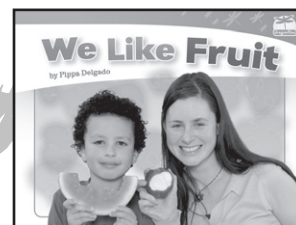


We Like Fruit

by Pippa Delgado



Overview

This simple text supports the view that fruit is good for you and shows the preparation of a fruit salad. (Big idea: People take care of themselves by eating good food.)

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text 
- making predictions. 

It supports the following **non-fiction strategy**:

- using photographs to reinforce the meaning of the text.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *food, good*
- Content words – *apples, bananas, fruit, grapes, oranges, salad, strawberries, watermelon*
- High-frequency words – *for, good, is, like, we, you*

Features of the text

- Non-fiction features:
 - cover flap that provides support in identifying the big ideas and anchor words
 - the topic (healthy eating), which expands on pages 10 and 11 of the anchor book *Taking Care of Yourself*
 - preview question on the back cover
 - picture glossary
 - links between photographs and text
 - title page that supports the text on page 2
- Word Study:
 - initial consonant blends – “fr-”, “str-”, “gr-”
 - compound words – *strawberries, watermelon*
 - plural nouns – *apples, bananas, grapes, oranges, strawberries*
 - medial sounds – “oo” in “food” and “good” (with different pronunciation)
- Repetitive sentence structure with a change on page 11
- Observation of different ways to prepare fruit



Setting the scene

If you have already introduced the topic using the whole class lesson plan and the anchor book (*Taking Care of Yourself*), you can review the discussion and show the students pages 10 and 11 of the anchor book.

Explain that everyone in the room is an important person. Because we are all important, we need to look after ourselves. One way we can look after ourselves is to eat good foods. This will help us to stay healthy so that our bodies work well.

Talk about what we mean by good food. *Which foods are good for you? Which foods are not as good for you? Why?*

Have a bowl of fruit ready and introduce the different kinds of fruit. The students will enjoy naming the fruit and not everyone will know them.

ELL support

It's important to remember that listening requires ELL students to use their background knowledge. They will benefit from instruction that requires them to practise their listening skills.

Introducing the Book

Front cover – (Making predictions) Discuss the photograph. Encourage the students to think about what this book might be about. *What are these people doing? Read aloud the title and the author's name. How do you know that these people like fruit?*

Back cover – Read aloud the preview question. Help the students to make connections with their own experiences.

Cover flap – Read aloud the text on the cover flap. Remind the students that they have read this in the anchor book *Taking Care of Yourself*. Read aloud the anchor words on the other side. Tell the students that they can point out these words when they find them in the book. Have them leave the flap open as they read.

Title page – Listen as the students read the title. Check for one-to-one matching.

The first reading

MC **Pages 2 and 3** – (Making connections) Discuss the photograph on page 2. *What kinds of fruit can you see?* Encourage the students to name the fruit as you point. *What kinds of fruit do you like?* Read the sentence on page 3 and draw their attention to the anchor words “good” and “food”.

MC **Pages 4 and 5** – *What are the people doing?* Read “We like”, pointing to each word as you say it. Have the students finish by saying “apples”. (Making connections) *I wonder why they are cutting the apple into small pieces? Have you ever done that?* Read page 5. The students can respond by saying “strawberries”. *What does the boy do with the strawberry before he cuts it?* Draw the students' attention to the glass containers on page 5. **MP** (Making predictions) *What do you think these are for?*

MC **Pages 6 and 7** – The students should be familiar with the sentence pattern and be able to read “We like oranges”. (Making connections) *What is the boy doing?* Explain that we use the word “bunch” to explain that there are many grapes. Ask the students to point to the letters that make a “gr” sound. Point out the glass containers in the picture. (Making predictions) *I wonder why these are still empty? Where do you think the cut fruit is?*

Pages 8 and 9 – *What is the woman doing? Why?* Write “watermelon” on the board. Cover up “melon” and ask if anyone can recognise “water”. Uncover the second part of the word. Explain that some words are made up of two words (compound words). *What is fun about eating watermelon?*

