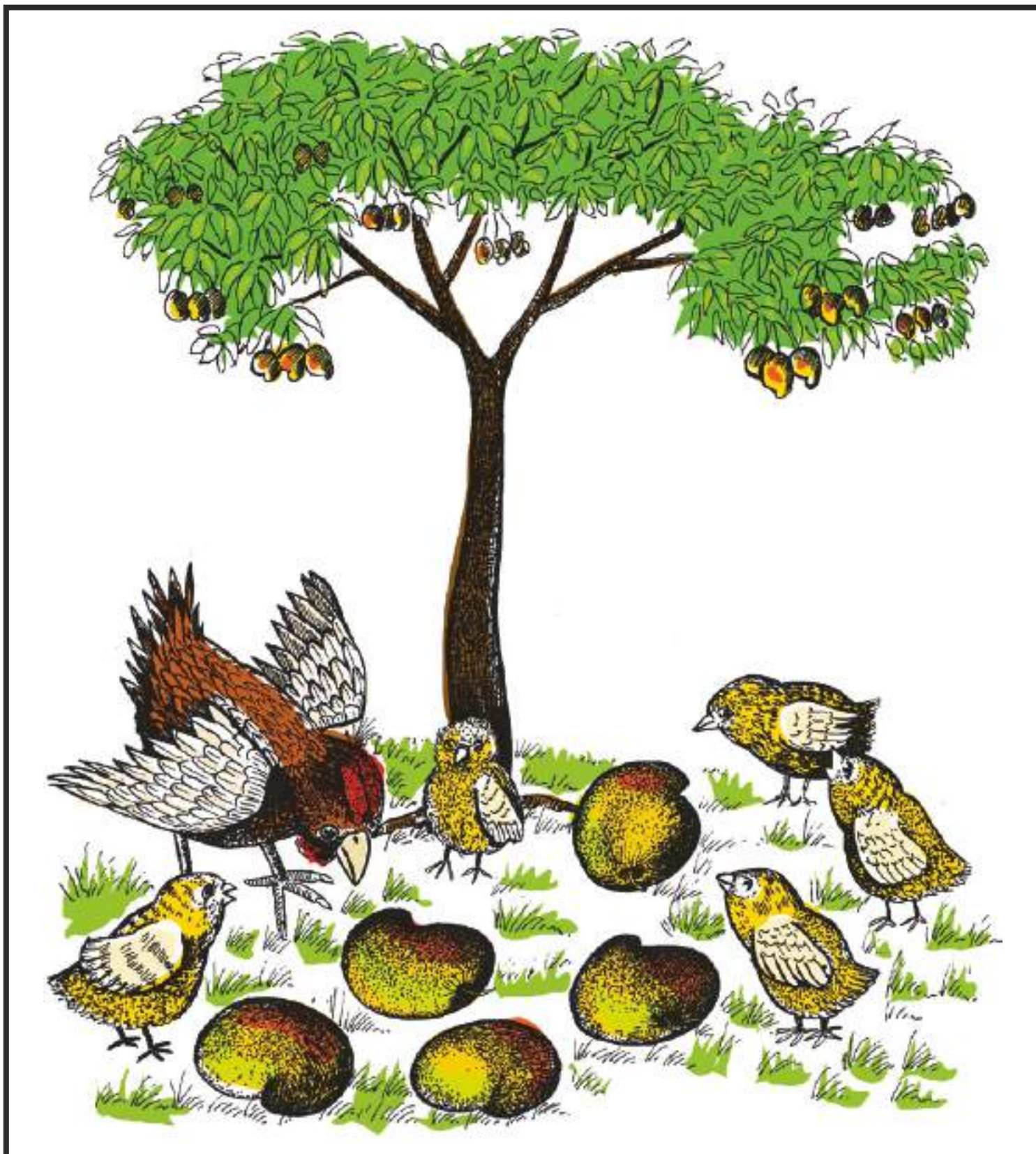


What's for Lunch?



By Chris Lock
Pictures by Jackson Onahikeni

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Coordinated by Deborah Kole, Marie Quinn and Joanna Kelman
under the Literacy Programme Management Unit (LPMU)
within the Ministry of Education and Human Resource Development

