

Those Are Not My Beans

GOALS

Comprehension

Discuss and model how to identify the main idea of the story.

Vocabulary

Focus High-frequency Words: four, one, them, two, was, who, yellow, yes

Focus Content Words: beans, cabbage, eggs, grapes, onions, pie, pineapple, socks, store, trolley

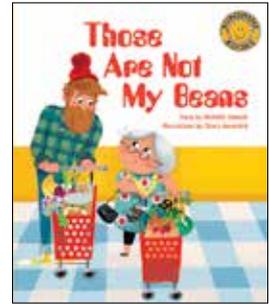
Phonics

Letters and Sounds: Identify and make rhyming words, e.g. store/four; seeds/needs

Words to Blend and Segment –cr: crash, cream, creep, crunch, crust

Fluency

Model reading of the text with expression, noting the punctuation, rhythm and rhyme. Students repeat.



Grandma is at the store and she has things in her trolley that she didn't put there.

Who did?

Before Reading

- Read the title and the names of the author and illustrator. Ask: What could the title mean? Who might be saying, *Those are not my beans*. Together look at the cover picture and discuss. What is Grandma doing in the picture? What is the man doing? How would you describe Grandma? Do you like beans? Have you visited a supermarket? Share experiences.
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what Grandma is doing on each page or what the man is doing. Bring words like *beans, cabbage, eggs, grapes, onions, pie, pineapple, socks, store, trolley* into the conversation.
- On page 14, have students predict the ending.

Reading the Text

- Read the title and the names of the author and illustrator together.
- On pages 2–3, ask: What is Grandma doing? Find the words *apples* and *trolley* to confirm. Read the sentences together.
- On pages 4–5, ask: What did Grandma choose next on page 4? (*grapes* and *pineapple*) Students look for the words in the text to confirm this. For tricky words like *grapes* or *pineapple*, break the words into syllables or chunks, e.g. *gr-apes*; *pine-ap-ple*. Read the sentences.
- On page 5, find words in the text to confirm the illustration is of vegetables. (*cabbage, cauliflower, vegetables*) Break the words into chunks or syllables. Read the words together. Then read the sentences together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentence?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Grandma realised she had something wrong in her trolley. What else did she notice? How is this story similar to something that has happened to your family?
- What might have happened if Grandma and the man went home with the wrong groceries?
- What type of genre is this story? Is this a fiction or non-fiction book? How do you know?
- Students re-tell the text using the story map on the back cover. Whose shopping is in the pictures? (Grandma's) What is missing? (beans) Who is missing? (the man) How did they all feel at the end of the story? Now re-tell the story using all the pages in the book.
- Discuss and model how to identify the main idea of the story.
- Discuss how the rhyming words help with reading the story. How do you use your voice for these parts? Students find the rhyming words in the story, e.g. *dots/spots; nice/price*.
- Reread the story together, emphasising the rhyming words. Feel the rhythm as you read them.
- Relate pronouns to the illustrations in the book, e.g. on the cover, *those* means the beans that are not mine; *she* on page 2 is used instead of Grandma; *he* on page 6 is used instead of the man. Students find other pronouns in the book and explain their meaning.

Phonics

- Write the words *crash, cream, creep, crunch, crust* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /cr /ash. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words starting with /cr/ to write on the board. Read them together, e.g. crunchy, cross.
- Read the words *trolley* and *golly*. Students notice that the y sounds like long /e/. They brainstorm more words ending in y, e.g. silly, baby, juicy. They make a web for words ending in y that sound like long /e/.

Word Study

- Read the words *four, one, them, two, was, who, yellow, yes*. Ask students to find the words in the text. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling or memory game in pairs. Discuss the meaning or use of each word in the book.
- Have students find the plural nouns and provide the singular in a two-column chart, e.g. socks/sock; grapes/grape; apples/apple; onions/onion; eggs/egg, trollies/trolley. Note nouns ending in y change to -ies in the plural.
- Students find words in the text starting with /th/, e.g. *the, think, thought, these, those, that, they, them*. Say the words. They notice any that start quietly (voiceless – think, thought).

Fluency

- Model reading of the text with expression, noting the punctuation, rhythm and rhyme.

Writing

- Students make their own story map noting the events in the story. They can use the back cover as a model. They illustrate and label the story map and use it to re-tell the story to the class.
- Students choose fruit and vegetables they like from the supermarket and draw a trolley to fill. They draw the food or cut out pictures from magazines to fill the trolley. They label and say why they chose the particular items.