

## About the Book

Text Type: Fiction/Realistic Page Count: 10 Word Count: 53

### Book Summary

Who doesn't have food preferences? In this simple, repetitive text, readers find out what kinds of foods the boy in the story finds delicious. Each page introduces a different food and an affirmative response, "Yummy, yummy." The end of the story reveals a food that the boy doesn't find so yummy.

## About the Lesson

### Targeted Reading Strategy

- Visualize

### Objectives

- Use the reading strategy of visualization to understand text
- Compare and contrast
- Discriminate initial consonant /k/ sound
- Identify initial consonant Cc
- Recognize the pronoun I
- Categorize food words

### Materials

Green text indicates resources available on the website

- Book—*Yummy, Yummy* (copy for each student)
- Chalkboard or dry erase board
- Word journal (optional)
- [Compare and contrast, initial consonant Cc worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- **High-frequency words:** *and, I, like*
- **Content words:**

**Story critical:** *apples (n.), bananas (n.), carrots (n.), cookies (n.), corn on the cob (n.), jam (n.), lima beans (n.), peas (n.), pizza (n.), popcorn (n.)*

**Enrichment:** *yucky (adj.), yummy (adj.)*

## Before Reading

### Build Background

- Ask students to name their favorite foods. Discuss words they might use to tell how good they think their favorite food is (super, delicious, good, tasty). Ask students whether they have ever used the word *yummy* to tell about something they have eaten.
- Ask students to name the food they like the least. Ask them how they would describe this food. If students do not use the word *yucky*, bring it into the discussion.

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called *Yummy, Yummy*. (Accept any answers students can justify.) Ask what the boy in the pictures is eating. Have students describe how they think the foods in the pictures taste. Discuss whether they would describe them as *yummy*.
- Ask students to predict what other foods the boy might eat and think are yummy.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive phrases from the book on the board: *I like \_\_\_\_\_. Yummy, yummy.* Read the phrases aloud with students. Explain that these words repeat throughout the book.

### Introduce the Reading Strategy: **Visualize**

- Explain that good readers often visualize, or make pictures in their mind, as they read. Readers often use what they already know about a topic to make the pictures in their mind.
- Model how to visualize.  
**Think-aloud:** *As I read, I look at the pictures and think about what I have read. Then I will make a picture in my mind about what I have just read. For example, when I read the word Yummy in the title, I picture how much the boy is enjoying his sandwich. I picture a big smile on his face. I picture how quickly he eats the sandwich because it is so good. I will continue reading and visualizing as I read the rest of the story.*
- Read page 3 aloud to students. Have them close their eyes and listen as you read. Ask them to make a picture in their mind, or visualize, as you read. After you have read the first page, ask students to share what they visualized. Make a list on the board or chart paper. Then show students the picture in the book. Explain that the picture in their mind might be different from the picture in the story, and the picture in the story doesn't always show everything told in the words they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Use the Book Walk to introduce the language patterns in the story and new vocabulary. For example, on page 3, ask: *What do you see in the picture? What is yummy, yummy in this picture? What do you think the boy is saying about popcorn? Which word on the page says popcorn? How do you know?*
- Remind students that they should look at beginning letters and pictures to help them figure out words. They should also read the sentence with the word to make sure the word makes sense.


### Set the Purpose

- Have students read to find out which foods the boy thinks are yummy. Invite them to picture themselves eating the foods that the boy eats as they read the story.

## **During Reading**

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3. Read the word together (*I*). Point to where to begin reading on each page. Remind students to read words from left to right. Point to each word as you read it aloud while students follow along in their own book.
- Ask students to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.

- Ask students to share the pictures they made in their mind as they read. Model how to visualize. **Think-aloud:** *When I read page 4, I read the word yummy. I knew that the boy liked pizza. I saw his tongue on his lips. I pictured how the boy was licking his lips between bites.*
- Have students read the remainder of the story. Encourage them to continue to visualize as they read.
  -  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.


### Reflect on the Reading Strategy

- Reinforce that using the pictures they create in their mind helps them understand the story and remember new information.
- Model the strategy of visualizing.
 

**Think-aloud:** *On page 10, I read how the boy did not like lima beans. I read the word yucky. I pictured how he pushed his plate away to show that he didn't want to eat these beans. I pictured how he scrunched up his nose so that he didn't have to smell them. Stopping to visualize as I read the story helped me understand and remember information from the story. It even helped me figure out words I didn't know. It helped me be more involved with what I was reading.*
- Discuss additional strategies students used to gain meaning from the book.

