



3–5 YEARS

Large Group



Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



Key Concepts

New: Feast
Bunches



Materials Needed

Feast for 10 by Cathryn Falwell
Chart paper
Marker



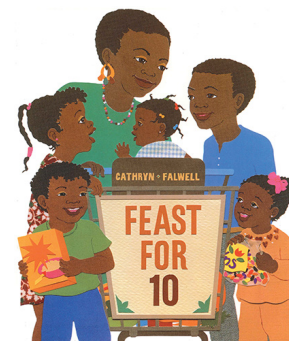
Also Promotes

Mathematics

Feast For 10

by Cathryn Falwell

Be Prepared: This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *Feast for 10*. Two novel words will be introduced today: Feast (title) and bunches (page 11). Write the following at the top of the chart paper: Words We Understand.



BEGIN: Let's all get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

Our book uses the numbers one through ten to tell the story of how a family prepared a big meal.

EXPLAIN: We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book this week.

ACT: Let's look at a chart that will help us as we learn our new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *Feast for 10*.

[Point to words as you say them. The book title includes one of today's novel words. Provide the definition now. Example: "Our book today is about a feast. A **feast** is a special meal with many things to eat and drink."

Point to and say the name of the author, who is also the illustrator.]

EXPLAIN: Another word in our book is bunches. The word **bunches** means a group of the same kind of things held or tied together.

I will write these two words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.

[Point to first text word.]

Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]

ASK: *[Focus discussion of the book on recall and words introduced earlier in the session.]*

- What is our book about? (family members shopping for and cooking food for a feast)
- Who were the main characters in our book? (the mom, dad, and children in the family)
- What happened first? (the mom and children go to the store to buy items for the feast)
- What happened next? (the food is brought home and cooked for the feast)

[Point to and read each word on your chart.]

- What is a “feast”? (a special meal with large amounts of food)
- What does the word “bunches” mean? (a group of the same kind of things held or tied together)

[Promote children’s understanding of novel words introduced today by elaborating on children’s comments about a word’s meaning. Reread the book’s sentence with the novel word. Example: “We learned about the word ‘bunches’. Remember, a bunch is a group of the same kinds of things held or tied together. “Six bunches of greens.” Point to and describe pictures on pages 11, 30, and 31 that are related to the novel words.]

RECAP: Today we read a book about a family who was preparing to cook a very special meal for ten people. We talked about the words “feast” and “bunches.”

Scaffolding Tips

Extra support ■ In discussion of the word bunches, display something in the room that might come in a bunch. Example: if putting out new paintbrushes, they might come in a bunch (a group of brushes held together with tape or string). Or, draw children’s attention to the illustration on page 11 with the greens. Encourage children to look at the illustration to support the definition of bunches.

Enrichment ■ Encourage children to describe a time when they were at a special meal where there was lots of food. Examples: a special meal for a wedding or a special dinner for the Chinese New Year.

Center Activity

Provide items in the dramatic play area, such as food items, plates, cooking utensils, cookbooks, and paper and writing tools, so children can pretend to make a feast.

FIRST
READING

Understanding Words *continued*



DAY
1



Family Child Care

Today's book was about a feast. Encourage children to look for any additional books in the home about special meals or food. Examples: *Stone Soup*, *A Medieval Feast*, *Strega Nona*.



3–5 YEARS

Large Group



Skill and Goal

Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



Key Concepts

New: Cart
Pumpkins
Stuffed
Ripe
Load

Review: Feast
Bunches



Materials Needed

Feast for 10 by Cathryn Falwell

Words We Understand chart from Day 1

Marker



Also Promotes

Mathematics

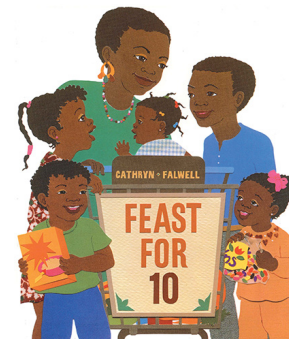
Feast For 10

by Cathryn Falwell

Be Prepared: This is the second of three repeated readings of *Feast for 10*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

BEGIN: [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *Feast for 10*. Let's talk about what we remember about the book.



