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| **Class** | Junior Infants | **Theme** | Food |
| **Unit** | 13 | **Subtheme** | Pizza and pancakes |
| **Unit genre** | Procedure | | |
| **Vocabulary** | Tier 1 examples: pizza, mushroom, pepper, flour, cheese,  tomato sauce, basil, bowl, spoon  Tier 2 examples: dough, topping, knife, baking tray, rolling pin, oven, apron, delicious  Tier 3 examples: ingredients, utensils, catastrophe, whisk, scrumptious | | |
| **Lesson resources** | Multimedia links; poster images | | |
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| **Element** | **Learning outcome** | **The child should be able to …** | |
| Communicating | LO 1 | Show interest in hearing about each other’s food likes/dislikes.  Listen with interest to the story accompanying the poster. | |
| LO 2 | Develop intonation and emphasis (e.g. poetry speaking – *Dad’s Cooking Pancakes*). | |
| Understanding | LO 4 | Use the prefix ‘dis’ – *dislike.*  Form coherent sentences using time connectives (e.g. *first, then, when, after, next, last*). | |
| LO 5, 6 | Use vocabulary – nouns, verbs, adjectives, adverbs (e.g. *rolling pin, chopping board, crunchy, delicious, grate, sprinkle, carefully, evenly*). | |
| LO 7 | Use language to give and receive instructions e.g*. Pop a Pizza in the Oven.* | |
| Exploring and using | LO 8, 9 | Answer a variety of open and closed questions. | |
| LO 10, 11 | Use language to categorise, e.g. *ingredients, utensils, cutlery.*  Use language to sequence and retell, e.g. *Let’s make a pizza.*  Use language to tell a story, e.g.Kitchen catastrophe. | |
| LO 12 | Explore the creative use of language e.g. *Silly Sentences*; the aesthetic use of language through the poem *Dad’s Cooking Pancakes* | |
| LO 14 | Describe using language, e.g. *I like a … pizza* | |

# Fortnightly plan

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| **Lesson 1** | Digital poster (Story mode)  Digital poster (Explore mode): Talk and discussion  Food word games  Pair talking task: What foods do you like?; Silly sentences | **Lesson 3** | Digital poster (Explore mode): Talk and discussion  Digital poster (Activity mode): Let’s make a pizza  Narrative: Kitchen catastrophe |
| **Lesson 2** | Digital poster (Story mode): Recap  Digital poster (Question mode)  *Let’s make a pizza!*  Pair talking task: *Pop a Pizza in the Oven* (Sequencing; giving instructions) | **Lesson 4** | Digital poster (Label mode)  Digital poster (Poem mode): ‘Dad’s Cooking Pancakes’ |

# Lesson 1

**Digital poster (Story mode) *LO 1***

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the class, depending on the ability level.

**Digital poster (Explore mode): Talk and discussion *LO 4, 5, 6, 10, 14***

Go to the Explore mode of the poster. Ask children the following questions:

* Where are the people in the picture? *(Kitchen)*
* How do we know they are in the kitchen? *(They are making food – pizza)*
* What **ingredients** can you see for making pizza? *(dough; pizza base; tomato sauce; cheese; toppings – mushrooms; tomatoes; red/yellow/green peppers)*
* What toppings do you like on your pizza? (*e.g. pepperoni, ham, chicken, pineapple, cheese, etc.)*

**Food word games *LO 5, 6***

* Name a food that is **red** (*red pepper; apple; tomato; strawberry; raspberry; red onion; watermelon*); **yellow** *(cheese; banana; pineapple; yellow pepper; lemon; melon)*; **green** *(peas; kiwi; cucumber; cabbage; celery; avocado);* **purple** (*grapes; cabbage; cherries; plums; aubergine);* orange *(oranges; orange peppers; carrots; sweet potatoes; pumpkins),* etc.
* Name a food that is **crunchy** *(cornflakes, crisps, toast);* juicy *(tomatoes, oranges, lemons);* creamy *(yoghurt, ice-cream, hummus, macaroni cheese, chocolate)*
* Name a food that is **cold** *(ice-cream, ice-pops, yoghurt, cheese*) **hot** *(pizza, pasta, soup)*
* Name a food that you can **peel** *(banana, carrot, potato, kiwi)*

**Pair talking tasks *LO 4, 5, 6***

What foods do you like?

Play the song *Do you Like Lasagna Milkshakes?* (<https://www.youtube.com/watch?v=13mftBvRmvM>) for the whole class, inviting the children to sing along.

