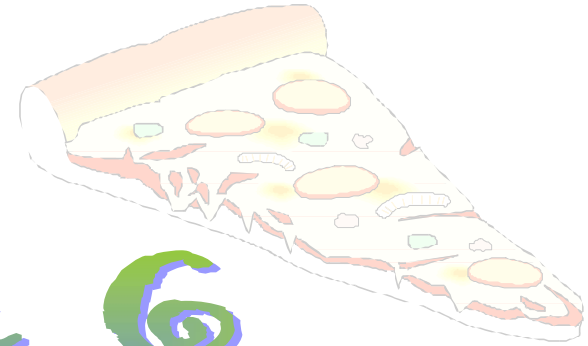
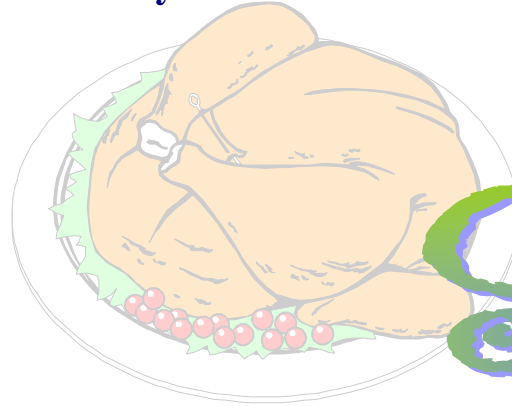
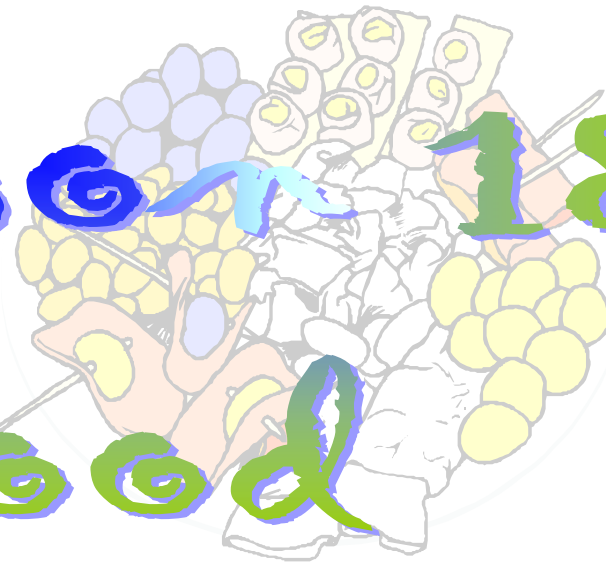


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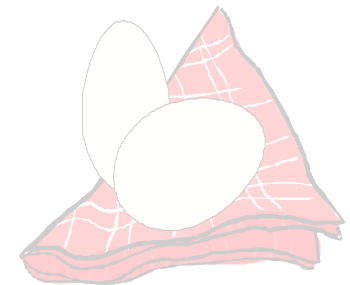


Grade 6

Lesson 18



Food



Prepared by:

E.L.T.

Falwah Ibrahim Al-Ghodayer



According to the MoE curriculum, this lesson is one of high importance as the lesson objectives reflect most of the curriculum standards.

Curriculum Standards

Lesson Objectives

- ◆ praise Allah for all his blessings specially food.
- ◆ name different kinds of food.
- ◆ form sentences from pictures using the short form *It's*
- ◆ spell the new vocabulary correctly.
- ◆ perform Islamic manners of eating.

- 1- Learn the basics of the English language that would form the foundation for its mastery in the future.
- 2- Use the basics structures of English sentences.
- 3- Learn the core vocabulary assigned for this stage.
- 4- Listen and understand simple English language.
- 5- Express themselves orally using simple English language.
- 6- Read and understand simple written English language materials.
- 7- Write simple guided sentences in English language.
- 8- Appreciate the importance of English language as an international language of communication, for introducing Islam, the Islamic nation's cultures and the cultural achievements of Muslims to other nations.
- 9- Appreciate the importance of English language s an international language of communication to benefit from the achievements of other cultures in accordance with Islam.

Characteristics of 6th Grade Students


Sixth grade students are almost 12 years old. Children at this developmental stage are still children, have longer attention span and more cooperative with their peers. At this age, they develop their own learning strategies and their knowledge of the world grows.

When planning this lesson, I tried to keep in mind the characteristics of their age group. Therefore, the activities designed in this lesson

- * provide pleasure and enjoyment to satisfy their childish needs
- * require focus and commitment because of their longer attention span.
- * are of different types i.e. independent, pairs and groups.
- * stimulate information from cross-curricular and personal experiences in life due to their growing knowledge of the world.
- * address different types of intelligence to meet the needs of every type of learners.

