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| STAGE 2 LESSON PLAN 1-7 |
| Author: | Asia Dietrich | Unit: | Food |
| Module: | 1 | Lesson: | 7 |

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| Learning Goals: |
| * Saying the ‘tr’ sound
* New food words
* Using “and”, “but”, “because”, “mine”, and “yours”

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| Resources: |  |  |
| **Name** | **Description** | **File** |
| Teacher Presentation | Teacher uses this presentation as a shared document or application in live class | food-lesson7-teacher.pptx |
| Student Presentation | Student can download this presentation before the class begins | food-lesson7-students.pptx |
| Worksheet | Student will download this before class and complete it during the lesson | Story Picture Pizza Veggies Worksheet.pdfDesign the Cake Worksheet.pdf |
| Video :  | Student can download and pre watch | Wedding Cake Decorating.mp4 |

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| Agenda: |
| **Topic** | **Slides** | **Estimated Time** |
| Learning Goals | 2 | 2-3 minutes |
| Ice cream homework  | 3 | 3 minutes |
| TR sound  | 4-6 | 5 minutes |
| TR worksheet  | 7-9 | 12 minutes |
| How many activity  | 10 | 2 minutes |
| Plant and animal based food  | 11-12 | 5 minutes |
| Paragraph writing  | 13 | 7 minutes |
| And, or, but, because worksheet | 14 | 7 minutes |
| Mine and yours | 15-16 | 5 minutes |
| Crazy Cakes Reading  | 17-22 | 6 minutes |
| Cake design worksheet | 23 | 3 minutes |
| Homework and Review | 25-27 | 3 minutes |
| **Extra time: slide 24 Wedding Cake Decorating** Play this video “Wedding Cake Decorating.mp4” for the students.Ask them about colour, shape, and design of the cake.  |

**Instructional Strategies**

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| Slide 2 | Go over the learning goals. |
| Slide 3 | Go over each colour for the ice cream scoops. Ask students to show their hand coloured pages on video.  |
| Slide 4 -6 | Tell students to pronounce the “tr” sound put your tongue against the roof of your mouth and blow a little air through your mouth. Demonstrate this to the 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 -9 | Pre-teach this vocabulary for the following activity.Open “TR Worksheet.pdf”. Complete the activity. Go over answers |
| Slide 10 | Ask students to count specific food. Fries: 16Burgers: 20 |
| Slide 11-12 | Explain the difference between plant and animal food products.Point to certain foods and ask if it’s plant or animal based. Or, have the students circle plant and/or animal food products.  |
| Slide 13  | Write a paragraph together.  Brainstorm ideas and then have one student give the first sentence, the next student adds on another idea with a second sentence, etc.  The teacher should write teach sentence on the whiteboard. Make it funny!Provide prompts, like, “Is the person going to decide to choose the healthy or unhealthy meal?”  |
| Slide 14 | Tell students to take out the “And, But, Or, Because Worksheet.pdf”. Do the first two examples together. Review when and why you use each conjunction.1. but 2. and 3. because 4. or 5. and 6. or 7. because 8. but 9. because 10. and  |
| Slide 15-16 | Explain slide. Alternate between each student. 1. yours 2. yours 3. mine. 4. mine. 5. your |
| Slide 17-22  | Read each line and alternate between each student for an echo reading.  |
| Slide 23 | Post the cake on the whiteboard. Get the students to add some decorations and/or colour to the cake. Brainstorm a theme, and work together deciding how the cake should look. Get the students to add some decorations and/or colour to the cake. |
| Slide 25-27 | Explain slide and read example.Review the lesson. |