

Unit 1

At the Market

Unit Objectives

- To talk about amounts of food using partitives or quantifiers
- To read and understand the story "A Cake for Cam"
- To read and learn animal toast recipes
- To write one's own ice cream sundae recipe
- To do a project describing items in the refrigerator
- To learn the importance of eating healthy food to get enough nutrients

Language

Vocabulary a bag of cookies, bags of chips, a can of beans, cans of pineapples, a piece of pizza, pieces of cheese, a bottle of water, bottles of juice, a few/a lot of cupcakes, a few/a lot of strawberries, a little/a lot of pudding, a little/a lot of lemonade

Grammar How many cans of beans does he need? He needs two cans of beans.
How many cupcakes are there? There are a few/a lot of cupcakes.
How much lemonade is there? There is a little/a lot of lemonade.

Features **School Subject Connection** Cooking: Recipes for making animal toasts
Value Eat healthy food to get enough nutrients.

Unit Opener

Unit 1

At the Market

What do you usually buy at the market?

Time to Talk

Look at the picture.

- 1 What is the woman holding in her hand?
- 2 What things are in the cart?

Watch the video.

- 1 Where is the boy? What things are there?
- 2 What things is the boy going to buy?



Objectives To introduce the topic of food items we can buy at the market
Materials Unit 1 Video; PPT Slides

Introduce

Big Question Read the Big Question aloud, *What do you often buy at the market?* Ask students what they usually buy at the market and make a list on the board.

Time to Talk

Look at the picture.

- Have students look at the picture and talk about it. Ask students follow-up questions such as:
Where are the people? (They are at the market.)
What is the woman holding in her hand? (A few tomatoes.)
What items are in the cart?
(There are a pineapple, bread, juice, etc.)

Watch the video. ▶

- Play the video and have students watch it. As they watch the video, have them look and listen for target vocabulary about food items we can buy at the market.
- Replay the video with the sound off. Have students talk about what food items are there and what food items

the boy is going to buy at the market on the screen. Ask students follow-up questions such as:
Where is the boy? What things are there?
(He is at the market. There are fruits, drinks, snacks, etc.)
What things is the boy going to buy?
(He is going to buy some strawberries, a bottle of juice, and two bags of chips.)

Optional Activity

Snowball Discuss items that we can buy at a market. Have students take turns saying a sentence using the language pattern. For example, the first student might say *I often buy apples at the market.* Then the next student adds another item to the sentence, such as *I often buy apples and milk at the market.* The student who correctly remembers the most items wins the game.

Extra Practice
Online Practice

Lesson 1 Learn

A Listen and repeat. 06



1 a bag of cookies 2 bags of chips 3 a can of beans 4 cans of pineapple



5 a piece of pizza 6 pieces of cheese 7 a bottle of water 8 bottles of juice

C Listen, circle, and draw a line. Then say. 09

Grammar 08
She needs a bag of chips. two bags of chips.



8

Objectives To talk about amounts of food using partitives
Vocabulary a bag of cookies, bags of chips, a can of beans, cans of pineapple, a piece of pizza, pieces of cheese, a bottle of water, bottles of juice
Grammar How many cans of beans does he need? He needs one can/two cans of beans.
Materials Audio Tracks 06-11; Unit 1 Flashcards; PPT Slides

Warm Up

Date Recall Review the time expressions from the Welcome pages. Use a calendar to discuss the date with students. Have them practice saying the date in day-month-year format. Then write a date randomly on the board and have students raise their hands to say it. Repeat a few times if time permits.

Using Pages 8-9

A Listen and repeat.

- Introduce the new vocabulary with the flashcards. Hold up each card and say the phrase. Have students repeat each phrase after you.
- Play Audio Track 06. Have students listen and repeat.

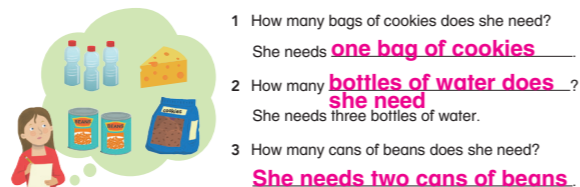
Grammar 10

How many cans of beans does he need? He needs one can of beans. two cans of beans.

