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Teacher name:  
Grade/level:

Unit 6 **Let’s Eat!** Lesson 1: Language, page 54

Objectives

Learnfood vocabulary; place vocabulary stickers; sing a vocabulary song; learn to talk about likes and dislikes; role-play a dialogue using key language; share an opinion

Key Language

*oranges, cucumbers, grapes, strawberries, tomatoes, carrots; I don’t like (carrots). What do you like? I like (strawberries).*

Materials

Hello song/video, bag, real or toy fruits and veggies, audio tracks 6.1-6.6, Unit 6 Lesson 1 vocabulary stickers, flashcards: *oranges, cucumbers, grapes, strawberries, tomatoes, carrots*; song video: *I’m Hungry*; Ruby puppet

**BEFORE THE PAGE**

Hello Routine

Follow the Hello Routine. See TB p. 40.

Warm Up

Do the Magic Bag activity on TB p. 65 or choose another activity from the *Vocabulary and Language Activity Bank*. See TB p. 64-65.

**WITH THE PAGE**

1 Listen, point, and say.

Show or project the page. Point to the vocabulary images and see if they can name any of the words. Ask students what they think is happening in the scene. Play track 6.01 and have students listen. Then play the track again and have students point to the vocabulary and repeat the words.

2 Stick and say.

Help students find the stickers at the back of their books or hand out their sticker sheets already prepared. Have them stick their stickers while repeating the vocabulary words. Play the track again to check.

UDL Tip

Supporting Language and Vocabulary: Check on preferences, cultural experiences, and opinions. Ask students if they enjoy the foods in the vocabulary. Is there something they haven’t tried?

3 Listen and find.

Play track 6.02. Ask students to find and point to the vocabulary words in the big photo.

4 Sing *I'm Hungry*.

Play the song *I’m Hungry* via track 6.03 or video. Encourage students to sing and dance along to the song and try the actions in the video. Show the fruits and vegetables flashcards when they are mentioned in the song. Encourage students to sing the vocabulary words.

Teaching Tip

Play the song or video again and ask students to clap their hands every time they hear a vocabulary word.

5 Listen and look.

Play track 6.04. Encourage students to listen to the dialogue and look at what David and Lisa are doing. Ask them what they are doing and talking about.

6 Listen, point, and say the dialogue. Then role-play.

Play track 6.05. Ask students to point to the characters speaking while they hear the track. Play the track again and ask students to point to the speech bubbles, following along with their fingers as the words are spoken. For students to say the dialogue, first model it for them. Have the students work in pairs, with one student taking each role. Then swap roles. Personalize the activity by having students replace the food in the dialogwith the other vocabulary words from the lesson or any words of their choice.

7 Listen to Ruby. How about you?

Focus students’ attention on Ruby. Play track 6.06 and encourage students to listen and follow Ruby’s speech bubble. Then, with the Ruby puppet, read the phrase on the page *I like bamboo*. Then ask students what they like. Have students share their answers.

Teaching Tip

For this activity, students can use L1, a single word, a full sentence, pointing, or drawing to respond. The purpose of this activity is inclusion, not language production.

Phonics Tip

Phonemic Awareness: After listening to Ruby, elicit from students what she likes (*bamboo*). Have students repeat the word. Count the syllables together (2: *bam-boo*). Elicit the sound and letter that starts both syllables (/b/, Bb). Write the word on the board and have students find the two letter bs.

**AFTER THE PAGE**

Cooldown

Have students sit on the floor, forming a circle. Give one flashcard and ask students to pass it around. Play track 6.03. Then, stop the song, and the student holding the card has to say *I like/I don’t like (name of the card)*. Do it with all the other cards. Or, choose an activity from the *Vocabulary and Language Activity Bank*. See TB p. 64-65.

Activity Book p. 39

1 Point and say. 2 Color. 3 Circle to show what you like and don’t like. Then say *I like (tomatoes). I don’t like (strawberries).*

Literacy and SEL Pad p. 53-54

p. 53 (See TB Page 19.) *-* 1 Think about yummy foods you like. 2 Breathe with Ruby. (Play track 6.13.) How do you feel when you eat foods you like? 3 Color how you feel. 4 Find and circle how you feel. Then share.

p. 54 -1 Trace to match. 2 Trace and say the words. 3 Say *I like (oranges). I don’t like (grapes).*

Numeracy and STEM Pad p. 33

1 Look and count the rabbits’ carrots. Write. Look and count the butterflies’ carrots. Write. 2 Add and write. 3 Tell a math story.

Teaching Tip

A math story is a way for students to count objects and understand the addition equation 10+5=15 in a more interactive way. On this page, a family of ten rabbits are having a picnic, each with their own carrot. They are joined by Brenda and four of her family members who also have their own carrots.

Audioscripts

Track 6.01

Oranges. Oranges. Cucumbers. Cucumbers. Grapes. Grapes. Strawberries. Strawberries. Tomatoes. Tomatoes. Carrots. Carrots.

Track 6.02

Cucumbers. Oranges. Carrots. Strawberries. Tomatoes. Grapes.

Track 6.03

I’m Hungry I’m hungry, I’m hungry.

Can I have a snack, please?

Tomatoes and carrots.

Mmm … I like strawberries!

I’m hungry, I’m hungry.

Can I have a snack, please?

Cucumbers and grapes.

Mmm … I like oranges!

Track 6.04

**David:** Look, carrots! I like carrots.

**Lisa:** Oh, I don’t like carrots.

**David:** That’s OK. What do you like?

**Lisa:** Hmm. I like strawberries and tomatoes.

**David:** Oh, I like strawberries, too. They’re good for you!

**David’s mom**: Here you are.

**Lisa:** Thank you!

Track 6.05

**Lisa:** I don’t like carrots.

**David:** What do you like?

**Lisa:** I like strawberries and tomatoes.

Track 6.06

**Ruby:** I like bamboo.

[Your school logo here]

Teacher name:  
Grade/level:

Unit 6 **Let’s Eat!** Lesson 2: Phonics, page 55

Lesson Objective

Identify the letters a, e, and i and relate them to the sounds /a/, /e/, and /i/. Recognize the /a/, /e/, and /i/ sounds in the middle position of CVC words; Do a Phonics Chant. Blend CVC words with a, e, and i.

Key Language

*bag, red, kid, cap; Dad has a red bag. The kid can ask the man. Can I have ten tomatoes, please?*

Materials

Hello song/video, Alphabet song/video, Alphabet poster, audio tracks: 6.07-6.09, red crayon, plastic bottle caps with letters *a, e, i, b, g, r, d, k* written on them (one set per student or small group), beanbag

**BEFORE THE PAGE**

Hello Routine

Follow the Hello Routine. See TB p. 40.

Warm Up

Display the Alphabet Poster. Divide the class into two teams and have them stand in their groups. Say the name of one of the letters or items on the poster (e.g., A or Astronaut). One member of each team has to race to touch the letter or the picture. The first student to touch the correct letter or picture wins a point for his or her team. Continue with different words and different students so every student gets at least one turn. Or choose an activity from the *Literacy and Phonics Activity Bank*. See TB p. 66.

