

**Storybook: Ice Cream**  
**Learning Tasks and Activities**

Shared, echo and choral reading

Listening to the story tape of "Ice Cream"

Framing focused [letter sounds](#), e.g. initial **l** as in **l**ike, initial **w** as in **w**e, long **o** as in sn**ow** and long **e** as in **crea**m

Developing class/group/individual [word](#) [tree](#)/[wall](#)/[train](#)/[spinner](#) on focused letter sounds, e.g. initial **l** as in **l**ike, initial **w** as in **w**e, long **o** as in sn**ow** and long **e** as in **crea**m

Looking for small words, e.g. **ill** as in **hill**

Matching picture cards and word cards, e.g. [places](#) and [ice cream flavours](#)

Making word books on places, colours and food items

Saying a rhyme and performing actions, e.g. Five currant buns in a baker's shop

Playing a phonics board game

Singing a song, e.g. We like ice cream

Playing a board game, e.g. I like

Writing and compiling individual mini-books based on the story structure, using other food items and prepositional phrases

Reading each other's mini-books, asking and answering questions about one's favourite food

Adding and writing new episodes to the story, e.g. adding ice cream flavours and time element

## Matching picture cards and word cards on places

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The storybook "Ice Cream" is about children who like to have ice cream in different places. Pupils can learn how to use prepositional phrases which indicate places by reading the story. Matching picture cards and word cards about places can help consolidate understanding and use of target language items. Compiling a word book about places is an interesting and practical follow-up activity for developing their information skills.

### **How to prepare the picture cards and word cards**

1. Print out the picture cards and word cards.
2. Cut out the cards and paste them on to cardboard to make them more durable.

### **How to use the picture and word cards**

1. Ask learners to read through the storybook once. Invite learners to frame or circle the prepositional phrases which indicate various places.
2. Display a few enlarged picture cards about places and ask learners to match the cards with the phrases framed or circled in the big book.
3. Tell learners to work in groups of 4. Distribute one set of picture and word cards to each group of learners.
4. Show and explain to them how to match the picture and word cards. Teach them how to use adhesive tape to stick the corresponding cards together and then compile a word book on places.
5. Distribute some blank cards to each group of learners. Invite learners to add more cards with prepositional phrases to the word book. Suggest that they can use cutouts or draw the pictures themselves.
6. Invite groups to share their word books. Explain and demonstrate how they can add more pages to the storybooks using the word cards from their own word book.

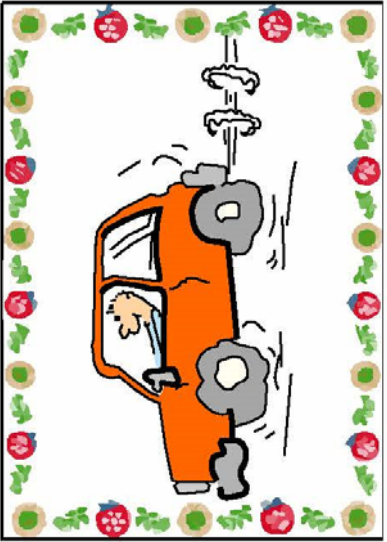
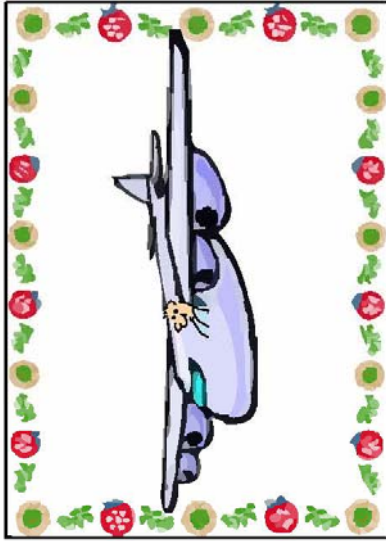
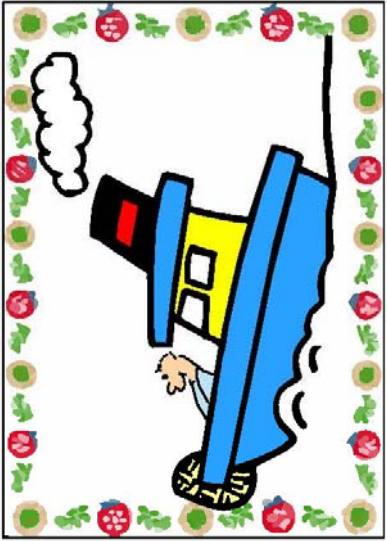
## Matching picture cards and word cards on places