MP **Pages 10 and 11** – (Making predictions) Look at the photograph on page 10. *What are they making? What do you think will happen next?* Introduce the words “fruit salad” and explain that fruit salad can be made from different fruits cut into small pieces. Ask the students to point to “fruit” and say it aloud. Do the same with “salad”. (Making connections) *Have you ever made fruit salad?*

MC **Page 12** – Review what the students have learned. Using the picture glossary, remind them which fruits went into the fruit salad. (Making connections) *What is your favourite fruit? What would you put in a fruit salad?*

Vocabulary activity

Focus word: food

1. Reread page 3. *Fruit is good food.*
2. Say “food” with me.
3. Explain that we need food to live and there are many different kinds of food. Some foods are better for our bodies than others. Fruit and vegetables are good foods. Other foods are good if we eat them sometimes, like a cinnamon roll. Some foods are special treats – like ice cream – we should eat them only once in a while.
4. Ask the students to name a food that they ate last night. They need to understand that food includes everything we can eat. Make a list of good foods to eat all the time and foods to eat sometimes.
5. Do the following activities:
 - Play the favourite food game. Ask the students to walk around the room. When you clap your hands, they must stop walking and ask the nearest person, “What is your favourite food?” Every now and then, ask the students to share their partner’s response.
 - Ask the students to talk with a partner about good foods to have in a lunch box. Listen to the discussions and ask a few students to share their thinking.
6. What is the word we’ve been learning that means something we eat? Say “food” with me.

ELL activity

Language objective: Making connections and developing language through hands-on activity

N.B. For this activity, you will need fruit for a fruit salad. Cut the fruit before the lesson.

- Reread the book together.
- Using the glossary, ask the students to recall the fruit that went into the fruit salad. Provide support by pointing to the photo of each fruit as you name it.
- Make connections by matching the fruit you have brought with the photos in the book. Teach the students the names of any fruit that they don’t recognise.
- Write the names of the fruit on the board.
- *Today we’re going to make fruit salad. What are we going to put in our fruit salad?* Recall the names of the fruit by pointing to each name as you read it.
- *What fruit do you like?* Support the students to answer in complete sentences. “I like _____.”
- *What fruit don’t you like?* Model a sentence. “I like _____, but I don’t like _____.”

- Write these two sentences on the board and illustrate them. Draw a happy face for “I like ...” and a sad face for “I don’t like ...”
- Make the fruit salad. Give each student or pair of students a fruit to mix in the bowl. Support them to practise the target language while mixing the fruit. “We like _____.”
- When the fruit salad is ready, read pages 10 and 11.
- Eat the fruit salad!

Ideas for revisiting the text

1. Review and check

Reread the text, making sure that the students recognise the structure change on page 11. Check that they are using one-to-one matching. Encourage them to use picture cues if they are not already using them.

2. Stop and learn

a. Decoding/word attack activities

Practising blends

- Write “fruit” and “grapes” on the board.
- Ask the students to practise saying the blends “fr” and “gr”.
- Emphasise the difference and ask the students to look at each other as they say them. *What did “fr” look like? What did “gr” look like?* Ask the students to help you make a list of “fr” and “gr” words.
- Ask them to watch each other say “fruit” and “grapes”.

BLM – Using initial letter sounds to finish the sentences

Read each sentence aloud, emphasising the initial sounds “a-”, “o-”, “b-”, “w-”, “gr-”, and “str-”.

The students can then match the pictures to the sentences.

b. Comprehension activity

Remind the students that we can all choose to eat good food. They have learned that fruit is a good food. *What are some other good foods? What could we make using these foods?*

BLM – Reading and completing the sentences

Have the students read the words and look at the pictures below them. They can use the pictures of the fruit to help them complete the sentence in each box.

c. Writing activities

- Have the students think of some good foods they could use to make soup. Provide the ingredients. Make a class storybook using photos of the students preparing the soup.
- Provide the sentence starter “I like ...” or “We like ...” and encourage the students to write a list of good foods they like. Provide a key or encourage the students to sound out their favourite foods.

3. Suggestions for further activities

- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Provide the students with ingredients to make their own fruit salad. The students could write their own recipes.
- Arrange a visit to a supermarket. Go on a “hunt” for good foods.
- Provide pictures of different kinds of food. Ask the students to sort the pictures into good foods and those that we should eat once in a while.