

Let's Eat



Let's Eat Teachers' Notes

Learning objective: CLL Linking Sounds and Letters: Hear and say sounds in words in the order in which they occur

Key words: the, are, said, them, we, all

Cross-curricular/theme links: Daily routines, mealtimes

Genre: Fiction

NC level: Foundation stage

Assessment: Check that children can use knowledge of letter sounds and grapheme/phoneme correspondences when reading new words

Word count: 80

Getting started

Read the title and back cover blurb to the children. Ask: 'What do we have to do when we are getting ready to eat? Have you ever helped to set the table at home? What did you do?'

Flip through the pages and talk about the story, encouraging the children to notice what is happening in each picture.

Guided reading

Pages 2-3: Encourage the children to read on sight familiar tricky words like 'the', 'are' and 'them'. Remind them to use their knowledge of letter-sound correspondences to help work out words, such as, 'table' and 'placemat', and support them as necessary to read any words using graphemes they have not yet learnt.

Pages 4-7: Continue to prompt and support children's reading as before. Talk about what is happening on each page and encourage the children to identify the new things the bears are adding to the table. There are several variations in sentence patterns on these pages – praise children for picking up these changes and reading the words accurately.

Page 8: Ask: 'Do you think the bears are looking forward to their meal?' If necessary, help the children to see the link between the text and the book title.

Speaking and listening

- After reading, encourage the children to work in groups of four and role-play setting their own table for a meal. Encourage them to talk about what they are doing, and then act out enjoying the meal.
- The groups could show their role-plays to the class.

After reading

Use these questions to help children talk about the story.

- Can you tell me what the story is about?
- What are the different things that the bears had to put on the table?
- What do you think the bears will do next, after the end of the story?

Reading into writing

The children could draw and label a picture of their favourite meal, complete with plate, knife, fork, cup and so on.

Book quiz for children

- 1 What does Jen put on the table?
- 2 What does Sally put on the table?
- 3 What are the polar bears going to have for their tea? Do you think it looks like a nice meal?

Support for less confident readers

Less confident readers might benefit from acting out how to set a table, before they start to read the book. You could give them cutlery and plates and work together to set the table in the same order as in the book.

Extension for more confident readers

Children could use books or the internet to find out about what polar bears really eat in the wild, and how they eat it. Challenge them to find some differences between the way the bears prepare to eat in this story, and the way they would really eat in the wild!