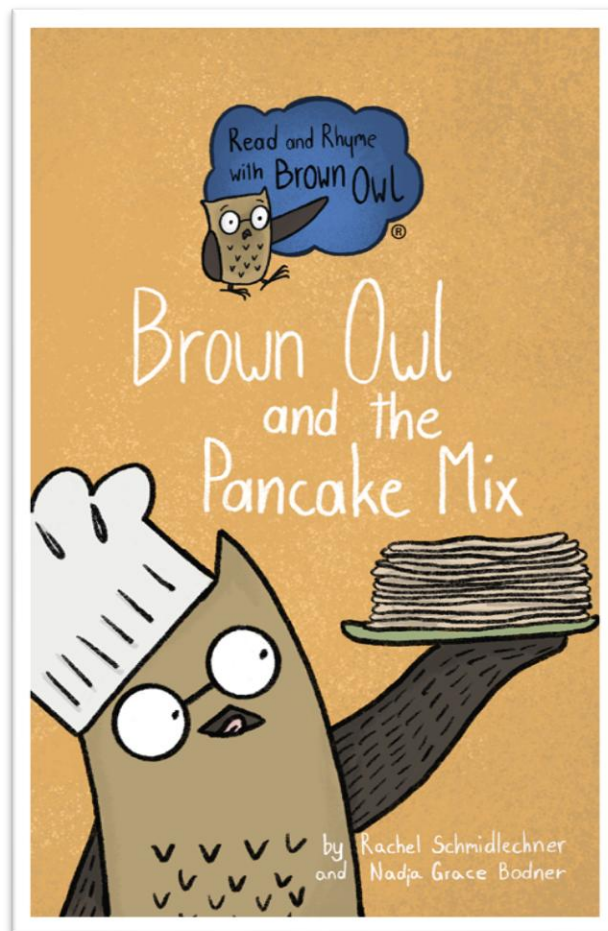




BROWN OWL AND THE PANCAKE MIX

Teaching Tips

Activities and lesson ideas based on the rhyming picture book
'Brown Owl and the Pancake Mix', the sixth volume in the
'Read and Rhyme with Brown Owl' series.



Other books in the series:

Brown Owl, Brown Owl at the Zoo,
Brown Owl's Birthday Tea, Brown Owl at the Seashore,
Brown Owl and the Bee Hive

