

The Pancake

Teaching Notes Author: Thelma Page

<p>Comprehension strategies</p> <ul style="list-style-type: none"> Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i> 	<p>Decodable words</p> <p>pan</p>
	<p>Tricky words</p> <p>butter, eggs, flour, milk, frying, pancake, race, the</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying*) Read the title and ask: *Have you had pancakes? Do you like them?*
- C** (*Prediction, Clarifying*) Ask the children to say what they think you would need to make a pancake.
- W** Cover 'cake' on the cover and ask the children to use phonics to read 'Pan'.
- C** (*Clarifying*) Look at the picture on the back cover. Ask the children to explain why the pancake is out of the pan.

Strategy check

Remind the children to use letter sounds to work out new words in this story.

Independent reading

- Ask the children to read the story aloud. Encourage them to take time to look at the pictures and talk about them.
- C** (*Summarising*) Ask the children to explain who made the pancake and what Mum did with it.

Assessment Check that children:

- link sounds to letters
- read some high frequency words
- know that print carries meaning and, in English, is read from left to right and top to bottom.

Returning to the text

- C** (*Questioning*) Ask these questions, allowing children to check the answers on pages 2 and 3: *What was the first thing Dad put in the pancake? Can you find the word? What do they put in next? Who put in the eggs?*
- C** (*Questioning, Clarifying*) Ask: *Why did they need butter? Where did Kipper put the butter?*
- C** (*Imagining*) At the end of the story ask: *Who do you think won the race? Do you think it is easy to run fast and toss a pancake at the same time? What might happen?*

Group and independent reading activities

Objective Read simple words by sounding out and blending the phonemes all through the word from left to right.

- W** On page 1, ask the children to say all the phonemes in 'pan' in order: ('p-a-n'). Count the phonemes as you say them. Then show the children how to blend them to read the word. Write 'can' on a board

and ask children to read it in the same way. Repeat with 'fan', 'man', 'tan' and 'van'. Turn to page 4. Say and count all the phonemes in 'milk'. Repeat with 'silk'.

Assessment Were the children able to say and count all the phonemes in these words? Could they blend them to read the words?

Objective Retell narratives in the correct sequence.

C (Questioning, Summarising) Ask the children to tell you the ingredients for making pancakes. First, think of the foods used and make a list. Then look in the book to check. Ask them to say what you must do with the eggs, flour and milk. Ask: *Why did they put butter in the pan? How did Dad cook the pancake? Why do you think he tossed it? What happened at the end of the story?*

Assessment Could the children explain the sequence of events in the story?

Objective Extend their vocabulary, exploring the meanings and sounds of new words.

C (Clarifying) Find the book in the picture on page 1. Read the words 'Family Cook Book'. Ask: *What would you find in a cookery book?* Introduce the words 'recipes' and 'ingredients' and explain what each word means. Encourage the children to talk about anything they have cooked at home and how they did it. Repeat the words 'recipe' and 'ingredients' as appropriate. Explain any other new words that arise in the discussion of cooking at home.

Assessment Did the children understand the meanings of the words 'recipe', 'ingredients', 'cookery book'?

Speaking, listening and drama activities

Objective Use language to recreate roles and experiences.

C (Questioning, Imagining) Talk about what happened in the story. Look at the pictures to see what each character did. Notice the reaction of the children when Dad tossed the pancake on page 7.

- Ask volunteers to be Dad, Mum, Biff, Chip and Kipper and act out the story, letting each character mime their part in making the pancake, and, finally, role-playing the pancake race.
- Repeat with other children taking the roles.

Writing activities

Objective Attempt writing for various purposes, such as instructions.

C (Clarifying) Show the children how to write the instructions for making a pancake.

- Use the book to list the ingredients. As you write, ask the children to tell you the letters of the simple phonic words such as 'milk' and 'eggs'.
- Then ask them to tell you what to do to make the pancake: mix together the flour, milk and eggs; melt the butter in the pan; cook the pancake; toss the pancake.
- Ask the children to draw a picture of one of the instructions for the recipe and write the sentence, e.g. 'Toss the pancake.'

Assessment Did the children contribute ideas for the instructions? Could they illustrate and write one of the instructions?

Oxford
OWL

For teachers

Helping you with free eBooks, inspirational resources, advice and support

For parents

Helping your child's learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk