

## Books for Young Learners Teacher Resource

## Book Notes



## Breakfast with John / El desayuno con Juan

Author Janice Boland

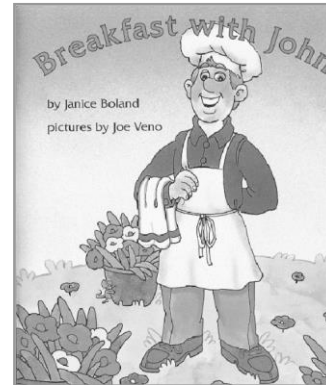
Illustrator Joe Veno

8 pages ■ 29 Eng. words ■ 30 Spn. words

Fountas and Pinnell Level C

Intervention Level 5

Descubriendo la Lectura Level 5



Breakfast with John

### SYNOPSIS

The hen lays an egg, which John enjoys for breakfast while the hen looks on.

### WHAT THE BOOK OFFERS

- Realistic fiction narrative
- Third person
- Present tense
- Close text/picture match
- Structure changes within book
- Some changes at end of sentence
- Some changes in middle of sentence
- Consistent layout
- High frequency vocabulary—this, is, the
- Some topic vocabulary
- Some dialogue
- Menu (inside back cover)

### POSSIBLE SKILLS EMPHASIS

- Constancy of text
- Word/finger/voice matching
- Building bank of high-frequency vocabulary
- Attending to initial letter for prediction *and* confirmation

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### Breakfast with John (continued)

#### INTRODUCING THE BOOK

- Using front and back cover, establish what John does, making possible connection with the hen—when a chef cooks eggs—to lead into title

*I wonder who will have breakfast with John and I wonder what John will eat for breakfast.*

#### FOCUS OF INSTRUCTION

- Using picture plus initial letter, leading into less reliance on picture

Page 2: *Look at the picture. What do you expect the text to tell you about?*

*Look at the text. Which word do you think will match that? What letters and sounds can you see and hear?*

*Now read the sentence. Point to each word as you read it.*

Page 3: *Look at the text. What do you see that matches the text on page 2?*

- Repeat for page 4.
- Structure changes on page 5. Use procedure as for page 2, then page 3.
- Encourage increasing attention to text detail.
- Some children may need more support on the last page, especially to decode “says.”

- Confirming text through letter detail
- Reread the book, discussing confirming cues.
- Discuss how we use the same cues when writing to ensure that others can read it as the writer intends.

#### FOLLOWING THE READING

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### Breakfast with John (continued)

<b>Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading</b>	
<b>FINISH THIS THOUGHT</b>	<i>The hen was very proud because she . . . John doesn't need to go to the store to buy eggs because . . .</i>
<b>USE YOUR MEMORY</b>	<i>What did John do with the hen's egg? How did the hen feel when John found her egg? How do you know?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Why do you think the hen ate cereal for breakfast and not the egg that John cooked?</i>
<b>BE CREATIVE</b>	<i>Look at John's Breakfast Menu on the inside back cover. Make up a new menu for breakfast that is different from John's menu. What would be on your breakfast menu?</i>
<b>VOCABULARY AGENT</b>	<i>Name all the things you see on the breakfast table on page 8. What else would you have on your breakfast table?</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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