**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.4-7Worksheet 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 videoBook pp.5-7Worksheet 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
 | BookYouTube 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 |