

Book Summary

Eight children talk about the toast toppings they like best.

Repeated Phrases

I have ___ on my toast.
I like it like that!

Text Type – Survey

Materials

- copies of words and punctuation for this book from page 119
- copies of BLM, pencils, markers
- a toaster, bread, toppings, plates, knives, spoons, napkins

Toast

by Joanne Young
photographs by Dean Zillwood



Set D

Skills and Strategies

Reading *Toast* will reinforce the following objectives and give the children the opportunity to:

- W** identify and read high-frequency or interest words
- S** understands that text must make sense and use cues to monitor this
- T** point one-to-one as each word is read to ensure an appropriate match
- P** prepare for independent writing using a variety of methods

Word Study

- High-frequency words: I, on, my, like, it, that, this
- Punctuation: capital letters, periods, exclamation points
- Phonics and phonemic awareness:
 - b – banana, butter
 - h – have, honey
 - l – like
 - t – toast, tomato
 - onset and rime – th/at

Speaking and Listening

Use this text to help the children:

- share ideas about the story with others in the group;
- respond to simple questions about the content of the story.

The Guided Reading Lesson

Introducing the text

Discuss what the children like to eat for breakfast. Ask if anyone has toast and what toppings they like.

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the photographer to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – Why do you think the children have toasted so many slices of bread?

Title page – Look at the capital “T” and the lowercase “t” in the word “Toast.” Together, read the title and the names of the author and the photographer again.

Pages 2 and 3 – What does this girl have on her toast? Can you find the word “butter”? Read the second sentence and model how to read “I like it like that!” expressively.

Page 5 – What is in the jar? How do you know? What do you know about honey?

Pages 6 and 7 – What is on this toast? Can you read this page with a voice that shows she really likes jelly on her toast?

Pages 8 and 9 – Would you like this toast? Draw the children’s attention to the word “banana” and compare it with “butter” on page 2. What else do you think they will put on the toast?

Page 11 – Were you right? How do you know? What shape are these slices?

Page 12 and 13 – What does this boy like on toast? Can you find two words that begin with the same letter?

Page 15 – Do you like eggs? How do you like them cooked? Why does she have a knife and fork?

Page 16 – What is the boy thinking? What does he like on his toast?

The children can now read the book again independently.

Revisiting the Text

- Write the words “this” and “that” on the board and ask the children to locate these words in the book.
- Make a list of all the toast toppings the children like.
- Look back at the photographs and see how many shapes the children can identify within the book. List these shapes on the board.
- Using the words and punctuation for this book from page 119, reassemble the sentences with the children.

Following Up

- P** Prepare for independent writing using a variety of methods.
- Make toast with the children. Read the poem “Breakfast”:
*Up pops the toast,
All brown and crunchy.
Spread it with butter,
Then start munching.*
- Brainstorm adjectives that describe toast and write them on a whiteboard. The children could write about the toast they have made.
- Make a graph to show the most popular toast topping.
- B** On the BLM activity opposite, children practice writing the names of toast toppings and draw pictures of them.