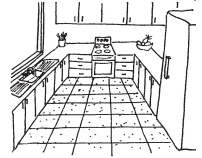


IN THE KITCHEN



PREPARATORY ACTIVITY

- Have the small individual pictures in your hand and work through each of them with the group, by giving clues to the children like a “What am I?” game. Describe the item first, then give a clue based on the function of the item eg: “This is something that keeps your food cold.” Ask the children for other items that belong in the kitchen and see if they can give clues to the rest of the group.

WORD SORTS

- Look at the page of kitchen items in the small individual pictures and have the children name each item. As the child names the item ask them to also explain what it is used for. Once you have worked through all the pictures, encourage the group to brainstorm more vocabulary of electrical items that work in the kitchen. Extend children into thinking of any electrical appliances. Help the brainstorming by suggesting things that clean, things that work in the laundry, things in the garage, etc.
 - Go through these suggestions and again explain the function of each item. Further, help the children explain how a few of the items work, how a person would operate them. Highlight the key words that relate to the item, the function and how it works.

SENTENCE ACTIVITY

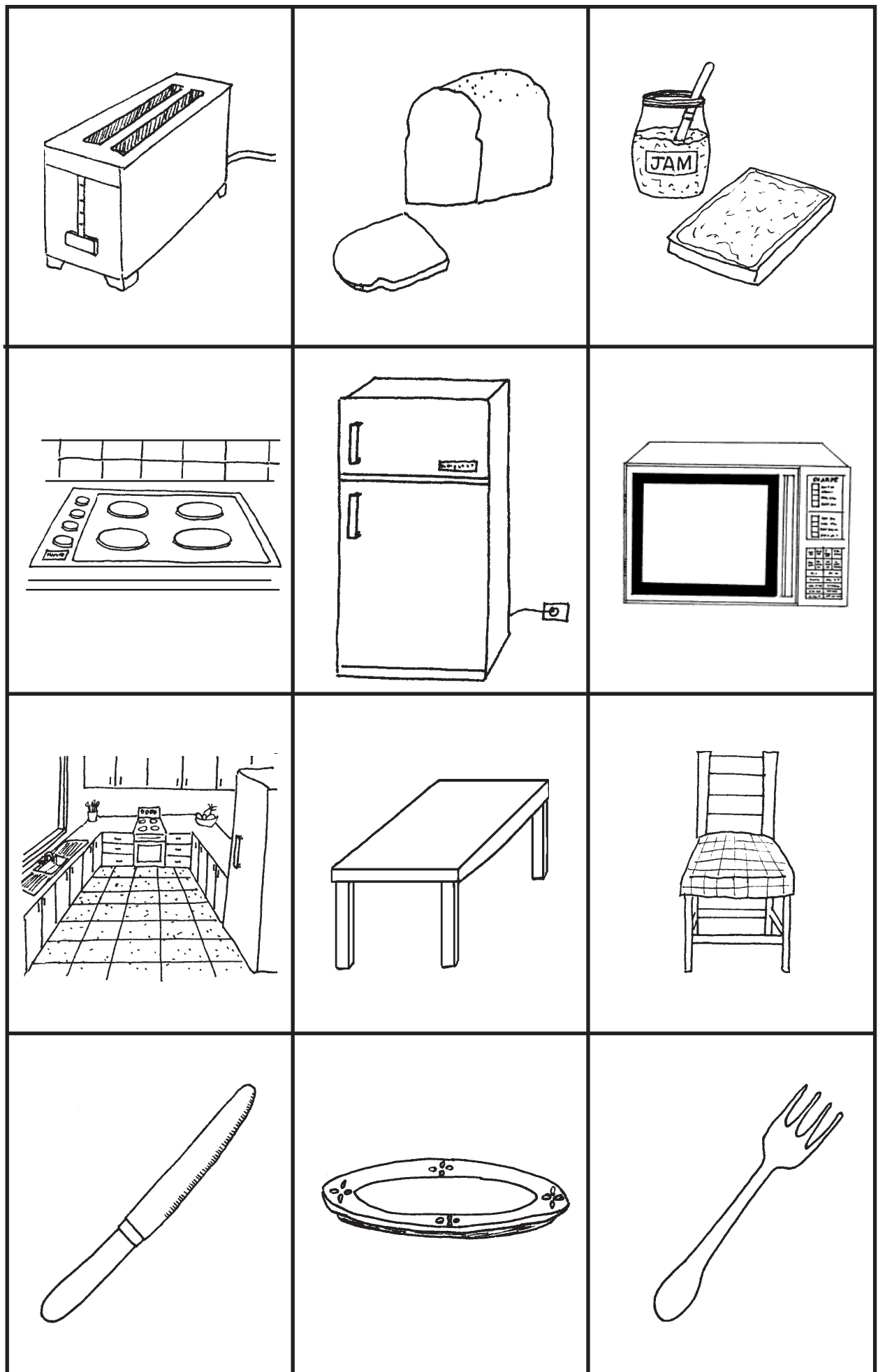
MAIN IDEA:

