

Hungry Harry

GOALS

Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference?
Make predictions about the story from the title and front cover illustration.

Vocabulary

Focus High-frequency Words: ate, for, green, have, here, no, said, yes

Focus Content Words: beans, cereal, cheese, face, hungry, next, nothing, nuts, plum, sausage

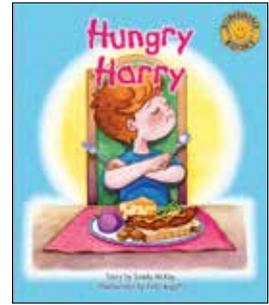
Phonics

Letters and Sounds: Identify and make rhyming words with long e, e.g. cheese/please;
beans/green

Words to Blend and Segment: beans, cheese, eat, green, please

Fluency

Model fluent reading of a section of the text differentiating between questions and answers for students to repeat.
Notice the repetitive parts.



Harry is hungry but nothing his mother offers interests him. So he will be very hungry.

Before Reading

- Read the title. Have students notice the alliteration. Listen to the names of the author and illustrator. Ask: Have they read any other stories by Sandy McKay? Did you like reading them? (*The Famous Writer*) Together look at the cover picture. Students discuss what they see. Ask: What is Harry doing in the picture? (looking away from his food) Why? How would you describe Harry? Is this a fiction or non-fiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where is Harry now? How is he feeling? What do you think might happen?
- Talk/walk through the pictures. Discuss what Harry or his Mum are doing on each page. Bring words like *beans, cereal, cheese, face, hungry, next, nothing, nuts, plum, sausage* into the conversation. On page 14, have students predict the ending.

Reading the Text

- Read the title and the names of the author and illustrator together.
- On pages 2–3, look at the picture. Ask: Why does Harry look unhappy? What is he doing? Find the word *screwed* to confirm that he is screwing up his face. (Can you screw up your face?)
- Find the words *nothing, hungry* and *plum/s*. Read the sentences together. Ask: Do these words look right and make sense?
- On pages 4–5, ask: Where is Harry now? Notice the first sentence is repeated from page 2. How is Harry feeling? Why? (He doesn't want sausages.) Find words in the text to confirm this. Read the words together. Repeat the last sentence. Ask: Is Harry really hungry? Why?
- Follow this pattern to page 14, using illustration, text and contextual cues to read the words together. Discuss how the repetitive parts help with reading the story. Ask: How do you use your voice for these parts? How do you read the questions? e.g. *Not even a plum?* on page 10.
- Review predictions. Turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Have students suggest the genre of this story. They re-tell the text using the pictures on each page as a guide. What did Harry and his Mum do on each page? Why do you think Harry wouldn't eat to start with? On page 8, do you think there was nothing else to eat in the house? Did Harry eat at the end? Who saved the day? (Gran) How did they all feel at the end of the story? Did you like the ending? Why? Write another page for what happened next?
- How do you think Mum was feeling when Harry didn't like any of the food she offered? How do you think Harry felt when there was no food he wanted?
- If you were Harry, is there anything in the story you would have done differently? Write a sentence to explain and then share with the class.
- Discuss the different kinds of food on the back cover. Which food do you like and why?
- Reread the story together, emphasising the repetitive parts.
- Make a two-column chart with the food and the reasons Harry didn't want them, e.g. cereal/for breakfast; nuts/for monkeys.
- Reread page 10, focusing on the punctuation. Review the purpose of the capital letters, full stops, commas, exclamation marks, question marks and dash. Read a line with and without punctuation marks to compare.

Phonics

- Have students look for words in the text to make rhymes, e.g. *Mum/plum; No/Oh*.
- Have students recognise words that have the same long e vowel sound. Write words *beans, cheese, eat, green, please* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b/- eans, beans.
- Students brainstorm more words with long e to add to the list. (peas, knee, seen, green)

Word Study

- Talk about the words *ate, for, green, have, here, no, said, yes*. Read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a memory game in pairs. Discuss the meaning or use of each word in the book. e.g. *yes* is the opposite of *no* on page 2.
- Have students tell what *faint* means on page 14. What would happen to Harry if he really fainted? What does "Yoo! Hoo!" mean on page 14. How would you say it? Discuss what other words could be used instead? e.g. Hi there! Hllloooo! Anyone home?
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text differentiating between questions and answers for students to repeat. They notice the repetitive parts.

Writing

- Students make a timeline noting the events in the order of the story. They illustrate and label their timeline and use it to re-tell the story to the class.
- Students write and illustrate a page for the story about what happened after Gran arrived.