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Spoon: A Book Study - Foundation-Year 2

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EVERY UTENSIL HAS ITS OWN SPARK



Spoon scoops and stirs.



Fork lifts and twirls.



Knife spreads and cuts.



Chopsticks pick up and pinch.

⚡ Different strengths make a great team. ⚡

SORT THE SPARKS

Cut out the cards. Place each card with the utensil that could do it best.



SPOON



FORK



KNIFE



CHOPSTICKS

Name: _____

ACTION AND TRAIT CARDS

Cut on the dashed lines.



scoop



stir



lift



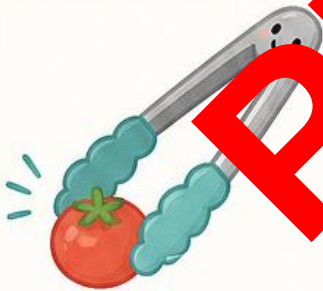
twirl



spread



cut



pick up



pinch



helpful



careful



brave



curious

STICKY STORY PATH

Move from START to FINISH. At each stop, tell what happens next.



STORY PROMPT CARDS

Cut on the dashed lines. Pick a card when you land on a story stop.

Who is your
new utensil?



What does your
utensil want?



What can your
utensil do well?



What problem
happens?



Who helps?



What does the
character learn?



How does the
character change?



How does the
story end?





STICKY STORY NOTES



Name: _____

My utensil:



It wants:



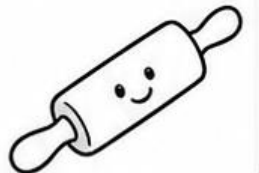
The problem:



A friend helps by:



It learns:



Ending:



PREVIEW



CHARACTER CLUES

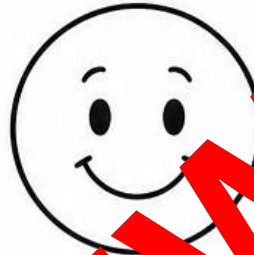
Foundation



Name: _____

1. At the beginning, Spoon wishes he were like his friends.

Circle Spoon's feeling.



happy



sad

2. At the end, Spoon remembers his own strengths.

Circle Spoon's feeling.



sad



proud

3. Draw one thing Spoon does well.

4. Finish the sentence.

Spoon is _____.



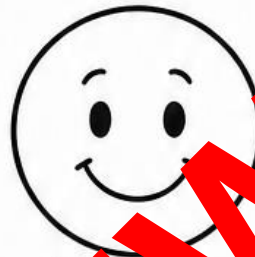
CHARACTER CLUES

Foundation



Name: ANSWERS

1. At the beginning, Spoon wishes he were like his friends.
Circle Spoon's feeling.



happy



sad

2. At the end, Spoon remembers his own strengths.
Circle Spoon's feeling.



sad



proud

3. Draw one thing Spoon does well.



scoops soup

4. Finish the sentence.

Spoon is helpful and unique.

CHARACTER CHANGE

Year 1

Name: _____



At the beginning, Spoon feels _____

because _____.



In the middle, Mum helps Spoon notice _____

_____.



At the end, Spoon feels _____

because _____.

Spoon changes from _____

to _____.

How does Spoon's change support the message?

_____.

WORD BANK

unhappy

proud

his own strengths

everyone has different strengths

CHARACTER CHANGE

Year 1

Name: ANSWERS



At the beginning, Spoon feels unhappy

because he wishes he were like his friends.



In the middle, Mum helps Spoon notice _____

his own strengths.



At the end, Spoon feels proud

because he sees what he can do.

Spoon changes from unhappy

to proud.

How does Spoon's change support the message?

Everyone has different strengths.

WORD BANK

unhappy

proud

his own strengths

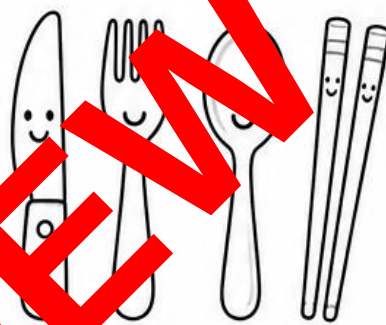
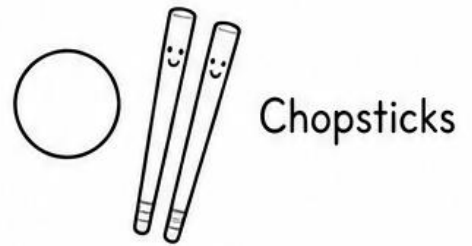
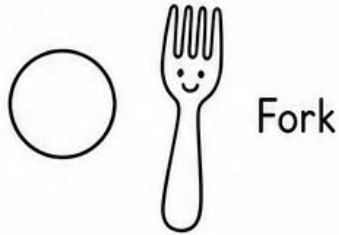
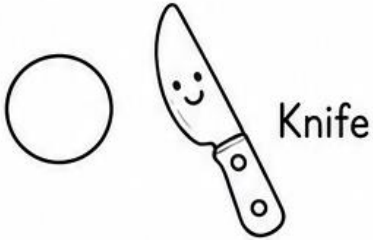
everyone has different strengths

COMPARE CUTLERY CHARACTERS

Year 2

Name: _____

Choose one friend to compare with Spoon.



Spoon's strength:

My chosen friend's strength:

Both characters:

They are different because:

Why is comparing a problem for Spoon?

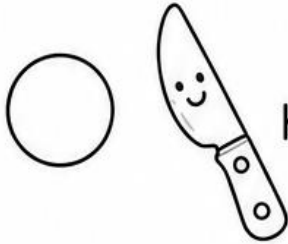
What message does the comparison help show?

COMPARE CUTLERY CHARACTERS

Year 2

Name: ANSWERS

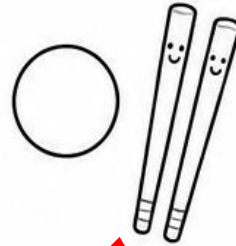
Choose one friend to compare with Spoon.



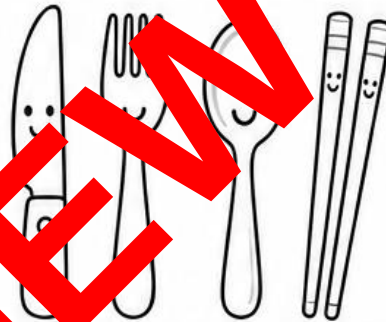
Knife



Fork



Chopsticks



Spoon's strength:

scoops and stirs

My chosen friend's strength:

lifts and twirls

Both characters:

are useful to their friends

They are different because:

they do different jobs

Why is comparing a problem for Spoon?

