

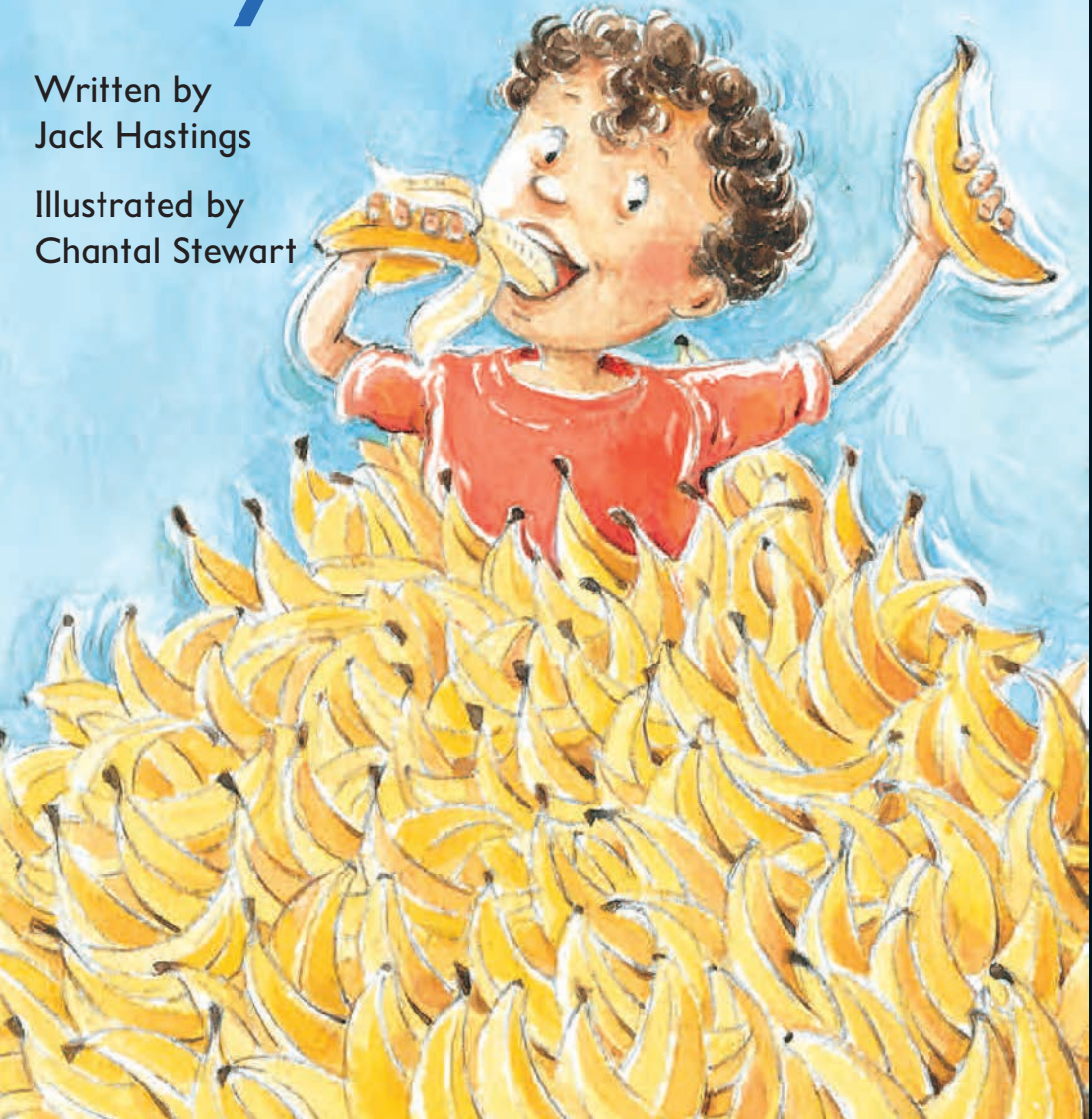
Billy Banana



alphakids

Written by
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Illustrated by
Chantal Stewart



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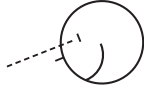
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- Number words are included.
- An example of a written list is included.
- Colour illustrations support and extend the text.

