

Pancakes for Breakfast by Wendi J. Silvano

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>Listen for suffixes: (pg. 3)</p> <p>high higher highest</p> <p>low lower lowest</p> <p>short shorter shortest</p> <p>Discuss the meanings of the suffixes: /er/ /est/</p> <p>Onomatopoeia: plop, plop, plop aaaa-choo</p>	<p>Compound words:</p> <p>Grandma pancakes breakfast everyone</p> <p>/ed/ = past tense</p> <p>watched carried leaned sneezed jumped rushed gobbled</p>	<p><u>stack</u> pile mound mountain mass</p> <p><u>favorite</u> preferred beloved most wanted esteemed prized special think well of</p>	<p>Practice reading page 3 aloud expressively and with feeling.</p> <p>Can you voice <i>show</i> how everyone was <i>so hungry</i>?</p> <p>Why did the author italicize <i>so</i>? What does this tell us we should do with our voices?</p>	<p>Introducing the Text:</p> <p><i>“How would you describe the pancakes on the cover illustration?”</i></p> <p><i>“Who’s making the pancakes? I wonder why there are so many?”</i></p> <p><i>“Think again about the stack of pancakes. What kind of story do you expect this to be?”</i></p> <p>Source: Booknote by Margaret E. Mooney</p>	<p>Using the element of exaggeration in writing.</p> <p>Let’s talk through a story you have written and think about how you might turn your piece into a story where something imaginary happens.</p> <p>Discuss the meaning of exaggeration: ~to overstate ~to magnify, intensify</p> <p>Practice orally taking a simply true story and using the element of exaggeration to make it imaginary.</p>