

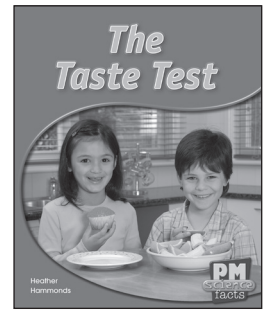
The Taste Test

PM Level 11/12

Blue

Text Type Report/Recount

Running Words 216



Preparing for Guided Reading

Prior Knowledge

- Have students discuss some of their favourite tastes.
- Introduce students to the four main taste categories: sweet, sour, salty and bitter.

Orientation to the Text

- In this book, two children and their mum do a test to determine which tastes they like best within the four main taste categories.

Key Language Structures

- Adjectives add meaning to the nouns in the text, e.g. *little bumps*, *sour foods*, *bitter foods*.
- First-person recount provides a personal tone.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

best, did, do, find, first, lots, next, that, then, put, want

Content Words

bumps, tongue, taste, buds, cake, fruit, honey, sweet, icing, sour, fish, chips, lemon, crackers, popcorn, pizza, salt, bitter, salad, sandwich, chocolate, cake

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by rereading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Talk about the foods on the cover. Ask, *Which of these foods do you think the children will enjoy most?*
- Talk about how we have taste buds on our tongues, and how we couldn't taste food without them.

- Discuss the wide range of foods in the photo on p. 4. Ask, *Which of these foods have you tasted? Which do you think the children won't like?*
- Discuss with students why they think the children are making a taste book.
- Ask students which of the sweet foods on pp. 6–7 they have tasted, and which of these they like most. Ask, *Which fruit do you think is the sweetest?*
- Discuss how adding sour foods to some other foods, such as fish and chips, can make them taste better.
- Ask students which salty foods they have tasted, and which of these they liked. Ask, *Why does too much salt make foods taste bad?*
- Ask students which bitter foods they have tasted, and whether they liked any of them. Discuss how adults usually like bitter foods more than children do.
- Ask, *Why do you think the children liked the chocolate cake best of all?*
- Talk about the rhyming sound in: *best, test*. Notice the final sound 'st' in these words: *taste, first*.

Comprehension

- What type of foods do you like to eat? Why? (*Inferential*)
- Why do you think children don't like bitter foods? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing rhyming words, then rewriting correct rhyming words into sentences from the book; sorting foods into taste categories (sweet/sour/salty/bitter); choosing correct phrases to complete sentences from the book; choosing correct initial words to complete sentences from the book.
- Have students list all of the foods they recognise in the book. Ask them to identify their top five favourite foods among these and observe which taste categories they fall into.
- Have students perform their own simple taste test, using the items in their lunch boxes. Have them classify each item into the four taste categories in the book.

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and reread a word/sentence again to problem solve or confirm the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up