



I Like Food!

Age: Pre-Primary

Level: Pre-A1

Global Knowledge or Global Attitudes and Action:

Global Attitudes and Action

Standard for Learning Outcome: Student is exposed to contrary perspectives and views, with an opportunity to debate and accept differences. Student is not subsequently presented with the 'right answer' or commonly-agreed consensus or conclusion.

Learning Outcome: PP.D2.S4.LO1 Identify own likes and dislikes and recognize they might be different to those of others

Standard for Global Skill: Student acquires the skills to be a communicative citizen.

Global Skill: PP.D3.S2.LO1 Participate in oral communication activities

Sustainable Development Goals: 4: Quality Education, 3: Good Health and Well-being

Part 1

- A.** Before class, gather and bring photos of the following food items: a bottle of water, a juice box, a bowl of soup, a cooked fish, a salad, and an ice cream cone. Show the pictures to students, then point to each picture in turn. Say the name of the food item and have students repeat. Then draw a happy face and a check mark next to each item. Say, *I like water. Who likes water, too?* Have students raise their hands if they like water. Tell them it's OK if they don't like water. Repeat with the other pictures, saying what you like or don't like, and asking students to respond by raising their hands if they like it, too. Ask students what other foods they like and don't like, and make a list, drawing each food they mention.

Draw students' attention to the pictures on the worksheet. Elicit what they see. Then point to the girl's speech bubble and say *I like water*. Have students point to the picture of the water at the top of the page, and repeat. Do the same with the other food items in the girl's speech bubble, saying each item in turn, and having students point and repeat each item. Then draw students' attention to the boy's speech bubble and say, *I don't like water*. Have students repeat. Do the same with the other food items in the boy's speech bubble.

Then say *listen*. Chant in a singsong voice the *I Like, I Don't Like* chant. Chant and point to the picture of each food as it is mentioned. Chant again and have students repeat. Then ask them what food from the menu they would choose if they were in that school's cafeteria. Elicit answers from some students. Then ask them to color the food on the menu that they like. Demonstrate how on your worksheet. Check and help if necessary.

I Like, I Don't Like

(Chant in a happy voice.)

I like all this food.

All this food is good!

I like water.

I like juice.

I like fish.

I like soup.

I like salad.

I like ice cream, too!

(Chant in a sad voice.)

I don't like this food.

This food is not good.

I don't like water.

I don't like juice.

I don't like fish.

I don't like soup.

I don't like salad.

I don't like ice cream.

Like you do!

Answer Key: Students color the food on the menu that they like.

Part 2

- A.** Show students the photos of the food items that you used for page 1. Chant the *I Like, I Don't Like* chant with the students, as you point to the pictures in turn. Then put the pictures in a bag. Give the bag to a student. Play some music. Have the students pass the bag around the class. Stop the music. Have the student who has the bag when the music stops take a picture out of the bag and say *I like/don't like (water)*. Remove that picture from the bag. Repeat until there are no more pictures in the bag.



Pre-Primary | Teacher's Notes

Draw students' attention to the worksheet, and the two columns in the table. Elicit that the first column with the check mark and the happy face represents 'like' and the second column with the cross and the unhappy face represents 'don't like.' Draw students' attention to the pictures of the food items at the bottom of the page. Explain to students that they have to cut out the food items and paste them in the correct column, according to their likes or dislikes. Demonstrate how with your own worksheet. Allow time for students to do the activity. When they finish, ask some volunteers to share what they pasted in each column by showing their worksheets and saying: *I like/don't like (water)*. Check and help if necessary. Point out that we are all different and we all like and don't like different things, and that is OK.

Answer Key: Students cut and paste the food items in the columns according to their likes and dislikes.

Part 3

- A. Play a game with students. Toss a ball to a student and ask, *Do you like water?* Have the student with the ball answer, *Yes, I like water* or, *No, I don't like water*. Get the ball again, toss it to another student, and repeat, asking different students about all the food items they are learning in this worksheet: juice, fish, soup, salad, and ice cream.

Then have students work with a friend to do this activity. Draw students' attention to the table. Point to the food items at the top of the table, say the words, and have students repeat. Then point out the two empty 'faces' and the headings *I* and *My Friend* below the food items in the table. Have students draw themselves in the silhouette labeled *I*, and their friend's face in the silhouette labeled *My Friend*.

Then have students complete the table by drawing a check mark below the foods they like and a cross below the food items that they don't like. Model how. Then ask students to take turns to ask their friend, *Do you like (water)?* If their friend says *yes*, have them draw a check mark. If their friend says *no*, have them draw a cross. Demonstrate with a student and complete your worksheet so students understand what they have to do.

When they finish, ask students to look at the table and discover if there is food that they both like and food that they both dislike.

Answer Key: Students work in pairs and complete a table to show which foods they like and dislike.

Extension

- A. For this class, you need to have a die for each pair of students, and one small colored paper ball for each student to use as a token.

Tell students that they are going to play a game with a friend. Have students sit in pairs. Give each pair a die, and each student a paper ball of a different color. Draw students' attention to the game. Explain how the game works: Students have to put their paper balls on START, then take turns to roll the die and move their paper balls the number of squares it says on the die. When a student lands on a square, they have to look at the food item and say if they like or don't like the item on the square, e.g. *I like/don't like (water)*. If the square they land on is at the bottom of a ladder, they go up to the square where the ladder ends, and advance towards FINISH. If they land on the head of a snake, they go down to the square where the snake ends, back towards START. The first student in each pair to get to FINISH wins the game. Model how so students understand what they have to do. Check and help if necessary.