

# What's for Dinner?

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Illustrated by Liz Cogley

## Level 3

This book is a simple chant. It is a fairly repetitive text supported by colour illustrations. There is one line of text placed consistently on each page. It uses the sentence structure: *The ... asked the ...*. The final page reveals the joke.

## Getting ready for reading

Talk about what animals have for dinner. Build a chart:

Animal	Eats plants	Eats meat
Dog		✓
Rabbit	✓	
Lion		✓

Give each child a card with the name and picture of an animal from the book. They pretend to be the animal, and take turns to ask each other around the circle, *What's for dinner?* One child then retells the game from memory: *The lion asked the tiger, the tiger asked the bat ...*

## Talking through the book

You could introduce the book by saying: *This is a book where animals ask each other 'What's for dinner?'* Talk through the book focusing on animal names. *Who asked 'What's for dinner?' here? Yes. The lion asked the tiger.* You may like to point out that in the illustrations the animal doing the asking is always to the left of the animal being asked.

## 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.

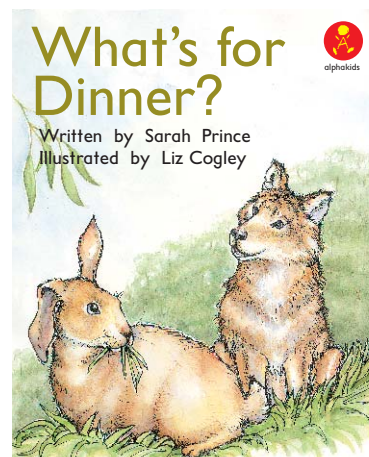
### BEING A MEANING MAKER

Discuss:

*What did the wolf want to have for dinner?*

*Why did the rabbit jump down the hole?*

*Were the animals hungry?*



### Check this

Teachers can observe children's emergent reading behaviours for evidence that they can check their predictions. For example, if the child says *bat* instead of *tiger*, a prompt could be:

*Check the beginning of the word.*

## BEING A CODE BREAKER

### Vocabulary

- High-frequency word: *the, for, asked*
- Word families: *cat – bat, fat, flat, mat, pat, rat, sat, that*

### Sounds and letters

- Hearing words: Children clap for each syllable in words:

★ ★ ★  
*li-on bat*

- Hearing sounds: medial short /a/ sound – *bat, cat, rabbit*

### Writing conventions

- Punctuation: full stops, upper case letters, question marks
- Grammar: *-ed* suffix – *asked*

## BEING A TEXT USER

Discuss:

*Did you like reading this book? Why? Why not?*

## BEING A TEXT CRITIC

Discuss:

*Do animals really talk to each other about what they are going to eat?*

*Would all these animals want to eat a rabbit?*

*Would you read this book to get information? Why? Why not?*

## Literacy learning centres – follow-up activities



### BOOK-BROWSING CENTRE

Provide non-fiction books and CD-ROMs about animals for children to browse.



### WRITING CENTRE

Children innovate on the text using names of children in the class. Provide a list of children in the class, and a list of meal words: *breakfast, morning tea, lunch, afternoon tea, tea, supper*.



### INTERACTIVE LITERACY CENTRE

Children make masks of animals from the book using paper plates, coloured paper and hat elastic. Children practise the text as a rap, and then perform it wearing the masks.