Info, orders and enquiries: www.readandrhyme.at

Teaching resources: www.eduki.com

INTRODUCING THE TOPIC & BOOK

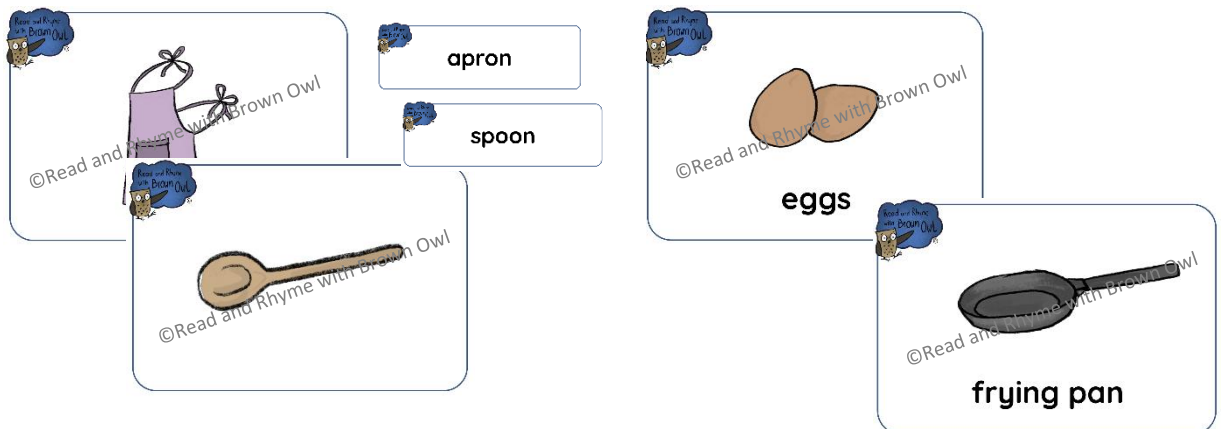
- **Show ingredients** (flashcards, real objects, pictures) and see if pupils can guess what you can make with them.
- **Pancakes** – Now they've guessed the word, ask some questions:
Do you like pancakes? What do you like on your pancakes?
When do you eat pancakes? Who makes the pancakes for you?
N.B. At this point I would highlight the difference between American and British pancakes. American pancakes are small and fat, British pancakes are bigger and thinner.
- **Brainstorm:** Write the word PANCAKES on the board and see what words they associate with it.
 If they don't know a word in English, encourage them to use the question *'What's ... in English?'*
- Look at the **book cover** (both front and back!) and ask the children some questions:
What can you see? Why is there a lemon next to the bowl?
- Ask the children if they have ever heard of **PANCAKE DAY**. Show a short video to contextualise the day.
 Additional questions/information: *When is Pancake Day?* (last Tuesday before Lent). *What is another name for Pancake Day?* (Shrove Tuesday). *Where is Pancake Day celebrated?* (In Britain). *Is Pancake Day celebrated where you live?*
- If your pupils already know some of the other 'Read and Rhyme with Brown Owl' books, first talk about the characters that they can remember. Who do you think will come up in this book?
 Then look at the first page. Here you can see all the characters that star in the story. Can they spot the new ones?
- Play a **game of hangman** to elicit the book title.
- **Jumble up** the words in the **book title** and the children must find the correct order: *Mix Owl and Brown Pancake the*

PRE-READING ACTIVITIES

At the back of the book there are key words listed in a picture dictionary.

These words can be pre-taught before reading the story.

- Use the **flashcards** or **beebot cards** to pre-teach the **key words**.
- Stimulate the senses as much as possible by using a mime as you say the word. In this way they **see** the flashcard, **hear** the word and **feel** the action. E.g. pretend to stir with a spoon, tie an apron around your waist, crack some eggs in the air etc.



Flashcard Games

- **Rolling flashcards:** the teacher rolls the flashcards fast and the pupils try to catch a glimpse of the picture. If they cannot identify the picture, roll the cards more slowly. As each word is guessed/introduced, repeat it together with an action.
- **Slow reveal:** the teacher covers the picture with a piece of paper/another flashcard and slowly reveals what is underneath. This really gets the pupils' attention! How quickly can they guess the word?
- **Match the word to the picture:** place all picture and word cards on the board. How many can they match up already? This is a good way to find out any prior knowledge.

- **Repeat if correct:** all the key word flashcards are on the board. The teacher points at one and says: “It’s a spoon!” “I can see a frying pan!” If it is correct, the pupils repeat the phrase. If it is not correct, they are silent. If the class makes a mistake, the teacher gets a point. If the class are silent, they get the point. The first to get five points wins.
- **James Bond** - place flashcards around the room. The teacher says a key word in a sentence. Pupils point at/shoot the correct picture, e.g. “First, I put my hat on. Then I put my apron on. Now I need a bowl and a spoon.”
N.B. By embedding words in a sentence, pupils learn words in context & memorise a phrase that can be transferred to other topics.
- **What’s missing:** the pupils close their eyes, the teacher removes a flashcard, the pupils open their eyes and say which one is missing. If it gets too easy, remove two cards at a time.
- **Mix up** the word and picture cards. Pupils put them back in their correct places. **Differentiation:** pupils say what is wrong: *This is not the frying pan! This is a bowl!*
- **Repeat and remove** – the teacher says what is on the flashcard, the pupils repeat the word, the teacher removes the card and points at the empty space, the pupils repeat the word again. Do the same for every picture, always going back to the first empty space. It is incredible how quickly and well they can memorize the list of words that they can no longer see.
- **Silent repetition:** the teacher says a key word and the children respond with the action only. This activity allows children to hear the teacher’s correct pronunciation of a word and allows the teacher to see if the children are responding with the correct action, i.e. have understood & remembered the language.

