

# My Dinner



Written by Rosalind Cumming



Photography by Michael Curtain

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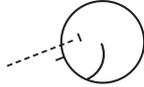
## How to use this book

### 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 12 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

- The text is repetitive and is supported by colour photographs.
- The sentence form: 'I can eat all my ...'

## Vocabulary

carrots, corn, dinner, ice-cream, peas, potatoes, sausage

## Setting the context

Talk with the children about what they ate for dinner last night.

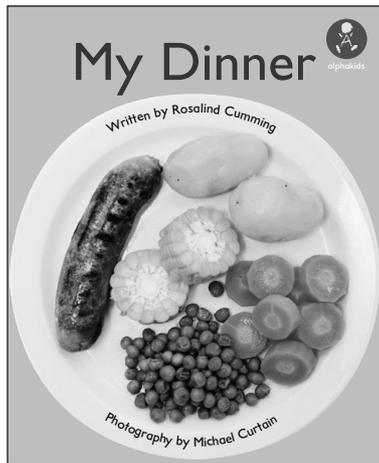
*What did you have for dinner last night?*

*What did you eat first? What did you eat next? What did you eat last?*

## Introducing the book

*This book tells us about what a boy ate for dinner.*

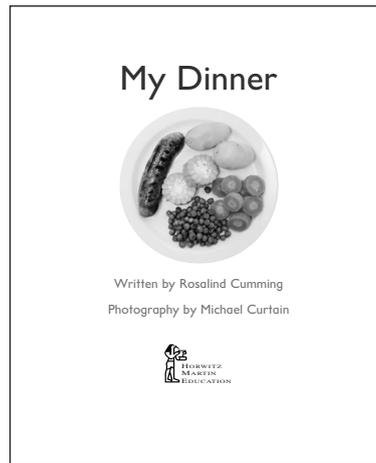
Turn through the book, ensuring that the children can identify all the different foods.



## Front cover

Look at the food on the plate.

*What is the boy going to eat? Do you eat any of these foods for your dinner? What is your favourite vegetable?*



## Title page

*What is this book called? What do you notice about these words?*

Point out that both words begin with a capital letter.



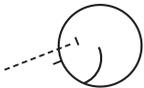
## **Talkthrough**

*What is the boy eating? Can you find the word 'potatoes'? What helped you to find the word?*

Point to the photograph on page 2.

*How are these potatoes different from the potatoes on the boy's plate? What has been done to them?*

Discuss how many vegetables need to be washed, peeled and cooked before they can be eaten.



## **Observe and support**

Do the children use visual information to help them locate a word?

*Can you find the word 'potatoes'? I liked how you looked closely at the beginning of the word to check that it started with the sound 'p'.*

I can eat  
all my potatoes.



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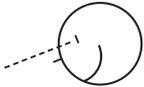


### **Talkthrough**

*Now the boy is eating another vegetable. What is he eating this time?*

*Point to the photograph on page 4.*

*What needs to be done to the carrots before the boy can eat them?*



### **Observe and support**

*Can the children use the photographs to help them with unknown words?*

*What helped you to work out any words you didn't know?*

I can eat  
all my carrots.



4



5



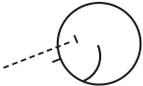
## **Talkthrough**

*What is he eating now?*

Ask the children to point to the new word on this page and tell you the word as well.

Point to the photograph on page 6 showing the peas still in their pod.

*This is the way that peas grow on the plant. What is this part of the plant called?*



## **Observe and support**

Are the children able to match the words that are spoken with the words in the text?

*Can you read this page to me? You stopped reading. What did you notice? How did you fix it?*

I can eat  
all my peas.



6

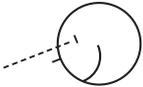


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### **Talkthrough**

*Look at the boy's plate now. What has he already eaten?  
Point to the word 'all'. Ask the children to tell you  
what they notice about this word – it has double  
letters.*



### **Observe and support**

*Do the children understand what they are reading?  
What is the boy eating here?*

I can eat  
all my sausage.



8



9

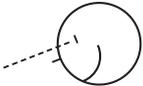


### **Talkthrough**

*The boy is now eating the very last food on his plate.*

Point to the photograph on page 10 showing the corn on the cob and wrapped in leaves.