**WITH THE PAGE**

1 Sing *The Alphabet Song*.

Follow *The Alphabet Song* routine. See TB p. 41. Play the song audio or video*.* Then, using the alphabet poster, review letters *a, e,* and *i*. Elicit words that start with these sounds.

2 Listen, point, and say.

Show or project the page. Ask students to look at the three pictures along the top of the page. Elicit what they see. Play track 6.07 and have students listen and point to the pictures as they hear them. Ask students about the bold letter in the words. Then play the track again. Pause and ask students to repeat what they hear, e.g., *bag. /a/, /a/, bag*, focusing their attention to the middle sound. Ask students if they know any other words that have this sound.

3 Find and say the words with /a/, /e/, and /i/.

Direct students to the large scene. Ask students what they can see. Help students find things with /a/, /e/, and /i/ in the picture. Play track 6.07 again and have students point to the words in the picture.

Answer: bag, red, kid. Extra words: dad, man, ten

4 Color the bag red.

Demonstrate the activity on the board. Have students color the dad’s bag with a red crayon.

5 Chant *Market Day*.

Play track 6.08 first and have students point to the items in the picture as they hear them in the chant. Play the chant again line by line for students to listen and repeat.

UDL Tip

Delivering Information Multiple Ways: After listening to the chant a few times, pick a word (e.g., *bag*) and have students clap or touch the picture on the page when it comes up.

6 Listen to Marco. How about you?

Draw students’ attention to Marco and the bottle caps. Show a real bottle capand ask students to find one in the picture. Write the word cap on the board. Sound out the letters and blend the word together with students, focusing on the middle sound /a/. Play track 6.09. Students can follow the speech bubble as they listen.

For Marco’s activity, sound out the words *bag, red,* and *kid* for students to build with the caps. Guide students as they build the words and practice sounding them out together. You can expand this activity with more letters on caps to build other words with /a/, /e/, or /i/ sounds, like *man, dad, ten, cap, bed, big, mix, t-rex, hat, cat, yak,* or *zigzag*.

Phonics Tip

Blending: This is the first time students are introduced to the concept of blending. Take things slowly and don’t expect students to be able to sound out the words right away. For now, just focus on identifying the vowel sound in the middle of the words. There will be a lot of opportunities later to review, practice, and build.

**AFTER THE PAGE**

Cooldown

Do a vowel sound toss. Write the letters a, e, and i on the board. Have a child come to the front and hand them a beanbag. Say a CVC word with one of the vowel sounds, for example *pen*. The child tosses the beanbag onto the vowel they hear in the middle. Or choose an activity from the *Literacy and Phonics Activity Bank*. See TB p. 66.

Activity Book p. 77 – Phonics Booklet: *My a, e, i Book*

1 Cut and fold. Write your name. 2 Point and say. 3 Color. 4 Chant *Market Day*.

Literacy and SEL Pad p. 55

1 Say the letters and sounds. 2 Trace a, e, and i. 3 Trace and say the words. 4 Color the bag red and decorate it. 5 Chant *Market Day*.

Audioscripts

Track 6.07

Bag. /a/, /a/, bag. Red. /e/, /e/, red. Kid. /i/, /i/, kid.

Track 6.08

**Market Day**

Market day! Market day!

We are at the market.

Dad has a red bag.

The kid can ask the man.

Can I have ten tomatoes, please?

Track 6.09

**Marco:** C - A – P, cap! I can make words with caps!

[Your school logo here]

Teacher name:  
Grade/level:

Unit 6 **Let’s Eat!** Lesson 3: Story, page 56

Lesson Objectives

Listen to and act out the story; Consolidate vocabulary and language; Explore the value*: I don’t waste food*.

Key Language

*oranges, grapes, fruit; I (like) (oranges). Don’t waste food. Let’s (eat)!*

Materials

Hello song/video, Storytime song/video, flashcards: *orange, cucumbers, grapes, strawberries, tomatoes, carrots; a blanket,* audio tracks 6.10-6.11, Ruby finger puppet, two real or toy fruits (one clean and one with some dirt), sponge, Ruby puppet

**BEFORE THE PAGE**

Hello Routine

Follow the Hello Routine. See TB p. 40.

Warm Up

Do the Blanket activity in TB p.65. Or choose another activity from the *Vocabulary and Language Activity Bank* to review lesson vocabulary. See TB p. 64-65.

**WITH THE PAGE**

1 Sing *The Storytime Song*.

Play *The Storytime Song* audio or video. Encourage students to sing along. Follow the Storytime Routine. See TB p. 41.

2 Preview and predict with a Picture Walk.

Show or project the page. Point and read the title *Ruby Doesn’t Waste Food.* Preview and predict the story with a Picture Walk. Ask students what they think is happening in the scenes and who the characters are.

3 Listen and enjoy the story.

Play track 6.10 or the video *Ruby Doesn’t Waste Food*. Check students’ comprehension of the story by having them hover over one scene to another using the Ruby finger puppet while they listen to it.

After the story finishes, focus students' attention on frame three and elicit how Ruby is feeling and why. Explain that sometimes food gets dirty, but that doesn’t mean we should throw it away. To explore the value further, show two real or toy fruits (one clean and one with some dirt on it). Ask *What can you eat*? Let students share their thoughts. Focus on frame 4 and elicit what Chen is doing. Then wipe the dirty food with a sponge and explain that we can clean fruit.

UDL Tip

Building Background Knowledge: Share both examples and non-examples of ways foods can still be edible vs. thrown out. For example, A banana with some brown spots on its peel can still be fresh on the inside. A banana that has turned brown can be used to bake banana bread. An empty banana peel or very very old banana would not be good for eating.

4 Listen, point, and say. Then act out.

Play track 6.11 and have students follow the speech bubbles along with their finger. Play the track again for them to repeat. Then, have students act out the story. Allow students who don’t feel comfortable acting out to draw or communicate their favorite part of their story in another way. If students want to listen to the story or watch the video again, allow them to do so as well.

Phonics Tip

Letter Yy: After the story, tell students that Ruby says a word that starts with the letter Y and ask if they can find it on the page. If they need a hint, point them to frame 6 of the story (*Yum!*). Write the word on the board and circle or underline the first letter while having students repeat */y/, /y/, yum!*

**AFTER THE PAGE**

Cooldown

Play the *Storytime Song*. Have students pass the Ruby puppet or another object around. Stop the track at any moment. Ask the student holding the puppet or object to say what their favorite part of the story was.

UDL Tip:

Delivering Information Multiple Ways: Children can act out a moment, make a sound, or say a word that reminds them of the story.

