

Ice-cream

Written by Frances Lee

Photography by Michael Curtain

Level 1

This book uses the idea of ice-cream to explore colour. It is a simple repetitive text supported by colour photographs. The text is placed consistently on the page. There is one line of text to a page with no return sweep. It introduces the sentence stem: Here is a ...

Getting ready for reading

Ask: *Who likes ice-cream?* Talk about the different flavours of ice-cream children prefer. Talk about the colours that ice-cream can be.

Talking through the book

Talk through the book modelling the form of the text. You might say: *This is a book about ice-cream of all different colours. Here is a white ice-cream.*

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 are some of the colours of the ice-creams?

What kind of ice-cream do you think the writer likes best?

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *here, is, my, an, a*

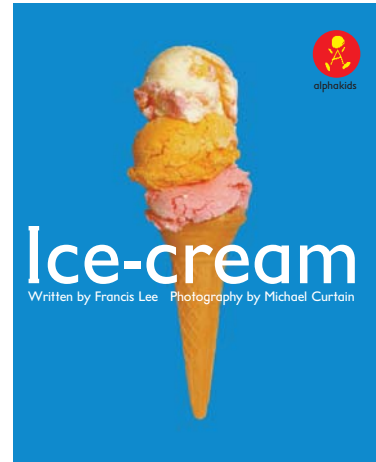
Sounds and letters

- Hearing words: Children clap when they hear a specified word or to indicate the number of words in a sentence:

★ ★ ★ ★ ★ ★

Here is a white ice-cream

- Hearing sounds: long /i/ – *ice-cream, white*



Check this

Teachers can observe children's emergent reading behaviours for evidence that they understand that the print contains the message. Explain that the pictures help us to understand the message. Encourage children to talk about the pictures.

Writing conventions

- Punctuation: upper case letters and full stops
- Grammar: use of *a* and *an* with words beginning with a vowel.
- Hyphens: *ice-cream*

BEING A TEXT USER

Discuss:

What does this book help you to find out about?

BEING A TEXT CRITIC

Discuss:

What ice-creams has the author left out?

Why do you think the author may have left these out?

Literacy learning centres – follow-up activities

 **WRITING CENTRE**

Children write their own text about ice-cream or some other foods. Provide word lists of colours and food types.

Here is a red jelly.
Here is an orange jelly.
Here is my jelly.

 **WORD CENTRE**

Children search magazines and brochures to cut out coloured items. They then categorise the items by colour and stick them onto charts headed with colour words.

 **BOOK-BROWSING CENTRE**

Provide books about food.

Fruit Salad

Alphabet books: A, C, D, E, H, I, J, L, M, O, P

