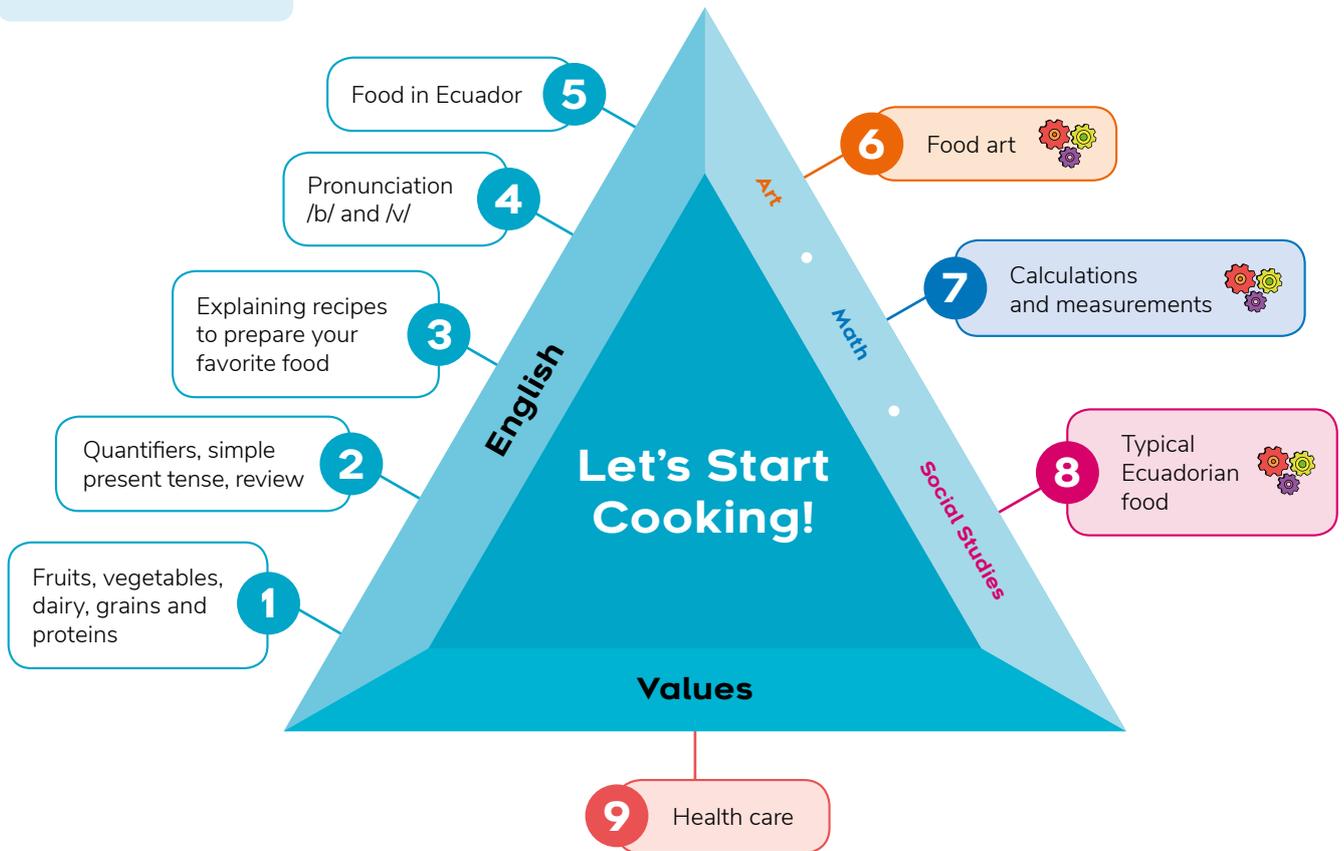


Curricular Threads: Communication and Cultural Awareness, Oral Communication, Reading, Writing, Language Through the Arts

Fifth Grade EGB



Using the words from the text, complete the following sentences. Share your answers with your classmate.