Series editor: Marie Quinn

Development team: Joanna Kelman, Clement Balea, Sonia Basile &
Christopher Mali

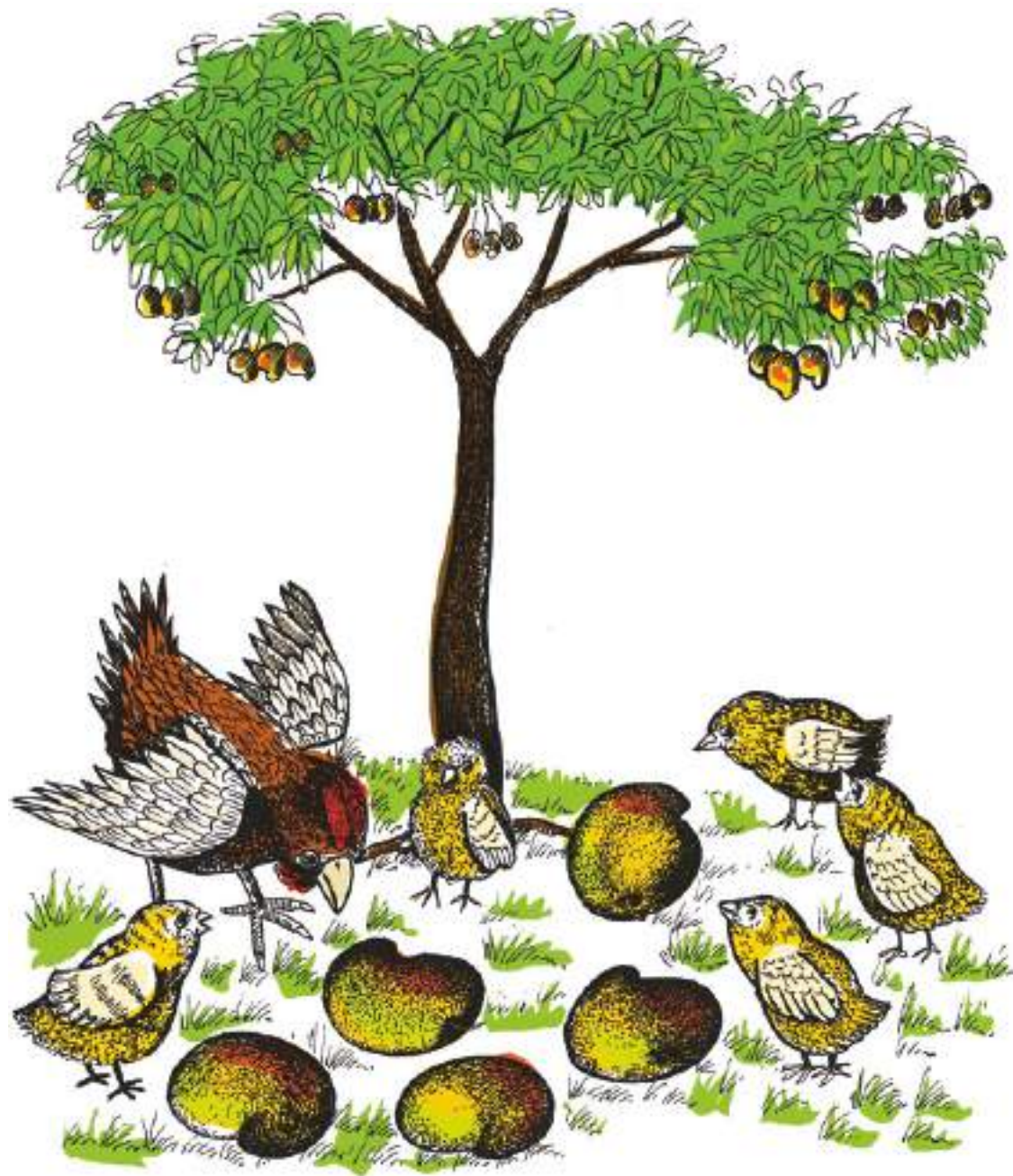
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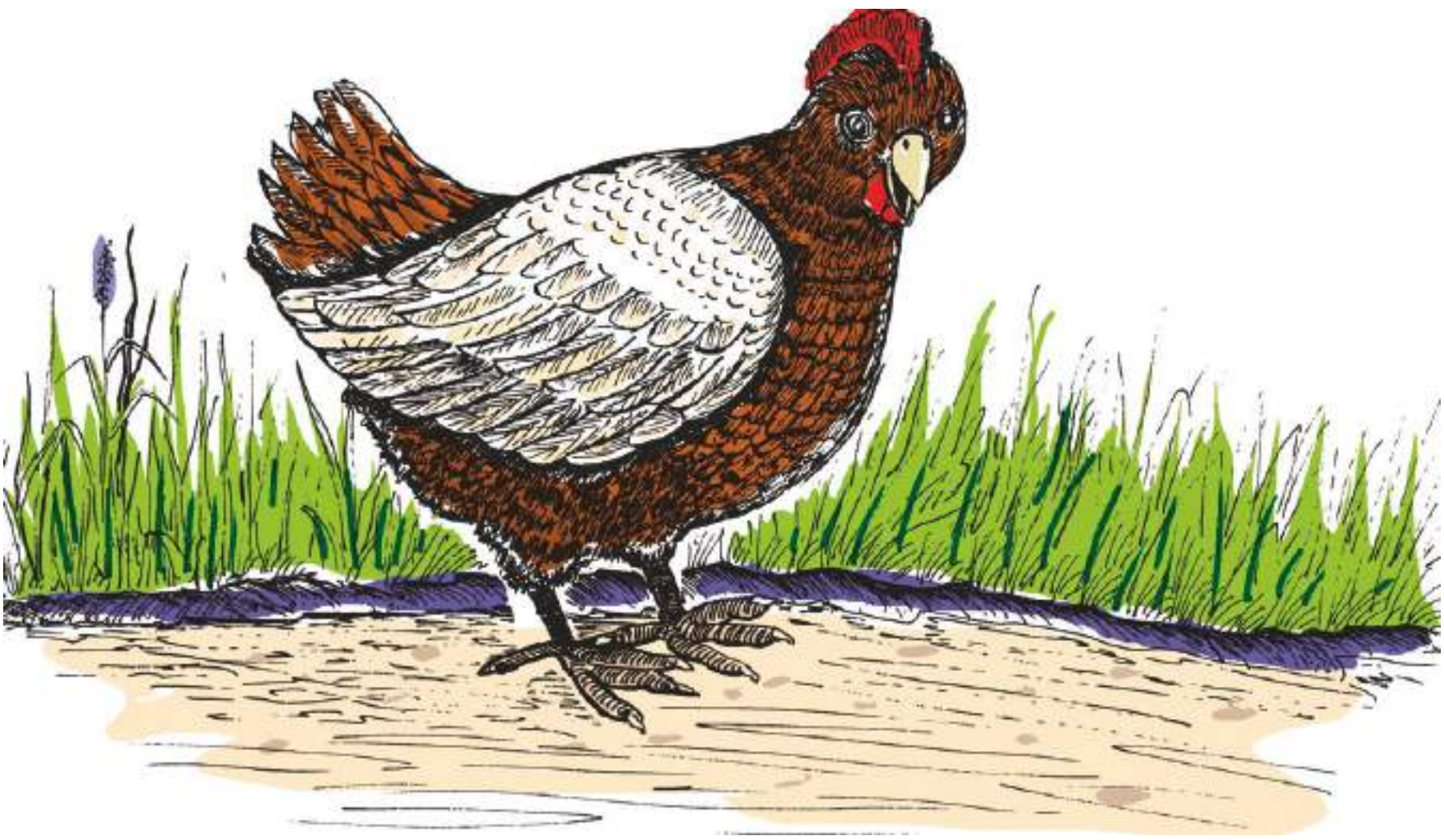
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Development 2015

