

Name: _____ Date: _____

High frequency words

- Write the words in the correct boxes by looking at the size of the letters.

did	sit	stop	with	yellow
came	hiding	like	will	

did	sit	stop	with	yellow
came	hiding	like	will	

did	sit	stop	with	yellow
came	hiding	like	will	

did	sit	stop	with	yellow
came	hiding	like	will	

did	sit	stop	with	yellow
came	hiding	like	will	

Main teaching focus
High frequency words: Visual recognition of high frequency words.

Other teaching focus
Phonemic awareness: Recognizing beginning sounds of words.

Teacher's notes
Children look closely at the shape of the letters in the high frequency words. They write the words into the boxes where the letters fit.

Oral Reading Record

Name: _____ Age: _____ Date: _____

Text: *Bananas in My Tummy* EIL: 7 GRL: E Running words: 109

Summary: _____

Oral Reading Record: text © Upload Publishing Pty Ltd 2011 This page may be photocopied for educational use within the purchasing institution.

Page no.		E	SC	Errors MSV	Self-corrections MSV
2	Min Monkey is hiding in the banana tree.				
4	“Grandpa Tut cannot see me,” he said. “I will eat 5 yellow bananas. I like yellow bananas.”				
6	Min Monkey did not stop eating the bananas. “Oh, no!” said Min Monkey. “The yellow bananas are going up and down in my tummy.”				
8	“Min Monkey!” shouted Grandpa Tut. “Where are you?” “I am in the banana tree,” said Min Monkey. “The yellow bananas are going up and down in my tummy. Oh! Oh! Oh!”				
10	“You silly little monkey,” said Grandpa Tut. “Come down here and sit with me.”				
12	Min Monkey came down.				
14	“My tummy is good,” said Min Monkey. “I will eat 10 yellow bananas!”				
Totals					



Bananas in My Tummy



EIL: 7 GRL: E Fiction Word count: 125 Text type: Narrative

High frequency words introduced: did, sit, stop, with, yellow
High frequency words consolidated: came, hiding, like, will
Program links: *Bananas in My Tummy* E-Book, Digital Poster ‘I’m a Little Monkey’
Chocolate Banana Pops (nonfiction)
Curriculum link: me/family, animals
Story summary: Min Monkey hides up in the tree and eats five bananas. Then he has a tummy ache, and Grandpa Tut tells him to come down from the tree.

Getting started

- Talk about bananas. Ask, *Have you eaten bananas before? What do they taste like? Are they hard or soft to eat?* Have a banana for children to look at and talk about. Have children role-play peeling and eating a banana. Talk about animals that like to eat bananas.
- Ask, *Where is your tummy? What is another word for ‘tummy’?*
- Have children retell about a time when they felt sick in their tummy. Ask, *Have you ever eaten too much of something and then had a sore tummy?* Talk about what makes you feel better when you are sick.

pages 10–11: Ask, *Why is Min Monkey a silly little monkey? What is he coming down from? Who should he sit with?*
 pages 12–13: Ask, *What has Min Monkey come down from?*
 pages 14–15: Ask, *Does Min Monkey still look sick? How many bananas do you think he wants to eat now?*
 page 16: Ask, *Why wouldn’t Grandpa Tut let Min Monkey eat more bananas? Where are they going?*

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you see any words you know in the title? Can you find the word ‘bananas’? How many letters are in that word?* Discuss the illustration on the front cover. Ask, *What do you think is going to happen in the book?* Have children predict what words might be in the text.
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.
 pages 2–3: Ask, *Where is Min Monkey hiding? What type of tree is Min Monkey in?*
 pages 4–5: Ask, *Can Grandpa Tut see Min Monkey? How many bananas is Min Monkey holding? How many bananas is he going to eat? What color are the bananas? Do you think Min Monkey likes yellow bananas?*
 pages 6–7: Ask, *Has Min Monkey stopped eating the bananas? Oh no! How do you think Min Monkey is feeling? Why do you think he is feeling sick? What would be going up and down in his tummy?*
 pages 8–9: Ask, *Who is Grandpa Tut looking for? Where is Min Monkey? What is going up and down in his tummy?*

Reading the text

- Have children read independently. Focus on meaning, structure, and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense?* Encourage children to go back and self-correct.
- Ask children to predict what will happen on the next page and how the story might end.
- Have children relate the text to their own experiences. Ask, *Have you eaten too much food before? What happened when you felt sick?*
- Talk about the characters and their role in the story.
- Have children retell the story in their own words.
- Ask inferential questions such as: *Why was Min Monkey hiding? Why do you think Min Monkey wanted to eat so many bananas? Did Grandpa Tut know that Min Monkey was eating all the bananas? Why was it a silly idea for Min Monkey to eat more bananas?*

After reading

Focus on meaning, structure, and visual cues that children found difficult while reading. Discuss strategies and provide opportunities for children to consolidate specific skills. For example, if children had difficulty with the word ‘tummy’, discuss strategies such as sounding out, re-reading, or looking at the illustrations.
 Choose from the following activities.

Comprehension

- *Cause and effect:* Discuss how when things happen in a story they can cause something else to happen. Draw a picture of Min Monkey eating all the bananas. Ask, *What was the effect of Min Monkey eating all the bananas?* Draw a picture of Min Monkey feeling sick. Draw an arrow from the first picture to the second and talk about how the first event caused the second event to happen. Discuss other causes and effects in the story. Have children complete **BLM 1** (page 3), cutting out the 'cause' and 'effect' pictures and pasting them together.
- *Recall:* Flip through the book and encourage children to role-play the events. Ask literal questions, such as, *How many bananas did Min Monkey eat? What was Min Monkey hiding in? What did Grandpa Tut say to Min Monkey when he found him? When did Min Monkey feel better?* Have children refer to the text if necessary.

