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| STAGE 2 LESSON PLAN 1-9 |
| Author: | Asia Dietrich | Unit: | Food |
| Module: | 1 | Lesson: | 9 |

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| Learning Goals: |
| * New ‘sn’ and ‘ar’ words
* Using the sn’ and ‘ar’ sound in sentences
* Using “and”, “or”, “but”, “because”, “his”, “hers”, “theirs”, “ours” and “its”
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| Resources: |  |  |
| **Name** | **Description** | **File** |
| Teacher Presentation | Teacher uses this presentation as a shared document or application in live class | food-lesson9-teacher.pptx |
| Student Presentation | Student can download this presentation before the class begins | food-lesson9-students.pptx |
| Worksheet | Student will download this before class and complete it during the lesson | His Hers Colouring Sheet.pdfHis Hers Its Worksheet.pdfAR Worksheet.pdfAnd Or But Because Worksheet Review.pdf |

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| Agenda: |
| **Topic** | **Slides** | **Estimated Time** |
| Learning Goals | 2 | 2-3 minutes |
| Homework  | 3 | 5 minutes |
| SN and AR sound  | 4-7 | 8 minutes |
| Body language  | 8 | 5 minutes |
| Foodscapes  | 9 | 5 minutes |
| Fill in the blanks | 11-12 | 7 minutes |
| His, hers, its  | 13-15 | 7 minutes |
| Theirs ours | 16-18 | 5 minutes |
| How is this made | 19 | 5 minutes |
| And or because | 20 | 5 minutes |
| Homework and Review | 28-30 | 5 minutes |
| **Extra time: slide 22-27 Vegetable identification slide 28 food from plants or animals** Get the students to point out the word for the vegetable picture.  |

**Instructional Strategies**

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| Slide 2 | Go over learning goals.  |
| Slide 3 | Go over the homework with the students. Get the to read each meal they had and say if it was from plants/animals or both.  |
| Slide 4-7  | SN: Start with the S sound. Notice that the tongue feels pretty flat in your mouth, although high in the mouth. The sides of the tongue line the inner sides of your top teeth where they meet the gums. The tip of the tongue does not make contact with your teeth. To create the 'n sound', the air is blocked from leaving the mouth by pressing the tip against the tooth ridge and the sides of the front of the tongue against the side teeth. . Demonstrate for the students, and have them repeat the sound.  AR: The tip and center of the tongue are set low, inside the bottom teeth. The top of the tongue is nearly even with the top of the bottom teeth. To transition to the 'r' portion of the sound, the body of the tongue moves upward. The mid-section of the tongue rises so the sides of the tongue touch the middle teeth. Demonstrate for the students, and have them repeat the sound. Say each word, articulating it clearly. Then say the word again, in a more natural way. Read the sentence accompanying the word. Instruct the students to repeat the word, chorally and then individually. Then, instruct the students to repeat each sentence, chorally and then individually.  |
| Slide 8 | Demonstrate the follow hand gestures to the student: hello (wave), goodbye (wave), it’s cold (arms around shoulders), it’s hot (fan your face with hand), come here (move your index finger), Me! (touch your chest), OK (make the OK sign), I don’t know (pull shoulders and hands up), Shhhh (index finger in front of mouth), Stop (hand up, palm up) |
| Slide 9 | Show students Carl Warner’s food art. Ask them to point out foods they recognize.  |
| Slide 11-12 | Pre-teach this vocabulary for the following activity.Get students to work on the “AR Worksheet.pdf”Take up the answers |
| Slide 13-14 | Explain slide.Get students to take out “His Hers its Worksheet.pdf”. Answers: 1. his 2. his 3. its 4. her 5. its 6. her 7. her 8. its 9. his 10. hers |
| Slide 15 | Do this worksheet as a group. Get each student to colour one part as you go through the list.  |
| Slide 16-18 | Explain slide.Do this activity orally. Alternate between each students. Take up the answers.  |
| Slide 19  | Ingredients: rice noodles, soy sauce, green onion, beef, bean sprouts  |
| Slide 20 | Get students to take out “And Or But Because Worksheet Review.pdf”. Go over what each conjunction means and have then do the activity.1. And 2. because 3. because 4. and 5. or 6. and 7. because 8. but 9. or 10. but  |
| Slide 28-30 | Go over the learning goals. Go through the individual questions, and answer each to model answers for the students. Pose the question to each student. Remind students that adjectives are describing words for nouns for question. Ask students to write down the answers before the next class.  |