Vocabulary

bananas, Billy, birthday, dad, five, four, friends, grandma, grandpa, milk shakes, mother, pancakes, sandwiches, school, splits, three, two

Setting the context

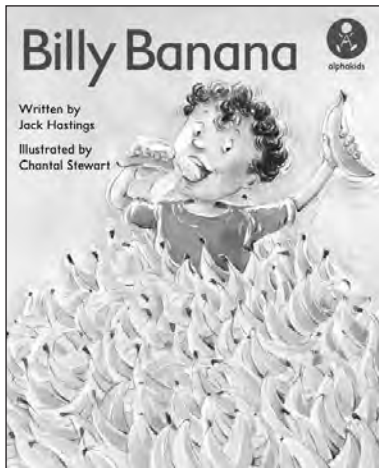
Who likes bananas?

How do you like to eat them?

What are some other ways to eat bananas?

Introducing the book

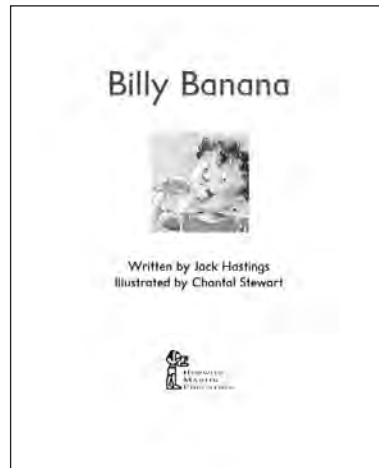
This book is about a boy called Billy, who liked bananas so much that he didn't want to eat anything else.



Front cover

What is unusual about the picture on the front cover? Could someone really eat this many bananas?

What do you know about Billy from looking at the front cover?



Title page

Read the title together.

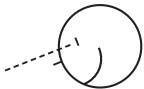
Point out the names of the author and illustrator. Briefly discuss the roles of each.



Talkthrough

Look at the picture. What is Billy's mother trying to do? What is Billy doing? His grandma says that he'll start to eat other food soon, but what is she feeding him?

Do you have a baby brother or sister? What do they like to eat?



Observe and support

Do the children check what they read with the phonic information on the page? Point out a word such as 'grandma', and ask the following questions:

How did you know what that word was?

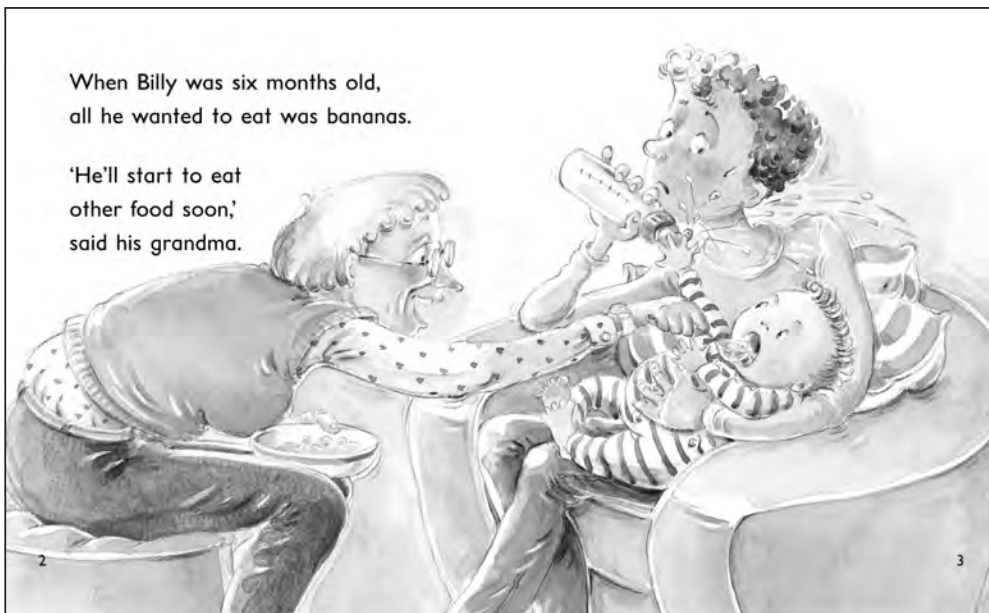
What did you check at the start of the word?

