

# THERE ARE DIFFERENT ACTIVITIES REFERRED TO THE STORY BELOW.

## “DINNER AT THE GREAT OAK”

### Main Characters

In the Squirrel family there are:

- Peter, the father;
- Isabel, the mother;
- their children Grace, George and Geoffrey.

### Secondary Characters

- a fox;
- a bat;
- a fawn;
- a dormouse;
- a owl;
- a hedgehog.

## CHAPTER 1

In the Great Old Enchanted Forest, in a summer day, the Squirrel family is really excited for the great event of that evening.

Peter, the father, wakes up first. He is the owner of the “Great Oak”, a welcoming and nice restaurant on the top of an old oak.

He is tall and he is the fattest of the family, he has a red thick fur and light-blue eyes. He wears a white apron and a chef’s hat. He loves reading his cooking journal while he is having breakfast.

Every morning his wife Isabel goes to the vegetable garden and picks some fruits from the trees. She collects some vegetables too.

She is small and she has a majestic tail. Her fur is red and her eyes are light brown. She wears a nice yellow dress.

After the harvest in the vegetable garden, she goes to the children’s bedroom to wake them up.

Their children are three and their names are: Grace, George and Geoffrey, the smallest.

Grace and his brother George have green eyes and everyday they go to school wearing a blue uniform. Geoffrey, instead, stays at home and he wears an orange onesie. All of them have a red fur.

## CHAPTER 2

Dad starts cooking the food his wife brought from the vegetable garden, because in the evening they will host some special guests.

Isabel tells Peter: “You are too fat, from now on you will have to eat and cook only healthy food!”. So, Peter decides to cook a vegetarian menu: as appetizers he cooks salad with tomatoes, zucchini, carrots, cilantro, raisin and walnuts. As main course, he cooks rice with strawberries. As second course, he cooks fried eggplants. As dessert, he cooks a big cake with whipped cream and a lot of berries.

## THE GREAT OAK MENU

### APPETIZERS

Salad with tomatoes, zucchini, carrots, raisin and walnuts



### MAIN COURSE

Rice with strawberries



### SECOND COURSE

Fried eggplants



## DESSERT

Cake with whipped cream and berries



He cooks until 9 o'clock in the morning.

At 4 p.m., when he wants to start cooking the cake, he opens the fridge, but there's a bad surprise: all the ingredients disappeared!

### CHAPTER 3

"Isabel, come here immediately!!!" says Peter "Something really, really bad happened here!". Isabel decides to call in the kitchen their children too. Perhaps - she thinks - they took the berries as school snack. But the children did not take anything, they brought some peaches to school. So, Peter tries to remember what they did all day long to understand what happened.

He starts to speak: "In the morning, at 7 o'clock, we woke up, at 7.20 a.m. we had breakfast, Isabel went to the vegetable garden, while the children went to school. At 8.50 a.m. I started to cook until now, and it is 4 o'clock in the afternoon".

At this point, Grace says that before going to school she noticed a fox running near the oak.

Dad yells against the fox: "That nasty fox is back!".

They are really desperate because they don't know what to cook for dessert.

So, they start to think what to do. Isabel says: "We can go to our neighbors to ask for help".

They ask to the first neighbor, the bat, who lives on the near oak, if he saw anything. But he answers: "Sorry, I was sleeping, but I can lend you some blueberries".

Then, they go to the dormouse. He didn't see anything either, but he lends them some blackberries.

Then, they go to the fawn. He saw the fox holding some berries. He was sad too for their cake and he lends them some raspberries.

Peter, once home, finally starts to cook the cake. He is happy now!

### CHAPTER 4

Grace and George start to decorate the restaurant with some ornaments and colourful balloons because Isabel decided to invite all the neighbors who helped them for a special party.

In the evening, at 9 o'clock, the special guests - the Owl and the Hedgehog - arrive at the restaurant and they are received by all the animals.

The bat brought his friends of the "Bat Band". They possess different musical instruments. The grey bat plays the piano, the black bat plays the drums, the brown bat plays the guitar. Everybody is happy now and they make a big noise.