- ASK:**
- What is our book about? (family members shopping for and cooking food for a feast)
 - Who were the main characters in our book? (the mom, dad, and children in the family)
 - What happened first? (the mom and children go to the store to buy the items for the feast)
 - What happened next? (The food is brought home and cooked for the feast)

EXPLAIN: We are going to read our book again. We will stop to talk about what some of the words mean. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

ASK: What do we remember about the words we talked about on Day 1?

[*Help children recall the meaning of each novel word defined on Day 1.*]

ACT: [*Point to where to begin to read on the first page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*

Example: "We just heard the word 'ripe.' Did everyone hear it? 'Eight ripe tomatoes.' Ripe means that something is fully grown and ready to be eaten. The tomatoes the family picked were ready to be eaten."

Below are the novel words and their definitions for this session:

- **Cart** (page 7): A metal basket on wheels used to hold groceries
- **Pumpkins** (page 6): A large vegetable; the color is orange
- **Stuffed** (page 13): Something that is filled so there is no room for anything else
- **Ripe** (page 14): Fully grown; ready to eat
- **Load** (page 16): To put an amount of items in or on something.]

EXPLAIN: We learned five new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word. When we understand something, we know what it means or how it works.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "We are learning what it means to be stuffed. Stuffed means that something is so full there is no room for anything else. What do we see in this picture (page 12) that tells us the pickles are stuffed into the jar?" (there does not look like room for another big pickle in the jar)*
- *Define a word without naming it and ask children to identify the word. Example: "What word do we use for the metal basket on wheels we use to hold our groceries?" (cart)*
- *Encourage children to think about a novel word in another context. Example: "In our book, the pickles were stuffed in a jar. What are some things other than food that can be stuffed in a container?"]*

ASK: Our book was about a family preparing for a feast. Family members went to the grocery store to purchase the food to cook. After the feast was prepared, family members sat around the table and enjoyed the meal. Are there other things you know about having a feast?

[Facilitate a discussion of book connections to children's experiences. Examples:

- *"Our book today was about a family preparing food for a feast. In our book, the children helped the parents prepare the meal. Have you ever helped someone in your family prepare a special meal or feast? What did you help with?"*
- *"Our book today talked about the family loading up the car after they were done at the grocery store. The family had to put the groceries for the feast into the car to take home to cook. Is there a time where you and your family had to load up your truck or car after going to the grocery store? What did you load into your car?"*

- *“Today we learned about the word ripe. When we purchase fruits or vegetables, we want to make sure they are ready to be eaten. In our book today, the little boy picked eight ripe tomatoes. What other kinds of fruits or vegetables should be ripe when we purchase them? How about bananas or strawberries?”*

RECAP: We learned more words today when we read *Feast for 10*. Let’s look at our chart to remember the words we are learning to understand. What do we know about each of these words?

[Say and point to each word on the chart. Invite children to say one thing they know about the word.]

 Scaffolding Tips

Extra support ■ Demonstrate what it means to be stuffed. Provide a jar with some soft items in it (example: colored cotton balls). Tell children we will put items into the jar until there is no more room for anything else. It will be stuffed. Gradually add more items into the jar until no more items can be added. The jar is now stuffed.

Enrichment ■ Promote children’s comprehension of the story by inviting them to describe one or more of the following pictures: pages 10 and 11, the family is putting food items in the cart; page 21, some of the children are helping the mom cook the feast; pages 30 and 31, the family is eating the feast. Ask children “What part of our story about the feast is shown in this picture?”

 Center Activity

Provide food-themed flannel board pieces in the library center so children can create their own feast-themed story.

 Family Child Care

Provide school-age children an opportunity to plan a feast. Provide paper and writing tools and invite each child to create a menu of foods they would like to have at a pretend feast.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



Key Concepts

New: Plump
Empty
Platter

Review: Cart
Feast
Pumpkins
Bunches
Stuffed
Ripe
Load



Materials Needed

Feast for 10 by Cathryn Falwell
Words We Understand chart from Days 1 and 3
Marker



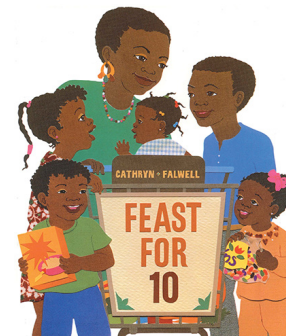
Also Promotes

Mathematics

Feast For 10

by Cathryn Falwell

Be Prepared: This is the third of three repeated readings of *Feast for 10*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.



