

Theme: Food
NAAC Tung Chung Day Nursery

Level:	K3
Session:	1 of 5
Text:	<i>The Pancake</i> (Big book story)
Learning Activities:	Shared reading activity, game
Learning Objectives:	<ul style="list-style-type: none">➤ To understand and enjoy the story➤ To develop preliminary reading strategies➤ To understand the meaning of '<i>frying pan</i>' and '<i>pancake</i>'➤ To say '<i>frying pan</i>' and '<i>pancake</i>' when expressing their meaning➤ To recognise the print of '<i>frying pan</i>' and '<i>pancake</i>'
Resources:	White board, picture cards, photos, pancakes, frying pans
What to do:	

1 (Presenting the Text)

- Ask children to identify the title and the author of the book on the front cover. Talk about the illustrations on the cover.
- Ask children to predict: *What will daddy make?*
- Write or draw children's predictions on the board.

2 (1st Reading)

- Remind children to listen to the teacher reading the story.
- Read aloud the text with good intonation and expression to help children enjoy the story.
- Refer children to the board and check the predictions with children.

3 (2nd Reading)

- Read aloud P.1 and P.6. Talk about the illustrations on these focused pages.
- Ask children: *What is daddy holding?*

What will daddy do with the frying pan?

What colour is the pancake?

What is daddy doing with the pancake?

- Show children photos of *frying pan* and *pancake* to help them understand the meaning.
- Read and write the words '*frying pan*' and '*pancake*' on the board. Guide children to find the words in the book.
- Read aloud the text on P.1 and P.6 with children.

4 (3rd Reading)

- Invite children to read aloud P.1 and P.6.
- Invite children to listen to the teacher reading aloud the rest of the book.

5 (Extended Activity)

Game: Pancake race

- Divide children into two teams.
- Show children some pancakes and frying pans.
- Ask children to use a frying pan to transfer a pancake to the other side of the room without dropping it.
- The fastest team will win the race.

Book Title: *The Pancake*

Author: Roderick Hunt & Alex Brychta

ISBN: 0 19 845473 2

Theme: Food
NAAC Tung Chung Day Nursery

Level:	K3
Session:	2 of 5
Text:	<i>The Pancake</i> (Big book story)
Learning Activities:	Shared reading activity, art and craft activity
Learning Objectives:	<ul style="list-style-type: none">➤ To understand and enjoy the story➤ To understand the meaning of '<i>flour</i>' and '<i>butter</i>'➤ To say '<i>flour</i>' and '<i>butter</i>' when expressing their meaning➤ To recognise the print of '<i>flour</i>' and '<i>butter</i>'➤ To develop children's interest in reading
Resources:	White board, butter, flour, colour markers
What to do:	

1 (Presenting the Text)

- Ask children to identify the title and the author of the book on the front cover. Talk about the illustrations on the cover.
- Ask children to predict: *What did daddy use to make the pancake?*
- Write or draw children's predictions on the board.

2 (1st Reading)

- Remind children to listen to the teacher reading the story.
- Read aloud the text with good intonation and expression.
- Refer children to the board and check the predictions with children.

3 (2nd Reading)

- Read aloud P.2 and P.5. Talk about the illustrations on P.2 and P.5.
- Ask children: *What colour is the flour?*
What colour is the butter?
What are they doing with the butter?

- Show a bag of *flour* and some *butter* to children.
- Read and write the words '*flour*' and '*butter*' on the board. Guide children to find the words in the book.
- Read aloud P.2 and P.5 with children.

4 (3rd Reading)

- Invite children to read aloud the whole book with the teacher.

5 (Extended Activity)

Art and craft activity: Pancake recipe

- Invite children to recall the ingredients needed to make a pancake.
- Record their answers in form of a web.
- Write the steps on a poster paper.
- Ask children to draw the ingredients next to the steps.

Book Title: *The Pancake*

Author: Roderick Hunt & Alex Brychta

ISBN: 0 19 845473 2

Theme: Food
NAAC Tung Chung Day Nursery

Level:	K3
Session:	3 of 5
Text:	<i>Recipe: Making a Pancake</i> (self-created text)
Learning Activities:	Real-life experience activity
Learning Objectives:	<ul style="list-style-type: none">➤ To enable children to use English in an authentic and meaningful context to think, to communicate so as to get things done➤ To read aloud the recipe with the teacher➤ To enjoy making pancakes with friends
Resources:	Recipe (from session 2), frying pan, wooden spoon, ingredients for making pancake (butter, flour, milk, water)

What to do:

- 1** Show children the pancake recipe created in session two.
- 2** Talk about the illustration on the recipe.
 - Ask children: *What did you put in the pancake?*
Do you want to make some pancakes?
 - Tell children that they are going to make pancakes together.
- 3** Read aloud the recipe with children.
- 4** Use actions and illustrations to help children understand the steps.
- 5** Invite children to recall the ingredients and utensils needed to make pancakes.
- 6** Guide children to check the ingredients on the table to see if they have everything ready.
- 7** Invite children to add in and mix the ingredients to make the pancakes.

8 Guide children to name the ingredients and read aloud the steps while making the pancakes.

9 Invite children to eat the pancakes together.

10 While eating, offer children opportunities to speak English by asking children:

What are you eating?

Do you like it?

Is it yummy?

Does it taste good?

What did you put in the pancakes?

