

Nouns, Adjectives, Verbs, Noun groups, Verb Groups -

Instructions: Read the book "Food Fun" pages 4 & 5 with the student. Discuss the adjectives, verbs, nouns, noun groups and verb groups used as you read. Follow the instructions to complete each activity.

Food Fun

Nouns (people, places, things)

Verbs (doing words).

Adjectives (describing words)

Find five of each type of word on pages 4 and 5 of Food Fun and place them into the right column

Nouns	Verbs	Adjectives

Noun Groups

(A group of words built around a noun that describe or specify the noun. Eg three beautiful native flowers)

- Write **three noun groups** you can find on pages 4 and 5 of Food Fun..

1. the empty egg

2.

3.

4.

Verb groups

(A group of words built around a verb that describe or specify what is taking place that don't include a noun..

Eg was going to look)

- Write **three verb groups** you can find on pages 4 and 5 of Food Fun..

1. when you are ready

2.

3.

4.

Adverbs, Pronouns & Prepositions -

Instructions: Read the book "Food Fun" pages 8 & 9 with the student. Discuss the adverbs, pronouns and prepositions (see explanations below) used throughout the book as you read it. Follow the instructions to complete each activity

Food Fun

Write the best adverb (adds meaning to the verbs & adjectives, not nouns) for each sentence.

Examples of adverbs are: (how) badly, softly, beautifully, gently, easily, sometimes, well, quickly, (when) during, yesterday, today, tomorrow, next year, last night, in the morning, (where) there, here, next to, near to, in, on, everywhere.

Cut a thick slice _____ from one of the swiss rolls.

Pin on the liquorice _____ before the nose falls off.

As soon as you've poured the topping onto the cake, _____ cut out the sharkfin shapes.

Use the knife to create _____ ripples in the water behind each fin.

Stir the cheesecake up _____.

Some answers you will find in the book.

Write pronouns to complete these sentences.

Examples of pronouns are: I, me, mine, you, yours, it, we, us, ours, you, ours, who, she, they, her, theirs, he, yours, him, they, hers, whose.

If _____ got a strip left over, pin it as eyebrows.

_____ found it hard to find _____ cocktail stick.

_____ need to make sure you stand the roll up straight.

Give _____ a sailor's hat by cutting a small triangle of mint.

Some answers you will find in the book.

Write prepositions (refer to the position of things) to complete these sentences.

Examples of prepositions are: on, under, in, over, up, across, behind, past, down, near, into, at, on top, next to, of, in between.

Push the fins _____ the blue topping _____ a circle formation.

Cut the liquorice spirals into strips and hang them _____, like hair.

Stand him _____ the raft and leave him to his fate!

Make a raft by placing a mint flat _____ the middle of the fin circle.

Some answers you will find in the book.

Story Ladder-

Instructions: Read the book "*Food Fun*" pages 10 & 11 with the student. Discuss the steps taken to make a vegosaur . **Make a vegosaur of your own.** Write the steps you took to **make your own** vegosaur in the story ladder below.

Food Fun

Word Building, Homonyms, Speech -

Instructions: Read the book "Food Fun" pages 20 & 21 with the student. Discuss word building, homonyms and direct and indirect speech. (explanations below) Search through the book to find these types of words.

Food Fun

Word Building - Build onto the base word to make a new word with a similar meaning.

Base word			
sculpt	sculpted	sculpting	sculptor
large			
squish	squished		
roll			
thick			
cut			

Homonyms - Words with the same sound and often the same spelling with a different meaning. Eg. Their, there. Place the correct homonym in the sentences below.

_____ are many baked beans over _____ on the bottom of page twenty.
_____ are small and round shaped. (there, they're)

You will need _____ mushrooms _____ cook _____. (two, too, to)

I _____ that my mum would need a _____ cake pan. (new, knew)

Cut the _____ of the mushroom off for the _____ to eat. (stalk, stork)

Direct Speech - when we write down the exact speech that a speaker uses.

