

NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	<p>Teacher’s Pages</p> <p>Pre-reading Discussion</p> <p>Post-reading Discussion</p>	<p>Activate students’ background knowledge</p> <p>Set a purpose for reading</p> <p>Develop comprehension skills</p> <p>Make connections with the text</p>
5–8	<p>Reproducible Worksheets</p>	<p>Develop knowledge of letter name and sound relationships</p> <p>Develop word recognition strategies</p> <p>Develop vocabulary and writing skills</p>
9–10	<p>Language Experience</p>	<p>Provide familiar, meaningful text that is predictable and easy to read</p> <p>Establish the link between spoken and written words</p>
11	<p>Answer Key</p>	

BEFORE READING THE STORY**1. Share a Personal Experience**

Ask the students to think about a time they went to a potluck dinner. Print the following questions on the board:

What did you bring?

Why did you bring this item?

How did you decide on how much to bring?

Describe what you remember most about the potluck.

Have the students move into pairs. Read the questions out loud. Encourage the students to share their experiences with one another using the questions as prompts. After students tell their stories, ask if anyone would like to share their story with the group as a whole. This will provide more confident students with an opportunity to speak in front of larger groups.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read a story about Mel. Explain to the students they are going to preview the book in order to get an idea of what the story is about. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the story from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

Option B: Print the following on the board:

True or False?

- (a) _____ Somebody makes stew
for a potluck.
- (b) _____ The stew has no meat in it.
- (c) _____ Mel makes a fish dish
for the potluck.
- (d) _____ Mel knows something about
his friends.

Direct the students to the photo on the front cover of the book. Ask questions to elicit information about the photo (e.g. What do you see in the photo?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Encourage the students to give one reason for each response.

3. Predict the Story

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

(a) ____ Mel goes to a potluck
with friends.

(c) ____ Mel loses all his friends.

(b) ____ Mel gets sick.

(d) ____ Mel cooks with bad meat.

AFTER READING THE STORY

1. Tell the Story

Have students move into pairs. Have them work together to remember as many details as possible from the story. Then as a group, have the students tell the story. Begin by asking one student to start the story. Then build the story by inviting other students to say what happened next. As students agree on the chronology of the story, print their ideas on the board. (*Note: The reconstructed story can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) What does Mel put in the stew?
- (b) The beef might be bad. Does Mel care?
Explain your answer.
- (c) Should Mel say something about the beef?
Give a reason for your opinion.
- (d) Think of a new title for the story.

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) ____ Mel puts fruit in the stew.
- (b) ____ The beef is bad. Mel
does not care.
- (c) ____ Mel should tell his friends
about the beef.
- (d) ____ "A Big Lie" is a good title.

3. Discussion: Beyond the Story

Have the students discuss the following questions as a group or in pairs:

- (a) Potlucks bring people together. Food brings people together at other times, too. For example, people celebrate birthdays by having food at a party. When else does food bring people together? Why do you think food is often part of a special day?
- (b) Who does most of the cooking or meal preparation in your home? What might be satisfying about providing meals for family members? What might be frustrating?
- (c) Mel's friends have food poisoning. Share your ideas about how people get food poisoning and how to prevent food poisoning.

1. Letter Names

Look at the sentences on pages 8, 15 and 20 in the book.

Find words that begin with the letter **c**.

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **c** make?

Read the words with your teacher.

Think of three more words that begin with the sound /c/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: call
 hall

These words belong to the **all** word family.

(b) Read these sentences. Circle the words in the **all** word family.

1. Mel gets a call.
2. I need to wash the wall.
3. How tall are you?

(c) Print words that belong to the **all** word family.

_____ call _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Mel has potatoes.

2. Mel has onions.

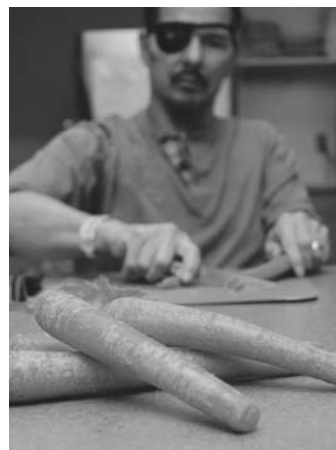
3. He has carrots.

4. He has beef.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Mel is _____ stew.
- (b) Mel puts carrots and _____ in his stew.
- (c) He cooks the stew in a big _____ .
- (d) Mel gets a _____ from Pam.
- (e) Pam feels _____ .
- (f) Pam is Mel's _____.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) is / a / going / Mel / to / potluck _____
- (b) to / stew / He / wants / make _____
- (c) bad / The / looks / beef _____
- (d) Does / feel / Pam / sick _____?
- (e) she / friend / Does / call / her _____?
- (f) not / Pam / does / well / feel _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) He wants to make beef stew.

He wants to make _____ .

He wants to make _____ .

He wants to make _____ .

He wants to make _____ .

(b) I am going to a potluck dinner.

I am going to a _____ dinner.

I am going to a _____ dinner.

I am going to a _____ dinner.

I am going to a _____ dinner.

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students to describe a food memory they have (e.g. eating Popsicles on a hot summer day).

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. My granny made homemade doughnuts.). Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *Potluck* was **c/c/**. Have students find, circle, and copy the words that start with the letter **c**. Repeat the process for the word family **all**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

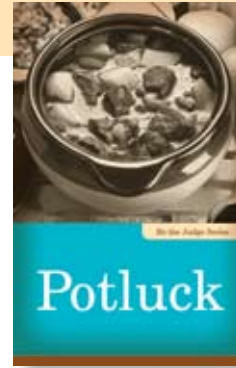
Example:

My granny made homemade doughnuts.

My granny made sugar doughnuts.

My granny made deep-fried doughnuts.

My granny made great doughnuts.



ANSWER KEY

Teacher's Pages

After Reading the Story

2. Check Comprehension:

Option A: (a) potatoes, onions, carrots, beef (meat) (b) Yes. Mel cuts off the bad part. He smells the beef to make sure it is safe. (c) Students will have different answers. (d) Students will have different answers.

Option B: (a) False. Mel puts vegetables in the stew: potatoes, onions, carrots. (b) False. Mel cuts off the bad part. He smells the beef to make sure it is safe. (c) Students will have different answers. (d) Students will have different answers.

Worksheets

1. **Letter Names:** carrots, call, cut
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. call 2. wall 3. tall (c) Possible answers*: hall, wall, tall, ball, fall, mall
4. **Matching:** (a) Mel has onions. (b) He has beef. (c) Mel has potatoes. (d) He has carrots.
5. **Predict Words*:** (a) making, preparing, cooking (b) onions, potatoes, meat, beef (c) pot (d) call, phone call (e) sick, bad (f) friend
6. **Scrambled Sentences:** (a) Mel is going to a potluck. (b) He wants to make stew. (c) The beef looks bad. (d) Does Pam feel sick? (e) Does she call her friend? (f) Pam does not feel well.
7. **Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.