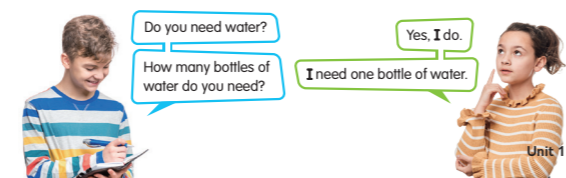
D Listen and stick. Then ask and answer. 11



E Look, read, and complete the questions and answers.



Your Turn! Make a shopping list with a friend.



9

06

1. a bag of cookies
2. bags of chips
3. a can of beans
4. cans of pineapple
5. a piece of pizza
6. pieces of cheese
7. a bottle of water
8. bottles of juice

- Demonstrate the singular and plural forms of partitives for nouns: *a bag of, two bags of*

B Listen and point.

- Play Audio Track 07. Have students listen to the phrases, then find the correct pictures and point to them.

07

- | | |
|-------------------|-------------------|
| bags of chips | cans of pineapple |
| a bag of cookies | a piece of pizza |
| pieces of cheese | a can of beans |
| a bottle of water | bottles of juice |

Grammar

- Direct students' attention to the grammar box. Introduce the new language pattern: *She needs a bag of/two bags of chips.*

- Play Audio Track 08. Have students listen and repeat.

08

She needs a bag of chips.
She needs two bags of chips.

C Listen, circle, and draw a line. Then say.

- Talk about the big picture briefly. Review the vocabulary by describing each food item in the picture.
- Play Audio Track 09. Have students listen and circle the correct amount of items, and then draw a line to connect the items to each child. Replay the audio and check the answers as a class.

09

1. She needs two bags of chips.
2. She needs a bottle of juice.
3. He needs two pieces of cheese.
4. He needs three cans of beans.

- Using the language pattern from the grammar box, have students say sentences about the amount of food items each child needs in the picture.

Grammar

- Direct students' attention to the grammar box. Introduce the new language pattern: *How many cans of beans does he need? He needs one can of beans.*

- Play Audio Track 10. Have students listen and repeat.

10

How many cans of beans does he need?
He needs one can of beans.
How many cans of beans does he need?
He needs two cans of beans.

D Listen and stick. Then ask and answer.

- Help students find the Unit 1 stickers from the back of the Student Book.
- Play Audio Track 11. Have students listen and place the correct stickers in each place. Replay the audio and check the answers as a class.

11

1. How many cans of beans does he need?
He needs two cans of beans.
2. How many bottles of juice does he need?
He needs one bottle of juice.
3. How many bags of chips does she need?
She needs one bag of chips.
4. How many pieces of pizza does she need?
She needs three pieces of pizza.

- Using the language pattern from the grammar box, have students ask and answer questions about the amount of food items each child needs in the pictures.

E Look, read, and complete the questions and answers.

- Tell students to work individually to look at the big picture and complete the questions and answers. Check the answers as a class.

Your Turn!

Making a shopping list with a friend.

- Divide the class into pairs. Have students take turns asking and answering questions to create their own shopping lists using the language pattern.

Wrap Up


Toss and Tell Have students stand in a circle. Begin the activity by tossing the ball to a student and asking a question using the language pattern. For example, *How many bottles of juice do you need?* Once the student answers, make them toss the ball to another student, asking a question, *How many chips of cookies do you need?* Repeat the process until everyone has had a turn.

Extra Practice

Workbook Pages 4-5
Online Practice

Lesson 2 Learn More

A Listen and repeat.  12

B Listen and point.  13

Countable		Uncountable	
 1 a few cupcakes 2 a lot of cupcakes	 5 a little pudding 6 a lot of pudding		
 3 a few strawberries 4 a lot of strawberries	 7 a little lemonade 8 a lot of lemonade		

C Listen and write. Then chant along.  14

The Happy Helper


Help me, please. Help me, please. Can you get the cookies?
Yes! Yes! **How many** bags of cookies do you need?
I need seven **bags of** cookies, thanks!

Let me see! Let me see! **How much** lemonade is there?
There is **a lot of** lemonade. See?
I need four **bottles of** lemonade, thanks!

