

Let's Eat! - Year 3 – Scheme of Work

This Food and Drink scheme of work is designed on the structure that teachers should follow when planning English lessons. It starts with the receptive skills of listening and reading and gradually eases the learners into the productive skills of speaking and writing. The Literature lesson, meant to instil and foster a love of literature in learners, may be used on any day during the week. This scheme is planned over a period of five days, but teachers are free to add more lessons as they deem necessary in order to address the needs and interests of their learners. Lessons are naturally pegged to a Year 3 Learning Outcome, and as is normally the case, more than one LO can feature in a lesson. Although each lesson focuses on a separate skill, an integrated-skills approach is used across the lessons to provide a meaningful and motivating context. Grammar is embedded in each lesson and teachers can note that language structures, function and vocabulary are generally constant throughout the five lessons to ensure continuity and serve as a scaffold for learners when they are doing their speaking and writing tasks. Each lesson is accompanied by a PowerPoint presentation and supporting material such as worksheets, Word Mats and Writing Frames. At the end of the document, you can also find links to additional material you might want to utilise.

Year 3		Topic: Let's Eat!			Week:	
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure/Vocabulary/ Language Function	
LISTENING	LS 5.2 I can understand audio-visual texts across a range of genres, identifying the main idea and specific information	<p>Questions throughout lesson.</p> <p>Worksheet with tasks (Lesson 1)</p>	<p>Pre-task: Explain that learners will be looking at a picture of food for 30 seconds. When the time is up, they need to write down as many foods as they can remember. Discuss and elicit vocabulary related to food. Ask questions: <i>Which of these foods do you like to eat? Are all these foods healthy? Which is your favourite recipe? Have you ever cooked anything? What? Do you often help in the kitchen? How?</i></p> <p>Main task: <i>Introduce the text:</i> Explain that they will be listening a recipe. <i>Do learners know what a recipe is? When do we use a recipe? Where do we find recipes? How is a recipe written? Who reads recipes? Who writes recipes?</i> Elicit ideas and write down suggestions.</p> <p><i>Pre-teach vocabulary:</i> Show words on screen and have learners attempt to read them. <i>What strategies can we use?</i> Elicit chunking, saying the initial sound, looking for smaller words in the big word, etc.</p> <p>Share Learning Intention and Success Criteria. 1st Listening: Listen carefully to which ingredients are mentioned. Follow with Task 1 on handout. 2nd Listening: Listen to the amounts needed for each ingredient. 3rd Listening: Listen to the order of the recipe.</p> <p>Post-Task: As a follow up task, think of your favourite food. <i>What kind of food is it? Is it something you eat for breakfast, lunch or dinner? Is it a snack or perhaps a dessert? What ingredients do you need to prepare it?</i> Learners can make a drawing of their favourite dish and label it or write something about it and upload it on Padlet.</p>	<p>Link for audio-visual: https://www.youtube.com/watch?v=PN_4lpCgVIQ&t=115s</p> <p>PowerPoint presentation: Lesson 1 Listening</p> <p>Worksheet</p> <p>Padlet for Post-Task (teacher-created)</p>	<p>Language Structure: imperative tense</p> <p>Vocabulary: recipe, ingredients, ounces, blend, mixture, cookie dough, baking tray.</p> <p>Language Function: explain a process</p>	

