

Collaborative Research & Development (“Seed”) Project for 2004-2005
Effective Strategies to Enhance Primary Pupils’ Skills and Attitudes in Learning to Read and Reading to Learn
Unit Plan for the First Reading Cycle

School: SKH Tak Tin Lee Shiu Keung Primary School

Duration: 3 weeks (7 March 2005 – 22 March 2005)

Level: P2

No. of Sessions: 22 (40 minutes per session)

Module: Using My Five Senses

Allocation of Sessions:

Theme: See it, Smell it and Taste it

- Focus Questions:**
1. What do we eat every day?
 2. What is the food we like and dislike?
 3. Why do we like some food and dislike other food?
 4. Is it good to use only our eyes, nose or tongue to choose our favourite food? Why? Why not?

Positive Values and Attitudes: Rationality, self-discipline, self-reflection

General English Programme		Reading Workshops	
	No. of Sessions		No. of Sessions
OT (2C) Unit 3 What can you feel?	5	All Through the Week with Cat and Dog (Shared Reading)	4
OT (2C) Unit 4 What can you smell and taste?	5	Healthy Food (Supported Reading)	4
Dictation	2	Lunch for Greedy Cat (Reading Aloud)	1
Writing	1		
Total	13	Total	9

SKH Tak Tin Lee Shiu Keung Primary School
First Reading Cycle: Overall Plan on Shared Reading

Book Title: All Through the Week with Cat and Dog **Text Type:** Narrative Text (Story) **Level:** P2 **No. of Sessions:** 4 (40 minutes/session)
(ISBN: 0-916119-64-5)

	Session 1	Session 2	Session 3	Session 4
<p>Learning/Teaching Objectives</p> <ul style="list-style-type: none"> • Reading skills and strategies • Discussion on the content • Language features 	<ul style="list-style-type: none"> • Identifying the title on the book cover and title page • Using the title and illustrations on the book cover to make predictions • Using page numbers to refer to different pages • Using a calendar to introduce names of days in a week and the concept of <i>a week</i> • Using contextual clues to help pps get the meaning of <i>all through</i> • Identifying names of the main characters: <i>Cat, Dog</i> • Using appropriate adjectives to describe the colours, shapes and sizes of the food <i>Cat</i> liked to eat, e.g. <i>brown, round, big</i> • Using pictorial clues to get the meaning of the action verbs: <i>made, ate</i> • Discussing what <i>Cat</i> liked to eat and relating it to pps' personal experiences • Discussing why <i>Cat</i> liked to eat <i>cakes, cookies</i> and <i>pies</i>, and relating it to the use of eyes in choosing one's favourite food • Activity Sheet 1: Colouring, drawing and writing about the shapes, colours and sizes of some cookies 	<ul style="list-style-type: none"> • Identifying the name of the author on the book cover • Identifying repeated expressions and structures: <i>On... morning, Dog made.... On... afternoon, Cat ate....</i> • Using pictorial and contextual clues to help pps get the meaning of <i>cookies, sandwiches, pies, pizza, popcorn, cakes</i> • Sight vocabulary: <i>the, on</i> • Using the comma as a clue to read aloud with appropriate pauses • Using appropriate adjectives to describe the taste of the food <i>Cat</i> liked to eat, e.g. <i>yummy, tasty, sweet</i> • Discussing why <i>Cat</i> liked to eat <i>sandwiches</i> and <i>pizza</i>, and relating it to the use of eyes and tongue in choosing one's favourite food • Activity Sheet 2: Suggesting the ingredients for <i>Dog's</i> pizza and writing about its shape, colours, size and taste 	<ul style="list-style-type: none"> • Identifying the name of the illustrator on the book cover • Using gestures to get the meaning of <i>a tummy ache</i> • Using appropriate adjectives to describe the smell of the food <i>Cat</i> liked to eat, e.g. <i>nice, good, sweet</i> • Using the full stop as a clue to read aloud with appropriate pauses • Phonics: <i>Ending t</i> as in <i>Cat, felt, great, slept</i> • Discussing why <i>Cat</i> liked to eat <i>popcorn</i>, and relating it to the use of eyes, tongue and nose in choosing one's favourite food • Activity Sheet 3 (Phonics): Circling words with <i>Ending t</i> letter sound from a word maze and using the words to complete sentences about lunch for <i>Cat</i> and <i>Dog</i> 	<ul style="list-style-type: none"> • Identifying the ISBN on the back cover • Using gestures, and pictorial and contextual clues to get the meaning of <i>felt great</i> • Recognizing the use of an exclamation mark to indicate bad feelings or surprise • Developing writing skills through the process of drafting, reviewing and editing • Discussing how <i>Cat</i> felt after eating too much food and what she did to keep fit • Activity Sheet 4 (Shared writing): Writing short paragraphs about how <i>Cat</i> used his sight, smell and taste to choose the foods he ate on Sunday afternoon

