

Lesson Plans



Fun Food to Make and Eat is a procedural text containing five recipes. Each recipe is fun to make and uses healthy foods.

Running words: 427

Text type: Procedure



The Queen's New Chef is a narrative about a queen who holds a contest to find a new chef. Chefs from around the land enter the contest and make the sweetest, creamiest, desserts possible. But a cook who makes a healthy stew wins the contest.

Running words: 514

Text type: Narrative

Content vocabulary

active beans cake caramel carrots celery chef cherries chocolate cook cookie cutter cup cut delicious dip grill healthy melts nuts oven pancakes pita bread peas pizza plate put recipes sauce scrumptious shredded skewer slice spread sprinkle stew tablespoon tasty toast toothpick vegetables yummy

Phonics

- Identifying the short /e/ sound as in *bread, spread, healthy*
- Identifying the long /e/ sound made by "i" as in *cauliflower*

Text features

Fun Food to Make and Eat

- Photographs support step-by-step instructions
- Headings, numbered steps, a 'try this' section

The Queen's New Chef

- Dialogue

Reading strategies

- Recognising and using text features (procedure)
- Making predictions

ELL support	Key concepts	Curriculum link
• A clear photograph demonstrates what is in the text for each step in the procedure. • Illustrations give readers information about the setting of the story.	• Some foods help to keep you active and healthy. • Ingredients can be combined to make tasty, interesting food.	• Health and Physical Education: Food and nutrition

Lesson 1 Fun Food to Make and Eat



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *Have you ever cooked anything?* List on the board the foods that students have cooked. Ask: *How did you know what things to put in your cooking? How did you know what to do?* Have students talk to a partner about something they know how to “cook” (this could be something simple like toast and jam). Ask: *Have you ever used a recipe to do some cooking? What do recipes tell us? How are they written?*

★ Give students the opportunity to browse through a range of recipe books.

Vocabulary building

★ Say: *Work with a partner to brainstorm a list of action words that you might see in a recipe book* (e.g. sprinkle, cut, mix). Make a list of these words on a chart (e.g. *spread, cook, put, place*).

Introducing the book

Give each student a copy of *Fun Food to Make and Eat* and have them read the title. Say: *This book is a procedural text that has five different recipes in it.* Refer students to pages 2 and 3 and read through the names of the recipes. *Which recipe sounds interesting to you?* Talk through the rest of the book, commenting on the photographs and the features of the procedure. For example, on pages 6 and 7 you could say: *This is the name of the recipe. It is called Pizza face. Why do you think it is called this? This is a list of what you will need to make the recipe. Why is it important to list these things? Here are the first three steps. How do the photos help you to know what to do?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. Check that the students know how to read a procedure.

Ask: *How do recipes work? What parts does a recipe have? How do you know what you will need to make this recipe? What things on the page tell you what to do? How do you know in which order to do things? What does this symbol mean? How do you know that?*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *How many steps are there in the Pizza face recipe? What things do you need to make the Apple boat? When making the Cheesy house, what do you do after you have cut the capsicum into strips? What does the author suggest you could try with your Tasty rocket?* (Literal) *Why do some parts of the recipes need a symbol that means an adult needs to help you? Why, in the introduction, does it say the foods in the recipes will help you to stay active and healthy?* (Inferential) *What other recipes could be included in this book?* (Synthesising) *Would all people find these recipes “fun to make”? Why?* (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book?* If appropriate, comment on how well the students recognised the different parts of a recipe. For example, you could say: *I noticed that you read the parts of the recipes in the right order.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

In pairs students could demonstrate one of the recipes from the book. One student could read out the steps while the other student could act out completing each step. Encourage students to read fluently. Say: *Your voice will need to be smooth and clear so that your partner knows exactly what to do.*

Word work

Phonics

Write the words *bread*, *spread* and *healthy* on the board. Say: *These words all have the "ea" letter combination. What sound do these letters make in these words?* Students could talk with a partner about this question and list other words with this letter/sound combination (*treasure*, *head*, *read*, *dead*).

Exploring words

Ask students to list the first word in each of the steps in each recipe (*spread*, *sprinkle*, *cut*, *put*, *cook*, *toast*, *place*). Ask: *What do these words have in common? What is their purpose?* Say: *These words are called action verbs. They tell us what action needs doing.* Students could talk with a partner about other action verbs. Make a group list.

Writing

★ Refer students to pages 12 and 13. Discuss the two headings – *You will need* and *What to do*. Model identifying the verbs at the beginning of each instruction (e.g. *cut*, *put*).

Have the students choose one of the *Try this* suggestions in the book and write their own recipe. Remind them to use verbs at the beginning of each instruction.

