

Books for Young Learners Teacher Resource

Book Notes



The Super-Duper Sandwich

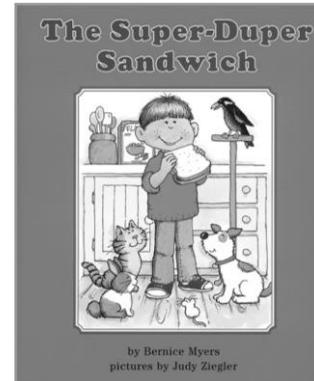
Author Bernice Myers

Illustrator Judy Ziegler

16 pages ■ 202 words

Fountas and Pinnell Level I

Reading Recovery Level 15



The Super-Duper Sandwich

SYNOPSIS

A super-duper sandwich proves to be too big for a little boy to manage, much to his pets' delight.

WHAT THE BOOK OFFERS

- Fiction recount
- Third person
- Past tense
- Story of two halves—second half in reverse order of first
- Subplot in illustrations in first half
- Repetition of structures—first half, then different structure repeated
- Hyphen for adjectives using words in different functions: super-duper and hard-boiled

POSSIBLE SKILLS EMPHASIS

- Inferential reading of illustrations—seeing detail, thinking about possible subplot, and confirming this in the second half
- Understanding how illustrations extend text
- Summarizing

INTRODUCING THE BOOK

What might make this a super-duper sandwich? (Not only size but also what is in it)

What do you think the pets are thinking?

I wonder who made the sandwich. Let's see what the author tells us about these things.

First of all, turn to the title page. What does that confirm?

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The Super-Duper Sandwich (continued)

FOCUS OF INSTRUCTION

- The pace should allow children to consider the picture in detail and to think about prompts about the subplot.

Page 2: *How do you know the cat and dog are also hungry?*

What is the boy thinking about his sandwich?

Page 4: *Let's think about what the author left us to add to her text.*

It looks as if the boy is talking to the cat. What might he be saying or thinking?

What is the mouse planning?

Page 6: *Look at the "super-duper" on page 6 and "hard-boiled" on page 7.*

Page 9: *What are the pets probably thinking now?*

Page 11: *What do you notice about what Adam is taking off his sandwich? What will be next? How do you know?*

You will be able to predict what he is going to give next. But do we know who he will give it to? And do we know when he will stop taking items off his super-duper sandwich? Let's read on to find the answers.

FOLLOWING THE READING

- Discuss ways of summarizing the text, for example, omitting what was in the sandwich or the subplot.
- Write captions for the pets' thoughts in the first half of the book.
- Discuss the structure of the book.

This book had two halves to it. What made me think that? How did the book work?

- Students can write recipes for their own super-duper sandwiches.
- Students can introduce a subplot to their own writing by adding more detail to their illustrations.

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The Super-Duper Sandwich (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>My favorite sandwich is . . . because it is made out of . . . A super-duper sandwich means that a sandwich . . .</i>
USE YOUR MEMORY	<i>What was the first thing the boy put on top of the slice of bread to make his sandwich? What did the boy put on his sandwich AFTER he put spaghetti and peanut butter? Where can you check to see if you were right?</i>
WHAT'S YOUR OPINION?	<i>Why do you think the boy wanted to make a super-duper sandwich in the first place? What was the problem in this story? What was the solution in this story? Do you think it was a good solution or not? Why?</i>
BE CREATIVE	<i>Change this story. Write a story about a boy or girl who made a super-duper sandwich, but didn't give all the extra food away to make it smaller. What happened instead? Can you think of a different solution? Draw a picture of the super-duper sandwich in your story and label all the ingredients. Yum!</i>
VOCABULARY AGENT	<i>Write down everything you see in the picture on page 2. Write down everything you see in the picture on page 7. Write down everything you see in the picture on page 10. Write down everything you see in the picture on page 16.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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