



# Cool Bananas



**Word Count:** 177    **Text Type:** Information Report

**High-Frequency Word Focus:** eat, give

**Content Words:** bananas, eat, energy, farmers, flowers, fruit, grow, herb, leaves, minerals, peel, plant, purple, rain, seeds, shade, vitamins, yellow

**Language Features:** (punctuation, vocabulary, sound and letter knowledge)  
serial commas; vowel digraph *oo*

## LITERACY

**Interacting with others:** engage in conversations and discussions; use interaction skills; make a short presentation

**Interpreting, analysing, evaluating:** identify some differences between imaginative and informative texts; read texts using a variety of developing skills; use comprehension strategies to build meaning

**Creating texts:** create short text that shows emerging use of structure, grammar, punctuation and word choice; write using unjoined lower case and upper case letters

## LANGUAGE

**Language for interaction:** understand there are different ways of asking for information

**Text structure and organisation:** understand concepts about print and screen – digital text; understand that purpose shapes the structure of text; recognise the purpose and effect of punctuation

**Expressing and developing ideas:** write high-frequency words

**Sound and letter knowledge:** recognise sound/letter matches

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 like eating bananas. Brainstorm a series of facts about bananas, such as what bananas look like, where and how they grow, how they are eaten, and what other animals like eating them.

**Encouraging prediction:** Using the interactive digital book, or the printed version, read the title to students. Discuss what the girl on the cover is doing. Ask students to look at the photographs as you move through the book. Have them use the photographs to predict what the book might be about. Read the headings on the contents page to confirm their predictions.

**Outlining focuses:** Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as reading about bananas, they will be talking about commas and the sound made by *oo* in some words.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### ■ Literacy

**Modelling:** Return students' attention to the start of the book, then read the text using appropriate expression. Pause to clarify unfamiliar words where necessary, and point to details in the illustrations, such as the bananas growing above the flower on page 9.

**Guiding:** Using a positive and encouraging tone, invite students to read from their books. Remind them to keep 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,

knowledge of letter/sound patterns, and rereading. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and the whole text (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. Ask them to describe a banana plant. Have students look at the photographs on pages 6 and 7. Ask them how the leaves are being used on these pages. Ask students to think about the qualities that make banana leaves so useful. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

## ■ Language

**Language for interaction:** Remind students of how to form a question when asking for information. Then, have them take turns asking each other a question related to the text.

**Text structure and organisation:** If you are using the digital book, invite students to take turns to operate it for the following activities. Review and discuss the format of the text. Draw particular attention to the purpose and placement of the chapter headings, the contents page, and the index page. Ask students to read the last sentence on page 10. Point out the commas between each item in the list. Explain that in a list of three or more items, we place a comma after each item in the list, including the item before *and*. Write on the board: *Bananas are yellow sweet tasty and good for our health*. Have students point to where the commas should be placed.

**Sound and letter knowledge:** Ask students to find the word *good* on page 10. Write it on the board and underline the vowel digraph *oo*. Explain that in this word, *oo* makes a short sound. Brainstorm other words that have this sound, such as *book, cook, foot, hook, or wood*.

## 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. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *Cool Bananas* 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 through, 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.
- Have students design and make a poster presenting one new fact that they have learned about bananas.
- Provide students with pictures and/or books about other kinds of fruit. Have them illustrate and write one sentence about how the fruit grows, what the fruit looks like, and different ways to use the fruit. Have students present their work to the class.
- Ask students to write and illustrate three different ways they can eat bananas. If facilities allow, students could complete this activity on computer.

**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 \_\_\_\_\_

## 9c – Cool Bananas

1. Circle the (oo) in each word.

look

book

cook

took

good

wood

stood

hood

foot

soot



2. Put the commas in the correct places.

I went to the shop to buy  
bread soap milk cheese and bananas.

My dog likes running jumping swimming  
and barking.

We have school on Monday Tuesday  
Wednesday Thursday and Friday.

I play soccer tennis and softball  
but not hockey rugby or ping-pong.

Name \_\_\_\_\_

## 9c – Cool Bananas

Circle the correct words, then draw the pictures.



Bananas grow in  
hot / cold places.

Bananas do / don't  
have seeds.

Bunches of bananas grow  
from flowers / leaves.

Bananas are green /  
yellow when they are ripe.

