

Just Cheese, Please!



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Text Type: Fiction: Narrative — Humorous Story

Guided Reading Level: I

Word Count: 483

Summary: Nick is a young bear who only likes to eat cheese. His Mom comes up with a plan to help him eat new foods.

Text Features

- ▶ dialogue with quotation marks

Visual Literacy

- ▶ words in capital letters and larger type size

Text Supports

- ▶ illustrations support the text

Possible Text Challenges

- ▶ use of quotation marks for dialogue
- ▶ multiple exclamation marks and question marks for expression
- ▶ specialized vocabulary: *cheddar, spinach, broccoli*
- ▶ contractions

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections

Working with Words

- ▶ using picture clues, background knowledge, and word-solving strategies to solve unfamiliar words
- ▶ identifying contractions and compound words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze pictures and text to find out details
- ▶ make connections to personal experiences
- ▶ solve unfamiliar words
- ▶ identify contractions and compound words

Oral Language Opportunities

- ▶ discussing in groups and pairs
- ▶ oral sharing with a partner
- ▶ dramatizing the story as a play or Readers' Theatre

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade Two Reading Guide.



BEFORE READING

Activating and Building Background Knowledge

Making connections

- ▶ Ask students to think about their favourite foods and foods they don't like. Use the Think-Pair-Share strategy and then have a few students share their favourite foods and foods they dislike.

What is your favourite food? What is a food you really dislike? Think about these foods and why you feel that way about them.

Making connections

- ▶ Create a T-Chart to show Foods We Like/Foods We Dislike. Discuss similarities and differences in the class and think about why people might like or dislike certain foods. Ask them to share what happens when they are served a food they don't like at home.

What do you do when your Mom or Dad expects you to eat something you don't really like?

**Making connections/
predicting**

- ▶ Hand out a copy of the book to each student. Explain that they are going to read a humorous story about a boy who only likes to only eat cheese. Provide time for the students to look at the text. Read the back cover of the text to the students and ask them to think about Nick's Mom and how she might feel when Nick only wants to eat cheese. Use the Think-Pair-Share strategy and then have a few students share their predictions.

How do you think Nick's Mom feels when he only wants to eat cheese? What do you think she might do?

**Text features/analyzing/
inferring**

Discussing Supports and Challenges

- ▶ Have students look carefully at the text on the first page as you read the text using a different voice when Nick is talking. Ask students what they notice on the page that helps them know that Nick is talking. Explain that quotation marks are used to mark the words that characters actually say and that we call this dialogue. Have students skim the next two pages looking for other examples of dialogue.

Who is speaking? How do you think this character might sound?

Print concepts

- ▶ Point out the use of exclamation marks and question marks and discuss how that might change how we say something.

When an author uses exclamation points he wants us to know that the message is important or exciting. A question mark at the end of a sentence helps us know that there is a question being asked. How does our voice change when we are asking a question?

Visual literacy

- ▶ Ask students to look at the pictures and name the different types of foods that they see.

Text features

- ▶ Ask students to look for special features on pages 14 and 15. Prompt for the words in capital letters, the larger type size, and the repeated use of exclamation marks and question marks. Ask students to think how the character would sound saying those words and give students a chance to demonstrate individually and as a group.

ELL Note: Have available some pictures of various foods mentioned in the book. Students can review and label these pictures to reinforce new vocabulary.

Analyzing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

It is important to look closely and analyze the details in the pictures to understand Mom's plan to get Nick to eat different foods. Do you think her plan was a good one? Why? Why not?

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Self-monitoring Making connections

Predicting

Analyzing

Word solving and building

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Try reading ahead to see what would make sense there.
 - What foods do you see in the picture?
 - How did Nick's Mom feel when Nick wouldn't try new foods? Does this match how you predicted she would feel?
 - What did Mother Bear do? Why did Nick eat that?
- ▶ If students finish early, ask them to reread and look for dialogue that they would like to share. Students can reread independently or with a partner and mark the dialogue that they want to share with a sticky note.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Analyzing

Evaluating

Text features

Self-monitoring

- ▶ Revisit the purpose for reading: Do you think Mom's plan worked? Why? Why not?
- ▶ Extend the understanding by offering prompts to continue the discussion:
 - Do you think Nick will learn to like other foods?
 - Do you think you could learn to like some foods you don't like if they were served with something you really like?
- ▶ Invite students to share the dialogue that they had selected. Comment on appropriate expression and attention to text features such as words in capitals or use of exclamation marks or question marks to aid in expression.

Find a picture that shows what Mom did to help Nick eat new foods.

Look at the words in capital letters and the repeated exclamation marks and question marks, "FISH!!!!!! I ATE FISH?????" Let's try reading that part together with lots of expression.

Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

Likes/Dislikes

- ▶ Invite students to create their own T-Chart of foods they like and foods they dislike. They can then choose one food from their chart and draw a picture or find a photograph of that food. Then students can use descriptive words and specific details to explain to a partner why they like or dislike the selected food.

Personal Writing and Representing

- ▶ Have the students look closely at the text and analyze the pictures to see how Nick learned to eat new foods when they were served with his favourite food, cheese.

Refer to the class T-Chart and model how you might be able to combine something you don't like to eat with something you do like. Demonstrate and model with a drawing, a title such as Just Ice Cream, Please!, and a written descriptive explanation of the food combination.

Ask the students if they have a favourite food that they could combine with a food they don't like. Invite students to draw and write about food combinations that they might try. Encourage them to create a title and write a descriptive explanation.

Dramatize/Readers' Theatre

- ▶ Groups of students can perform various sections of the story using the dialogue in the text. Select students to take on the character roles (Nick, Mom, Dad) and also select a narrator to read the portions of text that are not dialogue. Encourage the students to show the characters' emotions through voice and actions.

Contractions

- ▶ Invite the students to search the text for contractions. Record the words on small cards (*I'm, what's, I'll, wouldn't, don't, you've, it's, here's, haven't, wasn't, that's*). Make cards that show the 2 words for each contraction (*I am, what is, etc.*). Students can match the pairs in games of Concentration or Snap.

ELL Note: Be sure students can read the contractions in sentences. Invite the students to create their own sentences using the contractions.

Compound Words

- ▶ Have students locate compound words featured in the text (*backpack, cookbook, maybe, tomorrow*). The students can write the words on strips and then cut them into their smaller parts. Model how to create more compound words (*notebook, stovetop, today, someday*) and provide the students opportunities to think of more examples of compound words.

Analyzing

Word solving and building

Word solving and building