Let me see! Let me see! **How many** cupcakes are there?
There are **a few** cupcakes. See?
I need two **cupcakes**, thanks!

Grammar  15

How many cupcakes are there? There are a few / a lot of cupcakes.	How much lemonade is there? There is a little / a lot of lemonade.
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D Look, listen, and circle **a** or **b**. Then ask and answer.  16

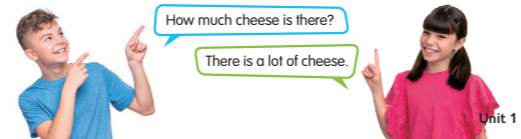
		1 <input type="radio"/> a <input type="radio"/> b
		2 <input type="radio"/> a <input type="radio"/> b
		3 <input type="radio"/> a <input type="radio"/> b
		4 <input type="radio"/> a <input type="radio"/> b

E Look and complete the questions and answers.



- How **many** strawberries are there?
There are **a few** strawberries.
- How **much** pudding is there?
There is **a little** pudding.
- How **many** cupcakes are there?
There are **a lot of cupcakes**.
- How **much** lemonade is there?
There is **a lot of lemonade**.

Your Turn! Look at **E**. Point, ask, and answer.



How much cheese is there?
There is a lot of cheese.

C Listen and write. Then chant along.

- Play Audio Track 14. Have students listen and write the missing words in their books as they listen. Then listen to the chant once more and chant along as a class. Display the full lyrics and allow students to check their answers individually.
- Write the chant lyrics on the board. Erase the target vocabulary from the chant. As a class, choose different words and write them to complete the chant. Play the instrumental version, Audio Track 136, and have students chant along with the new lyrics.

 14

The Happy Helper

Grammar

- Direct students' attention to the grammar box. Introduce the new language patterns: *How many cupcakes are there? There are a few/a lot of cupcakes. How much lemonade is there? There is a little/a lot of lemonade.*
- Play Audio Track 15. Have students listen and repeat.

 15

How many cupcakes are there?
There are a few cupcakes.
How many cupcakes are there?
There are a lot of cupcakes.
How much lemonade is there?
There is a little lemonade.
How much lemonade is there?
There is a lot of lemonade.

- Explain the appropriate quantifiers for countable and uncountable nouns: (countable) *a few, a lot of* / (uncountable) *a little, a lot of*

D Look, listen, and circle **a** or **b**. Then ask and answer.

- Talk about the pictures briefly. Review the vocabulary by describing the amount of each item on the picnic mat in the pictures.
- Play Audio Track 16. Have students listen and select the correct picnic mat, then circle the corresponding letter. Replay the audio and check the answers as a class.

 16

- How many cupcakes are there?
There are a lot of cupcakes.
- How much lemonade is there?
There is a little lemonade.
- How much pudding is there?
There is a lot of pudding.
- How many strawberries are there?
There are a few strawberries.

- Using the language patterns from the grammar box, have students ask and answer questions about the items in the pictures.

E Look and complete the questions and answers.

- Tell students to work individually to complete the questions and answers based on the picture.

Your Turn!

Look at **E**. Point, ask, and answer.

- Divide the class into pairs. Have students take turns asking and answering questions about items in the big picture in Activity E. Monitor students to ensure they are using the language patterns correctly.

Wrap Up

Stand Up Game Prepare pictures of various amounts of countable and uncountable food. Divide the class into four groups and assign one of the following expressions to each group: *There is a little, There is a lot of, There are a few, There are a lot of*. Show each picture to students and have the group whose expression can be used with that food stand up. Then they have to say a sentence using their assigned expression and the food.

Extra Practice

Workbook Pages 6-7
Online Practice

Objectives To talk about amounts of food using quantifiers
Vocabulary a few / a lot of cupcakes, a few / a lot of strawberries, a little / a lot of pudding, a little / a lot of lemonade
Grammar How many cupcakes are there? There are a few / a lot of cupcakes.
 How much lemonade is there? There is a little / a lot of lemonade.
Materials Audio Tracks 12-16, 136; Unit 1 Flashcards; PPT Slides

Warm Up

Flashcard Q&A Review the vocabulary and language pattern from Lesson 1. Hold up each flashcard (Lesson 1) and ask questions using the language pattern. Have students answer the question using the correct partitives. Repeat with other flashcards.