Teaching Procedures	Session 1	Session 2	Session 3	Session 4
<p>1. Presenting the book</p>	<ul style="list-style-type: none"> • Display the cover of <i>All Through the Week with Cat and Dog</i>. Invite pps to identify the title. Accept <i>Cat and Dog</i> as a correct answer. Say: <i>What is the title of this book? Yes, this book is called Cat and Dog. How do you know it? Yes, the words are big. This is the book title.</i> Display the cue card, <i>title</i>. • Ask pps to talk about the illustrations on the cover and make predictions. Say: <i>Look at the picture. What is Dog doing? What is Cat doing? What is this book about?</i> • Write pps' predictions on bb. 	<ul style="list-style-type: none"> • Display the book cover. • Pps read aloud the complete title. • Guide pps to find the name of the author. Mime action of <i>writing</i>. Say: <i>Can you see "written by" here? This person wrote the book. Rozanne Lanzak Williams is the author. Can you point to the name of the author?</i> • Display the cue card, <i>author</i>. • Recap the content covered in Session 1. Say: <i>What is this book about? What did Cat and Dog do on Monday, Wednesday and Saturday?</i> • Guide pps to refer to the table displayed in the classroom for hints. 	<ul style="list-style-type: none"> • Individual pps read aloud the book title and point to the name of the author. • Guide pps to find the name of the author. Mime the action of <i>drawing pictures</i>. Say: <i>Look at the pictures in this book. Do you like them? Who drew the pictures? Can you see "illustrated by" here? Catherine Leary drew the pictures in this book. She is the illustrator.</i> • Pps point to the name of the illustrator. Display the cue card <i>illustrator</i>. • Recap the content covered in previous sessions. Say: <i>What did Cat like to eat? Why?</i> • Encourage pps to refer to the table and large cards displayed in the classroom for hints. 	<ul style="list-style-type: none"> • Individual pps read aloud the book title and point to the names of the author and illustrator. • Introduce the ISBN of the book by relating it to pps' class number. Say: <i>What is your class number? This book also has a number. Turn to the back cover. Can you find the number of this book? Yes, we call this the ISBN.</i> • Invite pps to point to the ISBN on the back cover. • Recap the content covered in previous sessions. Say: <i>How did Cat choose the food she liked? Talk about the colours, shapes, sizes, taste and smell of the food.</i>
<p>2. First Reading</p>	<ul style="list-style-type: none"> • Set a purpose for reading. Say: <i>Are your guesses right? Let's read the book and find out.</i> • Read the book to pps. Use the pointer to guide pps to follow the left to right directionality. • Pps listen carefully and do not chime in or read after the teacher. • Draw pps' attention to the illustrations and help them grasp an overall understanding of the book. • Guide pps to answer the pre-reading questions. Point to the book and say: <i>This book is about two animals, Cat and Dog. Dog made some food and Cat ate the food.</i> • Display a weekly calendar and write the word <i>week</i> on bb. Say: <i>This story happened in a week. How</i> 	<ul style="list-style-type: none"> • Point to the table. Say: <i>What did Cat and Dog do on Tuesday, Thursday and Friday? What did Dog make? What did Cat eat? Let's read the book together and then fill in this table.</i> • Read the book with pps. Guide pps to insert picture cards on the table. 	<ul style="list-style-type: none"> • Read the book with pps. Divide the class into two groups. One group reads the even number pages and the other group reads the odd number pages. Remind them to read with appropriate pauses when it comes to a comma and a full stop. • Turn to pp.10 & 11. Show pps some real <i>popcorn</i>. Say: <i>Do you like to eat this? How do you call this in English? Let's read the book again. Find the right word and point to it.</i> • Let some pps taste, smell and eat the popcorn. Then they describe it with appropriate adjectives, e.g. sweet, hot. • Display a nose-shaped card. Invite pps to say how the popcorn smells. Insert adjectives about the 	<ul style="list-style-type: none"> • Refer to the table on bb. Say: <i>What did Cat do on Sunday afternoon? Let's read the book together.</i> • Read the book with pps. • Point to <i>Cat</i> on p.16 and say: <i>Cat felt great! I am Cat. Look at me. I feel great. I am so happy.</i> • Raise the arms and smile to help pps understand that <i>Cat</i> was very happy. • Discuss <i>Cat's</i> feelings with pps. Say: <i>Cat felt great. Why? Why is she so happy?</i> • Draw pps' attention to the use of the exclamation marks p.13 and p.16. Say: <i>Cat felt great on Sunday. How about Saturday? How did Cat feel? Yes, she felt sad. Why? Yes, she had a tummy ache. She ate too</i>