The fox is attracted by the music, so he walks near the restaurant and stares at the animals from the window. Peter sees him and says: "Your behavior was really bad, but if you clean up everything after the party I will forgive you and you can come and have fun with us".

The fox accepts the deal, so he enjoys the party. From that moment, the restaurant is safe because nobody will steal anything anymore.

THE END

### Lesson Plan about Science

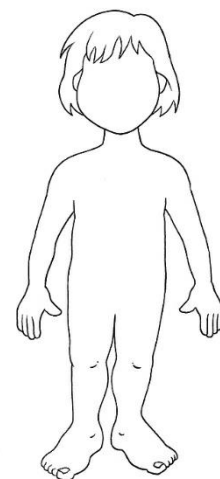
<b>Subject</b>	Science
<b>Class</b>	5 <sup>^</sup>
<b>Articolazione e timing</b>	4 lessons, 6 hours
<b>Objective</b>	Food education
<b>Setting</b>	Classroom
<b>Tools and materials</b>	Video, handouts, pencils, poster
<b>Introducing lesson</b> <b>1 hour</b>	After a great storm, Isabel found a big mess in the vegetable garden, all the vegetables labels are messed up. She asks help to the students: "You have to help me to place all the labels". The teacher gives the handouts to the students. (page 7)
<b>First lesson</b> <b>2 hours</b>	The day after the party, Grace comes back home with a homework of Science. The teacher gives the handout with a dialogue between Grace and her mother. G: "Hello mum, how you doing? Can you help me with my homework, please?"

I: "Yes of course, what is that about?"  
 G: "It's about the beneficial properties of fruit and vegetables"  
 I: "Sure, show me the paper"  
 Grace reads the article...  
 G: "Fruit and vegetables are important for our health:

- the White food is important for our bones and heart;
- the Red food is important for our brain and heart;
- the Orange food is important for our sight and immunitary sistem;
- the Blue/ Purple food is important for our brain (memory) and immunitary sistem;
- the Green food is important for our bones, teeth and sight."

I: "Grace, fruit and vegetables are very colourful because they contain healthy substances like water, protein, lipids, mineral salts and vitamins"  
 G: "So, we have to eat all those food everyday?"  
 I: "We have to eat it five times a day. It is better for us and dad to have a balanced diet, so we have to eat vegetables and fruit with fish and meat, but it is better to eat white meat instead of the red one."  
 G: "Thanks mum for your help!"

The teacher is reading, but sometimes she stops and helps the students to colour the parts of the body with the correct colour. Then, the teacher asks them: "Which white/ red/ orange/ blue-purple or green food can you think of?" Students answer. Then, the teacher shows a figure in which are represented different percentages of necessary substances for our body and students draw food for each colour. Finally, they write the names of the fruit the drawing.



**Second lesson**

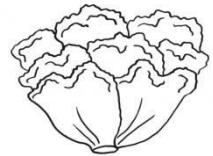
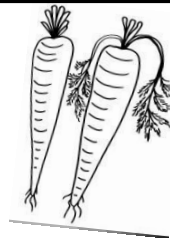
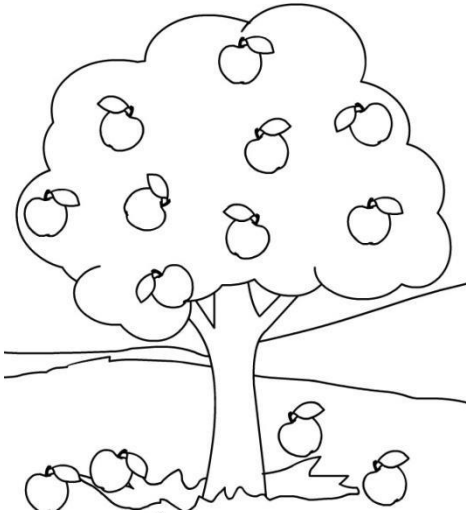
**2 hours**

George listens to his mum helping his sister, so he gives them this advice: "You can look here → <https://www.youtube.com/watch?v=0KbA8pFW3tg>  
 Grace: "Oh, thank you George, but what is this video about?"  
 George: "It is about the Food Pyramid"

