

Katie's Cabbage Chaos

GOALS

Comprehension

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

Vocabulary

Focus High-frequency Words: an, come, down, much, of, other, round, went

Focus Content Words: beetroot, cabbage, camera, coleslaw, sacks, seed, seedling, snails, thief, weeds

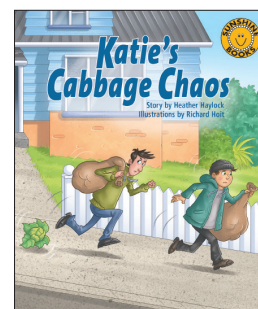
Phonics

Letters and Sounds: Recognise and produce words that begin with the same sound: tw

Words to Blend and Segment: tweet, twig, twin, twirl, twist

Fluency

Model fluent reading of a section of the text, emphasising the alliteration, assonance and attending to punctuation, for students to repeat.



A garden full of cabbages comes in useful when two thieves steal from the neighbour.

Before Reading

- Read the title and the names of the author and illustrator. Notice the alliteration in the title. The three words start with /k/. Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is *chaos*? (a mess, disorder, confusion) What could *Cabbage Chaos* mean? Have they read any other stories by Heather Haylock? (*Nutty Knitting*, *Tom*, *the School Cat*) Did you like reading them?
- Together look at the cover picture. Discuss what they see? Ask: What are the people doing in the picture? What could be in the sacks? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Help students to use the title and front cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *beetroot*, *cabbage*, *camera*, *coleslaw*, *sacks*, *seed*, *seedling*, *snails*, *thief*, *weeds* into the conversation. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, look at the picture. Ask: What is Katie doing? Her class is learning to grow vegetables. Find the words *learning*, *grow*, *vegetables*, *planting*, *cabbage* and *seeds*. Ask: Do the words look right, sound right and make sense. Read the sentences together.
- On pages 4–5, ask: What did Dad and Mum think of Katie's idea? Dad thought it would be good not to mow the lawn. Mum thought there would be too much coleslaw to eat. Look for the words *coleslaw*, *mow* and *lawn* in the text to confirm. Read the words together.
- Follow this pattern up to page 15, using the illustration, text and contextual cues to read the words together. Review the predictions 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 sentences?

After Reading

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

- Do you think Katie found a good use for the cabbages? What would you have done in a similar situation? What do you think Katie will use the beetroot for? What type of genre is this story? Do you think it is based on a true story?
- Discuss how to identify the main idea of the text. Review events and talk about the main idea.
- Reread the story together. Be aware of the punctuation marks, changing voices for the characters. Remember to emphasise the descriptive words, e.g. *twisted and twirled* on page 6.
- Look at the back cover to discuss ways to eat cabbage and how students like to eat it. Which is your favourite? Do you know any more ways to use cabbage?
- Reread page 9, focusing on the punctuation: the purpose of the capital letters, full stops, commas, speech marks and question marks. Demonstrate reading without punctuation and then repeat with punctuation. Notice how the meaning becomes clearer when punctuation marks are observed.

Phonics

- Write the words *tweet, twig, twin, twirl, twist* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *tw-eet, tweet*. Read them together and talk about the meaning of each. Think of more tw- words to add to the list, e.g. twice, twisted, twirling, tweets, twins, twigs.
- Discuss with students how sometimes ch sounds like /k/, e.g. Christmas, chaos.

Word Study

- Talk about the words *an, come, down, much, of, other, round, went*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book.
- Read the words *twisted and twirled* on page 6. Explain that this is an example of alliteration. The author is helping to create a picture in your mind as you read.
- On page 8, read the description of the cabbages in rows, *like an army of round, green soldiers*. Explain that this is a simile. The author is helping to create a picture as you read.
- On page 12, have students notice the words *rushing, gushing river of green*. *Rushing* and *gushing* rhyme. This is another technique used by the author to paint a picture in your mind.
- Make a list of interesting words the author has used to make her story exciting, e.g. *Oww! Oooofff! CRASH!! hurled, tripped*. Students illustrate these as shaped words on a poster.

Fluency

- Model fluent reading of a section of the text, emphasising the alliteration, assonance and attending to punctuation, for students to repeat. (*twisted and twirled; rushing, gushing*)

Writing

- Students make a setting, characters, problem, solution summary of the story. Under the four headings they label and illustrate the main points and use this to re-tell the story to the class.
- Students write a new ending, telling what Katie does with the beetroot.
- Students plant some cabbage seeds and keep a diary as they grow.
- Make a coleslaw in class. See how many other vegetables you can use. Students write about the experience. Or try making some of the dishes from the back cover that contain cabbage. These could be cooking projects for the class.