

Greedy Fox

GOALS

Comprehension

Making predictions: Help students use the title of the book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding the meaning of *greedy*.

Vocabulary

High-frequency Words: again, ask, ate, from, good, have, made, please

Content Words: coming, delicious, dinner, fox, greedy, never, plate, soup, stork, vase

Phonemic Awareness

Recognise and produce words that begin with the same sound: /fr/

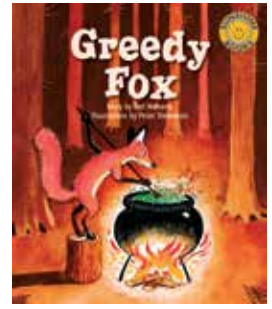
Phonics

Letters and Sounds: /fr/

Words to Blend and Segment: frame, free, fresh, from, frost

Fluency

Model reading of text with expression, noting the punctuation and change of characters.



When Fox and Stork eat together, Fox learns that greed isn't good.

Before Reading

- Listen to the title and the name of the author and illustrator. Together discuss the cover picture. Ask: What is Fox doing? What kind of soup could it be? Predict why the title is *Greedy Fox*? What does *greedy* mean? What might happen in the story? Is this a fiction or nonfiction book? How do you know?
- Look at the title page illustration. Ask: What is Fox doing? (preparing the soup) Is there a clue to the soup flavour? What is the same or different compared to the cover illustration?
- Talk/walk through the pictures. Discuss what is happening to Fox or Stork on each page and what they are doing. Bring words like *coming, delicious, dinner, fox, greedy, never, plate, soup, stork, vase* into the conversation. Look for clues in the pictures for the words in the text, e.g. on page 12, what clues are there about the kind of soup Stork is cooking? (fish bones)
- On page 15, have students predict the ending.

Reading the Text

- Ask: On pages 2–3, what is the setting for the story? (in the forest near the fox's den). Find the word *pea*. What noise would the soup make as it cooks? (*bubble*) Decode /b/ /u/ /bb/ /le/ or look for chunks, *bub/ble*. Remind students that if they know a word, then they don't need to decode it. It is best to check that it looks right, sounds right and makes sense. Read the words.
- On pages 4–5, ask: Why did Stork come by? What did she want? Read the words.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words and reading the words together.
- Review the predictions for the ending made earlier. 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? Why would Fox never be greedy again? What is it best to do? (find a way to share)

After Reading

Invite students to discuss the story. Prompt if needed.

- Understand the meaning of *greedy*. What makes Fox a greedy Fox? (He didn't want to share his soup so made it impossible for Stork to eat it.) What was Stork's idea? Was Stork greedy too? (No, she was teaching Fox a lesson.)
- Look at the back cover and discuss the question: How do you eat soup?
- What genre is this story? (traditional story with a moral) What can we learn from this story?
- Retell the text using the pictures on each page as a guide. What did Fox and Stork do on each page? Were you surprised that Fox was greedy?
- What is a *vase*? Why couldn't Fox eat out of a vase? Why couldn't Stork eat off a plate?
- What did Fox say when he smelled the fish soup? (*Mmmm*) What else can you say if you like the smell of something? (*Yummm*). How did Fox describe the smell of the soup? (*delicious*) This is a tricky word with a /sh/ sound in the middle. (dee-lish-us)

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /fr/ Students listen for the /fr/ sound as you read the words, *frame, free, fresh, from, frost*. They repeat the words, emphasising the /fr/ sound.
- Play a game of guessing. "I am thinking of a word that starts with /fr/ and ends /sh/. (*fresh*) I am thinking of something that goes around a picture. (*frame*)"

Phonics

- Discuss the sound of the letter combination: fr- Write the words *frame, free, fresh, from, frost* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm words starting with fr- to write on the board. Read together. (*fry, frog, fridge*)

Word Study

- Talk about the words *again, ask, ate, from, good, have, made, please*. Photocopy the flash cards to create your own game. Read the words together. Ask students to locate the words in the text. Discuss the use of each word in the book, e.g. *ask* is the opposite of *answer*.
- Look at the word *greedy*. It has a long /ee/ sound. Find other words in the story with a long /ee/ sound. They may have a different spelling, e.g. *pea, beak*.
- Locate the word *tongue* in the text. Why is this a tricky word? Can you spot the silent letters?

Fluency

- Model reading of the text with expression, noting the punctuation and change of characters.

Writing

- Students make a venn diagram with Fox on one side, Stork on the other and soup in the middle (common to both). Add the things relevant to each section. Students illustrate and label the venn diagram, then use it to retell the story to the class.

Home/School Link

Take the book home and any related activity done in class to share with family.