



Food flukes

John Lockyer

Focus phonics

oa written oe as in tomatoes, potatoes

ee written ie as in brownies, brownie, slushies, stories

Tricky words

again, many, people, their, there, thought, two

Book summary

Some foods have been discovered by happy accident, such as sandwiches, corn flakes, popsicles and many, many more.

Learning intention

Phonics: To decode words with the phonemes /oa/ spelt oe; and /ee/ spelt ie, that feature in the text and extend to other known words with the same grapheme-phoneme correspondences, e.g. goes, toe, volcanoes; chief, field, hurries.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the front cover and read the title together. Ask: What is a fluke? (something good that happens by accident) What is on the front cover picture? (a triple decker ice cream in a waffle cone) Who is the author? (John Lockyer) Share knowledge and views of any other books written by John. (in the Reading Road series, John has written Stick Man, Cool cars, Blockbusters!) Invite students to share any prior knowledge of food flukes, and make predictions about what might happen in the text. Keep a note of predictions and return to them

later. Read and discuss the blurb on the back cover. Why are there slices of lemon on the back cover? (maybe there will be something in the text made with lemons) Flick through the book to get an idea of the story. Do you think this is a fiction or non-fiction text and say why?

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phonemes of /oa/ written as oe; /ee/ written as ie. Flip through the text to locate and read words with these same focus phonemes. Discuss the meaning of these words. Build the focus word *brownie* with letter cards. Think of words that rhyme with *brownie* or have the same ending phoneme. List these to read together. Notice any with adjacent consonants. Sort /ee/ words into the way they are written, e.g. pixie, lucky, cutie, auntie, genie, baby, factory, teddy, tricky, chewy. Then read the words.

Vocabulary check:

grinder p 12 device or tool for crushing food

factory p 12 building where goods are made

Morphology: discover(ed) p 3 has the latin prefix dis- which means negative or reversing; therefore discover means to gain knowledge of something that was previously unseen or unknown.

Etymology: vinegar p 11 is a sour tasting liquid from early 14th century, from Old French vinaigre "vinegar", from vin "wine" (from Latin vinum) + aigre "sour". In Latin, it was vinum acetum "wine turned sour".

Tricky word practice: Display the tricky words *again* and *people*. Ask: What are the tricky parts of these words?

again - the tricky part is ai which says /e/.

people - the tricky part is eo which says /ee/.

Practise reading and spelling these tricky words.

During reading

Read the story: This book may not fit into a single reading session. The end of p 15 (after the section on slushies) is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. On p 2, ask: Why do you think the word *this* is in bold? (it's emphasised because foods in this book are different - no hours spent on inventing them) On p 5, ask: What did the word raisins mean? (it was an old word for grapes) How are raisins different to grapes? (they are dried and taste sweeter) On p 7, ask: How did crisps come about? (by trying to teach a customer a lesson by creating an unpleasant food, but by mistake creating a food they loved)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each and then summarise the main idea to report back on.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out

and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially words with the focus phonemes of /oa/ written as oe; /ee/ written as ie.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 8, ask: What made goats' milk turn into yogurt? (something in goats' guts where the milk was stored) On p 11, ask: What's the magic ingredient that makes tomato sauce taste like it does? (vinegar) Do you like tomato sauce? What do you like to put it on? On p 15, ask: How were corn puffs discovered? (a grinder heated up some wet corn and unexpectedly puffed it up)

After reading

Apply learning: Discuss the text. What have you learned about food flukes? Which food fluke surprised you the most? Is there something in the book you eat a lot of but didn't realise it was invented by a fluke?

Comprehension: Return to the predictions and discuss if students were correct or how the text differed. Were there any surprises? Discuss the questions on the inside back cover. Then ask: What makes brownies a fluke? (the cook forgot baking powder so the cake didn't rise but was chewy and delicious) Who started making corn flakes in the 1900s? (two brothers called Kellogg) What are some of the products Kellogg's makes today? (e.g. coco pops, corn flakes, rice krispies) Have you tried any and what do you think of them? What ideas can you think of to try to invent a food fluke? Look for words with adjacent consonants in the text, e.g. from, crunchy, brothers. Make a list of 10 to practise reading. Find words ending in -er and say what they mean, e.g. grinder crushes things; baker bakes things to eat. Look for words with possessive apostrophes in the text. Say why they are before or after the s, e.g. goats' guts; goats' milk p 8; baker's cake p 18; Frank's mum p 24.

Fluency: Choose a passage from the book and model how to read it fluently with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it in the same manner to their partner, then swap over. Read parts of the text together (choral-read) to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 22)

A hundred years ago, ice cream was only served in dishes. That changed on one hot day at a big summer fair. So many people wanted ice cream that the seller ran out of dishes. The waffle-maker next to him had an idea.

(page 23)

He rolled one of his waffles into a cone and held it up. The ice cream man filled it with ice cream and handed it to a child. The child gobbled it up. From then on, most people wanted their ice cream served in a crunchy cone.

(page 24)

One freezing night, in 1905, a boy called Frank was on his porch. He was stirring berry powder into a glass of soda with a stick. Frank's mum called him, so he left the glass with the stick in it on the porch. And then he forgot all about it.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/oa/ spelt oe. /ee/ spelt ie.

Read and write words.

Write sentences.

Write dictated sentences.

Read words in a word sprint.

Worksheet 2: Comprehension

Complete a table about food flukes.

Worksheet 3: Science/Food Technology

Write about creating a new ice cream flavour.

Do a poll to find out if you've created a food fluke.

Worksheet 4: History

Read about another food fluke.

Write a report on this food fluke.