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
Level: P2
Module: Using My Five Senses
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

Duration: 3 weeks (7 March 2005 – 22 March 2005)
No. of Sessions: 22 (40 minutes per session)
Allocation of Sessions:

<table>
<thead>
<tr>
<th>General English Programme</th>
<th>Reading Workshops</th>
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<tbody>
<tr>
<td>OT (2C) Unit 3</td>
<td></td>
</tr>
<tr>
<td>What can you feel?</td>
<td>5</td>
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<tr>
<td>All Through the Week with Cat and Dog (Shared Reading)</td>
<td>4</td>
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<tr>
<td>OT (2C) Unit 4</td>
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<tr>
<td>What can you smell and taste?</td>
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<tr>
<td>Healthy Food (Supported Reading)</td>
<td>4</td>
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<tr>
<td>Dictation</td>
<td>2</td>
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<tr>
<td>Lunch for Greedy Cat (Reading Aloud)</td>
<td>1</td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
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<table>
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<tr>
<th>Learning/Teaching Objectives</th>
<th>Session 1</th>
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<tr>
<td><strong>Reading skills and strategies</strong></td>
<td>- Identifying the title on the book cover and title page</td>
<td>- Identifying the name of the author on the book cover</td>
<td>- Identifying the name of the illustrator on the book cover</td>
<td>- Identifying the ISBN on the back cover</td>
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<tr>
<td><strong>Discussion on the content</strong></td>
<td>- Using the title and illustrations on the book cover to make predictions</td>
<td>- Identifying repeated expressions and structures: <em>On... morning, Dog made.... On... afternoon, Cat ate....</em></td>
<td>- Using gestures to get the meaning of <em>a tummy ache</em></td>
<td>- Using gestures, and pictorial and contextual clues to get the meaning of <em>felt great</em></td>
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<tr>
<td><strong>Language features</strong></td>
<td>- Using page numbers to refer to different pages</td>
<td>- Using pictorial and contextual clues to help pps get the meaning of <em>all through</em></td>
<td>- Using appropriate adjectives to describe the smell of the food <em>Cat</em> liked to eat, e.g. <em>nice, good, sweet</em></td>
<td>- Recognizing the use of an exclamation mark to indicate bad feelings or surprise</td>
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<td>- Using a calendar to introduce names of days in a week and the concept of <em>a week</em></td>
<td>- Identifying names of the main characters: <em>Cat, Dog</em></td>
<td>- Using the full stop as a clue to read aloud with appropriate pauses</td>
<td>- Developing writing skills through the process of drafting, reviewing and editing</td>
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<td></td>
<td>- Using contextual clues to help pps get the meaning of <em>all through</em></td>
<td>- Using appropriate adjectives to describe the colours, shapes and sizes of the food <em>Cat</em> liked to eat, e.g. <em>brown, round, big</em></td>
<td>- Discussing why <em>Cat</em> liked to eat <em>sandwiches</em> and <em>pizza</em>, and relating it to the use of eyes, tongue and nose in choosing one’s favourite food</td>
<td>- Discussing how <em>Cat</em> felt after eating too much food and what she did to keep fit</td>
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<td></td>
<td>- Identifying names of the main characters: <em>Cat, Dog</em></td>
<td>- Using appropriate adjectives to describe the taste of the food <em>Cat</em> liked to eat, e.g. <em>yummy, tasty, sweet</em></td>
<td>- Activity Sheet 3 ( Phonics): Circling words with <em>Ending t</em> letter sound from a word maze and using the words to complete sentences about lunch for <em>Cat and Dog</em></td>
<td>- Activity Sheet 4 (Shared writing): Writing short paragraphs about how <em>Cat</em> used his sight, smell and taste to choose the foods he ate on Sunday afternoon</td>
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<td>- Using appropriate adjectives to describe the colours, shapes and sizes of the food <em>Cat</em> liked to eat, e.g. <em>brown, round, big</em></td>
<td>- Discussing why <em>Cat</em> liked to eat <em>sandwiches</em> and <em>pizza</em>, and relating it to the use of eyes and tongue in choosing one’s favourite food</td>
<td>- Activity Sheet 2: Suggesting the ingredients for <em>Dog’s pizza</em> and writing about its shape, colours, size and taste</td>
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<td></td>
<td>- Using pictorial clues to get the meaning of the action verbs: <em>made, ate</em></td>
<td>- Discussing what <em>Cat</em> liked to eat and relating it to pps’ personal experiences</td>
<td>- Activity Sheet 1: Colouring, drawing and writing about the shapes, colours and sizes of some cookies</td>
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<td></td>
<td>- Discussing why <em>Cat</em> liked to eat <em>cakes, cookies</em> and <em>pies</em>, and relating it to the use of eyes in choosing one’s favourite food</td>
<td>- Discussing why <em>Cat</em> liked to eat <em>sandwiches</em> and <em>pizza</em>, and relating it to the use of eyes and tongue in choosing one’s favourite food</td>
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<td></td>
<td></td>
<td>- Activity Sheet 1: Colouring, drawing and writing about the shapes, colours and sizes of some cookies</td>
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**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
<table>
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<tr>
<th>Teaching Procedures</th>
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<th>Session 4</th>
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<tr>
<td><strong>1. Presenting the book</strong></td>
<td>- Display the cover of <em>All Through the Week with Cat and Dog</em>. Invite pps to identify the title. Accept <em>Cat and Dog</em> as a correct answer. Say: <em>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.</em> Display the cue card, title. Ask pps to talk about the illustrations on the cover and make predictions. Say: <em>Look at the picture. What is Dog doing? What is Cat doing? What is this book about?</em> Write pps’ predictions on bb.</td>
<td>- Display the book cover. - Pps read aloud the complete title. - Guide pps to find the name of the author. Mime action of writing. Say: <em>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?</em> Display the cue card, author. Recap the content covered in Session 1. Say: <em>What is this book about? What did Cat and Dog do on Monday, Wednesday and Saturday?</em> Guide pps to refer to the table displayed in the classroom for hints.</td>
<td>- 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 drawing pictures. Say: <em>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.</em> Pps point to the name of the illustrator. Display the cue card illustrator. Recap the content covered in previous sessions. Say: <em>What did Cat like to eat? Why?</em> Encourage pps to refer to the table and large cards displayed in the classroom for hints.</td>
<td>- 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: <em>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.</em> Invite pps to point to the ISBN on the back cover. Recap the content covered in previous sessions. Say: <em>How did Cat choose the food she liked? Talk about the colours, shapes, sizes, taste and smell of the food.</em></td>
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<tr>
<td><strong>2. First Reading</strong></td>
<td>- Set a purpose for reading. Say: <em>Are your guesses right? Let’s read the book and find out.</em> 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: <em>This book is about two animals, Cat and Dog. Dog made some food and Cat ate the food.</em> Display a weekly calendar and write the word week on bb. Say: <em>This story happened in a week. How</em> Point to the table. Say: <em>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.</em> Read the book with pps. Guide pps to insert picture cards on the table.</td>
<td>- 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 &amp; 11. Show pps some real popcorn. Say: <em>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.</em> 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</td>
<td>- Refer to the table on bb. Say: <em>What did Cat do on Sunday afternoon? Let’s read the book together.</em> Read the book with pps. Point to Cat on p.16 and say: <em>Cat felt great! I am Cat. Look at me. I feel great. I am so happy.</em> Raise the arms and smile to help pps understand that <em>Cat</em> was very happy. Discuss <em>Cat’s</em> feelings with pps. Say: <em>Cat felt great. Why? Why is she so happy?</em> Draw pps’ attention to the use of the exclamation marks p.13 and p.16. Say: <em>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...</em></td>
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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.