It makes Spoon forget his own strengths.

What message does the comparison help show?

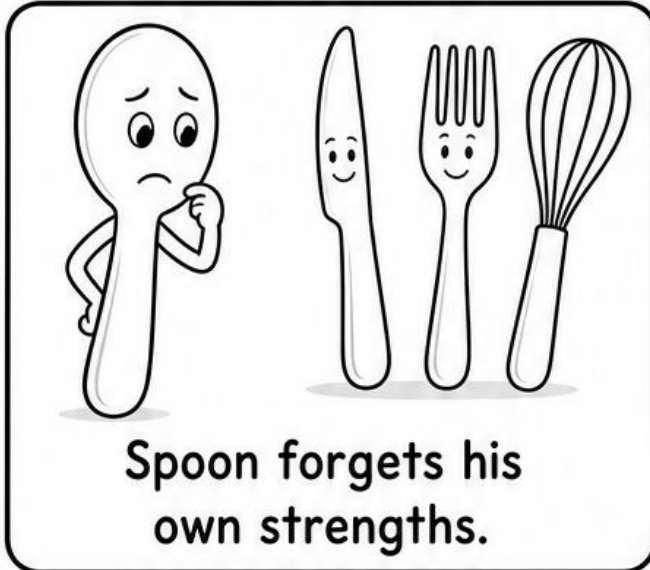
Everyone has different strengths.

FIND THE STORY PROBLEM

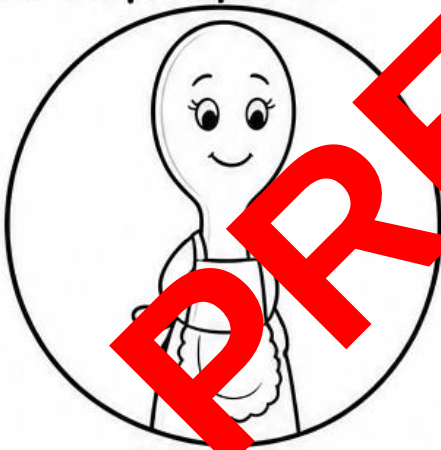
Foundation

Name: _____

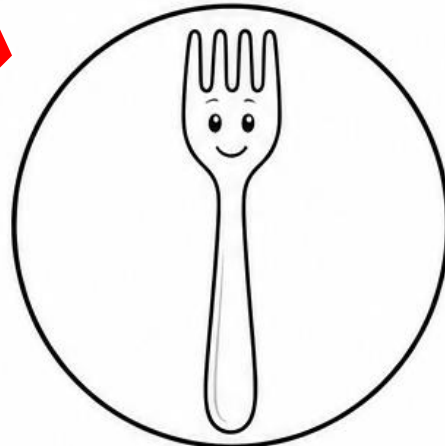
1. At the start, Spoon wants to be like his friends.
Circle the problem.



2. Who helps Spoon?



Mum



Fork

3. Draw how Spoon feels after Mum helps.

Blank box for drawing.

4. Finish the sentence.

Mum reminds Spoon that he can _____.

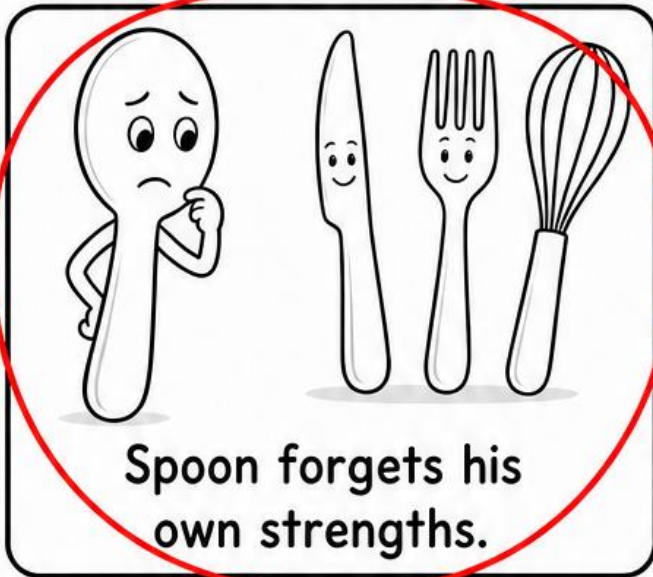
FIND THE STORY PROBLEM

Foundation

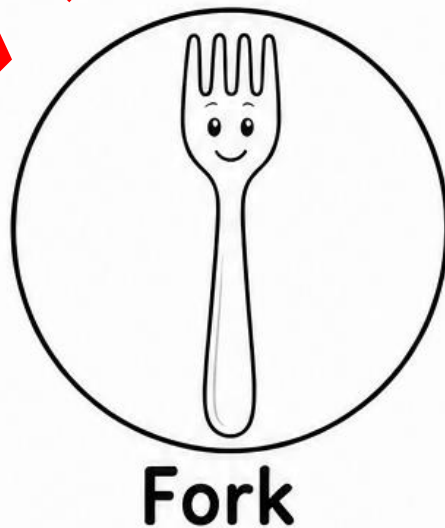
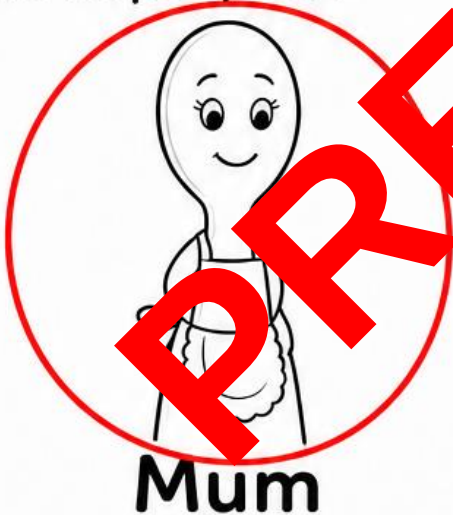
Name: **ANSWERS**

1. At the start, Spoon wants to be like his friends.

Circle the problem.



2. Who helps Spoon?



3. Draw how Spoon feels after Mum helps.



proud

4. Finish the sentence.

Mum reminds Spoon that he can **scoop and stir**.