Activity Book p. 40

1 Look at the pictures. 2 Color the numbers to order the story.

Literacy and SEL Pad p. 56

1 Read and trace the words. Circle.

Audioscripts

Track 6.10

**Ruby Doesn’t Waste Food**

**Narrator:** Ruby is at Chen's treehouse.

**Ruby:** Hello, Chen!

**Chen:** Hi, Ruby! Are you hungry?

**Ruby:** Yes, I’m hungry! Thank you!

**Chen:** I have cucumbers, carrots, grapes, and oranges.

**Ruby:** I don’t like cucumbers! But I like carrots. And I like oranges and grapes. Yummy!

**Narrator:** Ruby is excited. She wants some oranges and grapes.

**Chen:** Oh, no!

**Ruby:** I’m sorry, Chen!

**Chen:** It’s OK. Don’t worry.

**Narrator:** The grapes are dirty now. Ruby isn't happy.

**Ruby:** Yuck! I don’t like these grapes now! Let’s put them in the trash.

**Narrator:** Chen has a better idea!

**Chen:** Stop, Ruby! Don’t waste food! Let’s wash the fruit!

**Ruby:** Wash the fruit?

**Chen:** Yes! Look, Ruby! I can show you. Come here. See?

**Narrator:** Ruby tries to wash the grapes, too.

**Chen:** OK. Now, let’s wash the grapes.

**Ruby:** OK. Like this, Chen?

**Chen:** Oh, no Ruby! Not like that! Look!

**Narrator:** The fruit is clean. It's snack time!

**Ruby:** Like this?

**Chen:** Yes, that’s right! Now, they’re clean. Let’s eat!

**Ruby:** Yum! I like carrots. And I like oranges! And I like grapes! Thank you, Chen!

**Chen:** You’re welcome.

Track 6.11

**Ruby Doesn’t Waste Food**

**Ruby:** I like oranges and grapes. I’m sorry! I don’t like these grapes now.

**Chen:** Don’t waste food! Let’s wash the fruit. Oh, no! Not like that!  Now, they’re clean. Let’s eat!

**Ruby:** Yum!

[Your school logo here]

Teacher name:  
Grade/level:

Unit 6 **Let’s Eat!** Lesson 4: Feelings, page 57

Lesson Objectives

Recognize another person’s feelings; Practice a mindfulness technique; Develop responsible decision-making: impulse control and empathy; Explore the value*: I don’t waste food;* Make and share a feelings poster

Key Language

*happy, sad, angry, scared, proud; I don’t waste food.*

Materials

Hello song/video, Feelings song/video, audio tracks 6.12-6.13, Ruby puppet or stuffed animal, flashcard: *tomatoes*, ball

**BEFORE THE PAGE**

Hello Routine

Follow the Hello Routine. See TB p. 40.

Warm Up

Play the Feelings Mirror game. Have children stand in a circle. Say a feeling and model it with your face and body. Students copy you like in a mirror. Say a few more feelings and then call on students to be the feelings leader. Or choose an activity from the *SEL Activity Bank*. See TB p. 70.

**WITH THE PAGE**

1 Sing *The Feelings Song.*

Follow The Feelings Song Routine. See TB p. 41. Play *The Feelings Song* audio or video. Encourage students to sing along and use TPR or facial expression to show the emotions.

2 How does the child feel? Look and listen. Then color.

Show or project the page. Point to the photo in the *Feel It* section. Elicit the situation in the picture and how the child may feel. Play track 6.12 and elicit again how the child is likely feeling. Make sure they understand the scenario (a boy is angry because he has to eat something he doesn’t like). Ask students to look and point to the correct emoji and say how the child is feeling. Then have them color that emoji. Guide students in relating to the boy in the picture and the scenario. Ask if they have been in a similar situation and invite them to share their experiences and feelings, using L1 if necessary.

Answer: Color the angry emoji red.

UDL Tip

Supporting and Developing Learner Agency: Start and end with self-reflection questions. At the beginning of class, ask students if there are any foods they don’t like. Then ask how they feel when they are given these foods. At the end of class, ask if they still feel the same way. Assure them that it’s OK if their feelings haven’t changed but follow up by asking if they have any new ideas about the foods they don’t like.

3 Listen to Ruby and try.

Draw students’ attention to Ruby and elicit what the mindfulness moment is, breathe. Play track 6.13 and ask students to listen and follow Ruby’s instructions. Demonstrate it, so they can watch you as well as following the track. After the activity, ask students how they feel. Explain to students that whenever they have big feelings, they can breathe.

SEL Tip:

Responsible Decision-Making: Young children, in their quest for autonomy, often enter a phase of not trying new foods or being picky about what they will eat. Be mindful that this behavior is normal and try not to have a power struggle with the student around “finishing” their plate of food.

The division of responsibility in eating between children and adults is as follows:    
Adult says WHAT, WHEN, and WHERE a child eats. The child decides IF they eat and HOW much they eat. This way the child learns to regulate their hunger and satiety signals and builds positive habits with feeding.

4 What can you do instead of wasting food? Mark the boxes.

Use a puppet or stuffed animal and the tomatoes flash card to model the scenario. Cross the puppet’s or toy’s arms and say I don’t like this at the tomato flash card. Model the breathe technique with the puppet or toy and ask *What could the puppet/toy do?* Let students share their ideas, use L1 if necessary. After, ask students to look at the photos and ask what they can see (make it fun, share with a friend, try it a new way). Discuss them as a class, using L1 if necessary. Have students mark the options that they can try next time they receive a food they don’t want to eat. Ask students if they have any other ideas.

Phonics Tip

Blending: Point out the tomatoes in the middle photo of the “Do it!” activity and ask students what color they are (*red*). Elicit the initial letter r by repeating the /r/ sound and write it on the left side of the board. Repeat with the final letter d and write it on the right side of the board. Then focus on the middle /e/ sound; elicit the letter e and write it in the center. Say the sounds individually and then blend them together, with students repeating after you: */r/-/e/-/d/, /re/-/d/, /r/-/ed/, /red/*.

5 Make your Feelings Poster.

If using the Actvity Book, go to AB p. 95. Give students support to write their names. Have students draw a food they don’t like and draw what they can do to avoid wasting it. Remind them of the options they selected or discussed in the Do it! Activity.

Without the Activity Book, you can give students a sheet of paper and help them fold it in half. Have them draw a line on the fold. Ask them to draw a food they don’t like on the left. Then ask them to draw what they can do with that food to avoid wasting food.

6 Share.

Give students space to share their posters. Allow students to share using L1 if preferred. Or follow the This Is Me or This Is Us routine. See TB p. 42

**AFTER THE PAGE**

Cooldown

Play *Hot Potato*. Have students sit in a circle. Give a ball to one of them. Play the *This Is Us* song and ask them to pass the ball around. Stop the music. Point to one of the Feelings Posters and have the student holding the ball say the name of the classmate who made it. Or choose an activity from the *SEL Activity Bank*. See TB p. 70.

Activity Book p. 95 – Feelings Poster

1 Write your name. 2 Draw a food you don’t like. What can you do to avoid wasting food? Draw. 3 Share and display your poster.