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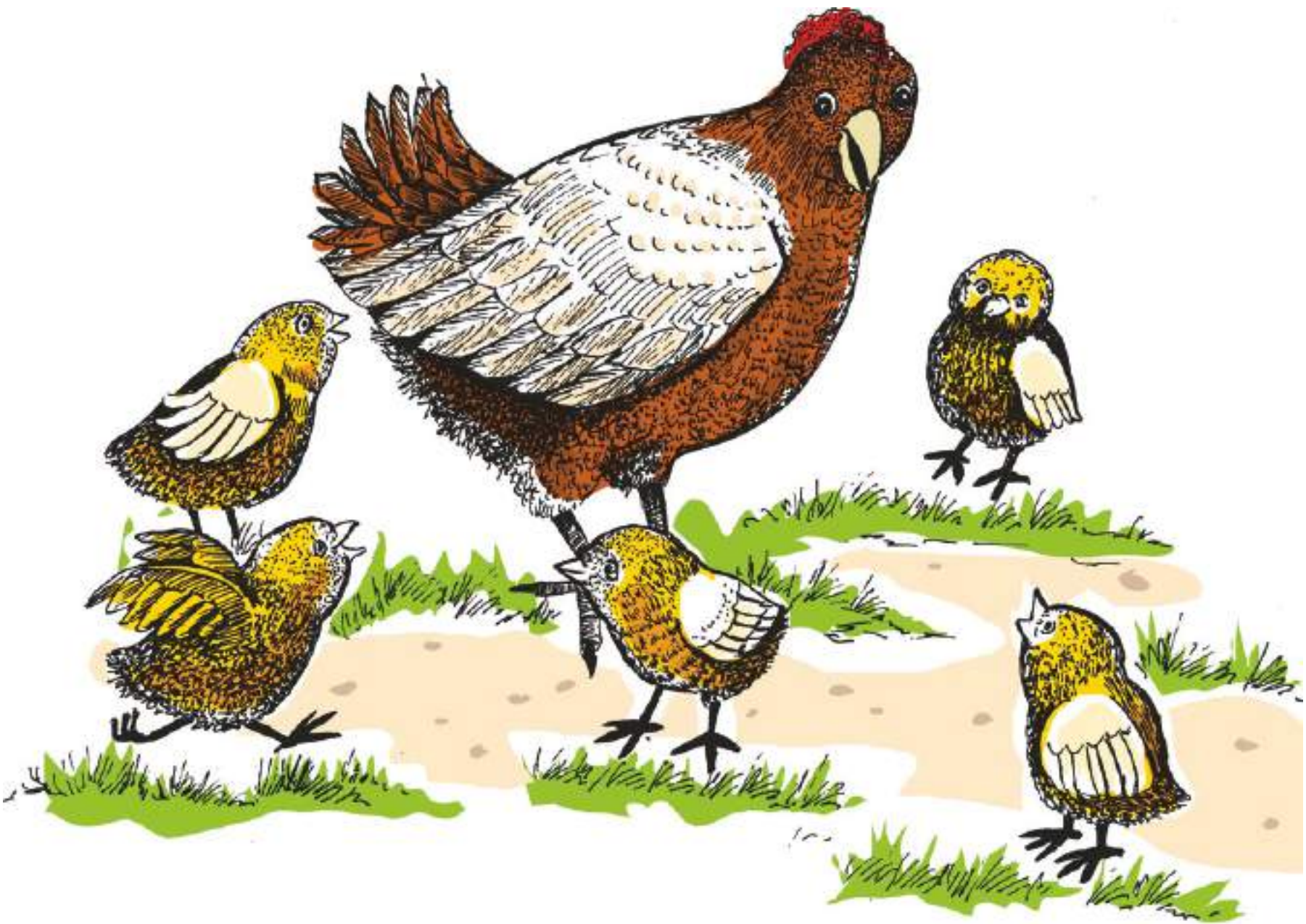
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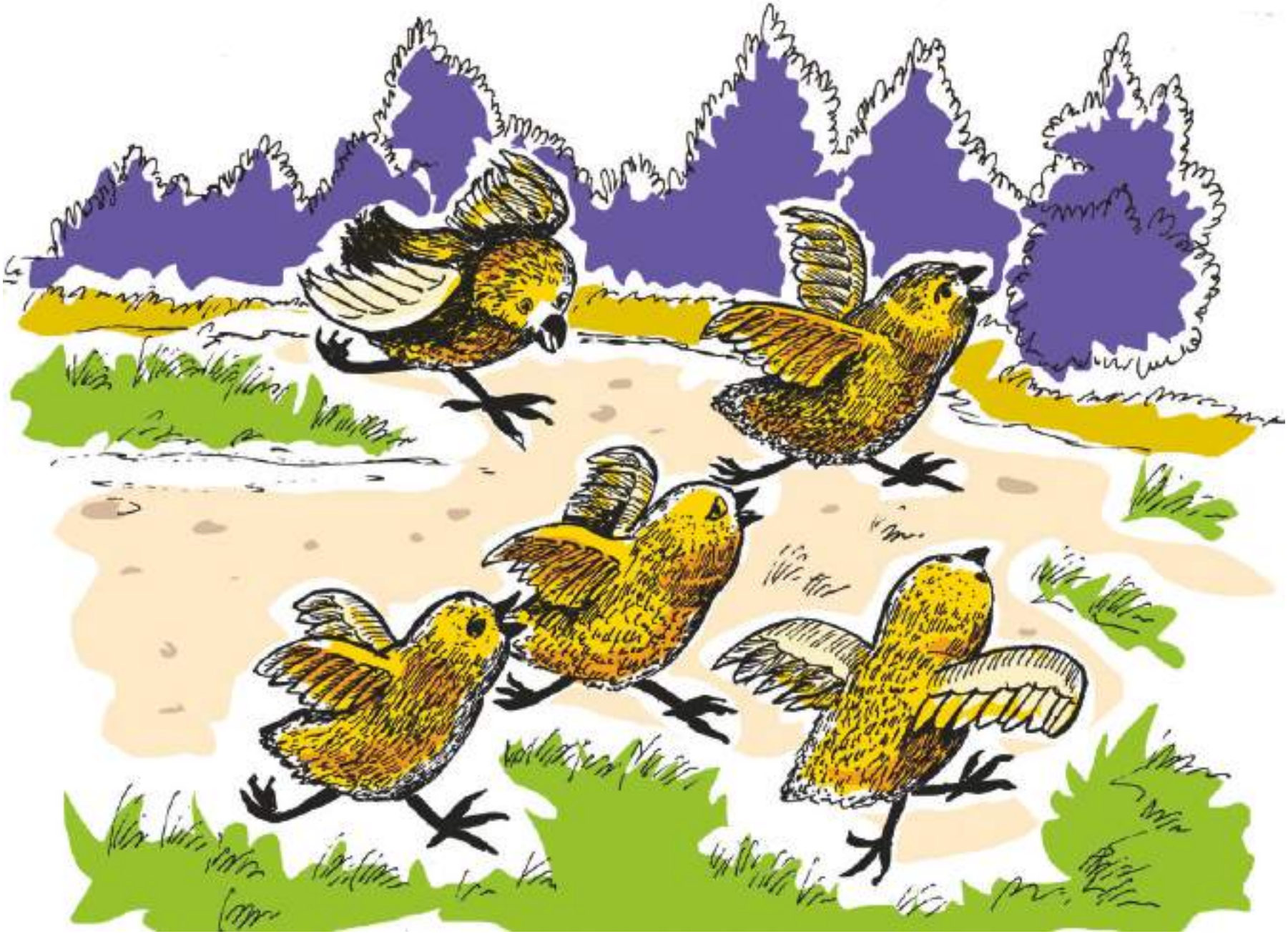
By Chris Lock
Pictures by Jackson Onahikeni



"Who would like pawpaws for lunch?"
called Mother Hen to her five little
chicks.