PROBLEM, HELP, CHANGE

Year 1

Name: _____



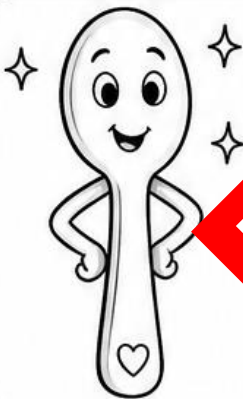
PROBLEM

Spoon compares himself with _____
and feels _____.



HELP

Mum explains that Spoon's friends wish they could _____.



CHANGE

Spoon remembers that he can _____
and _____.
He changes from _____
to _____.

Why does Mum's help matter?

WORD BANK

his friends

unhappy

do Spoon's special jobs

scoop

stir

unhappy

proud

PROBLEM, HELP, CHANGE

Year 1

Name: ANSWERS



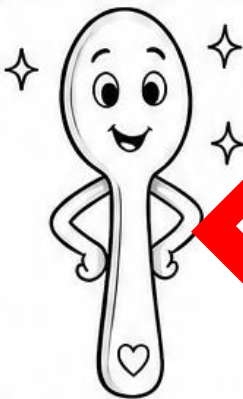
PROBLEM

Spoon compares himself with his friends
and feels unhappy.



HELP

Mum explains that Spoon's friends wish they could
do Spoon's special jobs.



CHANGE

Spoon remembers that he can scoop
and stir.
He changes from unhappy
to proud.

Why does Mum's help matter?

She helps Spoon notice his strengths.

WORD BANK

his friends

unhappy

do Spoon's special jobs

scoop

stir

unhappy

proud

CONFLICT BUILDS CHARACTER

Year 2

Name: _____



1. What does Spoon want at the beginning?

2. What belief causes Spoon's internal conflict?

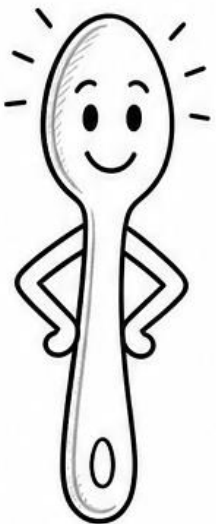
3. How does the conflict grow?

4. What new information helps Spoon?

5. How does Spoon's response reveal growth?

6. Complete the idea.

The conflict moves the story forward because _____

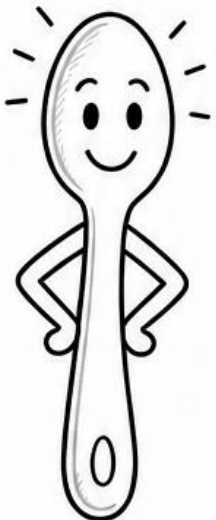
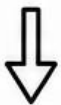
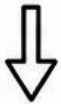


PREVIEW

CONFLICT BUILDS CHARACTER

Year 2

Name: ANSWERS



1. What does Spoon want at the beginning?

He wants to be like his friends.

2. What belief causes Spoon's internal conflict?

He believes his friends have better lives.

3. How does the conflict grow?

He focuses on their special jobs and feels worse.

4. What new information helps Spoon?

His friends wish they could do Spoon's special jobs.

5. How does Spoon's response reveal growth?

He values his own strengths and feels proud.

6. Complete the idea.

The conflict moves the story forward because _____

it gives Mum a reason to help, leading Spoon to change.

DESCRIBING WORDS

Foundation

Name: _____

1. Circle two words that describe Spoon.

smooth



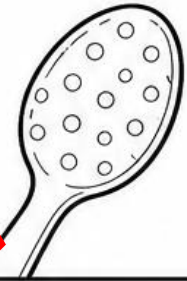
shiny



furry



bumpy



2. Circle the sentence with describing words.

The spoon is there.

The shiny, smooth spoon stirred warm soup.



3. Draw a utensil.

4. Write one describing word.

DESCRIBING WORDS

Foundation

Name: ANSWERS

1. Circle two words that describe Spoon.

smooth



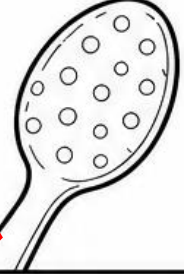
shiny



furry



bumpy



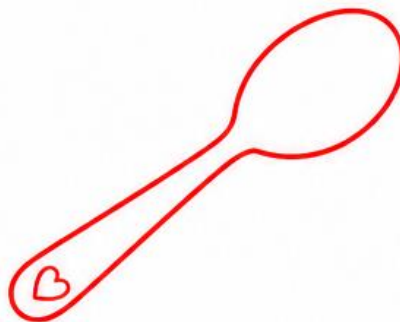
2. Circle the sentence with describing words.

The spoon is there.

The shiny, smooth spoon stirs warm soup.



3. Draw a utensil.



4. Write one describing word.

shiny

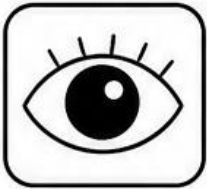
SENSORY SENTENCE BUILDER

Year 1

Name: _____

Start with:

Spoon stirs soup.



What can you see?



What can you smell?



What can you hear?



What can you feel?

Build a stronger sentence.

The _____ spoon _____ the _____ soup.

WORD BANK

shiny

silver

warm

creamy

gently

quietly

SENSORY SENTENCE BUILDER

Year 1

Name: **ANSWERS**

Start with:

Spoon stirs soup.



What can you see?

a shiny silver spoon



What can you smell?

warm, creamy soup



What can you hear?

a quiet click



What can you feel?

warm steam

Build a stronger sentence.

The **shiny** spoon **gently stirs** the **creamy** soup.

WORD BANK

shiny

silver

warm

creamy

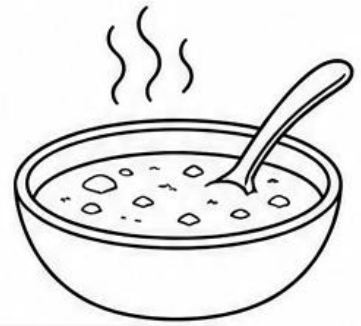
gently

quietly

ADD SENSORY DETAIL

Year 2

Name: _____



PLAIN SENTENCE

Spoon stirred the soup.



1. Add a sight detail.



2. Add a smell or taste detail.



3. Add a sound or movement detail.



4. Write a vivid sentence that combines at least three details.

5. Underline your sensory words.

CHECK

☐

I used precise adjectives.

☐

I chose a strong verb.

