



Name of text: The Pancake (Classroom Secrets)

	Monday	Tuesday	Wednesday	Thursday	Friday
Learning points prior to reading the book	<p>Focus on the first page, read the title and ask; "What do you think this text will be about?", "The text is called 'The Pancake'"</p> <p>Ask the children "What is a pancake?"</p> <p>"When might you have a pancake?"</p> <p>"Do you like pancakes?"</p> <p>"What are all of the pictures? Why do you think they have been included?"</p> <p>Make a whole class list of the pictures – read through them as a class.</p>	<p>From reading the text yesterday and now looking at the first page ask:</p> <p>"What can we remember about the text from yesterday?"</p> <p>"Who is Tom?"</p> <p>"What's Tom's favourite topping?"</p> <p>"How do you make a pancake?" Let's reread to remind ourselves.</p>	<p>Remind children of the book by sharing the front cover again.</p> <p>Recap these sounds to help reading:</p> <p>Explain to the children that I am going to read the text to them. Read aloud as expressively as possible using punctuation to pause and show shock. 'Oh no, it's stuck!' in particular.</p>	<p>Share the first page with the text.</p> <p>"Can you remember any toppings that Tom talks about?"</p> <p>Ask "When else might you choose a topping?"</p> <p>"Find the word 'mix' in the text, what might have been used to mix the pancake batter?"</p>	<p>Today is the last time we read this text. Ask "Is it fiction or non-fiction" Fiction</p> <p>"Which words would you use to describe the text?"</p> <p>"What is your favourite part of the story?"</p>
Learning points when reading the book	<p>Read 'The Pancake' aloud in turns. Encourage children to segment the sounds in each word if needed. Once they have read the sentence, encourage them to reread it without sounding it out, to develop fluency.</p> <p>Ask children 'What is a topping?'</p>	<p>Read text aloud in turns. Encourage children to segment the sounds in each word if needed. Once they have read the sentence, encourage them to reread it without sounding it out, to develop fluency.</p>	<p>Once children have heard teacher reading the text so expressively, allow children to read in socially distanced pairs. Encourage intonation and to read with the punctuation. Children may need some prompting with this. Make sure you enunciate each sound 'chopping it up'.</p>	<p>Read the text in pairs staying at own tables for social distancing. One child read a line. Remember to reread sentences to develop fluency and to develop expression. Model how to use your voice when reading questions.</p>	<p>Ask children to read the story in pairs sitting at their own tables but reading a page at a time with a partner. Make sure children read speech with expression.</p>

Post reading activity	<p>Ask the children “Which is your favourite topping?”</p> <p>Encourage children to complete the stem sentence: My favourite topping is... Can children write this sentence on whiteboards</p>	<p>Watch the clip: https://www.youtube.com/watch?v=25uAQel3xzg</p> <p>Explain that we are going to role play being a tv chef. You are going to pretend you are making a pancake and you have to talk through how to do this.</p> <p>Teacher should model this being as dramatic as possible – flipping, mixing, pouring.</p>	<p>Look at the second page. Explain that the toppings are written in a list form. Lists are usually used to make short notes that can be ticked off when completed: shopping lists, to do lists.</p> <p>In a list, one item is written underneath another.</p> <p>Ask children to write a shopping list of ingredients needed to make pancakes. Teacher will need to model this and help to sound out</p>	<p>Ask children “Where might the pancake have gotten stuck?”</p> <p>Ask children to draw a picture of Tom making pancakes. Where would Tom be? What might have been around him?</p> <p>Can children draw the pancake that is stuck where you think it might have been?</p>	<p>Recap children’s favourite pancake toppings. Ask children to draw their favourite pancake flavour. Use template and if children complete this task, as them to draw pancakes for their family.</p> <p>Children can describe their pancake on the attached sheet.</p>
Additional Resources	<p>English book/whiteboards</p> <p>Whiteboard for teacher notes</p> <p>pencils</p>	<p>Interactive whiteboard</p>	<p>English book</p> <p>Pencils</p>	<p>English Book</p> <p>Pencils</p>	<p>English book</p> <p>Pencils</p> <p>Pancake Friday sheet</p>