Title: Food Lesson: 18 Date:

New Vocabulary: food - rice - meat - bread - cheese - soup

<i>Objectives:</i>	<i>Type of objective</i>	<i>Teaching Aids</i>	<i>Procedure (Revision , introduction & presentation)</i>	<i>Evaluation:</i>
<p><i>By the end of the lesson, the students will be able to:</i></p> <p>◆ praise Allah for all his blessings specially food. كُلُوا مِن طَيِّبَاتِ مَا رَزَقْنَاكُمْ وَاشْكُرُوا لِلَّهِ إِن كُنتُمْ إِيَّاهُ تَعْبُدُونَ كُلُوا مِن رِّزْقِ رَبِّكُمْ وَاشْكُرُوا لَهُ</p>	affective	Power point presentation	<p>REVISION: Days of the week will be revised and the students will be asked to say the day and date of today.</p> <p>INTRODUCTION: Showing pictures of African children suffering from lack of food, students will say what the problem is with those children and how grateful we should be to Allah for his favors.</p>	Can you mention a verse from the Holy Qura'an reminding us of the blessing of having food?
◆ name different kinds of food.	cognitive <i>(knowledge)</i>	- flash cards -Power point presentation	Activity # 1 Activity # 2 Activity # 3 Activity # 4	Activity # 5 Activity # 6
◆ form sentences from pictures using the short form <i>It's</i>	cognitive <i>(synthesis)</i>	pictures	: The students will be taught how to write and pronounce the short form of <i>It is</i>	Look at the picture and form a sentence.  <i>e.g. It's meat.</i>
◆ spell the new vocabulary correctly.	cognitive <i>(knowledge)</i>	block letters	The students will be asked to use the letters to form certain words.	Use the letters to form the following words: <i>food, rice, meat, cheese, bread and soup</i>
◆ perform Islamic manners of eating.	psycho-motor	plate spoon fork	Students will be shown the Islamic way of eating food. e.g. <i>Say 'Bismillah'</i> <i>Eat with the right hand.</i>	Activity # 7

Homework: workbook, page 36

Activity	Type of Activity	Time required	Developmental Area (1)	Learning Style(2)	Side of Brain(3)	Type of Intelligence(4)
#1 Students will see and touch different kinds of food. (This type of students are called concrete perceivers i.e They take in information through direct experience.)	group	4 minutes	cognitive	Visual Tactile/ Kinesthetic	right both	spatial Bodily-kinesthetic
#2 Students (blindfolded) will identify different kinds of food using their senses of smell and taste.	independent	4 minutes	cognitive	Smell and Taste	both	naturalist
#3 students will list names of food they like and do not like.	independent	4 minutes	cognitive	verbal	left	Linguistic Intrapersonal
#4 Students will listen to a song about food.	class	4 minutes	cognitive	auditory	left	musical
#7 Students will imitate the Prophet's (peace be upon him) way of eating food.	independent	4 minutes	Language and social motor	Tactile/ Kinesthetic	Both	Bodily-kinesthetic

Developmental Area(1): Teachers need to address 3 areas in their instructional methodology *Cognitive Development:* mental growth.
Motor Development: muscle growth and movement control. *Language and Social Development:* development of communication and social skills.

Learning Style(2):Theory of *learning styles* emphasizes that students perceive and process information in very different ways. There are 5 learning styles: visual, auditory, verbal, tactile/kinesthetic and smell and taste.

Side of Brain (3): Teaching methods need to be varied to help students develop the use of both sides of the brain.

Multiple Intelligences (4):This theory identifies *8 ways* students perceive and understand the world: intrapersonal, interpersonal, musical, body-kinesthetic, logical-mathematical, verbal-linguistic, visual-spatial and naturalist.

Activity # 5

Name the following food items ,then classify them into *a- their sources : plant& animal*
b- food groups

(rice – meat – cheese - bread –orange - tomato)

- This activity
- 1- stimulates *cross-curricular connections* as the students use their scientific knowledge to classify the food items.
 - 2- develops *higher order thinking skills (synthesis)* because students *categorize* food items.
 - 3- develops the use of *the left side of brain* as the students name the items (*linguistic development*)

Activity # 6

It is an educational flash game. The object of it is to match pictures with words. A student representing her group hits one button and then hits another one that she thinks may match. The group has to remember the pictures and words hidden in the buttons so that it is easier to make matches. The group gets one mark for correct matching. The group with the higher marks wins.

- This activity
- 1- enhances memory by sight and demands attention.
 - 2- develops the use of *the right side of brain* as it concentrates on *visual* memory
 - 3- satisfies the students' childish need for pleasure.