

A Very Nice Lunch

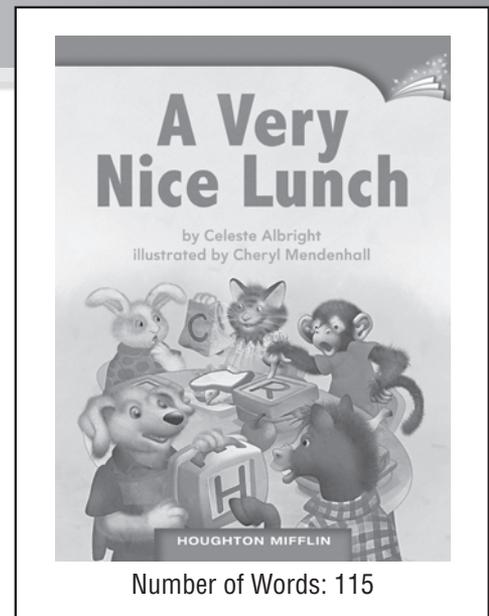
by Celeste Albright

Fountas-Pinnell Level D

Fiction

Selection Summary

It is lunchtime at school. Horse, Rabbit, and Dog find foods they don't like in their lunch boxes. Only Cat likes the food she finds in her lunch bag. The other animals change lunch boxes, and they all have a very nice lunch.



Characteristics of the Text

Genre	<ul style="list-style-type: none"> • Fiction
Text Structure	<ul style="list-style-type: none"> • Story told through dialogue • Includes problem, events, and solution
Content	<ul style="list-style-type: none"> • Eating lunch at school • Food likes and dislikes • Animals behaving like human children
Themes and Ideas	<ul style="list-style-type: none"> • Different people like different foods. • It is fun to eat lunch with friends at school.
Language and Literary Features	<ul style="list-style-type: none"> • Simple straightforward language • One speaker per page
Sentence Complexity	<ul style="list-style-type: none"> • Repetitive sentence pattern • Simple sentence structure: <i>I have a ____ in my lunch box. I (don't) like ____.</i>
Vocabulary	<ul style="list-style-type: none"> • Animal names: <i>horse, monkey, rabbit, dog, cat</i> • Foods: <i>banana, bone, apple, fish</i>
Words	<ul style="list-style-type: none"> • High-frequency words repeated: <i>I, have, a, don't, like, the, said, take</i> • One- and two-syllable words supported by the illustrations
Illustrations	<ul style="list-style-type: none"> • Illustrations support the text. • Humorous detail in art of unnoticed initial letters on each lunch box or bag.
Book and Print Features	<ul style="list-style-type: none"> • Nine pages, with three or four lines of text and an illustration on each page • All sentences begin at left margin.

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Build Background

Read the title to children and talk with them about the cover illustration. Ask them where they think the animals are and what they might be doing. Then ask: *What foods do you like to eat at lunch? What foods do your friends like?*

Introduce the Text

Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary. Explain important text features, such as the repetition of the sentence patterns *I have a ___ in my lunch box. I don't like ___*. Here are some suggestions:

Page 2: Explain that in this book, some animals are having lunch at school. Each animal looks in his or her lunch box and finds something different.

Suggested language: *Turn to page 2. You can see Horse opening his lunch box. Horse says: "I have a **banana** in my lunch box." Look at Horse's face. Do you think he is happy to have a banana for lunch? Horse says: "I don't like bananas."*

Page 4: *Turn to page 4. Use the illustration to find out what Rabbit has in her lunch box. Do you think Rabbit wants a bone for lunch? What will Rabbit say? She says: "I don't like bones!" What animal might like to have a bone?*

Page 9: *Here are the animals at lunch. What are they pointing to? The sentence reads: Rabbit and Dog and Horse and Monkey looked at the lunch **boxes**. Say boxes. What letter would you expect to see first in boxes? Find the word boxes, and put your finger under it.*

Now go back to the beginning and read to find out what the animals do with the food in their lunch boxes.

Learn More Words

banana

boxes

Read

As the children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Respond to the Text

Personal Response

Ask children to share their personal responses to the story. Begin by asking what they liked best about the story, or what they found interesting.

Suggested language: *Which of the foods would you like to eat? Which wouldn't you eat?*

Ways of Thinking

As you discuss the text, make sure children understand these teaching points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• Each animal looks to see what is in his or her lunch box or bag.• All the animals except Cat have foods they don't like.• The animals change lunch boxes and everyone has a lunch they like.	<ul style="list-style-type: none">• People like and dislike different things and have different tastes.• Differences can work out.	<ul style="list-style-type: none">• The animals behave like human children.• The writer repeats the same sentence patterns, but varies them slightly.• It is a surprise when Cat says she loves her lunch of fish.