Literacy and SEL Pad p. 57-58 – SEL Booklet: *Yuck! I Don’t Like It!*

1 Cut and fold. Write your name. 2 Look and read. 3 How do you feel when you don’t like the food? 4 What can you do? Think and share*.*

SEL Tip

Before responding to a child’s BIG emotion, take a slow, deep breath in through your nose, hold for a moment, and exhale slowly. This helps calm your nervous system and gives you space to respond thoughtfully. Then, validate and offer the child a choice, for example *“It’s okay not to like everything. Would you like carrots or tomatoes?”* Giving children a sense of control helps reduce resistance and builds trust.

Audioscripts

Track 6.12

**Child**: I don’t like this!

Track 6.13

**Ruby:** Let’s breathe! Put your hands on your belly. Breathe in. Feel your belly go up. Breathe out. Feel your belly go down. Great! Let’s try again. Breathe in. Breathe out. One more time. Breathe in. Breathe out. Great job!

[Your school logo here]

Teacher name:  
Grade/level:

Unit 6 **Let’s Eat!** Lesson 5: Language, page 58

Lesson Objectives

Learndrink vocabulary; place vocabulary stickers; sing a vocabulary song; Explore the value: *I don’t waster food;* learn to express likes and dislikes; role-play a dialogue using key language

Key Language

*juice, smoothie, lemonade; Do you like (smoothies)? Yes, I do. / No, I don’t.*

Materials

Hello song/video, food and drink flash cards or pictures, Unit 6 Lesson 5 vocabulary stickers, flashcards: *juice, smoothie, lemonade*, audio tracks 6.14-6.18, song video: *Don't Waste Food,* Ruby puppet

**BEFORE THE PAGE**

Hello Routine

Follow the Hello Routine. See TB p. 40.

Warm Up

Draw or have pictures of different sorts of food and drinks. Draw a sad emoji face on the left side of the board and a smiley emoji face on the right. Tell students the sad face means *I don’t like it,* and the happy face means *I like it.* *S*how them a picture of a food or drink and name it aloud. If the students don’t like it, they have to run to the left side of the classroom. If the students like it, they run to the right. You can ask students to say their responses aloud. Or choose an activity from the *Vocabulary and Language Activity Bank*. See TB p. 64.

**WITH THE PAGE**

1 Listen, point, and say.

Show or project the page. Point to the vocabulary images and see if they can name the words.  Ask students what they think is happening. Play track 6.14 and have students listen. Then play the track again and have students point to the vocabulary and say the words.

UDL Tip:

Building Background Knowledge: Give students two examples of different types of juice. Have them come up with more. Ask if they’ve ever had a smoothie and what flavors it had. Ask if they’ve ever had lemonade and what it tasted like or have them guess how it might taste.

2 Stick and say.

Help students find the stickers at the back of their books or hand out their sticker sheets already prepared. Have them stick their stickers while repeating the vocabulary words. Play track 6.14 to check.

3 Listen and find.

Play track 6.15. Ask students to find and point to the vocabulary words in the big photo.

Phonics Tip

Word Building: Write the word *lemonade* on the board and have students identify the first letter (l). Go back to Unit 2, Lesson 2 and have students find the word *lemon* and spell it aloud for you as you underline the letters *l e m o n*. Explain that the word *lemon* starts the word *lemonade* and elicit from students what the key ingredient to making lemonade is.

4 Sing *Don’t Waste Food*

Play the song *Don’t Waste Food* via track 6.16 or video. Encourage students to sing and dance along to the song and try the actions in the video. Show the drink flashcards when they are mentioned in the song. Encourage students to sing the vocabulary words. After playing the song, sing the chorus *Don’t waste food. Don’t waste food* and ask students to think of other foods we can use to make smoothies and juice with.

5 Listen and look.

Play track 6.17. Encourage students to listen to the dialogue and look at what David and Lisa are doing. Ask them what they are doing and talking about.

6 Listen, point, and say the dialogue. Then role-play.

Play track 6.18. Ask students to point to the characters while they hear the track. Play the track again and ask students to point to the speech bubbles, following along with their fingers as the words are spoken. For students to say the dialogue, first model it for them and have them repeat. Have the students work in pairs, with one student taking each role. Then swap roles. Personalize the activity by having students replace the drinks in the dialogwith the other vocabulary words from the lesson or any words of their choice.

Teaching Tip

Some students might be able to talk about different kinds of juice or smoothies, which previews the project. Ask students questions whenever possible throughout the lesson, e.g., *Do you like strawberry and banana smoothies/juice?* When asking, keep in mind that *juice* and *lemonade* are both uncountable nouns, while *smoothie* is countable, which is why it’s plural in the dialogues. Students don’t need to know this level of detail at this stage, but you can support them to speak naturally and grammatically by modelling and correcting as needed.

**AFTER THE PAGE**

Cooldown

Do a drink poll. Display the three flash cards on the board (e.g*. juice, smoothie, lemonade*). Then ask students to come up to the board and touch the one they like best. Tally their choices to see which drink is the most popular. Have students count the results with you. Or choose an activity from the *Vocabulary and Language Activity Bank*. See TB p. 64.

Activity Book p. 41

1 Point and say. 2 Trace to match. 3 Ask and answer *Do you like (lemonade)? (Yes) I (do).*

Literacy and SEL Pad p. 59

1 Point and say. 2 Read. 3 Trace to answer.

Numeracy and STEM Pad p. 34

1 Point and say. 2 Circle to complete the patterns. 3 Color to make your own pattern. Point and say. 3 Ask and answer *Do you like (smoothies)?*

Audioscripts

Track 6.14

Juice. Juice.  Smoothie. Smoothie. Lemonade. Lemonade.

Track 6.15

Lemonade. Juice. Smoothie.

Track 6.16

**Don’t Waste Food**

Do you like strawberries?

Yes, I do! Yes, I do!

Let's make a smoothie.

Don't waste food! Don't waste food!

Do you like oranges?

Yes, I do! Yes, I do!

Let's make juice.

Don't waste food! Don't waste food!

Do you like lemons?

Yes, I do! Yes, I do!

Let's make lemonade.

Don't waste food! Don't waste food!

Track 6.17

**Lisa:** Whew! I’m thirsty.

**David**: Do you like lemonade?

**Lisa:** No, I don’t.

**David:** Do you like orange juice?

**Lisa:** No, I don’t.

**David:** Do you like smoothies?

**Lisa:** Yes, I do. I like strawberry smoothies.

**David:** Cool! Let’s make a smoothie.

**David and Lisa:** Yum!

Track 6.18

**David:** Do you like orange juice?

**Lisa:** No, I don't.

**David:** Do you like smoothies?

**Lisa:** Yes, I do.

[Your school logo here]

Teacher name:  
Grade/level:

Unit 6 **Let’s Eat!** Lesson 6: Phonics, page 59

Lesson Objectives

Identify the letters o and u and relate them to the sounds /o/ and /u/; Recognize the /o/ and /u/ sounds in the middle position of CVC words; Do a Phonics Chant; Blend CVC words with o and u.