Sharing and presenting

Students could read their recipes to a friend.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *Imagine you are going to enter a cooking contest. What dish would you make?* Students could talk with a partner about their ideas and then share them with the group.

★ Ask: *If you could ask a chef to cook you anything you wanted, what would you choose?* Students could turn and talk with a partner about their favourite foods.

Vocabulary building

Write out some of the content vocabulary from the book onto small cards (*chef*, *queen*, *palace*, *pancakes*, *vegetable stew*, *contest*, *kitchen*, *kingdom*, *toffee*). Give a card to each student and have them discuss their words with a partner. Have students report back to the group about their words and what they mean.

Introducing the book

Give each student a copy of *The Queen's New Chef* and have them read the title. Say: *This book is a narrative about a queen who holds a contest to find the best chef in the land. Many chefs enter the contest and cook some amazing foods for the queen. The winner, however, is someone who cooks the queen a meal that will help to keep the queen healthy.* Talk through the book, discussing the pictures and encouraging the students to make predictions and use the vocabulary from the text. For example, on pages 4 and 5 you could say: *What is happening in this picture? What sorts of food do you think the chefs will cook for the Queen?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, say: *Making a prediction is not the same as guessing. Predictions need to fit with the story and the genre. This story sounds a bit like a traditional tale. What might happen in this story? As you read you might need to change your prediction.*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

Why did the queen hold a contest to find the best chef? What dish did the winning chef make? (Literal)

Did the queen enjoy the pancakes, the mountain of ice-cream and the cake? Why, then, did she choose Bree, who made the vegetable soup, to be her new chef? (Inferential)

Which chef would you have chosen to win the contest? Why? What does this story tell you about the type of food a queen should eat? (Synthesising)

Does this book have a message? What did you learn by reading it? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers.

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

In small groups students could read the book to a younger class in the school. Encourage students to concentrate on their fluency and expression. For example, you could say: *How would the queen speak? How would she say the word scrumptious? Try to make your voice sound like hers would.*

Word work

Phonics

Ask students to browse through the book and list any words that have “i” making the /ee/ sound in them. Make a group list (*Henri, broccoli, cauliflower, stickiest, chewiest*). Ask: *What other words could we add to this list?* (*spaghetti, piano, happiness*).

Exploring words

Ask: *What words did the queen use in the book to describe the food she liked?* Students could browse through the text to find and list these words (*scrumptious, delicious, yummy*). Ask: *What other words could we use to describe how food tastes?* Make a group list.

Writing

★ Discuss the chefs in the story. Ask: *What do we know about each of these three characters? What did they make for Queen Caroline? What does that tell you about their character?*

Have students draw one of the chefs in the story and write a description about their character.

Sharing and presenting

Students could sit knee-to-knee with a partner and take turns to read their character descriptions.

Talk about the pair

Ask: *What sorts of food can help to keep you active and healthy? What sorts of foods should you only eat sometimes?*

Groups of students could create a poster about foods that can help to keep them active and healthy.

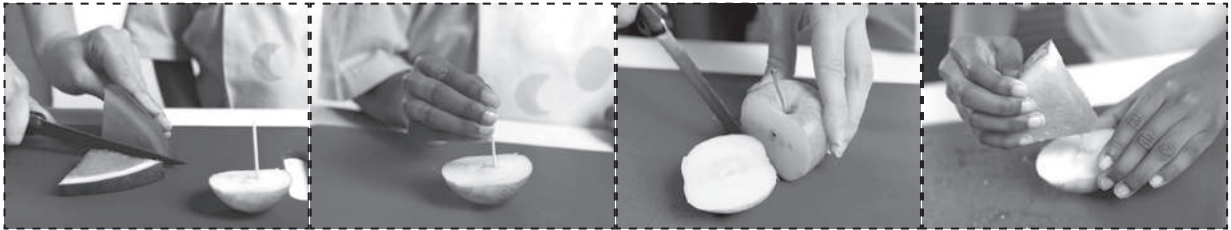
Students could look through magazines and cut out pictures of foods to go on their poster.

Students could work further with these books by completing the Activity card.

Blackline master

Use the book *Fun Food to Make and Eat* as a reference. Cut out the photographs of each step and stick them in the right order on another sheet of paper. Write your own instructions to accompany each photograph.

Apple boat



Bread person



Pizza face



Assessment

Can the student correctly sequence steps from a procedure?

Can the student use appropriate language to write procedural steps?

Activity card

Plan a menu



Think about what you have learnt about food and use this knowledge to plan a healthy and tasty menu you would like to eat.

My menu for a day

Breakfast:

.....

Snack:

.....

Lunch:

.....

Snack:

.....

Dinner:

.....

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