

# FAVORITE FOODS

**Lesson Length:** 1.5 hours + Extension Activities

**Vocabulary & Expressions:** Words for holiday/special occasion foods; ingredients; questions using the wh- question words “what” and “when”

**Language/Culture Point:** “I remember + (verb)-ing...”

**Objective:** Students will be able to talk about their favorite foods and food related to holidays/special occasions.

**Materials:** Pictures of a variety of traditional holiday foods, special occasion foods, and foods common in the U.S., red/green/yellow Signal Cards, paper, markers, index cards, camera, paper, glue/tape, markers



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of a variety of traditional holiday or special occasion foods	- Using Pictures - Brainstorming

### TEACHING ACTIVITY

1. Display pictures of foods that are traditional for holidays or other special occasions.
2. Have students generate ideas about foods their family usually eats on a holiday. Ask students with children what kind of food their kids like to eat.
3. Have students come up and write the names of foods on the board. Provide help when necessary.

## STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes	- Pictures of food	- Using Pictures

### TEACHING ACTIVITY

1. Show pictures as you tell students about the many different kinds of food in the United States. For example:

# FAVORITE FOODS

The United States has food from many cultures. At an Italian restaurant you can get spaghetti, ravioli, or tiramisu. Americans love to eat hot dogs and sausages that are like wiener schnitzel from Germany. There are new foods to try all the time. Japanese food, especially sushi, is becoming more popular. There's Chinese food, Mexican food, Thai food, etc...

### STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> <li>- Pictures of food</li> <li>- Red, green, and yellow Signal Cards</li> </ul>	<ul style="list-style-type: none"> <li>- Using Pictures</li> <li>- Signal Cards</li> <li>- True/False Quiz</li> </ul>

#### TEACHING ACTIVITY

1. Do a True/False activity by showing a picture of a food from your presentation and making a statement about it. For example, "Tiramisu is a dessert from Japan." Students should use their Signal Cards to indicate True/False/I don't know.
2. Also, tie in the students' foods by making statements about the foods listed in Step 1.

### STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes		- Chalk Talk

#### TEACHING ACTIVITY

1. Tell students that many people like to try different foods from different countries, and people in the program/class might like to try different foods from other countries as well as learn about how to make them. Invite students to plan for a potluck where they bring in a popular food from a holiday, or any popular food they would like to share.
2. Write the following questions on the board:
  - What's your favorite food?
  - What's in it?
  - When do you eat it?
  - What do you remember about it? What memories do you have?

# FAVORITE FOODS

3. Clarify what each of the questions mean and Chalk Talk about one of your favorite foods.

For example:

My favorite food is tamales. You make tamales with masa, meat, and spices. My family always eats tamales for Christmas. I remember making tamales with my grandmother, mom, and aunts when I was a child. I remember giving tamales to all of the neighbors for Christmas.

### STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes		- Chalk Talk

#### TEACHING ACTIVITY

1. Ask for a student to volunteer to draw their favorite food on the board and tell you about it. Prompt the student by asking, “What’s your favorite food? What’s in it? When do you eat it? What memories do you have about it?”
2. Have another student come up and draw his/her favorite food while the first student asks questions about it.

### STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- Paper - Markers	- Chalk Talk - Think-Pair-Share

#### TEACHING ACTIVITY

1. Have the students get into small groups of 3-4.
2. Give each student time to draw his/her favorite food, or a food to bring to the potluck, and write information about it.
3. Have students first exchange stories with a partner and then with the rest of the group.



# FAVORITE FOODS

## STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

### TEACHING ACTIVITY

1. Draw attention to how you've been talking about memories of the past by asking these questions:

What do you remember about \_\_? What memories do you have about \_\_?

2. Fill in the blanks by talking about your favorite food, and highlight the pattern "I remember \_\_ing..." For example:

What do you remember about (making tamales)?

I remember *making* tamales.

I remember *smelling* the meat on the stove.

I remember *filling* the corn husks.

I remember *seeing* my grandmother wrap tamales in foil.

I remember *giving* tamales to all of the neighbors for Christmas.

3. Ask a student to retell his/her story. Either highlight the -ing words for the class, or for more advanced students, see how many they heard and can remember once the story is finished.

## STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Index cards	- Round Robin - Exit Check

### TEACHING ACTIVITY

1. Do a Round Robin by going around the class so everyone can share a favorite food and an associated memory using, "I remember \_\_ing...".
2. Tell students that you'd like for everyone to bring a favorite/special food to a potluck next class.



## FAVORITE FOODS

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3. Ask students to get an index card and write the name of the food they want to bring to the potluck. Model how to do this. On the other side of the card, list a few key ingredients in that food.
4. Have students hand in their cards as they leave the room.

# FAVORITE FOODS



## EXTENSION ACTIVITIES: POTLUCK/PICTURE BOOK

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> <li>- Camera</li> <li>- Paper</li> <li>- Glue or tape</li> <li>- Markers</li> </ul>	

### TEACHING ACTIVITY #1

- When students come in with their dishes, have the room set up so that you all can eat and talk together. On the board, write:
  - What do you remember about \_\_?
  - Who do/did you eat it with?
  - When do/did you eat it?
  - What's in it?
- Have a potluck! As you eat, ask students about the dishes they brought.

*Alternatively, you could structure this like a show-and-tell where students present their food to the class, answer questions about it, and then everyone gets to try it.*

### TEACHING ACTIVITY #2

- Create a book that includes:
  - Pictures of each student with his/her food
  - Anything special the students remember about the food, such as when they ate it, who they were with, ingredients, etc.
- Take the pictures during the potluck and print them out for the students. Let each student create his/her own page.
- Compile the pages into a book and, if possible, give each student a copy. Other options include:
  - Bringing it to each class and having it on display for students to look at during breaks, before/after class, etc.
  - Letting a different student “check out” the book each week to take home to show family/friends or to read to their children.