Eg. "Can I have a pencil please?" said Mark

Indirect Speech - reports what was said. Eg. Mark said he needed a pencil.

Sentence	Circle the correct form of speech the sentence is.
Mum said, "Cut the cake carefully."	Direct speech Indirect speech
I asked if I could eat the sausage when it was made.	Direct speech Indirect speech
Mum called for me to come and make the colour orange.	Direct speech Indirect speech
"It's ready", called mum when the cake was finished.	Direct speech Indirect speech

Sentences

Instructions: Read the book "Food Fun" pages 24 & 25 with the student. Follow the instructions on the worksheet.

Food Fun

Colour code the sentence beginning with the ending so a sentence is made.

Sentence Beginning	Sentence ending
Cook the noodles	and pour it on top of the green jelly to fill the basin.
Make the yellow jelly	by cutting each potato in half.
Spoon the custard	and add drops of green food colouring.
Make legs for the space ship	according the instructions.
Put the coconut in the small bowl	round the jelly on the rim of the plate.

Conjunctions - join two sentences to make a more complex sentence.

Eg and, but, or, so, yet, because, as, both, if, now, before, then, since, like, for.

Rewrite the two sentences into one sentence. Use one of the above conjunctions to join them together. You can use each one only once.

Make the yellow jelly.	Pour it on top of the green jelly.
Take the basin out of the water.	Place the plate upside down on top.
Carefully turn them over.	Slowly lift the basin up off the jelly.

Alphabetical Order & Editing -

Instructions: Read the book "Food Fun" pages 28 & 29 with the student. Discuss the presence of the capital letter at the beginning of the sentence and full stop or question mark at the end. Look at the letters in the text - Are there any capital letters in the middle of words? Complete the worksheet below. Discuss alphabetical order. Students can colour the mistakes in the editing and then rewrite the correct sentence in the space provided.

Food Fun

Write these words in alphabetical order:

using, wooden, spoon, egg, chocolate

wrap, biscuits, film, pieces, mixture

saucepan, sticks, sucker, sweets, smarties (challenge)

abcdefghijklmnopqrstuvwxyz

Edit these sentences: (Colour the mistakes and rewrite the corrected sentences in the spaces provided)

rap the biscuts on clinwrap or plase in a plAstic bog (7 mistakes)

remove th sorcepan fRum the Heet (8 mistakes)

tAk the lud of the yogoot (7 mistakes)

make up the Jelli and poor iT into the pote (7 mistakes)

Comprehension -

Instructions: Read the book "Food Fun pages 30 & 31" with the student. Discuss what happens. Ask the student the questions on the worksheet and ask the student to find the answers in the book. Encourage the students to find the correct spelling of the words in the book when answering the questions. Any other unknown words ask the students to sound out. Make sure handwriting is neat and legible. Students are to answer in sentence form. Eg. What animal is on the front cover? The animal on the front cover is an echidna.

Food Fun

1. What are ingredients? _____

2. Name four things you need to make a flat fish? _____
3. What heat setting do you need to stir the flour painting mixture on? _____

