

**Subject Area:** English Language Learning

**Unit Title:** Expressing Likes & Dislikes

**Grade Level:** Grade 2 (Age 7)

**Lesson Number:** 1 of 5

**Duration:** 45 minutes

**Focus:** Speaking & Listening

**Language Level:** Beginner

**Theme:** Breakfast Foods

## Learning Objectives

**By the end of this lesson, students will be able to:**

- Identify and name 8-10 common breakfast foods
- Express likes and dislikes using "I like" and "I don't like"
- Respond to simple questions about food preferences
- Participate in basic conversations about breakfast foods

## Required Materials

- ✓ Mini-fridge prop (or cardboard box decorated as fridge)
- ✓ Plastic/toy breakfast food items
- ✓ Flashcards of breakfast foods (minimum 10 items)
- ✓ Happy/sad face emotion cards
- ✓ "Like/Don't Like" posters for classroom corners
- ✓ Student worksheet templates
- ✓ Class survey chart
- ✓ Breakfast food stickers (optional)

### Pre-Lesson Setup (15 minutes)

- Arrange classroom into a semi-circle for optimal viewing
- Set up mini-fridge at the front of the classroom
- Place toy breakfast foods inside the fridge
- Post "Like/Don't Like" signs in opposite corners
- Prepare flashcards and materials for easy access
- Test any audio/visual equipment needed

### Lesson Introduction (7 minutes)

#### Warm-up (2 minutes)

- Greet students energetically
- Pat stomach and say "I'm hungry!"
- Encourage students to repeat the phrase

#### Hook Activity (5 minutes)

- Approach the mini-fridge dramatically
- Express excitement about checking what's inside
- Open fridge and show surprise at contents
- Pull out items one by one, naming them clearly

### Core Lesson Activities

#### 1. Vocabulary Introduction (10 minutes)

- Display each breakfast item from fridge
- Model pronunciation clearly
- Use exaggerated gestures for "like" and "don't like"
- Have students repeat words and gestures

**2. "Like/Don't Like" Movement Game (10 minutes)**

- Explain game rules using simple instructions
- Hold up food flashcard and say "I like eggs!"
- Students run to appropriate corner based on preference
- Practice with 6-8 different food items

**Teaching Tips:**

- Use clear hand signals to support instructions
- Maintain high energy and enthusiasm
- Praise participation and effort

**3. Partner Practice (8 minutes)**

- Model dialogue with a confident student:  
"Do you like [food]?" "Yes, I like [food]" / "No, I don't like [food]"
- Pair students for practice
- Circulate and support struggling pairs

**4. Class Survey Activity (7 minutes)**

- Display class survey chart
- Model how to mark preferences
- Each student marks one food preference
- Count results together

**Differentiation Strategies**

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**Support for Struggling Students:**

- Provide picture support cards
- Use gesture cues
- Pair with supportive peers
- Simplified response options

**Extension for Advanced Students:**

- Add additional vocabulary
- Create full sentences
- Help peers as language helpers
- Add reasons for preferences

## Assessment Strategies

### Formative Assessment Checklist:

- Can name at least 5 breakfast foods
- Uses "I like/don't like" correctly
- Responds appropriately to preference questions
- Participates in partner activities
- Shows understanding through actions

## Lesson Closure (3 minutes)

### Review Activities:

- Quick round of favorite breakfast foods
- Class chant of key phrases
- Preview of next lesson
- Positive reinforcement of participation

## Extension Activities

### Optional Follow-up Tasks:

- Create a breakfast food picture dictionary
- Draw favorite breakfast items
- Take-home survey for family members
- Breakfast food sorting cards

## Teacher Reflection Notes

### Observation Points:

- Student engagement levels
- Effectiveness of activities
- Time management
- Areas for modification

- Individual student progress