	<p>I: “The Food Pyramid explain us how much and which kind of food we have to eat to keep us healthy”</p> <p>The students have to repeat the dialogue correctly before watching the video. After watching it, together they complete the poster (page 8) with the teacher.</p> <p>The billboard has this structure:</p> <ul style="list-style-type: none"> <li>● In the middle there is this title: “AMONG THE FOOD THERE ARE”;</li> <li>● From the middle 4 arrows with protein, fats, mineral salts and vitamins head in different directions;</li> <li>● Under those names, students have to stick the correct pictures of food.</li> </ul> <p>After that, the teacher gives to the students a handout with a blank Food Pyramid, they have to fill it with the correct food. This exercise will be useful for the next lesson. (page 9)</p>
<p><b>Third lesson</b> <b>1 hour</b></p>	<p>The students have to write a letter to Peter, with this they want to invite him to follow a healthy diet.</p> <p>They have to follow the structure of the letter and use their previous knowledge.</p> <p>The teacher provides a model as example to follow: breakfast, lunch, dinner and breaks. (page 10)</p>
<p><b>Assessment</b> <b>1 hour</b></p>	<p>The teacher gives Peter’s letter to the students, in which he answered at the previous letter they sent him, with some questions. (page 11)</p>

# ISABEL'S VEGETABLE GARDEN

After a great storm, Isabel found a big mess in the vegetable garden: all the tags are messed up! Help Isabel matching vegetables with the correct tags.



