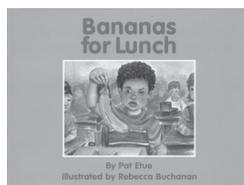


# BANANAS FOR LUNCH

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 Set 9 – 148 words

## Building Anticipation –Setting the Context

Discuss foods the children like to find in their lunchbox. What foods do they hate to see in their lunchbox? Build a chart.



Lunchbox Foods We Like	Lunchbox Foods We Dislike

## Introduction

Say: *Today we have a book called 'Bananas for Lunch'. Jay gets a banana in his lunchbox each day and he hates bananas. His teacher sees him putting the banana in his desk every day.*

Give each child a book and take time for them to do an independent book walk. The children read to find out how Jay stops getting bananas in his lunch. Ask them to be ready to support their answers using the book.

## Discussion - Book Talk

*How did Jay get his mom to stop putting bananas in his lunchbox?*

Have a child read his note on page 15. *Do you think he had a good solution? Why? Why not? Why do you think the teacher was worried about the bananas collecting in his desk? How might you have solved the problem?*

*Can you think of two or three more ways? Discuss the word hate as related to foods. What should Jay do if someone serves him bananas when he is out visiting?*

## Responding Creatively - Independent Practice

Children can:

- survey other classes about lunchbox foods under the headings *We Like, We Dislike*. Share the results during class discussion.
- make a two part booklet called *My Lunchbox, Foods I Like, Foods I Dislike*. Draw and paste in pictures of foods and label them. On the last page draw their lunchbox and write a culminating sentence such as, *I have a teddy bear lunchbox.*
- make a labeled picture of their favorite lunchbox lunch on the reproducible master.

## Read Aloud Connections

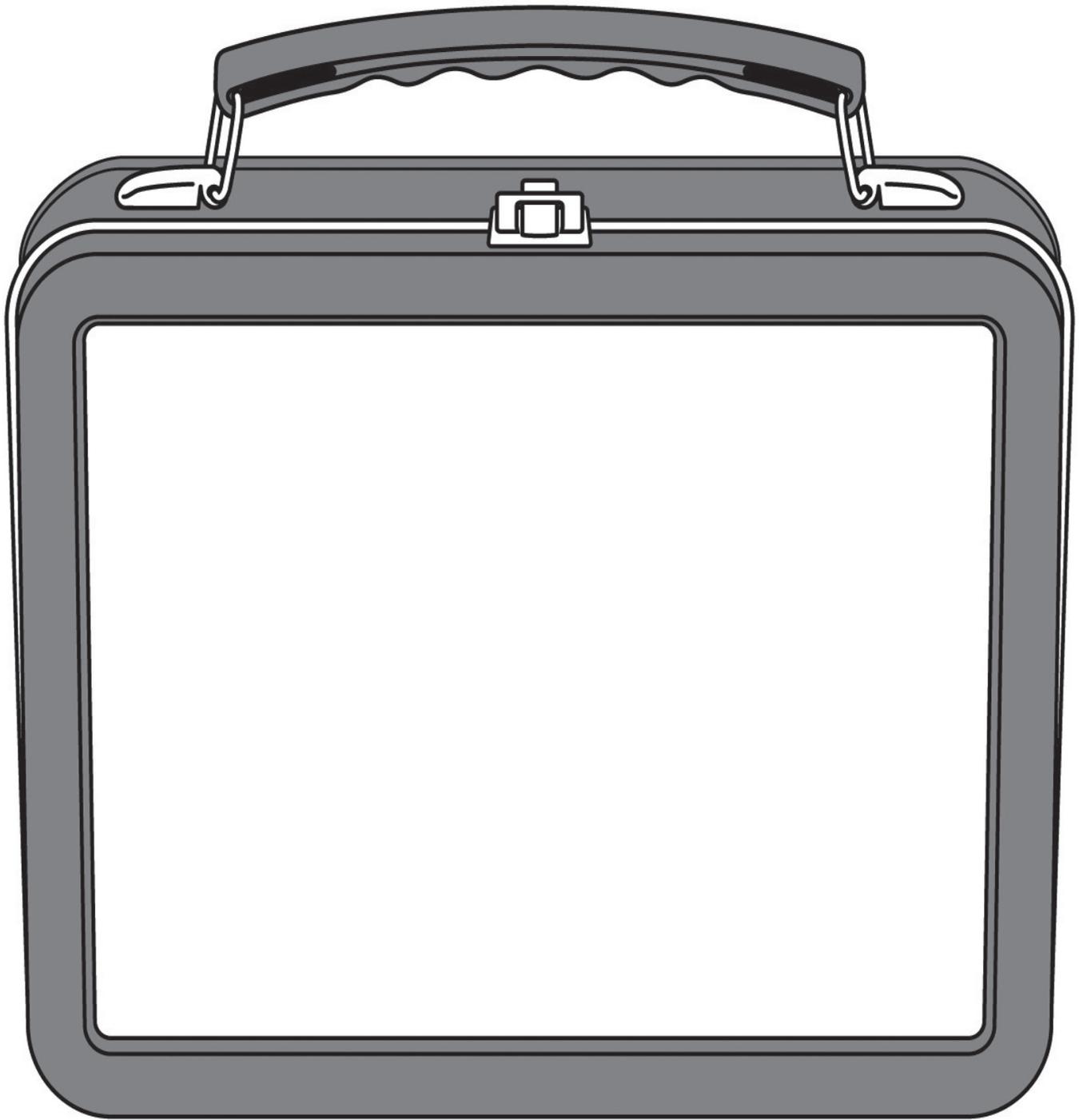
*Pancakes for Breakfast*, by Tomie De Paola, Scholastic, 1978.  
*The Jolly Postman*, by Janet and Allen Ahlberg, Heinemann, 1986.  
*The Sandwich*, by Ian Wallace, University of Toronto Press, 1975.

## Learning About Language - Focused Teaching

High Frequency Words	don't, next, take, cried	Practice writing these words on an erasable board. Check to be sure you are right. Write other high frequency words you know.
Letters and Letter Clusters	Xx – box Bb – bananas, box, banana	Brainstorm a list of <i>b</i> words. Which words can have <i>s</i> added to make then plural? Record the plural beside those words. i.e., <i>band – bands, boy – boys, bird – birds.</i>
Onset and Rimes and Word Families	box, fox hate, date, mate, late, gate	Children use movable letters to make words using the rime <i>ate</i> . Record the words on a chart. With the children, clap the syllables of the words recorded.
Word Endings	<i>ch</i> – lunch <i>sk</i> – desk	Look in books for words that end the same. Record the words and underline the endings.
Compound Words		Review familiar concepts.
Contractions	don't, I'm let's	Provide a double set of word cards featuring all the known contractions and the new ones being learned. Play <i>Snap</i> with a friend.
Text Features	Bold font – <b>hate</b> <b>three</b>	Refer to the handwritten note on page 15. Encourage the children to use this note as a model and to incorporate the same text features as they write their own note.
Poetry Links	<i>don't - I Like</i> <i>next – Dreaming</i>	Feature these poems in shared reading to reinforce the high frequency words. The high frequency words shown are found in the book as well as the poem.

## Reproducible Master - Bananas for Lunch

Draw and label the lunch foods you like the most.



The lunch foods I like the most are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.