

Unit 15 Food

About this unit

This unit is about different kinds of food. Pupils talk about food and use their senses to describe how it looks, smells, feels and tastes. They listen to and read a story and a play, and answer questions on both. They work with consonant clusters and vowel sounds. They practise verbs ending in *-ed* and draw, label and write about their own 'food houses'. They also have fun with rhymes and drawing pictures in this unit.

Lesson one

Lesson aims

Pupils will:

- *Listening and speaking:* Talk about different foods and how they taste; talk about and label a picture.
- *Vocabulary:* Learn and record new words such as, *ice-cream, cookie, cupcake, biscuit, crisps, hamburger and chips, cabbage, spaghetti, banana, door-handle, pizza, curtain, colourful.*

Resources

- Chalkboard
- Pupil's Book
- Poster of different foods using pictures and word cards. Do not label the pictures.
- Workbook
- Flash cards of new vocabulary
- Food items with different tastes such as a lemon, enough very small sweets to share out, or some sugar, salt

Starting off

1. Start a class discussion by asking pupils what they like to eat.
2. List some favourite foods on the board.
3. Display your food poster. Ask pupils to identify foods and say where they come from.

Listening and speaking

(Pupil's Book p. 72; Workbook p. 35)

1. Ask the pupils to turn to page 72 in their PB. In pairs, pupils work orally to name the foods in the pictures.
Revise the five senses. Pupils point to the correct body parts as you say them: We taste with our tongues. We smell with our noses. We see with our eyes. We feel with our hands. We hear sounds with our ears.
Pupils taste the food items and describe each one. Pupils work in pairs to do Exercise 2. They answer the questions relating to food and the senses.

Answers (Pupil's Book p. 72)

Answers will vary: Remember, the verb must change if the noun is plural, for example: *The crisps taste salty.*

- a) The burger/chips/crisps/spaghetti tastes/taste salty, the ice-cream/cupcake/cookie(biscuit) tastes sweet.
- b) The cupcake/vegetable looks colourful, the cupcake/egg/hamburger/cookie looks round and the biscuit/cookie looks flat.
- c) The burger/spaghetti/chips smell/s good and the egg/cabbage smells bad.
- d) The egg/ice-cream feels smooth, the egg/biscuit feels hard, the ice-cream/spaghetti feels soft, the ice-cream feels cold and the spaghetti/burger feels hot.
- e) The crisps/carrot sound/s noisy when you eat them.

2. Pupils turn to Exercise 4 on page 35 of their WB. Read the words in boxes and explain new words.
3. In pairs, they discuss the picture of the house. Individually, they label the house using the words in boxes.

Extension

Pupils work in pairs. They talk about how to cook a particular food, for example, mashed

potato. Let some of the pairs tell the class what they have discussed.



Support

(Pupil's Book p. 72)

1. Revise vocabulary: *cooked, raw, made in a factory*. Talk about the meanings of these words and ask for examples. Which foods can be eaten both cooked and raw?
2. Pupils look at the pictures of food on page 72 of their PB. Ask them to say which foods are cooked, raw or factory made. They can work in pairs or individually with you. They give their answers as full sentences: *The cabbage is raw.*

Answers:

Raw – cabbage, carrots

Cooked – burger, chips, spaghetti

Factory made – cupcake, biscuits, spaghetti, ice-cream, crisps

Lesson two



Lesson aims

Pupils will:

- *Reading*: Listen to and read a story; answer questions about the story, first orally, then in writing; practise consonants and consonant clusters by writing words from letters.
- *Vocabulary*: Learn and record new words such as, *greedy, wish, noodles, cornflakes, birdbath, groundnut, basin, healthy.*



Resources

- Chalkboard
- Pupil's Book
- Work Book
- Alphabet chart
- Picture cards and flash cards of story vocabulary; also a flash card saying *abracadabra* (a 'nonsense' word for announcing magic tricks)

- For Extension activity: poster paper, magazines with pictures of food for cutting.



Starting off

1. Tell pupils that a cottage is a little house. They are going to read about two cottages.
2. Show word and picture cards relating to the story.



Reading

(Pupil's Book p. 73–74)

1. Ask the pupils to open their PB on page 73. Read the title and ask pupils to look at the pictures. What do they expect the story to be about?
2. Read the story while the pupils follow in their books.
3. Discuss greed compared to need and ensure pupils understand difficult words and can answer the comprehension questions on page 75 correctly.
4. In pairs, pupils ask and answer the questions, and then write the answers in their note books.

Answers

(Pupil's Book p. 75)

1. The boy wished for the house to be turned into cakes and sweets.
2. The girl asked for the next door house to be turned into chips and noodles.
3. Fruits and vegetables make us healthy and strong.
4. Pupils retell the story to a partner. Move around the class and help.

Practise consonant clusters:

(Workbook p. 34–35)

1. Ask pupils to remind you what consonants and consonant clusters are.
2. Pupils turn to Exercises 2 and 3 on pages 34–35 of their WB. Show them how to use the consonants and consonant clusters in the boxes to make words of things you can eat. They then draw pictures of the words.

Answers (Workbook p. 34–35)

peach, meat, peanut, pear, bean, ice-cream

Extension

1. Pupils work in groups to make a food poster. Each food picture must be labelled. Pupils may group pictures if they wish. They give their posters a heading.

Support

1. Support pupils who need practice using a glossary. It helps to re-enforce alphabetical order and spelling. Refer them to your alphabet chart if necessary.

