

Eat Your Broccoli

Author Kari Yates

Illustrator Lynda Cohen

12 pages ■ 72 words



Eat Your Broccoli

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

S = Shared G = Guided I = Independent

K-1st grade

SYNOPSIS

A little boy who hates to eat broccoli discovers a solution, only to have his solution backfire in the surprise ending.

WHAT THE BOOK OFFERS

- Realistic fiction narrative
- First person and third person dialogue
- Tense changes from past to present
- Consistent text placement with a close match between the text and illustrations
- Problem/solution structure
- Ending with a surprise
- Gathering information and making inferences from the text and the illustrations
- Illustrations convey emotion
- Layers of meaning
- Information on the inside back cover includes an explanation of the text's theme
- Additional feature—the subplot in the illustrations—the character's interaction with his dog
- Opportunity to read aloud and speak with expression
- Opportunity to retell incidents in third person
- Blends
- Groups of letters within words
- A story with beginning, middle, ending, 3-4 sentences

POSSIBLE SKILLS EMPHASIS

- Dialogue
- Punctuation
- Prepositions—under his plate, into his milk
- The use of command language found in directions, “eat your broccoli”
- How a writer uses the problem/solution structure
- Comparing/contrasting with own experience

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Eat Your Broccoli (continued)

INTRODUCING THE BOOK

Cover: *Contrast the faces of the boy and the dog in the cover illustration: what are they thinking and feeling and why? Sustain the discussion with written support (see example). From the cover illustration and the title, where do you think the setting for this story will be?*

Pages 2-3: *Look at the boy's face... do you agree with your predictions about the cover? Does he have a problem? How is he going to solve it? (He will talk his parents out of eating the broccoli, the dog will eat it...)*

FOCUS OF INSTRUCTION

Pages 4-5: *Let's practice reading the dialogue so it sounds like someone is talking (read together chorally for fluency, expression and pace). What do the illustrations help us know about James?*

Page 12: *Now what problem is the author presenting us with? (there's broccoli hidden in the milk). How might James solve this problem?*

Pages 2-5: *Now let's go back to pages 2-5 and consider words we might substitute for "said". (said – mumbled, called, demanded, whispered... discuss these word meanings for vocabulary development).*

EXAMPLE OF WRITTEN SUPPORT

Predictions
The boy is thinking/feeling
 I won't eat this!
 I want to go play baseball
 maybe if I hide this broccoli
 they will think I ate it.

The dog is thinking/feeling
 Yum...will I get some table
 food today?
 I want to chase that ball!

FOLLOWING THE READING

- Children could discuss/write a group story using just the dog in the illustrations and telling the story from the dog's point of view.
- Children can write their own version of how James solves his new problem...the broccoli hidden in the milk.