

Lesson Plans

Transitional
reading stage

Level 11

What's For Breakfast?



Written by Mary-Anne Creasy
Photography by Michael Curtain



What's For Breakfast? is a factual book that reports on the types of breakfast foods that children from different places eat.

Running words: 197

Text type: Recount

The King's Breakfast



Written by Mary-Anne Creasy
Illustrated by Chantal Stewart



The King's Breakfast is a story about a family that cooks a fancy breakfast that is "fit for a king". But all along the king just wanted toast!

Running words: 284

Text type: Narrative

High-frequency words

New: him into morning next these want

Key vocabulary

beans bread cheese coffee cook Dad dates dip eat eggs family fish food freshly baked Grandma Grandpa jam mother Mum mushroom porridge rice Saturday sausages school sister spices stew toast

Phonics

- Identifying the /f/ sound represented by "ff" as in *coffee*
- Identifying the long /o/ sound as in *Otto*

Text features

What's For Breakfast?

- Personal opinions
- Photographic summary
- Clear photographs support the text

The King's Breakfast

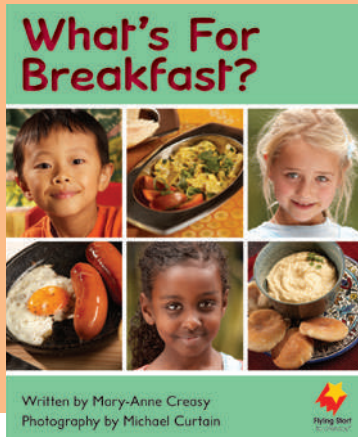
- Dialogue
- Illustrations support and extend the text

Reading strategies

- Reading text written in the first person
- Comprehension – implying meaning

ELL support	Key concepts	Curriculum link
• Photographs support the introduction of the names of different foods. • Each spread in the factual text follows a familiar pattern.	• Most people eat breakfast. • People eat different types of food for breakfast. • People in different places often eat different foods.	• Health and Physical Education: Food and nutrition

Lesson 1 What's For Breakfast?



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask each student to talk with a partner about what he/she ate that morning for breakfast. On the board, make a list of these breakfast foods. Discuss the list. Ask: *Did we all eat the same thing for breakfast? Do you eat the same food for breakfast every morning? What is your favourite breakfast food?*

★ Students could draw a picture of what they ate that morning for breakfast. In pairs, students could talk to each other about what they have drawn.

Vocabulary building

★ Talk through the names of each of the foods mentioned in the book. Ask: *What do you have for breakfast?* Say: *Some people have different foods for breakfast, for example cheese on bread, rice porridge, eggs or bean stew.*

Introducing the book

Give each student a copy of *What's For Breakfast?* Say: *This is a factual book that tells us about the breakfast foods that six different children eat.* Refer students to page 2. Say: *These children all come from different places. We are going to find out what each one of them eats for breakfast.* Talk through the book, discussing the photographs and encourage the students to predict what foods the children are eating. For example, turn to page 6 and say: *This boy's name is Ling. What do you think he is eating?* Respond using the structure of the sentences in the text. *Yes, sometimes Ling puts mushrooms and fish in his rice porridge.*

During reading

Ask each student to read the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Look for students who understand that the text is written in the first person. Ask: *Who is "talking to you" on this page? From whose point of view is the text written?*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *What did Asha have for breakfast? What does Sophie like to do with her bread?* (Literal)

Do all people eat the same types of food for breakfast? Explain. (Inferential)

Do children always get to eat what they want for breakfast?

Do you always get to eat what you want for breakfast? Why?

(Synthesising)

Why do you think the author chose these children for her book?

(Critical)

Students could complete the Blackline master (BLM).

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. Ask: *What are some of the things you did that helped you make sense of this book? What are some of the things you did to help yourself?* If appropriate, comment on how the students used the photographic information. For example, say: *You knew the information in the photograph and the text needed to match.*

★ These activities are also suitable for English Language Learners (ELL).

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Provide groups of students with paper plates. Students could draw each of the breakfast dishes from the book onto a paper plate. As groups of students read the text, they can show the appropriate plate of food for each page. Provide positive feedback to students who read with fluency. *I liked the way you read that. You read the words clearly and smoothly and it sounded like you were talking.*

Word work

Phonemic awareness and phonics

Students could turn and talk with a partner about all the words they know that have the /f/ sound in them. Invite pairs to share their ideas. Make a group list of these words. Ask students to browse through the text to find other words to go on the list. *All these words have the /f/ sound in them. How is the /f/ sound represented? Sort the words into groups under the headings /f/ represented by “f”, /f/ represented by “ff” and /f/ represented by “ph”.*
Ask: *What other words can we add to these columns?*

Exploring words

In pairs, students could browse through the book and write a list of food words used. Students could add to their list by looking through other familiar texts.

