

Books for Young Learners Teacher Resource

Book Notes



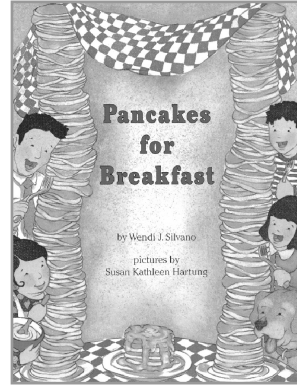
Pancakes for Breakfast

Author Wendi J. Silvano

Illustrator Susan Kathleen Hartung

12 pages ■ 99 words

Panqueques para el desayuno ■ 109 words



Pancakes for Breakfast

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G		I			

S = Shared G = Guided I = Independent

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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Pancakes for Breakfast (continued)

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.

FOLLOWING THE READING

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