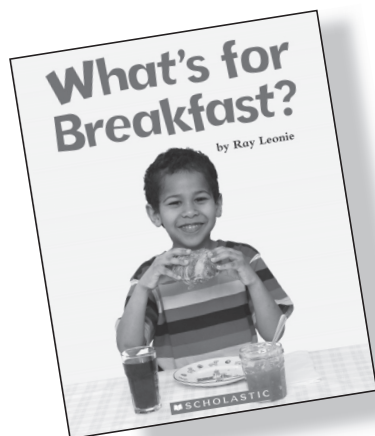


What's for Breakfast?



Written by Ray Leonie

Photographed by James Levin/Studio 10

Text Type: Non-fiction: Description — Personal Accounts

Guided Reading Level: F

Summary: A number of children tell the different foods they like to eat for breakfast, ranging from cereal to roti.

Word Count: 111

High-frequency Words: *a, an, and, do, for, have, I, in, like, my, the, them, to, what, with, you*

Text Features

Visual Literacy

- ▶ inset photos

Text Supports

- ▶ consistent layout of text and photos
- ▶ photos that support text

Possible Text Challenges

- ▶ question mark
- ▶ challenging vocabulary: *bagel, croissant, sausage, roti, and vegetables*
- ▶ sentence length and complexity

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: comparing
- ▶ making connections: text to self

Working with Words

- ▶ using word parts to solve unfamiliar words
- ▶ using picture clues to solve unknown words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze: find facts
- ▶ make comparisons and text-to-self connections
- ▶ self-monitor their reading
- ▶ use known word parts and picture cues to solve unfamiliar words



BEFORE READING

Print concepts

Activating and Building Prior Knowledge

Show students the front of the book and invite them to chime in as you read the title. Point out the punctuation mark at the end of the title. Ask students what this type of punctuation mark is called and discuss its purpose. Tell students that when we ask a question our voices rise at the end. Demonstrate by reading the title again, exaggerating the rise at the question mark. Have a few students practise reading the question aloud with you.

**Making connections:
text to self**

Show the back cover and read the text. Ask, *What time of day do we eat breakfast?* If students have difficulty responding, ask, *Do we eat breakfast in the morning, in the middle of the day, or at night?* Then ask, *What do you eat for breakfast?* On chart paper, create a two-column chart. On the chart, write the foods students mention and then take a tally of how many students eat each of them for breakfast, recording the results on the chart. Discuss the chart with students to ensure they understand what it shows.

ESL Note: Have one or more picture dictionaries on hand to refer to during the discussion. Include simple line drawings beside the names of some of the foods on the chart.

Word solving and building

Overcoming Text Challenges

Read through the items on the chart together. As you read, stop at challenging words and point out how to chunk them to read them more easily. If the words *bagel*, *croissant*, *sausage*, *roti*, and/or *vegetables* do not appear on the chart, do a picture walk through the book and pause at these words. Have students help you chunk them.

**Print concepts/
visual literacy**

As you do the picture walk, pause at pages 4 and 5 and point out that the text is placed under the main picture and that beside the text there is a picture to help with understanding. Say, *These pictures show us what these children eat for breakfast.* Read pages 4 and 5 to show them how the photos match the text and to familiarize them with the more complex sentence structure on page 5.

Analyzing

Setting a Purpose

Return to the chart you created of the breakfast foods students eat. Tell students that they are going to find out what the children in the book eat for breakfast.



DURING READING

Ask students to read the text independently, keeping in mind the purpose for their reading.

Observe and listen to all students as they read the text, noting their ability to analyze unfamiliar words into chunks. If necessary, use prompts to help them as they read, for example, *Do you see a part you know in the word?* Observe ways that students self-monitor their reading. Guide them to self-monitor with prompts, for example, *Read the rest of the sentence and think about what would make sense.*

Encourage students who finish early to reread the book independently or with a partner. Tell students that rereading enables them to further build their understanding of the book.



AFTER READING

Analyzing

When all students have completed their reading, have a group discussion about what the children in the book eat for breakfast. Ask students what new information they discovered, what surprised them, and what questions they had as they read the book. Review the breakfast food tally chart and ask students what new items should be added. Using a different-coloured marker, add tally marks to the chart for all the foods eaten by the children in the book. Discuss with students the significance of the different colours on the chart.

