Snack Time
by Molly Chester

Fountas-Pinnell Level C
Nonfiction

Selection Summary
Children eat a variety of snacks—a banana, an apple, a carrot, and an orange—at snack time.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person narrator</td>
</tr>
<tr>
<td></td>
<td>Focused on a single topic</td>
</tr>
<tr>
<td>Content</td>
<td>Food for snacks</td>
</tr>
<tr>
<td></td>
<td>Children enjoying food together</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Children like snacks.</td>
</tr>
<tr>
<td></td>
<td>Everyone has favorite foods.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Meaning provided through integration of photos with text.</td>
</tr>
<tr>
<td></td>
<td>One exclamation for emphasis</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Repetitive sentence pattern on most pages: He/She said that ____ is/make a good snack.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Names of food: banana, apple, orange, carrots</td>
</tr>
<tr>
<td>Words</td>
<td>Highlighted high-frequency words: all, good, he, make, no, play, said, she</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Photographs closely linked to text on all pages.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Five pages of text; photograph on each page</td>
</tr>
<tr>
<td></td>
<td>Two to three lines of text on each page</td>
</tr>
</tbody>
</table>

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Snack Time  by Molly Chester

Build Background
Help children tell what they know about snack time. Build interest by asking questions such as the following: What is a snack? What kinds of food do you like for a snack? Read the title and talk about the cover photograph. Tell children that this book will give information about food to eat at snack time.

Introduce the Text
Guide children through the text, helping with unfamiliar words so they can read the text successfully. Here are some suggestions:

Page 2: Explain that in this book children will read about different kinds of snacks.
Suggested language: Turn to page 2. Look at the photo. What is the boy eating for a snack? The book says: He said that a banana is a good snack. Say good. What sound do you hear in the beginning of the word good? Find the word good and put your finger under it.

Page 3: Remind children that they can use information in the photos to help them read. Look at this photo. What does this girl like for a snack? The book says: She said that an apple is a good snack. Say She. The word She begins with the letter S. Find the word She, say it, and put your finger under it.

Page 4: Turn to page 4. Look at the picture. What does the girl on this page think is a good snack?

Page 6: Turn to page 6. Where are these children? It is the end of snack time in their class. They say: We have no more snacks. Say no. What letter would you expect to see first in no? Find the word no, say it, and put your finger under it.

Now turn back to the beginning of the book and read about all the foods that the children like to eat at snack time.

Words to Know
Have children turn to the Words to Know at the back of the book. Read each word aloud and then together. Explain any unknown words. Tell children to look for these words as they read.

Words to Know
all he no said

good make play she
Read
Now have children read *Snack Time* softly while pointing under each word. Observe children as they read.

Respond to the Text

Personal Response
Ask children to share their personal responses to the book. Begin by asking what they liked best about the book, or what they found interesting.
*Suggested language: Which snack in this book would you like best?*

Ways of Thinking
As you discuss the text, make sure children understand these teaching points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Children eat a banana, an apple, a carrot, and an orange for a snack.</td>
<td>• Children like snacks.</td>
<td>• The photos show different kinds of snacks that children like.</td>
</tr>
<tr>
<td>• They sit together and have their snacks.</td>
<td>• It's good to choose healthy snacks.</td>
<td>• On the last page we see that the children had snack time in school.</td>
</tr>
</tbody>
</table>


Choices for Support

Concepts of Print
Help children practice understanding that there is a relationship between sounds and letters.

Phonemic Awareness and Word Work
Provide practice as needed with words and sounds, using one of the following activities:

- **Clapping Syllables** Have children hear and say syllables in words from the book. *(apple, banana, carrots, orange)* Have them clap on each syllable: ap-ple, ba-na-na, car-rots, or-ange.
- **ABC** Materials: magnetic or cardboard letters or letter cards. Have children choose letters and put them in ABC order.
- **Build Words** Have children make more words that rhyme with *snack* (*back, Jack, pack, rack, sack, tack, track, black, crack, stack*). Write the words in a list on the board or on a large sheet of paper. Read the list aloud together.
Writing About Reading

Vocabulary Practice
Read the directions and have children complete the Vocabulary questions on BLM 25.1.

Responding
Have children complete the vocabulary activities on page 7.

Building Vocabulary
Food Words
Build on the food words in Snack Time.
Suggested language: Let’s think about all the things the children in the book like for snacks. What other snack foods do you like? As children suggest foods, write their words on the board or on a large strip of paper. Begin the list with the sentence pattern: I think ______ is/are a good snack.

(Possible suggestions: pears, strawberries, cherries, crackers, cheese, nuts, yogurt, celery)

After children have made their suggestions, read the list aloud together, pointing to each word. Look at all the good foods for snacks!

Writing Prompt
Read aloud the following prompt. Have children draw and write their response, using the writing prompt on page 6.

Draw a picture of a snack you have made at home.

Write about why you like it.
English Language Learners

Cultural Support  Children may eat a variety of foods for snacks at home. Discuss the snacks in the book and also children’s favorite snack foods at home.

Oral Language Development

Check the children’s comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: Point to the banana.</td>
<td>Speaker 1: What did the boy on page 2 say is a good a snack?</td>
<td>Speaker 1: What are some foods that children eat for snacks in the book?</td>
</tr>
<tr>
<td>Speaker 2: [Points to banana]</td>
<td>Speaker 2: a banana</td>
<td>Speaker 2: Possible answers: an apple, a banana, a carrot, an orange</td>
</tr>
<tr>
<td>Speaker 1: Point to the apple.</td>
<td>Speaker 1: What did the girl on page 3 say is a good snack?</td>
<td></td>
</tr>
<tr>
<td>Speaker 2: [Points to apple]</td>
<td>Speaker 2: an apple</td>
<td></td>
</tr>
<tr>
<td>Speaker 1: Point to the carrot.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker 2: [Points to carrot]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Words to Know

Circle the words make, no, he, and play.

- make
- play
- said
- good
- she
- all
- he
- no

Write the right word in the sentences.

1. The teacher ______ said ______ to pick a game.

2. The children picked a ______ good ______ game.
Snack Time

Draw a picture of a snack you have made at home.

Write about why you like it.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Words to Know

Circle the words make, no, he, and play.

make play said good she
all he no

Write the right word in the sentences.

play said she good

1. The teacher ________________ to pick a game.

2. The children picked a ________________ game.
# Lesson 25

## Snack Time • LEVEL C

**Running Record Form**

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>He said that a banana is a good snack.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>She said that an apple is a good snack.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>She said that an orange is a good snack.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>She said that carrots make a good snack.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>We have no more snacks. We ate all of them. We can go play now!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Behavior** | **Code** | **Error** | **Accuracy Rate** | **Self-Correction Rate** |
---|---|---|---|---|
Read word correctly | | 0 | | |
Repeated word, sentence, or phrase | | 0 | | |
Omission | | 1 | | |
Substitution | cut | 1 | | |
Self-correction | cut | 0 | | |
Insertion | the | 1 | | |
Word told | | 1 | | |

Accuracy Rate = \(\frac{\text{# words read correctly}}{50} \times 100\)

Self-Correction Rate = \(\frac{\text{# errors} + \text{# Self-Corrections}}{\text{Self-Corrections}}\)