### Teach the Comprehension Skill: **Compare and contrast**

- **Discussion:** Ask students which was their favorite food in the story and their least favorite. Discuss the characteristics of a favorite and least favorite food.
- **Introduce and model:** Show students the front cover of the book. Point to the sandwich the boy is eating. Tell students that this jam sandwich is like one of your favorite sandwiches: hamburgers. (Comments should be tailored to fit personal experience.)
- Draw a large Venn diagram on the board. Label the outer circles *Jam* and *Hamburger*, and *Both* where the circles overlap. Explain that the sandwiches are alike because they are both made with *bread*. Write *bread* on the diagram under *Both*.
- Explain that the sandwiches are also different. Hamburgers need to be cooked before you eat them. Jam sandwiches are not cooked. Write *cook* and *don't cook* under the appropriate headings on the Venn diagram.
- **Check for understanding:** Review the foods in the book with students. Discuss how the foods the boy ate are similar to and different from the foods they eat. Encourage students to think about where and when they eat their favorite food, how it is prepared (microwave, toaster oven), how long it takes to cook, and if they make it for themselves or if someone makes it for them.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). If time allows, discuss their answers.

 Instruct students to color the pages in the book that show pictures of foods they like to eat.

### Build Skills

#### Phonological Awareness: **Initial consonant /k/ sound**

- Say the word *cob* aloud to students. Have them say the word aloud. Ask them to say the word without the /ob/ sound. Have students practice saying the /k/ sound aloud.
- Turn to page 7 in the book and read the page aloud to students. Ask students to raise their hand when they hear a word that begins with the /k/ sound (*corn* and *cob*).

- **Check for understanding:** Read the following words aloud, one at a time: *carrots, peas, jam, cookies*. Have students raise their hand when they hear a word that begins with the /k/ sound.

### Phonics: Initial consonant Cc

- Have students say the /k/ sound aloud. Write the word *cob* on the board. Run your finger under each letter as you model blending the sounds in the word.
- Ask a volunteer to identify which letter in the word stands for the /k/ sound. Circle the letter c. Point to the letter c in *cob* and have students say the /k/ sound.
- Write the letter Cc on the board. Explain to students that the letter Cc stands for the /k/ sound they hear at the beginning of the word *cob*. Have students practice writing the letter on their hand as they say the /k/ sound.
- Draw a picture of a *cat* and a *cup* on the board. Have students identify the name for each picture. Label each picture, leaving off the initial consonant letter. Have volunteers come to the board and write the initial consonant Cc to complete a word. Run your finger under the letters in each word as you model blending the sounds in the word together.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Cc worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Pronoun I

- Tell students to look at page 3 of the book while you read the sentence. Ask students to tell whom the word *I* is referring to (the boy). Explain that the boy telling the story is using the word *I* instead of his name. Tell students that whenever they are telling something about themselves, the word *I* is used, and it is always written with the capital letter.
- Point to yourself, and model an “I” statement. Ask students to make “I” statements.



Instruct students to underline the word on each page of their book that shows who is telling the story and also stands for the boy’s name.

### Word Work: Categorize words

- Ask students what the book is about (foods the boy liked). Review the names of the foods (popcorn, pizza, bread and jam, apples and bananas, corn on the cob, carrots and peas, cookies and milk). Ask students what these words have in common. (They can be put into a group called *Foods the Boy Liked*.)
- Cut out the pictures from an extra copy of the book. Ask students to think of other ways to group the foods in the book (fruits and vegetables, soft and hard foods, and so on). Use the pictures to sort the foods into groups.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

## Extend the Reading

### Writing and Art Connection

As a group, write a book titled *Yucky, Yucky*. Model it after *Yummy, Yummy*, with the first line *I don’t like \_\_\_\_*. *Yucky, yucky*. The last page would read *I do like \_\_\_\_*. *Yummy, yummy*. Take a survey of students to determine the foods they like least. Include those in the book. Ask different students to draw pictures for each page. Combine the pages into a group book and encourage students to read it.

### Math Connection

Make a bar graph of students' favorite foods. Title the graph *Foods We Like*. Label the *y*-axis with numbers. Label the *x*-axis with the names of the foods (draw icons if desired). Give each student a small sticky note on which to write his or her name. Ask students to come to the graph and post their names on the bar that show their favorite food. Tally the numbers.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write or dictate a response.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- describe their visualization of the book and discuss how this helps them better understand the character's food choices
- compare and contrast information during discussion and on a worksheet
- correctly identify words with the initial /k/ sound during discussion
- correctly associate the letter Cc with the /k/ sound during discussion and on a worksheet
- recognize and understand the use of the pronoun / during discussion
- categorize words associated with foods during discussion

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**