

A BEE FOR BREAKFAST

by Joy Allcock
Emergent Level 5

Phonemic Awareness

1. Rhyming

A number of one-syllable words in A Bee for Breakfast can be used to generate rhyme. Choose any of those from the following list and ask students to think of words that rhyme with each one.

| | |
|--------------|--|
| <i>bee</i> | me, key, flea, he, gee, knee, pea, see, tea, we, she |
| <i>egg</i> | beg, keg, leg, Meg, peg |
| <i>top</i> | cop, drop, flop, hop, lop, mop, pop, stop, shop, chop |
| <i>eat</i> | beat, feet, greet, heat, meet, neat, peat, seat, teat, wheat, sheet, cheat |
| <i>bad</i> | dad, fad, had, lad, mad, pad, sad |
| <i>catch</i> | batch, hatch, latch, match, patch, snatch, thatch |
| <i>lamp</i> | camp, damp, ramp, stamp, champ |
| <i>stand</i> | band, canned, fanned, hand, land, manned, panned, sand, tanned |

2. Hearing sounds in words

Use this book to listen for the 'b' sound at the beginning of words. As you or they are reading students say when they find a word that starts with a 'b' (*breakfast, bad, begun, buzzed, bee*). After reading the book they then brainstorm other words that begin with a 'b' sound.

3. Hearing syllables in words

Call out the words listed below, mixing up the order of one- and two-syllable words. For each word, students clap the syllables and say how many syllables they can hear.

One-syllable words

bee
cup
top
catch
door
egg

Two-syllable words

breakfast
begun
window
undone
looking
yellow

Phonics

NOTE

The pronunciation of the *ed* suffix changes according to the way the consonant sound that precedes it is pronounced. Beginning readers do not need to know the details but it is helpful for them to

understand what the *ed* suffix stands for (past tense) and that it can be pronounced in three different ways.

The *ed* suffix will sound like 'id' when it follows a 't' (*patted*) or a 'd' (*padded*).

The *ed* suffix will sound like 't' when it follows an **unvoiced** sound like 'p' (*hopped*), 'k' (*packed*), 'f' (*coughed*), 's' (*hissed*), 'sh' (*mashed*), 'th' (*frothed*) or 'ch' (*watched*).

The *ed* suffix sounds like 'd' when it follows a **voiced** sound like 'b' (*rubbed*), 'g' (*bugged*), 'v' (*moved*), 'th' (*breathed*), 'z' (*buzzed*), 'l' (*pulled*), 'j' (*dodged*), 'm' (*hummed*), 'n' (*pinned*) or 'ng' (*banged*).

The *ed* suffix usually sounds like 'd' when it follows a vowel sound (*played, freed, cried, snowed, glued, purred, starred, stored, bowed, enjoyed*).

The focus of this book is on the *ing* and *ed* suffixes at the end of words. These suffixes influence the tense of the verb they are in: *ing* indicates the present tense and *ed* indicates the past tense.

These suffixes are bolded in the text to help students notice them. The words containing these endings are on the word cards that accompany these notes. Photocopy these words onto cardboard for students to use in a number of ways, such as the following. (For more suggestions, see the Word Cards section below.)

1. Matching cards with the text

Match each word card to the correct word in the text.

2. Sorting suffixes

Sort the cards into *ing* and *ed* words, explaining or demonstrating what each word means.

Explain, "I am *calling* you now. We use an 'ing' on the end of a word when we are talking about something that is happening now (write *eating, buzzing* etc. on the whiteboard). We use an *ed* (write this on the whiteboard) when we are talking about something that has already happened. This *ed* pattern on the end of a word can have one of three different sounds when it means something that has already happened."

3. Sorting *ed* by sound

The words that end with *ed* in *Bee for Breakfast* sound like 'd' or 't' (*happened, buzzed, dropped*).

The book contains no words that sound like 'id'. Use the word cards to sort the *ed* words from the story into two groups according to the sound of the *ed* suffix.

Play a three-category sorting game using the words that end with *ed* in this book, along with other high-frequency words (including some that have the 'id'-sounding *ed*). Place three containers labelled 't', 'd' and 'id' on the floor or table. Begin by holding the words up one at a time and reading them aloud. Ask students, "How does this word sound at the end – like 't', 'd' or 'id'?"