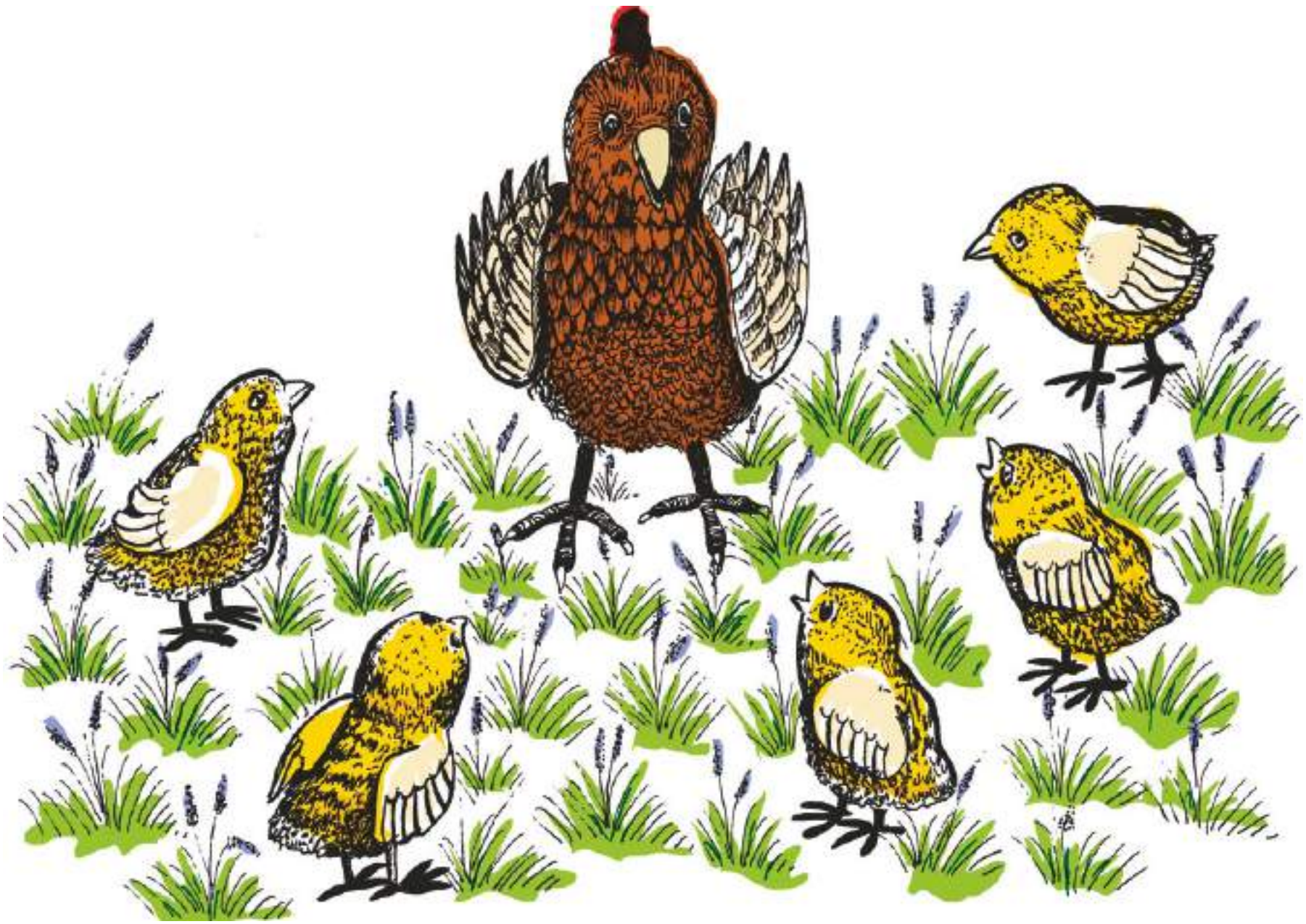
The five little chicks looked at Mother Hen. Then they looked at each other. "We'd like pawpaws for lunch," they said.



The five little chicks were hungry.
They all set off to look for pawpaws.



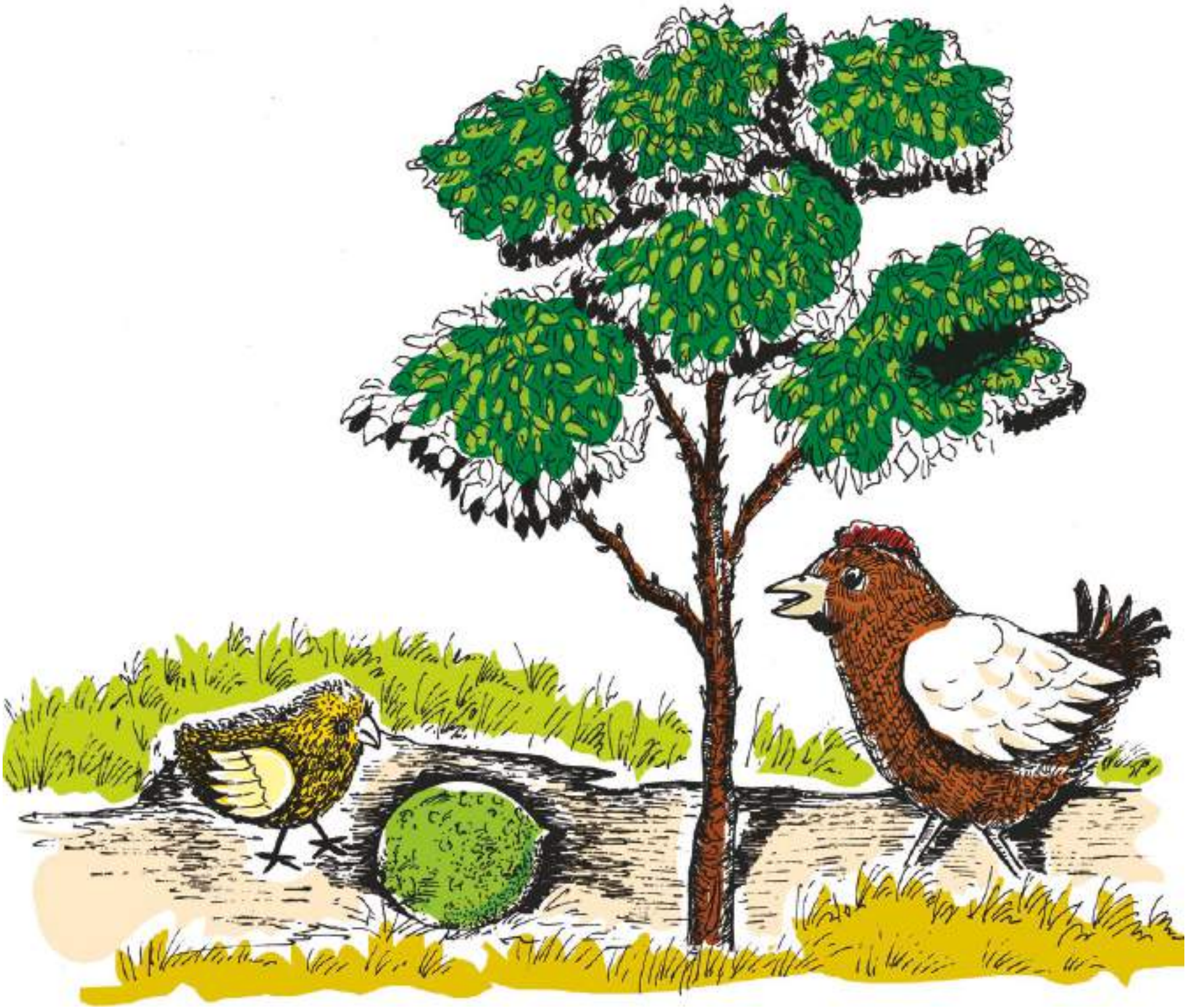
After a few seconds the five little chicks stopped. They all looked at each other. Then they looked at Mother Hen. "What do pawpaws look like?" they asked.



