

# Where Is Lunch?

illustrated by Paul Clarkson



## Book Summary

*Where Is Lunch?* is a story of some little chimpanzees looking for their lunch, only to discover that the largest chimp is eating it.

## Features of the Book

- The sequential numerals, supported by cumulative elements in the illustrations.
- The repetitive elements of the main text.
- One sentence covering two pages on pages 4 and 6.
- The change from “Where is” to “There is ” on the final page.
- The large, bold text for the number of chimps.
- Changing emphasis, shown in bold.
- Consistent use of direct speech.
- The question marks and exclamation point.
- The high-frequency words – “is” and “my.”

## Purpose

*Where Is Lunch?* can be used in a guided reading setting to introduce the following skills and strategies:

- S** monitoring the reading and ensuring it is making sense using meaning, structure, and visual information from the story;
- S** encouraging reading using expression to increase understanding;
- S** predicting the story line using illustrations from the book;
- S** writing new words independently by hearing and recording the sounds in sequence.

## Introducing the text

Ask the children what they are going to have for lunch and discuss where they will get it from.

– *What would happen if you couldn't find your lunch?*

Show them the book and talk about what the chimps might have for their lunch.

Read the title together and tell the group the other cover information.

## Reading the text

- S** Monitoring the reading and ensuring it is making sense using meaning, structure, and visual information from the story.
- S** Encouraging reading using expression to increase understanding.
- S** Predicting the story line using illustrations from the book.

Title page – Count the bananas.

– *How many chimps could have one banana each?*

Pages 2 and 3 – Discuss whether these animals are living in the wild. Ask the children to justify their answers.

– *What do you think they would eat for lunch?*

Point out the question marks.

– *What does the word at the top of each page tell us?*

Pages 4 to 7

– *What do you notice about the number of chimps on each page? How many will be on the next page?*

Page 8 – Confirm the children's predictions from the illustration. Note that there is no question mark at the end of the sentence. Talk about the function of the exclamation point on this page. Children now read the book independently.

## Revisiting the text

– *Did the numbers at the top of the page help you read the book? What were they there for?*

Look at the words in bold in the sentences.


– *How would you read the words in bold letters?*

Discuss the quotation marks.

– *What do the marks at the beginning and end of the sentences tell you? Can you tell who is speaking?*

## Following Up

- S** Writing new words independently by hearing and recording the sounds in sequence.

 Discuss the “ch” blend in lunch. Ask the children to think of some words that begin with “ch.” Illustrate some and write what they are below their pictures, for example, “chair” and “cheese.”

- B** Complete the blackline master opposite.