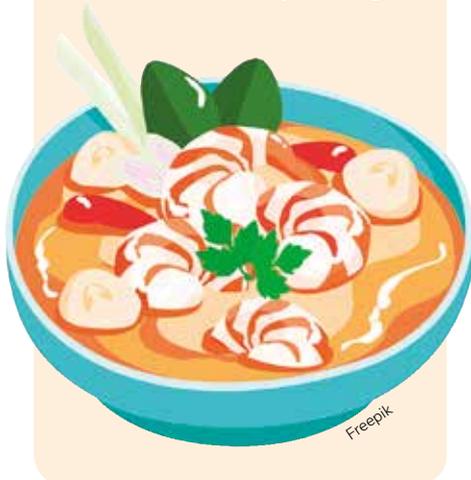
- I like _____
- I don't like _____

Communication and Cultural Awareness

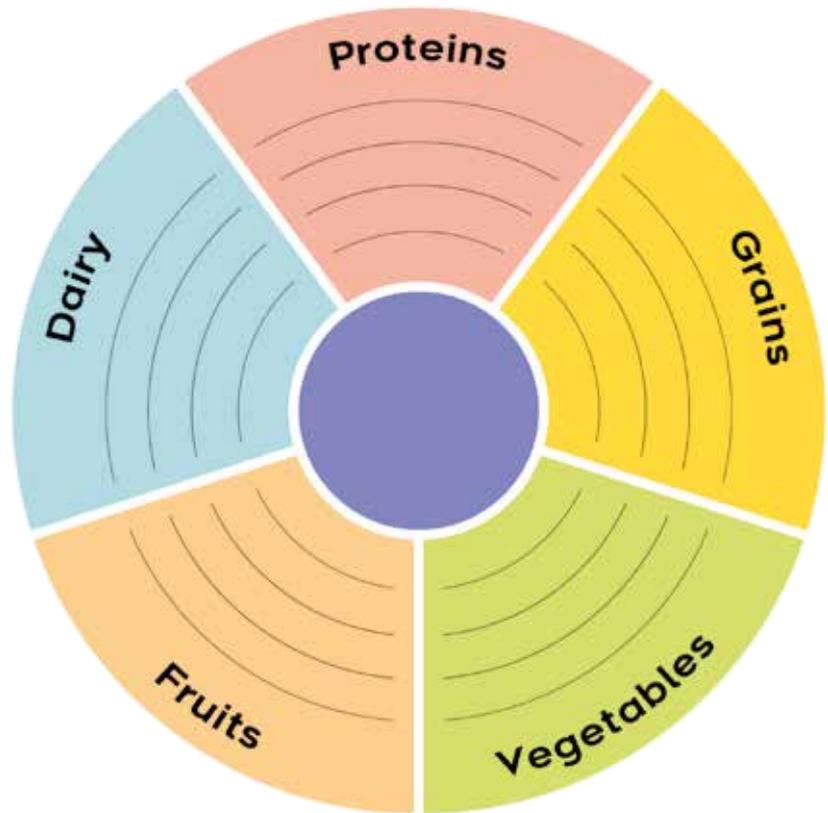
What foods do you like to eat?

Important Foods

Every time you eat, you put food inside your body. There are different types of food, and we usually mix them when we are preparing a **recipe**. **Fruits** and **vegetables** are very important in your diet to grow strong. **Dairy** is food made with milk and it has **calcium** which is good for your bones. Grains provide us with energy that help our muscles to stay strong.



Exercise 1. Complete the categories in the circle with the words from the box.



Banana

Pasta

Tomato

Cheese

Rice

Fish

Ice cream

Egg

Apple

Carrot

Steak

Yogurt

Chicken

Vocabulary

recipe. instructions to prepare food

fruit. foods like apples or bananas that grow on a tree

vegetables. a plant that you eat; for example a potato, an onion

dairy. products made from milk

calcium. an important mineral found in dairy products

Exercise 2. Pair work. Look up two different examples for each type of food and write them on the lines.

- Fruits: _____
- Dairy: _____
- Grains: _____
- Vegetables: _____
- Proteins: _____

Oral Communication

What foods are there in your kitchen?