☐

My sentence makes a clear picture.

ADD SENSORY DETAIL

Year 2

Name: ANSWERS



PLAIN SENTENCE

Spoon stirred the soup.



1. Add a sight detail.

a shining silver spoon



2. Add a smell or taste detail.

rich, savoury soup



3. Add a sound or movement detail.

swirled slowly with a quiet clink



4. Write one vivid sentence that combines at least three details.

The shining silver spoon swirled the
rich, savoury soup with a quiet clink.

5. Underline your sensory words.

CHECK



I used precise adjectives.



I chose a strong verb.



My sentence makes a clear picture.



CREATE A NEW UTENSIL FRIEND



Foundation

Name: _____

Draw your utensil.

PREVIEW

My utensil is a _____.

Its name is _____.

It can _____.

It feels _____.

One special strength is _____.

_____.



PLAN A KITCHEN ADVENTURE

Year 1

Name: _____



MY CHARACTER

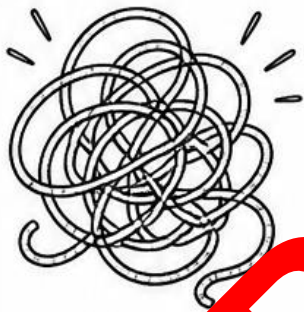
Who is the utensil?

What is one special strength?



SETTING

Where and when does the story happen?



THE PROBLEM

What does the character want?

What gets in the way?



HELP AND SOLUTION

Who helps?

How is the problem solved?



MESSAGE

What does the character learn?



WRITE A KITCHEN ADVENTURE

Year 1



Name: _____

Use your plan. Include a character, problem, helper, solution and message.



Title: _____

BEGINNING



MIDDLE



END



CHECK

☐

I used a capital letter.

☐

I used full stops.

☐

I added describing words.



NARRATIVE PLANNER

Year 2

Name: _____



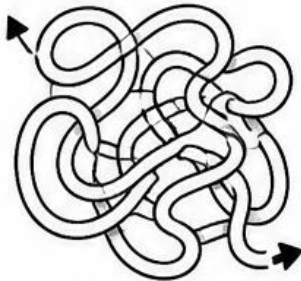
CHARACTER AND STRENGTH

Who is the character? What can the character do well?



SETTING AND GOAL

Where is the character? What does the character want?



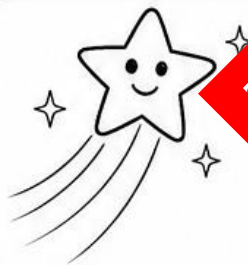
PROBLEM AND EVENTS

What goes wrong?

First: _____

Next: _____

Then: _____



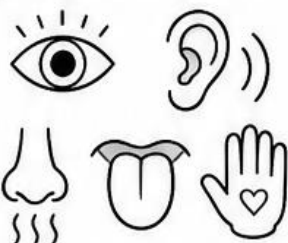
RESOLUTION AND GROWTH

How is the problem solved? How does the character change?



MESSAGE

What should readers understand?



SENSORY WORDS

List words for sights, sounds, smells, tastes or feelings.



WRITE AND REVISE

Year 2



Name: _____

Use your planner. Write a complete narrative with a beginning, middle and end.

Title: _____

PREVIEW

REVISION CHECK

- ☐ My character has a clear strength.
- ☐ The problem changes the character.
- ☐ The events connect in order.
- ☐ The solution fits the problem.
- ☐ I used sensory words.
- ☐ I checked capitals, punctuation and spelling.



BOOK STUDY CHECK-IN

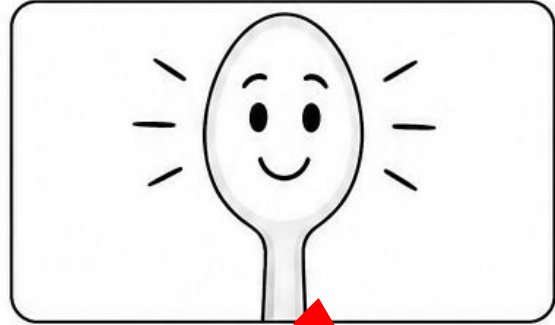
Foundation

Name: _____

1. At the beginning, how does Spoon feel?

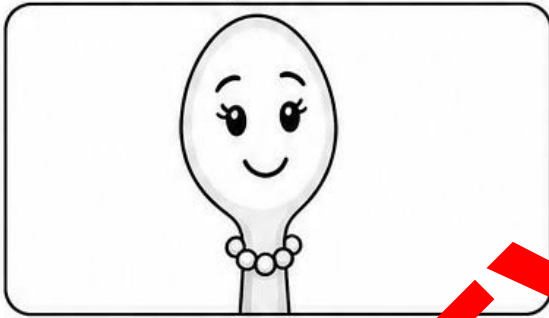


sad

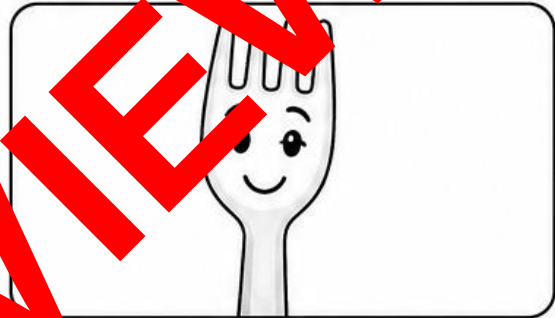


proud

2. Who helps Spoon notice his strengths?



Mum



Fork

3. Circle the story message.

Everyone has a special strength.

Only one utensil is useful.