BEGIN: [*Display book cover.*]

We have read our book two times this week. Each time we read the book, we learn something new. The title of our book is *Feast for 10*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (family members shopping for and cooking food for a feast)
 - Who were the main characters in our book? (the mom, dad, and children in the family)
 - What happened first? (the mom and children go to the store to buy the items for the feast)
 - What happened next? (the food is brought home and cooked for the feast)

EXPLAIN: We are going to read our book again. We will stop during our reading to talk about what some of the words mean.

[*Point to chart.*]

ACT: The author and illustrator of our book is Cathryn Falwell.

[*Point to the name as you identify the author and illustrator.*

Point to where to begin to read on the first text page of the book.]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

Pause to briefly define the three words identified for today's session using the following approach:

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*

Example: "I just read the word 'plump.' Did everyone hear it? 'Nine plump potatoes.' The word 'plump' means having a full, rounded shape. The potatoes the little girl picked were full and round in shape."

Below are the novel words and their definitions for this session:

- **Plump** (page 15): *Having a full, rounded shape*
- **Empty** (page 24): *Containing nothing*
- **Platter** (page 28): *A large plate used to serve food*

EXPLAIN: We learned three new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "Please look at this picture of children putting food on the table (page 28). The food is being placed on the table to be served. What in this picture tells us the family is using platters?" (the food is on very large plates)*
- *Define a word without naming it and ask children to identify the word. Example: "Some of the food items described in our book were full and rounded in shape. What's another word for a full, rounded shape?" (plump)*
- *Encourage children to think about a novel word in another context. Example: "In our book, the family was cooking the meal. The beans were used and the cans were emptied. The cans contained nothing. Take a look around our room. Are there some things in our room that are empty right now? Is there something you see that is empty?"]*

ASK: Different types of things happened in our book. Let's talk about why some things may have happened.

[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent illustrations in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:

- *"In our story, four of the children taste the food while it is being cooked. The mom offers some food on a spoon for children to taste. Why does the mom give children some food to taste while she is cooking it? Why did the toddler (baby) not taste any of the food while it was being cooked?"*
- *"Every member of the family helps prepare for the feast. The five children go with the mom to the grocery store, everyone unloads food from their car when they get home, everyone helps prepare and cook the food, and everyone gets the table*

ready for the feast. Would it be better if just one or two people in the family did all of the work for the feast? Why?"

- *"There are seven people in the family described in our book. There is a mom, a dad, and five children. There are 10 people sitting at the table for the feast. Remember, the title of our book is Feast for 10. Who else do you think joined the family for their feast?"*
- *Our book can help us learn about numbers. What did the author and illustrator do in the book to help us focus on numbers?]*

RECAP: We learned more about our book today by talking about why some things happened in our story. We also learned more words. Let's look at our chart to remember all of the words we are learning to understand. The words help us understand the story in our book.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word's use in the book if children cannot recall.]



Scaffolding Tips

Extra support ■ To support children's understanding of the word empty, demonstrate the process of emptying something. Display a container that is full. Take the items out of the container and show the now-empty container. Invite children to practice emptying containers. ■ As part of your question about who may have joined the family for the feast, point to family members sitting at the table and draw attention to who else is at the table. There are three guests.

Enrichment ■ Invite children to compare food eaten at the feast in our book to food they have eaten at large meals they have attended. Example: "Sophia went to a big dinner at Thanksgiving and had pumpkin pie. The family in our book had pumpkin pie at their feast. That was the same kind of food." Or, "Ralph's family had fish at a big dinner. The family in our book did not have fish at their feast." ■ Explain there are rhyming words in the book. Reread sentences or phrases that include rhyming words. Invite children to listen carefully and tell us which words rhyme. Example: "two pumpkins for pie, three chickens to fry"; "four children off to look for more."



Center Activity

Provide magazines, scissors, glue, and writing tools, and invite children to cut out pictures of food they would like to have at their feast. Encourage children to count the number of different kinds of foods for their feast.

THIRD
READING

Understanding Words *continued*



DAY
5

Family Child Care

Encourage school-age children to retell *Feast for 10* by using the book's pictures as a guide.