Tags: TOMATOES - ZUCCHINI – CARROTS - STRAWBERRIES - BLUEBERRIES – RASPBERRIES – PEARS - EGGPLANTS - APPLES - SALAD

**COMPLETE THE POSTER.**

**MINERAL SALTS**

**VITAMINES**

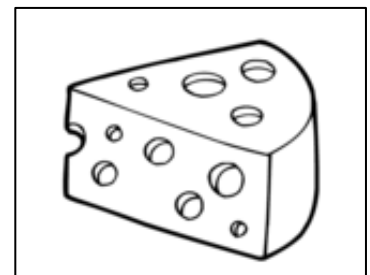
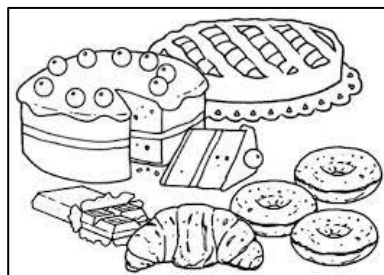
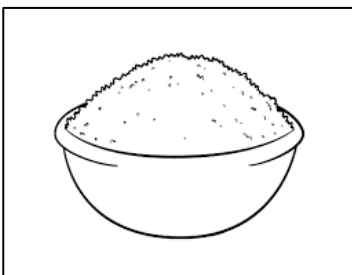
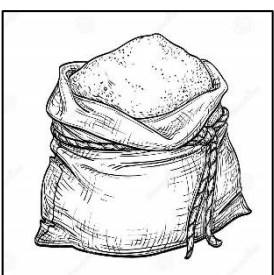
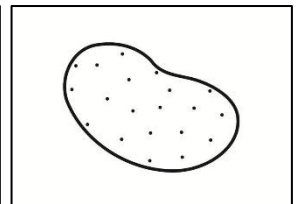
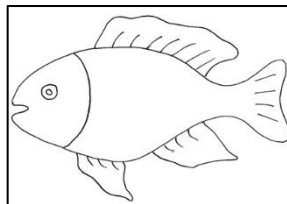
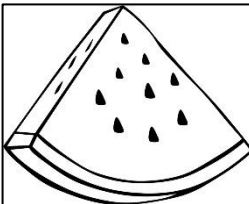
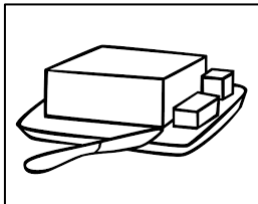
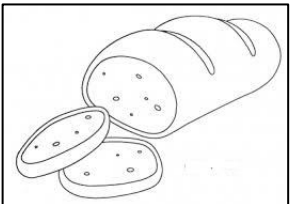
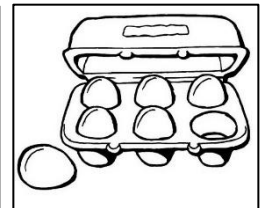
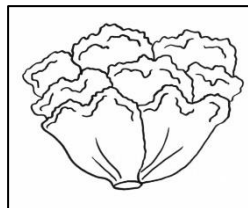
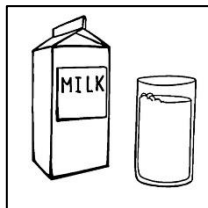
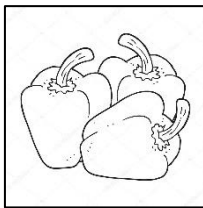
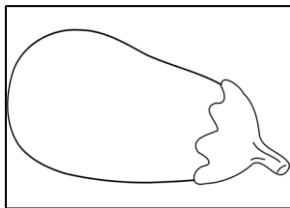
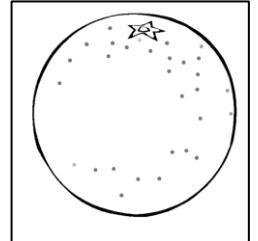
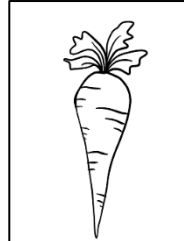
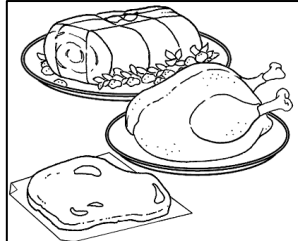
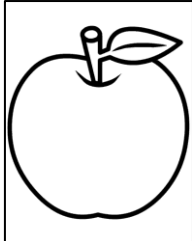
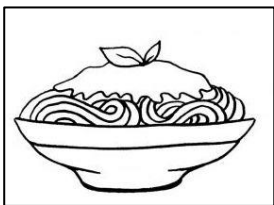
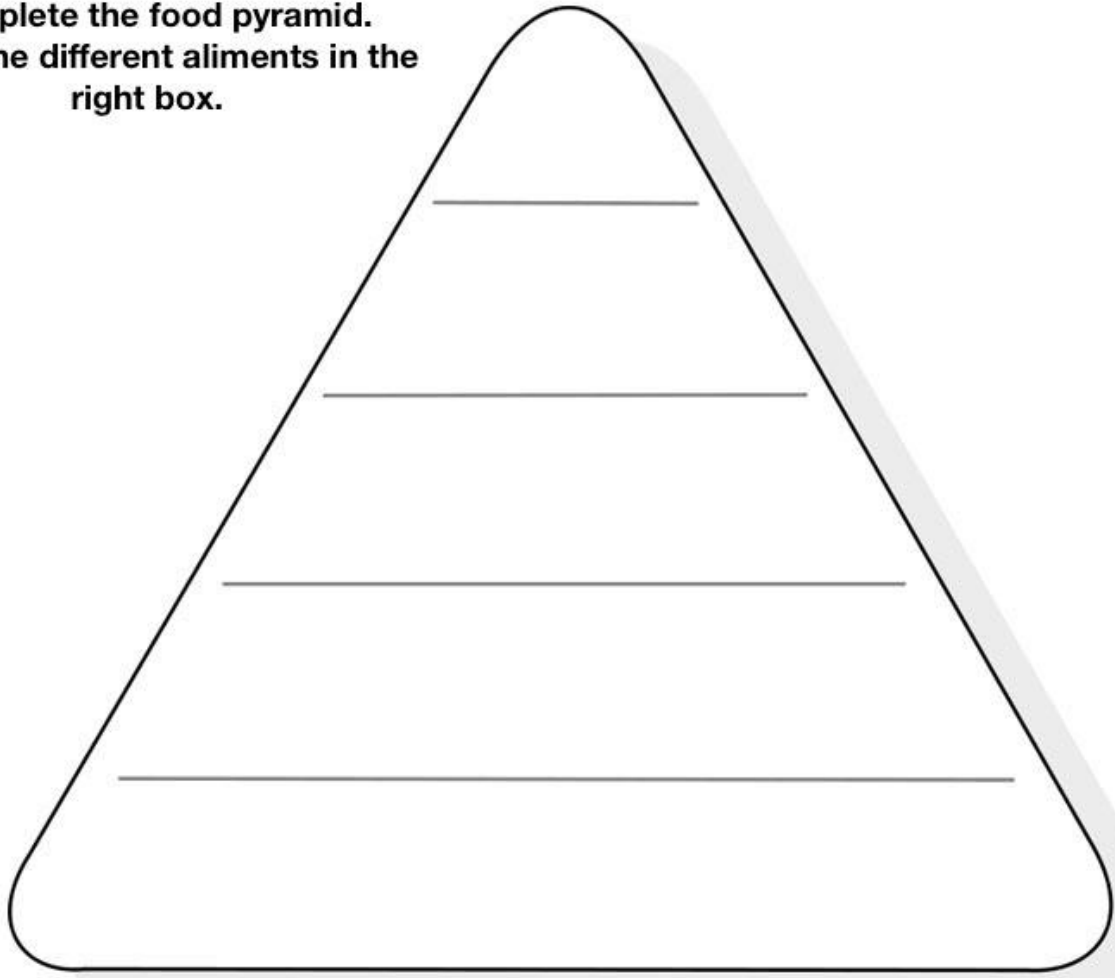
**AMONG THE  
FOOD THERE  
ARE...**