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### How to prepare the picture cards and word cards

1. Print out the **picture cards** and **word cards**.
2. Cut out the cards and paste them on to cardboard to make them more durable.





in the rain

in the snow

on the hill

in the tree

on the swing

on the bus

on the ship

in the plane

in the car







## More ice creams please

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After reading the storybook "Ice Cream" a few times, children can learn how to develop the story by adding ice cream flavours. Talking about the different ice cream flavours in English helps learners to use them in authentic situations. Although these names are meant to be learnt for use in conversation, exposing learners to the written form is also useful. For example, they may see the different flavours displayed on notices in ice cream shops. However, there is no need for them to learn the spelling which is too demanding.

### **How to prepare the ice cream picture cards and word cards**

1. Print out the picture cards and word cards.
2. Cut out the picture cards and word cards.
3. Paste them on to cardboard to make them more durable.

### **How to use the picture and word cards**

1. Invite learners to read through the story once.
2. Display the enlarged picture cards showing mango ice cream and learners tell what it is in English. Use colour and the name of the fruit to help learners remember the ice cream flavour.
3. Show them the enlarged picture cards of other ice creams and ask them to tell you what they are in English. Teach them the proper names in English and let the whole class repeat the names after you. Emphasize the use of colours to help them remember the different flavours.
4. Display the word cards on the blackboard and ask learners to match the picture cards and word cards.
5. Demonstrate how to add to the story using the different flavours of ice cream they have just learnt.
6. Invite learners to read through the story together, adding ice cream flavours in the correct position on each page. Teach them how to use the picture cues on each page to decide the appropriate choice of ice cream flavours.
7. Tell learners to work in groups of 4. Distribute one set of picture cards and word cards to each group of learners.

8. Explain and show them how to match the picture cards and word cards. Teach them how to use adhesive tape to stick the corresponding cards together and then compile a word book on "More ice creams please".
9. Distribute some blank cards to each group of learners. Invite learners to add more ice creams to the word book. Suggest that they can go to visit the supermarket or an ice cream shop to find and copy more ice cream flavours.
10. Encourage learners to read aloud their own storybook on "More ice creams please". Display the books in the classroom.