	<p><i>many days are there in a week? Yes, seven days... Monday, Tuesday ... Sunday. So this book is about what Cat and Dog did all through the week...from Monday to Sunday. The title is All through the week with Cat and Dog.</i></p> <ul style="list-style-type: none"> • Invite pps to read aloud the complete title on the cover and title page. • Say: <i>What did Cat and Dog do all through the week? Yes, Dog cooked food and Cat ate the food.</i> 		<p>popcorn's smell on it. Say: <i>Cat ate the popcorn. Why? Because it has a ...nice smell, a ...sweet smell, a ... chocolate smell.</i></p>	<p><i>much food. Poor Cat!</i></p> <ul style="list-style-type: none"> • Turn to p.13 and say: <i>This exclamation mark tells you that Cat felt very bad. Cat was not happy.</i> • Turn to p.16 and say: <i>But this exclamation mark tells you that Cat was very happy.</i> • Invite pps to read aloud the two pages with appropriate gestures and intonations. Say: <i>Let's read these two sentences to show Cat's feelings.</i>
<p>3. Second Reading</p>	<ul style="list-style-type: none"> • Put some picture cards of food items on bb. Display a table with names of the days in a week. Say: <i>What did Dog make? What did Cat eat? Let's read the book and fill in this table.</i> • Read the book with pps. Invite them to chime in whenever they can. • Turn to pp.12 & 13. Say: <i>What did Dog do on Saturday? How about Cat?</i> • Elicit answers from pps and insert picture cards in the table. Introduce the expressions <i>On Saturday morning</i> and <i>On Saturday afternoon</i>. Guide pps to use the table to talk about what Dog and Cat did: <i>On Saturday morning Dog made cakes. On Saturday afternoon Cat ate the cakes.</i> • Display three large eye-shaped cards with the headings of <i>Colours</i>, <i>Shapes</i> and <i>Sizes</i>. • Discuss why <i>Cat</i> ate all the cakes, focusing their attention on the colours, shapes and sizes of the cakes on p.12. Say: <i>Tell me something about the cakes here. Why did Cat eat all the cakes?</i> 	<ul style="list-style-type: none"> • Display two sentence strips: (1) <i>On ... morning, Dog made</i> (2) <i>On ... afternoon, Cat ate the</i> • Guide pps to use the information from the table to talk about what Dog and Cat did. Say: <i>What did Cat and Dog do from Monday to Saturday? Let's follow the table and tell the story.</i> • Draw pps' attention to the use of <i>the</i>. Say: <i>Dog made food. Cat ate the food. The food that Dog made.</i> • Focus pps' attention on the illustrations of food items in the book. Display a large tongue-shaped card. Use gestures to guide pps to talk about the taste of the food. Say: <i>Do you like to eat the food here? Why? How does it taste?</i> • Elicit from pps adjectives to describe the food they like to eat, e.g. <i>yummy, tasty, sweet</i>. • Turn to p.12. Discuss why <i>Cat</i> ate all the cakes, focusing pps' attention on the taste of the cakes. • Relate the colour of the food to its taste. Elicit ideas from the pps and write their suggestions on the tongue-shaped card. Say: <i>Look at</i> 	<ul style="list-style-type: none"> • Turn to p.13 and read aloud the sentence. Use gestures to help pps understand what <i>a tummy ache</i> means, relating it to pps' personal experiences. Say: <i>Why did Cat have a tummy ache? Yes, she ate too much food. Do you have a tummy ache sometimes? Why?</i> • Point to <i>Sunday</i> on the table. Say: <i>What did Dog do on Sunday? Let's read the book and fill in the table.</i> • Read the book with pps. Assign individual pps to read the odd or even number pages. • Turn to p.14 and write <i>slept</i> on bb. Say: <i>On Sunday morning, Dog slept late. Look at the clock. What is the time? Yes, 10:03. Do you sleep late like Dog? Until what time?</i> <p><u>Phonics: Ending t</u></p> <ul style="list-style-type: none"> • Write <i>Cat</i> on the board. Circle the letter <i>t</i>. Read aloud the whole word. Then cover <i>ca</i> and demonstrate how to read the <i>Ending t</i> letter sound. Ask pps to read after you. • Guide pps to read the <i>Ending t</i> in <i>slept</i> using the same procedures. • Display an enlarged <i>Word Cat</i>. 	<ul style="list-style-type: none"> • Read the book with pps. Remind them that the exclamation mark is a clue to indicate <i>Cat's</i> feelings. • Pps suggest what <i>Cat</i> did to keep fit. Write pps' suggestions on bb. Say: <i>Why did Cat feel great? What did she do? Look at the picture on p.16.</i> <p><u>Shared writing</u></p> <ul style="list-style-type: none"> • Point to the table and three large cards. Discuss how <i>Cat</i> uses his senses in choosing food. • Write a short paragraph with pps on bb. Say: <i>What did Cat eat on Sunday? Let's write about the colours, shapes, sizes, taste and smell of the food?</i> • Brainstorm ideas with pps. Guide them to refer to the illustrations on p.16 and write a few sentences about what <i>Cat</i> ate. • Guide pps to review the work on bb by adding more adjectives. Encourage pps to use their ideas to enrich the content of their work. • Guide pps to edit their work on bb. Focus on the spelling of the nouns and adjectives.