READING	<p>R 5.5 I can use a range of strategies to aid comprehension and find the required information in the text.</p> <p>R 5.7 I can make informed assumptions about a text or long work from its title and introductory material</p>	<p>Questions throughout lesson</p> <p>Worksheet with tasks</p>	<p>Pre-task: Remind learners of the Listening lesson. Ask: <i>Do you remember what we listened to in our first lesson?</i> Elicit: recipe. Ask: <i>What was the recipe for?</i> Show the slide with magazine covers (Slide 3) and ask the following: <i>What can you see in these pictures? What kind of books are these? Which one is a cookbook, and which one is a magazine? How do you know? What can you find inside? Have you got any cookbooks at home? Have you ever used a cookbook? Have you ever prepared some food? Who is most likely to read these books? Why? What does the term 'step-by-step recipes' mean? What does the word 'ingredient' mean? Can you mention some ingredients for a dish you like to eat? Look at the first picture. It shows a picture of toast with blueberries. How do you like your toast? The boy in the picture is holding a watermelon. What fruits do you like? When are these fruits in-season?</i></p> <p>Main task: <i>Introducing the Text:</i> Explain that today's text is a recipe found within a kids' cookbook. <i>What would a recipe look like? What should it include?</i> Elicit ideas and write them on the board. Look at the text carefully and discuss its features.</p> <p><i>Pre-teach vocabulary:</i> Go through the vocabulary together and encourage learners to attempt reading them using different strategies, e.g.: chunking, stretching the words, etc.</p> <p><i>Pre-Reading:</i> Share Learning Intention and Success Criteria. Show key questions. <i>What is this recipe for? Why is a list of tools included? How is this dessert like a sandwich? How can you make this recipe healthier?</i></p> <p><i>During Reading:</i> Read the recipe aloud and have learners follow along. Next, have learners read the text silently. Review some strategies when reading unfamiliar words and encourage learners to self-check for meaning while they are reading.</p> <p><i>After Reading:</i> Discuss key questions and have learners refer to the text to support their answers. <i>What strategies did they use when they came across an unknown word?</i> Play a game to encourage learners to scan the text. Elicit what they were doing to find the answers quickly. Elicit looking for keywords, headers, bold words, etc. Explain that this is called scanning.</p> <p>Post-task: Learners do tasks on Worksheet.</p> <p>Extension Idea: Have learners prepare this recipe with the help of a family member. Afterwards they can rate it or give feedback (Teachers to create a simple Form on Microsoft 365).</p>	<p>Worksheet for Lesson 2 with Reading Text and questions</p> <p>PowerPoint Lesson 2 Reading a Recipe</p> <p>Form (teacher-created) for Extension Idea</p>	<p>Language Structure: the imperative tense</p> <p>Vocabulary: scoop, dessert, sprinkles, alternative, crushed, enough</p> <p>Language Function: To explain a sequence of actions</p>
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LITERATURE	<p>LIT 5.3 I can respond to simple poems, stories, and plays by speaking and writing briefly about how I feel about the literary texts and about the events and characters in these texts.</p>	<p>Questions throughout lesson.</p>	<p>Pre-task: Explain that we will be working on a traditional fairy tale related to food. Can learners mention any fairy tales? Start revealing pictures and have learners try to guess which fairy tale we will be talking about. Ask: <i>What does this make you think of? Is this picture reminding you of something?</i> When learners guess the story, quickly go over the most important parts using the story map. Go over the following points: What do you think Jack’s Mum wanted to do with the money they got from the cow? Do you think Jack should have agreed to exchange the cow for the magic beans? What would you do if you were Jack?</p> <p>Main task: Show the text. <i>Do learners know what kind of text this is? Is it like a story? Why? Why is such a text usually used? Have they ever read something similar? When?</i> Elicit that it is a play script. <i>Do learners know what are some features of a play script?</i> Discuss. Go through some important vocabulary and elicit meaning. Discuss strategies for reading the new words.</p> <p><i>During Reading:</i> Share Learning Intention and Success criteria. Explain that learners will first listen to you read the text. Share key questions. Allow some time for learners to answer the three key questions individually. Discuss as a whole class. Explain that next, learners will be reading the text out aloud themselves. Elicit reading aloud success criteria and discuss. Allow some time for learners to read the text and then get back together and reflect together on how well they read the text.</p> <p>Post-task: Learners work tasks on worksheet. Also have learners make stick puppets of the characters and perform a role play using the playscript used throughout this lesson. First, model how to use the puppets and say the character’s lines. They can use FlipGrid to send you recordings of role-play.</p> <p>Extension Idea: Can learners continue the play script with the next scene? What is going to happen next? What will the characters say and do next?</p>	<p><i>Worksheet with text and questions.</i></p> <p>Worksheet with Jack and the beanstalk characters to make puppets</p> <p>PowerPoint presentation: Lesson 3 Literature</p> <p>Worksheet for Extension Idea</p>	<p>Language Structure: past tense verbs</p> <p>Vocabulary: narrator, scenes, stage, perform, theatre, pantomime, costumes, characters.</p> <p>Language Function: to narrate a story (to entertain)</p>
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SPEAKING	<p>LS 5.8 I can communicate my own experiences, likes and dislikes fluently and accurately with some allowance to self-correct in the process.</p>	<p>Questions throughout lesson.</p> <p>Oral contributions by students</p> <p>FlipGrid presentations</p>	<p>Pre-task: Have learners listen to the poem 'I like' by John Foster. While they are listening, have them visualise the food you are mentioning. Elicit ideas and compare these to pictures on PowerPoint. Ask: <i>How did you imagine your food? Do you like any of these foods? Which? Which foods do you like most of all?</i></p> <p>Main Task: Activity 1: Reveal pictures slowly while learners try to guess which food it is. Have them describe the food and ask questions: <i>What food is this? Do you like this food? When do you usually eat this food? Do you eat this food often?</i> (questions vary according to food being shown)</p> <p>Activity 2: Explain that learners are to choose a favourite recipe and prepare a short presentation (3-5 minutes) to explain the recipe to their friends. Elicit success criteria for delivering a short presentation. Compare to learners' ideas to the success criteria listed in the presentation. Learners can also refer to the Writing a Recipe word mat.</p> <p>Post-task: Have learners record their presentations on FlipGrid.</p>	<p>PowerPoint Lesson 4 Speaking</p> <p>Writing a Recipe Word Mat</p> <p>Presenting a Recipe checklist</p> <p>Poem: I like</p>	<p>Language Structure: I like... I usually... Imperative verbs Words that show order</p> <p>Vocabulary: related to food – pizza, crust, toppings, dessert, ice-cream, healthy, etc</p> <p>Language Function: to describe; to explain a process</p>
WRITING	<p>W 5.16 I can write instructions to explain the steps of a process.</p> <p>W5.12 I can make a text more interesting or more relevant to me by changing the vocabulary.</p> <p>W5.14 I can use resources to help me plan my written work and present it accurately.</p>	<p>Questions throughout lesson.</p> <p>Learners write a recipe</p>	<p>Pre-task: Set the context for the writing: You have recently prepared a special dish for a party you attended. It went down a storm and your friends are asking you for the recipe. Write down the recipe and share it with your friends. Identify GAP (genre, audience and purpose).</p> <p>Main task: Check if learners can remember the layout features of a recipe. Remind them of Lesson 2: Reading a recipe. Also elicit the use of (a) imperative verbs to show action and (b) words that show order. Share Learning Intention and Success Criteria.</p> <p>Plan: Remind learners of the graphic organiser you created in the speaking lesson to brainstorm their favourite dish. Now, they can create use the same graphic organiser to plan a dessert. Model how to fill in the graphic organiser.</p> <p>First Draft: Model how to write the recipe. Show the Recipe Writing Frame and elicit what needs to be written in each part. Model how to use the Writing a Recipe Writing Frame to help you write the instructions.</p>	<p>PowerPoint Lesson 5 Writing</p> <p>Graphic Organiser</p> <p>Worksheet Writing a recipe Writing Frame</p> <p>Writing a Recipe Checklist</p> <p>Writing a Recipe Word Mat</p>	<p>Language Structure: Imperative verbs Words that show order</p> <p>Vocabulary: related to food</p> <p>Language Function: to instruct and explain</p>

