

Theme: Food
Tai Po Baptist Kindergarten

Level:	K3
Session:	1 of 4
Text:	<i>Dinner Is Ready!</i> (Big book story)
Learning Activities:	Shared reading activity, drama activity
Learning Objectives:	<ul style="list-style-type: none">➤ To understand and enjoy the story➤ To develop preliminary reading strategies➤ To understand the meaning of 'Yes, please.'➤ To say 'Yes, please.' when expressing its meaning➤ To recognise the print of 'Yes, please.'
Resources:	White board, toy food, stationery

What to do:

1 (Presenting the Text)

- Identify and read aloud the title and the author of the book on the front cover for children. Talk about the illustrations on the cover.
- Ask children to predict: *What will the fox eat?*
- Write or draw children's predictions on the board.

2 (1st Reading)

- Read aloud the text with good intonation and expression to help children enjoy the story. Invite children to make predictions about the story.
- After reading P.11, ask children to predict: *Does the fox still want to eat?*
- Refer children to the board and check the predictions with children.

3 (2nd Reading)

- Read aloud P.5. Talk about the illustrations on the page.
- Tell children that the fox is hungry and he wants to eat something. The bear asks the fox if he wants a pizza and the fox says, 'Yes, please.'
- Invite children to be the fox and say 'Yes, please.' when the teacher

asks, '*Would you like some ... (e.g., pizza)?*'

- Show the words '*Yes, please.*' on the board. Guide children to find and read aloud the words in the book.
- Read the text on P.5 with children.

4 (3rd Reading)

- Read aloud the book to children. Invite children to read aloud P.5 with the teacher.

5 (Extended Activity)

Drama activity: Yes, please.

- Introduce the food on the table.
- Take on the role of a cook.
- Ask children if they want to have a particular kind of food (e.g., *Would you like some oranges?*)
- Prompt children to respond with '*Yes, please.*' if they want to have it.

Theme: Food
Tai Po Baptist Kindergarten

Level:	K3
Session:	2 of 4
Text:	<i>Dinner Is Ready!</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 'bear' and 'fox'➤ To say 'bear' and 'fox' when expressing their meaning➤ To recognise the print of 'bear' and 'fox'
Resources:	White board, pictures (bear and fox), paper

What to do:

1 (Presenting the Text)

- Identify and read aloud the title and the author of the book on the front cover for children. Talk about the illustrations on the cover.
- Discuss with children: *What does the bear like to eat?*
- Write or draw children's answers on the board.

2 (1st Reading)

- Read aloud the text with good intonation and expression to help children enjoy the story. Talk about the illustrations while reading aloud the text.
- Ask children: *What can the bear find in the fridge?*

3 (2nd Reading)

- Read aloud P.2 and P.3. Talk about the illustrations on these pages.
- Talk about the differences between the bear and the fox.
- Show the word cards 'bear' and 'fox' on the board.
- Guide children to find and read aloud the words in the book.
- Read the text on P.2 to P.3 with children.

4 (3rd Reading)

- Read aloud the book to children. Invite children to read aloud P.2 to P.3 and P.5 with the teacher.

5 (Extended Activity)

Game: Magic house

- Show children a paper magic house with a window at the middle.
- Tell children that Baby Bear, Mother Bear, Baby Fox and Mother Fox live in the house.
- Close the window of the magic house and ask children '*Who do you want to see?*'
- Encourage children to make guesses (e.g., Baby Bear, Mother Fox).
- Open the window to reveal the answer.
- Refold the paper magic house and repeat the game.

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Level:	K3
Session:	3 of 4
Text:	<i>Dinner Is Ready!</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 children's awareness of the letter-sound relationship in fun and meaningful ways➤ To say the sound of the <i>letter h</i> and identify the beginning sound /h/ in words (e.g., hamburger)➤ To understand the meaning of '<i>hamburger</i>'➤ To say '<i>hamburger</i>' when expressing its meaning➤ To recognise the print of '<i>hamburger</i>'
Resources:	White board, Mr. Monster H, objects that begin with /h/ (e.g., hat)

What to do:

1 (Presenting the Text)

- Identify and read aloud the title and the author of the book on the front cover for children. Talk about the illustrations on the cover.
- Discuss with children: *What time does the bear eat dinner?*
- Write or draw children's answers on the board.

2 (1st Reading)

- Read aloud the text with good intonation and expression to help children enjoy the story. Talk about the illustrations while reading aloud the text.
- Ask children: *How does the bear cook the food?*

3 (2nd Reading)

- Read aloud P.6. Talk about the illustration on the page.
- Talk about the hamburger in the illustration. Recall children's experience of eating a hamburger.

- Show the word card '*hamburger*' on the board.
- Frame the *letter h* in '*hamburger*'. Draw children's attention to the position of the *letter h* by numbering the letters in the word '*hamburger*'.
- Invite children to find other words that begin with *letter h* in the book. Ask them to frame the *letter h* in the words.
- Write the words on the board and frame the first letter.
- Introduce the sound of the *letter h* by saying '*The letter h says /h/*'.
- Practice the sound /h/ with children. Invite them to say the sound with actions (e.g., breathing).
- Read the text on P.6 with children.

4 (3rd Reading)

- Read aloud the book to children. Invite children to read aloud P.2 to P.6 with the teacher.

6 (Extended Activity)

Game: Mr. Monster H

- Introduce Mr. Monster H and tell children that he is hungry.
- Tell children that Mr. Monster H only eats things that begin with /h/.
- Show children some items that begin with the *letter h*. Put them in a bag.
- Pass the bag around and invite each child to draw an item from the bag and feed the monster.
- Guide children to read aloud the words to check if they begin with /h/ before they feed the monster.

Theme: Food
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Level:	K3
Session:	4 of 4
Text:	<i>Dinner Is Ready!</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 'pizza' and 'bread'➤ To say 'pizza' and 'bread' when expressing their meaning➤ To recognise the print of 'pizza' and 'bread'
Resources:	White board, song sheet

What to do:

1 (Presenting the Text)

- Identify and read aloud the title and the author of the book on the front cover for children. Talk about the illustrations on the cover.
- Discuss with children: *Where does the bear cook dinner?*
- Write or draw children's answers on the board.

2 (1st Reading)

- Read aloud the text with good intonation and expression to help children enjoy the story. Talk about the illustrations while reading aloud the text.
- Ask children: *Can the bear find some food in the fridge?*

3 (2nd Reading)

- Read aloud P.4 and talk about the illustration on the page.
- Ask children: *What's the shape of the pizza?*
What can we put on it if we make a pizza?
- Read aloud P.10 and talk about the bread in the illustration.
- Pretend to make bread and put it into the oven.
- Show the word cards 'pizza' and 'bread' on the board.

- Guide children to find and read aloud the words in the book.
- Read the text on P.4 and P.10 with children.

4 (3rd Reading)

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

5 (Extended Activity)

Singing: *I Like Pizza*

- Show the lyrics of the song *I Like Pizza*.
- Read aloud the title of the song.
- Sing the song to children while tracking the lyrics.
- Invite children to mime the cooks while singing the song.
- Guide children to sing the song together with actions.

Lyrics of *I Like Pizza*

(Tune: *Ten Little Indians*)

Pizza, pizza, I like pizza.

Pizza, pizza, I like pizza.

Pizza, pizza, I like pizza.

Yum, yum, yum, yum, yum.

(Replace ‘*pizza*’ with ‘*bread*’ for the second verse.)