4. Circle two words that describe a spoon.

shiny

smooth

furry

fluffy

5. Draw Spoon doing one special job.

BOOK STUDY CHECK-IN

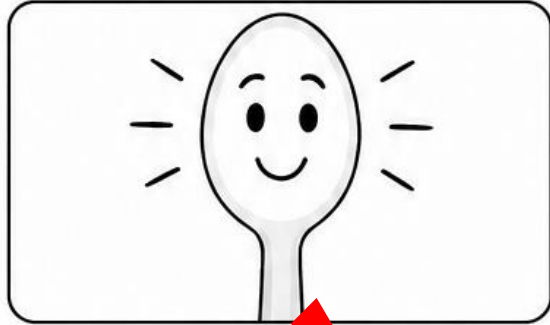
Foundation

Name: **ANSWERS**

1. At the beginning, how does Spoon feel?

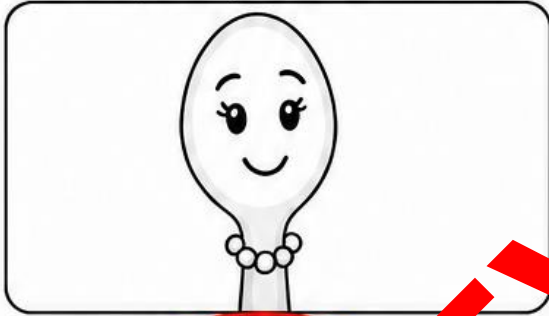


sad

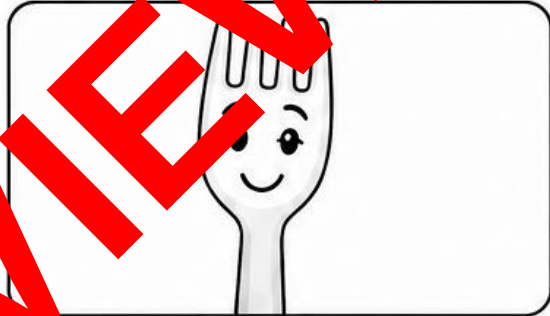


proud

2. Who helps Spoon notice his strengths?



Mum



Fork

3. Circle the story message.

Everyone has a special strength.

Only one utensil is useful.

4. Circle two words that describe a spoon.

shiny

smooth

furry

fluffy

5. Draw Spoon doing one special job.



scoops soup



BOOK STUDY ASSESSMENT

Year 1

Name: _____



1. Spoon changes from _____
to _____.

2. What problem does Spoon face?



3. Who helps Spoon, and how?



4. What is the story message?



5. Improve this sentence with describing words.

Spoon stirs soup.



6. Plan one event for a new utensil adventure.

Character: _____

Problem: _____

Solution: _____





BOOK STUDY ASSESSMENT

Year 1

Name: ANSWERS



1. Spoon changes from unhappy
to proud.

2. What problem does Spoon face?

He compares himself with friends and forgets his strengths.



3. Who helps Spoon, and how?

Mum explains that his friends admire Spoon's special jobs.



4. What is the story message?

Everyone has different strengths.



5. Improve this sentence with describing words.

Spoon stirs soup.

The shiny spoon gently stirs the warm soup.



6. Plan one event for a new utensil adventure.

Character: Whisk

Problem: batter is lumpy

Solution: asks Spatula to help





BOOK STUDY ASSESSMENT

Year 2

Name: _____



1. Explain Spoon's internal conflict.

2. How does the conflict move the story forward?

3. Compare Spoon with one friend.

Spoon's strength: _____

Friend's strength: _____



4. State the message and give one story detail as evidence.

Message: _____

Evidence: _____

5. Rewrite with sensory detail and a strong verb.

Spoon stirred the soup.

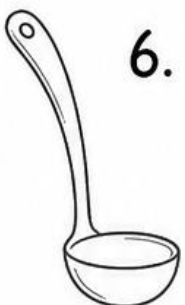


6. Plan a character change for a new utensil story.

At first: _____

After the problem: _____

By the end: _____





BOOK STUDY ASSESSMENT

Year 2

Name: ANSWERS



1. Explain Spoon's internal conflict.

He wants to be like his friends and thinks their jobs are better.

2. How does the conflict move the story forward?

The conflict leads Mum to help, and Spoon changes.

3. Compare Spoon with one friend.

Spoon's strength: Spoon scoops and stirs

Friend's strength: Fork lifts and twirls



4. State the message and give one story detail as evidence.

Message: Everyone has different strengths.

Evidence: His friends admire Spoon's special jobs.

5. Rewrite with sensory detail and a strong verb.

Spoon stirred the soup.

The shining spoon swirled the warm soup with a quiet clink.



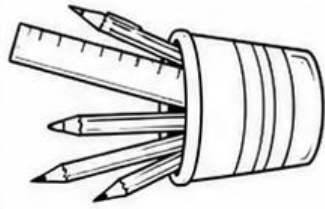
6. Plan a character change for a new utensil story.

At first: Ladle feels unimportant.

After the problem: Ladle serves a big meal.

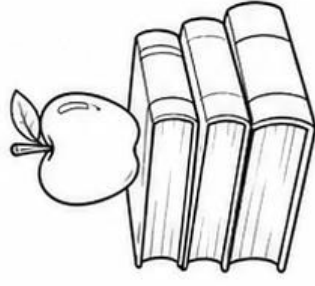
By the end: Ladle feels proud.





BOOK STUDY AND NARRATIVE RUBRIC

Foundation-Year 2



Name: _____

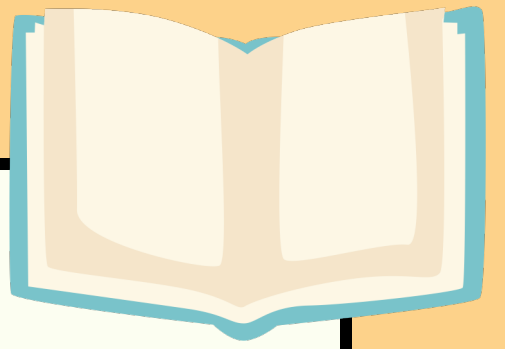
Date: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Character	names a character	describes a character	shows a clear strength	shows change	explains character growth
Problem and events	shows one event	shows a problem	orders key events	links problem and solution	explains how conflict drives events
Message	message is unclear	states a simple idea	states a clear message	supports message with a detail	supports an insightful message
Descriptive language	uses few details	uses some adjectives	uses precise adjectives	adds sensory details	creates vivid, controlled detail
Narrative structure	parts are missing	has a beginning and end	has beginning, middle and end	connects events clearly	creates a cohesive narrative





Our Reading Journey



- Notice character clues
- Track the problem
- Explain Spoon's change
- Discover the story message
- Create a new pencil character



Before Reading



Look closely at the cover and title.

What might Spoon want?

What jobs can a spoon do?

What could make a utensil all out?



PREVIEW

Meet Spoon



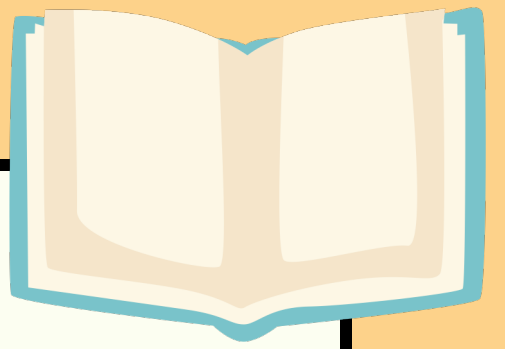
Spoon is the main character.