As students learn to read the words independently, pass the cards out for each student to read and place in the appropriate container. Eventually, once they can read the words, they could sort the cards completely independently.

Other high-frequency words that you could add to the sorting activity are: *jumped, laughed, rolled, walked, called, pulled, picked, watched, started, stopped, ended*.

Vocabulary Development

Use the egg as a springboard for discussion that builds vocabulary knowledge and background knowledge.

Tell us about an egg.

What does it look like?

What does it taste like?

What does it feel like?

Where do we get eggs from?

What other foods do we eat along with eggs?

Comprehension

1. Before reading

Introduce the book by discussing the front picture and the title. Ask, "What do you expect this book to be about?"

Then read the synopsis on the back out loud. Ask, "What is a visitor? What does it mean when it says the visitor was unexpected? How do you think the boy will be feeling then (surprised)? What do you think might happen in the book?"

There are two vocabulary words in this book – *yellow* and *yolk* – that students will not be able to decode using strategies taught before. Before you begin reading introduce these words. Looking at the front picture, ask, "Who knows what the yellow part of the egg is called?" If no one knows, tell them it is called the yolk and the white part is called the white.

Write *yellow yolk* on the board. Ask students what sound these two words start with and how this sound is written. Tell students that they will see these two words in the book and that both words begin with the letter *y*.

2. During reading

Ask questions such as the following to check understanding and to access and develop background knowledge.

Page 2 Why couldn't the boy just hold the egg in his hands? (too hot, difficult to eat)

Page 3 Why is the boy's mother cutting the top off the egg? (safety, so the boy can get to the bit you eat)

Page 4 What do you think made the window open? (wind – blowing curtains)

3. After reading

Ask questions such as the following to establish and build on understanding.

What would you do if a bee dropped into your egg?

What did the boy do next?

This boy is eating a boiled egg. How else can we cook eggs?

4. Retelling and sequencing

Photocopy the images from the story that are reproduced on the following page and cut them out. Students put them in order to retell the story.

One option is to glue the pictures, in the order established by students, into a scrapbook. Students then write or dictate the words they want to go under each picture.

Alternatively glue the pictures onto cards for students to order. They then retell the story orally to a partner.

Fluency

Photocopy the master of the poem A Bee For Breakfast from the end of these notes. Ask students to decorate each verse with a picture. Encourage them to read and reread the poem using expression and correct phrasing.

Word Cards

Photocopy the word cards onto cardboard and cut them up.

High-frequency words

High-frequency words are grouped into decodable words and non-decodable words.

Students could read the cards as an independent activity in pairs or in groups. One approach is for one student to hold up each card and the other student(s) to read the word. Alternatively “deal” out the cards to students in the group. Each student places their words face down. In turn, students turn over one card and have a try at reading it. If a student can’t read their word, someone else in the group has a try at it.

You could make duplicate sets of the words and play a game of snap – shuffle the cards and students play in pairs or threes, reading the word as they place it on the pile and ‘snapping’ pairs of words.

Phonics focus cards

For the phonics focus cards, the *ed* and *ing* endings are in bold.

Students could use these cards to read the words like sight words, or they could spread them out and match them to the words in the text as they reread the story.

If you stick these word cards to a board or poster, you could make new cards for any other words ending with *ed* or *ing* that students find.

A Bee For Breakfast

I had an egg for breakfast,
I put it in a cup.

We had to cut the top off,
so I could eat it up.

But then a bad thing happened,
when I had just begun.

A bee came in the window.
The catch had come undone!

It buzzed around the window,
it buzzed around the door.

It buzzed around the lamp stand.
What was it looking for?

And then it saw my egg yolk,
as yellow as the sun.

It dropped right in and had a swim.
I think it had some fun!