- Invite pps to read aloud the complete title on the cover and title page.
- Say: What did Cat and Dog do all through the week? Yes, Dog cooked food and Cat ate the food.
- Display two sentence strips: (1) On ... morning, Dog made .... (2) On ... afternoon, Cat ate the ....
- Guide pps to use the information from the table to talk about what Dog and Cat did. Say: What did Cat and Dog do from Monday to Saturday? Let's follow the table and tell the story.
- Draw pps' attention to the use of the. Say: Dog made food. Cat ate the food. The food that Dog made.
- 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: Do you like to eat the food here? Why? How does it taste?
- Elicit from pps adjectives to describe the food they like to eat, e.g. yummy, tasty, sweet.
- Display three large eye-shaped cards with the headings of Colours, Shapes and Sizes.
- Discuss why Cat ate all the cakes, focusing their attention on the colours, shapes and sizes of the cakes on p.12. Say: Tell me something about the cakes here. Why did Cat eat all the cakes?
- Display two sentence strips: (1) On ... morning, Dog made .... (2) On ... afternoon, Cat ate the ....
- Guide pps to use the information from the table to talk about what Dog and Cat did. Say: What did Cat and Dog do from Monday to Saturday? Let's follow the table and tell the story.
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- Elicit from pps adjectives to describe the food they like to eat, e.g. yummy, tasty, sweet.
- Turn to p.12. Discuss why Cat 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: Look at popcorn’s smell on it. Say: Cat ate the popcorn. Why? Because it has a nice smell, a sweet smell, a chocolate smell.
- Display two sentence strips: (1) On ... morning, Dog made .... (2) On ... afternoon, Cat ate the ....
- Guide pps to use the information from the table to talk about what Dog and Cat did. Say: What did Cat and Dog do from Monday to Saturday? Let's follow the table and tell the story.
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- Draw pps’ attention to the use of the. Say: Dog made food. Cat ate the food. The food that Dog made.
- 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: Do you like to eat the food here? Why? How does it taste?
- Elicit from pps adjectives to describe the food they like to eat, e.g. yummy, tasty, sweet.
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- Draw pps’ attention to the use of the. Say: Dog made food. Cat ate the food. The food that Dog made.
- 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: Do you like to eat the food here? Why? How does it taste?
- Elicit from pps adjectives to describe the food they like to eat, e.g. yummy, tasty, sweet.
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- Relate the colour of the food to its taste. Elicit ideas from the pps and write their suggestions on the tongue-shaped card. Say: Look at popcorn’s smell on it. Say: Cat ate the popcorn. Why? Because it has a nice smell, a sweet smell, a chocolate smell.
### 4. Third Reading