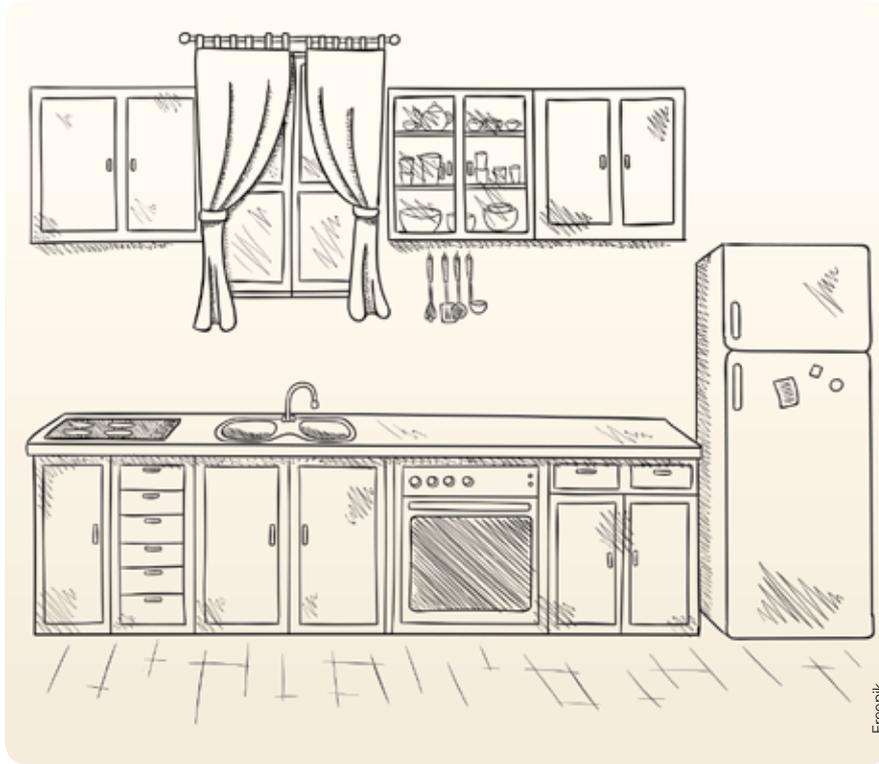
Game: Which One Is My Kitchen?

Exercise 1. Listen to your teacher or the audio and draw the food in the correct place inside the picture.



Audio

Listen to the recording



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Tip

Ask for clarification

Sometimes when we talk, we don't understand what the other person says, and we need to ask for clarification. Use these sentences to clarify:

- I'm sorry; I think I don't understand.
- Can you repeat that, please?

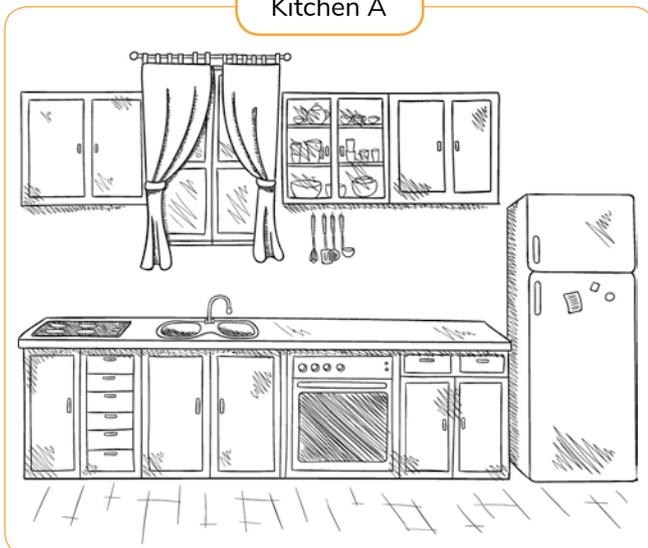
Exercise 2.

Pair work. Use the first drawing of the kitchen and draw different food in it. Now, sit down with a classmate. Take turns to describe your drawing while your classmate draws everything in its correct place in Kitchen B.



Mimeduc

Kitchen A



Kitchen B



Freepik

Reading

What food is good for you?

Exercise 1. Pair work. Ask a partner: "In which category do we put ...?"

- Broccoli Beans Rice Grapes Bananas Pasta Crackers Milk
Cheese Fish Yogurt Peaches Cabbage Lettuce Peas Meat Chicken

Fruit	Vegetables	Grains	Protein	Dairy



The Food Plate You Need

We all eat food to get the energy our body needs. Sometimes, we do not make the **choices** that help us **stay healthy**. The image you see here represents a healthy way of eating: 50% of our daily diet should include fruits and vegetables. Eat meat, beans and nuts because they have the protein you need.

When you choose dairy products like milk, cheese or yogurt, you get calcium for your **bones**. Finally, remember to include some grains like rice, pasta or bread. Healthy choices will get you the food you need, but you can also have candy like chocolate or marshmallows sometimes!

Vocabulary

choice. what we choose; what we decide

stay healthy. when you keep your body without illnesses

bone. hard part of the body that makes the skeleton

candy. sweet foods like chocolate or caramel

Exercise 2. Test your partner. Ask your partner the following questions:

- What does 50% (per cent) refer to in the reading?
- Give two examples of dairy products.
- Do dairy products contain calcium?
- Give two examples of grains.
- Give two examples of **candy**.

Writing

What do people from other countries eat?



