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| STAGE 2 LESSON PLAN 1-6 | | | |
| Author: | Asia Dietrich | Unit: | Food |
| Module: | 1 | Lesson: | 6 |

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| Learning Goals: |
| * Using “ng” and “ing” * Using “but”, “or”, “and” capitalization and punctuation * Reading and conversation practice |

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| Resources: |  |  |
| **Name** | **Description** | **File** |
| Teacher Presentation | Teacher uses this presentation as a shared document or application in live class | food-lesson6teacher.pptx |
| Student Presentation | Student can download this presentation before the class begins | food-lesson6-students.pptx |
| Worksheet | Student will download this before class and complete it during the lesson | dr listening activity.pdf  Homework Ice Cream Worksheet.pdf |
| Video : | Student can download and pre watch | Food Art.mp4 |

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| Agenda: | | |
| **Topic** | **Slides** | **Estimated Time** |
| Learning Goals | 2 | 2-3 minutes |
| Restaurant script homework | 3 | 7 minutes |
| DR sound | 4-6 | 7 minutes |
| DR listening activity | 7-8 | 7 minutes |
| Food groups | 9-10 | 7 minutes |
| Simon says | 11 | 5 minutes |
| Alligator Pie | 12-13 | 5 minutes |
| Food art | 14-16 | 5 minutes |
| The Very Hungry Caterpillar | 17-30 | 10 minutes |
| Homework and Review | 32-34 | 5 minutes |
| **Extra time: slide 31 Food Bank picture**  Ask the students if this is a grocery store, and if they conclude it isn’t, why not. Teach the difference between a grocery store and a food bank. (A **grocery store** is a retail store that primarily sells food./A **food bank** is an organization that collects donated or surplus foodstuffs and distributes them free or at low cost to programs or organizations serving people in need.) Why would there be food in a place that’s not being sold. Explain the idea of a food bank. | | |

**Instructional Strategies**

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| Slide 2 | Go over the learning goals. |
| Slide 3 | Get student to recite their restaurant script. |
| Slide 4-6 | The tongue forward part of the tongue is raised touching the roof of the mouth behind the front teeth for the ‘d’ sound. When pronouncing the ‘r’ sound the tongue is not raised all the way to the roof. It presses against the inside of the top teeth and the tip of the tongue is pulled back. The lips has some tension and are not relaxed. They come away from the face. Demonstrate for the students and have them try to make the sound.  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 7-8 | Students are to have printed the “DR listening activity.pdf”.  Go over the answers: 1. dragon 2. clam 3. drums 4. frown 5. drill 6. drip 7. drink 8. dress 9. drive 10. clock 11. clothes 12. climb 13. present 14. clouds |
| Slide 9-10 | Explain the food groups to the students.  Have students verbally say the food group for certain shopping cart items |
| Slide 11 | Play Simon Says with the students. Demonstrate each movement for them. |
| Slide 12-13 | Pre-teach this vocabulary for “Alligator Pie”.  Read each line and alternate between each student for an echo reading. Following this, circle the periods, question marks and periods. |
| Slide 14-16 | Ask students if they think food can be art.  Bio: When Malaysian mommy [Samantha Lee](http://www.eatzybitzy.com/) came up with playful story-themed bento lunchboxes to get her kids to eat right, she had no idea they would also catapult her to internet fame.  Play “Food Art.mp4” Ask students what the subject is and to point out what food they recognize. Make sure to stop the video for discussion |
| Slide 17-30 | Read each line and alternate between each student for an echo reading. |
| Slide  32-34 | Tell the students to download and print “Homework Ice Cream Worksheet.pdf”. Explain what a scoop of ice cream is.    Get students to create their own food art and take a photo for it next class. All the foods used should be labelled in the photo.  Review the lesson. |