

Let's Make Pancakes



alphakids

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How to use this book

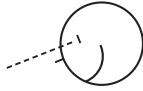
Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.



During reading: Observe and support

Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Comprehension, returning to the text, responding and writing links

To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.



Text highlights

- Follows the conventions of a procedural text
- Step-by-step instructions and labelled photographs inform the reader
- Instructional language

Vocabulary

mixture, ingredients, self-raising, maple syrup, utensils, sift

Setting the context

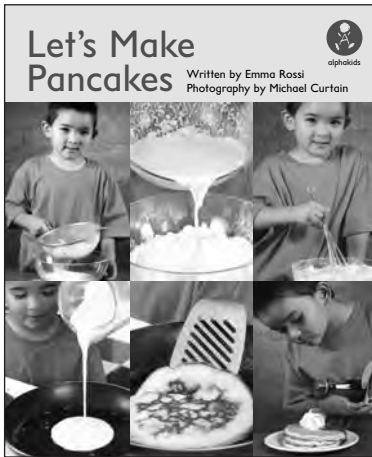
Provide children with a range of cooking books. Children work with a partner to discover the features of recipes. Ask: *What information do recipe books tell us? Who would read these books?*

Background information

Procedural texts explain the steps to make or do something. Recipe books are procedural texts. They have a list of ingredients and often a list of utensils as well. Instructions usually start with a verb, to tell you what to do: sift, add, mix.

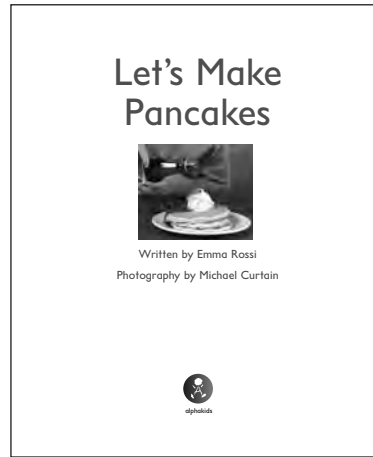
Introducing the book

Have you ever made pancakes? What ingredients did you use? What utensils did you need? What steps did you follow? Did you use a recipe book to help you? Allow time for the children to share their experiences.



Front cover

What kind of book do you think this is? Why do you think that there are six photographs on the front cover?



Title page

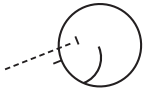
Read the title page, pointing out the names of the author and the photographer. Look at the photograph. *What is the boy putting on his pancakes? What topping do you like to have on pancakes?*



Talkthrough

Point out the text features of these pages. Highlight that the photographs of the ingredients and toppings have labels to identify them, but the photographs of the utensils do not have labels. Can the children name the ingredients and the utensils?

Do you know the names of these items? What utensils can you see?



Observe and support

Can the child understand the format on these pages?

Can you tell me why some of the photographs have labels and why some do not?

To make pancakes you will need:

Pancake mixture ingredients



2 cups of self-raising flour



1 egg



2 tablespoons of sugar



2 cups of milk



1 tablespoon of oil

Toppings



ice-cream



nuts



strawberries



blueberries



maple syrup



chocolate sauce

Utensils





Talkthrough

Look at the photographs on pages 4–7, which show the boy making the pancake mixture.

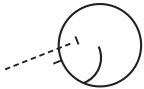
What is the boy showing us to do on these pages?

Explain that this is the method section of the recipe.

Notice that action words or verbs start each sentence.

Highlight the photographs of the ingredients down the side of each page.

Why did the publisher add these photographs? How do they help us make the recipe?



Observe and support

Can the child recognise the verbs or action words at the start of each sentence?

Find the word 'sift'. This is a verb. What other verbs or action words can you find?

Step 1:
Making the pancake mixture



Sift the flour to take out the lumps.
Add the sugar to the flour and mix.

4



Put the milk and the oil into a bowl.
Break the egg into the bowl.

5



Stir the egg, the oil and the milk together.

6



Pour the egg, the milk and the oil mixture
into the flour. Mix it all together.

7



Talkthrough

Look at the photograph on page 8.

What is the name of this utensil? The boy uses the whisk to make the pancake mixture smooth.

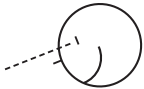
Look at the photograph on page 9.

This is the final part of Step 1.

Why does he cover the bowl with a cloth?

Look at Step 2 on pages 10–11. Discuss how Step 1 involves mixing the ingredients and that Step 2 is cooking the pancakes. Point out the hot stove.

Now he is cooking the pancakes. Who do you think would need to help him now? Why?



Observe and support

Does the child re-read the text to confirm the correct message?