T: How many bags of chips do we need?

Ss: We need three bags of chips!

Using Pages 10-11

A Listen and repeat.

- Introduce the new vocabulary with the flashcards. Hold up each card and say the phrase. Have students repeat each phrase after you.
- Play Audio Track 12. Have students listen and repeat.

 12

Countable	1. a few cupcakes	2. a lot of cupcakes
	3. a few strawberries	4. a lot of strawberries
Uncountable	5. a little pudding	6. a lot of pudding
	7. a little lemonade	8. a lot of lemonade

B Listen and point.

- Play Audio Track 13. Have students listen to the phrases, then find the correct pictures and point to them.

 13

a few strawberries	a little pudding
a little lemonade	a lot of cupcakes
a lot of strawberries	a few cupcakes
a lot of lemonade	a lot of pudding

Lesson 3 Story

A Listen and read.

Nog and his friends were in the kitchen. "It's Cam's birthday today," said Nog. "Let's make him a cake," said Bam.

The monsters looked in the cupboards.

"What do we need?" asked Meg. "We need some flour, butter, and sugar," said Nog. "How much flour is there?" "There are two bags of flour," said Bam. "And there's a lot of butter and a lot of sugar." "And we have a lot of mushrooms, a few strawberries, and a little ketchup," said Meg. "Great!" said Nog.

The monsters mixed all the things in the cupboards together and tasted the cake.

"It's not very tasty," said Bam. "No!" agreed Nog. "Let's add more things."

The monsters added a few carrots, potatoes, and a little tuna. They tasted the cake again.

"Hmm!" said Meg. "We need more things!"


The monsters added a piece of cheese and the flowers. They baked the cake and decorated it with leaves.

"It's very big," said Meg. "Yes, we can all share the cake!" said Nog.

A CAKE FOR CAM

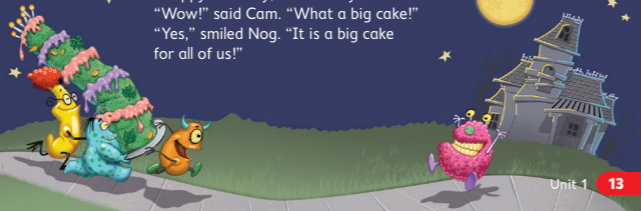


- B Read and check True or False.
- | | | |
|--|-------------------------------------|-------------------------------------|
| 1 It was Nog's birthday today. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 The monsters needed some flour, butter, and sugar. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3 There was a little sugar in the cupboard. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4 The monsters tasted the cake several times. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5 A few carrots, potatoes, and a little tuna were in the cake. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 The monsters decorated the cake with flowers. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

- C Read and circle. Then complete the answers.
- 
- How many much bags of flour are there?
There are two bags of flour.
 - How many much sugar is there?
There is a lot of sugar.
 - How many much strawberries are there?
There are a few strawberries.

The monsters took the cake to Cam's house.

"Happy Birthday, Cam!" they said. "Wow!" said Cam. "What a big cake!" "Yes," smiled Nog. "It is a big cake for all of us!"



Objectives To read and understand the story "A Cake for Cam"
Materials Audio Tracks 14, 17; PPT Slides

Warm Up

Let's Chant Play Audio Track 14. Have students chant along and add gestures to the target phrases. When they hear the partitives, have them clap. When they hear the quantifiers, have them stomp their feet.

Using Pages 12-13

A Listen and read.

- Have students look at the pictures in the story and talk about what they see and what they think will happen in the story.
What mark on the calendar are the monsters looking at? (They are looking at the mark showing Cam's birthday on the calendar.)
What things are on the cupboards? (There are flour, strawberries, butter, ketchup, mushroom, and sugar on the cupboards.)
- Have students find the words that they don't know in the story and circle them. Write each word on the board and

have students guess the meaning of the words in the context. Check the meaning of the words as a class and help students understand them.

- Play Audio Track 17. Have students listen while they read along silently. Replay the audio and have students listen and repeat.



