



Running words: 39

Book Summary

A narrative telling what various children like to eat with rice.

Building Basic Skills

High-frequency words – I, Like, like, We

Content words – Rice, rice, with, beans, fish, chilli, chicken, sausages, tomato

Repeated phrase – I like rice with

Phonemic awareness – r (rice), t (tomato), ch (chilli, chicken)

Punctuation – full stops, capital letters, exclamation mark

NLS Objectives

In this lesson, children can be taught:

W knowledge of grapheme/phoneme correspondences through hearing and identifying initial sounds in words

S to expect written text to make sense and to check for sense if it does not

T to understand and use correctly terms about books and print: *book, cover, beginning, end, page, line, word, letter, title*

P to write sentences or to match pictures or sequences of pictures.

Materials

- copies of words and punctuation from page 96 and copies of PCM
- rice
- magazines, large piece of paper, glue
- magnetic letters

I Like Rice

by Don Long

photographs by Dean Zillwood

Book Introduction

Put a small amount of uncooked rice in each child's hand. *What can you tell me about rice? What does it look and feel like? What do you like to eat it with?* Encourage children to participate and share their prior experiences of eating rice.

Discussion

Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *This book is about different children and what they enjoy eating with rice.*

Page 3 – *What is this boy eating with his rice? Look at the picture clue on page 2.*

Page 5 – *What does this girl like to eat with rice? What sound does rice begin with? Can you see a word beginning with the "r" sound?*

Page 7 – *How do you know this child likes rice? Do you like rice with chilli?*

Page 9 – *How is this child eating her rice?* Draw children's attention to the "ch" sound in "chilli" and "chicken".

Pages 11 and 13 – Encourage children to predict the food that the children in the pictures might like to eat with rice. Follow up their predictions by using the visual and structural clues on each of these pages.

Page 15 – *What is different about this page?* Encourage children to look closely at the number of words on this page and compare with previous pages. Look carefully at the visual clues.

Page 16 – Use the picture to recall each of the meals featured in the story.

Independent Reading

Hand one book to each child. Together, read the title and the names of the author and photographer on the cover and title page.

Page 2 – Clarify where to start reading and encourage children to point to each word as you quietly read aloud together.

Page 4 – Point to the first word together and encourage children to read quietly to themselves. Observe for use of meaning, structural, and visual cues.

Pages 6–16 – Encourage children to read the remaining pages quietly to themselves. If children encounter difficulties, ask questions that encourage using reading strategies, such as attempting the initial sound in a word, rerunning, and checking the picture.

Returning to the Text

- Discuss what each child in the group likes to eat with rice. Draw pictures on the board to illustrate their favourite rice dishes.
- Focus on the "t" sound in the word "tomato" on page 12. Say the word together and get the children to clap when they hear a "t" sound. Write the word on the board and get children to underline the letter "t".
- Using the words and punctuation for this book from page 96, reassemble the sentences with children.

Follow-up Activities

- P** On the PCM activity opposite, children draw a rice dish that they like to eat. Share their work with a friend.
- Use old magazine pictures to make a group collage of rice and foods that children like to eat with rice.
- Using magnetic letters, children make the high-frequency words "I" and "like".