**Making connections:
comparing**

Have students look at the chart and note which breakfast foods were the same as and which were different from what students eat for breakfast. Note how many people eat each of the items. Ask questions about the tallies to elicit analysis of the results, for example, *Which breakfast food do the most children eat?*

Word solving and building

Comment on positive reading strategies students used as they read, for example, *I saw Anna read a word and then stop and read that part again to make sure the word made sense there.* Ask students about words they found difficult and have them explain how they decoded them. Write the words students share with the group on chart paper and have them demonstrate how they solved them.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner. Tell students, *Whenever you read a book again, you learn to read the words in it more easily. You also have a chance to think more about what the book tells you.*

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Word solving and building

Word Study

Write the word *breakfast* on chart paper, underlining the “br” blend. Encourage students to think of other words with the “br” blend in any position in the words. Students can look through other books for ideas. Write the words on sticky notes, underlining the “br” combination, and then attach them to the chart.

**Making connections:
comparing**

Breakfast Bar Graph

Provide students with a grid to create a breakfast food bar graph. Students select three foods from the tally chart and then survey classmates to find out which of the three they like the most. Students can record their results on the graph, write a summary sentence (e.g., *The most popular breakfast food is ____.*) and share their findings with the class.

**Making connections:
text to self**

Breakfast Foods

Write the following sentence frame on chart paper: For breakfast I like to eat _____. Have students draw a picture of their favourite breakfast food and write the above sentence with their picture, filling in the blank (e.g., *For breakfast I like to eat pancakes.*). Students can be challenged to add more description to what they eat (e.g., *For breakfast I like to eat pancakes with strawberries and whipped cream.*).

Analyzing

Breakfast Booklet

Copy the BLM and cut it into strips. On each strip, students fill in the blank with a different type of food people eat for breakfast, using the chart and text for reference. In the circle they draw a picture of the breakfast food, similar to the pictures in the text. Students can create as many drawings as they are able. When they are done, staple together their strips with a coloured strip of paper at the front for a title page. Students can share their booklets with classmates and parents or guardians.

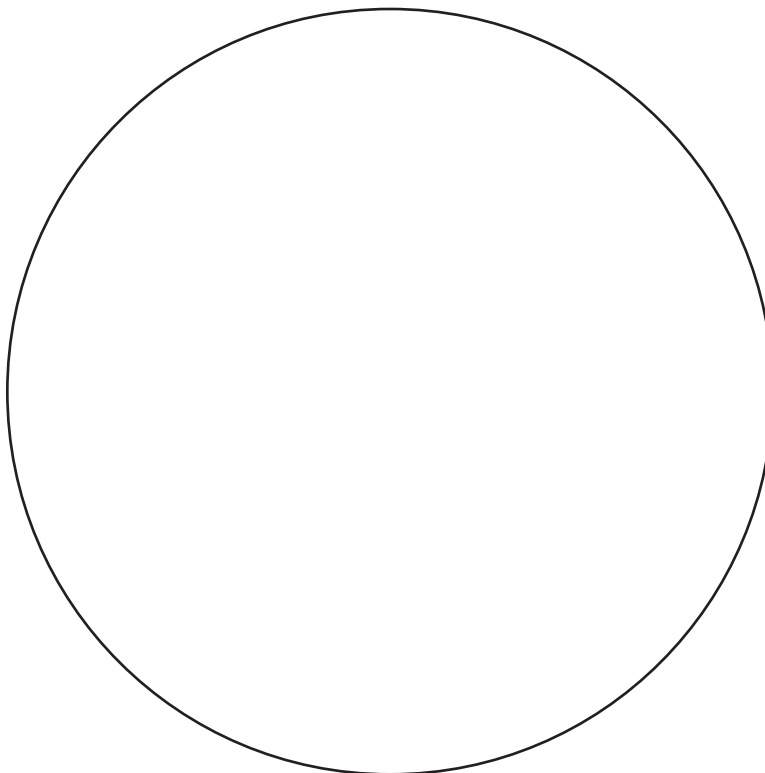
Breakfast Booklet

Name: _____



Some people eat

for breakfast.



Some people eat

for breakfast.