Foods Around the World

Kimoto is a Chinese photographer. She is also passionate about good food. She travels around the world and takes a lot of photos of what people eat and drink in different countries. Then, she writes a **blog**, www.foodandtravel.com.

Here is one of her blog entries.

Last month, I visited Japan. I took this photo of a Japanese family and their food. In general, they don't eat any **fast food**, such as hamburgers or pizza. In their **traditional diet** there are no dairy products, and they eat a lot of rice and fish. But now, things are changing, and some young Japanese people go to McDonald's on the weekends.

Some, Any/No

Quantifier	Affirmative	Negative	Questions
Some	We need some milk.		
No		There is no milk today. I have no milk. Note: The verb is affirmative with no .	
Any You can use any instead of no with a negative verb.		There isn't any milk. Note: The verb is negative with any .	Is there any milk?



A lot means very often or very much.

I drink milk **a lot**.

Do you drink water?

A lot.

I am **a lot** taller now than 10 years ago.

Vocabulary

blog. your activities that you write and put on the internet

fast food. food that is served very quickly because it is already made, it is usually unhealthy

traditional. customs that have continued in a group of people for a long time

diet. the type of food that someone usually eats

Exercise 1. In Ecuador, people have different diets depending on the region they live in. Chose a region (Mountains, Coast, or Amazon) and write a blog entry about the diet they have there. You can use Kimoto's blog as an example.

Exercise 2. Compare your blog entry with three of your classmates, and decide which family has the best diet.

Tip

Remember to use a capital letter at the beginning and a period at the end of every sentence.

Language Through the Arts



Art

Do you know what food art is?



Wikimedia commons / Papias

There are many kinds of art, but one of the most beautiful and tastiest is food. Food art is the art of preparing, cooking and presenting food in a beautiful way. Many food artists share their creations and inspire us with some **awesome** food.

Exercise 1. Pair work. Look at the following images and identify the foods that the food artist has used.

a. _____

b. _____



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Exercise 2. Pair work. Now it is time for you to create your food art.

- Step 1: On a sheet of paper, draw a plate.
- Step 2: Make a list of foods.
- Step 3: Bring a small amount of the foods to class, or cut them out of a magazine. Make your creation!
- Step 4: Present your creation to the class.

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Mineduc



Vocabulary

awesome. extremely good

Oral Communication

Funny Dialogues with Food

Exercise 1. Here you have a group of mini situations related to food. Sit down with a friend and choose one that you want to prepare. Remember to write a funny dialogue, to use the verbs in simple present or present progressive and the vocabulary words that you are learning in this module. You have a space to write the dialogue at the end of this page.



1A

You are a tourist in Ecuador, but you do not like the food here. You are very, very hungry. Ask somebody in the street for help.

1B

You are Ecuadorian. You are walking down the street when a tourist stops you and asks something. But he only speaks English.

2A

You are in a restaurant and you just finished your dish. It's time to order a dessert. You call the waiter to ask for recommendations.

2B

You are a waiter and a person asks for a delicious desert. Explain all the options you have and help this person choose one.

3A

You need to buy fruits and vegetables at the market. Discuss the price and quality of some food with the vendor.

3B

You are A's neighbor. You want to know the recipe of their famous chocolate cake. Ask for the ingredients and steps for preparing it.

Now, write the dialogue in this space:

A: _____

B: _____

A: _____

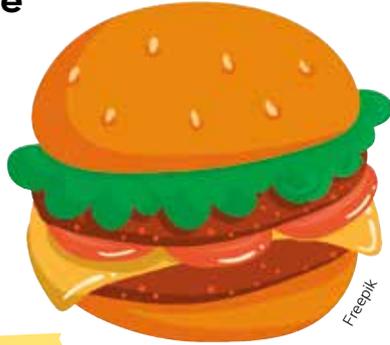
B: _____



Communication and Cultural Awareness

How can I order in a café?

At a Café



Tip

“Café” is a French word we use in English. It is pronounced with two syllables, and the a is pronounced as the “a” in cat.



Audio
Listen to the recording

Exercise 1. Listen to the following conversation and answer these questions.

- Does the customer order a cheeseburger or a double hamburger?

- What kind of cake does the customer order?

- Is she going to order a drink?

- What is the table number of the customer?

Exercise 2. Pair work. Practice this conversation:

Waiter/waitress: Next, please!
What would you like?

Andy: Can I have a pizza, please?

Waiter/waitress: What pizza would you like?

Andy: A Margarita pizza, please.

Waiter/waitress: Anything else?

Andy: Yeah, I'd like some chocolate cake.