Key Language

*mom, hot, bug; Mom and I sit under an umbrella. There’s a bug.*

Materials

Hello song/video, Alphabet song/video, Alphabet poster, audio tracks: 6.19-6.21, yellow crayon, paper cups with letters *o, u, m, h, t, b, g* on them (one set per student), makers

**BEFORE THE PAGE**

Hello Routine

Follow the Hello! Routine. See TB p.40.

Warm Up

Review the letters and sounds with a O and U Sit-Stand Game. Write o and u on the board. Point and say the sounds /o/ and /u/. Model the game by making the sound /o/ while pointing to letter o and sit down. Then make the sound /u/ while pointing to letter u and stand up. Practice the movements together once or twice. Then, play the game. Make either the /o/ or /u/ sound while pointing to the letter. Students respond by sitting or standing. Add more challenge by making the sound without pointing to the letter. Or choose another activity from the *Literacy and Phonics Activity Bank*. See TB p. 66.

UDL Tip

Providing Formative Feedback: Low-stakes check-ins like a game after a formal activity can help you uncover where students are getting “stuck” and identify which students might need more targeted support. Play a Phonics game that has students try to identify the vowel sounds, first in isolation, then in medial positions in words. For example, the warmup game. Try this with different vowel sounds to learn how individual students are progressing, as well as how the whole class is doing with specific sounds.

**WITH THE PAGE**

1 Sing the *Alphabet Song*.

Follow the *Alphabet Song* routine. See TB p. 41. Sing the *Alphabet Song.* Then, using the alphabet poster review some previously taught sounds, particularly *o, u, m, h, t, b, g*. Elicit words that have the target letter sounds.

2 Listen, point, and say.

Show or project the page. Ask students to look at the three pictures along the top of the page. Elicit what they see. Play track 6.19 and have students listen and point to the pictures as they hear them. Ask students about the bold letter in the words. Then play the track again. Pause and ask students to repeat what they hear, e.g. mom. /o/, /o/, mom. Ask students if they know any other words that have this sound.

3 Find and say the words with /o/ and /u/.

Direct students to the large picture. Ask students what they can see. Help students find things with /o/ and /u/ in the picture. Play track 6.19 again and have students point to the words in the picture.

Answer: mom, hot, bug. Extra words: sun, under, umbrella

4 Color the sun.

Demonstrate the activity on the board. Have students color the sun with a yellow crayon.

5 Chant *Yum!*

Play track 6.20 first and have students point to the items in the picture as they hear them in the chant. Play the chant line by line for students to listen and repeat.

Phonics Tip

Blending: Continue to take things slowly and focus only on identifying the vowels in the middle of the words. After completing the lesson, go back to page 56 and have students find the word *Yum* again in Ruby’s speech bubble in frame 6. Write it on the board and this time, have students identify the first, second, and third letters one at a time, while repeating the sounds. Say the sounds individually and then blend them together, with students repeating after you: */y/-/u/-/m/, /yu/-/m/, /y/-/um/, /yum/*.

6 Listen to Marco. How about you?

Draw students’ attention to Marco and the cups. Show a cup and write the word *cup* on the board. Sound out the letters and blend the word together with students. Play track 6.21. Students can follow the speech bubble as they listen.

For Marco’s activity, sound out the words *mom, hot,* and *bug* for students to build with the caps. Guide students as they build the words and practice sounding them out together. You can expand this activity with more letters on caps to build other words with /o/ or /u/ sounds, like *yum, cup, sun, box, hop, fun,* or *fox*.

**AFTER THE PAGE**

Cooldown

Write the vowels a, e, i, o, and u on the board. Say a CVC word and say the sounds that form it. Have the students touch, hit with a flyswatter, or throw a ball at the correct letter for the middle sound. Or choose an activity from the *Literacy and Phonics Activity Bank*. See TB p. 66.

Activity Book p. 77 – Phonics Booklet: *My o and u Book*

1 Cut and fold. Write your name. 2 Point and say. 3 Color. 4 Chant *Yum!*

Literacy and SEL Pad p. 60

1 Say the letters and sounds. 2 Trace o and u. 3 Point and say. Write the missing letters. 4 Trace. 5 Color the pictures. 6 Chant *Yum!*

Audioscripts

Track 6.07

Mom. /o/, /o/, mom. Hot. /o/, /o/, hot. Bug. /u/, /u/, bug.

Track 6.08

**Yum!**

Mom and I sit,

under an umbrella.

Look! There’s a bug.

A bug!

In the hot sun,

Hot sun!

We sip coconut water.

Yum! Yum! Yum!

Track 6.09

**Marco:** C –U – P, cup! I can make words with cups!

[Your school logo here]

Teacher name:  
Grade/level:

Unit 6 **Let’s Eat!** Lesson 7: Story, page 60

Lesson Objectives

Read a factual text about the benefits of fruits and vegetables; Understand that fruits and vegetables are healthy; Research what your favorite foods are good for.

Key Language

*carrots, bananas, tomatoes, apples, fruit, veggies, eyes, arms, legs, ears, teeth; (Carrots) are good for (my eyes).*

Materials

Hello song/video, Storytime song/video, audio tracks 6.22-6.23, flash cards: *carrot, banana, tomato, apple, eyes, arms, legs, ears, mouth*; Ruby finger puppet

**BEFORE THE PAGE**

Hello Routine

Follow the Hello Routine. See TB p. 40.

Warm Up

Display food and body parts flash cards on the board. Have students close their eyes and take one out. Ask them to open their eyes and identify which one is missing. Do this with all the other cards. Or choose another activity from the *Vocabulary and Language Activity Bank* to review lesson vocabulary. See TB p. 64-65.

**WITH THE PAGE**

1 Sing *The Storytime Song.*

Play *The Storytime Song* audio or video. Encourage students to sing along. Follow the Storytime Routine. See TB p. 41.

2 Preview and predict with a Picture Walk.

Show or project the page. Point and read the title *They’re Good for Me!* Preview and predict the story with a Picture Walk. Ask students what the story is about and what they think is happening in the pictures.

UDL Tip

Building Background Knowledge: Use a KWL (**K**now, **W**onder, **L**earn) chart to get an idea of what students already know about how different fruits and veggies are good for us. Then check again to see what they learned in the lesson. Ask: *What do you* ***know*** *about fruits and veggies? Do you* ***wonder*** *why they’re good for us? What new things did you* ***learn*** *today?*

3 Listen and enjoy the story.

Play track 6.22. Check students’ comprehension of the story by having them hover over one scene to another using the Ruby finger puppet while they listen to it. When the story finishes, focus students’ attention to frame six and elicit why fruit and veggies are good for us.

4 Listen to Ruby. Find the answer.

Focus students’ attention on Ruby. Play track 6.23 and encourage students to listen and follow Ruby’s speech bubble. Then, with the Ruby puppet, ask *What is your favorite food good for?* Elicit students’ favorite foods. Then research their responses together or share the question with families to help students find out at home. Have students share their answers when they have them. Allow students to use L1 to answer.

