

# Sandwiches

*Written by Nicki Saltis*

*Illustrated by Julian Bruère*

## Level 2

This book is a recount about the sandwiches a boy has on each day of the week and the sandwich he makes for his dad on Saturday. It is a simple repetitive text supported by colour illustrations. There are three lines of text placed consistently on each page with two return sweeps. It uses the sentence structure: *I have a ... sandwich for my lunch on ...* The last page introduces a change to the sentence structure.

## Getting ready for reading

Make a sandwich with children or discuss any sandwiches children have for lunch today. List the fillings they like best. Ask: *Who usually make these sandwiches? What would you make if you could make the weirdest sandwich you can think of?*

## Talking through the book

You may like to introduce the book by saying: *This book is about the sandwiches that a boy has every day of the week. During the week his dad makes the sandwiches. But on Saturday the boy makes a sandwich for his dad.* Talk through the book looking at the sandwiches made each day of the week. You may like to say: *What kind of sandwich did the boy have on Monday? Yes, he had a cheese sandwich for his lunch on Monday.* Repeat for each sandwich type. Draw children's attention to the change in the text structure on page 12. You might say: *Look at the sandwich the boy made for his dad on Saturday.*

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### BEING A MEANING MAKER

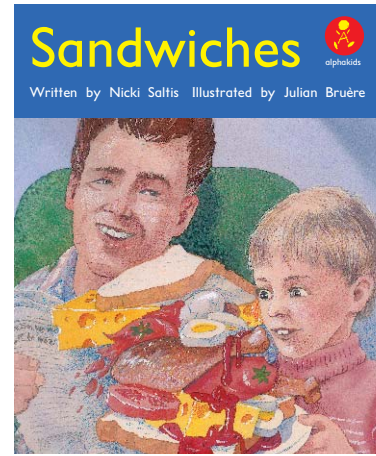
Discuss:

*What kind of sandwiches did the boy have?*

*Who made them?*

*Does the boy like the sandwiches that his dad makes for him?*

*Does his dad like the sandwich the boy makes on Saturday?*



### Check this

Teachers can observe children's emergent reading behaviours for evidence of fluent reading. Uncover one line at a time and say: *Read it all. Can you read it quickly?*

## BEING A CODE BREAKER

### Vocabulary

- High-frequency words: *I, have, a, for, my, on, dad*
- Day words: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, birthday*
- Finding words within words: *sand/wich*

### Sounds and letters

- Hearing sounds: /ch/ – *cheese, chicken, sandwich*

### Writing conventions

- Punctuation: upper case letters to begin sentences, upper case letters for days of the week, full stops

## BEING A TEXT USER

Discuss:

*Did you enjoy reading this book?*

*Would you tell someone else to read it? Why?*

## BEING A TEXT CRITIC

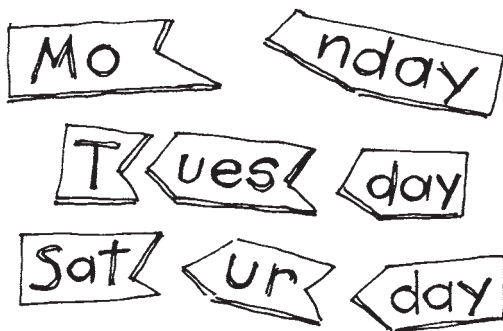
Discuss:

*Why do you think the author has the boy make the sandwich on Saturday?*

## Literacy learning centres – follow-up activities

### ☺ WORD CENTRE

Make jigsaws from the days of the week for children to reassemble and then write in order.



### 📖 BOOK-BROWSING CENTRE

Children look at other books about food including *Making Lunch, Fruit Salad* and *Ice-cream*

### ✍️ WRITING CENTRE

Children use supermarket advertisements as references for food words to write sentences about food eaten on different days of the week.