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<th>Activity</th>
<th>Description</th>
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<tr>
<td><strong>Read the whole book with pps.</strong> Pps read pp. 2, 3, 6, 7 &amp; 12.</td>
<td>pps colour and write about the shapes, colours and sizes of cookies that Cat liked to eat. Then they draw and write about a cookie that they like to eat.</td>
</tr>
<tr>
<td><strong>Divide pps into two groups. One group reads the even number pages about what Dog did. Another group reads the odd number pages about what Cat did.</strong></td>
<td>pps suggest some ingredients for Dog’s pizza and write about its shape, colours, size and taste.</td>
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<tr>
<td><strong>Draw pps’ attention to the use of the comma at the end of each line.</strong></td>
<td>pps to pause after commas and full stops.</td>
</tr>
<tr>
<td><strong>Remind pps to use the right intonation and expression when there is an exclamation mark.</strong></td>
<td>pps to read the book with pps. Remind pps to read the Ending t letter sound clearly and to read with good expressions.</td>
</tr>
<tr>
<td><strong>Remind pps to pause before the commas and full stops.</strong></td>
<td>Read the book with pps. Remind pps to read the Ending t letter sound clearly and to read with good expressions.</td>
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<tr>
<td><strong>Remind pps to pause before the commas and full stops.</strong></td>
<td>Read the book with pps. Remind pps to read the Ending t letter sound clearly and to read with good expressions.</td>
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<td><strong>Remind pps to use the right intonation and expression when there is an exclamation mark.</strong></td>
<td>Read the book with pps. Remind pps to read the Ending t letter sound clearly and to read with good expressions.</td>
</tr>
<tr>
<td><strong>Distribute Activity Sheet 4. Based on the model on bb, pps write a new ending for the book in groups.</strong></td>
<td>Read the book with pps. Remind pps to read the Ending t letter sound clearly and to read with good expressions.</td>
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<tr>
<td><strong>Say: 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.</strong></td>
<td>Distinguish between the length of pauses for commas and full stops.</td>
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<tr>
<td><strong>Pps read aloud their work in groups.</strong></td>
<td>Remind pps to pause after commas and full stops.</td>
</tr>
<tr>
<td><strong>Discuss how Cat used his senses to choose the fruit and vegetables to eat.</strong></td>
<td>Remind pps to pause after commas and full stops.</td>
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<td><strong>Learning/Teaching Objectives</strong>&lt;br&gt;• Reading skills and strategies&lt;br&gt;• Discussion on the content&lt;br&gt;• Language features</td>
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<td>Identifying the title on the book cover and title page</td>
<td>Identifying the name of the photographer on the title page</td>
<td>Identifying fish, meat, eggs, beans and names of some dairy products e.g. milk, yoghurt, cheese, white beans, as good foods that help children grow</td>
<td>Identifying names of some foods not to eat a lot, e.g. cakes, biscuits, fries, sweets</td>
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<tr>
<td>Using the title and pictures on the book cover to make predictions</td>
<td>Identifying names of some vegetables and fruit, e.g. celery, lettuce, oranges, as very good foods for everyone</td>
<td>Using contextual clues to get the meaning of everyone</td>
<td>Using pictorial clues and realia to get the meaning of unfamiliar phrases: eat little, eat some, eat lots, sometimes</td>
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<tr>
<td>Using page numbers to refer to different pages</td>
<td>Using posters and picture cards to identify the colours of some common vegetables and fruit</td>
<td>Sight word: some</td>
<td>Entering names of some foods not to eat a lot in the third layer of the food pyramid</td>
</tr>
<tr>
<td>Using pictorial and contextual clues to get the meaning of unfamiliar words and phrases: every day, healthy food, need to eat, need to drink, lots of; grow, play</td>
<td>Entering more names of very good foods in the first layer of the food pyramid</td>
<td>Entering names of some good foods in the second layer of the food pyramid</td>
<td>Discussing other foods that pps must not eat a lot and relating it to the book All through the Week with Cat and Dog</td>
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<td>Recognizing the use of the pronoun we to refer to all people, including oneself</td>
<td>Discussing how much very good foods we should eat and relating it to pps’ personal experiences</td>
<td>Discussing how colours indicate if the food is fresh</td>
<td>Activity Sheet 4: Using information from the food pyramid to design a day’s menu and evaluating if the menu is healthy</td>
</tr>
<tr>
<td>Sight word: we</td>
<td>Sight word: some</td>