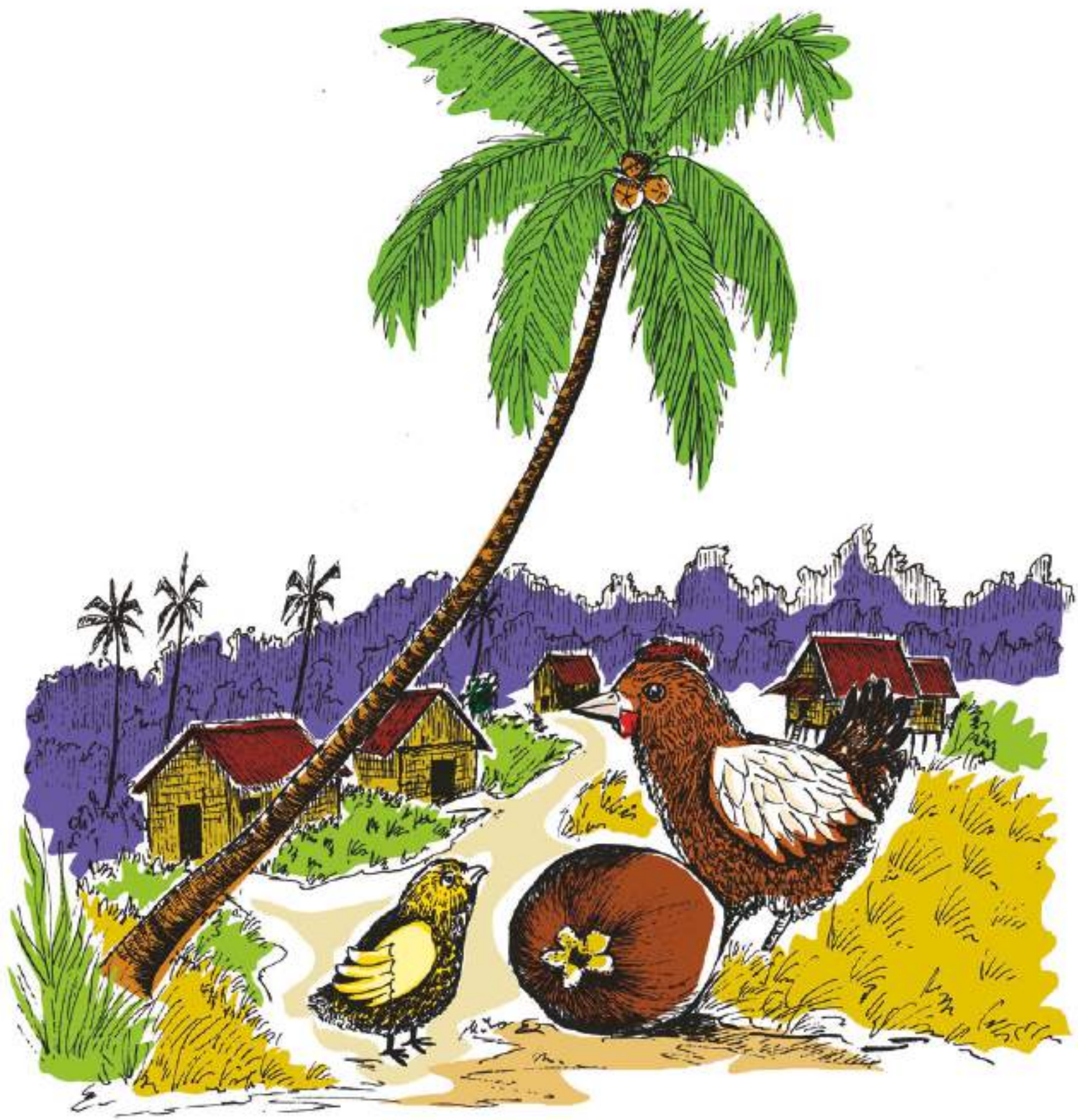
"Pawpaws are big and juicy," said Mother Hen. "They grow on trees but you may find them on the ground."



The five little chicks set off again.
They were all excited about finding
pawpaws.



The first little chick found a small bushlime under a tree.
"Is this a pawpaw?" asked the first little chick.
"No," said Mother Hen, "a pawpaw is bigger than that."



The second little chick found a big coconut near the village.

"Is this a pawpaw?" asked the second little chick.

"No," said Mother Hen, "a pawpaw is greener than that."



The third little chick found a green lizard sleeping on a log by the river. "Is this a pawpaw?" asked the third little chick.

