

Books for Young Learners Teacher Resource

Book Notes



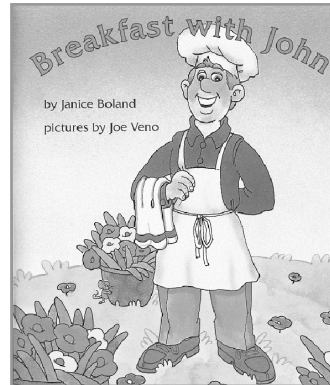
Breakfast with John

Author Janice Boland

Illustrator Joe Veno

8 pages ■ 29 words

El desayuno con Juan ■ 30 words



Em	Early				Fluent			
	1	2	3	4	1	2	3	4
G	I							

S = Shared G = Guided I = Independent

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

S = Shared G = Guided I = Independent

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
G	I							

Books for Young Learners Teacher Resource

Book Notes



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.”

FOLLOWING THE READING

- 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.