He can scoop, stir and measure.

At first, he does not notice how useful his own strengths are.



Character Clues



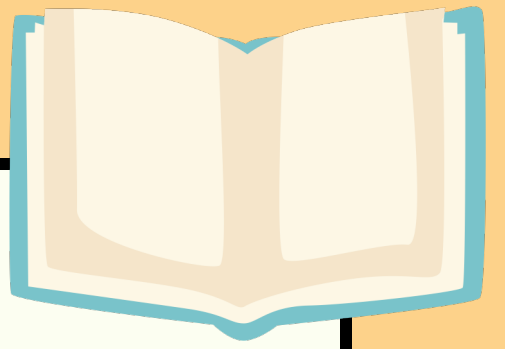
A character's words, thoughts, feelings and actions give clues.

Spoon watches his friends.

His comparisons reveal what he wants and how he feels.



Spoon's Traits

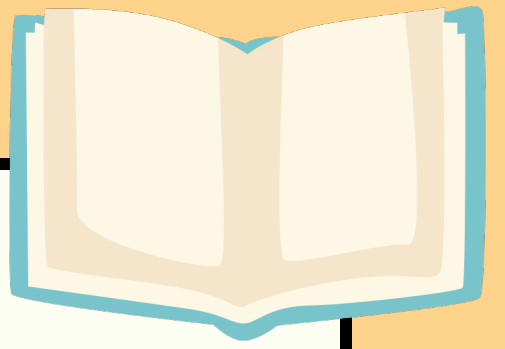


At the beginning: curious, thoughtful and unhappy

By the end: thankful, confident and proud.

Which story details support each trait?





Different Friends, Different Strengths

Knife spreads and cuts.

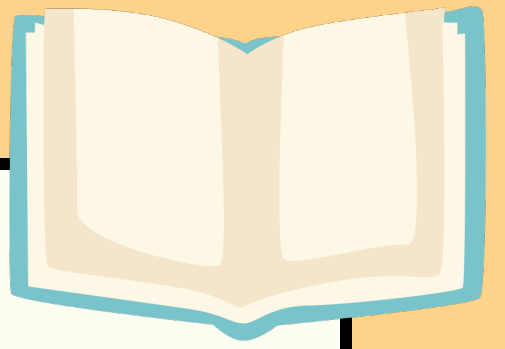
Fork lifts and twirls.

Chopsticks pick up and pinch.

Spoon scoops and stirs.



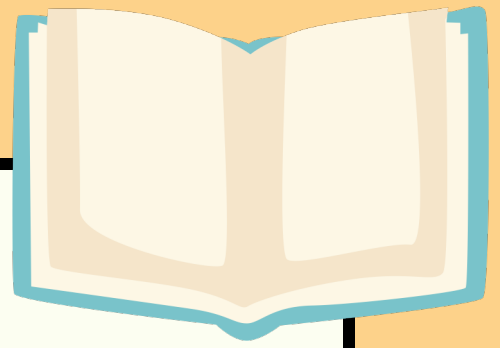
The Story Problem



Spoon compares himself with his friends.
He focuses on what they can do.
He forgets the special jobs that only he can do well.



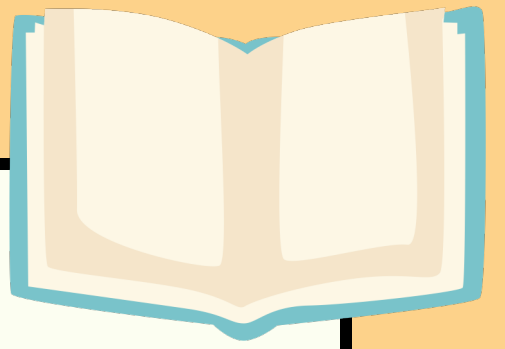
How the Problem Grows



Each comparison makes Spoon feel worse.

The problem is inside the character: Spoon believes his friends have better lives.





Mum Helps

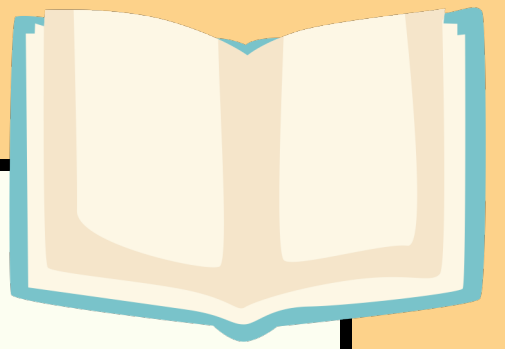
Mum listens carefully.

She shares new information: Spoon's friends also acquire special jobs.

Her words help Spoon see himself differently.



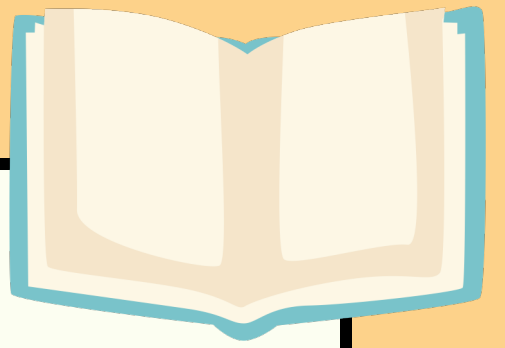
Character Change



Beginning: Spoon feels unhappy and unsure
Middle: Mum helps him notice his strengths.
End: Spoon feels proud of what makes him special.



The Story Message



Everyone has different strengths.

Comparing can hide what is special about us.

A strong team values what each member can do.



Retell the Story



First: Spoon compares himself with his friend

Next: he forgets his own strengths.

Then: Mum explains what his friends admire

Finally: Spoon feels proud.



Character, Problem, Change



Character: Spoon

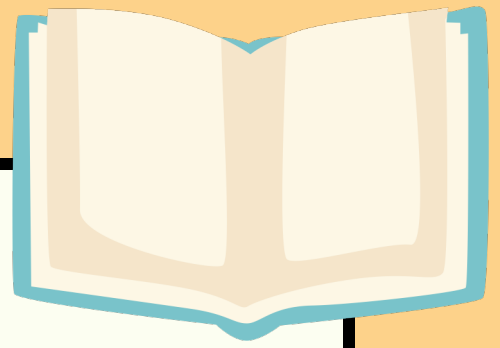
Problem: he thinks others have better lives

Help: Mum shares a new point of view

Change: Spoon values his own strengths



Precise Adjectives



Adjectives build a clear picture.

