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| STAGE 2 LESSON PLAN 1-11 | | | |
| Author: | Asia Dietrich | Unit: | Food |
| Module: | 1 | Lesson: | 11 |

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| Learning Goals: |
| * Saying the ‘st’ sound * Using the ‘st’ sound in sentences * How to use “more”, “most”, “there was” and “there were” * Practice our song/poem |

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| Resources: |  |  |
| **Name** | **Description** | **File** |
| Teacher Presentation | Teacher uses this presentation as a shared document or application in live class | food-lesson11-teacher.pptx |
| Student Presentation | Student can download this presentation before the class begins | food-lesson11-students.pptx |
| Worksheet | This worksheet is for the assigned homework. | Homework Food Crossword.pdf |
| Video : | Student can download and pre watch | Food Magic Tricks.mp4 |

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| Agenda: | | |
| **Topic** | **Slides** | **Estimated Time** |
| Learning Goals | 2 | 2-3 minutes |
| Homework | 3 | 5 minutes |
| ST sound | 4-6 | 7 minutes |
| Making an omelette | 7 | 5 minutes |
| More and most | 12-15 | 9 minutes |
| House comparison | 16 | 7 minutes |
| There was/were visual activity | 18-22 | 9 minutes |
| Practice portfolio piece | 23 | 8 minutes |
| Food Magic Tricks | 24 | 2 minutes |
| Homework and Review | 26-27 | 5 minutes |
| **Extra time: slide 25 Halloween picture**  Teach students about the Halloween tradition | | |

**Instructional Strategies**

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| Slide 2 | Go over learning goals. |
| Slide 3 | Get students to show their drawings and explain what they ate for dinner. |
| Slide 4-6 | To say ‘S’ place the tip of the tongue just off the ridge behind the teeth. To say ‘T’, have the tip of your tongue pressed against the top of your mouth right behind the front tooth.  Then slightly push air separating your tongue and upper mouth. Demonstrate this for students and have them practice.  Say each word, articulating it clearly. Then say it again, pointing to each syllable, emphasizing the main stress on the polysyllabic words. Say the word again, in a more natural way. Instruct the students to repeat the word, chorally and then individually. |
| Slide 7 | Get students to number the steps for each photo. Ask them why they numbered it the way they did. The egg cracking and the chopped green onion are interchangeable. |
| Slide 8-11 | Explain slide  Go over each example and ask the students if it’s more or most   1. more 2. most 3. most 4. most 5. most 6. most 7. most 8. most 9. more 10. most   Ask students which which has the most fruit. |
| Slide 12-15 | Explain slides.  Do this activity verbally alternating between the students.  1. There were 2. There was 3. There were 4. There were 5. There was 6. There was |
| Slide 16 | Get students to compare two pages and state the differences between the two houses. What’s missing in the second one? (i.e. There was a mirror in the bathroom.) |
| Slide 17-22 | Tell students to look carefully at the following objects and try to remember as much as you can.  Tell the students to try and remember as much as they can in the picture for 1 minute.  Tell students to make two lists on a piece of paper.  Tell the students to look at it one more time for 1 minute. They should add to their list.  Go over what was in the picture. |
| Slide 23 | Get the students to read/sing their chosen song/poem. Ask them if they have been practicing, and remind them their recording is due next class. |
| Slide 24 | Play “Food Magic Tricks.mp4”. If you are able, demonstrate the boiled egg trick for the students.  Play “Food Magic Tricks.mp4”. If you are able, demonstrate the boiled egg trick for the students. Make sure to stop the video for discussion. Questions: Do you do science experiments at your school? Do you ever use food? Did you think that food could be related to science? Would you try one of these experiments at home? |
| Slide 26-27 | Explain homework and review what was learned. |