	<ul style="list-style-type: none"> • Elicit appropriate adjectives from pps and write their suggestions on the right eye-shaped cards. • Relating the discussion to pps' personal experiences. Say: <i>What cakes do you like? What are their colours,... shapes... and sizes? Are you like Cat?</i> • Turn to p.6. Use the same procedures to take pps through pp.6 & 7. • Turn to p.2. Use the same procedures to take pps through pp.2 & 3. • Focus pps' attention on the table. Guide pps to use the table to talk about what <i>Dog</i> and <i>Cat</i> did on Monday, Wednesday and Saturday. 	<p><i>the cakes. What's their taste? This one is dark brown. It has a ... chocolate taste. This one is red. It has a ... strawberry taste. So the colours tell us about the taste.</i></p> <ul style="list-style-type: none"> • Turn to p.4. Guide pps to describe the colours, shapes, sizes and taste of other sandwiches they like. Say: <i>Cat ate the sandwiches. Why? Tell me about the colours, shapes, sizes and taste of sandwiches. How about you? Talk about the sandwiches you like.</i> • Guide pps to talk about the ingredients of sandwiches. Say: <i>There is a lot of food in a sandwich. What is it? Write pps' suggestions on bb.</i> • Turn to p.8. Use the same procedures to take the pps through pp.8 & 9. Guide pps to talk about the colours, shapes, sizes and taste of pizza. • Ask how <i>Cat</i> chose the food he liked. Guide pps to say that <i>Cat</i> used his eyes and tongue. 	<p>Invite pps to fill in words with <i>Ending t</i> letter sound. They first find words from this book. Then they look up their course books or other English books for more words.</p> <ul style="list-style-type: none"> • Enter pps' suggestions on the <i>Word Cat</i>. Pps read aloud the words in groups and individually. • Distribute Activity Sheet 3. Pps identify words with <i>Ending t</i> letter sound from a word maze. Then they use the words to complete sentences about lunch for <i>Cat</i> and <i>Dog</i>. 	<ul style="list-style-type: none"> • The whole class read aloud the completed work. • Distribute Activity Sheet 4. Based on the model on bb, pps write a new ending for the book in groups. Say: <i>Work in groups and write about the fruit and vegetables Cat ate. You can look at the picture on p.16 and write about the colours, shapes, sizes, taste and smell. Add your own ideas. Use the words on these cards to help you.</i> • Pps read aloud their work in groups. • Discuss how <i>Cat</i> used his senses to choose the fruit and vegetables to eat.
<p>4. Third Reading</p>	<ul style="list-style-type: none"> • Read the whole book with pps. Pps read pp. 2, 3, 6, 7 & 12. • Distribute Activity Sheet 1. Pps colour and write about the shapes, colours and sizes of cookies that <i>Cat</i> liked to eat. Then they draw and write about a cookie that they like to eat. 	<ul style="list-style-type: none"> • Divide pps into two groups. One group reads the even number pages about what <i>Dog</i> did. Another group reads the odd number pages about what <i>Cat</i> did. • Draw pps' attention to the use of the comma at the end of each line. Demonstrate how to read with appropriate pauses. • Distribute Activity Sheet 2. Pps suggest some ingredients for <i>Dog's</i> pizza and write about its shape, colours, size and taste. 	<ul style="list-style-type: none"> • Draw pps' attention to the use of the full stop at the end of each sentence. Demonstrate how to read with appropriate pauses. Help pps distinguish between the length of pauses for commas and full stops. • Read the book with pps. Remind them to read the <i>Ending t</i> letter sound clearly. • Remind pps to pause after commas and full stops. 	<ul style="list-style-type: none"> • Read the book with pps. Remind pps to read the <i>Ending t</i> letter sound clearly and to read with good expressions. • Remind pps to pause before the commas and full stops. • Remind pps to use the right intonation and expression when there is an exclamation mark.

SKH Tak Tin Lee Shiu Keung Primary School
First Reading Cycle: Overall Plan on Supported Reading

Book Title: Healthy Food
 (ISBN: 0-17-009686-6)

Text Type: Information Text (Exposition)

Level: P2

No. of Sessions: 4 (40 minutes/session)

	Session 1	Session 2	Session 3	Session 4
<p>Learning/Teaching Objectives</p> <ul style="list-style-type: none"> • Reading skills and strategies • Discussion on the content • Language features 	<ul style="list-style-type: none"> • Identifying the title on the book cover and title page • Using the title and pictures on the book cover to make predictions • Using page numbers to refer to different pages • Using pictorial and contextual clues to get the meaning of unfamiliar words and phrases: <i>every day, healthy food, need to eat, need to drink, lots of, grow, play</i> • Recognizing the use of the pronoun <i>we</i> to refer to all people, including oneself • Sight word: <i>we</i> • Identifying names of some carbohydrate foods, e.g. bread, pasta, cereals, rice, as <i>very good foods</i> for everyone • Using a food pyramid to record information about the quantity of foods to eat • Entering names and realia of some <i>carbohydrate foods</i> in the first layer of the food pyramid • Discussing what foods are very good for children and how to use the sight, smell and taste to choose the bread to eat, and relating it to pps' personal experiences • Activity Sheet 1: Grouping some carbohydrate foods and making a personal food pyramid, indicating the carbohydrate foods one likes 	<ul style="list-style-type: none"> • Identifying the name of the photographer on the title page • Identifying names of some vegetables and fruit, e.g. celery, lettuce, oranges, as <i>very good foods</i> for everyone • Using posters and picture cards to identify the colours of some common vegetables and fruit • Entering more names of <i>very good foods</i> in the first layer of the food pyramid • Discussing how much <i>very good foods</i> we should eat and relating it to pps' personal experiences • Discussing how colours indicate if the food is fresh • Sight word: <i>some, us</i> • Activity Sheet 2: Grouping vegetables and fruit according to their colours 	<ul style="list-style-type: none"> • Identifying fish, meat, eggs, beans and names of some dairy products e.g. milk, yoghurt, cheese, white beans, as <i>good foods</i> that help children grow • Using contextual clues to get the meaning of <i>everyone</i> • Sight word: <i>some</i> • Identifying names of some dairy products and relating it to pps' personal experiences • Entering names of some <i>good foods</i> in the second layer of the food pyramid • Discussing how smell and taste help one choose food and relating it to pps' personal experiences • Activity Sheet 3: Putting foods into categories of dairy foods and meat, writing about two dairy products and what one likes to eat meat with 	<ul style="list-style-type: none"> • Identifying names of some <i>foods not to eat a lot</i>, e.g. cakes, biscuits, fries, sweets • Using pictorial clues and realia to get the meaning of unfamiliar phrases: <i>eat little, eat some, eat lots, sometimes</i> • Entering names of some <i>foods not to eat a lot</i> in the third layer of the food pyramid • Discussing other foods that pps must not eat a lot and relating it to the book <i>All through the Week with Cat and Dog</i> • Activity Sheet 4: Using information from the food pyramid to design a day's menu and evaluating if the menu is healthy

