

# Tales 4U

## Third Grade

### Pages 9 - 14

#### Start

Write the names of some food / meals / dishes on the board.

Ask ss to tell you what ingredients / food are in each – as a web map.

Write a word for an additional ingredient or food in each and get ss deciding if it is a good option or not; they must explain their answers.

milk	banana	chocolate
strawberry	cereal	mango
honey	ketchup	nuts

#### During

Ask ss to look at the pictures on page 9. Tell them that they will use the words in the boxes to label the food.

Whole class check on the board.

Use the previous checking on the board to get ss identifying which word / food does not belong in each group.

Once identified, ss must explain their answers.

Use ss' explanations to complete the reporting sentences – do it on the board with ss' help – once they have got the 4 sentences done, let them copy / write them down in their books.

Ask ss to look at the picture on pages 10 – 11.

Ask ss to describe the picture; things like

- **What they can see**
- **What ingredients**
- **What meal each is good for**
- **How the girl feels**
- **Etc.**

Get some ss reading by paragraphs – make some random questions every time a paragraph has been read.

Ex

#### **Paragraph 1**

- Who are the parties for?

#### **Paragraph 2**

- What does the girl think about the food her mum makes?

**Etc.**

Write a heading and some subheadings on the board and get ss providing the information.

Ex

- **Name of text**
- **Characters – people mentioned**
- **Food mentioned**
- **Negative situation in paragraph 3**
- **Who feels hungry now**
- **Favourite food mentioned**
- **The main idea of the text is...**
- **It tells about...**
- **Etc.**

Play the track – ss listen and follow in their books.

Ask ss to explain how the background sound helps to create the situation of a party.

Tell ss that it is time for them to answer some questions about the text.

Tell them that they can use the information on the board.

Point out that analysing a text, identifying key or important information and considering relevant details are all part of learning to read like a champ!

Get ss identifying key words in the questions and tell them to get those words either circled or underlined.

Ex

- 1 favourite fruits
- 2 dessert / make
- 3 girl / like

Draw ss' attention to the information about characters mentioned on the board. Explain to ss that the word "Who refers to people" so they can use that information to find the answer easily.

Whole class doing and checking.

Draw ss' attention to the pictures on page 13.

Ask ss to name them, and then ask them to circle the ones that appeared in the text and cross out the ones that didn't.

Tell ss that it is time for them to go interview two friends. Explain to them that they must read out the questions and just write down one-word answers – for question 3, they must write:

#### **Option 1**

- Yes, I do.
- No, I don't.

#### **Option 2**

- He / She does.
- He / She doesn't.

## **End**

Tell ss that the last activity is an individual one. Explain to them that they now have to write about themselves, and then draw the food they love eating.

If there is time, invite some ss to present their drawings to the class.