<td>Sight word: some</td>
<td></td>
</tr>
<tr>
<td>Identifying names of some carbohydrate foods, e.g. bread, pasta, cereals, rice, as very good foods for everyone</td>
<td>Identifying names of some carbohydrate foods and making a personal food pyramid, indicating the carbohydrate foods one likes</td>
<td>Identifying names of some dairy products and relating it to pps’ personal experiences</td>
<td>Activity Sheet 1: Grouping some carbohydrate foods and making a personal food pyramid, indicating the carbohydrate foods one likes</td>
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<td>Using a food pyramid to record information about the quantity of foods to eat</td>
<td>Entering names and realia of some carbohydrate foods in the first layer of the food pyramid</td>
<td>Entering names of some good foods in the second layer of the food pyramid</td>
<td>Activity Sheet 2: Grouping vegetables and fruit according to their colours</td>
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<tr>
<td>Entering names and realia of some carbohydrate foods in the first layer of the food pyramid</td>
<td>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</td>
<td>Discussing how smell and taste help one choose food and relating it to pps’ personal experiences</td>
<td>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</td>
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<td>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</td>
<td>Activity Sheet 4: Using information from the food pyramid to design a day’s menu and evaluating if the menu is healthy</td>
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<tr>
<td>Teaching Procedures</td>
<td>pp.2-5</td>
<td>pp.6-9</td>
<td>pp.10-13</td>
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| **Presenting the book** | • Invite pps to identify and read aloud the title.  
  • Discuss the pictures on the book cover to help pps understand the title. Say: *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?*  
  • Display the book *All Through the Week with Cat and Dog*. Turn to p.13 and say: *Why did Cat have a tummy ache? What did Cat eat? Yes, ... cakes ... pizza ... pies. Are they healthy food?*  
  • Refer to the cover and title page.  
  • Invite pps to make predictions. Say: *What is the book about? About eating healthy food or about buying healthy food?*  
  • Read aloud the first sentence on p.2 to confirm their predictions. Say: 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.* | • Display the book cover and pps read aloud the title.  
  • Display the book *All through the Week with Cat and Dog*. Say: *There are many lovely pictures in this book. Catherine Leary is the illustrator of this book.*  
  • Turn to the title page of Healthy Food and say: *These are photographs. Who took these beautiful photographs? Can you point to the name? Yes, Bill Thomas is the photographer.*  
  • Point to *Photography by*. Use gestures to explain *taking photographs*. Display the cue card *photographer.*  
  • Invite pps to make predictions. Say: *What is healthy food? How can healthy food help children?*  
  • Recap the content covered in previous sessions. Refer to the food pyramid displayed in the classroom. Say: *What foods are very good for us? How much can we eat? Why?*  
  • Consolidate pps’ understanding of healthy food. Say: *This book is about healthy food. What is healthy food? How can healthy food help children?*  
  • Refer to the food pyramid displayed in the classroom. Recap the content covered in previous sessions. Say: *What is healthy food? What are very good foods? How much can you eat? What are good foods? How much can you eat?* |
| **Reading and responding to the book** | • Set the pre-reading question.  
  • Display two sentence strips on the pocket chart: *eating healthy food, buying healthy food.*  
  • Invite pps to make predictions. Say: *What is the book about? About eating healthy food or about buying healthy food?*  
  • Read aloud the first sentence on p.2 to confirm their predictions. Guide pps to use the page number. Say: *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.* | • Display the sentence strip: *__ are very good for us.* Say: *What other foods are very good for us? Write pps’ suggestions on bb.*  
  • Pps read p.6 to find one word to fill in the blanks. Say: *Now turn to p.6. Vegetables are very good for us.*  
  • Display two sentence strips: (1) *All people need to drink milk every day.*  
  • Display two sentence strips: (2) *Children need to drink milk every day.*  
  • Point to the second sentence. Say: *Children... or ... All people? Read p.10 to find the answer.*  
  • Display the sentence strip: *___ are not very good for us.* Refer to the food pyramid and invite predictions for *not very good foods.* Say: *We have very good foods and good foods. But some foods are not very good. What are they? Can you guess?*  
  • Display the sentence strip: *We need to eat __. We need to drink __.* Say: *We need to eat and drink something? Eat what? Drink what?* Now read p.2 and find words to fill in the blanks.  
  • Pps read p.2 silently and point to |