Waiter/waitress: Would you like a drink?

Andy: Yes, can I have a coke, please?

Waiter/waitress: OK, so that's a Margarita pizza, a chocolate cake and a coke?
What's your table number?

Andy: Table 53. How much is that?

Waiter/waitress: That's \$10 (dollars), please.

Andy: Here you are.

Exercise 3. Pair work. With this menu, practice a conversation in a café.

Student A: Waiter/waitress

Student B: Customer

Tip

English uses
“Good night” only
to say goodbye!



Customer: phrases to order in a café or restaurant

- Start with a greeting:
“Hi/Hello, Good morning/Good evening.”
- To order, you can use sentences like:
“Can I have ...please? I'd like... please”.

Waiter/Waitress: phrases to take an order in a café

- What would you like to order?
- Anything else?
- Would you like a drink?
- Thank you.

Oral Communication

Do you like to eat healthy food?

Healthy Snacks

Exercise 1. Pair work. Look at the following pictures, and decide with your teacher and classmates if they are healthy snacks or not. Give good reasons for your answers, and circle only the healthy snacks.

Tip

You can ask: Is this a healthy snack?



Exercise 2. Complete the following sentences with vocabulary about food. (You can check the previous pages to remember more words!)

1. Apples, _____, and _____ are examples of healthy snacks.
2. I like to eat lots of _____ like chocolate or marshmallows.
3. Cookies and french fries are examples of _____ snacks.
4. _____, _____, and _____ are examples of grains.
5. Cheese, milk and yogurt are examples of _____.



Language Through the Arts

Do you know what culinary art is?

Culinary Art



Culinary artists have to prepare food that tastes delicious and also looks beautiful. They need to know about cooking techniques, and also about nutrition. If you want to learn how to cook, you need to start with a recipe and follow it step by step.

Here are some ways to cook:

- Bake
- Fry
- Toast
- Peel
- Chop
- Slice



Exercise 1. Match these cooking verbs with the images. There is one extra verb.

peel

fry

mix

bake



toast

chop

slice

Vocabulary

bake. to cook inside an oven

fry. to cook food in hot oil

toast. to make bread or other food warm, crisp, and brown by putting it near high heat

peel. to remove the skin of fruits and vegetables

chop. to cut something into pieces with a knife

slice. to cut something into thin, flat pieces

Exercise 2. Pair work. Ask and answer with a partner.

- a. What foods can you fry? _____
- b. What foods can you bake? _____
- c. What foods can you mix? _____
- d. What foods can you slice? _____
- e. What foods can you toast? _____
- f. What foods can you chop? _____
- g. What foods can you peel? _____

Oral Communication



Do you know how to bake cookies?

Cooking

Exercise 1. Pair work. Ask and answer the questions.

- Do you like to cook? Why/why not?
- Who taught you how to cook?
- What are your favorite foods/dishes to cook?
- Do you think it is important for both men and women to know how to cook? Why or why not?
- Who cooks in your home? Your mom or your dad?



Do you know that the measures of weight and temperature vary depending on the country? So, if you read an American recipe, you will find that the temperature is given in Fahrenheit instead of Centigrade. If you read a European recipe, the weight is given in kilograms instead of ounces. So, let's do some math here.

Note: To convert Fahrenheit into Centigrade: subtract 32; then, multiply by 5 and divide by 9.

To convert Centigrade into Fahrenheit: multiply by 9; then, divide by 5 and add 32.

It is important to know the different measurement systems, so that you can prepare recipes from different parts of the world.



Exercise 2. Work in pairs and solve the following math problems.

- To bake your cookies, you will need to heat your oven at 350°F. Change Fahrenheit into Centigrade.
- To bake a chicken, you will need to heat your oven at 220°C. Change Centigrade into Fahrenheit.

$$350^{\circ}\text{F} = \text{ } ^{\circ}\text{C}$$

$$220^{\circ}\text{C} = \text{ } ^{\circ}\text{F}$$

Reading

What are essential kitchen tools?

Kitchen Tools

Exercise 1. Work in groups of three. Write a list of the top five essential tools in a kitchen. If you don't know the words, ask your teacher.



Exercise 2. Compare your tools with the tools chefs suggest you should have in your kitchen.

Essential Kitchen Tools

Remember, cooking is an art, but to do a great job you need good tools. Here is a list of important cooking tools:

1. knives, 2. cutting boards,
3. mixing bowls, 4. scale,
5. can opener, 6. colander
7. vegetable peeler, 8. spoons
9. whisks, 10. spatulas.

