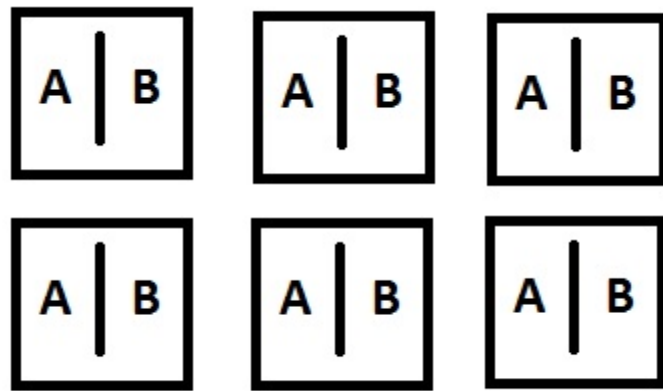


For the Teacher: On My Plate Activity



Objective	<p>Students will be able to say names of food.</p> <p>Students will be able to recognize (listening) names of food.</p>
Functional Language <i>Students will need</i>	<ul style="list-style-type: none">● sentence starters such as “On my plate there is...” or “Draw...”
Vocabulary <i>Students will need</i>	<ul style="list-style-type: none">● vocabulary of food items: <i>rice, beans, chicken, potatoes, tomatoes, hamburger, french fries, bread, salad, pineapple, carrots, mango, etc.</i> (and foods that your students are likely to wish to include).

Grammar <i>Students will need</i>	<ul style="list-style-type: none"> ● plural 's' for those those foods that are count nouns (e.g., French fries, carrots). ● Subject-verb agreement with the “be” verb: <i>there is... there are...</i>
Assessment <i>Teachers can check for success by</i>	<ul style="list-style-type: none"> ● listening to students talk in pairs ● having students circle the number of same items that both partners drew
Instructions	<p>Before class, tell students to download the 8th grade Food activity “On My Plate.” To start the activity, have students bring up the picture on their phones. Each student will need one piece of paper (front and back) and a pencil. Students should each copy the drawing onto both sides of their paper. They should label one side “A” and the other side “B.” Next, on the “A” side, give students time to draw the foods that they would like to eat on the plate. Students should not show others their “A” drawing. Put students into pairs.</p>

Explain that one student will start with their “A” drawing. The other student will use their “empty” plate on side “B.” Partner A will tell Partner B what is on their plate using only English. As Partner A describes the foods, Partner B draws these foods on their plate on side “B.” The pairs should not see each others’ plates—only use English to communicate. When Partner A is done, have the two compare their pictures to see which foods were named/heard correctly. Next, have students repeat the activity, but the students switch roles. The student who named foods now draws, and the student who drew now names the foods on their “A” side of their paper.

On My Plate