What did you look for at the end of the word?

What else did you check?

When Billy was six months old,
all he wanted to eat was bananas.

'He'll start to eat
other food soon,'
said his grandma.



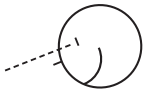


Talkthrough

Now Billy is two years old. What do you think he wants to eat?

How can you tell?

What does his dad mean when he says, 'He'll grow out of it'?



Observe and support

Do the children integrate a range of cues when reading?

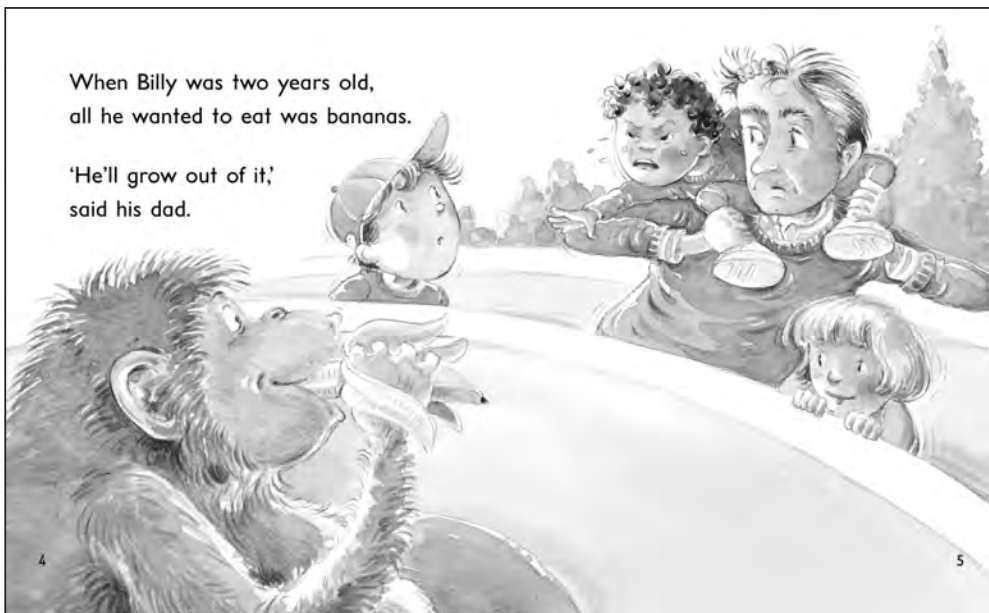
Point to a word that the child has read correctly.

Does that make sense? How do you know?

Does it look right?

When Billy was two years old,
all he wanted to eat was bananas.

'He'll grow out of it,'
said his dad.



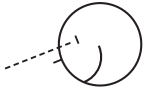


Talkthrough

Now Billy is three years old. What does his mother try to give him with his bananas?

Does he eat the peas?

What might his mother be feeling when she says, 'Oh no!'?



Observe and support

Can the children identify an exclamation mark and explain what it is used for?

Can you point to the exclamation mark?

