



Fruit



Word Count: 57 **Text Type:** Information Report

High-Frequency Word Focus: it

Content Words: banana, cherry, coconut, fruit, mango, peach, plum, star fruit

Language Features: (punctuation, vocabulary, sound and letter knowledge)
full stops; capital letters; topic-specific words; short *i*

LITERACY

Interacting with others: listen to and respond orally to text and others; use interaction skills

Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: produce some lower case letters

LANGUAGE

Language for interaction: use language to express needs

Text structure and organisation: understand concepts about digital text; purpose of capital letters and full stops

Expressing and developing ideas: understand the use of vocabulary related to special topics; write some high-frequency and known words

Sound and letter knowledge: recognise sounds in spoken words

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Have students name as many fruits as they can. List them on the board, and discuss what each fruit looks like. Ask students which fruits they like to eat.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students. Have students identify the different fruits in the cover photograph. Turn to and read the title page. Ask students to look at the photographs as you move through the book, taking note of what the children are doing on each page. Then, have students use the photographs to predict what the book might be about.

Outlining focuses: Explain to students that as well as reading about different fruits, they will be talking about full stops, capital letters, and some special words in the text. They will also learn more about the short *i* sound.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to each fruit as you read its name.

Guiding: Invite students to use their books to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text by discussing each of the fruits. Ask students whether they think the children eating the fruits are enjoying them. Why? What is the boy on page 7 drinking? Explain the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Language

Language for interaction: Reflect on the discussion about fruit students like to eat. Have them take turns to complete this sentence: *We need to eat fruit because...*

Text structure and organisation: If you are using the digital version of the text, explain to students how it works. Question students about the significance of the capital letter at the start of each sentence and the full stop at the end.

Expressing and developing ideas: Point out the names of the different fruits in the book and how they relate directly to the main topic of the book. Reinforce these topic-specific words by playing a matching game. Make eight flashcards. Write the name of one fruit from the book on each card. On the eighth card, write the word *fruit*. Mix the cards, turn to each page of the book, and ask students to find the correct flashcard to match the photograph in the book.

Sound and letter knowledge: Read the words *it* and *is*, and point out the short *i* sound. Have students find the short *i* sound in the words *it* and *is* throughout the text.

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *Fruit* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book to the end, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Use old magazines, newspapers, or advertising material for students to find and cut out pictures of fruit. Have them paste their pictures on blank pages, and write *It is a fruit*. Assist students to write the name of their fruit under the picture.
- Have students fold a sheet of paper into three columns, then paste a small piece of red, green, or yellow paper at the top of each. Have them draw pictures of fruit that match the colour assigned to each column.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

2d – Fruit

1. Circle the short *i* sounds.

It is a mango. It is a fruit.

It is a fruit. It is a cherry.

2. Write the short *i*.

b__t f__t s__t

w__n f__n b__n

l__d d__d k__d

l__p s__p t__p



Name _____

2d – Fruit



Draw a picture of your favourite fruit.

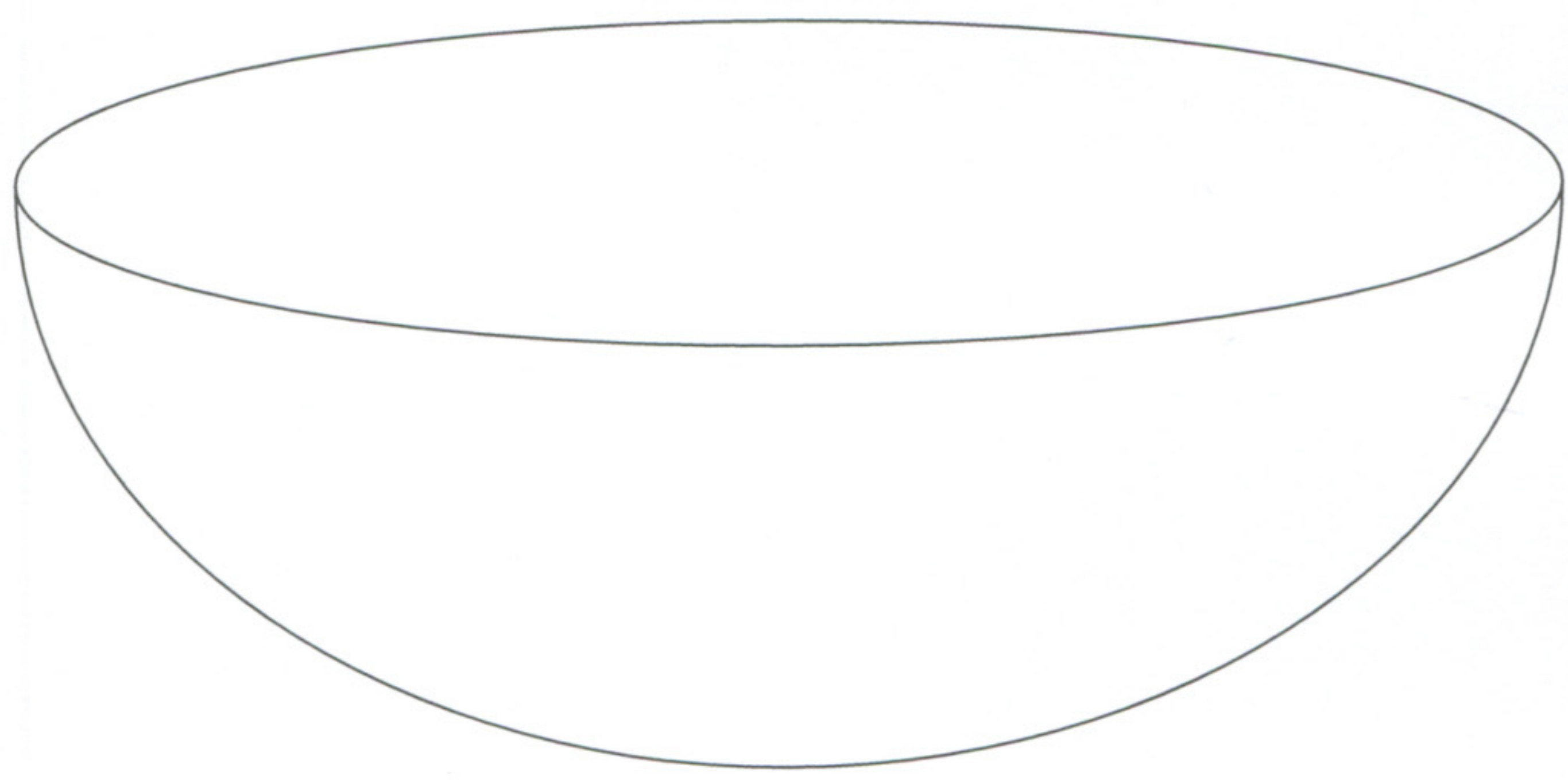
It is a _____.

Name _____

2d - Fruit

Draw pictures of fruit
that start with *a*, *b*, and *o*.

Write the names of your fruit.



a _____

b _____

o _____