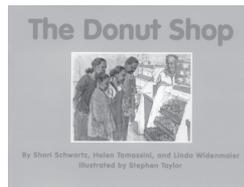


# THE DONUT SHOP

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Illustrated by - Stephen Taylor  
Set 6 – 116 words

## Building Anticipation – Setting the Context

Engage the children in a stimulating discussion about going out for a snack with family and friends. Draw out the children's experiences of donuts and donut shops. *When do they go? Who do they go with? What do they order?*



## Introduction

Introduce the book by showing the cover and saying: *This book is called 'The Donut Shop'. Linda, Jason, Mom, and Dad go to the donut shop, one day to have donuts and a drink.*

Give each child a book. Have the children turn to page 5 to look at the illustration and talk about the kinds of donuts shown in the illustration. Turn to page 6 and have children predict and then locate the word *chocolate*.

Ask the children: *Were you right?* Several high frequency words may be located to ensure children feel confident in the reading of the text.

Take time for an independent book walk. Then ask children to read independently to find out what Jason ordered and what he did with his food.

## Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share a few strategies they used.

Ask: *What did Jason order? What did he do with his donut? What happened to Dad when he tried to dunk his donut? What might your mom or dad say if you dunked your donut?*

## Responding Creatively – Independent Practice

Children can:

- create a menu board for a donut shop or another fast food outlet with the prices shown. Use it with play money in dramatic play.
- make a survey on the reproducible master to find out if more students like chocolate donuts or plain donuts.
- make a poster to advertise a new kind of donut. Give the new donut a name.

## Read-Aloud Connections

*Alexander and the Terrible, Horrible No Good, Very Bad Day*, by Judith Viorst, Simon and Schuster, 1987.

Learning About Language - Focused Teaching		
High Frequency Words	all, have, yes, please, I'm, one	Practice writing the high frequency words on an erasable board. Check the book to confirm the spelling. Add <i>I'm</i> and <i>have</i> to the word wall.
Letters and Letter Clusters	<i>Dd</i> - Dad, donut <i>pl</i> - please <i>cb</i> - chocolate	Put a variety of objects or pictures in a bag, including things that begin with <i>d</i> . Children take out an object or picture and identify the beginning letter and sound.
Onset and Rimes and Word Families	shop, hop, pop, top	Brainstorm a list of words that end with the rime <i>op</i> . Have children say the words and listen for the rime.
Word Endings	<i>s</i> - donuts <i>e</i> - one, please, have, chocolate	Provide a chart with some singular nouns the children recognize. Make the plural by adding <i>s</i> . Write the <i>s</i> in another color.
Compound Words		Review familiar concepts.
Contractions	I'm	Write <i>I'm</i> in a sentence.
Text Features	Bold font - <b>one, all, my</b>	Feature bolded text in shared writing and the daily message.
Poetry Links	<i>I'm - Fun on the Trampoline</i> <i>have - Meeting a Bear</i> <i>all - Happy Hippo, Penguins,</i> <i>- Going Places, Dreaming</i> <i>with - Things I Can Do</i>	Encourage children to use this feature in their own writing. The high frequency word shown is in the book and the poem. Make a shared writing experience creating a rhyming innovation based on a favorite familiar poem. Place a copy in the reading corner for familiar rereading.