Teaching Procedures	pp.2-5	pp.6-9	pp.10-13	Whole book
Presenting the book	<ul style="list-style-type: none"> • Invite pps to identify and read aloud the title. • Discuss the pictures on the book cover to help pps understand the title. Say: <i>What is healthy food? What can you see on the book cover? Yes,... this is healthy food. Can you name some more healthy food here?</i> • Display the book <i>All Through the Week with Cat and Dog</i>. Turn to p.13 and say: <i>Why did Cat have a tummy ache? What did Cat eat? Yes, ...cakes...pizza... pies. Are they healthy food?</i> • Refer to the cover and title page. Display two sentence strips on the pocket chart: <i>Eating healthy food, Buying healthy food</i>. Use gestures to explain them. • Invite pps to make predictions. Say: <i>What is the book about? About eating healthy food or about buying healthy food?</i> • Read aloud the first sentence on p.2 to confirm their predictions. Guide pps to use the page number. Say: <i>Let's turn to p.2. Point to the page number here. I'll read you this sentence: We all... So this book is about eating healthy food, not about buying healthy food.</i> 	<ul style="list-style-type: none"> • Display the book cover and pps read aloud the title. • Display the book <i>All through the Week with Cat and Dog</i>. Say: <i>There are many lovely pictures in this book. Catherine Leary is the illustrator of this book.</i> • Turn to the title page of <i>Healthy Food</i> and say: <i>How about this book? These are photographs. Who took these beautiful photographs? Can you point to the name? Yes, Bill Thomas is the photographer.</i> • Point to <i>Photography by</i>. Use gestures to explain <i>taking photographs</i>. Display the cue card <i>photographer</i>. • Guide pps to realize that some books do not have authors' names. Say: <i>How about the name of the author? Can you find any other names? No, we don't have the name of the author for this book.</i> • Refer to the food pyramid. Say: <i>What foods are very good? How much can we eat? We can eat them every day. Why? Yes, because they are all ...healthy food.</i> 	<ul style="list-style-type: none"> • Recap the content covered in previous sessions. Refer to the food pyramid displayed in the classroom. Say: <i>What foods are very good for us? How much can we eat? Why?</i> • Consolidate pps' understanding of <i>healthy food</i>. Say: <i>This book is about healthy food. What is healthy food? How can healthy food help children?</i> 	<ul style="list-style-type: none"> • Refer to the food pyramid displayed in the classroom. Recap the content covered in previous sessions. Say: <i>What is healthy food? What are very good foods? How much can you eat? What are good foods? How much can you eat?</i>
Reading and responding to the book	<p>pp.2 & 3</p> <ul style="list-style-type: none"> • Set the pre-reading question. Display two sentence strips on the pocket chart: <i>We need to eat___. We need to drink___</i>. Say: <i>We need to eat and drink something? Eat what? Drink what? Now read p.2 and find words to fill in the blanks.</i> • Pps read p.2 silently and point to 	<p>pp.6 & 7</p> <ul style="list-style-type: none"> • Display the sentence strip: <i>___ are very good for us</i>. Say: <i>What other foods are very good for us? Write pps' suggestions on bb.</i> • Pps read p.6 to find one word to fill in the blanks. Say: <i>Now turn to p.6. Vegetables are very good for us. Vegetables are healthy foods.</i> 	<p>pp.10-11</p> <ul style="list-style-type: none"> • Display two sentence strips: (1) <i>All people need to drink milk every day</i>. (2) <i>Children need to drink milk every day</i>. Say: <i>Who needs to drink milk every day? Children... or ... All people? Read p.10 to find the answer.</i> • Point to the second sentence. Say: 	<p>pp.14 - 16</p> <ul style="list-style-type: none"> • Display the sentence strip <i>___ are not very good for us</i>. Refer to the food pyramid and invite predictions for <i>not very good foods</i>. Say: <i>We have very good foods and good foods. But some foods are not very good. What are they? Can you guess?</i>

