



Breakfast for Me!



Written by Barbara Flores, Elena Castro, and Eddie Hernandez

Guided Reading with

BREAKFAST FOR ME

Guided Reading: F

DRA Level: 10

Intervention Level: 9

by Barbara Flores, Elena Castro,
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Page number: 8, Word Count: 73

Genre: Nonfiction

Focus:

Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- read past an unknown word and return to it to solve it

Supportive Text Features:

- illustrations support most text details
- text depicts a series of simple, related ideas
- familiar content close to many children's experiences

High-frequency Words:

in, the, I, a, of, to, my, an, and, for, with, like, they, me

Phonics

- consonant blends: dr, gl, st, br, str

National Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

ELL/ESL

¡Desayuno para mí! See back page

Overview: A boy likes to eat many different foods for breakfast—from eggs to noodles.

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What do you like to eat for breakfast? What are other common breakfast foods?
- Why is eating breakfast important for kids?

2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "Breakfast For Me!"
- Ask children to predict what breakfast foods the book will include.
- Show the back cover and read the copy. Ask children to predict what the boy likes for breakfast besides eggs and noodles.
- Have children predict some words they might read in the book.
- Give children the book and have them look at the photos. Ask them what the boy is eating on each page.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look at the pictures and the beginning sound of the word of the unknown word.



Have them read on and return to the word after completing the sentence.

- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words: in, the, I, a, of, to my, and, an, for, with, like, they, me
- Each page describes something a boy likes to eat for breakfast using varied sentence structures.
- The following compound words are used: breakfast, sometimes, oatmeal, strawberries.

Reading the Book

1. Set a purpose by telling children to read the book to find out what the boy likes to eat for breakfast.

2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

3. Look for these reading behaviors during the first reading:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to

the next when making a return sweep?

- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

4. As children read, suggest a reading strategy if they are struggling: “Try rereading the sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks and exclamation points as keys to reading with a particular kind of



expression or inflection.

- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas.

After the First Reading

1. Have children confirm their predictions and talk about what the boy liked to eat for breakfast.

2. Ask questions like:

- Who is telling the story? How do you know?
- How did the boy always start his breakfast?
- Which foods did he sometimes eat? Which foods are the same as ones you eat? Which are different? What else do you think he should try?
- Which of these do you think he prepares on his own? Which do you think he needs adult help? Why?
- Why do you think the boy eats many different foods for breakfast?
- How did the boy say that eating breakfast helps him? Do you agree? Why or why not?
- Why is it sometimes hard to have breakfast in the morning? How do you help your family?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Language: Provide children with some of the sentences from the book to cut out, read, and match to illustrations depicting the various foods.

Play fast-paced Bingo or Memory with high frequency words and other familiar words from the book and others your students are learning.

Set up a chart with columns for words beginning with various consonant blends. Sort words from the book (e.g., breakfast, drink, strawberries), and then brainstorm more examples.

Have children create books about the foods they eat for breakfast (or another meal) using a similar structure to the book. Vary the exact wording of each sentence frame you provide, as the book does.

Set up a pretend diner in your classroom. Have children help create signs, breakfast menus, etc.

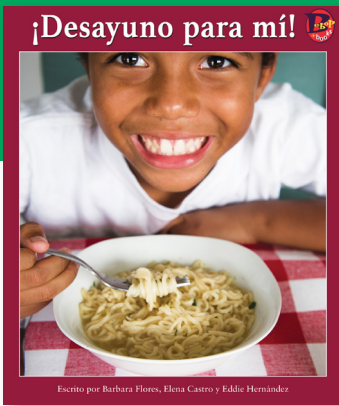
Help children research the benefits of eating breakfast. Compile information gathered on a "Reasons It Is Important To Eat Breakfast" poster or have children write individual persuasive pieces.

Mathematics: Have children survey classmates about what they like to eat for breakfast. Have children display results on a chart, in writing, and/or in pictures.

Social Studies: Read other books or view online content to learn more about what children eat for breakfast around the world. Compile information gathered on a chart. If your school allows cooking, try making and tasting an unfamiliar breakfast food.

Help children learn more about organizations or initiatives that help make sure all children have food for breakfast. Plan a way to contribute or raise awareness about child hunger as a group.

Art: Have children create breakfast collages on paper plates showing their preferred foods. Have them label or write sentences about what they included.



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Guided Reading with **DESAYUNO PARA MÍ!**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Noun & Adjective Support: The following breakfast foods are listed in the story: jugo de naranja, huevo estrellado

con tocino, una tortilla, papitas, avena con fresas, fideos

Print the illustrations from the story without the sentences. Print the breakfast foods on separate word cards. Have students match the word cards to the corresponding illustration.

Verb Support: The following verbs are used throughout the story: tomo, como, me gusta comer

Have students experiment with different subjects and how the verbs change when the subject changes. For example, have students rewrite the sentences if they were saying “you” or “her” (tú comes, tú tomas, a tí te gusta comer).

For students engaging with both English and Spanish texts, have students note there is an exclamatory statement on the past page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children’s oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

If children have difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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