**PROTEIN**

**FATS**



Complete the food pyramid.  
Insert the different aliments in the  
right box.



**Write a letter to Peter to invite him to follow a healthy diet. In the first paragraph you have to describe a healthy breakfast. In the second paragraph a complete meal. In the third a light dinner. Finally, in the fourth paragraph, give Peter some advice about the possible snack he can eat in the morning and in the afternoon.**

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Dear Peter,

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With love,

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Peter Squirrel  
Old Oak,  
Great Old Enchanted Forest  
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Dear Students,

Hello, this is Peter, how are you?

Thank you for your letters about my health, but I didn't understand some advice.

1. What do I have to eat for breakfast?
2. When can I eat pasta?
3. Is it correct to eat chips as break?
4. Do I have to eat vegetables and fruit 10 times a day?
5. I'm very greedy, can I eat sweets 5 times a day after the meal?
6. What is orange food important for?
7. I don't drink that much of water, why is it so important? (two options are correct)
  - a. Because it is important for the fur.
  - b. Because we need it for being alive
  - c. Because in this way I can grow up
  - d. Beacause the water in our body is 65%

I look forward to your answer, now I am going to the kitchen.

With Love  
Peter  
XoXo

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## Lesson Plan about hours

<b>Title of the lesson</b>	Clock
<b>Class</b>	5°
<b>Timing</b>	4 lessons, 8 hours
<b>Setting</b>	Classroom, school gym
<b>Tools and materials</b>	Paper, scissors, glue, billboard, exercise book, handouts, flashcards, split pins.
<b>First lesson</b>	In the school gym the teacher creates two hands. 12 children are sitting on the floor in circle (they are the human numbers of the clock), the hands are in the middle. One child picks up a piece of the paper in which there is written the time (e.g. It's three o'clock). 2 children put the hands in the correct place to indicate the time.
<b>Second lesson</b>	The students have to build the clock with paper and a split pin.
<b>Third lesson</b>	The teacher gives flashcards, so, in groups, they can start to play memory. They have to match pictures with words. After this activity they have to complete one handout.
<b>Fourth lesson</b>	In the classrom we have a billboard in which there are written <ul style="list-style-type: none"><li>● moments of the day</li><li>● a clock that tells how to read the hours</li></ul> The teacher points one hours and one moment of the day and the children have to formulate a sentence. In the end, they are divided in couples, and they have to invent a dialogue with all moments of the day and the hours. After that, they write it on they exercise book.

