

# Session 3 - Chew

## Vocabulary

- Explain to the pupil that you are going to talk about a new word.
- Introduce the word chew: "The new word we are going to talk about today is chew, can you say chew?"
- Make sure that the pupil repeats the word chew.
- "When we use the word chew we can change the end of the word so that it tells us about something that is about to happen, something that is happening or something that has happened." (Refer to example of chew, chewing and chewed verb tense cards.)
- Show the pupil the action of chewing - pretend that you are chewing a sweet (use a puppet if this helps).
- Ask the pupil to copy the action.
- Show pupil pictures of things you could chew and talk to the pupil about the word.
- Give the pupil plenty of support so that they have the correct response.
- Show the pupil the printed word chew and say the word out loud.
- Create a word web.

## Play "to chew or not to chew"

- Introduce the game to the pupil: "Today we are going to play a game where we are going to look at pictures of different types of food. We are going to sort these pictures into piles of foods we can chew and those we can't chew."
- Place the pictures of someone chewing and not chewing, on the desk.
- Show pupil pictures of different foods (chewy, from resources below, and non-chewy from sessions 1 and 2) and ask them to put it on the correct picture.
- Give the pupil as much support as they need to sort the pictures correctly.

### Objectives

- Introduce the word chew
- Talk about the word chew
- Write something in their topic book about the word chew
- Place a piece of their word puzzle in the correct position

### Preparation

- Cut out pictures for to chew or not to chew game

### Example prompts

- Chewing gum is very chewy. What other things do you think we can chew?
- Can you chew sweets?
- How do you eat ice cream - can you chew it?

## Expressive language

- Explain that you are going to use their topic book, so that they can tell other people about what they have been talking about and so that they can use their new words.
- Get out their topic book and encourage them to talk around the vocabulary you have been working on.
- Ask them to choose a picture to write about and stick in their book: "Which picture would you like to stick in your book today? Let's write something about the picture in our books. What would you like to tell your mummy and daddy?"
- Use the flashcards to support this activity.
- When you have finished this activity get out the pupil's word puzzle and ask them to find the chew puzzle piece (sweets) and place it in the correct place on the puzzle board.
- "Let's find the piece of your puzzle with a food that you could chew on it. Where do you think it should go?"

## Word web idea

- Write 'chew' in the middle of a word web.
- Ask the child to come up with words about 'chew' e.g. cereal, food, bite, teeth.
- You may need to support the child by asking e.g. 'Do we chew soup or sweets?'

### Example prompts

- What foods did we look at today that we could chew?
- What does it look like when you chew something?
- Would you chew soup or cereal?

### Adaptations

#### To increase difficulty:

- Include distractor items
- Ask the pupil to name each item and say how you eat it
- Develop more complex sentences e.g. using connecting words, plurals, tenses, sequencing

#### To reduce difficulty:

- Reduce number of pictures
- Model sorting

## Flashcard

chew



## Definition card

chew

To bite and move your teeth. To make food easier to eat.

## Chewing pictures





## Chewy food pictures

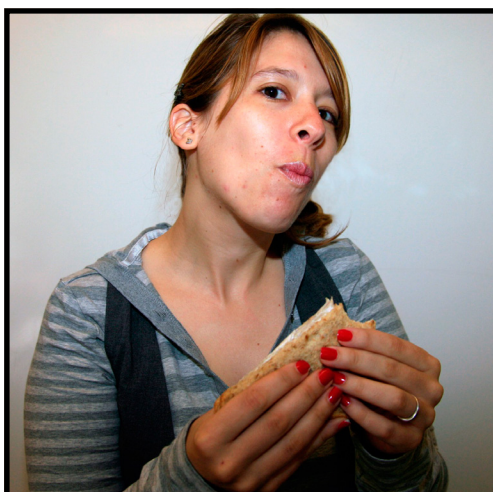


## Chewing verb tense cards



# chew

I am going to chew the...



# chewing

I am chewing the...



# chewed

I have chewed the...

## To chew or not to chew