A Cake for Cam

- Ask questions to check for comprehension.
What did Nog and his friends make? (They made a cake.)
Who did they make it for? (They made it for Cam.)
What did they need to make it? (They needed some flour, butter, and sugar.)
How many mushrooms did they have? (They had a lot of mushrooms.)
- Divide the class into groups of five. Have each group pick a role – *Meg, Bam, Nog, Cam* or *the narrator* and act out the story. Switch roles and repeat the activity.

B Read and check True or False.

- Tell students to work individually to read the statements and check True or False.
- Read each statement aloud and check the answers as a class. Then have students correct the false statements.
Can you correct and retell the false statement, Number 1? (It was Cam's birthday today.)

C Read and circle. Then complete the answers.

- Have students look at the big picture. Ask them questions to elicit answers using the language patterns.
How many bags of flour are there? (There are two bags of flour.)
- Tell students to work individually to read the questions and circle the correct quantifier-either *many* or *much*. Then have students look at the picture and fill in the blanks with the correct words. Check the answers as a class.

Wrap Up

Teacher's Mistake Divide the class into a few groups. Make some incorrect sentences about the story. For example, *Nog and his friends made a big cookie for Cam's birthday.* Have students listen carefully and try to catch the mistakes. Have them raise their hands when they catch the mistakes. Assign a point to the group that identifies the mistake and corrects it first. Play a couple of rounds if time permits. The group with the most points wins the game.

A Cake for My Best Friend Have students imagine today is their best friend's birthday. Explain that they will be planning to make a cake for their best friend. Have students create a list of ingredients they will need to make the cake. Encourage them to use partitives and quantifiers while writing their lists. Model an example for students, such as *I'll make a chocolate cake for (best friend's name). I need a bag of flour and a lot of chocolate.* After completing their lists, have them present and share the lists with the class.

Extra Practice

Workbook Pages 8-9
Online Practice

Lesson 4 CLIL Cooking

A Listen and repeat.

- 1 spread 2 tablespoon 3 half
- 4 triangular 5 blueberry 6 almond



B Listen and read.

YUMMY ANIMAL TOAST!

YOU NEED:

- 2 slices of toast
- 2 tablespoons of cream cheese
- 5 blueberries
- a lot of strawberries
- 1 almond
- a half tablespoon of chocolate spread
- 4 slices of banana

FOX TOAST

- 1 Spread a tablespoon of cream cheese on a slice of toast.
- 2 Spread a half tablespoon of chocolate spread on the toast in a triangular shape.
- 3 Cut a strawberry into slices. Then place two strawberry slices on the top of the toast to make ears.
- 4 Place two slices of banana and two blueberries for eyes. Lastly, place a blueberry for a nose.

OWL TOAST

- 1 Spread a tablespoon of cream cheese on a slice of toast.
- 2 Place two slices of banana and two blueberries on the top of the toast for eyes.
- 3 Place an almond under the eyes to make a beak.
- 4 Cut strawberries into halves. Then place strawberry slices under the beak for feathers.

C Read and circle.

- 1 You need a slice bag of toast for the fox toast.
- 2 You need two almond strawberry slices for the fox toast.
- 3 Place a blueberry an almond to make a beak for the owl toast.
- 4 Spread chocolate spread on the toast for the fox owl toast.
- 5 Place banana strawberry slices for feathers of the owl toast.

D Read and number in order.

HOW TO MAKE FOX TOAST



- 2 Spread a half tablespoon of chocolate spread on the toast in a triangular shape.
- 4 Place two slices of banana and two blueberries for eyes. Then place a blueberry for a nose.
- 3 Place two strawberry slices on the top of the toast to make ears.
- 1 Spread a tablespoon of cream cheese on a slice of toast.

Think What animal toast can you make?



I can make bear toast. I need a slice of toast, a tablespoon of chocolate spread, three blueberries, and three slices of banana.

Objectives To read and learn animal toast recipes
Vocabulary spread, tablespoon, half, triangular, blueberry, almond
Materials Audio Tracks 18-19; Unit 1 Flashcards; PPT Slides

Warm Up

Let's Guess Prepare some pictures of different types of animal toast. Show each of them to students and have them guess and talk about what kind of animal the toast looks like and what ingredients are needed to make it.