Exercise 3. Draw a picture of each of the tools in the boxes below.

Knives	Cutting boards
Mixing bowls	Scale
Can opener	Colander
Vegetable peeler	Spoons
Whisks	Spatulas

Exercise 4. When you go home, go to the kitchen in your house and answer the questions below.

- a. What kitchen tools from your drawings do you have at home?
- b. What other kitchen tools (different from the drawings) do you have at home?
- c. Ask your mom or dad which kitchen tools they consider essential for cooking. Write the names of the tools in English and bring them to class to share.

Writing

What is your favorite recipe?

Apple Crisp

Exercise 1. Read this recipe and put the steps in order.

Apple crisp is a very popular recipe.

- Second**, place them in a baking dish.
- To start**, peel and cut apples.
- Then**, add some salt and cinnamon.
- Finally**, spread this mixture over the apples and bake about 45 minutes.
- After that**, in a bowl, mix the sugar, flour, and butter (use a fork to do this).

The aroma from baking apple crisp is amazing.



Freepik

Exercise 2. Write your favorite recipe in the space below, and then get together with three of your classmates and share your recipes.

Your name: _____

Recipe name: _____

Note: Your recipe name can be in Spanish.

List of ingredients:

List of tools:

Write your recipe below.
Use some of these connectors:
*To start, first, first of all, after,
then, finally, to finish.*

Recipe:



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Tip

The words in light blue are called **connectors**. They are very useful to connect and organize your ideas. In the recipe, the **connectors** help you with the steps.

Assessment

Reading



Write numbers next to the sentences to put the recipe in order:

- Put the vegetables in a large pot.
After 10 minutes, add the beans and the rice.
- Get 2 carrots, 1 onion, 1 celery stalk, 1 potato, a cup of rice and a cup of beans.
- Add some broth (which is a liquid with chicken or meat flavor) to the pot and cook everything.
- Finally, add some spices like salt, pepper, cumin or garlic powder to make the soup tasty.
- Wash all the ingredients, and cut all them in small pieces.

Listening

Listen to the following audio and answer the questions below.

- a. Write one example of a recipe that needs chocolate powder.

- b. What does the audio say about chocolate?

- c. Write three products that factories make with chocolate.



Audio
Listen to the recording

Writing

In this unit you have listened to your classmates' favorite recipes. Choose one of their recipes and write it below.

Classmate's name: _____

Recipe's name: _____

List of ingredients:

List of tools:

Write the recipe below. Use some of these connectors: *To start, first, first of all, after, then, finally, to finish.*

Recipe:

Vocabulary

Choose the correct answer for each sentence:

- Apples and bananas are examples of
grains fruits dairy
- A dairy product has this which is good for your bones.
chocolate salt calcium
- An example of protein is
bread carrots eggs
- A cracker is made from
dairy grains vegetables
- Butter and milk are
dairy fruits protein products

Speaking

Role Play

Student A:

You are a waiter/waitress ready to take your customer's order.

Student B:

You go to a restaurant and order some food.



Grammar

Use the words from the box to write sentences:

some

no

a lot

any

- _____
- _____
- _____
- _____



I'm completing this self-evaluation based on what I learned in the module

Self-evaluation

I check the box that most applies to me.

Topics	I check <input checked="" type="checkbox"/> the box that most applies to me.			
	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can use vocabulary related to different types of food.				
I can use some quantifiers to describe what people eat.				
I can order food in a café or restaurant.				

Communication and Cultural Awareness



Social Studies

Breakfast in Ecuador

Sometimes, we just have time for a quick breakfast with coffee or milk and bread. But, during the **weekend**, when the family has more time, the different regions in Ecuador have a delicious variety of **meals**. In the Highland Region, it is typical to prepare *mote pillo* or *tamales* and *humitas*. In the Coastal Region, people prepare a delicious *encebollado*, *ceviche* or even *bolones* and *empanadas de verde* filled with *chicharrón* or cheese with a cup of coffee. In each city or town, there are a lot of **bakeries** where people buy bread. Breakfast is served with fruit like papaya, pineapple, *babaco*, *chirimoya*, *granadilla* and beverages, like *colada de avena* (quaker), *horchata* or just juice made from these fruits.

Adapted from: <https://bit.ly/33wX9nu>



Wikimedia commons

Exercise 1. Pair work. Read the text again and complete the squares with all the food that corresponds.



Coastal Region

Wikimedia commons



Highland Region

Wikimedia commons

Tip

It's difficult to translate names of dishes, so many times in English, we use the same word. For example, *ceviche* is called "ceviche" in English.