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Choices for Support

Concepts of Print

Have children match one spoken word to one written word while reading the book.

Phonemic Awareness and Word Work

Provide practice as needed with words and sounds, using one of the following activities:

- **Ending Sounds** Have children listen for words that end in the sound /s/. Say each of these words, and have children raise their hands if they hear an /s/ sound at the end: *banana, bones, fish, box, apples, dog, bananas, bone, apple, cats, boxes.*
- **Build Sentences** Materials: index cards. Write high-frequency words from *A Very Nice Lunch* on index cards: *I, have, a, don't, like.* Then write these story words on index cards: *banana, bone, apple, fish.* Have children build sentences using the word cards. Have them read the sentences and illustrate them if they wish.
- **Word Wall** Materials: words on word wall, index cards. Have children choose five words from the word wall and read them. Then have children write the words on cards. Have partners build sentences using some of their words, and adding other words.

Writing About Reading

Critical Thinking

Read the directions for children on BLM 30.8 and guide them in answering the questions.

Responding

Read aloud the questions at the back of the book and help children complete the activities.

Target Comprehension Skill

Understanding Characters ✓ **TARGET SKILL** Remind children that stories have characters that do things. Characters can be people or animals. Telling about what the characters do and say can help you understand them. Model how to tell about characters:

Think Aloud

The dog is a character in this story. The dog says, "I like bones. I don't like apples." The cat is another story character. The cat says, "I love fish!" The dog and cat act like people because they go to school and talk. But they act like the animals they are, too. The dog is like a real dog because he eats bones. The cat is like a real cat because she eats fish.

Practice the Skill

Have children tell about an animal character from another story they have read.

Writing Prompt

Read aloud the following prompt. Have children write their response, using the writing prompt on page 6.

Write about how the animals could have solved their problem **before** they opened their lunch boxes.

English Language Learners

Idiom Explain the meaning of the expression *all mixed up* (page 9). “The lunch boxes were all mixed up” means that no one had the right lunch box. Have children identify the initial letters on the boxes and help them match them to the names of the animals.

Oral Language Development

Check the children’s comprehension, using a dialogue that best matches their English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the child.

Beginning/ Early Intermediate	Intermediate	Early Advanced/ Advanced
<p>Speaker 1: Point to the banana.</p> <p>Speaker 2: [Points to banana]</p> <p>Speaker 1: Who takes the bone?</p> <p>Speaker 2: the dog</p> <p>Speaker 1: What do the animals do at the end?</p> <p>Speaker 2: eat lunch</p>	<p>Speaker 1: What does Horse see in his lunch box?</p> <p>Speaker 2: Horse sees a banana.</p> <p>Speaker 1: Which animal likes her lunch?</p> <p>Speaker 2: Cat likes her lunch.</p>	<p>Speaker 1: Why do the animals change lunch boxes?</p> <p>Speaker 2: They do not like the food in their lunch boxes.</p> <p>Speaker 1: How is Cat different from the other animals?</p> <p>Speaker 2: Cat likes her lunch.</p>

Responding

TARGET SKILL Understanding

Characters A cat and a dog are characters in this story. What do they say and do? What does this tell you about them? Make a chart.

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Write About It

Text to World Draw three pictures of a boy or girl eating lunch. Label the pictures “First,” “Next,” and “Last.”

11

Lesson 30
BLACKLINE MASTER 30.8

Name _____ Date _____

Think About It

Children listen to the sentences and circle the one that answers the question.

1. What would a bird like in its lunch box?

It would like a worm.	It would like a bone.	It would like a banana.
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Children draw a picture of what they like to eat for lunch and label it.

2.

Read directions to children.
Think About It
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10

Kindergarten, Unit 6: Look at Us



A Very Nice Lunch

Write about how the animals could have solved their problem **before** they opened their lunch boxes.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated multiple times for writing.

Name _____ Date _____

Think About It

A Very Nice Lunch
Think About It

Children listen to the sentences and circle the one that answers the question.