Using Pages 14-15

A Listen and repeat.

- Introduce the new vocabulary. Write each word on the board and have students repeat each word after you. Then help students understand each word.
- Play Audio Track 18. Have students listen and repeat.

18

- 1. spread 2. tablespoon 3. half
- 4. triangular 5. blueberry 6. almond

B Listen and read.

- Tell students they are going to read two recipes for animal toasts. Make students pay attention to the ingredients and how to use them to make each toast.
- Have students find the new words in the passage and circle them. Have students talk about the meaning of the new words in the context of the passage.
- Play Audio Track 19. Have students listen while they read along silently. Replay the audio and have students listen and repeat.

19

Yummy Animal Toast!

- Ask questions to check for comprehension.
 - Which toast needs chocolate spread?*
(The fox toast needs chocolate spread.)
 - Why do we need strawberry slices for the fox toast?*
(We need strawberry slices to make ears for the fox toast.)
 - What ingredient do we need to make a beak for the owl toast?*

(We need an almond to make a beak for the owl toast.)

C Read and circle.

- Tell students to work individually to read the sentences and circle the correct answers based on the passage.
- Check the answers as a class and have students read the completed sentences aloud.

D Read and number in order.

- Have students look at the pictures and guess the directions for each step. Then tell students to work individually to order the series of steps based on the passage. Check the answers as a class.

Think What animal toast can you make?

- As a class, have students discuss which animal toasts they would like to create. Then have students think about ways and ingredients to make their own animal toasts.

Wrap Up

Animal Toast Challenge Divide the class into small groups. Have each group choose an animal for their creative toast. Have them create a list of ingredients needed for their animal toast, including both the bread and the toppings. Encourage them to think about shapes, textures, and flavors that match their chosen animal. Give them enough time to finalize their toast recipes, allowing for experimentation and adjustments. Once each group is ready, have them present their toast recipes to the class.

Extra Practice

Workbook Pages 10-11
 Online Practice

Lesson 5 Writing Recipe

READ Read Bella's recipe for a banana and cherry sundae. 20

BELLA'S KITCHEN ABOUT RECIPES FAQ CONTACT

Banana and Cherry Sundae

On a hot day, I like to make my favorite treat. It is a banana and cherry sundae. Let's make it together!

Directions

First, put three scoops of ice cream in a bowl. Next, put five slices of banana on top of the ice cream. Then, add a few cherries on top of the ice cream. Finally, pour three teaspoons of chocolate sauce all over the sundae. Now it's ready! Share the sundae with a friend or family.

Ingredients

3 scoops of ice cream
a few cherries
5 slices of banana
3 teaspoons of chocolate sauce

ORGANIZE Read Bella's recipe again and complete the chart.

Banana and Cherry Sundae	
Ingredients	Directions
three scoops of ice cream, five slices of banana, a few cherries, three teaspoons of chocolate sauce	First, put three scoops of ice cream in a bowl. Next, put five slices of banana on top of the ice cream. Then, add a few cherries on top of the ice cream. Finally, pour three teaspoons of chocolate sauce all over the sundae.

WRITE Go to page 111 and write your own sundae recipe.

16

Objectives To write one's own sundae recipe.
Materials Audio Track 20; PPT Slides

Warm Up

My Favorite Summer Treat Ask students to talk with a partner about their favorite food or treat for hot days. Then have them share their ideas with the class.

Using Page 16

READ Read Bella's recipe for a banana and cherry sundae.

- Tell students they are going to listen and read Bella's recipe for her favorite banana and cherry sundae. Play Audio Track 20 and then have students listen while they read along silently.

20

Banana and Cherry Sundae

- Ask questions to check for comprehension.
 - What is Bella's favorite treat on a hot day? (It is a banana and cherry sundae.)
 - What is the second step in the recipe? (Put five slices of banana on top of the ice cream.)

ORGANIZE Read Bella's recipe again and complete the chart.

- Have students read the recipe again and make a list of ingredients Bella uses for her favorite treat. Then write down the steps in order.

WRITE Go to page 111 and write your own sundae recipe.

- Ask students to think about their favorite sundae or one they would like to make. Then have them write down a list of ingredients and the directions to make it on the chart.
- Based on the chart, have students draw their own sundae and write its recipe.

