

Why Should I Eat Fruit?



Level: A4 Word Count: 26

Little Book of Answers

Curriculum Connection	Personal Responsibility
Content Vocabulary	apple, banana, crunchy, juicy, orange, pineapple, soft, sweet, tasty, watermelon
Visual Literacy Element	photo with labels
Critical Thinking	identify and research further foods that are important to good health
Comprehension Strategy	hypothesizing
High-Frequency Words	is, it

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss what fruit is. Ensure that the students can name and describe a variety of fruits. Provide tangible examples and/or photos to assist English language learners. Invite the students to suggest some words that describe each fruit. Discuss not only its physical properties but how it tastes.
- Invite the students to make some suggestions as to why they should eat fruit.

- Give each student a copy of the book *Why Should I Eat Fruit?* and read the title to them.
- Set the purpose for reading by telling the students that the title of the book is a question. The word that starts this question is, *Why*. It is the same word that started the book *Why Is It Expensive?* The students are going to read the book to find out the answer to the question. As they read they will also find out some words that describe fruit.
- Discuss the cover photo. Ask questions such as – *What fruit is the girl eating? Do you think it will be sweet or sour? Do you think it will be juicy?*
- Have the students turn to the title page and ask the same questions.
- Invite the students to say why they should eat fruit.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the labels to the students. Bring fruit and provide physical demonstrations of the adjectives where necessary to assist English language learners. Make connections where possible, for example, *grapes are soft like bananas. Grapes are sweet, too.*
- Tell the students that the Vital Vocabulary words are in the book and will help them as they read. Point to the page numbers and tell them that these are the pages where they will find the information on the fruit in the photo.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the English vocabulary. Invite the students to read the labels with you.
- To ensure understanding say things such as – *You have to peel some fruits before you eat them. You can eat the skins of others. Some fruits are very big and you have to cut them up – you can't eat the whole fruit. Fruit is good for you because it keeps you healthy. Tell the students the old adage – an apple a day keeps the doctor away.*
- Discuss the bowl of fruit on page 15. Have the students read the labels and identify any other fruit they know.

Read the Book

- Invite the students to read the title on the cover and title page again with you. Encourage them to point to the words as they read them.
- Read the Vital Vocabulary again with the students.
- Read the first page to the students to help them with the sentence pattern.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
 - What fruit is crunchy?*
 - What fruit is soft?*
 - What fruit is juicy?*
 - Why should you eat fruit?*
- Check inferential comprehension by asking these questions:
 - Which fruit do you like best? Why?*
 - Which fruit would you most likely eat for breakfast?*
 - Which fruit would be good in a pie?*
 - Why is fruit good for you?*
- Discuss with the students what more they now know about why they should eat fruit. What other foods do they know that are good for them?
- Invite volunteers to choose one of the fruits in the book and use the word, *what* to start a question, for example, *What is as juicy as an orange? What do you have to do before you can eat a water melon?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell them that these foods are all good foods. Their task is to find out the names and say why it is good to eat them. Ask which food they think is sweet, juicy, crunchy, tasty, soft.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw themselves eating a piece of fruit. Dictate or write a sentence to go with their picture.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Draw a line from the fruit to its name.



banana

apple

watermelon

orange

pineapple

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Read and Draw

An apple and a banana

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