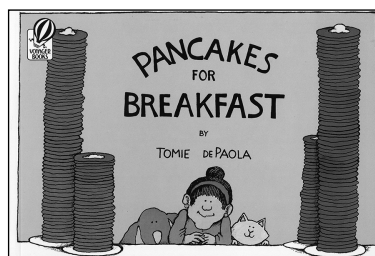


PANCAKES FOR BREAKFAST

by Tomie DePaola

Lesson by Lizabeth S. Kurtz

| | |
|-------------------------|--|
| Level | Beginning |
| Preparation Time | 5 minutes |
| Length of Lesson | 30 minutes |
| Objective | Students will use a combination of drawing, dictating, and writing to share their prediction of the story. |



Materials

- *Pancakes for Breakfast* by Tomie DePaola (New York, NY: Harcourt, 1978)
- Picture cards (flour, baking powder, butter, sugar, salt, eggs, milk)
- Tablet computer or pictures for developing inferences
- Journals

Vocabulary

- baking powder
- batter
- butter
- cooking
- eggs
- flour
- milk
- mixing
- pancakes
- salt
- sugar

Procedure

1. Review vocabulary picture cards of the ingredients to make pancakes and have a discussion about whether students have ever baked something. Have students turn and talk to a partner to allow them to share with one peer before sharing to the class.
2. As a warm-up, have students look at pictures on a tablet computer (or on printed copies) to practice looking for information (clues) and using prior knowledge to make inferences. Explain that when books have no words, students have to use information (clues) and what they already know (prior knowledge) to make inferences (guesses) about what is happening in the story.
3. For the first page, model how to make inferences and make up the words in the story. Think aloud: “I see there is snow on the ground, so I will make a guess that it is winter. There is a little house or cottage. I wonder who lives inside. Does anyone want to make a guess?”
4. Call on students to make up the words for each page as the class “reads” the book together.
5. As the class tells the story, hold up picture cards as new words come up in the story to make a real-life connection between the words and the story. For example, when you get to the page where the character is making butter, hold up the butter card.
6. Stop reading at page 20. (In the picture, the character is walking back to her cottage with the syrup in her hand thinking about all the steps she has done to make the pancakes.) Have students predict what will happen next by drawing or writing in their journals. Students will need to make a prediction and use their inference skills to guess what will happen next.
7. Have students discuss their prediction with a partner. This will allow English learners (ELs) to hear their peers’ ideas while sharing their own ideas with one other person in case they are too shy to share with the whole class.
8. Have students who are willing share their ideas with the whole class.

Assessment

Students will draw or write their prediction of the story and explain it.

Additional Resources

Related Websites

Games students could play for follow-up discussions and a chance to build their own pancakes and serve them in a restaurant—

- www.coolmath-games.com/0-papas-pancakeria/
- www.agame.com/game/pancake-bar.

Inferring practice on the Into the Book website; click on Inferring (magnifying glass): <http://reading.ecb.org/student/entry.html?login=>.

Related Apps

- Pancake Maker (free)—use the ingredients to make your own pancakes and decorate them, too. Available on iTunes.
- Pan Cake Maker (free)—pretend to make pancakes. Available on Google play.
- Inference Ace (free for level 1)—practice making inferences. Available on Google play and iTunes.

Further Reading

Kim, D. (2009). Working with texts to develop ESOL reading strategies. In L. Savova (Ed.), *Effective use of textbooks* (pp. 109–117). Alexandria, VA: TESOL. Retrieved from http://www.tesol.org/docs/books/bk_CP_usingtextbooks_592.

TESOL PreK–12 English Language Proficiency Standards

Standard 1: English language learners communicate for social, intercultural, and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts.

Common Core State Standards ELA Suggested Connections

The following are the Common Core State Standards for English Language Arts that are aligned with this lesson. The rubric on the next page includes a sampling of grade levels to show how the standards get more complex at higher grade levels.

Writing: W.K.3; W.1.3; W.2.3; W.3.3

Speaking and Listening: SL.K.4; SL.1.4; SL.2.4; SL.3.4

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CCSS Sample Rubric

Go to www.tesol.org/wordless to complete the rubric by adding your grade level standards from the Common Core website.

Writing: <http://www.corestandards.org/ELA-Literacy/W/introduction/>

Speaking and Listening: <http://www.corestandards.org/ELA-Literacy/SL/introduction/>

| | Grading Criteria | | | |
|---|--|--|--|-----------------------------------|
| | Outstanding 10 | Adequate 8-9 | Developing 1-7 | Not Present 0 |
| | All of the criteria are present and fully developed. | Most of the criteria are present and adequately developed. | Some of the criteria are present and somewhat developed. | None of the criteria are present. |
| Standards | Teacher's Comments | | | |
| W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | | | | |
| SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <i>or</i> | | | | |
| W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | |

| (continued) | Grading Criteria | | | |
|---|--|--|--|-----------------------------------|
| | Outstanding 10 | Adequate 8–9 | Developing 1–7 | Not Present 0 |
| | All of the criteria are present and fully developed. | Most of the criteria are present and adequately developed. | Some of the criteria are present and somewhat developed. | None of the criteria are present. |
| Standards | Teacher's Comments | | | |
| SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | | | | |
| Total points | | | | |