4. How much mixture in the flour painting needs to go onto the paper? _____

5. What is the first step in making the flat fish? _____

6. What are the fish's tail, eye, lips and fin made out of? _____

7. Why would you leave the fish to cool before you coloured it? _____

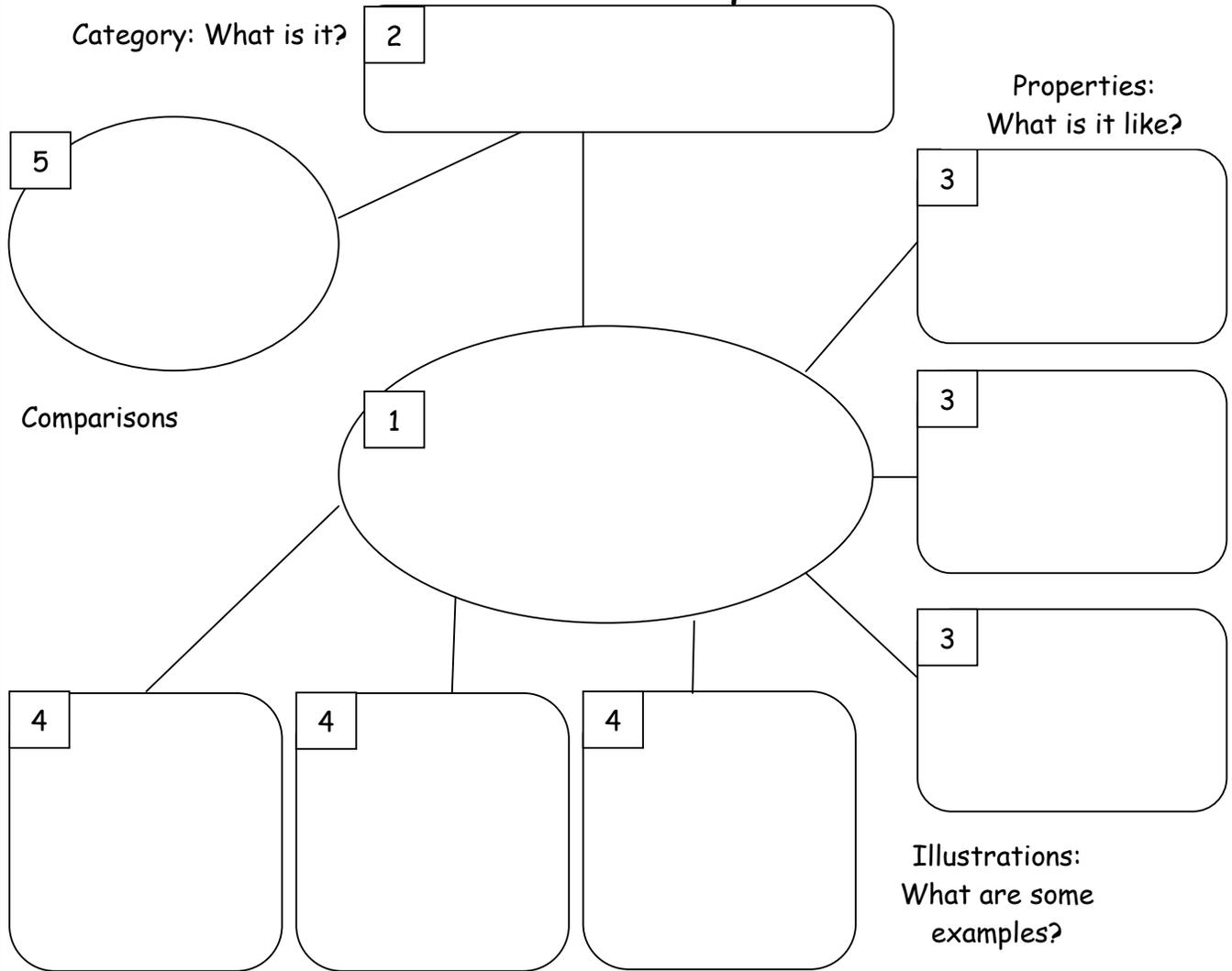
8. What do you use to scrape pictures into the flour painting mixture? _____

10. This book is about: eating food making stuff out of food experimenting
11. This book is: a play a procedure a narrative a description

Word Map -

Instructions: Read the book "*Food Fun*" with the student. Discuss the adjectives (describing words), verbs (doing words), nouns (people, places or things), noun groups (A group of words built around a noun that describe or specify the noun. e.g the sunny day) and technical nouns (give information about the topic eg. Gravity) used throughout the book as you read it. Use the example provided to create your own word map about *Food Fun*.