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the words food and water. Put word cards in the blanks. Read the sentences with pps.

- Point to the word We. Say: 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.
- Cover We with All people. Read the sentences with pps.
- Show pictures of lots of and little water. Say: 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.
- Insert lots of in the sentence strip. Read the sentence with pps.
- Display p.13 of All Through the Week with Cat and Dog. Say: 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.
- Display pictures of some starving children. Say: Tell me about the children in this picture. Yes, they are thin and weak. They have little food.
- Insert lots of in the sentence strip. Say: 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.
- Insert good on the pocket chart. Read the sentence with pps.
- Display the table used for All through the Week with Cat and Dog. Say: Cat ate lots of food on Monday, on Tuesday… How about us? We also need to eat food on

Children need to drink milk every day. Why? Find one sentence from p.10 to answer this question.

- Relate the content to pps’ personal experiences. Say: Who likes to drink milk? Why? What are the colours, taste and smell of milk?
- Display a picture of dairy foods in a supermarket. Say: These foods are put together here. What are they made from? Can you name them? Read p.10 again and find one word.
- Draw pps’ attention to the word Dairy in the picture on p.11. Say: Milk, cheese, butter and yoghurt are Dairy Foods.
- Relate the content to pps’ personal experiences. Say: Who likes yoghurt? Which flavour? Strawberry? Mango? What is the colour, taste and smell of yoghurt?
- Refer to the food pyramid. Say: 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.
- Insert the word card dairy foods in the second layer of the food pyramid. Add food names for dairy foods, e.g. yoghurt, under it.

pp.12 & 13

- Set a pre-reading question. Say: Turn to p.12. Find names of more good foods here.
- Elicit from pps fish, white beans, meat, eggs and cheese.
- Display the sentence strips ___ is good for everyone. ___ are good for everyone. Guide pps to insert
Monday, on Tuesday... We need to eat food every day.

- Add every day and read the two sentences with pps.
- Refer to the picture of starving children again. Say: 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.
- Pps read p.2 silently and point to the words grow, play and do.
- 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.

pp.4 & 5
- Turn to p.4. Say: Look at the foods here? What do you like to eat?
- Display an enlarged food pyramid. Put the word cards bread, pasta, cereals and rice in the first layer. Show realia of brown rice, red rice, white rice, spaghetti, macaroni and cereals in plastic bags. Say: Put these bags under the right word cards in the food pyramid.
- Point to the food pyramid and say: Find two words on p.4 to describe them. How much rice, cereals, pasta and bread can we eat?
- Write Very good and Eat lots 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.

pp.8 & 9
- Use the same procedures to introduce p.8 about fruit.
- 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 fresh in context. Say: 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. Look the picture on p.9. In the supermarket, we can buy fresh fruit. The colours are bright.

