

Books for Young Learners Teacher Resource

Book Notes



Pancakes for Breakfast / Panqueques para el desayuno

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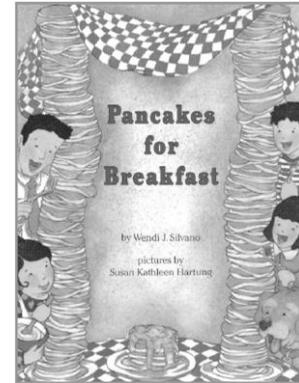
Illustrator Susan Kathleen Hartung

12 pages ■ 99 Eng. words ■ 109 Spn. words

Fountas and Pinnell Level H

Reading Recovery Level 13

Descubriendo la Lectura Level 14



Pancakes for Breakfast

SYNOPSIS

A huge stack of pancakes succumbs to a sneeze, much to the delight of the family dog.

WHAT THE BOOK OFFERS

- Fiction–fantasy in realistic setting
- Recount
- First person plural
- Past tense
- Recipe on inside back cover
- Humor
- Some repetition of structure
- Repetition within sentence for emphasis
- Onomatopoeia
- Exclamation point

POSSIBLE SKILLS EMPHASIS

- Attending to details of text—repetition of structure and of words with structure, onomatopoeia, opposites
- Understanding ways that an author encourages readers to use expression or give emphasis
- Inferential reading of illustrations

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INTRODUCING THE BOOK

How would you describe the pancakes in the cover illustration? (stack, piled high)

Who's making the pancakes? I wonder why there are so many.

Who's waiting to eat them? Who will probably get them? (Do not prolong the discussion at this stage, as you do not want to divulge the story line.)

Think again about the stack of pancakes. What kind of story do you expect this to be?

FOCUS OF INSTRUCTION

Read the page with your eyes and think about how you could read this to make it interesting for your listeners.

How does the author help you know where to change your expression?

How do you know which parts the author thinks are important?

Why do you think the author repeats some words within a sentence?

Look at the characters' expressions. The illustrator helps us know what the characters are thinking. That helps us to imagine what they might be saying.

- Discuss and perhaps write (part of) the story from the dog's perspective.

FOLLOWING THE READING

- Add possible dialogue based on the expressions portrayed in the illustrations. If conventions of dialogue are unfamiliar, write suggestions as thought bubbles. The emphasis is on what the characters say rather than the recording.

Most students will be familiar with pancakes, perhaps making them.

Think about when you have eaten or made pancakes. What could you add to one of those times to turn your experience into a story where something imaginary happens?

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>My favorite breakfast is . . . Breakfast is the most important meal of the day because . . .</i>
USE YOUR MEMORY	<i>Who are all the characters in this story? Look on page 5 to see if you forgot anyone. Which way did the stack of pancakes lean first? Then which way did they lean? What sound did the pancakes make when they fell to the floor? How do you know?</i>
WHAT'S YOUR OPINION?	<i>Why do you think Grandma made so many pancakes? Could someone really put that many pancakes on one plate? Why or why not? Why do you think people sneeze? Take a guess if you don't know. Ah-choo!</i>
BE CREATIVE	<i>Read about the author and illustrator on the back cover of this book. If you published a book, what would you want the publisher to say about you? Write about you and draw a picture of yourself. Maybe you will publish a book one day!</i>
VOCABULARY AGENT	<i>Artists show how people are feeling and thinking by drawing different expressions on people's faces. Turn to page 5 and write or tell what the expressions on the faces mean. Do the same on page 12. Make a list of words that have to do with how people and pets might feel. For example: sad, lonely, hurt, etc.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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