Decodable high-frequency words

| | | |
|----|-----|-----|
| I | had | a |
| up | but | put |
| it | in | we |
| to | as | off |
| so | and | in |

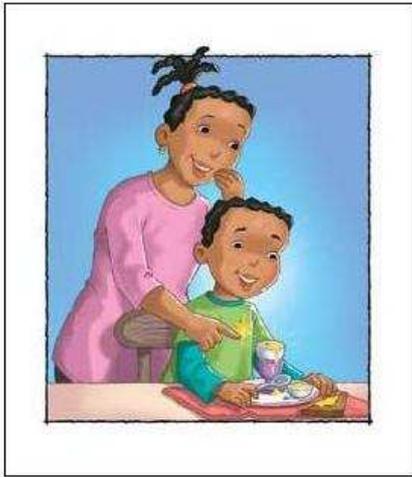
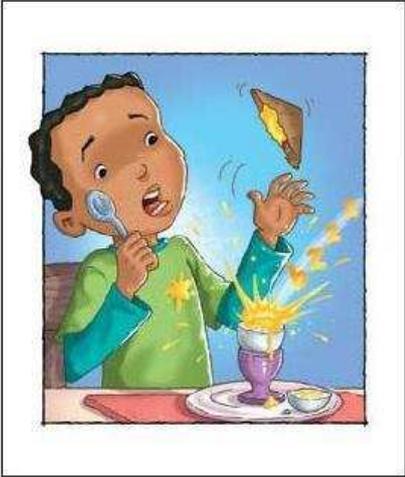
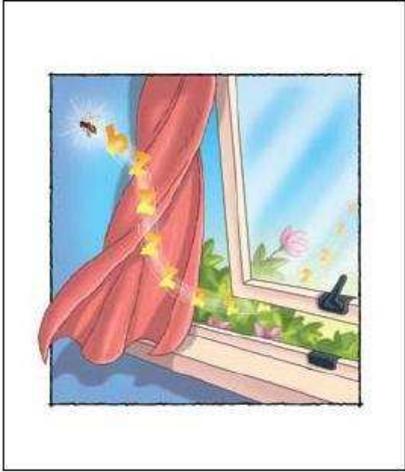
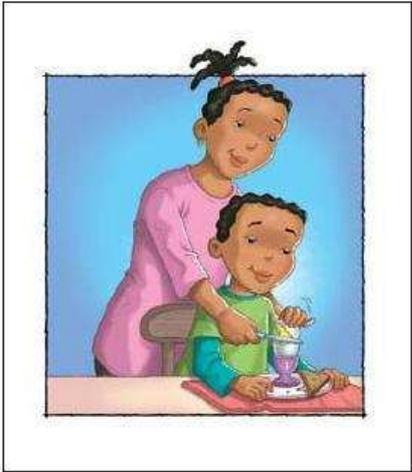
Phonics focus words

| | | |
|----------|--------|---------|
| happened | buzzed | dropped |
| looking | | |

Non-decodable high-frequency words

| | | |
|-----------|-------|---------|
| breakfast | for | the |
| could | eat | then |
| thing | when | came |
| window | catch | done |
| saw | my | right |
| around | door | looking |
| think | some | |

Retelling and Sequencing



Reading Running Record

Name..... Text Title **A Bee for Breakfast**
Age..... Level **5**
Date..... Seen / Unseen (circle)

Recorder:.....

Analysis:

Error rate 1:.....Accuracy.....(%) Self-correction rate 1:.....

Level (circle) Easy Instructional Difficult

Analysis:

Information Used (Meaning **M**) (Structure/Syntax **S**) (Visual **V**)

When decoding successfully

When decoding an unknown word

When attempting self-correction

| Pg | Title: A Bee for Breakfast | E | SC | E MSV | SC MSV |
|----|--|---|----|----------|-----------|
| 2 | <p>I had an egg for breakfast,</p> <p>I put it in a cup.</p> | | | | |
| 3 | <p>We had to cut the top off,</p> <p>so I could eat it up.</p> | | | | |

4

But then a bad thing happened,
when I had just begun.

5

A bee came in the window.

The catch had come undone!

6

It buzzed around the window,
it buzzed around the door.

7

It buzzed around the lamp stand.

What was it looking for?

8

And then it saw my egg yolk,
as yellow as the sun.

9

It dropped right in,

10

| | | | | | |
|----|---|--|--|--|--|
| 11 | and had a swim. I think it had some fun! Running word count: 98 (including title) | | | | |
|----|---|--|--|--|--|