

K - Act. 05: Shared Reading: Greedy Cat's Breakfast

Summary

This shared reading activity focuses on the importance of eating good food.

Materials

Big Book: *Greedy Cat's Breakfast*
small sticky notes (one for each student)
blackline master of glyph instructions
construction paper to make the glyph
whiteboard marker

Additional Resources

Pancakes for Breakfast by Tomie dePaola
Feathers for Lunch by Lois Ehlert
Pancakes, Pancakes by Eric Carle
Gregory the Terrible Eater by Mitchell Sharmat

Background for Teachers

This is a language arts, shared reading experience to help students understand that they need food to live and grow. The glyph is a math activity that helps teachers understand what their students like to eat for breakfast.

Intended Learning Outcomes

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Develop physical skills and personal hygiene.
Understand and use basic concepts and skills.

Process Skills

Observation, data collection and interpretation, classification, problem solving, description

Instructional Procedures

Invitation to Learn

Discuss the following with the class:

"What meal do we eat when we first get up in the morning?"

"Do you like to eat breakfast?"

"What are some things you eat for breakfast?"

"What is your favorite thing to eat for breakfast?" (Write or draw on board.)

Have students put a sticky note above the picture of what they like to eat the most for breakfast.

Instructional Procedures

Show the big book and ask: "What do you think this book is going to be about?"

Look at the pictures on each page and talk about what is happening.

Read the book aloud to participants, using a pointer to indicate which words you are reading.

Discuss what a "glyph" is.

Model for participants how to make the breakfast glyph.

Have each student make a breakfast glyph.

When glyphs are completed, sort the participants in a variety of ways such as: all those who chose milk make a line and all those who chose orange juice make a line. Discuss which line is longer, shorter, etc.

Extensions

Possible Extensions/Adaptations

If this is too much for a whole class, it could be done in centers with the help of a mother helper, grandma helper, high school helper, or a fifth grade buddy.

The glyph materials and directions could also be used as a home activity and returned to school the following day for a discussion and sorting activities.

Parent Connections

Have students bring empty boxes of things they like to eat for breakfast, such as cereal, and put them on an environmental print word wall.

Authors

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