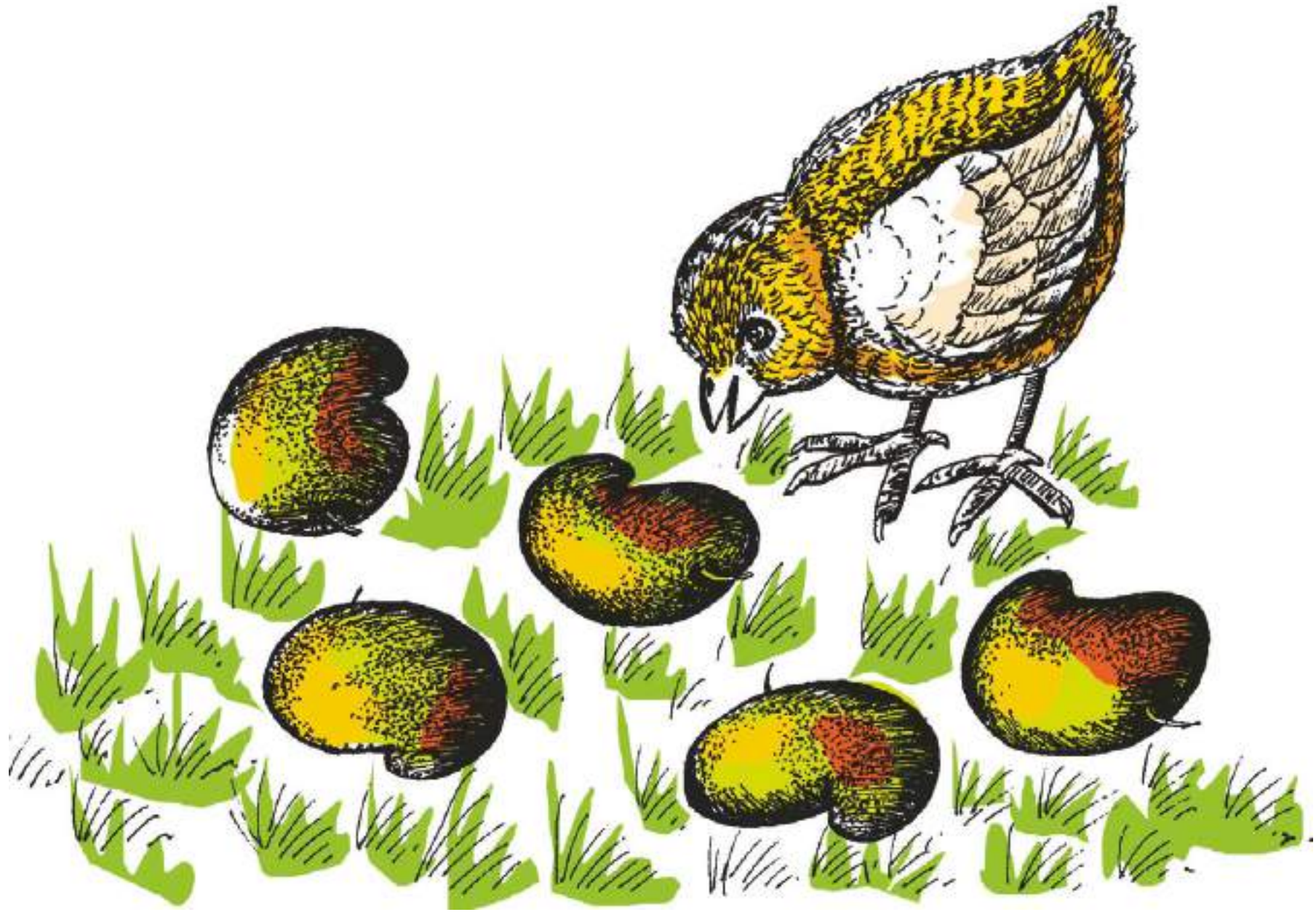
"No," said Mother Hen, "a pawpaw is rounder than that."



The fourth little chick found a round clam shell on the beach.

"Is this a pawpaw?" asked the fourth little chick.

"No," said Mother Hen, "a pawpaw is softer than that."

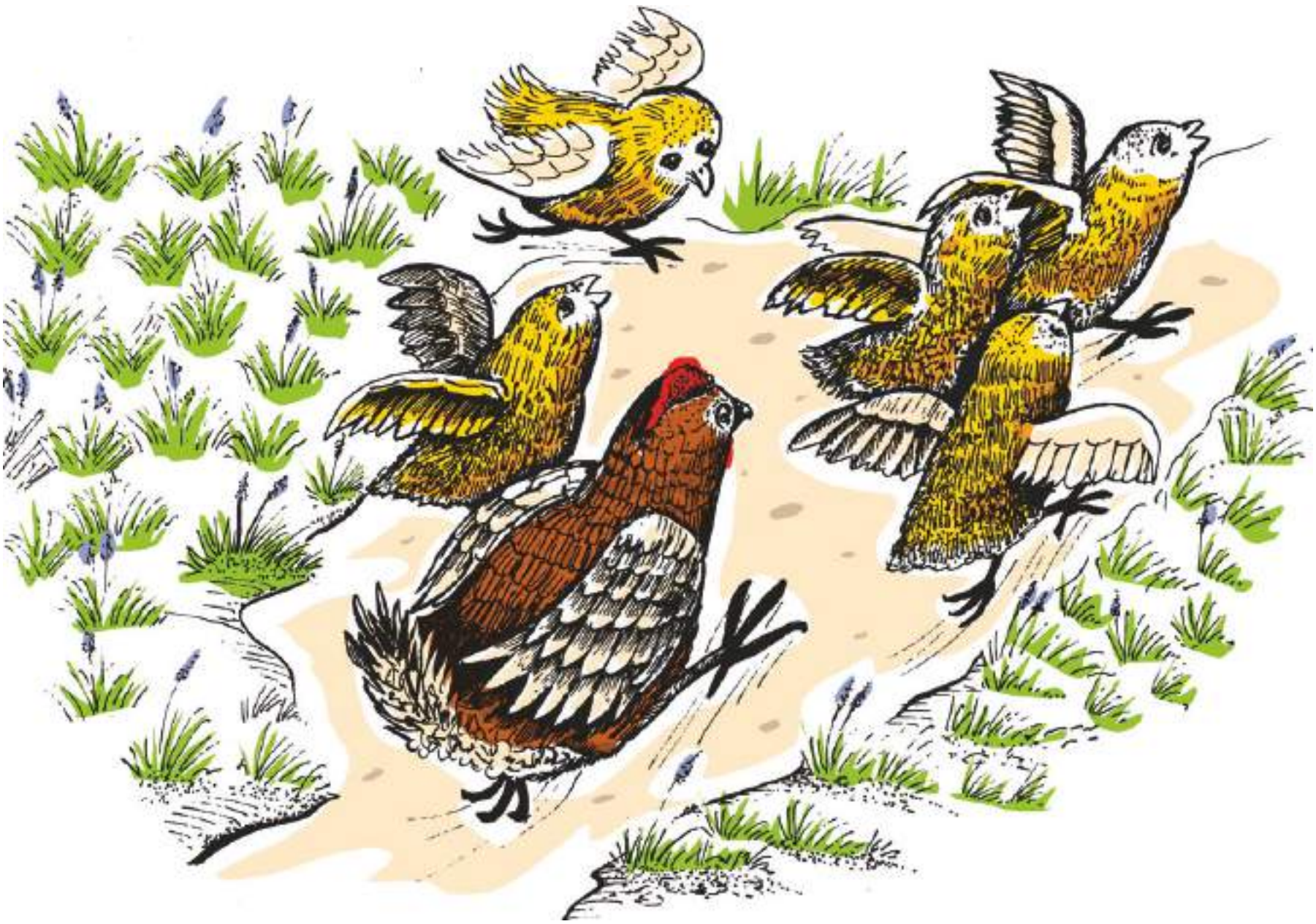


The fifth little chick found five soft mangoes lying on the ground beneath a mango tree.

"These must be pawpaws," thought the fifth little chick.



The fifth little chick ran quickly to tell Mother Hen and the other little chicks. "I've found five lovely pawpaws lying on the ground!" called the fifth little chick. "Come and look."