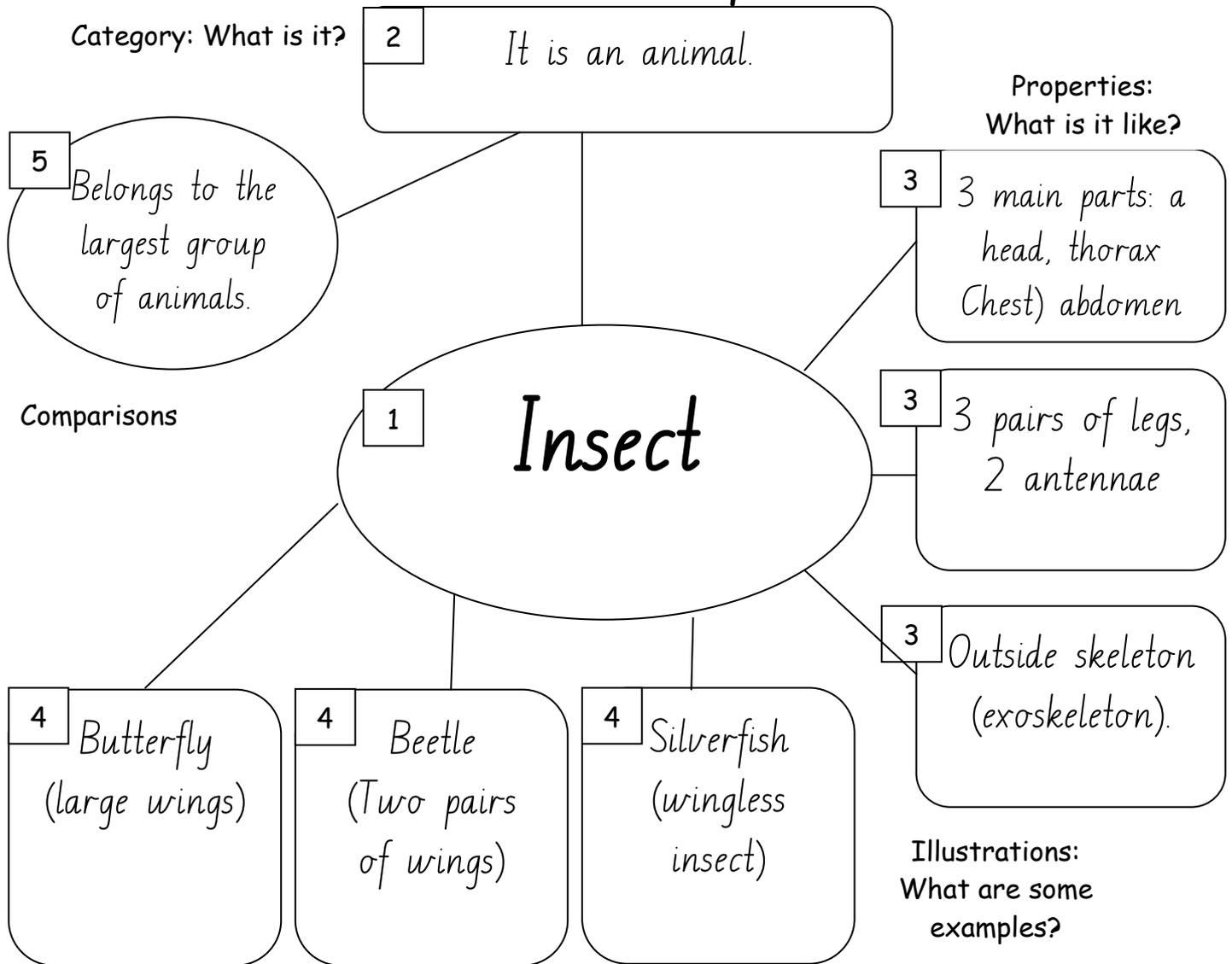
Word Map



Definition:

Word Map - Example of completed Word Map

Word Map



Definition:

An insect belongs to the largest group of animals. It has three parts: a head, a thorax and an abdomen. It also has three pairs of legs, two antennae and an outside skeleton, eg butterfly, beetle, silverfish.