

It's My Bread

by Diana Noonan
illustrated by Fifi Colston



Book Summary

While each new animal comes and claims ownership of the bread, the ants slowly and effectively carry the bread away, piece by piece.

Features of the Book

- The use of repetition.
- The use of quotation marks.
- The contraction “It’s.”
- Supportive illustrations to predict unknown words.
- Two-line text blocks requiring a return sweep.
- The use of exclamation points.
- The high-frequency words – “my,” “said,” and “the.”

Purpose

It's My Bread can be used in a guided reading setting to introduce the following skills and strategies:

- S** developing an awareness of the directionality of the print on each page;
- S** pointing one-to-one at each word to ensure an appropriate match;
- S** using knowledge of letters and sounds for recognizing simple consonant-vowel-consonant words;
- S** illustrating a story to support the meaning of the text.

Introducing the text

Engage the children in discussion about the picture on the cover.

- Can you tell where this story is happening?
(the grass and the checked cloth might be clues)
- Have you ever left food out after a picnic?
- What is the mouse eating?
- What would you say if someone tried to eat your school lunch?

Read the title and the names of the author and illustrator to the group.

Reading the text

- S** Developing an awareness of the directionality of the print on each page.
- S** Pointing one-to-one at each word to ensure an appropriate match.
- S** Using knowledge of letters and sounds for recognizing simple consonant-vowel-consonant words.

Page 2 – Point out the quotation marks and ask what they are used for.

- What sound do you hear at the start of “bread”?

Find the word “bread” on the page.

- What do you think the mouse is saying to the ants?

Pages 3 to 7

- Who has come along now? What does it want?
- What will the mouse say to it?
- Is there enough bread for all of the animals?

The illustrations show the bread being taken by the ants. Don’t discuss this unless one of the children notices it.

Page 8 – Look at the illustration.

- What are the ants doing? What will they say?

Discuss the use of the exclamation point.


Children now read the book independently.

Revisiting the text

Discuss the use of quotation marks and periods in the story and the way these help the children to read expressively. Identify them on each page.

- Can you find any other punctuation?

Following Up

- S** Illustrating a story to support the meaning of the text.
-  Draw pictures of the animals with their speech in bubbles. Alongside, draw the mouse with his thoughts in a thought bubble.

B Complete the blackline master opposite.