Mother Hen and the chicks ran quickly to look at the fruit. They were lying on the ground, they were big, they were round, they were soft, but they were not pawpaws. They were mangoes.



Mother Hen was getting tired. The five little chicks were very hungry. She looked at the five mangoes. Then she looked at the five little chicks.



"Who would like mangoes for lunch?"
called Mother Hen.
"Hooray", cried the five little chicks.
They all ate mangoes for lunch.

Text:	<i>What's for Lunch?</i>
Level:	Year 2
Message:	Sometimes we need to just make-do with what we have
Discussion focus:	Substituting
Comprehension:	Reading for detail
Vocabulary focus:	Ordinals (<i>first, second</i> etc); Comparatives for fruit
Letters and sounds:	aw
Print focus:	Speaking marks
Writing opportunity:	Description of a food

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners <i>This story is called What's for Lunch? We can see on the cover a mother hen and her chicks. They are hungry and want to know what's for lunch</i> (Point to the title as you say these words). <i>What do you think the mother hen might decide to give the chickens for lunch?</i> Discuss the sorts of things that chicks would want to eat. The learners have probably had experience watching chickens eat so they can draw on this for their answers.</p> <p>Now explain: <i>The mother hen in this story suggests that the chicks look for pawpaws to eat, but the chicks don't know what a pawpaw is. How would you explain a pawpaw to someone?</i> Take some suggestions about size, shape etc. Let the learners suggest the characteristics and help them to be clear about what they mean.</p> <p>Walk through the book, noting the different things the chicks find that they think is a pawpaw. On p. 12 explain that the chick thinks that these are pawpaws (but they are actually mangoes). <i>Do you think they eat the mangoes or keep look for pawpaws?</i></p>	V/P + E	2.3.1.4 2.4.1.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. Read the speaking parts with expression, so the learners can hear the difference between the narrative and the speaking parts.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book. On each page, ask the learners to tell you what was happening, revising the words for the object each chicks finds (<i>bushlime, coconut, lizard, clam shell, mango</i>) and maybe seeing if the learners can remember the comparative adjective words used for each object (<i>bigger, greener, rounder, softer</i>).</p>	V/P + E	2.5.1.6 2.6.1.3 2.4.1.4
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners to remember what the chicks wanted for lunch (paw paws). Then ask them to tell you what they ended up eating for lunch at the end of the story (mangoes). Talk about how sometimes we can't have what we want, but we can always find something similar. Give an example: <i>If you want to play with a soccer ball, but you don't have one, what can you use?</i> Let the students think of objects that are similar to a ball. Talk about other substitutions for games, food etc.</p>	V/P	2.6.1.1 2.6.2.3
<p><u>Focus on vocabulary: ordinals, first to fifth</u></p> <p><i>Preparation:</i> Write these words on cards: <u>first</u> <u>second</u> <u>third</u> <u>fourth</u> <u>fifth</u></p> <p>You should give out the small books to help them with this activity. Ask learners to look at p. 8 and ask <i>Which little chick found the bush lime?</i> Focus on the word <i>first</i>. Make it clear that this is like saying <i>Number One</i>, but in English it is better to say <i>first</i>. Show the card and match it to the word in the book. Look at the sounds: <i>f-ir-s-t</i>. On the board write <i>1 = first</i>. Think about things that are first: <i>Who is the first child in your family? Who was here first this morning?</i> Ask the learners to think of more examples of <i>first</i>. Now look at p. 9 and locate the word to describe the little chick: <i>second</i>. Show the card, look at the word and think of examples. Write on the board: <i>2 = second</i>.</p> <p>Go through <i>third, fourth, fifth</i> in the same way. Show that <i>fourth</i> is <i>four + th</i>; <i>fifth</i> we change the <i>ve</i> to <i>f</i>. Hold up the cards randomly and ask the learners to identify the correct word and show the number that it matches (use fingers).</p>	E + V/P	2.5.1.4 2.4.2.6 2.4.2.2
<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to tell you what they remember about the story. Turn the pages of the book, ask the learners to look at the pictures and tell you (in their own words) what happened on each page. Read the story to the learners, as they follow in the small copies of the book.</p>	E	2.3.2.2 2.4.1.4
<p><u>Close Reading</u></p> <p>Do a close reading of pp. 4 and 5. Summarise: this shows us what the chicks did and thought, so we can see the complication (they didn't know what a pawpaw looked like).</p>	E + V/P	2.6.1.5

