



Level 25

Book e



Level	25
Word Count	708
Text Type	Realistic Narrative (Humour)
High-Frequency	even, five
Word/s Introduced	

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the names of the author and the illustrator on the front cover. Ask the students – *Vegies is short for which word?* Have the students turn to the title page. *Name the vegies in the illustration. Which vegies in the illustration do you like to eat?*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *What are the two things that Jennifer does not like? What does her mother say the vegies will do?*

Pages 4–5 *Why doesn't Jennifer like to eat vegetables?*

Pages 6–11 *What three ways did Jennifer try to hide her vegetables? What was her mum's reaction when she found out?*

Pages 12–13 *What was Jennifer's next plan?*

Pages 14–15 *For how long did Jennifer hide her vegies in the pot-plant pot? What happened to the plant?*

Pages 16–17 *What did mum decide to do with the pot plant? Why was Jennifer upset?*

Pages 18–19 *What did Jennifer discover when she started to eat the vegies?*

Pages 20–23 *What does Jennifer wait for her mum to say?*

Page 24 *What does Jennifer hope the vegetables will do for her?*

AFTER READING

Ask the students to work in groups of three and reread the book aloud. Have one student read the part of Jennifer, one student read the part of Mum, and one to be the narrator. The students can read again and swap roles.

CODE BREAKER



Developing Specific Skills

Word building – *night, bright, sight, fight, light*

Add these words to your spelling list – *pumpkin, broccoli, cabbage, vegetables*

TEXT USER



Encourage the students to participate in a class discussion. Ask – *Do you like to eat vegetables? What are your favourite vegetables? Which vegetables do you really not like to eat?*

Have a vote in the class to determine the most popular vegetable and the least popular vegetable. Ask – *What is the most unusual vegetable you have ever eaten?*

See the BLM.

MEANING MAKER



Ask the students – *Do you think the vegetables will help Jennifer grow? Why or why not? Why is it important for people to eat vegetables? What do you call people who only eat vegetables?*

TEXT CRITIC



Ask the students – *Do you think this is a convincing story? Do you find it believable? Explain your answer.*

The author tells this story from the point of view of Jennifer. *Would the story be different if it was told from Jennifer's mum's point of view?* Discuss how the story would be different.

25e Eat Your Vegies

Name _____

Find out from each person in your class the information to fill in this chart. You could also ask your family and friends outside school.

Name	Most Liked Vegetable	Least Liked Vegetable	Most Unusual Vegetable

25e Eat Your Vegies

Name _____

This game can be played by 2–6 players.

How to play the game –

1. Cut out the alphabet letters.
2. Place the letters face down on the floor so that you cannot see the writing.
3. The first person picks up one card and reads the letter. They must think of a vegetable which begins with that letter, for example, C – carrot.
4. If they can think of a vegetable they score 1 point. If they cannot think of a vegetable then the next person has their turn.
5. The letters are not returned to the floor.
6. Continue playing until all the cards have been selected.
7. The person with the most points wins the game.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

25e Eat Your Vegies

Name _____

Use an encyclopedia, books, or the Internet to find out the answers to the following questions. Write your answers on a separate sheet of paper.

1. What is the difference between a vegetable and a fruit?
2. What is another name for eggplant?
3. What is a legume?
4. Which vegetables have the most vitamin C?

Choose one vegetable that you like to eat. Find out the following information about the vegetable you have chosen –

1. What is the botanical name for this vegetable?
2. On which type of plant does this vegetable grow?
3. What vitamins does this vegetable contain?
4. What is the best way to cook or serve this vegetable?