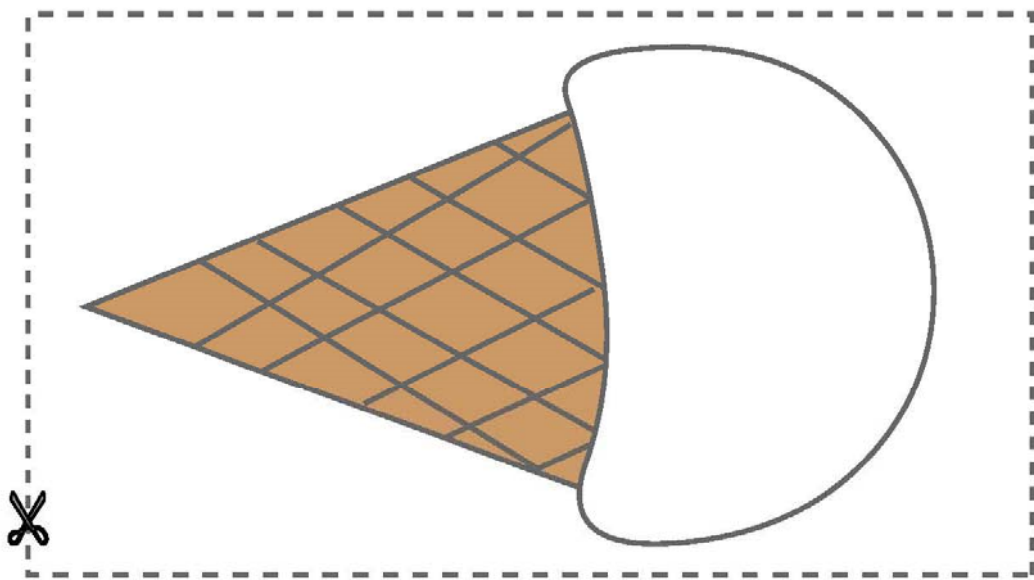
## More ice creams please

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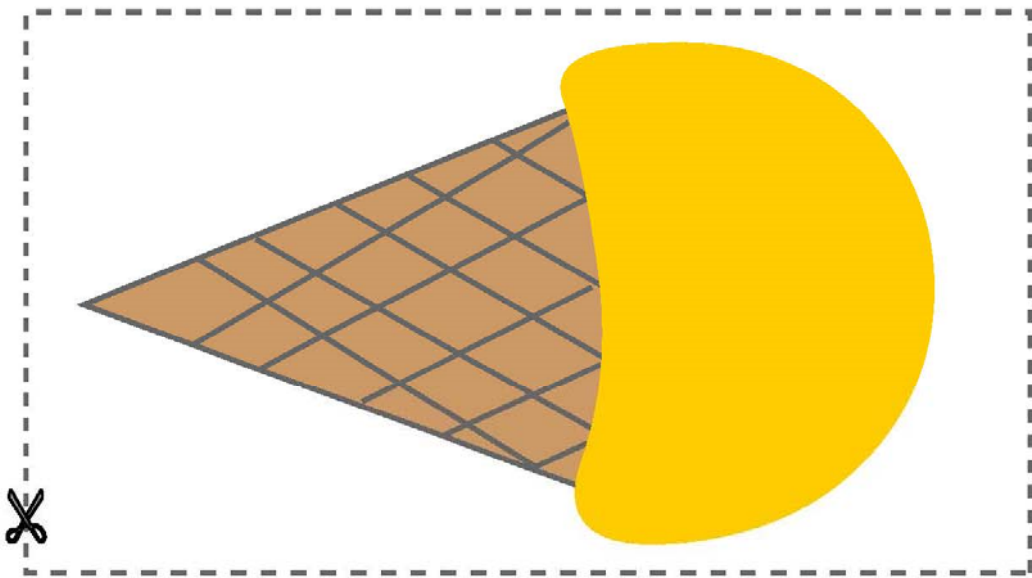
### How to prepare the ice cream picture cards and word cards

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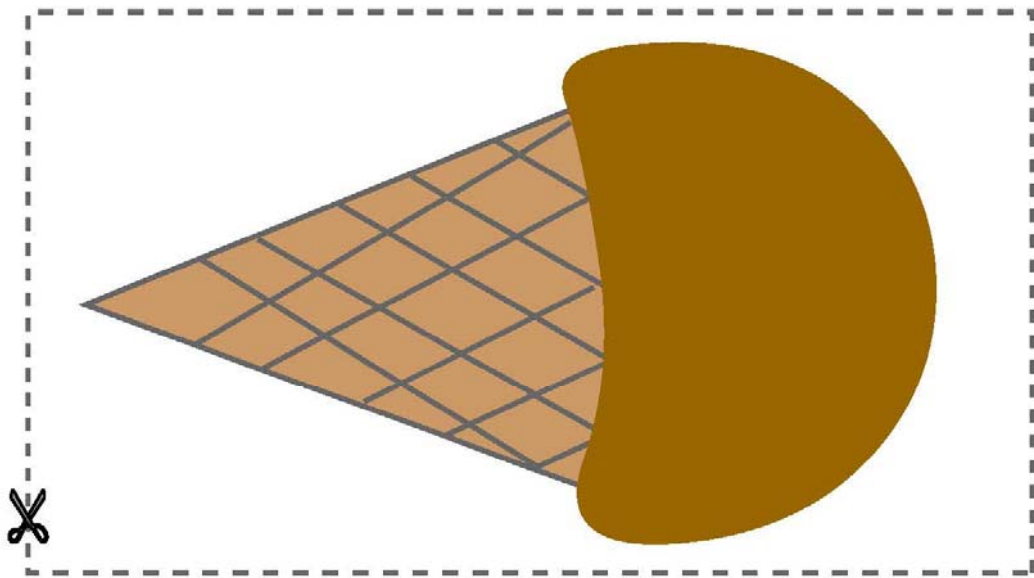
vanilla  
ice  
cream