A spoon might be smooth, shiny, silver, curved, or cold.

Which words describe appearance? Which describe touch?



Sensory Details

Sight: a shining silver spoon

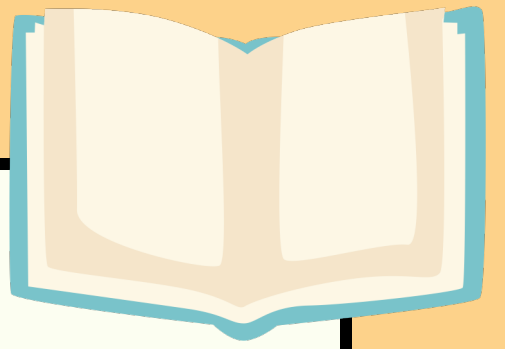
Sound: a quiet clink

Smell: rich, savoury soup

Touch: warm steam



Build a Stronger Sentence



Plain: Spoon stirred the soup.

Stronger: The shining silver spoon swished the warm soup with a quiet clink.

What changed?



Create a New Utensil



Choose a kitchen utensil.

Give it a name, feeling and special strength.

What does it want?

What might it learn?



Plan a Kitchen Adventure



Character and setting

Goal and problem

Events in order

Help and solution

Character growth and lessons





PREVIEW

Well Done!



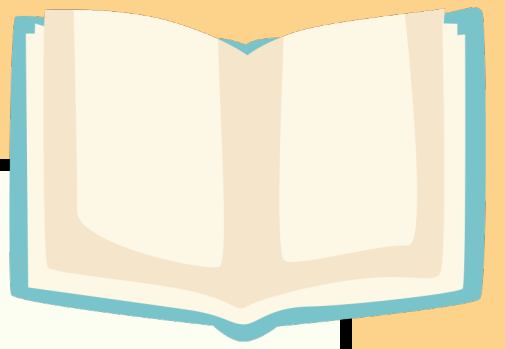


PREVIEW

Book Study Quiz



Question 1



Who wrote the story?

A. Scott Magoon

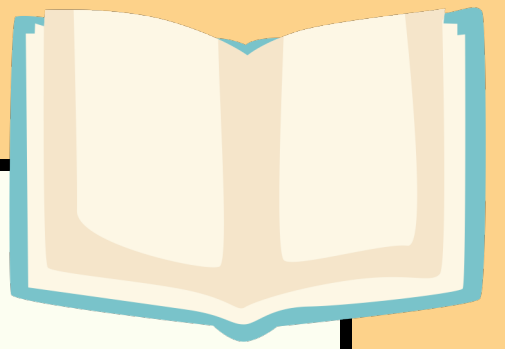
B. Amy Krouse Rosenthal

C. Spoon



PREVIEW

Answer 1

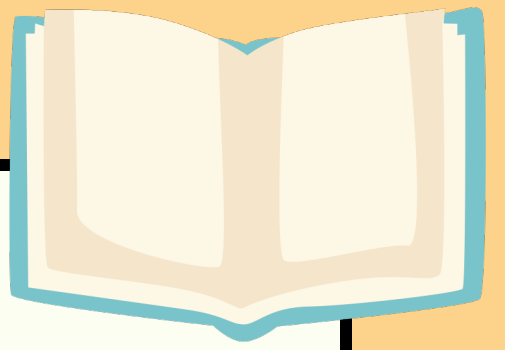


B. Amy Krouse Rosenthal wrote the story.



PREVIEW

Question 2



Who illustrated the story?

A. Scott Magoon

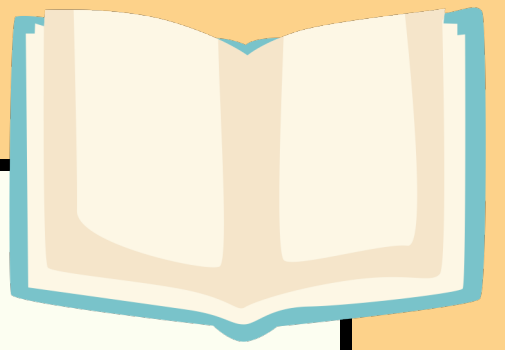
B. Amy Krouse Rosenthal

C. Fork



PREVIEW

Answer 2

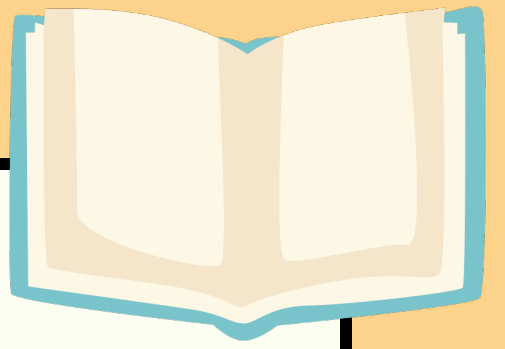


A. Scott Magoon illustrated the story.



PREVIEW

Question 3



How does Spoon feel near the beginning?

- A. Proud
- B. Unhappy
- C. Excited



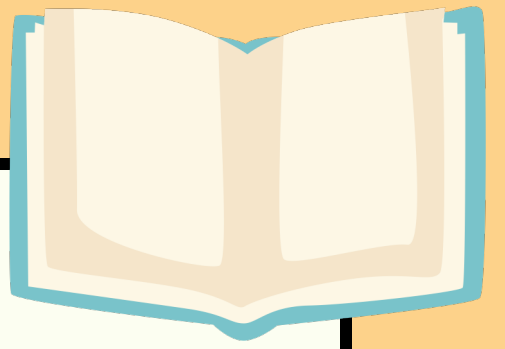
PREVIEW

Answer 3



B. Spoon feels unhappy because he compares himself with his friends.





Question 4

What is Spoon's main problem?

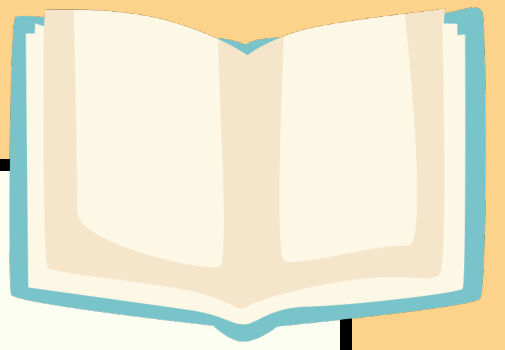
A. He cannot find the kitchen.

