

Making Lunch

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Illustrated by Bettina Guthridge

Level 5

This book is a dialogue, telling the story of two children who are too busy to help their uncle make lunch but who want to eat the lunch when it's made. There is some repetitive text supported by colour illustrations. There are up to nine lines of text to a page with return sweeps. The text uses the structure: *'I'm making ...,' said Uncle Vin. 'Who will help me?'* *'Not me,' said ... 'I'm too busy.'* The structure changes towards the end of the book.

Getting ready for reading

Ask questions such as: *Does your mum or dad ever ask you to do something and you tell them that you're too busy? What do they say? What do they do? Are you really too busy or do you just want to get out of doing what you're asked to do?*

Have children role-play a few scenarios modelled on the form of the text: *I'm washing the dishes (cleaning the bedroom, picking up the toys, making your bed). Who will help me? Not me, I'm too busy.*

Talking through the book

You might say: *In this book Uncle Vin has trouble getting Sam and Anna to help him make lunch. He tries to get them to help him make bread, but they're too busy. (Turn to the appropriate page.) He tries to get them to help him make soup, sandwiches, orange juice and fruit salad, but they're always too busy. When the lunch is ready Sam and Anna want to help eat the lunch but Uncle Vin says that they can't have any lunch because they are too busy.*

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.

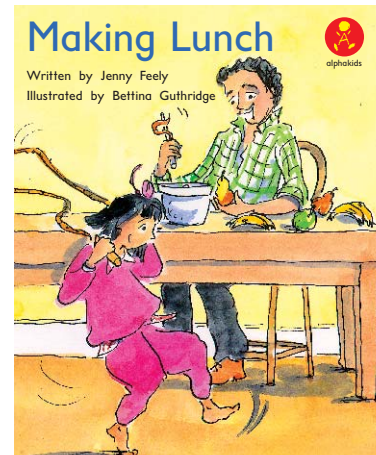
Returning to the text

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

BEING A MEANING MAKER

Discuss:

Were the children really too busy to help Uncle Vin? Why?



Check this

Teachers can observe children's emergent reading behaviours for evidence that the child can correct errors. A prompt to promote this is: *That was almost right. Can you find the bit that was hard for you?*

Why did Uncle Vin say that the children were too busy to eat lunch? What lesson was he trying to teach them?

Do you think the children learned their lesson and would help next time?

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *I'm, said, you, me, too, will, not, can, and, were, make, to, who*
- Word families: *not – hot, cot, rot, dot, plot, got, pot, spot*
- Homophones: *too / to / two*

Sounds and letters

- Hearing words: Children clap for each word in a sentence.

★ ★ ★

I'm too busy

- Hearing sounds: /oo/ – *who, too, you*

Writing conventions

- Punctuation: speech marks, commas, question marks, upper case letters for names and start of sentences, full stops
- Grammar: contractions – *I'm / I am*; direct speech

BEING A TEXT USER

Discuss:

What could you learn by reading this book?

BEING A TEXT CRITIC

Discuss:

What is the author trying to tell us about helping others?

Literacy learning centres – follow-up activities



BOOK-BROWSING CENTRE

Related books: *Sandwiches, Fruit Salad, The Little Red Hen*



INTERACTIVE LITERACY CENTRE

Children work in cooperative groups of three to prepare a readers theatre of the text.



WORD CENTRE

Children play Snap or Concentration using the high-frequency words: *I'm, said, you, me, too, will, not, can, and, were, make, a, to.*

ABC ALPHABET CENTRE

Children group pictures from magazines or catalogues by initial letter or according to common letter clusters within the words.