1. What would a bird like in its lunch box?

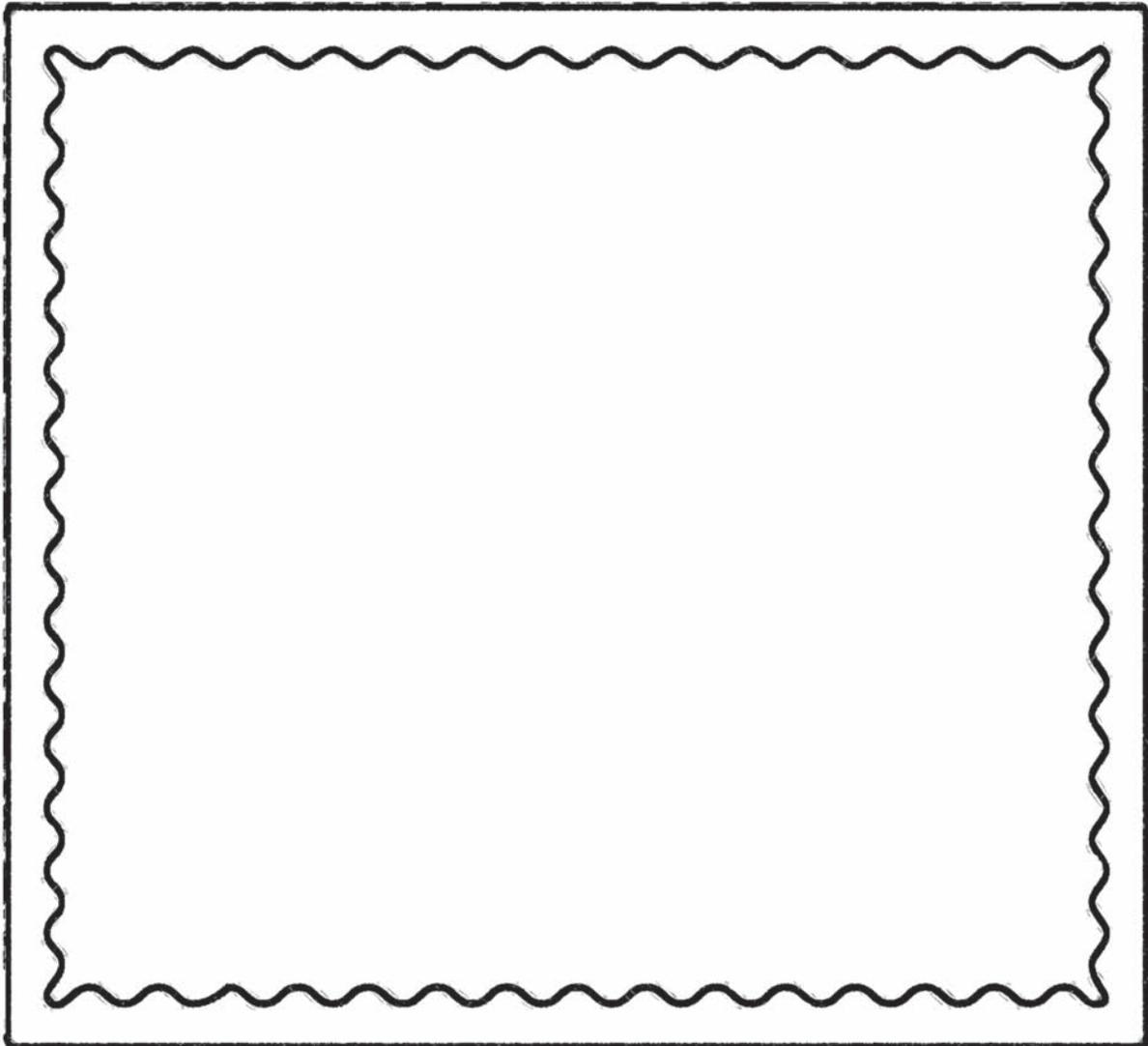
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It would
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Children draw a picture of what they like to eat for lunch and label it.

2.



A Very Nice Lunch • LEVEL D

A Very Nice Lunch
Running Record Form

page	Selection Text	Errors	Self-Corrections
2	“I have a banana in my lunch box. I don’t like bananas,” said Horse.		
3	“I will take it,” said Monkey. “I like bananas.”		
4	“I have a bone in my lunch box,” said Rabbit. “I don’t like bones!”		
5	“I will take that bone,” said Dog.		
	Comments:	Accuracy Rate (# words read correctly/44 x 100) _____ %	Self-Correction Rate (# errors + # Self-Corrections/ Self-Corrections) 1: _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	Ⓜ cat	0
Omission	̄ cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{sc} cat	0
Insertion	the ^ cat	1
Word told	Ⓢ cat	1

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