		<p><i>Revise:</i> Go through the recipe to improve it. Draw learners' attention to how we can rewrite certain parts to make them sound better and how we can avoid repeating certain words. Use SAD technique (Substitute, Add and Delete). Mark changes using another colour.</p>		
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Edit and Proofread: Go through it once again to check for punctuation marks, capital letters, spelling mistakes, and to see that it reads well. Refer to success criteria for writing a recipe.

Publish: Re-write the recipe neatly on the writing frame provided

Post-task: Students write their own recipes independently.

Further links and materials for the topic Let's Eat!

<p>Learning Apps</p> <p>https://learningapps.org/14627778: Matching pictures to words</p> <p>https://learningapps.org/2657263: Sorting healthy and unhealthy foods</p> <p>https://learningapps.org/7523393: Healthy and unhealthy habits</p> <p>https://learningapps.org/8866869: Answer questions based on videoclip</p> <p>https://learningapps.org/1307063: Healthy habits matching</p>	<p>British Council Learn English Kids website</p> <p>https://learnenglishkids.britishcouncil.org/category/topics/food</p> <p>Various games and activities on the topic Food</p>
<p>YouTube</p> <p>https://www.youtube.com/watch?v=pvHtvD-xEJ8 (Guessing game)</p> <p>https://www.youtube.com/watch?v=AvTiyEuQ6vI (Guess the food.)</p> <p>https://www.youtube.com/watch?v=W5rxflRgXRE (Jack and the Beanstalk)</p> <p>https://www.youtube.com/watch?v=n3Q9_je13F0 (Supermarket Foods)</p>	<p>Books to Share</p> <p><i>Eat your Peas</i> by Kes Gray & Nich Sharatt</p> <p>https://www.youtube.com/watch?v=Rab3lw0qT1U</p> <p><i>Cora Cooks Pancit</i> by Dorina Gilmore</p> <p>https://www.youtube.com/watch?v=l6SvYepajss</p> <p><i>Carla's Sandwich</i> by Debbie Herman</p> <p>https://storylineonline.net/books/carlas-sandwich/</p>
<p>Poems and Drama</p> <p>https://www.poetryfoundation.org/</p> <p>www.poetry4kids.com</p> <p>https://funny-poems.co.uk</p> <p>https://www.familyfriendpoems.com/poem/sick-by-shel-silverstein</p>	<p>Further links</p> <p>J2E – online tools for teaching and learning</p> <p>https://storylineonline.net/library/?search=food</p> <p>Flipgrid – assign a task and learners record themselves answering your question</p> <p>https://eltexperiences.com/10-websites-for-english-language-teachers/</p> <p>AnswerGarden – online tool to brainstorm vocabulary</p> <p>Nearpod – ready made lessons and activities</p> <p>whiteboard.fi – online whiteboard</p> <p>Poll Everywhere</p> <p>Vocaroo – online voice recording app</p>