

Eating the Alphabet

by Lois Ehlert

A favorite among young readers, a colorful and tasty collage of many common and unusual foods presented through watercolors and in alphabetic sequence.



Read

Before:

Introduce the book and tell the children a little bit about it. Follow that with a comment or question that is related to the story such as, *Which fruit is your favorite one to eat?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- I wonder what letters the fruit starts with?

During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end.

After:

Discuss the story. Ask questions...

- What kinds of food start with the letter A?
- Blueberry, bean beet and banana start with which letter?
- What colors were the fruits and vegetables on the C page?
- D, E and F are on the same page. What are some of the names of the fruits and vegetables?
- Which of the G foods is your favorite? Why?
- Where do you see Indian Corn?
- Have you ever eaten jalapenos or kiwifruit?
- What two colors are all the fruits and vegetables on the L page?
- Melon and mango start with which letter? Nectarine? Onion?
- How many different kinds of fruits and vegetables started with the letter P?
- Have you ever eaten any of the vegetables that start with the letters Q or R?
- How do you think the Star Fruit got its name?
- What letter does Ugli Fruit start with? Vegetable Marrow? Watermelon?
- Which letters are on the last page? What fruits and vegetables start with the letters X, Y and Z?

Do

Guess-the-word Game

You will need: picture cards of objects that students are likely to recognize, i.e. - sun, bell, fan, flag, snake, tree, book, cup, clock or plane.

After reading the story, place a small number of picture cards in front of the children. Tell the children that you are going to very slowly name the objects. They need to look at the pictures and guess the word you are saying. For example, place several picture cards on the table. Say the word "CAT" while separating the sounds, "C---A---T." By the time you say the last sound (T) the children will guess the word you are saying. Have the children put their hands over their mouths once they know which object you are saying (to help with children who want to answer too quickly). Then on the count of three, have the children guess the object. If desired, assign an object to each child to ensure every child gets a chance to guess.