I like the way that you re-read the text to check that you understood the message.



Beat the pancake mixture until it is smooth.

8



Cover the pancake mixture and let it stand for ten minutes.

9

Step 2: Cooking the pancakes



Heat some oil in the pan.
Pour some pancake mixture into the pan.

10



Cook the mixture until there are bubbles in the pancake.
Turn the pancake over and cook it until it is golden brown.

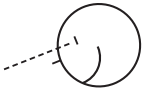
11



Talkthrough

Explain that in Step 3 the boy adds the toppings. Look at the photographs on pages 12–15.

What toppings does the boy add to his pancakes? What toppings do you think he likes the best?



Observe and support

Does the child use a range of strategies to work out an unknown word?

How did you work out the word 'syrup'?

Step 3:
Pancake toppings



Put some ice-cream and some maple syrup on the pancakes.

12



Or add some ice-cream and strawberries or blueberries.

13



Or put some chocolate sauce, some nuts and some ice-cream on the pancakes.

14



Or you can make pancakes with the lot!

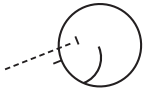
15



Talkthrough

Discuss how words are not always necessary to understand meaning.

Why is there no text on this page? Would text help you to understand this page? What do you think could have been written here?



Observe and support

Can the child interpret the information contained in the photograph?

How do you think that the boy feels about his pancakes?



Let's Make Pancakes

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

What do you need to make pancakes?

When might you need an adult to help you?

Which pancake would you like to eat?

Why?

Is this the only way to make pancakes?

Being a code breaker

Explore the following language feature:

- Verbs used in the book: sift, add, put, break, stir, pour, mix, beat, cover, heat, cook, turn. Children can list these verbs and add other verbs from other recipe books.

Being a text user

What kind of book is this?

What sections does it have?

Why is it organised in this way?

What information do you learn by reading the words? What information is in the photographs?

Being a text critic

Do all children get to make pancakes?

Do all children like pancakes?

Why does this book show a boy making pancakes? Can girls make pancakes too?

Responding to text



Provide the ingredients and have the children use the book to make pancakes. Ensure that an adult (helpful parent or carer) is available to supervise and assist. Have the children report on their experience and make suggestions about improvements to the recipe.



Children can make a set of recipe cards for other simple recipes that they know how to make, such as milkshakes or jelly. Encourage the children to use the features of recipes (ingredients followed by the method).



Explore compound words: pancakes, ice-cream, tablespoons, blueberries, strawberries, maple syrup. Children can add other compound words from other recipe books to their lists.

Assessment

Can the child:

- Identify the different features of a procedural text?
- Explain the meaning of instructional words: sift, add, put, break?
- Explain how to make a pancake?

Writing links

Shared/guided writing

Ask children to discuss what fillings they have in a sandwich. Use this discussion as a starting point for children to share their knowledge to the group. Then write a recipe to make a sandwich. Make sure that the ingredients and utensils are listed, as well as the step-by-step instructions.

Independent writing

Ask children to create their own amazingly new and exciting recipe for something that has never been created before. The recipe has to be realistic and should include a list of ingredients and utensils, as well as the step-by-step instructions. Share ideas as a group to get the discussion going before children design their own wonderful creations!



whole text activity



sentence activity



word activity



Teacher Edition

Topic: Personal development

Curriculum link: Health

Text type: Procedural

Reading level: 12

Word count: 149

Vocabulary: mixture, ingredients, self-raising, maple syrup, utensils, sift

Possible literacy focus

Understanding the format of a procedural text.

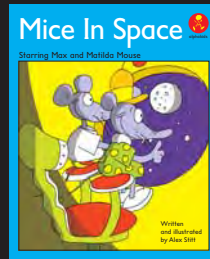
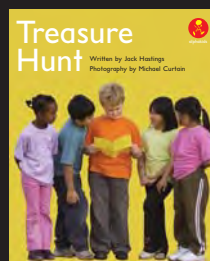
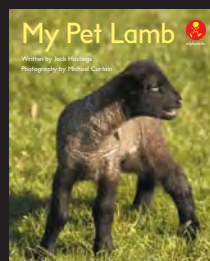
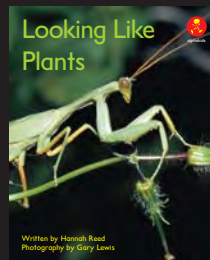
Identifying the information about making pancakes contained in the text.

Identifying the language of instruction.

Summary

This book is a procedural text that shows children how to make pancakes. The book includes step-by-step instructions that show how to make the mixture, cook the pancakes and add the toppings.

Other books at this level



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