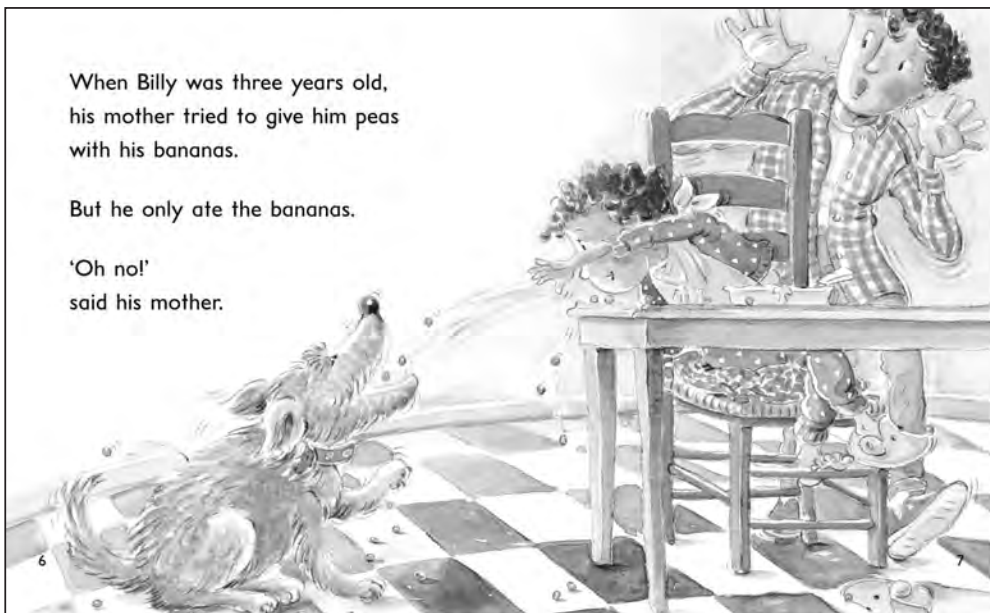
What does it tell you when you are reading?

How should your voice sound when you read this sentence?

When Billy was three years old,
his mother tried to give him peas
with his bananas.

But he only ate the bananas.

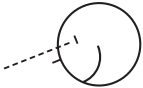
'Oh no!'
said his mother.





Talkthrough

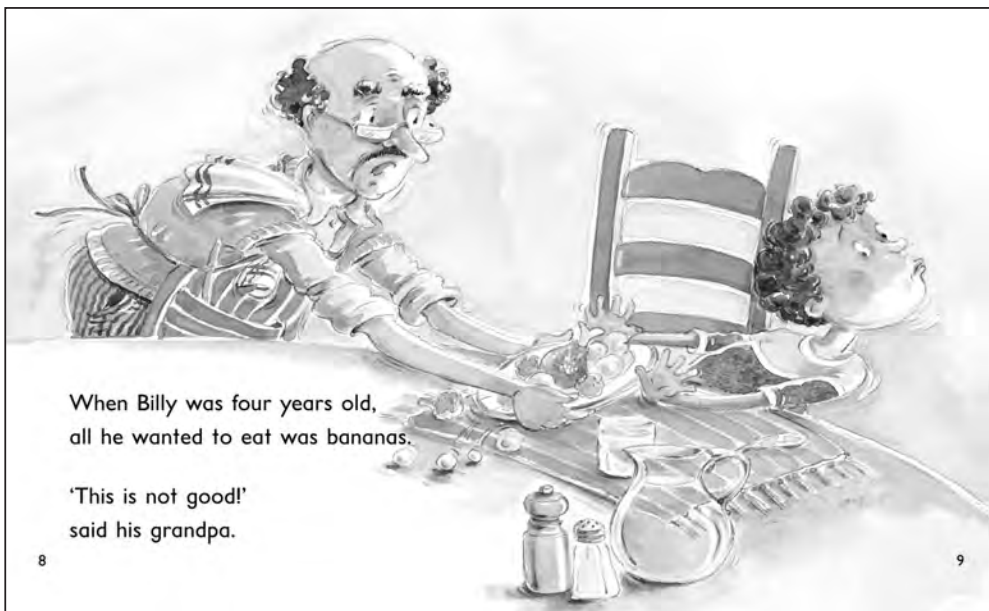
Now Billy is four years old. What does his grandpa try to feed him? Why? What does Billy do?