B. He forgets his own strength.

C. He loses a bowl.



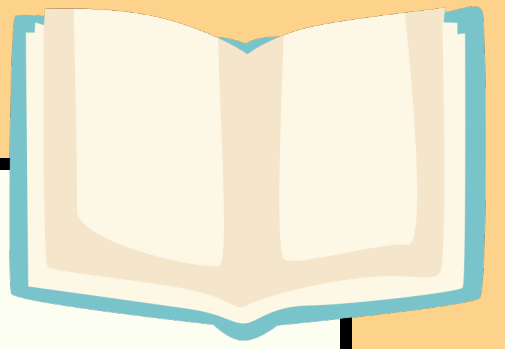
Answer 4



B. Spoon compares himself with others and forgets his own strengths.



Question 5



Who helps Spoon see the problem differently

A. Mum

B. Fork

C. Knife



PREVIEW

Answer 5



A. Mum helps Spoon notice what his friends think about him.



Question 6

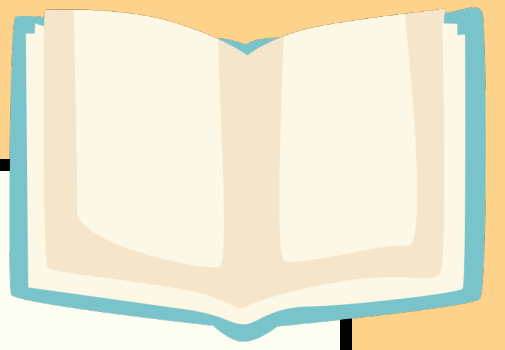


Name two jobs Spoon can do well.



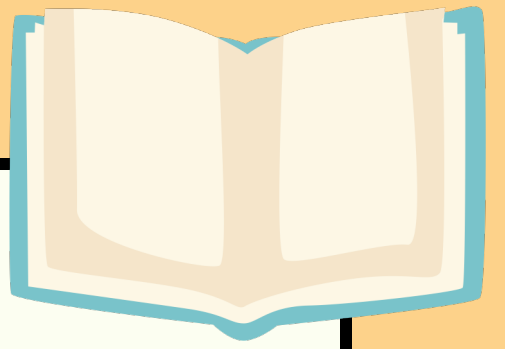
PREVIEW

Answer 6



Spoon can scoop and stir. Other supported examples may also be accepted.





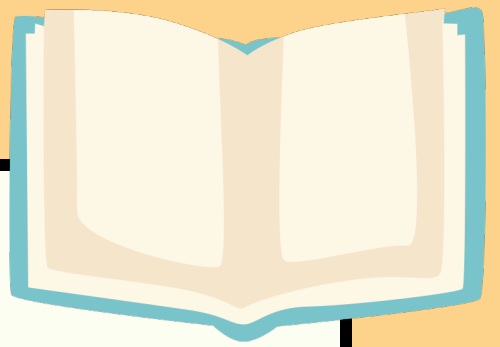
Question 7

Which message fits the story best?

- A. Only one utensil is useful.
- B. Everyone has different strengths.
- C. Comparing always helps.



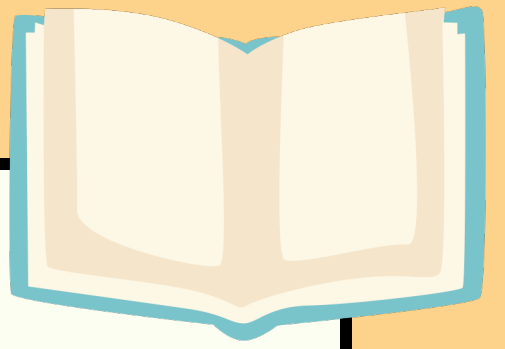
Answer 7



B. Everyone has different strengths.



PREVIEW



Question 8

Which pair contains precise adjectives for a spoon?

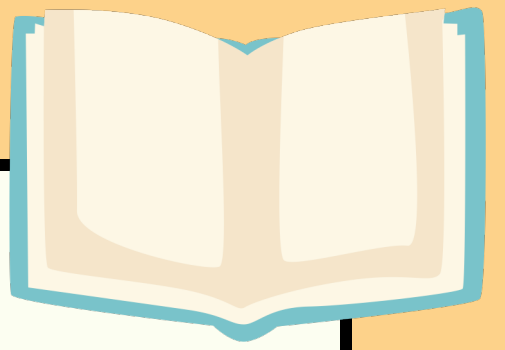
A. shiny and smooth

B. furry and fluffy

C. loud and sleepy



Answer 8



A. Shiny and smooth are precise adjectives for a spoon.



PREVIEW

Question 9



Improve this sentence with sensory detail:
Spoon stirred the soup.



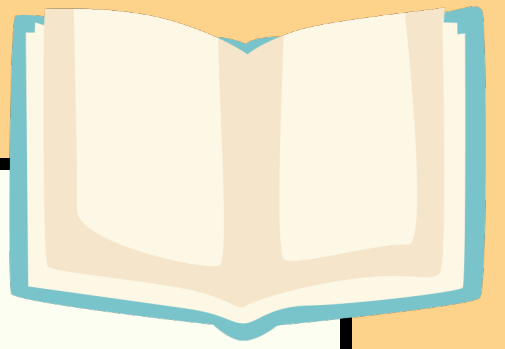
PREVIEW

Answer 9



Sample: The shining silver spoon swirled the warm soup with a quiet clink.





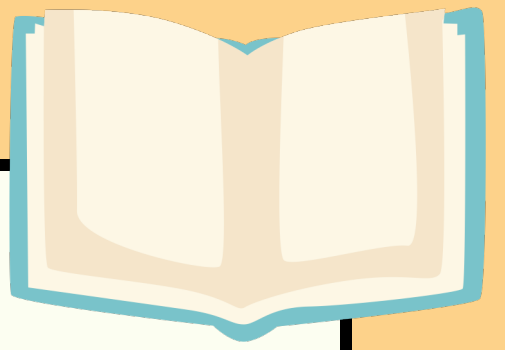
Question 10

True or false?

The story's conflict helps Spoon change



PREVIEW



Answer 10

True. The conflict leads Mum to help, and Spohn learns to value his own strengths.





PREVIEW

Well Done!