ACTIVITIES	LANG.	SYLLABUS										
<p>Focus on vocabulary: ordinals, <i>sixth</i> to <i>tenth</i></p> <p><i>Preparation:</i> Write these words on cards: sixth seventh eighth ninth tenth</p> <p>Revise the words from Day 1: <i>first, second, third, fourth, fifth</i>. Revise the spelling and how to say. Line up five learners behind each other and ask: <i>Who is third? Who is second? Who is fifth?</i> etc. Do NOT ask in order as this does not help the learners to listen and think! Change the learners and try this again.</p> <p>Now write on the board:</p> <p>6 =</p> <p>7 =</p> <p>8 =</p> <p>9 =</p> <p>10 =</p> <p>Show the cards out of order and help the learners to say them. Let the learners suggest which one goes with each number.</p> <p>Look at the spelling: notice we add <i>th</i> to the number. Notice with 8 we drop the final <i>t</i> and with 9 we drop the <i>e</i>: <i>eight – eighth, nine - ninth</i></p> <p>Now line up 10 learners and ask about positions: <i>Who is seventh? Who is first? Who is ninth? Who is second?</i> etc. In groups, learners collect 10 rocks or leaves or something and lien these up so they can ask each other about order. Move around and help them with the <i>th</i> sound: it is a difficult sound to learn. You should take opportunities over the week to use these words.</p>	V/P + E	2.5.1.4 2.4.2.6 2.4.2.2										
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Today read the first page of the story then choose a learner to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.</p>	E	2.6.1.9										
<p><u>Acting out the story + Focus on print: Speaking marks</u></p> <p>All learners can see a small copy of the book in partners/small group. Look at p. 2 together. Find the speaking on the page: look for the speaking marks and who is speaking. Ask learners to notice where the speaking is shown in the book: choose a page in their group and identify the speaking.</p> <p>Make 6 groups: mother hen, first chick, second chick etc. Each group reads just the speaking from their character and the teacher reads the other parts. Remember: the teacher reads <i>called Mother hen</i> etc while groups only read the words being said. Encourage the “chicks” to use small, chicken voices!</p>	E + V/P	2.4.2.1 2.3.2.5										
<p><u>Comprehension: reading for detail</u></p> <p>Write these 2 columns on the board:</p> <table><tr><td><i>first little chick</i></td><td><i>clam shell</i></td></tr><tr><td><i>second little chick</i></td><td><i>lizard</i></td></tr><tr><td><i>third little chick</i></td><td><i>mangoes</i></td></tr><tr><td><i>fourth little chick</i></td><td><i>bush lime</i></td></tr><tr><td><i>fifth little chick</i></td><td><i>coconut</i></td></tr></table> <p>Ask learners to look through the book to match which little chick to the thing they found. Do this orally, but do NOT draw any lines to match them up, only talk about it. Remember, the leaners must use the book to find the answer.</p> <p>Now give them this structure: <i>The _____ little chick found the _____.</i></p> <p>In their exercise books, fill in the correct words to match what happened in the book.</p>	<i>first little chick</i>	<i>clam shell</i>	<i>second little chick</i>	<i>lizard</i>	<i>third little chick</i>	<i>mangoes</i>	<i>fourth little chick</i>	<i>bush lime</i>	<i>fifth little chick</i>	<i>coconut</i>	E + V/P	2.5.1.4 2.9.2.4
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<i>fifth little chick</i>	<i>coconut</i>											
<p><u>Focus on Letters and Sounds: aw</u></p> <p>Look at the words <i>pawpaw</i> in the book. Ask learners to find all the times it says <i>pawpaw</i>. Focus on the sounds: stretch out the word to hear <i>p-aw</i>. Notice that this is the same sound as <i>or</i>. Suggest some wrods that use <i>aw</i>. You could ask:</p> <p><i>What does a bird have on the end of its leg?</i> (claw)</p> <p><i>What is the past tense of see?</i> (saw)</p> <p><i>What word means not cooked?</i> (raw)</p> <p><i>What do we call the foot or hand of a dog or cat?</i> (paw)</p> <p><i>What is the bottom part of out face?</i> (jaw)</p> <p><i>What is a national rule called?</i> (law)</p> <p>Write these words as you talk about them.</p> <p>Ask the learners to think of sentences that could use 2 or more of these in a sentence, eg. <i>I saw a dog with a sore paw</i>. Let learners make suggestions (orally only) then write a few in their exercise books.</p>	E + V/P	2.1.2.2 2.4.2.4 2.7.2.9										
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Today read the first page of the story then choose a group of learners to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.</p>	E	2.6.1.9										
<p>Focus on vocabulary: comparatives for fruit</p> <p><i>Preparation:</i> Write these words on cards bigger rounder greener softer longer smaller sweeter</p> <p>Show the learners the cards and ask them: <i>Which of these words can you find in the book?</i> Give the learners time to look through the book and find the words from the cards (they will find only <i>bigger, rounder, greener, softer</i>). Explain: <i>In the book, mother hen says that a pawpaw is bigger than a bushlime.</i></p>	E + V/P	2.4.2.6 2.4.2.5 2.7.2.2										

ACTIVITIES	LANG.	SYLLABUS												
<p>Write on the board: <i>A pawpaw is bigger than a bushlime</i>. Ask: <i>What else can we say that a pawpaw is bigger than?</i> Write up a couple of suggestions, eg. <i>A pawpaw is bigger than a banana</i>.</p> <p>Now use the other comparatives:</p> <p><i>A pawpaw is rounder than a _____</i></p> <p><i>A pawpaw is softer than a _____</i></p> <p><i>A pawpaw is greener than a _____</i></p> <p>Take a few examples, but don't write them on the board: talk about them only.</p> <p>Look at the other cards: <i>longer, smaller, sweeter</i> and talk about some examples for pawpaw</p> <p><i>A pawpaw is longer than a _____</i></p> <p><i>A pawpaw is smaller than a _____</i></p> <p><i>A pawpaw is sweeter than a _____</i></p> <p>In their exercise books, learners write a sentence for each comparative on the board, thinking of what was discussed or using their own objects.</p> <p>During the week, you could use the words to make other sentences, not about pawpaws, eg. <i>A car is bigger than a bicycle; A pineapple is sweeter than kumara</i>.</p>														
<p><u>Sentence structure</u></p> <p><i>Preparation:</i> Write the words and phrases on card. Cut them up into groups of words as shown below:</p> <table><tr><td><i>After a few seconds</i></td><td><i>the five little chicks</i></td><td><i>stopped</i></td><td>.</td></tr></table> <p>Put the words on the board (not in order). Tell the learners that these words make a sentence. They will help you to put the sentence together. Start by reminding the learners that every sentence beginning must begin with a capital letter. Ask the learners to find the word that starts with a capital letter. Choose one learner to come up to the board, point to the card <i>After a few seconds</i> then put the words in place. Continue to construct the sentence by asking the questions below then choosing a learner to come up to the board and put the words into place until your sentence is in order. Here are the questions you can ask:</p> <table><tr><td><i>When did this happen?</i></td><td><i>After a few seconds</i></td></tr><tr><td><i>Who is involved?</i></td><td><i>the five little chicks</i></td></tr><tr><td><i>What happened?</i></td><td><i>stopped</i></td></tr><tr><td><i>What goes at the end of the sentence?</i></td><td>.</td></tr></table> <p>Now take away the word card for <i>stopped</i> from the sentence. Ask the learners to think of a different action (eg. <i>ran, jumped, chirped</i>). Now take away the words <i>After a few seconds</i>. Ask the learners to think of other times they could write about (eg. <i>all day, after a while</i>). Make examples of new sentences. Remember you will need to think of different words with your learners:</p> <p><i>All day the five little chicks chirped</i>.</p>	<i>After a few seconds</i>	<i>the five little chicks</i>	<i>stopped</i>	.	<i>When did this happen?</i>	<i>After a few seconds</i>	<i>Who is involved?</i>	<i>the five little chicks</i>	<i>What happened?</i>	<i>stopped</i>	<i>What goes at the end of the sentence?</i>	.	E + V/P	2.4.2.8 2.7.2.2
<i>After a few seconds</i>	<i>the five little chicks</i>	<i>stopped</i>	.											
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<i>What happened?</i>	<i>stopped</i>													
<i>What goes at the end of the sentence?</i>	.													
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Today hand out copies of the book to the learners. Ask the learners to read in pairs, taking turns by reading one page each.</p>	E	2.6.1.9												
<p><u>Guided Writing</u></p> <p>Thinking about the activity from Day 4 on comparatives, today the learners are going to choose a food to describe. They need to start by thinking of a food that they might like to eat for lunch, like mother hen did. Ask them to discuss their favourite food. <i>What does this food look like? Is it big or small, long or round? What colour is it?</i></p> <p>Give out a piece of paper and the learners draw their food in the middle of the page and label it. At the top, they can write <i>What's for lunch?</i></p> <p>Around the picture, they should write sentences, saying what it is bigger or smaller than, like in the book and Day 4's activity.</p> <p>Here is an example:</p>	V/P + E	2.7.2.5 2.7.2.2 2.8.1.7 2.8.1.5												

