

The Soup

Word Count: 76 **Text Type:** Literary Recount

High-Frequency Word Focus: for, get

Content Words: beans, bowls, carrots, garlic, noodles, onions, sauce, soup, spinach, spoons

Language Features: (punctuation, vocabulary, sound and letter knowledge) capital letters; full stops; short *a*

LITERACY

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

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

Creating texts: produce some lower case letters; attempt to create short text to record ideas

LITERATURE

Literature and context: understand that authors can tell stories and share experiences similar or different to their own

Responding and examining: identify and share thoughts and feelings about characters and events; identify the ending of a story

Creating literature: retell text through illustration

LANGUAGE

Language for interaction: use language to express likes and dislikes

Text structure and organisation: understand the purpose of capital letters and full stops

Expressing and developing ideas: know spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words

Sound and letter knowledge: recognise sounds and rhymes in spoken words; letters of the alphabet

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: Ask students if they have ever helped cook soup at home. If so, ask them what kind of soup they made. Ask what ingredients might be used for soup and the procedure for making it.

Encouraging prediction: Read the book's title to students, discuss the illustration on the cover, and ask if they think the book will be about eating or making soup. Turn to and read the title page. Ask students to look at the illustrations throughout the book, focusing on the ingredients that might be used in the soup. Have them use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about the soup, they will be talking about capital letters and full stops, and learning more about the short *a*.

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 details in the illustrations, such as the carrots going into the pot on page 7.

Guiding: Invite students 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 asking them the steps in making the soup. Ask why the boy got the bowls and spoons and if they think the soup will be good. Explain the difference between imaginary and informative texts. Ask which they think this book is and why.

■ Literature

Literature and context: Ask students if this story reminds them of something similar that they have done.

Responding and examining: Ask students if they think Dad and the boy enjoyed cooking together. Ask if their feelings about the soup changed when they saw the ingredients. Have them describe how the story ends.

■ Language

Language for interaction: Have students take turns to complete these sentences. *I liked the _____ going into the soup. I didn't like the _____ going into the soup.*

Text structure and organisation: Remind students that a capital letter signals the start of a sentence and a full stop signals the end. Ask students to read page 2. Have them find the first word in each sentence on the page (*The, I*). Ask them to find the last word in each sentence (*onions, Dad*). Repeat this exercise with other pages in the book.

Sound and letter knowledge: Read page 6 to students. Point out the short *a* sound in *carrots, Dad, and has*. Write these on the board, and have students circle the short *a* in each word. Ask students to think of other words with the short *a* sound. Add them to the list on the board. Ask students to think of words that rhyme with these words.

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 *The Soup* worksheets. Encourage them to work independently, but assist as required.
- 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.
- Draw up a list of different kinds of soup, and have the class vote on which kind they would like to make. Together, create a recipe for that soup. Have students draw pictures of all the ingredients. Use the recipe and pictures to make a book called *Our Class Soup*.
- Have students illustrate their favourite meal. Under the illustrations, have them write about the meal.
- Have students draw a picture to show what happened at the end of the story.

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 _____

3c – The Soup

1. Add the capital letters and full stops.

___he soup has carrots

___he soup has onions

___he soup has garlic

___he soup has noodles

___he soup has sauce

2. Add *a* to these words.

b___d

h___d

w___g

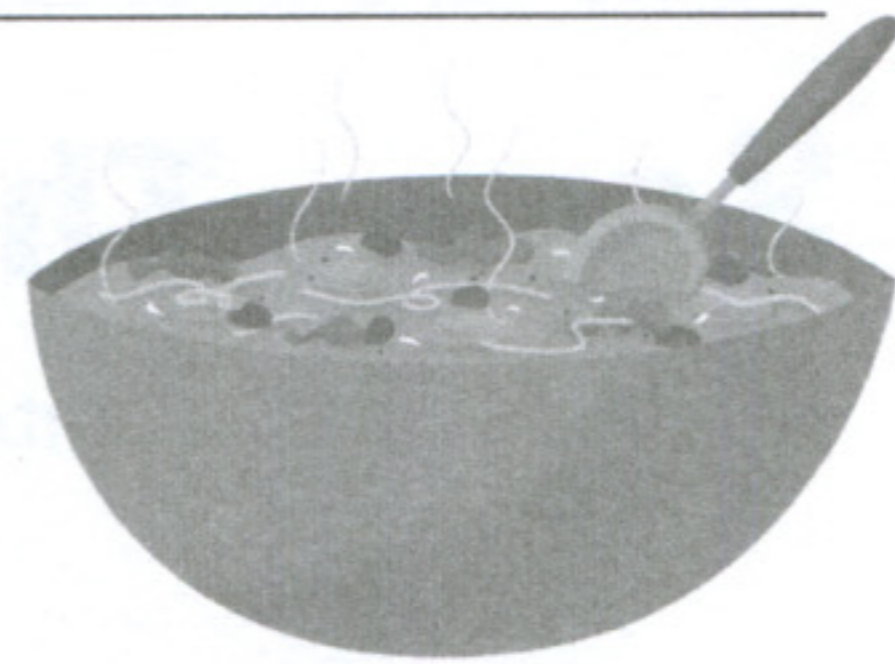
t___g

cr___b



Name _____

3c – The Soup



1. Draw the first thing that Dad put in the soup.

A large, empty rectangular box with a thin black border, intended for a student to draw the first ingredient added to the soup.

2. Draw one more thing that you would put in the soup.

A large, empty rectangular box with a thin black border, intended for a student to draw another ingredient they would add to the soup.

Name _____

3c – The Soup

Think about your favourite sandwich.

Draw pictures of everything you need to make your sandwich.

Write why you like this sandwich.