Phonics Tip

Phonemic Awareness: After listening to Ruby, show flashcards or draw pictures of *carrots, bananas, tomatoes,* and *apples.* Elicit the first letter of each word and write it above the image. Ask students what their favorite foods are that they’re going to research for Ruby’s question. Show flashcards or draw pictures and continue to elicit the first letter (or digraph, if applicable).

**AFTER THE PAGE**

Cooldown

Have students make a circle and close their eyes. When you say the name of the food, they must touch their body part according to the information from the text (e.g., Apples - teeth/mouth). Have them open their eyes while still in the pose and check their classmates’ answers. If a student touches the wrong body part, they are out of the game. Do this until there is one student left. You can raise the challenge level by adding wrong body parts or speaking faster*.*

Activity Book p. 42

1 Color. 2 Mark the boxes. 3 Say *(Carrots) are good for my (eyes).*

Literacy and SEL Pad p. 61

1 Trace the words. 2 Read the sentences. 3 Write and read your own sentence.

Audioscripts

Track 6.22

**They’re Good for Me!**

Carrots are good for my eyes.

Bananas are good for my arms and legs.

Tomatoes are good for my ears.

Apples are good for my teeth.

Fruit and veggies are good for me!

Track 6.23

**Ruby:** What is your favorite food good for?

[Your school logo here]

Teacher name:  
Grade/level:

Unit 6 **Let’s Eat!** Lesson 8: Numeracy, page 61

Lesson Objectives

Count to 17; Sing a math song; Make a bar graph

Key Language

*numbers 16-17; oranges, tomatoes; Who likes (tomatoes)? (Two) of my friends.*

Materials

Hello song/video, Counting song/video, audio tracks 6.24-6.25, flash cards: *oranges*, *tomatoes*; white sheets of paper for poster, crayons, bag, numbers 1-17 written on pieces of paper

**BEFORE THE PAGE**

Hello Routine

Follow the Hello Routine. See TB p. 40.

Warm Up

Write numbers 1-15 on the board. Point to and say a number and have students clap the correct number of times. Count with them to support. Or choose an activity from the *Numeracy Activity Bank*. See TB p. 68.

**WITH THE PAGE**

1 Sing *The Counting Song*.

Follow the *Counting Song* routine. See TB p. 41. Play *The Counting Song* or watch the video. Encourage students to sing along and count with their fingers. You can also preview the numbers 16 and 17. See TB p. 33.

2 Listen and point.

Show or project the page. Play track 6.24. Have students listen and point to the numbers on the page. Play the track again and have students say the numbers.

3 Count the oranges and tomatoes.

Review vocab oranges and tomatoes. Show the orange flash card and say orange. Then have students point to the oranges in their books and count them. Count with students. Do the same with the tomatoes.

Phonics Tip

Phonemic Awareness: Write the numbers 16 and 17 on the board and elicit from students the first letter of both (*s*). Have students look for a fruit in the image that also starts with s (*strawberries*). Have fun creating tongue twisters as a class using the numbers, *strawberries,* and eliciting other *s* words students know or have encountered, for example *Sixteen sweet strawberry smoothies! Seventeen students on the swings!*

4 Trace the posters*.*

Have students trace the poster for the oranges with their finger and say the number in the poster. Elicit *16 oranges*. Do the same with the poster for tomatoes poster and elicit *17 tomatoes*. Then have them trace with a crayon.

5 Sing *Who Likes Tomatoes?*

Play the song (track 6.25). Encourage students to listen first while looking at the picture to follow the lyrics. Replay and encourage students to sing along. Model and have them point to the specific elements that match the verses of the song. In the first verse, point to the tomatoes and then the two ladybugs on the crate. In the second verse, point to the oranges and the three ladybugs on the crate. Play the song again and let students enjoy it.

Teaching Tip

By connecting the lyrics to the picture in real time, this activity encourages active listening, visual tracking, and vocabulary reinforcement.

6 Make a bar graph like Brenda’s of your friends’ favorite foods.

Introduce the activity by drawing students’ attention to Brenda and her bar graph. Count, along with students, the ladybugs on the crate of tomatoes and compare that number to the corresponding bar on the graph. Do the same for the oranges. Ask guiding questions like *Which bar is taller/shorter?* and *Which fruit do more ladybugs like?*

Say *let’s make a bar graph like Brenda.* Using flash cards (oranges, tomatoes) ask *Who likes tomatoes/oranges?* Have a show of hands. For each food, count the number of hands up and write the number on the board, next to the card. Have the students count the number with you. Hand out the materials to make the graph. Make the graph with students, demonstrating the steps on the board, or make one as a whole class and allow students to help color in the bars.

UDL Tip

Supporting Language and Vocabulary: Brenda’s bar graph activity is a great opportunity to allow students to add their own new words that they are interested in. For example, after demonstrating the activity by polling students’ favorite fruits and vegetables, allow students to give new ideas and teach them the words in English, for example favorite pizza toppings or flavors of juice.

**AFTER THE PAGE**

Cooldown

Place pieces of paper with numbers1-17 in a bag. Play some music and have the students pass the bag around. When the music stops, the student holding the bag pulls out a number and says it aloud. Or choose an activity from the *Numeracy Activity Bank*. See TB p. 68.

Activity Book p. 43

1 Count. 2 Connect the dots and color. Then ask and answer *Do you like (strawberries)? (No), I (don’t).*

Numeracy and STEM Pad p. 35

1 Trace the numbers. 2 Count and color 16 purple grapes. Count and color 17 green grapes. 3 Make a bunch of grapes with circles like Brenda. Ask and answer *How many grapes?*

*Teaching Tip*

*Brenda’s Grape Craft – Numbers 1-17 Review: Reinforce number recognition and counting by creating a bunch of grapes with seventeen grapes. Each student will need a sheet of white paper, 17 purple or green circles, a green triangle, a brown rectangle, and glue.*

*Have students focus on Brenda and her craft in the book and explain that they’ll will make their own bunch of grapes. Bring attention to the shape of the grapes and how the stem is laid out. If necessary, model the craft and have students follow along.*

Audioscripts

Track 6.24

Sixteen. Sixteen. Seventeen. Seventeen.

Track 6.25

**Who Likes Tomatoes?**

Who likes tomatoes? Who likes tomatoes?

Stand in a line. Stand in a line.

One, two. One, two.

Two of my friends. Two of my friends.

Who likes oranges? Who likes oranges?

Stand in a line. Stand in a line.

One, two, three. One, two, three.

Three of my friends. Three of my friends.

[Your school logo here]

Teacher name:  
Grade/level:

Unit 6 **Let’s Eat!** Lesson 9: Project, page 62

Lesson Objectives

Differentiate leftovers from inedible food; Make and display a smoothie craft; Use learned vocabulary and language in a role-play dialog; Express food preferences; Engage in a real-world experience using leftover fruits and veggies to make smoothies; Explore the value*: I don’t waste food*.