Writing Cutout, Page 111

Unit 1

Writing Recipe

ORGANIZE Think about your own sundae recipe. Then complete the chart.

Apple and Blueberry Sundae

Ingredients	Directions
two scoops of ice cream, a few blueberries, four slices of apple, three teaspoon of strawberry sauce	First, put two scoops of ice cream in a bowl. Next put four slices of apple on top of the ice cream. Then, add a few blueberries on top of the ice cream. Finally, pour three teaspoons of strawberry sauce all over the sundae.

WRITE Draw your own sundae and write its recipe.

Tina's KITCHEN ABOUT RECIPES FAQ CONTACT

Apple and Blueberry Sundae

On a hot day, I like to make my favorite treat. It's a(n) apple and blueberry sundae. Let's make it together.

First, put two scoops of ice cream in a bowl. Next, put four slices of apple on top of the ice cream. Then, add a few blueberries on top of the ice cream. Finally, pour three teaspoons of strawberry sauce all over the sundae. Now it's ready! Share the sundae with a friend or family.

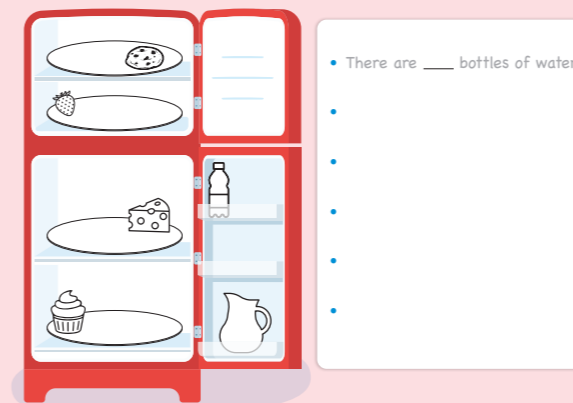
Writing Cutouts Unit 1 111

Wrap Up

Present and Share Have students share their own recipes with the class.

Project In My Refrigerator

Step 1 Draw each food as much as you want in your refrigerator.
Step 2 Write how much food there is in your refrigerator.



Step 3 Look at Step 2 and talk about it.

- What kinds of food are in your refrigerator?
- How many strawberries are in your refrigerator?

Value



Objectives To do a project describing items in the refrigerator; To learn the importance of eating healthy food to get enough nutrients
Materials PPT Slides

Warm Up

How Many and How Much? Divide the class into pairs. Have students think about the food in their refrigerator at home and take turns making and saying a sentence describing the food items with their partners. Remind them to make a sentence that starts with *There is* or *There are* with correct quantifiers or partitives.
There is a lot of lemonade in my refrigerator. There are two pieces of cheese in my refrigerator.

Using Page 17

Project In My Refrigerator

Step 1 Draw each food as much as you want in your refrigerator.

- Have students look at the picture of a refrigerator and draw as much of each food as they want in their refrigerator.

Step 2 Write how much food there is in your refrigerator.

- Have students write the amounts of food items that they drew using partitives and quantifiers.

Step 3 Look at Step 2 and talk about it.

- Have students look at their food items in their refrigerator and ask a few volunteers the following questions.
 - What kinds of food are in your refrigerator? (There are cookies, strawberries, cheese, lemonade, etc.)
 - How many strawberries are in your refrigerator? (There are a lot of strawberries.)
 - How many bottles of water are in your refrigerator? (There are two bottles of water.)

Value

- Read the value, *Eat healthy food to get enough nutrients.*
- Begin by having a class discussion about the value of eating healthy food to get enough nutrients. Encourage students to think about the importance of making healthy food choices and how it affects their overall well-being. Ask open-ended questions such as:
 - What are some examples of healthy foods that provide important nutrients?
 - How does eating nutritious food make you feel?
 - How can we make healthy food choices when we're at school or outside our homes?

Wrap Up

Healthy vs Unhealthy Food Have students think and talk about a variety of food. Write the food on the board and check if it is healthy or not with the class. If there is some unhealthy food, ask students to think about which healthy food can replace it.

Extra Practice

Unit 1 Test
Online Practice