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| Subject, short description | Vegetables (tomato, carrot, potato, lettuce, cabbage, eggplant, mushrooms, peas, beans, leek, onion, pepper, and radish), questions and answers using the stems “What is this?”, “What vegetables do you like/dislike?”, “This is a ____/These are ____”, “I like/do not like ____”. | | Target group, students’ level | Grade 1 |
| Learning Objectives | 1 | To name and identify different vegetables. | | Prerequisite knowledge Students will be able to identify common vegetables in their native language and English. Students will be able to name different colors. |
| | 2 | To understand the importance of vegetables for our health. | | |
| | 3 | To develop their speaking skills by describing the vegetables and expressing their preferences. | | |
| | 4 | To practice asking and answering questions using the stems “What is this/are these?”, “What color is it/are they?”, “What is your favorite/least favorite vegetable?”, “This is a ____/These are ____”, “It is ____/They are ____”, “I like/ don’t like ____”. | | |
| | 5 | To practice their writing skills by creating simple sentences using new vocabulary. | | |

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| Engagement: <i>How will the teacher engage students? What's the connection to prior knowledge? What are the learning objectives? (You may choose one of the following activities).</i> | | | |
| Type of Activity-Objectives | Materials - Media | Procedure | Duration |
| Naming vegetables. To pique students’ interest and activate prior knowledge. | A basket filled with flashcards of vegetables or plastic/real vegetables. | Show students the basket and ask, “What do you see in the basket?” encouraging them to identify and name the vegetables either in their native tongue or in English. | 5 minutes (estimate) |
| Song-Vegetables. To pique students’ interest and activate prior knowledge. | YouTube: Vegetable Song Songs for kids The Singing Walrus | Students watch the song and identify the different vegetables. Encourage discussion using questions such as “What is your favorite vegetable?”, “Do you eat these vegetables at home?” | 5 minutes (estimate) |

| Exploration: <i>How can students explore the subject and use prior knowledge to generate new ideas and conduct preliminary investigations? (You may choose one of the following activities).</i> | | | |
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| Type of Activity-Objectives | Materials - Media | Procedure | Duration |
| Vegetables' matching game. To name and identify different vegetables. | 4 pairs of vegetable flashcards and their names. | Have students form four groups and give each group a set of vegetable flashcards. Let them pair them up and play a matching game (matching pictures to names). Walk around and encourage students to name the vegetables out loud. | 10 minutes (estimate) |
| Vegetables' memory game. To name and identify different vegetables. | 4 pairs of vegetable flashcards and their names. | Have students form four groups and give each group a set of vegetable flashcards. Let them pair them up and play a memory game (matching pictures to names). Walk around and encourage students to name the vegetables out loud. | 10 minutes (estimate) |
| Coloring activity. To develop their speaking skills by describing the vegetables using the stem phrases: "This is a ____/These are ____". It is ____/They are ____". | Worksheets and coloring pencils. | Distribute worksheets where students color vegetables. As they color, encourage them to say the name and color of the vegetable aloud e.g. "This is a tomato. It is red." Help students name the vegetables as they color. | 10 minutes (estimate) |

| Explanation: <i>How can students explore the subject and use prior knowledge to generate new ideas and conduct preliminary investigations? (You may choose one of the following activities).</i> | | | |
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| Type of Activity-Objectives | Materials - Media | Procedure | Duration |