*What does this photograph show? This is how we pick corn.*



### **Observe and support**

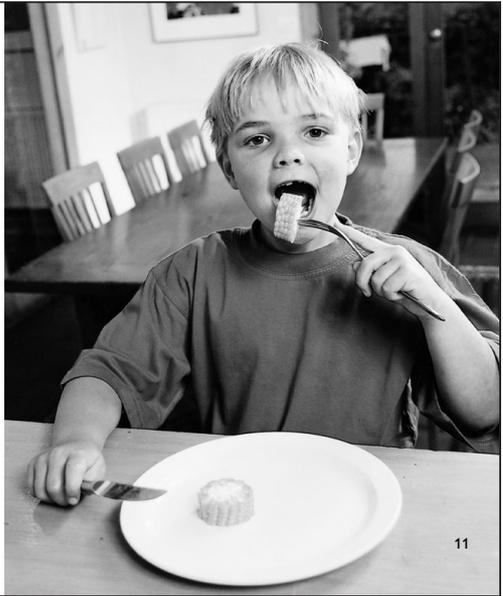
Do the children read in a phrased manner?

*Can you read these words in a group?*

I can eat  
all my corn.



10



11



## Talkthrough

*What is the boy eating now?*

*Why is he eating ice-cream?*

*Point out the hyphen in the word 'ice-cream'.*

*'Ice-cream' is made up of two words.*

*What are they?*



I can eat  
all my ice-cream.

12



## After reading

### Being a meaning maker

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

*What does the boy eat first?*

*What does he eat next?*

*Does he eat all of his food?*

*Why does he eat ice-cream last?*

## Being a code breaker

Explore the following language features:

- Words that rhyme with ‘can’: ban, fan, man, pan, ran, tan, van.
- Words that rhyme with ‘all’: ball, call, fall, hall, tall, wall.

## Being a text user

Refer to the text when discussing these questions:

*What type of book is this?*

*What kind of information does it provide?*

*Is it useful information?*

## Being a text critic

*Does your family eat this kind of food?*

*Do you have ice-cream last?*

*What food do you eat that is the same as this boy’s?*

*What food do you eat that is different?*

## Responding to text



Provide the children with paper plates, coloured paper, felt-tipped markers and scissors to make their favourite dinner.



Explore the following punctuation:

- Capital letters to begin sentences.

- Full stops to end sentences.

Ask the children to work in pairs, taking turns to read a sentence while the other identifies the capital letter and full stop.



Write the words ‘potatoes’ and ‘peas’ on the board. Say them to the children and ask them what sounds they can hear at the start of each word. *What letter do these words begin with?* Ask the children to think of other words that start with this letter and add these to a class list.

## Writing

Cut out and display a range of foods from supermarket advertising brochures. Label each food. Talk with the children about what they ate for dinner last night, then have them innovate on the text by writing their own book about their dinner.

## Assessment

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Can the children:

- say if what they read makes sense?
- identify the word ‘I’ in the text?



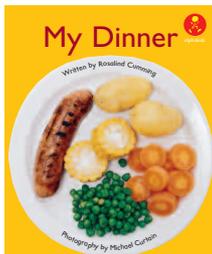
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Food

**Curriculum link:** Health and Physical Education

**Text type:** Caption

**Reading level:** 2

**Word count:** 36

**High-frequency words:** all, can, I, my

**Vocabulary:** carrots, corn, dinner, ice-cream, peas, potatoes, sausage

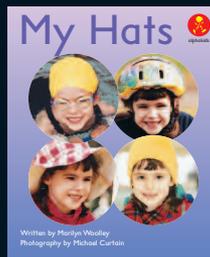
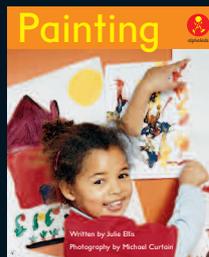
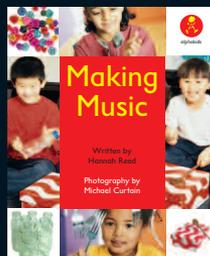
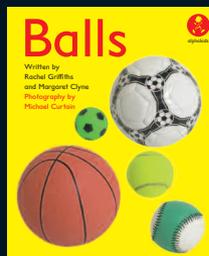
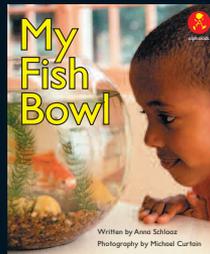
### Possible literacy focus

- Using meaning cues to solve problems when reading.
- Identifying a given word in the text; for example, 'I'.

### Summary

This book shows a boy eating vegetables and a sausage for his dinner. At the end of the meal he is treated with a large bowl of ice-cream for dessert.

Other books at this level



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