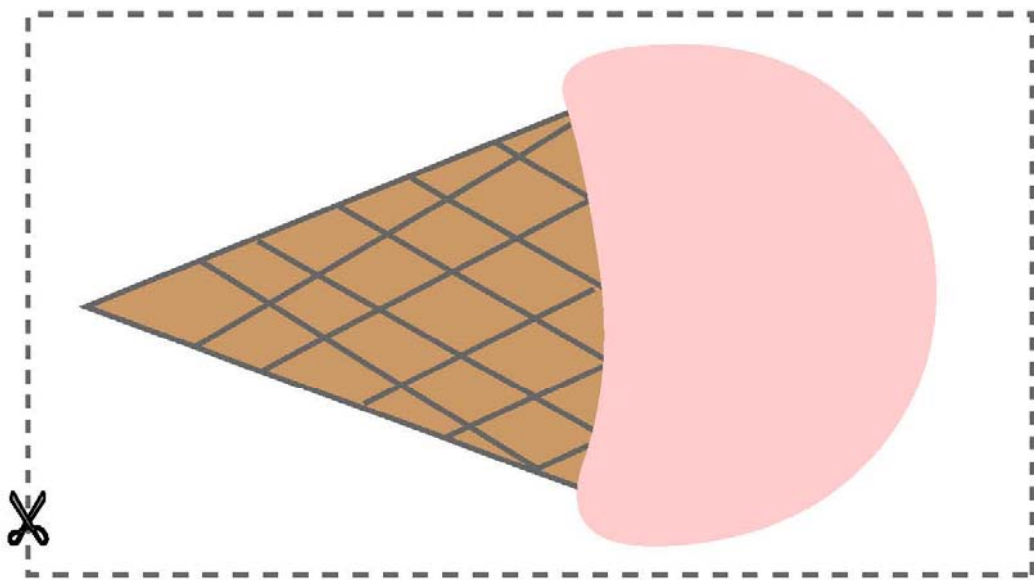
mango  
ice  
cream



chocolate  
ice  
cream



strawberry  
ice  
cream



## **We like ice cream**

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Most children enjoy singing together and songs can provide a natural context for young second language learners to pick up the target language in an enjoyable way. After reading the storybook "Ice Cream", learners can sing a song "We like ice cream" as a follow-up activity. The melody of the song is taken from a traditional song "London Bridge is falling down" and the lyrics are from the story. In the story, the children learn how to indicate places with different prepositional phrases. Through singing, they practise the target language in a pleasurable way. The story contains a strong repetitive element, enabling the learners to sing the lines over and over again in an enjoyable and natural manner. The melody of the song improves their skills in pronunciation, and helps them to use appropriate stress, rhythm and intonation. Singing the song can boost their confidence in using the target language. They will soon learn the lyrics by heart and their confidence in singing may enhance their confidence in reading the story aloud.

### **Melody**

London Bridge is falling down

### **How to make the song sheet**

1. Print out the song sheet.
2. Enlarge the song sheet on a photocopying machine.
3. Paste the song sheet on to cardboard to make it more durable.

### **How to use the song**

1. Introduce the song after learners have read the story from the beginning to the end at least once.
2. Use the song as a follow-up activity for the first two to three shared reading sessions. Involve learners in different modes of participation i.e. listening, singing along with tape/teacher, and singing independently.
3. First, play or sing the song to the learners a few times.
4. Use pictures or realia to help learners understand and remember the words of the song (lyrics).
5. Play the song again and invite learners to sing with you.
6. Display the song sheet or give learners each a copy.
7. Encourage learners to sing in groups and then on their own.
8. When learners have learnt the words, encourage them to sing the song to their parents at home.