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| Whiteboard-Vegetables. To facilitate understanding of vegetables' characteristics, their importance for our health and prompt students to describe them. | Whiteboard, markers and vegetables flashcards. | Stick the flashcards or draw the vegetables on the board. Name each vegetable and have students repeat the words. Use adjectives such as "big," "small," "green," "yellow," "round," etc. to describe the vegetables. Use small sentences e.g. "A carrot is orange and long". Prompt students to describe them and explain to them the importance of vegetables for our health. | 10 minutes (estimate) |
| Video-Vegetables. To facilitate understanding of vegetables' characteristics, their importance for our health and prompt students to describe them. | YouTube: Are Vegetables Really Healthy? The Dr. Binocs Show Best Learning Video For Kids Peekaboo Kidz | Show students the video, pausing at each vegetable to encourage repetition, and emphasize pronunciation. Use adjectives such as "big," "small," "green," "yellow," "round," etc. to describe the vegetables. Use small sentences e.g. "A carrot is orange and long". Prompt students to describe them and explain to them the importance of vegetables for our health. | 10 minutes (estimate) |
| PowerPoint Presentation-Vegetables. To facilitate understanding of vegetables' characteristics, their importance for our health and prompt students to describe them. | PowerPoint Presentation. | Use a PowerPoint presentation to name and describe the vegetables. Use adjectives such as "big," "small," "green," "yellow," "round," etc. to describe the vegetables. Use small sentences e.g. "A carrot is orange and long". Prompt students to describe them and explain to them the importance of vegetables for our health. | 10 minutes (estimate) |

Elaboration: How can students show they have achieved the lesson objective and apply this knowledge to their daily lives? (You may choose one of the following activities).

| Type of Activity-Objectives | Materials - Media | Procedure | Duration |
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| Let's talk! To practice asking and answering questions using the stems "What is your favorite/least favorite vegetable?", "I like/don't like ____". | 6 pairs of vegetable flashcards. | Have students form pairs. Distribute the vegetable flashcards among the pairs. Encourage them to talk about their preferences using stem sentences. Move around and facilitate talking among the groups. | 10 minutes (estimate) |
| Let's go shopping for veggies! To practice asking and answering questions in a real-world context. | Real or plastic vegetables, real or plastic coins, and market signs. | Set up a market in the classroom. Give students the coins and let them take turns being the seller and buyer. Buyers will ask, "Can I buy a carrot, please?" and sellers will respond, "Here is a carrot. It is orange and it costs ____ euros." | 10 minutes (estimate) |
| Let's write! To practice their writing skills by creating simple sentences using new vocabulary. | A worksheet, coloring pencils, and a poster with the words used in the lesson. | To begin the activity, show the worksheet to the students and have them form pairs. Explain to them that they need to draw their favorite vegetable. Then, prompt them to write simple sentences about them. Encourage them to use stem sentences such as "I like ____" It is ____ (color). | 10 minutes (estimate) |

| Evaluation: <i>How will students demonstrate that they have achieved the lesson objectives? (You may choose one of the following activities).</i> | | | |
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| Type of Activity-Objectives | Materials - Media | Procedure | Duration |
| Fill in the blanks. To assess students' understanding of different vegetables. | A worksheet containing simple sentences about vegetables with missing words. A list of the missing words will be provided, and students will select the one that best fits the blank space. | Ask students to identify the appropriate words and complete the sentences by filling in the blanks. Give feedback and ensure understanding. | 10 minutes (estimate) |
| Quiz-Vegetables. To assess students' comprehension. | Schoology or Kahoot. | Create a quiz using Schoology or Kahoot. Students choose the correct answer. Give feedback and ensure understanding. | 10 minutes (estimate) |
| Vegetable bingo! To assess students' understanding. | Bingo templates with pictures showing different vegetables. | Distribute a bingo template with pictures showing different vegetables. Name a vegetable and ask students to find the picture and cross it out or cover it. Give feedback and ensure understanding. | 10 minutes (estimate) |

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| The 5E model | love4english.com/5e-model-of-instruction/ |
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Engagement *The teacher assesses prior knowledge and engages learners through short activities that connect past and present learning experiences, expose prior conceptions, and direct thinking toward current learning outcomes.*

Exploration *Experiences aid students in establishing a shared foundation of activities, which helps them identify misconceptions and facilitates conceptual change. By engaging in activities, students can use prior knowledge to generate new ideas, explore possibilities, and conduct investigations.*

Explanation *The explanation phase lets students show their understanding of a topic and for teachers to introduce new concepts. It's a chance for learners to explain what they know, and for teachers to guide them towards a deeper understanding.*

Elaboration *Teachers deepen students' understanding and skills through challenges, new experiences, and application activities.*

Evaluation *The evaluation phase helps students assess themselves and allows teachers to evaluate progress.*