

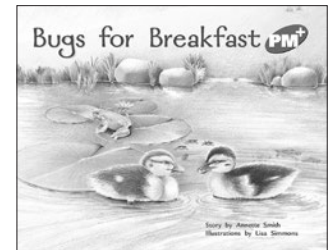
Bugs for Breakfast

PM Level 9

Blue

Text Type Narrative

Running Words 158



Preparing for Guided Reading

Orientation to the Text

- Re-read *Dilly Duck and Dally Duck* (PM level 7). When reading the names of the ducklings, have students recall the visual and auditory differences in the medial sounds. Identify each duckling by its markings.

Prior Knowledge

- This is another story about Dilly Duck and Dally Duck. Mother Duck takes the ducklings down to the river to look for food. Without Mother Duck's help, the clever little ducklings enjoy having water bugs for breakfast.

Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

bugs, can't, find, food, splash

Content Words

breakfast, food, swimming

Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self correct by rereading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Read the title. Link the illustrations on the cover and title page with the title.
- Establish that it is early morning.

- Ask students to find the word *Splash*. Read it with expression. Point out the exclamation marks and that *Splash* (in one instance) has been written in bold print. What other onomatopoeia words would fit in this story?
- Talk about Mother Duck's actions as she dives for food. Notice that the ducklings watch her with interest.
- Encourage students to use the illustrations to predict meaning. The water bugs are 'backswimmers' and 'water boatmen'. Talk about Mother Duck's absence. She hopes that the ducklings will find a suitable breakfast by themselves.
- Ask students to read aloud what Mother Duck says to show her approval.
- Revise the letter ending *er*: *water, river, after*.
- Discuss the contraction *can't*. Write the words *can* and *not* on the board for students to learn.
- Compare letter sequences: *wake, woke; find, food*.
- List words that rhyme: *hill, will; ran, can; had, dad*.

Comprehension

- Where did the ducks go to find food? (*Literal*)
- Did the ducklings find food on the first try? (*Inferential*)
- Why did Mother Duck call the ducklings 'clever'? (*Inferential*)

Follow-up Activities

- Using crayons, have students draw what the ducklings saw when they went down to the river. Invite them to include other things that might have been there. Instruct students to cover their pictures with blue and green dye. On separate pieces of paper, have them write captions explaining what the ducklings liked or didn't like to eat.

Bugs for Breakfast

Date _____

PM Level 9

Blue

Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can identify the problem in the narrative and suggest a possible solution.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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