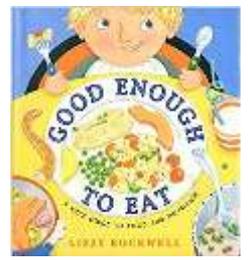


Text Talk – activities and resources to use with Good Enough to Eat – by Lizzy Rockwell



Read the story in a group or as a class – **find the key vocabulary as you read...**

hungry	When you need food and your stomach feels like it is growling
cranky	Unhappy, grumpy or unsettled
signals	When you receive a sign
nutrients	What is needed to keep our bodies healthy
absorbed	When something is taken in – vitamins are taken in by the body
digestion	When food is broken down and the nutrients are used by the body
energy	What we need to function each day
repairs	To fix or make better
heavy	Over weight
variety	A mixture, lots of different things

## Talk



Discuss the main things that happened:

At the beginning

In the middle

At the end

Add notes if you like!



The best bit of the **book was when....**



Does it remind you of any other books or anything else?

# Group Talk Teacher Prompts



These prompts can be used to aid conversation about the book. They are just ideas to get you started with Text Talk. You will probably need to adapt them and re-phrase them to fit the text and your learners. The idea is to initiate conversation and then encourage developing comprehension and inference through structured conversation and discussion.

## Stage 1 – (initiate talk)

**Tell me about....**

**Do you think....**

**How did....**

Why did \_\_\_\_\_ do \_\_\_\_\_? (adapt to fit the book)

## Stage 2 – (develop talk further)

Tell me more about \_\_\_\_\_

Can you extend your answer?

Can anyone else add anything more?

What made you think that?

**Yes, good point....what about....**

## Stage 3 – (encourage critique/discussion)

Do you agree with what \_\_\_\_\_ said?

Did anyone think anything different?

Could there be another reason for \_\_\_\_\_

Can you explain why you disagree/agree?

# Illustration Investigation

This section gets children to consider the important role that illustrations play in books. The section is based around conversation, promoting deeper inference skills and empathy discussions. Teachers can dip in and out of sections, using whatever prompts they feel are suitable. There are no answers provided because the **answers will differ depending on a child's interpretation of an illustration.**

## The cover

Photocopy the cover of the book, or use post it notes, and ask the children to create thought bubbles to consider what the boy on the front might be thinking or feeling at this moment. Discuss why they think this.

After reading the book, ask the children to design a new cover for the book.



## Illustration prompts

Did the illustrations add more to the story than just the words? Find examples in the story to show if they did.

Can the children find an example of food that they like? Can they find an example of something they don't like?

Did any of the pictures show the emotions of people? See how many emotions you can identify!



## Page Detective

See if you can find pictures of foods in different food groups. Can you create a diagram to show this better?



# Word Activities

These can be used with any text

Choose activities to complete for the book

## Base word hunt

Look for words in the story where you can identify the base word, for example:

Jumping – jump

Sunshine – sun / shine

Bravely – brave

Darkness - dark

## Word builder

Look for words in the story from which you can build more words, for example:

**Smile** – smiling - smiled

**Hot** – hotter – hottest

**Silent** – silently - silenced

## Word spot

Find words in the story with the following number of letters – do you know what they all mean?

2 letters	3 letters	4 letters	6+ letters

# Writing Activities

These can be used with any text

This is how it went ... write a brief overview of the story:

Beginning

Middle

End

Use the key vocabulary on page one if you need to!

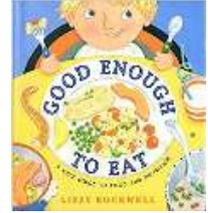
## Character Interview

Choose a character from the story and write down three questions that you would like to ask them.



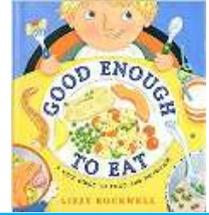

Now write what answers you think the character might give!

# Comprehension Questions



1	What do dogs do when they're hungry?	Sleep	Howl and bark	Run around
2	As soon as you eat, how do you usually feel?	Hungry	Better (satisfied)	Sick
3	Why does hunger send you messages?			
4	Name three things food is important for.			
5	What is the main ingredient in your body?			
6	What is digestion?			
7	What is protein good for?			
8	How much water do you lose each day when breathing?			
9	What sort of food do you eat? Can you think of some healthy and less healthy foods that you eat?			
10	Why do we need to think about what we eat?			

# Answers



1	What do dogs do when they're hungry?		Howl and bark	Run
2	As soon as you eat, how do you usually feel?		Better (satisfied)	
3	Why does hunger send you messages?	Because eating is the most important thing to do each day, to keep you alive.		
4	Name three things food is important for.	Growing, thinking, breathing, moving, staying cool, staying warm, fighting germs, healing, living		
5	What is the main ingredient in your body?	Water		
6	What is digestion?	The way food is broken down so that nutrients can be used by the body		
7	What is protein good for?	Energy, building and repairing muscle, skin, brain, bones, blood and organs.		
8	How much water do you lose each day when breathing?			
9	What sort of food do you eat? Can you think of some healthy and less healthy foods that you eat?			
10	Why do we need to think about what we eat?			