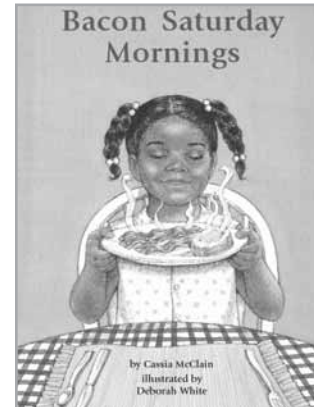


Bacon Saturday Mornings

Author Cassia McClain

Illustrator Deborah White

16 Pages ■ 365 Words



Bacon Saturday Mornings

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S				G		I	

S = Shared G = Guided I = Independent

2nd grade

SYNOPSIS

It's more than just bacon that makes the kitchen such a special place for a young girl on Saturday mornings.

WHAT THE BOOK OFFERS

- Fiction
- First person, present tense
- Illustrations of thought episodes
- Use of repeated periods to indicate story continuation on next page
- Clear text/illustration match as well as periods without illustration support
- Rich descriptive language
- Main idea
- Family relationships
- Offers varying lengths of text on each page
- More than one incident
- Important ending
- Song notation inside the back cover.

POSSIBLE SKILLS EMPHASIS

- Use of present tense narrative form: say, says, tell, ask
- Decoding and comprehending unfamiliar vocabulary
- Understanding thought-bubble illustrations and their relationship to the storyline
- Introduction of paragraph form in text
- Visualization of descriptive language sections

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	1	2	3	4	1	2	3	4	
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Bacon Saturday Mornings (continued)

INTRODUCING THE BOOK

Discussion of the Title/Cover illustration.

What does this girl have on her plate? What do you think this girl is thinking about? Does the smell of certain foods make you think of other things? What are some of the things you like to do on a Saturday morning? Do you have a special meal at your house during the week?

FOCUS OF INSTRUCTION

Pages 2 and 3: May require a high level of support to read this involved introduction. Discussion about and support of descriptive language in second paragraph. Help to visualize descriptive writing. *What pictures does this page draw in your mind? Are they the same as the illustrators?*

Pages 4 and 5: Students read these pages silently. Discuss last paragraph, page 5. *What do you think she is going to do today? How would an illustrator/author show “wondering” in a book?*

Pages 6 – 11: Discuss how the illustrator has portrayed “wondering” through the use of thought-bubbles. *Have you seen this before in a book?* Provide support where needed for high-interest words that do not have picture support.

Page 13: Use shared reading to provide support with more lengthy descriptive language. Discuss use of italic font. What does it mean by “words would all come alive inside my mind.”

Page 14: Support needed to read first lengthy sentence with multiple commas. Teacher may need to model how to read this passage.

Page 16: Discuss use of italic “love.”

Song: *Look over music notation, what does it all mean?* Sing song together. Students maybe familiar with other verses.

FOLLOWING THE READING

- Notice how the girl associated the smell of bacon with all the things she could do on a Saturday.
- Talk about smells that individuals like and what thoughts, feelings or emotions they bring up. Create a chart to illustrate this.
- During the next week have group add to chart by paying attention to old or new smells and associations made.
- Brainstorm a list of things that students like to do on a Saturday morning. What similarities and differences can you see?
- Read “*Saturday Morning*” (Ready to Read series). Have students note similarities and differences between these two books.
- Review song “Skip To My Lou” learn other verses, present to others.