Theme: Food
NAAC Tung Chung Day Nursery

Level:	K3
Session:	4 of 5
Text:	<i>Max Wants Juice (Max's Adventure–English Letter Story Series–Letter J)</i>
Learning Activities:	Storytelling activity, phonics activity, game
Learning objectives:	<ul style="list-style-type: none">➤ To understand and enjoy the story➤ To develop children's awareness of the letter sound /j/ in fun and meaningful ways➤ To practise saying the letter sound /j/ in the storytelling activity
Resources:	<i>Max Wants Juice (Max's Adventure–English Letter Story Series–Letter J)</i> , stick puppet (Max), juice (apple, orange and grape)

What to do:

1 (Before Storytelling)

- Introduce the character, Max, and show a stick puppet of Max to children.
- Ask children: *What does Max want for his breakfast?*
- Tell children that they will hear the sound /j/, /j/, /j/ in the story.
- Ask children to say the sound /j/, /j/, /j/ when they hear the same sound in the story.

2 (During Storytelling)

- Tell the letter story with Kamishibai.
 - Card 1: *One morning, Max and Maggie are having breakfast. On the table, there are pancakes, bread and jam.*
 - Card 2: *Max is really hungry that he starts putting all the food into his mouth.*
 - Card 3: *Max eats too fast that the food gets stuck in his throat. His face starts to turn red. He goes, 'j, j, j...' Max*

wants to say something.

Card 4: *Maggie looks at Max and hands him the jam. Max shakes his head. He doesn't want the jam. He goes, '/□□/, /□□/, /□□/...' Max wants to say something again. What is he trying to say?*

Card 5: *Mummy comes out of the kitchen with some juice. Max grabs it and drinks it right away. 'Ah... Thanks Mummy! That's what I want! Juice!' says Max.*

- Use gestures and facial expressions to help children understand the story.
- Remind children to make the gesture and say the sound /□□/, /□□/, /□□/.

3 (After Storytelling)

Introducing the letter sound /□□/

- Show the picture card and discuss the illustrations on the card.
- Draw children's attention to the juice in the picture.
- Read aloud the sentence '*Max wants juice*'.
- Guide children to identify letter j at the beginning of the word 'juice'.
- Introduce the letter sound /□□/ with a gesture.
- Guide children to practise pronouncing the letter sound /□□/.

Game: Tasting fruit juice

- Show children apple, orange, and grape juice.
- Invite children to taste one of the juices and guess the flavour by saying 'apple', 'orange' or 'grape' juice while blindfolded.

Title: *Max Wants Juice (Max's Adventure–English Letter Story Series–Letter J)*

Author: Standing Committee on Language Education and Research (SCOLAR)

Kindergarten English Language (SKEL) Team

Theme: Food
NAAC Tung Chung Day Nursery

Level:	K3
Session:	5 of 5
Text:	<i>Max Wants Juice (Max's Adventure–English Letter Story Series–Letter J)</i>
Learning Activities:	Storytelling activity, phonics activity, singing
Learning objectives:	<ul style="list-style-type: none">➤ To enjoy retelling the story with the teacher➤ To develop children's confidence and proficiency in sounding out simple words with the beginning letter sound /j/ as in 'juice' and 'jam'➤ To provide children with opportunities to listen to and say the letter sound /j/ in a fun way➤ To enjoy singing the song <i>Max Wants Juice</i> with the teacher
Resources:	<i>Max Wants Juice (Max's Adventure–English Letter Story Series–Letter J)</i> , song sheet, picture-word cards (juice, jam)

What to do:

1 (Before Storytelling)

- Remind children of Max in the story.
- Ask children: *What happened to Max in the story?*
- Invite children to say the sound /j/, /j/, /j/ with the gesture they did in the last session.

2 (During Storytelling)

- Retell the story with Kamishibai.
 - Card 1: *One morning, Max and Maggie are having breakfast. On the table, there are pancakes, bread and jam.*
 - Card 2: *Max is really hungry that he starts putting all the food into his mouth.*
 - Card 3: *Max eats too fast that the food gets stuck in his throat. His face starts to turn red. He goes, '/j/, /j/, /j/...' Max wants to say something.*

Card 4: *Maggie looks at Max and hands him the jam. Max shakes his head. He doesn't want the jam. He goes, '/□□/, /□□/, /□□/...' Max wants to say something again. What is he trying to say?*

Card 5: *Mummy comes out of the kitchen with some juice. Max grabs it and drinks it right away. 'Ah...Thanks Mummy! That's what I want! Juice!' says Max.*

- Use gestures and facial expressions to help children enjoy the story.
- Remind children to say the sound /□□/, /□□/, /□□/ with gesture.
- Confirm children's understanding in the process of telling the story.
- Ask questions: *What will Mummy do?*
What will Maggie give Max?

3(After Storytelling)

Revisiting the letter sound /□□/

- Show card 1 and talk about the illustrations on the card.
- Draw children's attention to the juice and jam in the picture.
- Show the picture-word cards 'juice' and 'jam' and guide children to identify the beginning letter j.
- Guide children to practise pronouncing the letter sound /□□/ with gesture: /□□/, /□□/, juice; /□□/, /□□/, jam.
- Ask children if they know any other words that begin with letter j.

Singing: *Max Wants Juice*

- Show the song sheet of the song *Max Wants Juice*.
- Sing the song once while tracking the lyrics.
- Ask children to frame the words that begin with letter j.
- Guide children to sing the song with actions.

Lyrics of *Max Wants Juice*

(Tune: *Skip to my Lou*)

Max wants juice.

Max wants juice.

Max wants juice.

That is the sound of 'j'.

Title: *Max Wants Juice (Max's Adventure–English Letter Story Series–Letter J)*

Author: Standing Committee on Language Education and Research (SCOLAR)
Kindergarten English Language (SKEL) Team)