Organise the children into pairs. Give them the following talking task instructions:

* Turn to your partner and describe for him/her the kind of pizza you like (*e.g.* *I like a cheesy/crunchy/ fresh/hot/crispy/salty/doughy/round/small/large/yummy/tasty/delicious/scrumptious pizza*).
* Ask your partner what he/she **likes**to eat for breakfast/lunch/dinner/dessert/supper. Ask them to explain why (*e.g.* ***I like to eat*** *cereal for breakfast because it is crunchy and* ***delicious****; I like to eat mashed potatoes for dinner because they are* ***scrumptious*** *and creamy; I like to eat strawberries for dessert because they are sweet and juicy*).
* Now tell your partner what foods you dislike (don’t like), (*e.g. I dislike porridge/beetroot/Brussels sprouts/mangoes* *because…)*

Nouns: red pepper; apple; tomato; strawberry; raspberry; red onion; watermelon; peas; kiwi; cucumber; cabbage; celery; avocado; banana; carrot; potato; kiwi; dough; pizza base; tomato sauce; cheese, toppings – mushrooms

Adjectives: delicious; scrumptious; tasty; juicy; creamy; crunchy; horrible; disgusting; nasty; burnt; raw

Silly sentences

Read the sentences below out loud. Ask the children to discuss each sentence with their partner, identifying what’s wrong.

* At lunchtime I ate some milk and drank a sandwich.
* Yesterday Mum made brownies for dinner and shepherd’s pie for dessert.
* Alannah’s favourite breakfast is orange juice on toast.
* If I’m hungry between meals, I eat some ketchup.
* John cut his chicken with a spoon.
* Tim eats porridge for dinner every day.
* Dad fried some lettuce for dinner.
* My baby sister eats steak for breakfast every morning.
* Sarah made toast in the microwave.
* The first meal I eat every day is supper.

Now ask each child to make up a silly sentence of their own, tell it to their partner and see if he/she can guess what is wrong.

# Lesson 2

**Digital poster (Story mode): Recap *LO 1***

Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children again. Make sure they understand all of the vocabulary.

**Digital poster (Question mode) *LO 8, 9, 11, 13, 14***

Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.

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| Q1. | What kind of food are the father and son making? |
| Q2. | What is the boy using to roll the dough? |
| Q3. | What is the boy using to stir the sauce? |
| Q4. | Why do people wear aprons when they cook? |
| Q5. | Why do people wear oven gloves? |
| Q6. | How many toppings are on this pizza? |
| Q7. | Why does the boy need help cutting the pizza? |
| Q8. | Why do you think people cut pizzas into slices? |
| Q9. | Have you ever helped your mum or dad to cook something? |
| Q10. | What would happen if you left a pizza in the oven for too long? |

***Let’s make a pizza!* *LO 5, 6***

Watch the Sesame Street video, *Let’s make a pizza!* <https://www.youtube.com/watch?v=Cvym6uVKOc4>.

Think about the sequence involved in making a pizza. Talk about the **actions** (*roll; pour; spread; smooth; grate; sprinkle; slice; chop; mix; stir; add; put*); the **ingredients** (*dough; sauce; cheese; toppings*); and the **utensils** (*rolling pin; spoon; measuring cup; grater; knife*).

* *Roll* the dough with a rolling pin
* *Pour* the sauce onto the base.
* *Spread/smooth* the sauce with the back of a spoon.
* *Grate* the cheese with a grater.
* *Sprinkle* the cheese on the pizza.
* *Slice/chop* the toppings with a knife.
* *Add* the toppings to the pizza.
* *Put* the pizza in the hot oven carefully
* *Cut* the pizza into slices.

**Pair talking task:** **Pop a Pizza in the Oven *LO 4, 12***

Children mime the actions of making their own pizza in pairs, while chanting the rhyme *Pop a Pizza in the Oven.*

***Pop a Pizza in the Oven***

Roll the dough

and spread the sauce.

Grate the cheese

and sprinkle on top.

Add the toppings

one by one.

Pop in the oven …

Ding! It’s done!

It looks tasty

but it’s HOT!

Let it cool …

Then scoff the lot!

Ask the children to look again at the poster. Zoom in on the small picture on the top left. Tell the children that this picture shows us what we should do **first***.* Ask the children, what is the **first** thing we have to do when we are making a pizza? (***First****, roll the dough with a rolling pin*). Repeat with the other pictures on the poster, in order, using the terms **then**, **when**, **next**, **after that**,and**last/finally***.*

Give each pair a copy of the images from the poster (see Lesson Resource 1) cut out and shuffled so they are in a random order. Ask the children to work with their partner to put the pictures in the correct order, talking through the procedure as they go.

