

Munch! Munch! Munch!

GOALS

Comprehension

Discuss the meaning of the number words.

Relate them to pictures in the story.

Vocabulary

High-frequency Words: in, one, big, a, have, are, little

Content Words: three, bananas, hanging, bunch, gorilla, four, carrots, lying, rabbit, five, children, crocodile, lunch, munch, crunch, goes

Phonemic Awareness

Identify and make rhyming words

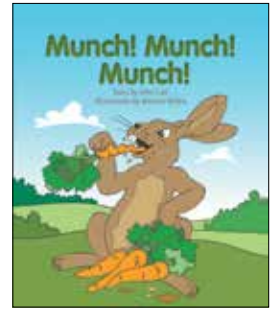
Phonics

Letters and Sounds: g

Words to Blend and Segment: fat, fin, fan, fog, fit

Fluency

Model fluent reading of a section of the text, emphasising rhyming words, for students to repeat.



The animals and the children are all eating lunch.

Before Reading

- Read the title. Discuss the meaning of the title and the exclamation marks. Then reread the title. Students listen to the sound of the words as you say them. Ask: Do they sound like the noise you would make when eating? Read the names of the author and illustrator to students.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What is the rabbit eating? How does the title relate to the picture? Look at the title page illustration. Does this give you any more clues? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the meaning of number words on each page. Relate them to the pictures in the story. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 2 have students look at the picture and count the bananas. Read the words together.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together. Ask: Did you laugh when you read the ending? Why is it funny?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Was this a clever idea that the author thought of to make a funny ending?
- Reread the story together. Notice the rhyming words at the end of each page, e.g. *bunch, munch, crunch, lunch*.
- Ask students to retell the story using the pictures on each page as a guide.
- Act out the story with a reader and students taking the parts of the animals and children.

Phonemic Awareness

- Identify and make rhyming words. Students identify rhyming words as they listen to the story being read to them. Then they repeat the rhyming words, e.g. *lunch, munch, bunch, crunch*.
- Students think of new rhyming words to repeat, e.g. fat, cat, rat, bat; big pig, wig, fig; in, bin, tin, fin, din.

Phonics

- Discuss the name and sound of the letter f. Have students listen as you say words that start with /f/, emphasising the /f/ sound. They repeat after you.
- Write cvc words *fat, fin, fan, fog, fit* on the board to practise blending and segmenting the sounds together as a group.
- Illustrate using alphabet letters or magnetic letters for *fat* /f/ /a/ /t/, touching them as the sounds are made for the word *fat*.

Word Study

- Talk about the words *are, one, big, in, little, have*. Print the flash cards from the inside front cover. Read them together. Ask students to locate these words in the text.
- On a piece of paper, students draw a picture from the story. They find and write the words in the story to match the picture and read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text, emphasising the rhyming words, for students to repeat, e.g. *lunch, munch, bunch, crunch*.
- Model reading pages 14–15 with expression for the words inside the speech marks and for the exclamation marks. Students repeat after you.
- Choral read the story together emphasising the rhyme and rhythm.

Writing

- Students write a new story about eating. They draw a picture first, then write the story, e.g. *I eat one big lettuce. Crunch! Crunch! Crunch!* Draw the word *crunch* as shape words in bold print in the illustration.

Home/School Link

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