Observe and support

Can the children interpret the text?

What does Billy's grandpa mean when he says, 'This is not good!'?



When Billy was four years old,
all he wanted to eat was bananas.

'This is not good!'
said his grandpa.

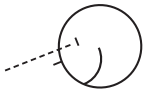
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Talkthrough

Now Billy is five years old. Look closely at the picture. Where is he? What do you think he has for lunch every day? What do his friends say?



Observe and support

Can the children read the text fluently?

Model reading a passage of the text to the children.

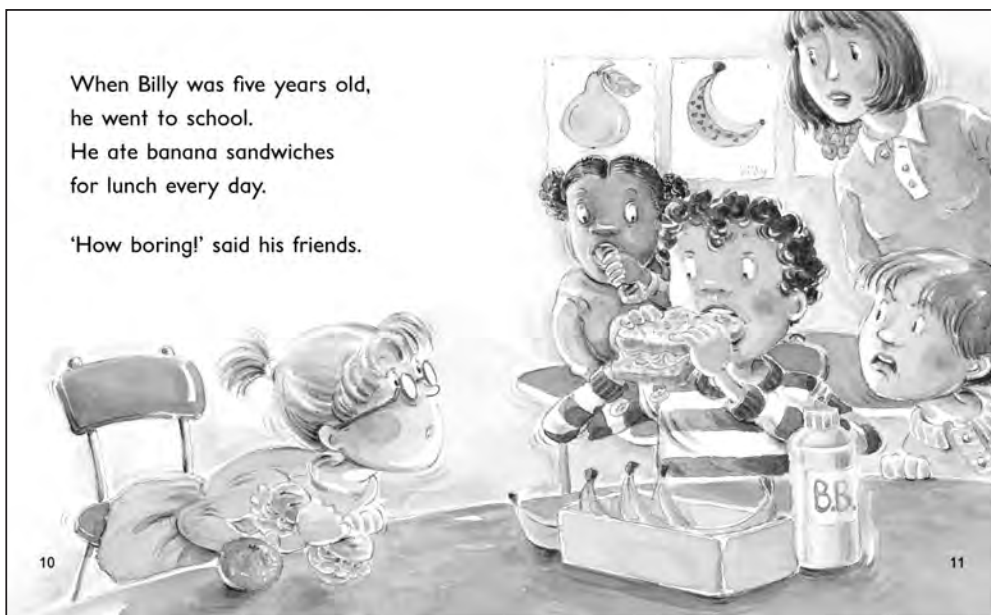
Have them read it with you.

Can you make it sound like I do?

Have the children read the text by themselves.

When Billy was five years old,
he went to school.
He ate banana sandwiches
for lunch every day.

'How boring!' said his friends.

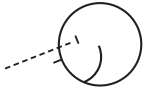




Talkthrough

What is Billy's mother doing?

The book says that his mother knows what Billy wants for his birthday party. What do you think she will make?



