

What's for Breakfast?

Primary Objectives

18a. Interacts during reading experiences, book conversations, and text reflections

Why It's Important

Writing down children's words and then repeating them back is a powerful way to help your child learn about the connection between spoken and written language. He will enjoy seeing his thoughts and ideas written down and read by others, and he will quickly learn that he can communicate with others through writing.

Materials

Markers, pens, pencils, or other writing tools; book: *Pancakes for Breakfast* by Tomie de Paola; sticky notes

What You Do

1. Explain to your child that you are going to share a book about a lady who attempts to make pancakes for breakfast. Invite him to talk about breakfast foods that he enjoys.
2. Introduce *Pancakes for Breakfast*. Ask your child if he has ever helped anyone make pancakes. Talk about the steps to follow when making pancakes.
3. Explain that although the book does not have words, he will be able to understand the story by looking at the pictures.
4. Explore the book, inviting your child to comment on what he sees on each page. At various points in the story, ask him to predict what will happen next.
5. Extend his language and thinking by asking open-ended questions. *Why do you think there is a picture of pancakes here? Have you ever wanted something so much you couldn't stop thinking about it? Tell me about it. What kind of book do you think she is getting from the shelf? It looks like her egg tray is empty. I wonder where she will go to get eggs.*
6. Invite your child to tell you what the lady might be saying in each picture. Write his ideas on sticky notes and attach them to the pages.
7. Return to the beginning of the book and read the text that your child provided for the story. Sweep your fingers under the words as you read.
8. Invite your child to share his version of the story with others later.