	<p>the words <i>food</i> and <i>water</i>. Put word cards in the blanks. Read the sentences with pps.</p> <ul style="list-style-type: none"> • Point to the word <i>We</i>. Say: <i>Who are "We" here? Just you and I? No, it includes all people, you, I, he, she. Who needs to eat food and drink water? Yes, all people.</i> • Cover <i>We</i> with <i>All people</i>. Read the sentences with pps. • Show pictures of <i>lots of</i> and <i>little water</i>. Say: <i>How much water do we need to drink? Lots of water? Or little water? Turn to p.2 again. Point to the words before water.</i> • Insert <i>lots of</i> in the sentence strip. Read the sentence with pps. • Display p.13 of <i>All Through the Week with Cat and Dog</i>. Say: <i>How about food? Lots of food or little food? Why? Think about Cat in this book. Cat had a tummy ache... because she ate... lots of foods. So we do not need to eat lots of food.</i> • Display pictures of some starving children. Say: <i>Tell me about the children in this picture. Yes, they are thin and weak. They have little food.</i> • Insert <i>lots of</i> in the sentence strip. Say: <i>So we need lots of food but we do not want a tummy ache. Find one more word on p.2 to put before the word food here? Yes, lots of good food.</i> • Insert <i>good</i> on the pocket chart. Read the sentence with pps. • Display the table used for <i>All through the Week with Cat and Dog</i>. Say: <i>Cat ate lots of food on Monday, on Tuesday... How about us? We also need to eat food on</i> 	<ul style="list-style-type: none"> • Read aloud p.4. Display the two sentence strips and say: <i>Find two words that mean all people. I...you...all people. Circle us and We.</i> • Cover <i>us</i> and <i>We</i> with <i>all people</i> and read the sentences with pps. Say: <i>Some foods are very good for all people. All people can eat lots of these foods. Why? Because, these foods are very good for all people.</i> • Use the same procedure to explain <i>us</i> and <i>We</i> on p.6. • Elicit names of some <i>vegetables</i>, and relate them to pps' personal experiences. Say: <i>Vegetables are very good. What vegetables do you eat every day? Show pps a poster and picture cards of vegetables for hints.</i> • Set the pre-reading question: <i>What colours are the vegetables? Read p.6 and find four colour words.</i> • Pps read p.6 silently. Display a table with four colour strips and say: <i>What colours are the vegetables? Fill in their names here.</i> • Invite pps to refer to the table and talk about the colours of the vegetables. • Display a sentence strip: <i>Some vegetables are ____.</i> Insert word cards on colours and read them with pps. • Ask pps if they like to eat <i>vegetables</i> and what they like to eat <i>vegetables</i> with. • Guide pps to realise that we need to eat <i>vegetables</i> of different colours. Say: <i>Which vegetables do</i> 	<p><i>Children need to drink milk every day. Why? Find one sentence from p.10 to answer this question.</i></p> <ul style="list-style-type: none"> • Relate the content to pps' personal experiences. Say: <i>Who likes to drink milk? Why? What are the colours, taste and smell of milk?</i> • Display a picture of dairy foods in a supermarket. Say: <i>These foods are put together here. What are they made from? Can you name them? Read p.10 again and find one word.</i> • Draw pps' attention to the word <i>Dairy</i> in the picture on p.11. Say: <i>Milk, cheese, butter and yoghurt are Dairy Foods.</i> • Relate the content to pps' personal experiences. Say: <i>Who likes yoghurt? Which flavour? Strawberry? Mango? What is the colour, taste and smell of yoghurt?</i> • Refer to the food pyramid. Say: <i>Where do we put the dairy foods? We eat lots of rice? Do we eat lots of dairy foods? No, so we put dairy foods here. We call them good foods.</i> • Insert the word card <i>dairy foods</i> in the second layer of the food pyramid. Add food names for <i>dairy foods</i>, e.g. <i>yoghurt</i>, under it. <p><u>pp.12 & 13</u></p> <ul style="list-style-type: none"> • Set a pre-reading question. Say: <i>Turn to p.12. Find names of more good foods here.</i> • Elicit from pps <i>fish, white beans, meat, eggs and cheese.</i> • Display the sentence strips <i>____ is good for everyone. ____ are good for everyone.</i> Guide pps to insert 	<ul style="list-style-type: none"> • Pps read p.14 silently to confirm their predictions. Elicit <i>cakes, biscuits, fries and sweets</i> from pps. Insert word cards into the pocket chart. • Display the cover of <i>All Through the Week with Cat and Dog</i>. Elicit more ideas about <i>not very good foods</i>. Say: <i>Can you name some not very good foods? Think about Cat. What did she eat?</i> • Insert the food items in the third layer of the food pyramid. Write <i>Not very good</i> on the side of the pyramid. • Relate the discussion to pps' personal experiences. Say: <i>Do you like these foods? What do you eat? What are the colours, taste and smell of the foods?</i> • Display pictures of <i>some not very good foods</i>. Say: <i>How much of these can we eat? Read pp.14 & 16 and find the answer.</i> • Guide pps to identify <i>not a lot of</i> and <i>little</i> from p.16. Point out that they have the same meaning. • Write <i>Eat little</i> on the side of the pyramid. • Refer to the table used for <i>All Through the Week with Cat and Dog</i>. Invite pps to read aloud the food <i>Cat</i> ate. Say: <i>These foods are not very good foods. We can only eat little of these foods.</i>
