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Sort 13 Food and Not Food

Food is a popular topic, and there are many books about food to share with your students (see page 54). The classic picture book *Gregory the Terrible Eater* by Mitchell Sharmat (1984) easily lends itself to a simple sort. Gregory is a young goat who prefers eating things like fruit and vegetables instead of old tyres that give him a stomach ache.

Read To: Share *Gregory the Terrible Eater* by Mitchell Sharmat in an interactive fashion. Begin by reading the title of the book, and point out the picture of Gregory and his parents to establish he is a little goat. Ask, **What do you think Gregory likes to eat? What would make him a terrible eater?** As you read, invite students to talk about the pictures and discuss the word *revolting* (yucky, awful, disgusting, something you really don't like). After reading ask, **What made Gregory a terrible eater? What kinds of food did he like, and what kind of food gave him a stomach ache?**

Sorting and Discussion:

- 1. Introduce the Sort (p. 56).** Lay out the pictures for the students and name them together. Note any words that are unfamiliar and supply support as needed to help students learn those words. Then say, **Some of these pictures show food that Gregory would like and some are not food. Let's sort these into two groups. Here is an apple. Apples are fruit and Gregory likes fruit, so this is food he would like. I will put food that Gregory likes over here. Here is a cardboard box. Cardboard is not food. We will put other things that are not food over there. Let's sort the rest of the pictures.**
- 2. Sort and Reflect.** Select one picture at a time, name it and with students' help decide whether to put it with the apple or the box. Prompt students to provide reasons for their choices: **Why would Gregory like corn?** (It is a vegetable, and it is healthy.) After sorting, name all the pictures in each group and ask, **How are all the things in this group alike?**
- 3. Create Labels and Re-sort.** When asked, students are likely to say they are 'all food' or 'not food.' But they may suggest other labels such as 'junk.' You might even use the labels 'good' and 'revolting' to reinforce a word that might be new to students. Write the labels on a card with

student input, and say, **Help me spell food. What is the first sound in ffffffood? What letter do I need?** Mix up all the pictures, and sort again under the labels. Remind students to name each picture and justify their decision.

food		not food	
apple	banana	box	can
egg	carrots	pants	newspaper
corn	grapes	shirt	bag
bread		tyre	shoe

Extend

Read To: Reread the book on another day, and reinforce the word *revolting*. Act out the word with a facial expression that shows revulsion. Ask students to help you identify the things in the story they would never eat because they are revolting. Talk about how they would disagree with father goat about what they would want to eat.

Sort Independently: Give students their own copy of the sort to cut apart, or put the sort in a centre where they can do it independently or with a partner. After sorting several times, they can be asked to glue the pictures onto a sheet of paper that has been folded in half. Help the students label their categories and perhaps even the pictures. You might ask them to write or spell as best as they can or display the labels generated by the group in the initial sort. Students can look for additional pictures in magazines to add to the sort.

Write With: Create a dictated chart about food in small groups. To prompt an individual dictation, you might say to each student in turn, **What is your favourite fruit?** As you record, write so that the student can see what you are doing. Say each word slowly as you write and talk about what you are doing: **I will start with a capital letter here and end with a full stop.** As students develop letter-sound knowledge, ask them to help you decide what letters to use: **What letter will I need to write the first sound in the word banana?** After writing the sentence, read it back as you point to the words and ask the student if you got it right: **This says, 'Austin likes bananas.'** Students can also write their own sentences using the frame *I like to eat _____* and they can draw pictures to accompany their sentences.

SORT 13 Food and Not Food

		
		
		
		
		