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**HERE IS A SCRIPT FOR A THEATRICAL REPRESENTATION OF THE STORY.**

***"Steal at the Great Oak"***

*It's dark. A fox sneaks into the Squirrel family's kitchen.*

*He opens the fridge and steals the cake ingredients.*

*Light on the stage.*

*Peter opens the fridge to cook a cake.*

**Peter** (shouting, clenching her fists): Isabel, come here immediatly!!! Something really, really bad happened here...

*Peter walks back and forth through the room.*

*Isabel immediatly appears. She looks in the fridge.*

**Isabel:** Grace! George! Have you taken the berries?!

*Grace and George enter in the kitchen frightened.*

**Grace** (outraged): Mom! How you can think like bad?! George and I took some peaches as snacks this morning.

**George** (whispering): We knew that the berries in the fridge were necessary for the cake...

*Everybody were thinking by it own.*

**Grace** (excited, step one foot on the ground): I saw a fox running before we went to school!

**Peter** (angrily): THAT NASTY FOX IS BACK AGAIN!!!

**Isabel:** keep calm, I have an idea, we can go to our neighbors to ask for the ingredients!!

*They go out of the stage.*

*The scene opens at the bat's home.*

*The Squirrel family are nervous and are knocking quickly at the door, calling out the bat.*

*The sleepy bat opens really slowly the door.*

**Bat:** What is going on? How can I help you??

**Isabel:** The fox stole us the ingredients for our cake, do you have some blueberries?

**Bat:** Yes, I have. Here they are!

*They go out of the stage.*

*The scene opens at the dormouse's home.*

*The Squirrel family are nervous and are knocking quickly at the door, calling out the dormouse.*

*The dormouse opens really slowly the door.*

**Dormouse:** What is going on? How can I help you??

**Isabel:** The fox stole us the ingredients for our cake, do you have some blackberries?

**Dormouse:** Yes, I have. Here they are!

*They go out of the stage.*

*The scene opens at the fawn's home.*

*The Squirrel family are nervous and are knocking quickly at the door, calling out the dormouse.*

*The fawn opens really slowly the door.*

**Fawn:** What is going on? How can I help you??

**Isabel:** The fox stole us the ingredients for our cake, do you have some raspberries?

**Fawn:** Yes, I have. Here they are!

*They go out of the stage.*

*The scene opens at the Squirrel's home.*

*While Grace and George are decorating the restaurants with some ornaments, Peter and Isabel are cooking the cake.*

*At 9 o'clock (a children holding a clock cross the stage) the guests knock at the door and they enter the stage.*

**Peter** (happily): Come here Isabel! Our guests are finally here, there are the owl, the hedgehog, the bat with his friends of the "Bat Band", the dormouse and the fawn.

*Everyone are now eating and dancing happily.*

*Peter notices the fox who was staring at the window,*

*so he decides to go out to speak with him.*

**Peter** (upset): What are you doing here?

**Fox** (whisper): I heard the music, and I wish I could join the party

**Peter** (firmly): Yes, you can, but you have to clean up anything after the party!

**Fox** (quietly, with the tail between the legs): Yes I will, thank you... I promise I will steal nothing anymore.

*In the final scene the Fox is cleaning the restaurant with the broom in his hand.*

*Peter sees and smiles.*

### Link with other subjects

- Art: preparing the scenography
- Science: names of the forest animals and food

### Materials

- Berries
- Broom
- Billboard
- Clock
- Musical instruments
- Balloons
- Table
- Fridge
- Door
- Window
- Sheets with the drawings on
- Flashcards
- Cake



## ASSESSMENT ABOUT THE STORY, COMPREHENSION

- How many characters are in the story?
  - What's the name of the mother?
  - Describe Peter.
  - Where's the setting of the story?
  - What does the fox do?
  - What do the children wear for school?
  - Who are the neighbors?
  - Describe the "The Great Oak Menu"
- 
- At the end, what does the fox do? Only one answer is correct.
    - steals again the cake
    - cleans the Great Oak
    - runs away

### FILL IN THE GAP

Grace and ..... start to decorate the ..... with some ornaments and colourful ....., because Isabel decided to invite all the ..... who helped them for a special .....

In the evening, at ..... o'clock, the special guests - the Owl and the ..... - arrive at the restaurant and they ..... by all the animals.

The bat brought his ..... of the "Bat Band". They possess different musical .....

The grey bat plays the piano, the black ..... plays the drums, the brown bat plays the guitar.

Everybody is ..... now and they make a big .....