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	<p><i>Monday, on Tuesday... We need to eat food every day.</i></p> <ul style="list-style-type: none"> • Add <i>every day</i> and read the two sentences with pps. • Refer to the picture of starving children again. Say: <i>These children are weak. Why? They have little food or no food. How does food help children? Read p.2 again and find three words for me.</i> • Pps read p.2 silently and point to the words <i>grow, play</i> and <i>do</i>. • Write the third sentence from p.2 on bb. Read them with pps. • Ask pps what they eat to grow, play and do the school work. Write their suggestions on bb. <p><u>pp.4 & 5</u></p> <ul style="list-style-type: none"> • Turn to p.4. Say: <i>Look at the foods here? What do you like to eat?</i> • Display an enlarged food pyramid. Put the word cards <i>bread, pasta, cereals</i> and <i>rice</i> in the first layer. Show realia of <i>brown rice, red rice, white rice, spaghetti, macaroni</i> and <i>cereals</i> in plastic bags. Say: <i>Put these bags under the right word cards in the food pyramid.</i> • Point to the food pyramid and say: <i>Find two words on p.4 to describe them. How much rice, cereals, pasta and bread can we eat?</i> • Write <i>Very good</i> and <i>Eat lots</i> on the two sides of the first layer. • Ask pps why these foods are very good and why we can eat lots of them. Guide pps to say that they are healthy food so we can eat lots of them. 	<p><i>you like to eat? What's the colour?</i></p> <ul style="list-style-type: none"> • Refer to the sentence strips and poster. Say: <i>Vegetables are very good for us. When do we eat vegetables? Find two words on p.6 to answer this question.</i> <p><u>pp.8 & 9</u></p> <ul style="list-style-type: none"> • Use the same procedures to introduce p.8 about <i>fruit</i>. • Invite pps to talk about the fruit they like to eat. Guide pps to describe their taste and smell, relating it to their personal experiences. • Display a fresh fruit and a rotten fruit. Invite pps to talk about the colours of the fruit. Introduce <i>fresh</i> in context. Say: <i>Look at this rotten apple. Will you eat it? Why? What colour is the apple? Black and dull. This apple is not fresh. How about this apple? The colour is red and bright and it is fresh.</i> Look the picture on p.9. <i>In the supermarket, we can buy fresh fruit. The colours are bright.</i> 	<p>appropriate words to complete the sentences.</p> <ul style="list-style-type: none"> • Guide pps to focus on the subject-verb agreement. Read the sentences with pps. • Draw pps' attentions to the word <i>everyone</i>. Invite pps to look for a word to substitute <i>everyone</i>. Say: <i>Who is everyone? I... you... all people here. Can you find words to replace everyone here? Yes...us.</i> • Guide pps to talk about the foods, using <i>all people</i> to replace <i>everyone</i>. • Insert the word card <i>fish, meat, beans, eggs</i> in the second layer of the food pyramid. Add food names under each word card. Guide pps to refer to the illustrations on pp.12 & 13 for hints. • Ask pps about the amount of good foods we can eat. Say: <i>How much fish, meat and cheese can we eat? How many eggs and white beans can we eat? Find one word from p.12. We can eat some every day.</i> Write <i>Eat some</i> and <i>Good</i> on the sides of the food pyramid. • Discuss with pps why these foods are good for children. Guide them to say that they help children grow. 	
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<p>Re-reading and interacting with the book</p>	<ul style="list-style-type: none"> • Point to the food pyramid and say: <i>Where can we find these foods? Yes, in a supermarket. Look at the picture on p.5. This is a... bread shop in a...supermarket.</i> • Show realia of bread to provide hints. Say: <i>What kind of bread do you like? What are the colour, shape, taste and smell?</i> • Relate the discussion to pps' personal experiences. Say: <i>What do you eat bread with? What are the taste and smell?</i> • Guide pps to refer to the large eye-, nose- and tongue-shaped cards for hints. • Extend the discussion to other carbohydrate foods in the food pyramid. Say: <i>How about rice? What do you eat rice with?</i> • Display a picture of some decaying bread. Say: <i>Can we eat this bread? Why not? What tells you that the bread is not good? What do you use? Eyes, nose or tongue?</i> • Discuss how senses help us choose foods. Say: <i>How do you choose the foods you like to eat?</i> • Distribute Activity Sheet 1. Pps put some carbohydrate foods in groups and complete a personal food pyramid about the carbohydrate foods they like. 	<ul style="list-style-type: none"> • Refer to the food pyramid. Guide pps to put the word cards vegetables, fruit in the first layer. Say: <i>Bread, rice, pasta and cereals are very good. We eat lots of them. How about vegetables and fruit? Are they very good for us?</i> • Based on the class discussions, write names of vegetables and fruit with colour words under each word card. Say: <i>Can you name some vegetables and fruit you like to eat? What are their colours?</i> • Discuss the amount of vegetables and fruit we eat. Say: <i>Yes...how much vegetables and fruit do we eat? Also lots of.</i> • Consolidate pps' learning. Say: <i>What is healthy food? How much can we eat? Why?</i> • Discuss how senses help us choose the foods. Say: <i>How do you choose the vegetables and fruit you eat? What do you use?</i> • Distribute Activity Sheet 2. Pps colour some vegetables and fruit items and group them according to the colours. 	<ul style="list-style-type: none"> • Relate to pps' personal experiences. Say: <i>Do you like these foods? How do you choose the foods you like? What is the smell, taste and colours? How does fish smell? Some thinks that it smells bad because it is fishy. This is wrong. Fish is good for everyone. You can eat some every day.</i> • Distribute Activity Sheet 3. Pps put food items into categories of vegetables, fruits, dairy products and meat. Then they write about the colours, smell and taste of two dairy products they like to eat. They also write about what they eat meat with. 	<ul style="list-style-type: none"> • Guide pps to talk about the foods in the different layers of the food pyramid, relating it to their personal experiences. Say: <i>What do we need to eat lots of? Vegetables, fruit...Do you eat lots of them? Cakes and sweets are not very good. We cannot eat lots of them. We can only eat little. How much sweets do you eat?</i> • Invite pps to discuss the amount of other foods in the pyramid we should eat. • Guide pps to refer to the food pyramid and discuss what healthy food is. Say: <i>What is healthy food? Point to the healthy food in the food pyramid. How much healthy food can we eat? How about unhealthy food? Point to the goods here. How much unhealthy food can we eat? Why?</i> • Discuss how pps chose the food they like to eat. Refer to the cards and ask pps if the senses can help them identify healthy foods. • Distribute Activity sheet 4. Pps use the food pyramid to design a daily menu. Then they evaluate if the menu is healthy.
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SKH Tak Tin Lee Shiu Keung Primary School
First Reading Cycle: Overall plan for Reading Aloud