Phonological awareness/Graphophonics

- Discuss the initial digraph 'ch'. Talk about the sound made when these letters are next to each other. Have children identify words in the text that contain 'ch'. As a group, brainstorm and record other words that begin with 'ch'. Have children complete **BLM 2** (page 4), coloring in the pictures that start with 'ch'.
- Identify 'shouted' in the text. Talk about the initial digraph 'sh' and how when these letters are next to each other we sound 'sh' and not 's-h'. As a group, think of and record other 'sh' words.
- Talk about how the suffix 'ing' changes the way we read the word. Have children find 'hiding' in the text. Cover the word so that only the 'ing' suffix is showing. Talk about the sound made by these letters together. Brainstorm other words that end with 'ing', and have children practice reading the 'ing' suffix.
- Talk about the consonant blend 'tr'. Ask children to find the word in the text that begins with these letters. Discuss the strategy of blending the 'tr' together when reading the word rather than sounding the letters separately. Have children think of other words that begin with 'tr'. Repeat for 'st' and 'gr'.
- Find 'banana' in the text. Say, *This word begins with the sound 'b'. What can you see in the picture that starts with 'b'?* Discuss the strategy of using the initial sound of the word and the illustration to help read words in the text.
- Discuss the strategy of blending sounds. Write 'an' on the board and explain the strategy of sounding 'an' rather than 'a-n'. Repeat for 'ot', 'om', 'op', 'um', and 'up'. Have children practice blending these sounds and find words in the text with these sounds.
- Find 'tree' in the text. Talk about how this word can be sounded out by breaking it into chunks ('tr-ee'). Discuss the vowel digraph 'ee' and the long 'e' sound these letters make together. Brainstorm and record other 'ee' words.

Vocabulary

- *Visual recognition of high frequency words:* 'did', 'sit', 'stop', 'with', 'yellow', 'came', 'hiding', 'like', 'will'. Write the words onto cards (one word per card) and show them to children as flash cards. Encourage them to recognize and read the words.
- Write the high frequency words on the board and talk about the size of different letters, e.g. 'd' is a tall letter; 's' is a small letter and 'y' has a tail. Have children complete **BLM 3** (page 5), writing words into shape boxes.

Fluency

- Talk about the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other smoothly and without stopping.

Text conventions

- *Book features:* Have children talk about what is on the front cover of the book. Discuss how it shows the title, author, and illustrator. Ask children to design a new front cover, including the author, illustrator, and title.
- *Exclamation points:* Identify the exclamation points in the text. Talk about how we use exclamation points when we want to show something is important or exciting. Discuss how exclamation points change the way we read a sentence. Ask children to practice changing their tone when reading sentences with an exclamation point.
- *Text emphasis/bold font:* Talk about the word 'not' on page 4 and how it is bold. Discuss how we emphasize words and use a louder voice when we read words that are bold. Have children find other bold words in the text. Encourage children to practice changing their tone for bold words when reading sentences from the text.

Writing

- Talk about the events of the story. Have children write sentences summarizing what happened. Encourage them to use words from the text in their writing.

English Language Learners

- Collect things that are yellow, e.g. material, books, pencils, toys, and bags. Talk about how these things are the same and different. Encourage children to classify the items according to their appearance and their use. Promote and support language development during discussions.

Assessment

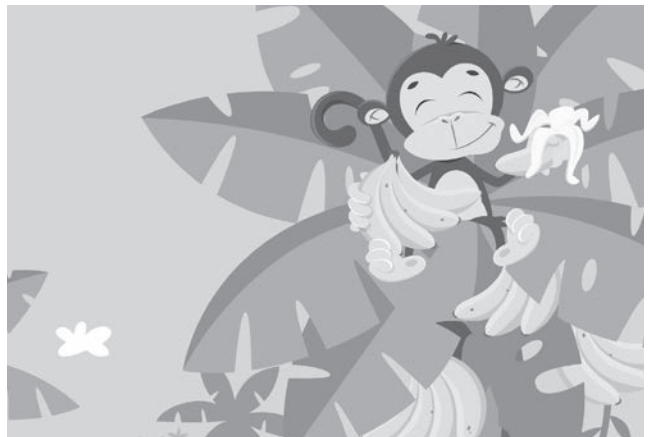
- BLMs 1, 2, and 3 completed
- Note the child's responses, attempts, and reading behaviors before, during, and after reading
- Collect work samples, e.g. BLM 1 could be kept in the child's portfolio
- Complete Oral Reading Record (page 6)

Name: _____ Date: _____

Cause and effect

You will need: scissors, glue, piece of paper

- Cut out the pictures and match the cause with the effect.

Cause	Effect
	
	
	

Main teaching focus
Comprehension: Cause and effect—recognizing the relationship between events in the story.

Other teaching focus
Comprehension: Recalling events of the text.

Teacher's notes
Children cut out the 'cause' pictures and match with the picture that shows the 'effect'. Paste the causes and effects next to each other on the piece of paper.

Name: _____ Date: _____

'ch' words

You will need: colored pencils or crayons

- Color in the pictures that begin with 'ch'.



ch

Main teaching focus
Graphophonics: Initial digraph 'ch'. Identifying words that begin with 'ch'.

Other teaching focus
Phonemic awareness: Recognizing beginning sounds of words.

Teacher's notes
Children look at the picture, say the word, and color in the pictures that begin with 'ch'.