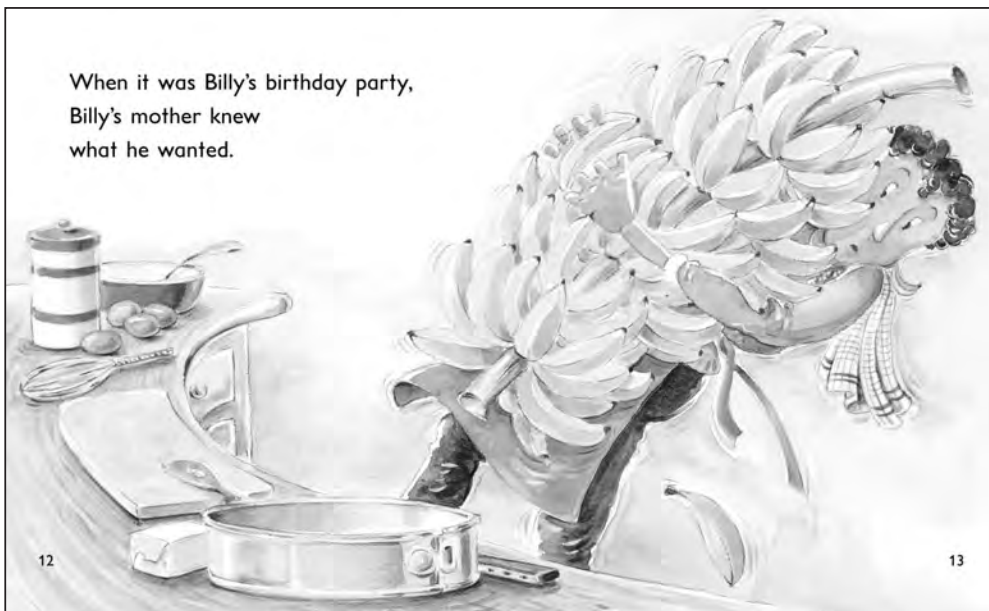
Observe and support

Do the children use a range of strategies to work out new vocabulary?

How did you work out the word 'birthday'?

Can you see some words you already know in 'birthday'?

When it was Billy's birthday party,
Billy's mother knew
what he wanted.



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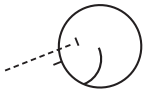
Talkthrough

What has Billy's mother made? Was your prediction correct?

Does the food made from bananas look yummy?

What have you learned about Billy? Do you like him?

Would someone really only eat bananas?



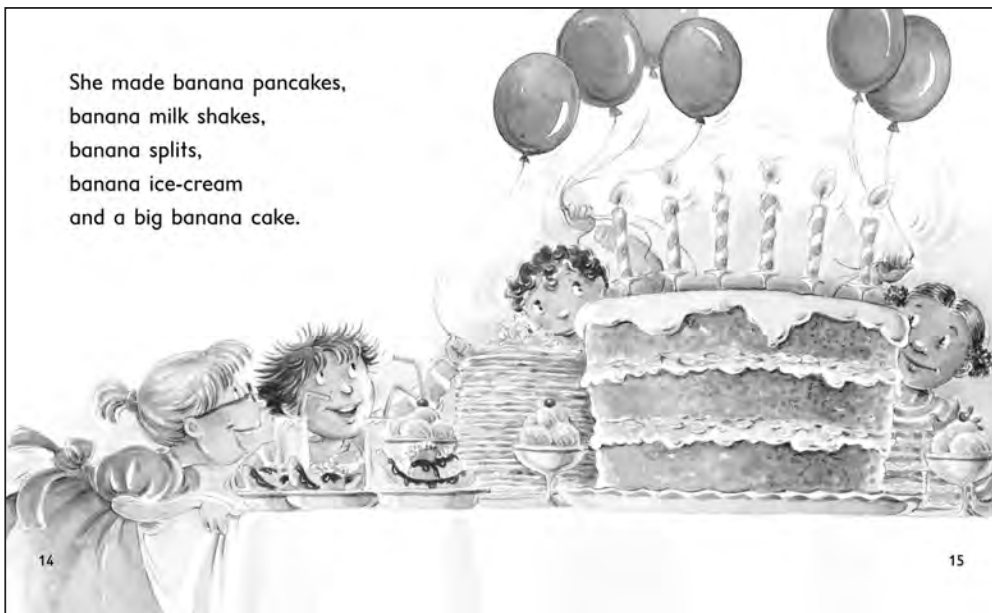
Observe and support

Do the children check a range of information on the page to assist with problem solving?

When you looked at the picture before you read the page, what were you looking for? How did that help you?

What else did you check?

