will be making a sandwich”. 2) Introduce the sandwich vocabulary, students repeat (go thru 2x) 3) Play speed game – each team gets a white board and marker <ol style="list-style-type: none"> a. Teacher says a word, students write, stand, and say. b. Fastest team gets a point. Winning team – 2 stamps. 4) Give directions on how to go through sandwich making (introduce vocabulary words 1 more time “What is this?”) (As students are cutting the bread- ask them Q3.) *give 7 minutes to eat* <p><u>Closing: 10 min</u></p>																	

	<ol style="list-style-type: none">1) After students are done, ask Q2 of each student. Put answer choices on the white board under corresponding image.2) Go over answers to worksheet and the message at the bottom3) Review all vocabulary words:<ul style="list-style-type: none">• “What for breakfast?” milk, juice, eggs, cheese, sandwich• Sandwich: bread, honey, PB, jam, chocolate, banana
For higher grades:	Include the question - Q3: What do you eat for breakfast? A: I eat _____. All answers to questions are written down and read aloud by each student.