Lesson three

Lesson aims

Pupils will:

- *Reading*: Listen to and read the story of a play; read the lines of different characters in the play, and answer questions.
- *Vocabulary*: Learn and record new words such as, *storyteller*, *gingerbread*, *voice*, *oven*.

Resources

- Chalkboard
- Pupil's Book
- Reader
- *The Gingerbread Man's* rhyme on the board or a chart
- Flash cards of new vocabulary.

Starting off (Reader p. 40)

Teach the Gingerbread Man's rhyme (Reader page 40). Encourage a sense of rhythm.

Run, run, as fast as you can.

You can't catch me.

I'm the Gingerbread Man!

Reading (Reader p. 40–43)

1. Use flash cards to teach the new vocabulary words in the story text.
2. Open at *The Gingerbread Man* on page 40 of the Reader. Ask pupils to look at the title and pictures. Explain that gingerbread is sometimes cut into shapes and baked like a biscuit. Point out how *The Gingerbread Man* is told in the form of a play.
3. Read the story to the class. Pupils work in groups of seven and read the play. Each pupil reads the part of one of the characters. When the Gingerbread Man says his rhyme, let the whole group chant together.
4. Discuss the moral (*lesson*) of the story – how the Gingerbread Man thought he was so clever and better than everyone else that he did not believe he could be tricked.
5. Guide pupils through the comprehension questions.
6. In pairs, pupils ask and answer questions.

Answers (Reader p. 43)

1. There are seven characters in the play. 2. They wanted to eat him. 3. Run, run, as fast as you can. You can't catch me. I'm the Gingerbread Man! 4. He wanted to cross the river without getting wet. 5. The fox ate the Gingerbread Man.

Extension

The play lends itself to lots of extension activities:

1. Draw, decorate and cut out gingerbread men to display in the classroom
2. Make masks for the different characters.
3. Use the play for class performance or for an end-of-year concert.



Support

1. A play format is different and may have confused young readers. Ask individuals to read to you, so that you can assess whether they are comfortable and understand the character: dialogue frame.

Lesson four



Lesson aims

Pupils will:

- *Reading/Phonics*: Recognise vowel sounds *oo*, *ch*, *th* and *oor*, and use these sounds in words and sentences.
- *Grammar*: Practise the regular form of the past tense, and learn how to identify the root verb of a word.



Resources

- Chalkboard
- Pupil's Book
- Flash cards of *oo*, *ch*, *th* and *oor* words.



Starting off

Play a memory game where pupils remember foods and add new foods to a sentence. Do it alphabetically. For example:

Pupil 1: 'We eat apples.' Pupil 2: 'We eat apples and beans.' Pupil 3: 'We eat apples, beans and cabbages.' Pupil 4: 'We eat apples, beans, cabbages and dates/duck,' etc.

Help with more difficult letters. You do not have to go all the way to z. Give support by writing the alphabet on the board, and filling in every fourth or fifth word.



ch
sh
th

Reading: Phonics

(Pupil's Book p. 75)

1. Put all the *oo*, *ch*, *th* and *oor* flash cards into a bag. Work with groups. Each group takes out two words and writes a sentence with each word.

2. Pupils open their PB at page 75. Read out the headings of the table and explain what goes in each column.
3. Pupils work in pairs to complete their table.

abc

Grammar

(Pupil's Book p. 76; Workbook p. 34)

Revise the past tense of regular verbs. Pupils are familiar with how to form the past tense by adding *-ed* to the end of regular verbs. Let them practise further:

1. Pupils turn to Exercise 1 on page 76 of their PB. Read through the notes and examples.
2. Pupils complete the Exercise, writing the sentences in their note books.

Answers

(Pupil's Book p. 76)

1. I called my friends on the phone yesterday. 2. I wanted to be a doctor. 3. I worked very hard at school.

Pupils need to know what the root verb of a word is. Pupils open their WB at page 34, Exercise 1.

1. Explain that the root of a word is the part that stays the same. For example: *play* is the root verb of the words *playing* and *playful*.
2. Explain how to fill in the table by finding the root word of the words in boxes. Pupils then identify which words end in *-ed* and which ones end in *-ing*.

Answers

(Workbook p. 34)

rest, help, spill, miss, pack, tell, hug



Support

(Pupil's Book p. 72)

1. Pupils return to Exercise 2 on page 72. In Lesson one, they did these questions orally. Now let them answer the questions relating to food and the senses as a written exercise. Check for correct forms of verbs.

Lesson five

Lesson aims

Pupils will

- *Writing*: Draw and label a picture, and write a paragraph.
- *Vocabulary*: Revise food words from previous lessons.

Resources

- Chalkboard
- Pupil's Book
- Loose pieces of paper for pupils to draw their houses on.

Starting off

Draw two big houses on the board. Ask pupils to look again at the food houses on page 74 of the PB. Using pictures and word cards, ask pupils to put the correct foods on each house. For example: 'bananas' will go in one window as curtains, 'spaghetti' will go in the other window.

Writing (Pupil's Book p. 76)

1. With the class, brainstorm food words and write them on the board. Make a separate list of words relating to houses.
2. Pupils draw, colour and label their own houses made of food. Remind them how to label a drawing by referring them to page 35 of their WB.
3. Move around the class to monitor whether pupils label their drawings correctly. Encourage them to give their houses a name. For example: *Sweet home, Cookie Corner*
4. Pupils turn to Writing Exercise 2 on page 76 of their PB. Show them the writing frame that will help them to begin. Check the paragraphs for correct spelling and punctuation.

Extension and support

1. Put up the pictures of houses in rows along your classroom wall to make 'streets' of food houses. Pupils can look at all the pictures and discuss who 'lives' next door or opposite them.