



Teacher Edition

AlphaWorld

Our Favourite Food

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Photography by Michael Curtain



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How to use this book

Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Setting the context

Ask: *What is your favourite food?*

Why do you like it?

What foods don't you like? Why?

Encourage the children to discuss their opinions about food.

Introducing the book

This book is called 'Our Favourite Food'. In this, five children tell us about the food they like. Just like us, they don't all like the same things. Sarah likes noodles, but

Jack doesn't. Jack likes pizza, but Emma doesn't. And so it goes. But there is one food they all like. Can you guess what it is?



Front cover

Introduce the children on the front cover: (from left to right) Kim, Jack, Emma, Sarah and Tom.

Read the title together.

What do you notice about the words 'favourite' and 'food'?



Title page

Point out the menu board.

Where might you see a menu board?

What does it tell us? You should watch out for it throughout the book. It tells us the favourite food of one of the children on each page.

Our Favourite Food

“I like noodles,”
said Sarah.

“Noodles are soft
and taste nice.”



Talkthrough

What is Sarah eating?

Sarah says that noodles are soft and taste nice.

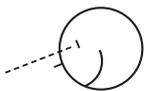
Jack disagrees.

He doesn't like them because they fall off his fork.



“I don’t like noodles,”
said Jack.
“Noodles fall
off my fork.”

3



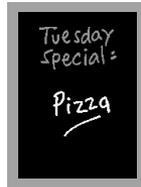
Observe and support

Can the child explain the literal meaning of the text?
What does Sarah like to eat? Why does she like noodles?
Can you show me where the book tells you that?

Our Favourite Food

“But I like pizza,”
said Jack.

“Pizza tastes nice.”



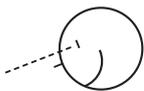
Talkthrough

*But Jack likes pizza. He says it tastes nice.
Emma doesn't like pizza. She says it is too messy.
Can you see the word 'pizza' on the menu board?
Can you find it anywhere else on the page?*



“I don’t like pizza,”
said Emma.
“The cheese
is too messy.”

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Observe and support

Can the child identify sight words within the passage?
Can you show me the word ‘like’? Where else is it on the page? How did you know that?

Our Favourite Food

“But I like soup,”
said Emma.
“Soup tastes nice.”



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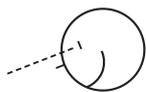


Talkthrough

What food does Emma like? She says it tastes nice. Tom doesn't like soup. He says it is hard to eat with a spoon. Can you see a pattern in the way this book is written? What does the child on the left page always say? What about the child on the right page? Will this help you to read the book?



“I don’t like soup,”
said Tom.
“Soup is hard to eat
with a spoon.”



Observe and support

Does the child confirm their reading using other information on the page?

You said, “But I like soup.” What did you look at to make sure that you were right?

Our Favourite Food

“But I like beans,”
said Tom.

“Beans are soft
and easy to eat.”



8



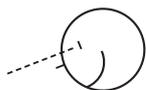
Talkthrough

Which child likes beans? Which child doesn't? Can you find Tom's name on the page? Can you find Kim's name? What did you look for to find the names? What did you notice about the first letter of each child's name?



“I don’t like beans,”
said Kim.
“Beans are
too mushy.”

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Observe and support

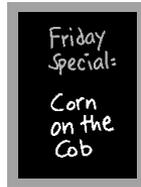
Does the child read the text expressively?

How could you make your reading sound as if you were really Tom and Kim? How would Tom’s voice tell us that he likes beans? How would Kim’s voice show that she doesn’t?

Our Favourite Food

“But I like corn,”
said Kim.

“I can eat corn
with my fingers.”



10



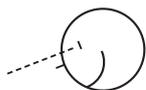
Talkthrough

*Kim likes corn because she can eat it with her fingers.
Sarah doesn't. She says it gets stuck in her teeth.*



“I don’t like corn,”
said Sarah.
“Corn sticks
in my teeth.”

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Observe and support

Does the child draw inferences about the meaning of the text?

Do these girls agree about corn? What do they say?

Who is right?



Talkthrough

*Now we find out what food all of the children like.
What is their favourite food?*

**“We all like hot chips.
They are our favourite food.”**



Comprehension check

*What do all of the children like to eat?
Why do some children like food that other children
don't?
Are all children like the children in the book? Why?*

Responding to text

 Have the children write their feelings about each of the foods mentioned in the book. Compare different children's responses.

 Children could cut out pictures of food and write about them in the style of the book. For example, "I like strawberries. Strawberries taste nice. I don't like cabbage. Cabbage tastes yucky."

 Draw the children's attention to the word 'don't'. Ask them to tell you what two words it is short for. Make a list together of other words that have an apostrophe of contraction in them: don't, can't, haven't, wouldn't, it's.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Emergent Reading Levels 1–5*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- understand the text at a literal and inferential level?
- read the text expressively?
- check their reading using a range of information?

Our Favourite Food

Topic: Food

Curriculum link: Society and Environment; Personal Development; Cultures

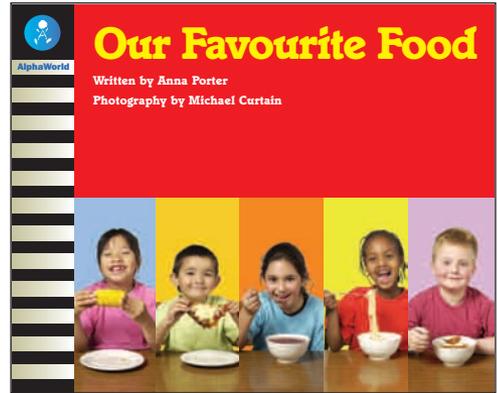
Text type: Compare and contrast

Reading level: 5

Word count: 122

High-frequency words: I, is, are, and, a, like, too, we, all, said, but

Vocabulary: noodles, pizza, cheese, soup, beans, corn, chips, favourite, food, tastes, nice, spoon, fork, fingers, messy, mushy, sticks



Possible literacy focus

Examining convention of the compare and contrast text.

Using direct speech to express feelings.

Recognising apostrophe in contraction: don't, can't.

Summary

This book compares and contrasts children's everyday food tastes. It focuses on a range of familiar food items found across different cultures, the ways children can express their reactions to this food and some ways that this food may be eaten.

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