

It's Good to Share

GOALS

Comprehension

Discuss possible reasons for the author to write this text, e.g. passion for gardening; to share information; to stimulate interest.

Vocabulary

Focus High-frequency Words: back, eat, good, much, old, out, some, very

Focus Content Words: apples, carrots, gate, lemons, lettuces, sign, strawberries, street, table, tomatoes

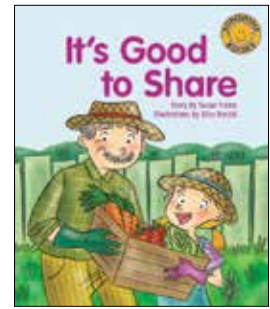
Phonics

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

Words to Blend and Segment: freeze, fridge, fright, front, frown

Fluency

Model fluent reading of a section of the text for students to repeat.



Vanessa and Grandad have so many vegetables they decide to share them with the neighbours.

Before Reading

- Have students look at the back cover. Ask: What are they doing? Why is it good to share? What do you share? What else could you share?
- Read the title and the names of the author and illustrator. Read the title together. What could the title mean?
- Together look at the cover picture. Ask: What are the people doing in the picture? Do you think these vegetables are for sharing?
- Is this a fiction or a nonfiction book? How do you know? What is the difference?
- Help students to use the title and 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 *apples, carrots, gate, lemons, lettuces, sign, strawberries, street, table* and *tomatoes* 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, ask: What is Vanessa doing? Find the tricky words *grandad, summer, vegetables, planted, ready, tomatoes* and *lettuces* to confirm. Break them into chunks or syllables, e.g. *gr-an-dad*. Make sure the words look right, sound right and make sense. Read the sentences together. Find Grandad's house on the title page.
- On pages 4-5, ask: What was Vanessa's perfect idea? Grandad thought it would be good to give away the vegetables, too. Look for the words *perfect, disappears* and *table* in the text to confirm. Read the words 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.

After Reading

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

- Do you think Vanessa did the right thing changing the sign? What would you have done in a similar situation? What type of genre is this story? Do you think it is based on a true story?
- Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea.
- Reread the story together. Be aware of the punctuation marks. Change your voice for the characters and notice the punctuation.
- Reread page 3, focusing on the punctuation. Discuss the purpose of the capital letters, full stops, commas, speech marks and question marks. Demonstrate how reading without punctuation marks sounds and then repeat, acknowledging the difference when you use them. Notice how the meaning becomes clearer when punctuation marks are observed.
- Discuss possible reasons for the author to write this text, e.g. passion for gardening; to share information; to stimulate interest.

Phonics

- Write the words *freeze, fridge, fright, front, frown* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *fr-eeze, freeze*. Read them together and talk about the meaning of each. Students think of more fr words to add to the list, e.g. fragile, frowns, free, frost, freezing, frozen.
- What do students notice about the word *neighbours* on page 12? It has a silent gh in the middle) What other words have a silent gh? (light, bright, night)
- On page 4, students explain the meaning of *disappears* on page 4. What is the opposite? (appears) Explain that dis- is a prefix meaning the opposite. They think of other words with the dis- prefix, e.g. discontinue, disagree.

Word Study

- Talk about the words *back, eat, good, much, old, out, some, very*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book, e.g. *back* means has returned on page 16.
- Ask students what they notice about the meaning of the words *perfect, wonderful, splendid* in the book. They all mean really good or nice. They are synonyms. Who uses these words in the book? (see pages 6, 8 and 10)
- Have students find the word *we'll* on page 6. Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (we will). Discuss how contractions improve the story by making it more natural, like the way we speak.

Fluency

- Model fluent reading of a section of the text for students to repeat.

Writing

- Students make a setting/characters/events summary of the story. They use this to re-tell the story to the class.
- Students continue the story. They decide what happens next and write a new ending.
- Find a recipe for vegetable soup. Bring seasonal vegetables to school to make the soup. Students follow the instructions. When cooked, the class can share for lunch.