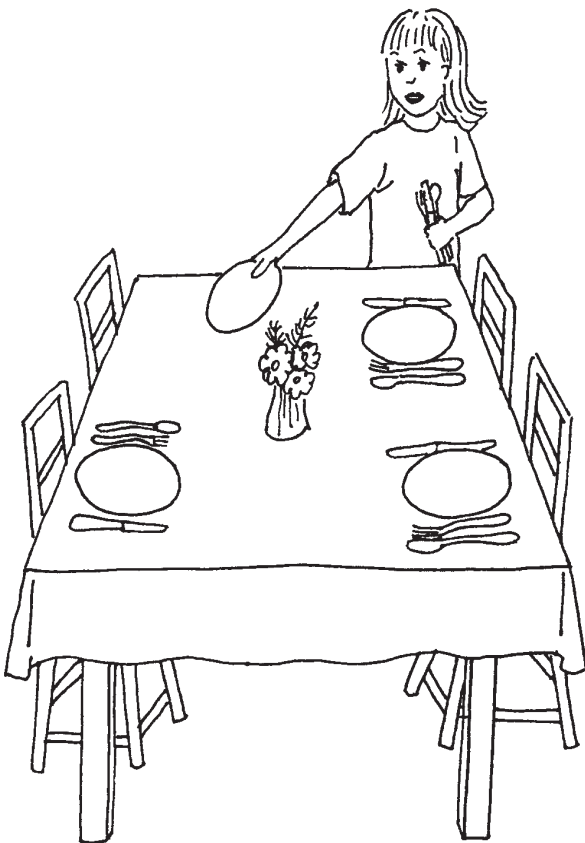
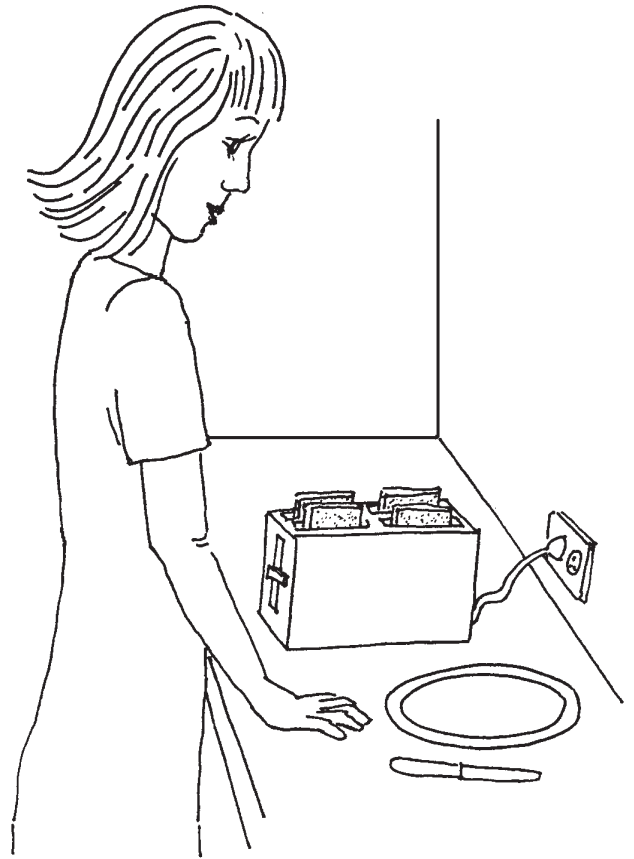
When sentences are used to tell stories, they have to follow a logical sequence - they must go in order.

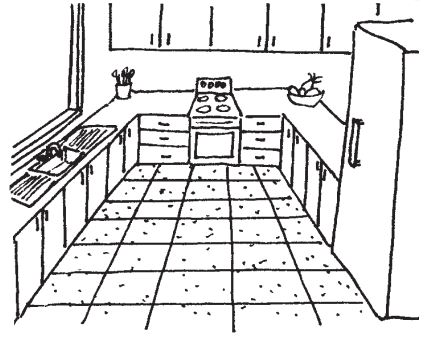
- Put out the four sequencing pictures of kitchen activities and ask the children to develop a simple sentence to go with each. Encourage the children to refer to the vocabulary brainstormed from the small pictures and the extra ideas.
 - Then identify other activities that occur commonly in the kitchen, but are not represented in the sequencing pictures, particularly those associated with getting a meal ready eg: serving the meal, cutting up the vegetables and meat. Have the children formulate a sentence for each of these extra activities.
 - Finally, cut out each sentence from the support materials into strips and mix them together. Read out the sentences randomly and have the children organise them into an appropriate sequence for preparing and eating the dinner.
- Look at the kitchen scene and have the children firstly, brainstorm a vocabulary set to go with the picture. Then identify the key elements and suggest what might be secondary. Discuss what might happen next - will Mum start fixing all the problems, or will more things go wrong?

TEXT ACTIVITY

- Keep out the picture of the large kitchen scene. Having brainstormed a vocabulary list and a set of sentences, explain to the children that the group is now going to use those sentences to make a story. Present the title - “Mum’s Bad Day” for the story and encourage discussion of how the story could develop.
 - Focus on the best sequence of events to tell the story, then look at words such as “First ...”; “And then ...”, “Next ...”, “After ...” etc. to sequence the sentences. Use the question prompts and story outline to map the group’s ideas, writing key words and sentences at each stage, to tell the story.







First I chopped the vegetables.

Next I cut up the meat into chunks.

Then I cooked the meat in a frying pan.

When the meat was ready, I put it in a saucepan.

I stirred the meat in a tasty sauce.

I cooked the vegetables in the microwave, until they were just ready.

I put the plates and cutlery on the table.

Then I called everyone to come to the table.

Everyone said the meal was very tasty.

After we were all finished, the whole family helped to clean up.

Mum's Bad Day



Beginning

☞ Who?

☞ When?

☞ Where?

☞ What?

Middle

☞ What happened?

☞ What next?

☞ What else?

Episodes 1 2 3

End

☞ What happened in the end?

☞ How did everyone feel?

