**How Does Your Salad Grow**

**Lesson Plan**

**Book/Text:** How Does Your Salad Grow? (an information book) (ISBN: 0-439-69382-9)

**Module:** Me, my family and friends

**Unit:** My favourite food

**Key Stage:** 1

**Students’ Prior Knowledge:**

Students should have learnt the following:

* Elementary knowledge about plants or vegetables in General Studies/daily life
* The use of imperatives, e.g. in signs or simple rules
* Using the simple present tense to talk about needs, e.g. My plant needs water.
* Using demonstrative pronouns “this”, “these” to point to a certain thing/place and different things, e.g. This garden has many plants. These plants are ready to go.

**Learning Objectives:**

By the end of the lessons, students will be able to:

1. name different parts of a plant
2. connect their learning experience in General Studies to understand the steps of growing plants
3. develop **reading skills**

* locate specific information from the information book using prior knowledge, pictorial clues and key words
* work out the meaning of unfamiliar words using pictorial clues and contextual clues
* learn the text type features (i.e. using imperatives) of a recipe and some action verbs

1. develop **positive values and attitudes**, e.g. treasure the food we have
2. **connect their reading and writing experiences** through writing a recipe for a sandwich/salad
3. develop **generic skills**, including creativity and collaboration skills, and reflecting on their own eating habits critically

**Post-reading Task:** Writing a recipe for a sandwich/salad

**Suggested Number of Lessons:** 3

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| **Lesson** | **Learning and teaching activities** | **Focus**  **( skills/ forms/ function)** | **Supporting materials** | **Learning objectives** |
| 1 | **Lead in**   * Motivate students by asking them if they like eating salad, and the ingredients of salad * Ask students if they have seen how a plant grows.   (Play a YouTube video clip [approx. 3 mins] of how a seed grows: “Bean Time Lapse – 25 Days”)   * Distribute a copy of the reader to every student | * Activate students’ prior knowledge of how a plant grows * Connect students’ learning experience in GS lessons | “How Does Your Salad Grow?” (reader)  YouTube video | 2 |
|  | **While reading**   * Introduce the title, writer and publisher on the book cover * Read aloud the book with students * Go through the book page by page   **Helping students process the text through questioning and with the help of pictorial and contextual clues**   * Where do people grow the vegetables in the salad? (pp.2&3) * What does the plant need so that it can grow nicely? (pp.4-9) * Why do we need to transfer the plant to a bigger pot? (p.11)   **Guiding students to think about the time needed to grow vegetables/plants (p.12)**   * Why do we need to move the pot outside when it gets warm? * Introduce the names of vegetables and encourage students to share the names of other vegetables they would like to have in a salad. * Ask the students: How long does it take for a plant to grow? One week? One month? More than one month? It is not easy to plant vegetables and fruit. We need to treasure the food we have. | * Help students understand how plants grow * Explain the meaning of unknown words with the help of pictorial clues and contextual clues * Students locate specific information using prior knowledge, pictorial clues and by identifying key words | Book pp.2-12 | 1, 2, 3, 4 |
|  | **Group work**   * Ask students to form groups of four * Distribute Worksheet A to students * Ask students to read pp.4-7 of the book and fill in the missing information in Parts 1 & 2 on Worksheet A | * Students locate relevant information from the book pages * Students consolidate their understanding | Book pp.4-7  Worksheet A (Parts 1&2) | 1, 2, 3 |
|  | * Check answers with students by referring to pp.5-7   **Preparation for Show and Tell (home assignment)**   * Teacher goes over Part 3 Show and Tell, demonstrating to the students what they are expected to do, e.g. using a pot of Red String * Sing a song with students   (Play a song on YouTube [approx. 1.5 mins] of what plants need to grow: “Needs of a Plant – Early Learning”) | * Students consolidate their learning of how a plant grows * Answer checking for Worksheet A (Parts 1 & 2) * Ask students to complete Worksheet A (Part 3) and prepare for the show and tell activity at home | YouTube video  Book pp.5-7  Worksheet A | 1, 2, 3 |

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| **Lesson** | **Learning and teaching activities** | **Focus**  **( skills/ forms/ function)** | **Supporting materials** | **Learning objectives** |
| 2 | **Show and Tell**   * Invite a few students to do Show and Tell in class to recap the vocabulary and sentence patterns learnt in the first lesson   **Lead in**   * Motivate students by asking them if they have tried making salad at home.   (Play a YouTube video clip [approx. 3 mins] of a young girl making salad: “Kid’s Kitchen: How to Make a Simple Fruit Salad”)   * Invite students to share their cooking experience (e.g. making hot dogs, making snacks using cookies or biscuits.) * Tell students that they are going to read about making salad and ask if they know the ingredients and steps | * Students revise what they have learnt in the previous lesson * Students recall their past cooking experience | Book  YouTube video |  |
|  | **While reading**   * Read aloud the book (pp. 13-16) with students * Go through the book page by page * Stop at p.15 and highlight the use of imperatives in a recipe and explain the meaning of the action verbs (i.e. tear, chop) with actions | * Highlight the text features of a recipe, i.e. using action verbs to illustrate the steps | Book pp.13-16 | 3 |
|  | **Working out the qualities of a good recipe**  - Ask students to read the sample recipes on Worksheet B p.2 “Yummy Biscuit Recipe” and “Healthy Salad Recipe”  - Ask students to underline the action verbs  (e.g. spread, put)   * Tell students that they have to prepare a recipe for a sandwich for entering a cooking competition * Ask students to discuss in groups and complete Part B – qualities of a good recipe: * Under the column of “Content and Organisation”: the ingredients for the recipe should be balanced, healthy and tasty, e.g. including vegetables, fruit, some meat and eggs, the steps are easy to follow and a name is given to the recipe * Under the column of “Language”: use action verbs and spell the food items correctly | * Text features of a recipe * Action verbs * Names of ingredients for making a sandwich (e.g. bread, ham, cheese…) * Work out the assessment criteria of a good recipe with students | Worksheet B (Cookbook p.2)  Worksheet B (Cookbook p.3) Part B assessment criteria | 6 |

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| **Lesson** | **Learning and teaching activities** | **Focus**  **( skills/ forms/ function)** | **Supporting materials** | **Learning objectives** |
| 3 | **Group writing**   * Recap the qualities of a good recipe with students * Guide students to prepare a recipe for a sandwich in groups using the framework on p.3 (Worksheet B p.3, Part C) * Write down the ingredients * Write down the steps and draw pictures * Show some good work to students | * The use of graphic organiser (the framework) | Worksheet B (Cookbook, p.3) Part C | 5, 6 |
|  | **Individual writing**   * Allow time for students to prepare their own recipe * The more able students can write a recipe on making other simple food, such as mango pudding, hotdogs * Provide support to individual students and draw students’ attention to the common mistakes | * Connect students’ reading and writing experiences | Worksheet B (Cookbook, p.4) recipe | 5 |
|  | * Conduct self-assessment * Use one/two students’ work for demonstration | * Help students reflect on their own performance by conducting self-assessment | Worksheet B (Cookbook, p.5) assessment criteria | 6 |
|  | **Presentation**   * Invite students to tell the ways of making a snack. They can do actions while presenting. * A chef’s hat can be given to the student doing the presentation | * Students consolidate the learning of preparing a recipe * Students practise their speaking skills | A chef’s hat | 6 |