



# Level 24

## Book b



Level	24
Word Count	699
Text Type	Procedure
High-Frequency	other
Word/s Introduced	



Jackson's Bear

Pancakes

Extreme Racer

About Milk

Big Greg's First  
Ski Lesson

Blue Morpho  
Butterflies

A Clever Trick

How Animals Move

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



*This symbol relates to critical analysis  
(text critic or analyser)*

## BEFORE READING

Have the students read the title and the name of the author on the front cover. Ask the students – *Do you know what pancakes are? Do you like eating pancakes? Do you know what pancakes are made from?*

Record the students' responses on the board.

## DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

**Pages 2–3** *What are pancakes made from? Did we guess correctly before we began to read? Name two countries where pancakes are eaten. What are two other names for pancakes?*

**Pages 4–5** *Which country holds a race where women run and toss pancakes?*

**Pages 6–7** *How many ingredients are used to make pancakes?*

**Pages 8–9** *What is the very first thing you need to do to make pancakes?*

**Pages 10–11** *What will stirring the mixture help do?*

**Pages 12–15** *How many pancakes will this mixture make?*

**Pages 16–22** *What do some people sprinkle on their Egyptian pancakes? How many extra ingredients will you need to make Egyptian pancakes? Do you think Egyptian pancakes are harder to make than plain pancakes? Why?*

## AFTER READING

Ask the students to work with a partner. Have them each reread aloud one recipe.

Have the students focus on relating the steps of the recipe and the illustrations.

**Developing Specific Skills**

Compound words – *pancakes, sometimes*, etc.

See the BLM.

Verbs – action words or doing words

Recipes consist of many verbs. Have the students locate the verbs in the recipes. Model for the students with the first recipe, then have the students locate the verbs in the second recipe.

Ask the students if they know any other traditions about pancakes. Have them use the Internet to investigate other traditions about pancakes from around the world.

Discuss the photographs of pancakes from other countries (page 3) and the different toppings on each one. See also the BLM about food and traditions.

## MEANING MAKER

Cooking requires safety and cleanliness. Discuss with the students the points of safety that the author has included, looking closely at the illustrations. Discuss with the students aspects of cleanliness that the author has included and why this is such an important part of cooking.

## TEXT CRITIC

Focus on the recipes as instructional texts. Ask the students – *Does the author give clear instructions about how to cook pancakes? Do you think you would be able to follow these recipes easily?*

Ask the students how they think they could improve the recipes. For example, give a list of different toppings for their pancakes.

## 24b Pancakes

Name \_\_\_\_\_

Compound words are made up of two or more parts. Each part can be used as a word on its own. For example, *pancakes* is made from two words – *pan* and *cakes*.

Below is a list of other compound words. Write next to them the two words they are made from. The first one has been done for you.

**sometimes**

**some times**

fairytales

\_\_\_\_\_

\_\_\_\_\_

playground

\_\_\_\_\_

\_\_\_\_\_

bookshelf

\_\_\_\_\_

\_\_\_\_\_

classroom

\_\_\_\_\_

\_\_\_\_\_

blackberry

\_\_\_\_\_

\_\_\_\_\_

Now look through the book *Pancakes* and your dictionary to see if you can find any other compound words. Write them and the two words they are made from on a separate sheet of paper.

## 24b Pancakes

Name \_\_\_\_\_

Recipes are called procedural texts because they give instructions about how to do something. Recipes need to be very clear so that the reader can understand what to do.

Write your own pancake recipe with toppings or fillings that you love to eat. Give a list of tools and ingredients, and then the method. Draw pictures to help the reader understand the method. Use the book *Pancakes* to help you. Don't forget to give your recipe a great name. You may need an extra sheet of paper.

## 24b Pancakes

Name \_\_\_\_\_

In the book *Pancakes* we read about the traditional pancake race held each year in Olney, England, for over 500 years. Other foods are also linked with traditions, such as chocolate eggs at Easter. Find out about and list other special foods we eat at different times.

Birthdays –

Christmas –

Ramadan –

Bar Mitzvah –

Many countries have traditional or national foods. Find out and list, on a separate sheet of paper, some foods that are traditionally eaten in these countries –

Australia

Greece

India

Iran

Japan

New Zealand