Book Title: Lunch for Greedy Cat
 (ISBN: 0-478-12845-2)

Text Type: Narrative Text (Story)

Level: P2

No. of Session:

1 (40 minutes/session)

<p>Learning/Teaching Objectives</p>	<ul style="list-style-type: none"> • Identifying the title on the cover and title page • Using the title and illustrations on the cover to make predictions • Developing enjoyment in listening to a story read aloud in English for a sustained period of time • Developing understanding that the use of audio clues such as tone, volume and pace conveys meaning • Using pictorial and contextual clues to get the meaning of unfamiliar vocabulary items: <i>greedy, holiday, too fat, cat biscuits, broccoli, went down the road, went down the path, day after day</i> • Recognizing the use of the onomatopoeia <i>Yowl, Meow</i> and <i>Purr</i> to indicate Greedy Cat's feelings • Discussing what the main character, Greedy Cat, liked to eat and how the children in the school would treat him, drawing in one's personal experiences
<p>Teaching Procedures</p>	
<p>Introducing the book</p>	<ul style="list-style-type: none"> • Display the book cover. • Invite pps to identify and read aloud the title. • Make use of the title and illustrations on the book cover to help pupils predict the content of the book. Say: <i>What is this book about?</i> • Help pps identify the main characters in the story. Say: <i>What is the name of this cat? Who is this lady? What is she holding? What is Greedy Cat's lunch? Yes, green vegetables. Do you like green vegetables?</i> • Turn to the title page. Ask pps to read aloud the title. • Focus pps' attention on the illustrations. Say: <i>How does Greedy Cat feel? Angry! How do you know that?</i> • Invite pps to make further predictions, drawing in their personal experiences. Say: <i>What does Greedy Cat like to eat?</i> • Write pupils' predictions on the board.
<p>Reading aloud the book</p>	<ul style="list-style-type: none"> • Read aloud the whole book once using natural pace, appropriate pause, intonation, stress and good facial expressions. Say: <i>I will read this book to you. Don't read with me. Don't read after me. Listen carefully and look at the pictures in the book.</i> • Make use of the illustrations in the book to help pupils understand the storyline. • Pause for direct speech and change voice to help pps realize that Greedy Cat, Aunty or the children are speaking. • Repeat the direct speech to reinforce pps' understanding of the characters' feelings. • Guide pps to confirm their predictions or to look for the right answers on pp.9, 11, 12 & 13.

<p>Listening to and understanding the book</p>	<ul style="list-style-type: none"> • Pause at appropriate parts of the book to check comprehension. • (p.2) Point to the word <i>Katie</i> and say: <i>Who is Katie? Can you point to Katie in the picture?</i> • (pp.3-5) Focus pps' attention on Auntie's facial expression and say: <i>How does Auntie talk to Greedy Cat? Why? How does Greedy Cat feel? Which words tell you that?</i> • (p.6) Focus pps' attention on the illustrations and say: <i>What are the children doing?</i> • (p.8) Guide pps to focus on Greedy Cat's facial expression. Say: <i>Why are the children so good to Greedy Cat?</i> • (p.12) Display the cover of the book <i>All through the Week with Cat and Dog</i>. Say: <i>Day after day, Greedy Cat went to school. Greedy Cat was like Cat and Dog, All through the week, Dog made a lot of food and Cat ate it all. What does "Day after day" mean?</i> • (p.16) Point to the illustrations and say: <i>Greedy Cat is happy now. Why?</i>
<p>Responding to and interacting with the book</p>	<ul style="list-style-type: none"> • Pause at appropriate parts to provide opportunities for pps to draw in their personal experiences and interact with the book. • (p.2) Guide pps to use pictorial clues to work out the setting of the story. Say: <i>Where is Katie going? How do you know that? Look at the picture. What do you bring when you go on holiday?</i> • (p.5) Guide pps to make predictions about the development of the story. Say: <i>Where is Greedy Cat going? To the garden? To the supermarket? Think!</i> • (p.6) Invite pps to suggest how the children would treat Greedy Cat. Say: <i>What will the children do to Greedy Cat? Hit him? Play with him?</i> • (p.11) Ask pps to imagine that they were the children in the book. They suggest what kinds of food they would give Greedy Cat. Say: <i>Now you are the children. What food will you give to Greedy Cat? Why?</i> • (Whole book) Guide pps to evaluate the behaviour of Greedy Cat. Say: <i>Is Greedy Cat a good name for this cat? Why?</i> • (Whole book) Guide pps to evaluate the behaviour of the children in the school. Say: <i>Are the children right to give food to Greedy Cat? Why?</i>