

# AFTER SCHOOL SNACKS

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 Set 8 – 129 words

## Building Anticipation – Setting the Context

Ask the children if they like to eat snacks. *What do you like to eat?* Record their responses on a chart. Encourage the idea of special snacks for different days of the week.



## Introduction

Introduce the book by showing the cover and saying: *This book is called 'After School Snacks'. A little boy's mom makes a different snack every day of the week because he is always hungry after school.* Give each child a book and show the children the illustration on page 10.

Ensure the children are familiar with the vegetables shown and the concept of dip. Have the children locate the words *munch* on page 9 and *crunch* on page 7 using a word mask after predicting the final letter cluster. Say the words to hear the rhyme.

Have the children predict and locate one or two names of the days of the week. Take time for an independent book walk and then ask children to read the text independently to find out what snack the little boy liked best.

## Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share a few strategies they used. Ask: *What was the little boy's favorite snack?* Have the children support their response by using the text. *Do you think the little boy's snacks were healthy? What makes you think so?* Go back to the children's list of snacks and circle any that the little boy had. How many did we predict?

## Responding Creatively – Independent Practice

Children can:

- use the reproducible master to draw and label their favorite after school snack.
- make a booklet entitled, *Healthy After School Snacks*.
- prepare a snack menu for each day of the school week featuring their favorite healthy snacks.

Monday	Tuesday	Wednesday
cheese & crackers	apple	carrots & dip

- write a procedure for preparing vegetables and dip. Make this snack for the rest of the class.

## Read Aloud Connection

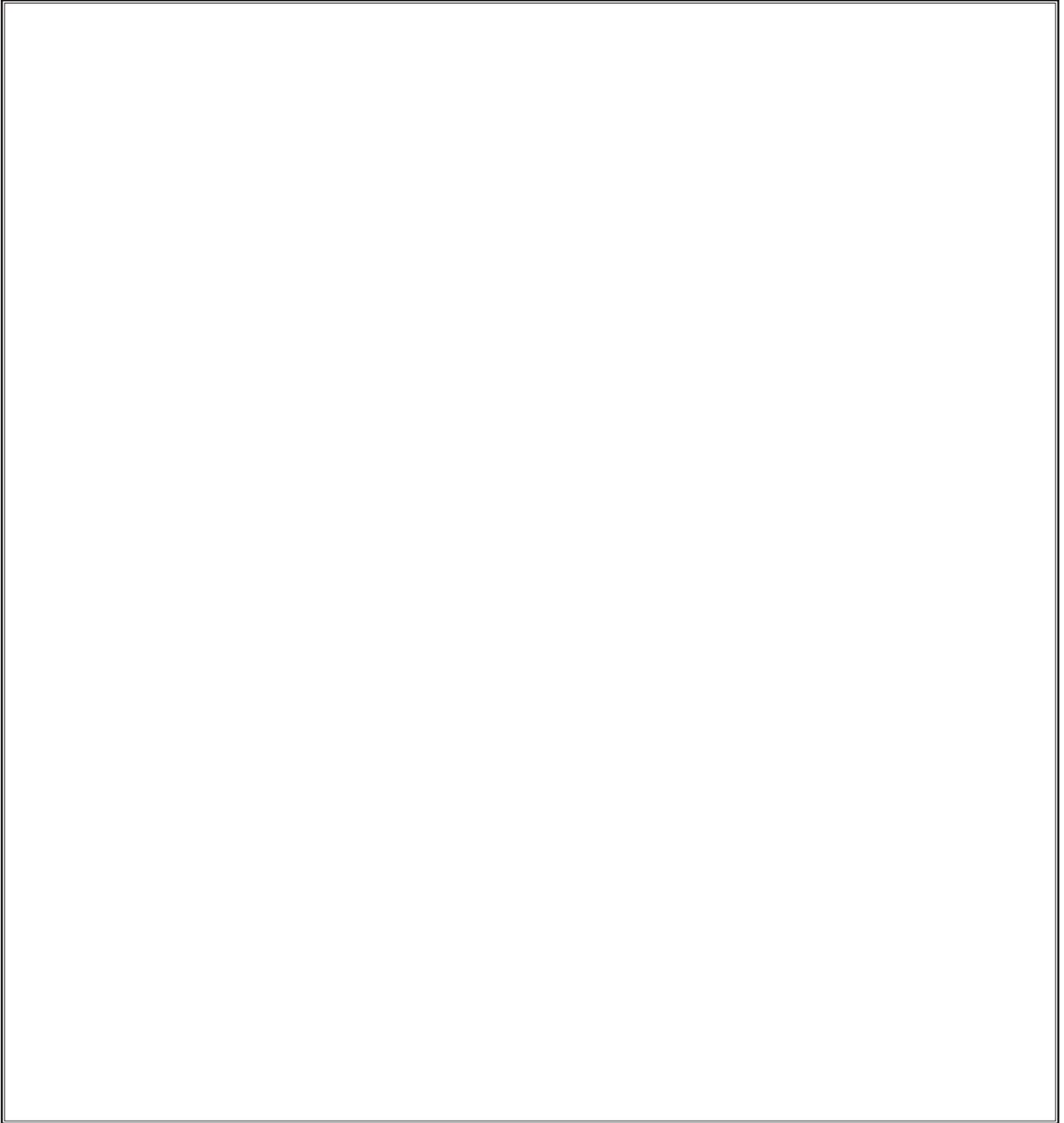
*The Sandwich*, by Ian Wallace, University of Toronto Press, 1975.

## Learning About Language - Focused Teaching

High Frequency Words	after, some, two	Print these words and other known high frequency words and nouns on double sided cards. One side has the initial letter capitalized. Build new sentences.
Letters and Letter Clusters	<i>Cc</i> - crunch, cheese, crackers, celery, carrots <i>br</i> - bread <i>ch</i> - cheese <i>cr</i> - crackers, crunch	Brainstorm to create a list of words that begin with <i>ch</i> . Clap the syllables of the recorded words. Encourage children to add words they find around the room to the chart. Revisit the chart in a few days to confirm words added.
Onset and Rimes and Word Families	snack, crack, pack, tack, sack, whack, back, track crunch, bunch, munch, punch, lunch	Use movable letters to make words containing the rime <i>unch</i> . Clap the syllables of the words you make.
Word Endings	<i>y</i> - hungry <i>ch</i> - crunch, munch	Select a word ending. Make a list of words with that ending.
Compound Words		Review familiar concepts.
Contractions	it's	Write a sentence using <i>It's</i> as the first word. Write a sentence using the two small words that make this contraction.
Text Features		Review familiar concepts.
Poetry Links	<i>I Like</i> - <i>Ice cream, apples, cheese</i> are interest words. <i>I</i> and <i>like</i> are used in both the book and the poem.	Feature these poems in shared reading. Place word cards in a pocket chart once children are familiar with the poem. Remove a word or two. Children predict what makes sense, sounds right, looks right. Check with the word card.

## Reproducible Master - After School Snacks

Illustrate and label a healthy snack.



The healthy snack I like best is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.