Extension: Ask pairs to explain to the class how to make a different dish, e.g. an ice-cream cone, ice-cream sundae, jam on toast, a cheese sandwich, etc.

# Lesson 3

**Digital poster (Explore mode): Talk and discussion *LO 5, 6, 10***

Go to the Explore mode of the poster again. Focus on the **utensils** in the poster. Model a game of ‘what’s my name? with the children by selecting a utensil in the poster and giving clues.

* **I am** big and square.
* **I have a** door and a handle.
* **I am stored** beneath the counter top.
* **I am used to** cook food.
* **What’s my name?** Oven!

Ask individual children to come to the top of the class and choose a utensil in the poster, then give clues to the class. Further examples are listed below.

* **I am …**big; small; square; round; long; short; sharp; blunt; metallic; wooden, etc.
* **I have a …**handle; lid; door; sharp point, etc.
* **I am stored …** In the drawer/press/cupboard/oven; on the counter top; in the corner; on a shelf, etc.
* **I am used to …** Roll, boil, cut, measure, chop, toast, fry; roast; bake; whip; slice, etc.
* **What’s my name?** Rolling pin; kettle; pizza cutter; pizza tray; measuring spoons; chopping board, etc.

When the utensils in the poster have all been covered, ask children to think of other utensils in their kitchen. (*e.g.* *coffee pot, cutlery – knife/fork/spoon; pots and pans; blender; dishes – plates, mugs, cups, glasses, bowls; whisk; teapot*).

**Digital poster (Activity mode): Let’s make a pizza *LO 2, 4, 7, 13***

Go to the Activity mode of the poster. Play the sorting activity ‘make a pizza’. Children decide which of the toppings they would like to include on their pizza. Encourage children to justify their choices.

**Narrative: Kitchen catastrophe**

Show the class one of these pictures of a **kitchen catastrophe**.

1. Christmas kitchen catastrophe:

<http://i.telegraph.co.uk/multimedia/archive/02740/xanthexmasweb_2740034k.jpg>

1. Chef kitchen catastrophe:

<http://d3lp4xedbqa8a5.cloudfront.net/s3/digital-cougar-assets/food/2015/11/02/27365/GettyImages-100542381.jpg?width=1229&height=768&mode=crop&quality=75>

1. Baking catastrophe:

<https://fthmb.tqn.com/ISzKTalAlKuVnn2FeGViQya5I1M=/960x0/filters:no_upscale()/burntcookies2500-58f960b55f9b581d591b57eb.jpg>

Organise the children into pairs/groups and scaffold them to establish a narrative around the picture. Encourage children to think about who is in the story, where it happened, when it happened, what caused the disaster, how it was sorted out in the end, etc. Ask each pair/group to present (tell) their story to the class.

# Lesson 4

**Digital poster** **(Label mode) *LO 6, 7***

Go to the Label mode of the poster. Review the vocabulary. Have the children take turns dragging the labels onto the correct location in the poster.

**Digital poster (Poem mode):** **‘Dad’s Cooking Pancakes’ *LO 2, 10, 12***

Go to the Poem mode of the poster and play the poem ‘Dad’s Cooking Pancakes’ by John Foster:

**Dad’s Cooking Pancakes**

By John Foster

Dad’s cooking pancakes for our tea –

One for you, one for you, and one for me.

Stir the batter in the bowl.

Mix. Mix. Mix.

Stir up all the flour and eggs.

Whisk. Whisk. Whisk.

Fry the batter in the pan.

Fry. Fry. Fry.

Toss the pancakes in the air.

High. High. High.

Put the pancake on your plate,

Crisp and golden brown.

Sprinkle it with sugar

And gobble it down!

Have children speak the poem out loud, adding movements for each action *(*mixing the batter, tossing the pancakes, etc*.)*

Play the poem again, asking children the following questions:

* What **food/ingredient** words can you hear? (*pancakes, batter, flour, eggs, sugar*).
* What **utensil** words can you hear? (*bowl, whisk, pan, plate*).
* What **eating** words can you hear? (*gobble*).
* What word for a **meal** can you hear? *(tea).*
* Is there another word for ‘tea’? *(supper).*
* Is there another meal where we might eat pancakes? *(breakfast).*

# Lesson Resource 1

 

 

 