pp.8 & 9
- Guide pps to focus on the subject-verb agreement. Read the sentences with pps.
- Draw pps’ attentions to the word everyone. Invite pps to look for a word to substitute everyone. Say: Who is everyone? I... you... all people here. Can you find words to replace everyone here? Yes...us.
- Guide pps to talk about the foods, using all people to replace everyone.
- Insert the word card fish, meat, beans, eggs 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: 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. Write Eat some and Good 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.
<table>
<thead>
<tr>
<th>Re-reading and interacting with the book</th>
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<tr>
<td>• Point to the food pyramid and say: 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.</td>
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<td>• Show realia of bread to provide hints. Say: What kind of bread do you like? What are the colour; shape, taste and smell?</td>
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<td>• Relate the discussion to pps’ personal experiences. Say: What do you eat bread with? What are the taste and smell?</td>
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<td>• Guide pps to refer to the large eye-, nose- and tongue-shaped cards for hints.</td>
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<td>• Extend the discussion to other carbohydrate foods in the food pyramid. Say: How about rice? What do you eat rice with?</td>
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<td>• Display a picture of some decaying bread. Say: Can we eat this bread? Why not? What tells you that the bread is not good? What do you use? Eyes, nose or tongue?</td>
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<td>• Discuss how senses help us choose foods. Say: How do you choose the foods you like to eat?</td>
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<td>• Distribute Activity Sheet 1. Pps put some carbohydrate foods in groups and complete a personal food pyramid about the carbohydrate foods they like.</td>
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<tr>
<td>• Refer to the food pyramid. Guide pps to put the word cards vegetables, fruit in the first layer. Say: Bread, rice, pasta and cereals are very good. We eat lots of them. How about vegetables and fruit? Are they very good for us?</td>
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<td>• Based on the class discussions, write names of vegetables and fruit with colour words under each word card. Say: Can you name some vegetables and fruit you like to eat? What are their colours?</td>
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<td>• Discuss the amount of vegetables and fruit we eat. Say: Yes...how much vegetables and fruit do we eat? Also lots of.</td>
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<tr>
<td>• Consolidate pps’ learning. Say: What is healthy food? How much can we eat? Why?</td>
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<td>• Discuss how senses help us choose the foods. Say: How do you choose the vegetables and fruit you eat? Why?</td>
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<tr>
<td>• Distribute Activity Sheet 2. Pps colour some vegetables and fruit items and group them according to the colours.</td>
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<tr>
<td>• Relate to pps’ personal experiences. Say: 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.</td>
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<td>• 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.</td>
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<td>• Guide pps to talk about the foods in the different layers of the food pyramid, relating it to their personal experiences. Say: 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?</td>
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<td>• Invite pps to discuss the amount of other foods in the pyramid we should eat.</td>
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<tr>
<td>• Guide pps to refer to the food pyramid and discuss what healthy food is. Say: 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?</td>
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<td>• 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.</td>
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<tr>
<td>• Distribute Activity sheet 4. Pps use the food pyramid to design a daily menu. Then they evaluate if the menu is healthy.</td>
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### Learning/Teaching Objectives
- 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: greedy, holiday, too fat, cat biscuits, broccoli, went down the road, went down the path, day after day
- Recognizing the use of the onomatopoeia Yowl, Meow and Purr 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

### Teaching Procedures

#### Introducing the book
- 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: What is this book about?
- Help pps identify the main characters in the story. Say: 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?
- Turn to the title page. Ask pps to read aloud the title.
- Focus pps’ attention on the illustrations. Say: How does Greedy Cat feel? Angry! How do you know that?
- Invite pps to make further predictions, drawing in their personal experiences. Say: What does Greedy Cat like to eat?
- Write pupils’ predictions on the board.

#### Reading aloud the book
- Read aloud the whole book once using natural pace, appropriate pause, intonation, stress and good facial expressions. Say: 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.
- 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.
**Listening to and understanding the book**
- Pause at appropriate parts of the book to check comprehension.
- (p.2) Point to the word *Katie* and say: *Who is Katie? Can you point to Katie in the picture?*
- (pp.3-5) Focus pps’ attention on Aunty’s facial expression and say: *How does Aunty talk to Greedy Cat? Why? How does Greedy Cat feel? Which words tell you that?*
- (p.6) Focus pps’ attention on the illustrations and say: *What are the children doing?*
- (p.8) Guide pps to focus on Greedy Cat’s facial expression. Say: *Why are the children so good to Greedy Cat?*
- (p.12) Display the cover of the book *All through the Week with Cat and Dog*. Say: *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?*
- (p.16) Point to the illustrations and say: *Greedy Cat is happy now. Why?*

**Responding to and interacting with the book**
- 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: *Where is Katie going? How do you know that? Look at the picture. What do you bring when you go on holiday?*
- (p.5) Guide pps to make predictions about the development of the story. Say: *Where is Greedy Cat going? To the garden? To the supermarket? Think!*
- (p.6) Invite pps to suggest how the children would treat Greedy Cat. Say: *What will the children do to Greedy Cat? Hit him? Play with him?*
- (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: *Now you are the children. What food will you give to Greedy Cat? Why?*
- (Whole book) Guide pps to evaluate the behaviour of Greedy Cat. Say: *Is Greedy Cat a good name for this cat? Why?*
- (Whole book) Guide pps to evaluate the behaviour of the children in the school. Say: *Are the children right to give food to Greedy Cat? Why?*