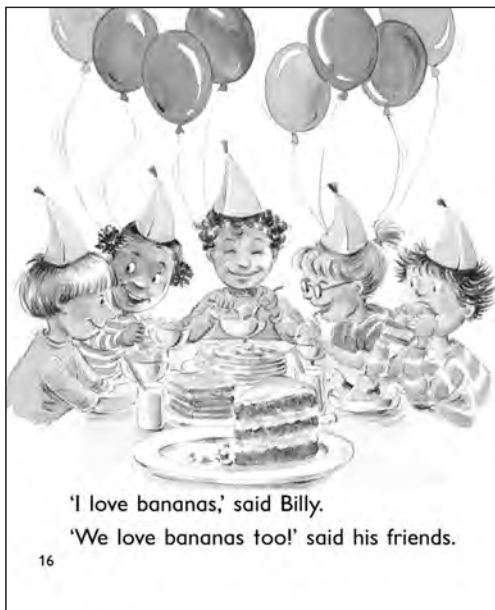
She made banana pancakes,
banana milk shakes,
banana splits,
banana ice-cream
and a big banana cake.





Talkthrough

Do you think Billy's friends like bananas? How can you tell?



After reading

Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions:

What does Billy like to eat?

Why does Billy's dad say, 'He'll grow out of it'?

Does Billy grow out of it?

Could anyone really like bananas as much as Billy?

Being a code breaker

Explore the following language features:

- High-frequency words: a, all, and, big, for, give, he, his, how, in, is, it, no, of, only, out, said, then, this, to, too, was, we, went, what, when, yes.
- Hearing sounds: the children can be asked to listen for the /b/ sound at the start of words: big, Billy Banana, birthday, boring.

Being a text user

Refer to the text when discussing these questions.

Did you like this book? Why or why not?

Who would you recommend this book to?

Being a text critic

Why do you think the author called the boy Billy?

How would the text change if the boy had a different name?

Responding to text



The children could work in cooperative groups to practise and perform a readers' theatre of the book.



Ask the children to select their favourite illustration in the book and to study it closely. Then get them to write down all the things they know about the story from the picture that are not written in the text. Have a class discussion about the job of an illustrator.



The children could list and illustrate words from the book that start with /b/. They could browse through other familiar texts to add to their lists.

Writing

The children could write a book called *101 Things to Make With Bananas*. Their ideas could be collated to make a class book.

Assessment

Can the children:

- identify the words that indicate that the story is in the past tense?
- interpret the text to explain whether or not the story could be true?



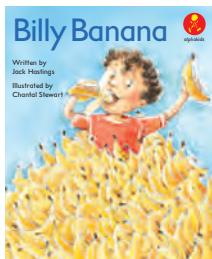
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Food

Curriculum link: SOSE

Text type: Narrative

Reading level: 11

Word count: 154

High-frequency words: a, all, and, big, for, give, he, his, how, in, is, it, no, of, only, out, said, then, this, to, too, was, we, went, what, when, yes

Vocabulary: bananas, Billy, birthday, dad, five, four, friends, grandma, grandpa, milk shakes, mother, pancakes, sandwiches, school, splits, three, two

Possible literacy focus

The language used to indicate the past tense: ate, when, was, etc.

The features of a narrative.

Summary

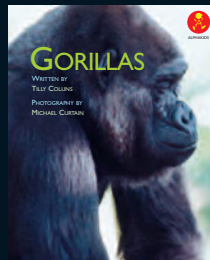
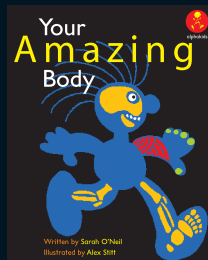
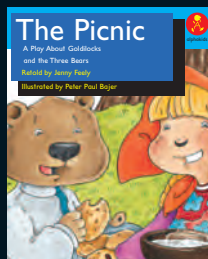
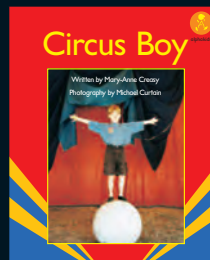
This book is about a boy who loves bananas so much that he doesn't want to eat anything else.

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Other books at this level



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