Vocabulary

- weekend.** Saturday and Sunday
- meal.** the food you eat regularly
- bakery.** a place to prepare and sell bread

Oral Communication

Let's Play with Vocabulary Words

Have some fun playing this speaking game!

The Describing Game

For this game, your teacher will divide the class into two groups.

Here's what you need to do:

1. Taking turns, one student of each group will go to the front of the class, facing the class, with his/her back to the board.
2. In silence, the teacher will write a vocabulary word on the board.
3. One by one, the rest of the team will describe that word.

The team will win a point if the student in front of the class guesses the secret word correctly.



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Pronunciation of /b/ and /v/

Exercise 1. Listen to your teacher or the audio and pronounce the words correctly:

- ban, van
- bat, vat
- boat, vote
- berry, very



Audio
Listen to the recording

Exercise 2. Take turns listening to these sentences, and then reading them.

- a. Jim is not feeling very well, and it looks like he ate a poisonous berry.
- b. We couldn't decide what to name the boat, so we had a vote.
- c. I asked the store assistant which vest would suit my new shirt the best.
- d. I bet that the vet is going to tell you that there's nothing wrong with your cat.

Tip

"b" is pronounced with your lips closed;
"v" is pronounced by placing your lower lip between the teeth.

Exercise 3. Circle the b's and put a square around the v's. With a partner, pronounce all of the **b** words, then, all of the **v** words. Then, take turns reading the sentences. Careful with the **v** words! Remember where to put your lip.

- a. My friend brought a little lamb home.
- b. He went on holiday for about six weeks.
- c. I'm hoping for better weather tomorrow to visit our grandparents.
- d. Can you please record our song and later upload the video on YouTube?

Reading



Exercise 1. Pair work. Choose and circle the word that doesn't belong on each line.

- | | | | |
|-------------|----------|---------|--------|
| a. Apple | Melon | Desk | Grapes |
| b. Notebook | Egg | Chicken | Meat |
| c. Bread | Crackers | Pencil | Rice |
| d. Carrot | Backpack | Lettuce | Tomato |
| e. Ruler | Milk | Yogurt | Cheese |

We all need to eat healthy food. Potato chips, cookies and candy are delicious, but you cannot eat a lot of it and be healthy. Eating healthy food is good for our bones, muscles and even our hair and nails. It is important to choose from all of the food groups that you can find in your house. For example, grains are important for getting you the **fiber** that your digestive system needs, and you can find them in rice, **oatmeal** and bread. Milk, yogurt, butter and cheese are important to get strong bones because these dairy products have a lot of calcium. Proteins like beans, fish, meat and nuts are as important as eggs and chicken in your daily diet. And finally, combining everything with a lot of vegetables and fruits will help you to receive the **minerals** and vitamins that your body needs.

Vocabulary

fiber. a plant that is really important to eat to have good health

oatmeal. made from crushed oats

mineral. a chemical your body needs to stay healthy

Exercise 2. Choose the best answer for each question.

- a. What food will help you to get strong bones?
 protein fruits dairy grains
- b. Eating healthy food will make you
 sorry sick strong important
- c. If you eat vegetables and fruits you will get
 minerals fat water bones
- d. This type of food is delicious, but not healthy.
 apples carrots candy meat
- e. Grains help you because they provide
 proteins grains vitamins fiber



Language Through the Arts

Peanut Butter and Jelly

Exercise 1. This is a very popular song among children in the United States. Listen to the song and draw a picture of the underlined lines.



Audio
Listen to the recording



Freepik

Lyrics	Drawings
Peanut Butter and Jelly. Peanut, peanut butter ~ and jelly! <u>First you take the peanuts, and you crunch 'em</u> you crunch 'em.	
Then you take the peanuts and <u>you mash 'em,</u> <u>you mash 'em.</u> Peanut, peanut butter and jelly. Peanut, peanut butter and jelly.	
Then you take the bread and you spread it, <u>you spread it.</u> Peanut, peanut butter and jelly. Peanut, peanut butter and jelly.	
Next you take the grapes and you pick 'em, <u>you pick 'em.</u> Peanut, peanut butter and jelly. Peanut, peanut butter and jelly.	
Then you take the grapes and you squish 'em, <u>you squish 'em.</u> Peanut, peanut butter and jelly. Peanut, peanut butter and jelly.	
Then you take the bread and you spread it, <u>you spread it.</u> Peanut, peanut butter and jelly. Peanut, peanut butter and jelly.	
Now you take the sandwich and you eat it, <u>you eat it.</u> (Mouth full) MMMM, MMM MMMMM. MMM. MM	

Tip
Them is pronounced 'em in many songs to keep the rhythm.

