

Teacher's Notes—"Pancakes"

DAY 3

Introduce and Discuss

"Pancakes" provides students an opportunity to practice fluent, rhythmic reading.

Introduce—Direct students to the selection on page 14, or display it using chart paper or a transparency. Take a show of hands of what students had for breakfast today (e.g., cereal, toast, eggs, bagel, fruit, pancakes). List the results of the poll on the board.

Ask Questions—Ask students to name the steps in frying an egg. Tell them that you are going to share a poem that describes how to make pancakes.

Evoke Mood and Feeling—Have students describe how they feel when they eat pancakes. Ask them to explain what pancakes taste like. Write the words on the board and read them to the students.

Model Read and Read Together

Prosody—Read the selection several times. Point to the words as you read. Emphasize the beginning word of each line. On subsequent readings accelerate your reading slightly as you move through the poem.

Choral Reading—Move from modeling the poem to choral reading with students. After three or four readings, invite students to read the poem with you. Read it chorally several times, encouraging students to read it with louder and more expressive voices with each reading. Soften your own voice as students develop mastery of the poem.

Practice—Divide the class into small groups and assign each group one line. Then perform the poem with each group reading their line. Encourage students to rehearse the selection at home with family members and friends.

Related Reading—If students are progressing well, introduce "More Pancakes." As with the first poem, move from modeling the poem to choral reading with students. Read it using the same expression used in the initial selection.

Pancakes

Mix the pancake,
Stir the pancake,
Pop it in the pan.
Fry the pancake,
Toss the pancake,
Catch it if you can.

Christina Rossetti



How did I read?
😊 😐 😞

14 Fluency First!

A Related Selection

More Pancakes

Butter the pancake,
Syrup the pancake,
Put it on your plate.
Smell the pancake,
Taste the pancake,
I'm sure I could eat eight!

Tim Rasinski

Coach and Rehearse

Paired Repeated Reading—Have students practice reading in small groups of four or five and individually for the group. While students are working, circulate and work with individual students, coaching them on reading with greater meaning and expression. For example, have the students read the poem emphasizing the first word in each line. After practice, ask a few students to perform the selection alone or in small groups.

Using the Audio CD—Students who are working together can go to the listening center to play the audio CD together and practice reading their parts. They can also record their reading of the selection and listen to it for self-evaluation.

Dress Rehearsal—Allow time for prepared students to present their readings before an audience of peers and teachers. Post a sign-up sheet for students who want to participate.

Build Skills and Strategies

Word Wall (see p. 99)—With the students, choose two to four interesting words from the poem to add to the Word Wall. Practice reading and spelling the words on the Word Wall daily.

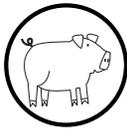
Sentence Reading and Ordering—Write each line of the poem on a separate sentence strip then present each strip to students in random order. Read each strip (point to the words as they are read) and have them repeat it. Then display them on a bulletin board. Once all the strips are read, have students arrange the sentences into the original order.

Independent Work—Assign the *Word Work* activities on page 15 of the Student Book. These activities reinforce the letter *p* and the sound associated with it and may be completed at home or during another time. Before assigning this activity, conduct a mini-lesson on the letter *p* and how to write it.

Word Work

Find the Letter

1. Circle the pictures whose names begin with the letter **p**. Write the letter **p** next to the pictures you circled.



p



p



p







p

Perform and Celebrate

Designate a time on Day 5 for students to invite special guests and perform their favorite selection. Create a special setting for the performances. The reading selections need not be those that students have worked on during the week, but those they feel comfortable with and can perform with appropriate volume, expression, and meaning. Students may want to prepare special artwork or props for the selection they choose to perform.

Word Wall

Post interesting words that you and your students choose from each selection on a wall or bulletin board in your classroom. Practice reading the words regularly with students. Discuss the various meanings of the words and encourage students to use the words in their own speech and writing.



About Vocabulary Learning

What kinds of practice develop good reading?

The *Report of the National Reading Panel* says:

Reading comprehension is a cognitive process that integrates complex skills and cannot be understood without examining the critical role of vocabulary learning and instruction and its development. Active interactive strategic processes are critically necessary to the development of reading comprehension.