



## LESSON 7: Breakfast for Jack

### Language Level:

Beginning

### Book Title:

*Breakfast for Jack*

by: Pat Schories; Front Street Publishing ©2004

### Materials:

*Breakfast for Jack*; stuffed puppies or kittens brought from home-or photos of pets from children's homes; classroom clock; construction or cardstock paper; pre-printed on paper My dog can \_\_\_\_\_ or My cat can \_\_\_\_\_ (or use a variety of pet types).



### Objective:

Visual discrimination, storytelling, understanding concepts of time, needs and wants

### Key Vocabulary List:

Wordless book: Vocabulary developed by teacher/student oral language discussion. Ideas for key words include: dog, cat, pets, breakfast, time, love, bark, meow



### Guidelines:

- I.B.3.b.** Child remains focused on engaging group activities for about 20 minutes at a time.
- I.C.4.** Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
- II.A.1.** Child shows understanding by responding appropriately
- III.A.1.** Child engages in pre-reading and read interrelated activities.
- III.A.2.** Child uses books and other written materials to engage in pre-reading behaviors.



### Head Start:

- **Language Development; Speaking and Communicating:** Develops increasing ability to use language and communicate information, experience ideas, feelings, opinions, needs, questions and for other varied purposes
- **Literacy; Book Knowledge and Appreciation:** Demonstrates progress and abilities to retell and dictate stories from books, to act out stories in dramatic play and tell what will happen next.

### Oral Language vocabulary development-Building prior knowledge:

Define as a group

- Orally discuss the meaning of each vocabulary word. Use photos of each vocabulary word to help define with the students (as available in book). Picture walk through the book and use photos to help further develop understanding of each word. Have children orally determine vocabulary words as discussion occurs.

Define as it applies to the child

- Ask the children to share personal experiences with each word. Have them use complete sentences as much as possible to help describe the word as they understand it. Guide them gently to the desired definition. Work on describing the scene and having children use descriptive terms to explain their understanding of the words.
- Use classroom clock to help discuss concepts of time

### Story Development Activity

1. Picture Walk through the title
2. Discuss parts of the book and discuss what the students believe the story is about
3. Ask children to share stories about pets and experiences on feeding their pets at home.
4. Use pictures of pets brought from home or stuffed pet animals when orally discussing animals; talk about how children love their pets and why.
5. Use classroom clock to talk about what time children wake up, eat breakfast and come to school and when their pets might do things.

### Read Aloud Activity:

This is a wordless book so teacher will develop story using picture-walk

### Comprehension Activity:

Discuss the story with students and elicit responses by using *Who, What, Where, When, Why* and *How* questions.

1. In center time have children role play feeding pets with stuffed animal props.
2. In math center have children use classroom clock to manipulate time and practice with the big and little hands on the clock to match the real clock on the classroom wall.
3. Literacy: Create small book "My dog can..." "My cat can..." Flip book or postcard type activity. Use words such as bark and meow to complete the sentence—allow children the opportunity to copy or trace the word selected.