

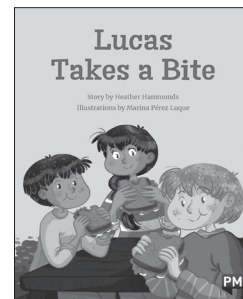
Lucas Takes a Bite

PM Level 18

Turquoise

Text Type Narrative

Running Words 455



Preparing for Guided Reading

Prior Knowledge

- Students should understand that people have different eating preferences and be able to express their own likes and dislikes.
- Students should also be familiar with the basic structure of a narrative text.

Orientation to the Text

- Lucas is not an adventurous eater. But when he visits his friend Connor's garden, he doesn't want to offend Connor's sister by not eating the food she has grown. Once he takes a bite, Lucas discovers that fresh food from the garden is best.

Building the Balanced Reader

Vocabulary

Key Vocabulary

grew, Later, loudly, o'clock, packed, sorts, surprise, twelve, uneasy

Content Words

chef, delicious, dinner, growing, internet, lettuce, salad, sandwich, snack, strawberries, strawberry, vegetables

Decoding

- Point out past-tense verbs such as *hoped* and *packed* as students read, and discuss what the base of each word is.
- Prompt students to use their own knowledge and experiences of food and eating to predict and check what might happen next in the story.
- Look at the word *strawberry* on page 11 together. Ask, *What two smaller words make up this word? How do you think these words are linked with the meaning of strawberry?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What do you think this story is going to be about? What makes you say that?*
- Read pages 2–3 together and point out the word *chef* on page 3. Ask, *What sound does 'ch' make in this word? What other word on this page has the same sound made by different letters?*
- Continue to page 4. Say, *Find the word that begins with 'ch' on this page. What sound do the letters make in this word? What other words do you know that start with the same letter-sound pattern?*

- Invite students to tell you, in their own words, the main events that have happened in the story so far. Prompt them by asking, *What happened first in the story? What happened next?*
- Read page 6 with students. Ask, *Which words have 'ch' in them on this page? What sound does 'ch' make in each of these words?*
- Read to page 10 together. Say, *Tell me what has happened in the story since Lucas got to Connor's house.* Encourage students to use their own words, rather than reading the text.
- Point out the word *each* on page 11. Ask, *What sound does 'ch' make in this word? What other words do you know where 'ch' makes the same sound at the end?*
- Invite students to retell the main events of the story in order, using the book as a prompt if needed.

Comprehension

- What foods did Lucas not want to eat? (*Literal*)
- What sort of person do you think Lucas is? What parts of the story tell you this? (*Inferential*)
- What would you have done if you were Lucas, and you didn't want to eat the food from Helena's garden? (*Applied Knowledge*)

Follow-up Activities

- Allocate a group of students to each of the three chapters in the book. Ask each group to make a video or audio recording of themselves retelling what happened in their chapter. Play the recordings back in order and support students to give each other feedback on their retelling.
- Together, make a list of words that can be used to describe how foods taste, such as *sweet, delicious* or *horrible*. You might like to introduce some new words, such as *tangy, earthy* or *pungent*. Discuss what each word means and invite students to suggest foods that each word describes according to their own tastes.
- Provide a range of fruit and vegetables that students may not have tried before. Talk about how they feel about trying them before giving them a sample of each. Ask students to write a couple of sentences about the experience, using some of the vocabulary from the previous activity.

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Learning Intentions

- We are learning to retell what we have read.
- We are learning to identify different sounds made by the same letters.

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Success Criteria

- I can use my own words to describe the main events in the story.
- I can read words where 'ch' makes different sounds, such as *chef*, *chicken* and *school*.

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Guided Reading Notes

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