

### Strand: Energy

### Theme: Food

**Purpose for Reading:** To develop an understanding that people eat healthy food for energy and enjoyment.

**Comprehension Strategies:** Making connections to self and text, making inferences.

#### Vocabulary

*Dictionary Words:* apple, bread, marshmallows, popcorn, turkey, watermelon

*High-Frequency Words:* like, this, we

#### Before Reading

- Discuss food with the students. Ask them which foods they eat most. Have them suggest why they eat and what would happen if they didn't eat. Invite volunteers to say which foods they like best.
- Read the title and have the students look at the cover photo. *What food are these children eating?* Turn to the title page and discuss what these girls are eating.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read the picture dictionary with the students. Discuss each photo. Identify the foods. Invite the students to say which of these foods they have eaten and which they haven't. Ask which foods they liked and which they didn't like.

#### Take a Photo Walk

- Pages 4–5: Ask the students to look at the photo and say what the children are eating. Read the label together. Ask the students where apples come from.

- Pages 6–7: Have the students look at this photo and suggest what the occasion might be. Read the dictionary word. Invite the students to search the photo to see what else this family is eating on this occasion.
- Pages 8–9: Read the dictionary word together. Ask the students what these children are doing while they are eating popcorn.
- Pages 10–11: Invite the students to say what these children are eating. Read the label together. Ask the students when they eat bread. Is the bread they eat like the bread in the photo?
- Pages 12–13: Read the dictionary word with the students. Ask the students if they know what a whole watermelon looks like. *How do watermelons grow?*
- Pages 14–15: Read the dictionary word with the students. Have the students discuss the photo. *What are the people doing with the marshmallows?* Invite volunteers to talk about an occasion on which they toasted marshmallows.

#### Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students. Remind them to point to the words as they read.
- Ask the students to continue reading the book independently. Remind the students to check the

photos as they read. Provide support where necessary.

## After Reading

### Comprehension

- Discuss occasions when the students have eaten the foods mentioned in the book. Ask if they eat these foods daily. Which foods do they eat on special occasions? Which foods do they eat at particular times?
- Discuss the concept of energy and food. Ask the students if they know that they need food to provide them with the energy they need to do the things they do.
- Develop the concept of healthy and unhealthy food. List the foods under the headings *Healthy Food* and *Unhealthy Food*.
- Discuss with the students why they think the author chose those foods to write about. *Which other foods could she have put in the book?*

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *we* in the text. Find, point, and say the word quickly on another page, then another. Together, write an experience chart for the word *we*, using food that the students like, e.g. We like cookies. We like vegetables. Ask volunteers to circle the word *we*. Add *we* to a high-frequency word chart or word wall.
- Discuss the compound word *watermelon*. Explain to the students how knowing each small word in a compound word helps them understand the meaning. Provide other easy examples, such as *into*, *nighttime*, and *outside*.
- Write the dictionary words on the board or a large

sheet of paper. Invite the students to suggest words to describe the food, e.g. Apple – round, red, green, crunchy. Marshmallows – white, pink, round, soft, sweet. Make word webs around each food.

### Oral Language

- Have the students work with a partner to ask and answer questions about their favorite foods.

For example,

What is your favorite food?

What does it look like?

What does it taste like?

When do you eat it?

### Writing

- Have the students draw themselves and a friend eating food. Have them copy and complete the sentences under their pictures.

We like \_\_\_\_\_.

It is our favorite food.

### Creative Extension Activities

- Read the traditional tale *The Little Red Hen*.
- Go on a class visit to a food shop, e.g. bakery, supermarket, deli. Write about the visit.
- Make sandwiches with the students and enjoy a shared lunch together. Make a chart describing the sequence you used to make your sandwich, e.g. We got some bread. We put butter on it. We put some tomato on the butter.

### Independent Follow-Up Activities

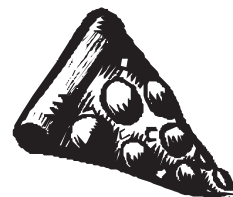
- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

What do you like to eat?

Copy the words.

Draw pictures in the boxes.



I like eating

\_\_\_\_\_

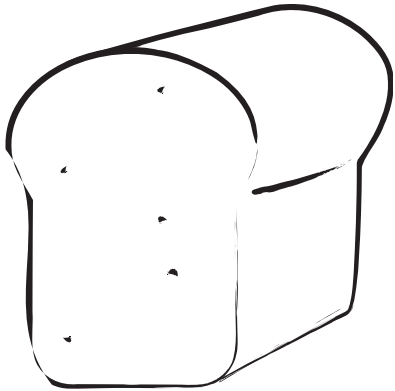
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Name: \_\_\_\_\_

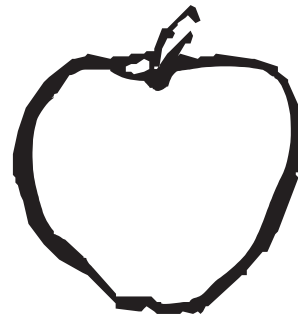
Draw a line from the food to the word.

marshmallow

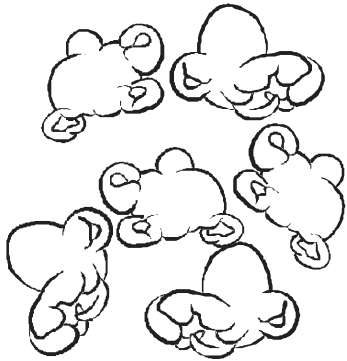


apple

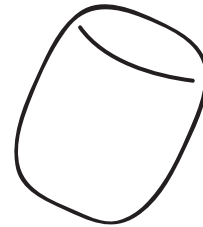
popcorn



bread



turkey



watermelon