Game: Vocabulary Basketball

Exercise 2. Divide the class into two groups.

Each group takes a turn answering a vocabulary question about food groups. The teacher will then ask questions. Here is an example: "What food is brown on the outside and white on the inside?"

If the answer is correct, the group gets one point and the chance to throw a ball into the trash can (the ball can be made with recycled paper). If the team makes a basket, they get an extra point.

You can use the words from the other pages.

Oral Communication

Strange Foods

Exercise 1. Ask and answer these questions with a partner.

- What is the **strangest** food you have ever eaten?
- What do you do if you see some strange food on your plate?
- Do your parents tell you to always try strange foods?

Exercise 2. Look carefully at the image of the food on the plate. Ask and answer with a partner.

- Which animal do you think it is?
- Why do you think it is on a green leaf?
- Would you eat that dish?



Audio

[Listen to the recording](#)

You are going to hear a radio announcement about a famous restaurant: The Strangest Food in the World.

Exercise 3. Look at the images of the strange foods and their names. Now, listen to the audio and circle the foods that are in the audio.

milk soup



rose petal soup



snails



avocado ice cream



clams



rice ice cream



Freepik



Wikimedia commons

Exercise 4. Here you have pictures of two more dishes at the restaurant. Ask and answer these questions with a partner.

- Which animals do you see in each photo?
- Do you want to eat them?
- If a tourist comes to your city or town, what foods can be strange to him/her?



Wikimedia commons / Thomas Schöckl



Wikimedia commons / Jaiprakash Singh



Vocabulary

strange. not common

Assessment

Reading

Read this description of a fish ceviche and then write True (T) or False (F) next to each sentence.

To make a great fish ceviche, you need to cut fresh fish into small pieces. Then, you mix it with a lot of lime or lemon juice until it is “cooked” in this juice. Next, prepare a mix of hot peppers, red onions, and salt to give extra flavor to the dish.

Cut some tomatoes into small pieces, some bell peppers (green or yellow) and a lot of cilantro. Don't forget to mix everything and then, try it to see if it has enough salt. Finally, you should add a little bit of vegetable oil and cool it in the refrigerator. When it is time to eat, serve individually and in the same plate put some *chifles*, *patacones* or even *tostado* or *canguil*.
It is going to be delicious!



Pixabay / Bellezza87

Are these statements True (T) or False (F)?

- a. To make this ceviche, you need cooked shrimp.
- b. You can only use purple onions.
- c. Tomatoes have to be cut in squares, but without the seeds.
- d. You need to put in spinach instead of cilantro.
- e. Serve this ceviche with *tostado* if you want.

Listening

Listen to this chef who works at a restaurant. He's talking about good foods. Match column A and column B.



Audio
Listen to the recording

Column A

- a. Cereals like rice
- b. Proteins are
- c. Vegetables like
- d. There are fruits
- e. Good seeds
- f. Eggs, beans and fish

Column B

- broccoli and spinach will give you good nutrition.
- inside most beans that you eat.
- are examples of protein.
- provide you with fiber.
- for every season.
- come from pumpkins.



Speaking

Describe your favorite breakfast meal to your teacher. Remember to use the vocabulary words and the quantifiers that you learned in this module.

Vocabulary

Describe in your own words these vocabulary words.

- a. carrot
- b. meat
- c. bread
- d. rice
- e. cake



Writing

Write two examples of each food group that you have at home.

Dairy:

Fruit:

Vegetables:

Protein:

Grains:

Grammar

Write sentences about the food you eat every day. Use some, any and a lot.

E.g.: I eat a lot of rice every day.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____



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I'm completing this self-evaluation based on what I learned in the module

Self-evaluation

Topics	I check ✓ the box that most applies to me.			
	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can talk about my food preferences.				



Project

Typical Ecuadorian Food



Freepik - Wikimedia commons



Tip

Remember the rules for **some** and **any** when you write your recipe.

The class brainstorms typical Ecuadorian foods. (It's ok to say the names of the foods in Spanish!) The teacher writes the list on the board. Each student chooses one of the dishes and, as homework, investigates the recipe to prepare this dish.

Directions

- Each student writes the complete recipe on a A4 cardboard at home and brings it to the class the next day.
- Hang all the recipes on the walls of the classroom, or on a bulletin board that the teacher prepares. Then, decorate the recipes with drawings and pictures of food.
- Display your beautiful bulletin board for everybody to see!