Writing

Modelled writing

★ Ask the students to talk about what they ate for breakfast this morning and what they sometimes have. Model writing about your own breakfast habits, e.g. *This morning I had scrambled eggs and bacon for breakfast, but sometimes I have cereal.* Discuss how the word *but* can be used to compare ideas.

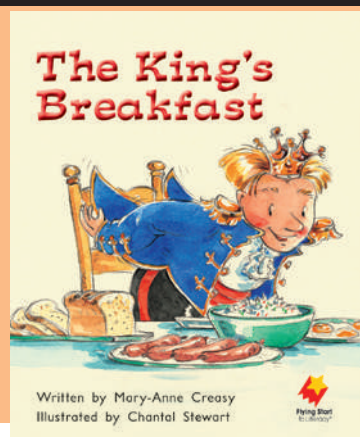
Independent writing

Using the chart as a model, have the students write and draw about what they had for breakfast this morning and what they sometimes have for breakfast. Make a group book.

Sharing and presenting

Students could talk with a partner about all the different types of breakfast foods they now know about. You could read the class book about breakfast foods to the students.

Lesson 2 The King's Breakfast



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask students to talk with a partner about the types of breakfast foods that they think a king might like to eat. Provide each student with a paper plate and ask them to draw a breakfast meal that they would serve to a king. Encourage students to talk about their “king’s breakfast” in a small group.

★ Talk about kings. Say: *There is a king in the story we are going to read. What is a king? Is a king treated differently than other people? Why? What sort of food might a king eat? Would his food be different from our food? Why do you think so?* Ask students to turn and talk with a partner about what they would do if a king visited their house.

Vocabulary building

★ Write and say the words eggs, cheese, sausages, bread, jam and toast. Ask: *What do you know about these foods?* Discuss the different foods people eat for breakfast.

Introducing the book

Give each student a copy of *The King's Breakfast*. Say: *This story is about a king called King Otto. He has breakfast with a family. Each member of the family thinks he or she knows what sort of breakfast the king would like best and each makes a grand breakfast for him.* Refer students to pages 2 and 3. Say: *This is Grandma and Grandpa. They have just found out that King Otto is coming for breakfast. How would they feel? What might they be talking about?* Refer to pages 4 and 5. Say: *The family is planning what to make for the king's breakfast. What things are they thinking of making?* Talk through the rest of the book, discussing the different foods that the family members are making for the king.

During reading

Ask each student to read the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Are students able to understand implied messages from the text? Ask: What sort of person was the king in this story? What makes you think this?

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

What did Dad make for King Otto's breakfast? What did Mum make? What did King Otto want for breakfast? (Literal)

What did the family think of Josh's idea to make toast for the king's breakfast? Why? (Inferential)

If a king were to come to your house what would you offer him for breakfast? (Synthesising)

Do all kings like grand food? Would this story have been different if a queen came to visit instead of a king? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. If appropriate, comment on how well the students are thinking about each of the character's actions. For example, say: *Well done! You knew that the mum wanted to cook something special for the king.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could work in cooperative groups and use playdough to make models of the different breakfast foods in the book. Students could then perform a readers' theatre using the playdough props.

Word work

Phonemic awareness and phonics

Write the name "Otto" on the board. Ask: *What sounds can you hear in this word? What two sounds does the letter "o" make in this word?* Say: *The sound at the end of the word is called the long "o". Other words with this sound are no, so, note, hose and flamingo.* Ask students to talk with a partner to think of other words that have the long /o/ in them.

Exploring words

Students could browse through the book and write a list of five words that they found interesting or challenging. Students could then sit knee-to-knee with a partner and talk about the meanings of the words on their list.

Writing

Modelled writing

★ Ask: *What would you give a king for breakfast?* Record the students' ideas on a chart. Model writing the heading Food fit for a king and discuss what it means.

Independent writing

Have students draw and label a breakfast feast that is fit for a king. Encourage students to use foods mentioned in the book as well as other breakfast foods that are listed on the chart.

Sharing and presenting

Students could sit with a partner and talk about the feast they drew.

Talk about the pair

Ask: *What new types of breakfast foods have you learnt about? What can you say about the types of breakfast foods that different people eat?* In small groups, students could fill in the following T-chart.

What we know about breakfast foods	What we would like to find out about breakfast foods

Students can work further with these books by completing the Activity card.

Blackline master

What did you have for breakfast?

Use the book *What's For Breakfast?* as a reference. Next to each photo, list what each person had for breakfast.

Fill in the blank squares by asking two of your friends what they had for breakfast, then draw a picture of your friends and list what they ate.

Person	What they had for breakfast	Person	What they had for breakfast
			
			
			

Assessment

Can the student locate information in the text?

Can the student gather information from other sources and relate it to the text?

Activity card

Which food do you like?



Choose five breakfast foods and write them in the boxes along the top of your graph. Ask ten friends which one of these breakfast foods they would like to eat most. Colour in the appropriate square when each friend gives you an answer.

Talk about your results with three of your friends.

Write breakfast foods here →					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

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