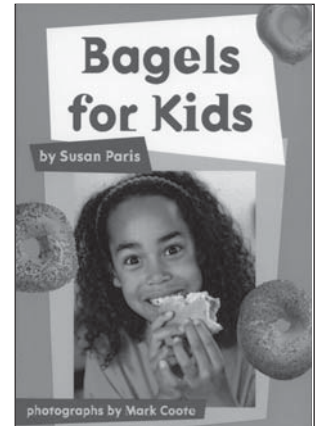


Bagels for Kids

by Susan Paris

photographs by Mark Coote



Book Summary

Charlie is a bagel maker. Lydia is a regular customer at Charlie's store. Lydia and her classmates help Charlie to decide which new bagel flavor he will make especially for kids.

Features of the Book

- Nonfiction text features – glossary, index, flow charts, subheadings
- Procedural text and a recipe
- Survey and voting procedure
- Question-and-answer format
- Problem posing and solving
- Similes – *like play dough; like a bagel apartment building*

Purpose

Bagels for Kids can be used to introduce and reinforce the following skills:

- S** recognizing and discussing the organization of a book;
- S** describing a problem and its solution;
- S** extending vocabulary by using a glossary;
- S** using text as a model for writing;
- S** describing a sequence of events.

The Guided Reading Lesson

- S** Recognizing and discussing the organization of a book
- S** Describing a problem and its solution
- S** Extending vocabulary by using a glossary

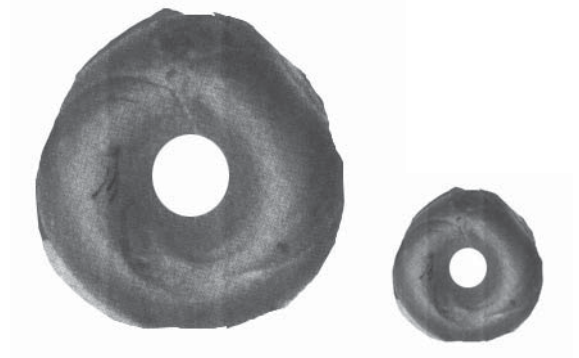
Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: a copy of the blackline master, a pencil, and colored pens or pencils for each child

Introducing the text

- *Can you think of any food that is made especially for kids?*
- *What do children like about that food?*

Together, read the front and back covers of the book. Check that the children are familiar with bagels and that they can name or guess some of the flavors that bagels might have. Give the children the opportunity to guess which bagel flavor Charlie might choose.



Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Discuss the photographs on pages 3 and 4.

- *Where do you think Lydia and her dad are going?*
- *Who will they see there?*

Read pages 3 and 4 quietly together. Model using the glossary with the word “flavors” on page 4. Tell the children to read to the end of page 6.

- *What was Charlie’s problem?*
- *What was his solution?*

The children can now read the remainder of the chapter independently.

Discuss the flow chart on page 9.

- *How will this chart help us when we are reading this chapter?*

Point out that the subheadings in the chapter are the same as the headings on the flow chart. Have the children read to the end of the chapter independently.

- *What do you think the next part of the process will be?*

Draw a flow chart with “mixing,” “kneading,” and “dividing” on it. Ask the children to help list keywords below each heading. Leave enough room on the chart to complete the process after the next chapter.

Day Two

Use the flow chart to review the bagel-making process.

- *Look at the diagram on page 16. What do you think these words mean? Do the photographs help you?*
- *What can you do if you don’t know the meanings of words?*

Ensure that the children understand how to use the glossary and to apply the meanings to the text.

Ask the children to read chapter 3 independently. At the end of the chapter, discuss the bagel-making process and complete the flow chart together.

- *Why were Charlie and Lydia making bagels?*
- *What do you think they will do next?*

Tell the children to read to the end of page 23.

- *Which flavor would you vote for?*

Make a tally of the group’s voting and compare it with the children’s in the book. Ask the children to read the remainder of the book independently.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Describing a problem and its solution

Refer back to Charlie’s problem and possible solutions.

- *Did Charlie’s solution work?*
- *Was it the best solution?*
- *Can you think of a better one?*

Ask the children to imagine that they are juice makers.

- *What flavors would you make?*
- *How would you test your ideas?*

Using a shared or interactive writing approach, assist the children to make a survey form about juice flavors.

S Using text as a model for writing

On the board, write the following similes from the book:

“The dough felt firm, like play dough.” (page 14)
“It looked a bit like a bagel apartment building!” (page 17)

Discuss the way the writer has compared one thing with another. Explain that this is called a simile – the word “like” shows us that the writer is making a comparison.

- *Why does the writer do this?*
- *What other comparisons could you make?*

Model how to write some more similes using items or events from the book. Encourage the children to practice writing their own similes.

S Describing a sequence of events

Review the recipe on page 29.

- *Tell me in your own words what you have to do to make monkey munch.*
- *Can you remember the sequence of events for making bagels?*
- *Why is it important to write things in order?*

B The children can use pictures and headings to complete the flow chart on the blackline master on page 88.