Key Language

*Do you like (cucumber) smoothies? (No), I (don’t).*

Materials

Hello song/video, audio tracks 6.26-6.27, smoothie cutout p. 105, scissors, crayons, crêpe paper, glue

Optional: leftover fruits and veggies, fruit juice, blender, cups

**BEFORE THE PAGE**

Hello Routine

Follow the Hello Routine. See TB p. 40.

Warm Up

Review the unit value: *I don’t waste food*. Show or project the story again. Ask students what Ruby learned in the story and how she learned it. Act out this part of the story with a piece of real fruit. Invite students to act it out too.

**WITH THE PAGE**

1 Listen to Ruby. Circle.

Show or project the page. Draw students' attention to Ruby and the leftovers. Play track 6.26. Students can follow the speech bubble as they listen. Then, elicit what students can see next to Ruby (students can use L1). The word *leftover* may be a new word for students, take a moment to explain it by showing real examples of leftover food and food scraps. Then, using the Ruby puppet, ask students *What can you eat?* as you show different items. Guide students to identify which foods are leftovers that can be saved, and which are food scraps that should go in the organic bin. Place the leftovers in a container to show they can be saved for later and place the scraps in the bin. Then, ask students to circle the leftovers on the page.

UDL Tip

Fostering a Supportive Learning Community: Feeling comfortable sharing their perspective, even if it’s different than someone else’s helps learners build confidence. Remind the students, *There’s no right or wrong answer here—just different ways of seeing things!* For example, in Ruby’s activity at the top of the page, some students may think that there is a little edible bit of carrot left, while others may think it’s too small to eat. Some students might think the apple with one bite taken out is still edible, but some might question who it was that took the first bite, which could affect their answer as to whether they can eat it themselves. Allow students the chance to explain their responses and reasoning.

2 Make your Leftover Smoothie poster on page 105.

Say *Let’s make a smoothie!* Display the flashcards on the board. Elicit their names and colors. Then show students the smoothie glass in the book and say *I want a (strawberry and grape) smoothie.* Point to each card you mention. Ask *What colors do I need?* Ss should answer *red and purple (or green).*

Help students find the smoothie cut-out page at the back of their books or hand out their smoothie glass template already prepared. Demonstrate rolling small crêpe paper balls (in the color of the foods you chose) and gluing them on the smoothie glass. Then let students fill in their smoothie glass cutout with little balls of crêpe paper.

Teaching Tip

As they are working, ask questions about their smoothies, e.g. *What is in your smoothie? Did you put (oranges) in your smoothie? What flavor is your smoothie? etc.* This is a good opportunity to review vocabulary from the previous level (bananas, apples, etc).

3 Display your smoothie.

Display the smoothies under a banner that says *Smoothie Shop*. Sit students in a circle around the display and have them guess the flavors of each other's smoothies.

4 Listen and point. Then role-play.

Draw students’ attention to the role-play in step 3. Play track 6.27. Students can follow the speech bubble as they listen. In pairs, students role-play asking what flavor of smoothie their partner likes using the smoothie crafts display.

Teaching Tip:

If students don’t feel comfortable speaking yet, or are struggling to do so, allow them other ways to express themselves, such as pointing to pictures, using gestures, acting it out, or choosing from flash cards.

5 Make a real smoothie with leftover food.

One by one, ask students to bring their leftover food to a table at the front of the class. Elicit the names of the foods, and what they were used in before. Once all the food has been gathered, use the Ruby puppet to pretend it is going to throw out the food and stop it, saying *Stop Ruby! Don’t waste food.* Place one of the leftovers over a garbage can and ask students *Does this go in the trash?* Once students say *no*, elicit ways we can use the leftovers.

Help students make real smoothies with the leftover fruits and veggies they brought from home and a fruit juice of their choice.

Make a real *Smoothie Shop* and role-play customers and servers. Demonstrate the conversation with the Ruby puppet:

**A:** *Hello.*

**B:** *Hello.*

**A:** What do you like?

**B:** I like strawberries.

**A:** Do you like strawberry smoothies?

**B:** Yes, I do.

*(make the smoothie)*

**A:** *Here you are.*

**B:** *Thank you.*

Ask for volunteers to do the role play, or assign roles. After they finish the conversation, ask them to taste the smoothie and say if they like it or not.

Phonics Tip

Have students find the bug on the fourth photo on the page. Elicit the initial letter *b* by repeating the /b/ sound and write it on the left side of the board. Repeat with the final letter *g* and write it on the right side of the board. Then focus on the middle /u/ sound; elicit the letter *u* and write it in the center. Say the sounds individually and then blend them together, with students repeating after you: */b/-/u/-/g/, /bu/-/g/, /b/-/ug/, /bug/*.

**AFTER THE PAGE**

Cooldown

Students sit in a circle. Ask for volunteers to share their smoothie recipes, e.g. *My smoothie is (carrots and apples).*

Activity Book p. 44

1 Trace the path to help Ruby collect the leftover food and find her way to the smoothie.

Numeracy and STEM Pad p. 36-38 – STEM Booklet: *Bees and Pollen*

P. 36 1 Point and say *bee*. 2 Follow the path to the beehive. 3 Ask and answer *What do bees like? Bees like flowers.*

P. 37-38 Cut and fold. Write your name. 2 Get your material to make your bee and flower. Circle. 3 Follow the steps to see how bees pollinate flowers. 4 Color the bee bringing pollen to different flowers.

Audioscripts

Track 6.26

**Ruby:** What can we eat?

Track 6.27

**Child 1:** Do you like cucumber smoothies?

**Child 2**: No, I don’t.

[Your school logo here]

Teacher name:  
Grade/level:

Unit 6 **Let’s Eat!** Numeracy & STEM Pad Lesson 9: Project, page 36-38

Objectives

Learn that bees use flowers for food; Follow steps to make a bee craft and cheese puff flowers; Simulate how bees transfer pollen from flower to flower; Learn how bees pollinate flowers

Key Language

*Bee, flower, pollen; What do bees like? Bees like pollen.*

Materials

tongue depressor, black pipe cleaners, construction paper, black and yellow marker, scissors, cheese puffs, two cupcake liners

**PRE-PROJECT PAGE 36**

1 Point and say bee.

Have students point to the bee on the page and say *bee*.

2 Follow the path to the beehive.

Ask students to follow the path with their fingers first. Then, have them use a crayon to mark the path.

3 Ask and answer *What do bees like?*

Elicit what is on the bee’s path. Then ask *What do bees like?* Have students point to the flowers and repeat *Bees like flowers*. Then, discuss with students what bees’ role in nature is.

**PROJECT PAGES 37-38**

1 Cut and fold. Write your name.

Help students cut the booklet out and fold it. Then help them write their names on the page.

2 Get your material to make your bee and flowers. Circle.

Hand out materials to students. Have students circle the checkmark as they gather their materials.

