

Eggs for Breakfast

PM Levels 5/6

Red

Text Type Recount

Running Words 127



Preparing for Guided Reading

Orientation to the Text

- In *Eggs for Breakfast*, one-to-one correspondence and aspects of numeration arise as a table is set for breakfast. As the number four is focused on in the book, children can study this number.
- Prepare a simple one-to-one correspondence activity. Ask each child in the group to find a pencil and a piece of paper. Seat students in a circle. Ask them to hold up their pencils and, in turn, say, *I have a pencil*. The teacher may reinforce the one-to-one concept by saying *Good. Emma has a pencil*.

Prior Knowledge

- Match related objects in one-to-one correspondence.
- Count to find the number property in sets containing up to four objects.

Key Language Structures

- This book encourages one-to-one matching through repetitive text and corresponding images.

Building the Balanced Reader

Concepts About Print

- Revise capital letters and full stops.
- Understand the concept of first and last words.

Vocabulary

Key High-frequency Words

for, goes, like, my, This

Content Words

breakfast, brother, cups, Dad, eggs, family, mat, Mum, plate, spoon, table

Decoding

- Locate most high-frequency words
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- Read the title. Identify the characters in the book from the cover photograph and talk about the sets of four, e.g. four people, four chairs, four mats, etc. Ask students how many chairs, mats, etc. they would need for their own families at breakfast time.
- Read the title again on the title page and count the eggs to reinforce the number 'four'.
- pp. 2–3 – Count the egg cups and the plates. Talk about what each person is doing to help. Discuss which tasks children can do safely, and which ones adults should do.
- pp. 4–5 – Discuss the way the mats have been arranged on the table – one on each side of the table. Count the mats.
- pp. 6–7 – Count the plates. Discuss the relationship of one plate to one mat.
- pp. 8–9 – Count the spoons. Turn back to p. 7 and discuss how a spoon will go beside each plate.
- pp. 10–11 – Count the eggs on p. 10. Count the eggs on the bench and the one on the spoon. Ask students how many more egg cups will be needed. Talk about how one and three more make four. Notice the glasses of juice that Dad is preparing.
- p. 12 – Count the egg cups. Turn back to p. 10 and count the eggs. Discuss the concept of one egg for one egg cup.
- p. 13 – Study the photograph. Count the four egg cups. Some children may be able to say how many eggs are left in the saucepan.
- pp. 14–15 – Discuss again the concept of one egg for one egg cup.
- p. 16 – Talk about the table setting – the mats, the plates, the egg cups, the spoons, the glasses of juice. Also talk about the fact that there are four chairs and four people.

Comprehension

- How many eggs did Mum put in the saucepan? (*Literal*)
- Why did the girl put four mats on the table? (*Inferential*)

Follow-up Activities

- Have students make and decorate a mat or a bookmark for each member of their families. Encourage students to say, *This one is for Mum. This one is for my brother. This one is for me.*

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Date _____

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

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Success Criteria

- I break words up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life, e.g. objects that are taller than me in the classroom.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up