

How Does Your Snack Grow?

GOALS

Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss how each snack is grown.

Vocabulary

Focus High-frequency Words: come, from, has, how, like, where, yellow, your

Focus Content Words: apple, banana, carrot, chickpeas, grapes, hummus, popcorn, raisins, snack, sunflower

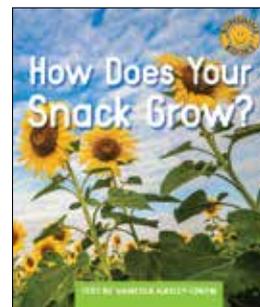
Phonics

Letters and Sounds: Identify syllables in words and clap as they are spoken, e.g. hum-mus

Words to Blend and Segment: apples, bananas, chickpeas, popcorn, raisins

Fluency

Model fluent reading of a section of the text, including how to read questions, for students to repeat.



See how children eat different snacks and find out how their snacks are grown.

Before Reading

- Talk about what snacks students like to eat. Read the title and author to them and then read the title together. Ask: What snack did you eat today? Do you know how your snack grows? Discuss what students see in the pictures on the cover and title page. Look at the back cover.
- Ask: Which are your favourite snacks and why? Do you know how any of these grow? Is this book fiction or non-fiction? How do you know? What is the difference? (Fiction is not true)
- Students read the title and table of contents and the illustrations to give an idea of what the text is going to be about.
- Talk/walk through the pictures. Notice the colours of the different snacks. Discuss what the snack is on each page and how it is grown. Bring words like *apple, banana, carrot, chickpeas, grapes, hummus, popcorn, raisins, snack, sunflower* into the conversation.
- Before turning to page 16, ask students how they think the text might end.

Reading the Text

- Read the cover and title page together. On pages 2–3, ask: what are the two snacks? Look for tricky words like *hummus* and *carrot*. Break the words into chunks or syllables, e.g. *hum-mus*. Talk about where carrots grow. Read the text together, pointing to the words as they are read.
- On pages 4-5, discuss the pictures. Find the words *chickpeas* and *humus* in the text. Talk about where chickpeas grow and what they are used for. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different snacks are before reading each page.
- On page 16, have students look at the index and find the page where there is more information about raisins. They ask a partner questions about the index, e.g. What page is popcorn on?

After Reading

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

- Students re-tell the text using the pictures on each page as a guide. They discuss how each snack is grown.
- Discuss the ending and what a snack is. Who is the author? What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Have students look at the design on the page numbers. What is it? What does this feature add to the book?
- Students make a chart summarising the snacks in the text and where they come from or grow. They label, illustrate and share with the class.

Phonics

- Write the words *apples, bananas, chickpeas, popcorn, raisins* on the board to practise blending and segmenting the syllables as a group, e.g. *ap-ple, apple*. Together find more words in the text to break into syllables, e.g. *carrots, sunflower, chickpeas*.

Word Study

- Talk about the words *come, from, has, how, like, where, yellow, your*. Read the flash cards from the inside front cover together. Ask students to find and read these words in the book. Discuss their meaning in context. Photocopy multiple sets of the flash cards and play a spelling game with students.
- On a piece of paper, students draw a picture of one of the snacks in the book. They write the matching sentence from the text.
- Discuss words that are a simile (a comparison using like or as) on page 10, *The corn plants grow tall like grass*. This sentence compares the corn plants to tall grass. Students make up their own similes, e.g. My snack is as tasty as ice cream.
- Have students find words in the book that end with ck /k/ (*snack, chick*). They think of more words ending with ck, e.g. back, crack, track, kick. They make a /ck/ web and say the words and illustrate where possible.
- Have students make the life cycle of one of the snacks. Use the apple (page 15) or carrot (page 3) for a model or to copy.

Fluency

- Model fluent reading of a section of the text, including how to read questions, for students to repeat.

Writing

- Have students discuss the benefits of growing their own snacks. Who benefits from this? What could our families grow or prepare? They write their thoughts, then illustrate them before sharing with a partner.
- Have students write a new text using the pattern of the text, e.g. *I like grapes. Grapes grow on vines*. They illustrate and share this with a partner.
- Students grow some snacks at school, e.g. carrots, corn. They track the progress from garden to plate. They keep a diary with photos or illustrations each week.