

# Kim's Lunch

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Illustrated by Marjory Gardner*

**Level 12**

## Getting ready for reading

Discuss any time when a child has gone to get their lunch, only to find it gone. Ask: *What had happened to the lunch? How did you get lunch that day?*

## Talking through the book

You might say: *This book is called 'Kim's Lunch'. Who do you think Kim is?* Turn through the book as children read each double page. After they have read each double page discuss again who they think Kim is. Encourage children to support their ideas with evidence from the text.

## 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***

Encourage children to support their answers with evidence from the book as they discuss these questions.

*Who ate the missing lunches?*

*Who owns Kim?*

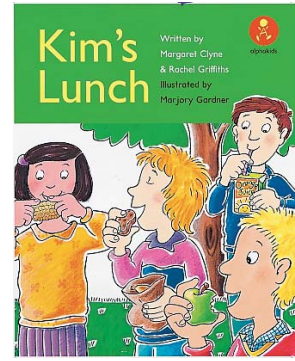
*Why did Mr King share his lunch with Kim?*

*Do all dogs steal lunches?*

### ***Being a code breaker***

Children may like to explore the following language features:

- the use of the possessive apostrophe throughout the book: *Kim's, Mr King's, Pat's, Jane's, Tan's, John's*. This could be contrasted with the use of an apostrophe within the contractions: *it's, can't, don't, let's*.



## TEXT FEATURES

- This text is a narrative about a classroom where a lunch goes missing every day.
- The text is supported and extended by illustrations.
- Text is placed within illustrations.
- A range of alternative words to 'said' are used.
- Throughout the text there are illustrative clues as to the day and the identity of Kim.
- The text contains direct speech.
- Some sentences contain conjunctions: *Everyone looked for Jane's lunch, but it was gone.*
- The story focuses on children seeking and finding solutions to their own problems.

### ***Being a text user***

Discuss:

*Is this book fictional or factual?*

*What could this book help you to learn about solving problems?*

*Where can you get the best information about who Kim is?*

### ***Being a text critic***

Discuss:

*Could this story really happen in a school?*

*The author has chosen that Mr King allows the children to find their own solution to their missing lunch mystery. Would this happen at your school?*

*Why do you think the illustrator put clues throughout the text?*

## **Literacy learning centres – follow-up activities**

### **INTERACTIVE LITERACY CENTRE**

Children could work in cooperative groups to make a roll movie retelling the story of *Kim's Lunch*.

A roll movie is a shortened version of the story, retold in the child's own words. It includes the important details, plot episodes and illustrations. (See Blackline Master 6 for how to make a roll movie.)

### **WORD CENTRE**

Children could search through the book and other familiar texts to list all the words used to indicate that someone is speaking:

said shouted moaned yelled groaned
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This list could be added to as children read other books.

### **WRITING CENTRE**

Children can interview other students about what they like to eat for lunch. They can then write about and draw what others like to eat, and compile a report of favourite foods.

Pictures of food that children like to eat can be cut from magazines. They could then label them by writing words to describe the taste of the food.

### **BOOK BROWSING CENTRE**

Collect books about food for children to read, for example *The Bakery* (AlphaKids, level 13)..

### Keeping track

Children's ability to use the illustrations to predict what will happen in a book provides information about their understanding of how illustration carry meaning in picture storybooks.