**We like ice cream** (*Melody: London Bridge is falling down*)

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1. We like ice cream in the car,  
In the car,  
In the car.  
We like ice cream in the car.  
More ice cream, please.
2. We like ice cream in the plane ...
3. We like ice cream in the snow ...
4. We like ice cream in the rain ...
5. We like ice cream in the tree ...
6. We like ice cream on the hill ...

*Additional section and with no recording*

7. We like ice cream in the  
car, (Group 1)  
In the plane, (Group 2)  
In the snow. (Group 3)  
We like ice cream in the (Group 4)  
rain, (Group 5)  
In the tree, (Group 6)  
On the hill. (Group 6)  
We like ice cream (All pupils)  
everywhere. (All pupils)  
And we feel ill.

## I like (A board game)

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When learners are familiar with the storybook "Ice Cream", they can play this board game in groups. In the story, they learn how to use some prepositional phrases to talk about where they like to have ice cream. The target language items are easy to understand and follow. After throwing a dice and moving the markers on the game board, they talk about other food items they like to eat and where they like to eat them. In this way they are using the target language item "I like" meaningfully in a new context and at the same time are revising some familiar food items and prepositional phrases.

### **How to make the game board**

1. Print out the game board.
2. Enlarge the game board sheet to an appropriate size.
3. Colour some boxes red, green or black. (red=Miss 1 turn, green=Have 2 turns, black=Go back to Start)
4. Paste the game board on to cardboard to make it more durable.

### **How to make the number dice and place dice**

1. Press the "**Print**" button to print out the number dice and place dice sheets.
2. For less able learners, use the dice sheet with the prepositional phrases or write the names of the places under the pictures on the picture dice.
3. Paste the dice sheets on to cardboard to make them more durable.
4. Cut out the number dice and place dice.
5. Fold along the dotted lines and paste the sides together.

### **How to conduct the game**

1. Invite learners to read through the story once. Ask learners what other food items they like to eat and where they eat them.
2. Accept learners' responses and write the familiar food items and prepositional phrases on the blackboard.
3. Turn to any page in the book and frame/circle the word "ice cream" and the prepositional phrase. Ask learners to select the food items from the board to replace the framed/circled item.


4. Tell learners that they are going to play a board game in groups of 6. To play the game, they have to throw 2 dice and then make sentences saying what food items they like and naming the places to eat them.
5. Introduce the place dice. Ask learners to name the places on it and introduce them using appropriate prepositions.
6. Introduce the number dice. Tell learners that the number they throw on the dice is the number of squares they will move their marker forward on the board.
7. Display the game board and explain the rules of the game.
8. Each learner gets a marker to put in the box "START" when the game begins.
9. Learners take turns to throw the 2 dice. The number shown on the number dice tells them how many square(s) to move forward.
10. Explain and demonstrate the meanings of "Miss 1 turn", "Have 2 turns" and "Go back to START".
11. When they land on any square, they have to make a sentence beginning with "I like", naming the food item indicated on the square game board, and picture shown on the place dice, e.g. I like chips on the bus.
12. Tell learners that they miss one turn if they cannot produce a correct sentence.
13. The first learner to reach "FINISH" is the winner of the game.
14. Encourage learners to write a new story using the story structure of "Ice Cream" and the items included in the game.

## I like (A board game)




### How to make the game board

1. Print out the game board.
2. Enlarge the game board to an appropriate size.
3. Colour some boxes red, green or black. (red=Miss 1 turn, green= Have 2 turns & black =Go back to Start)
4. Colour all the food items.
5. Paste the game board on to cardboard to make it more durable.

**Instructions for the Game**

1. Throw the dice
2.  Move the marker according to the number shown on the number dice
3. Make a sentence "I like A B"  
A=Food item shown in the box  
B=Picture shown on the place dice  
e.g. I like chips on the bus

3. Rules of the game

-  Miss 1 turn
-  Have 2 turns
-  Go back to START



## I like (A board game)

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### How to make the number and place dice

1. Print out the number dice and place dice sheets.
2. For less able learners, use the dice sheet with the prepositional phrases or write the names of the places under the pictures on the picture dice.
3. Paste the dice sheets on to cardboard to make them more durable.
4. Cut out the number dice and place dice.
5. Fold along the dotted lines and paste the sides together.

