

# Food is Fun

PM Level 14/15

Green

**Text Type** Poetry

**Running words** N/A



## Preparing for Guided Reading

### Orientation to the Text

- Allow students to form their names with pasta letters. Talk about how these letters are sometimes placed in vegetable soup. Write the verse 'Alphabet Soup' (see p. 4) on a chart. Read it together. Locate the words that rhyme.

### Prior Knowledge

- This is a fun book of short verses that reinforce the enjoyment of eating good food. The verses may be read individually or in small groups. It is recommended that the teacher first read the verses to the children.

### Key Language Structures

- The number of syllables in a line of verse helps to create the correct rhythm, e.g. *I like to eat an egg this way* (8), *I cut my bread in strips* (6), *I push the bread inside the egg* (8), *And catch the yellow drips* (6)

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

ant, ants, goats, ground, slips

#### Content Words

bananas, flops, growing, letters, row, strips, strong, tongue, weeds, whole

### Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.

### Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

## Focusing on the Book – Guided Reading

- The verses may be read over several days along with the other non-fiction books at the same level. Alternatively, all of the verses might be read in one guided-reading session. This choice suggests an in-depth study of the features of this type of writing.
- Read the title together, and discuss the cover and title-page illustrations.
- Encourage students to use visual information and their personal knowledge of how words work as they read the verses. Identify the special features of verse, e.g. text layout, rhyme, meaning and rhythmic language. Reinforce the enjoyment of reading this form of writing.
- Reinforce that verse has a different text layout. Explain that the lines are sometimes shorter, words often rhyme, and there can be a natural rhythm to the language.
- Listen to the sounds that rhyme and identify the letter patterns. List the rhyming pairs of words.
- Have students clap along or sing the words to reinforce the rhythm and appropriate expression.
- Encourage students to recite favourite verses from memory.

## Comprehension

- What did the girl find inside the pod? (*Literal*)
- What makes 'My Milk Shake' a poem? (*Inferential*)
- Why do ants like to come inside? (*Inferential*)

## Follow-up Activities

- Invite students to make copies of their favourite poems on the computer. Focus upon presentation techniques.
- Photocopy the verses from *Food is Fun* onto A5-sized paper. Ask students to read and illustrate their favourites, before pasting them into their poetry anthologies.
- Enlarge each verse and paste it onto A3-sized cards. Have students colour in the illustrations. Place the finished verses altogether in a box. Label the box 'Our Poems about Food'.
- Re-read the verse 'Monkeys Eat Bananas' on p. 10 of *Food is Fun*. Innovate upon the text by helping students to write about other foods that are found up in trees.
- Encourage students to write their own verses about food.

## Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

• \_\_\_\_\_

## Success Criteria

- I can use word parts to help me decode fluently e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

• \_\_\_\_\_

## Guided Reading Notes

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