3 Follow the steps to see how bees pollinate flowers.

1. Student color the craft stick yellow and draw black lines in a stripped pattern to resemble a bee’s body.
2. Wrap pipe cleaners around the craft stick and bend them to make the bee’s legs and antennae.
3. Draw two large flowers on construction paper.
4. Add cheese puffs to the cupcake liners and place them on the flowers.
5. Dip the bee into the cheese puffs and fly the bee to the other flower.
6. Observe how the cheese dust from the cheese puffs transfers from flower to flower.

Reflect on the project. Ask students: What did your bee do with the pollen? How do you think bees help flowers grow? Use L1 if necessary.

Safety Tip

Ensure students do not eat the cheese puffs during the activity since they are being handled.

4 Color the bee bringing pollen to different flowers.

Ask students to describe what is happening in the picture. Then color the bee and pollen.

Unit 6 **Let’s Eat!** Lesson 10: Assessment, page 63

Lesson Objectives

Review the unit; Check student’s progress

Key Language

Review

Materials

Hello song/video, flashcards: *oranges, cucumbers, grapes, strawberries, tomatoes, carrots, juice, lemonade, smoothie*; audio tracks 6.28-6.30, Ruby puppet, Ruby finger puppet, crayon, U6 Ruby value sticker, Assessment Rubric

**BEFORE THE PAGE**

Hello Routine

Follow the Hello Routine. See TB p. 40.

Warm Up

Play a Point and Say Game. Display the vocabulary flashcards on the board. Have two students come to the board. Use different voices (whisper, sing, robot voice, etc.) to say the word aloud and students point to the correct one. Repeat with another two students and another word. For variety, let students take turns being the “teacher”.

If you’re doing Learning Centers during the assessment, prepare them before class stats and show students what they are. Try the Counting 10+ Center on TB p.73 and the Tasting Center on TB p.74, or any others from the *Learning Center Activity Bank*. See TB p. 72-75.For the Counting 10+ Center, use toy food for students to review key vocabulary and language form the unit. For the Tasting Center, use the foods from the unit, or previous level, to review and consolidate vocabulary.

**WITH THE PAGE**

1 Sing *I’m Hungry*.

Show or project the page. Play the song *I’m Hungry* via track 6.28 or video. Encourage students to sing and dance along to the song and try the actions in the video. Show the fruits and vegetables flashcards when they are mentioned in the song. Encourage students to sing the vocabulary words.

2 Listen and find with Ruby.

Draw the students’ attention to the picture. Ask them to tell you what they can see. Hand Ruby finger puppets to each student. Play track 6.29 and ask students to use the finger puppet to hover over the different unit vocabulary items mentioned in the track.

3 Ask and answer What do you like? I like (grapes).

Students work in pairs or with you to role-play a dialog. S1 asks: *What do you like?* S2: answers using the language structure learned. Swap roles.

UDL Tip

Providing Students Multiple Ways to “Show” What They Know: For the speaking activity, give options for how students can use the language, for example, singing verses of the song, role-playing with a friend or the Ruby puppet, or using vocabulary flashcards and yes/no cards to ask and answer instead of speaking aloud.

4 Find and say words with /a/, /e/, /i/, /o/, or /u/.

Students have to find and say words with the target sounds in the picture. If students can’t remember the words, ask them to point out the pictures and repeat after you.

Possible answers: bag, mom, bug, hot, red

Phonics Tip

Phonemic Awareness: The Phonics activity may be challenging for students because this is the first time they’re asked to identify words with a middle sound instead of an initial sound. Stay open and flexible to different answers. For example, students may point to *oranges* for initial /o/, or *mom* for medial /o/. It will be helpful to go back and review the vocabulary in Lessons 2 and 6 so students have ideas of what to look for in the picture. If they can find the vocabulary, that’s enough. Some students may be able to identify the medial vowel in the words as well, but that shouldn’t be expected at this stage.

5 Count Ruby’s leaves.

Ask students to count the leaves in the picture (17).

6 What can Ruby do to avoid wasting food? Listen and stick.

Have students find the value sticker at the back of their books or hand out the stickers already prepared. Draw students’ attention to the picture. Make sure they notice the carrots that spilled and fell off the table in the image. Use the Ruby puppet to ask *What’s wrong? How can you help?* Make sure all students have the opportunity to share their ideas. Play track 6.30. Students can follow the speech bubble as they listen. Then have them stick the value sticker.

SEL Tip

Responsible Decision-Making: Remember that when it comes to eating, the adult says WHAT, WHEN, and WHERE a child eats. The child decides IF they eat and HOW much they eat.

The way to think about WHAT, WHEN, WHERE is this:    
 **WHAT:** Most young children need to be exposed to a new food at least 10-15 times before they try it. Make sure that you place the new food on their plate many times before you give up. Don’t tell them “Try it” or “Just one bite.” Tell them it's up to them IF they want to eat it. But place that new food on their plate at least 15 times. At other times, read books and talk about different food, and this will help with this process.     
Also, portion size is key in this age group. Adults often give young children adult portions. Most children only need about ⅛ or ¼ cup portions of each food group. For example, a lunch may look like ¼ cup of a vegetable or fruit, ⅛ of a protein, and ⅛ of a grain.     
 **WHEN:** Offer the child food every 2.5-3 hours and let them drink water in between meals. This gives the body time to build hunger and helps create the biorhythm of hunger/satiety.     
 **WHERE:** Be consistent about where meals and snacks are eaten. A young child will be happy to walk around with a banana in their hand, explore, and eat, but that may not align with your school or classroom policy. Students will get used to the routines you establish, if they are consistent and predictable.

**AFTER THE PAGE**

Cooldown

Have students sit in a circle and ask them to share their favorite thing about this lesson or unit. It could be a game, an activity, a word, some part of the story. If students aren’t ready to speak, flip through the pages with students and have them point to their favorite thing.

Activity Book p. 45

1 Say and circle. 2 Draw the food or drink you like and don’t like. Then say *I like (cucumbers). I don’t like (juice).* 3 Color or draw how you feel about what you learned.

Literacy and SEL Pad p. 62

1 Trace and say the words. 2 Find the words in the picture and circle. 3 Point and say other words you know.

Audioscripts

Track 6.28

**I’m Hungry**

I’m hungry, I’m hungry.

Can I have a snack, please?

Tomatoes and carrots.

Mmm... I like strawberries!

I’m hungry, I’m hungry.

Can I have a snack, please?

Cucumbers and grapes.

Mmm... I like oranges!

Track 6.29

**Narrator:** Hello, Ruby! Do you like cucumbers?

**Ruby:** No, I don’t. But I like carrots!

**Narrator:** Oh, carrots are good for you. Go to the carrots.

**Ruby:** Thank you! Oops! Sorry! I like juice!

**Narrator:** Do you like grapes?

**Ruby:** Yes, I do.

**Narrator:** Go to the grapes.

**Ruby:** I like strawberries, too! I’m thirsty!

**Narrator:** Go to the strawberry smoothie.

Track 6.30

**Ruby:** I don’t waste food.