- **Quiz in pairs**

The flashcards are displayed on the board. The pupils take it in turn to test each other (demonstrate beforehand):

What's ... in English? What's ... in German/French/Spanish?

Differentiation: Pupil turns their back to the board and recalls the words from memory.

- **Simon Says** ... put your hat on, out your apron on, crack the eggs, pour in the milk, take a spoon and stir the batter, toss the pancake, eat the pancake etc.

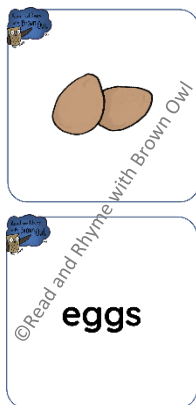
N.B. For further ideas please see the Simon Says Pancake Day cards I have created at www.eduki.com

Beebot activities:

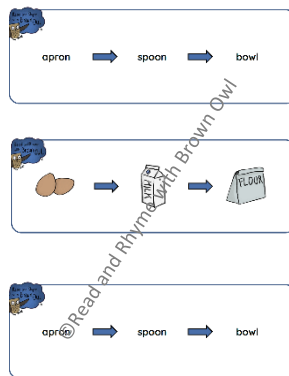
- Fill the Beebot mat with the picture/word cards. The pupils draw a word/picture card and program the Beebot to the picture/word.
- Use the **Beebot cards** and task cards to learn and practise the **key words**
 - 1) teacher says a key word, Beebot is programmed to it
 - 2) teacher describes a picture, Beebot is programmed to it
 - 3) teacher asks a child what their favourite picture is
 - 4) the children work in pairs and tell their partner where to programme Beebot e.g. I can see eggs!
 - 5) the children take a **task card**, plan their route, write it down on the worksheet, programme Beebot, and check their route.

TIP: the Beebot cards double up as flashcards or a giant game of pairs.

CARDS FOR THE MAT



TASK CARDS



PROGRAMMING SHEET

Read and Rhyme with Brown Owl

NAME: _____

Brown Owl and the Pancake Mix

START	MIDDLE	FINISH
→	→	

This is my code:

😊 ☹️

Wordmats:

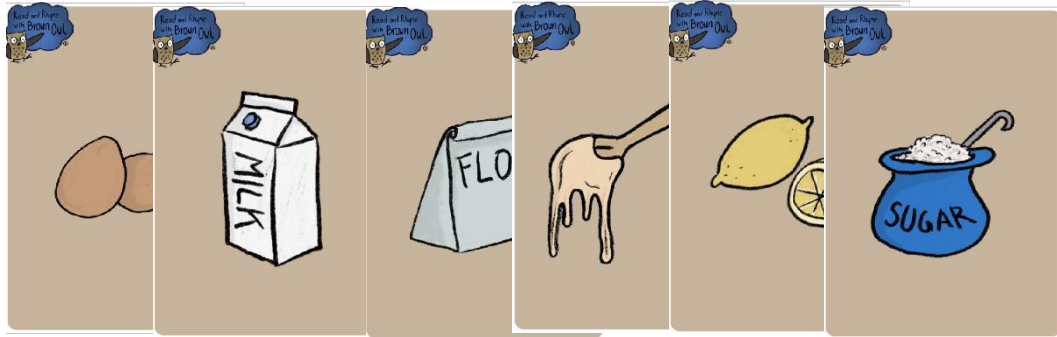
- Place the flashcards around the room. The pupils find them and label their wordmat with the key words.
- Use for a colour dictation: *'Colour the frying pan purple.'*
N.B. Use crazy colours to keep their attention. This activity can also be carried out as pair work.
- Differentiation 1: missing letters or missing words
- Differentiation 2: copywrite the words whilst at flashcard **OR** memorise the spelling and write down once at desk.



TIP: the wordmats can also be used to play bingo. The pupils place three objects (e.g. rubber, sharpener, ink cartridge) on three pictures. The teacher draws the flashcards at random. When all three words have been heard and the objects removed, the pupil shouts bingo!

Game Cards:

- Use to play snap, pairs, happy families, go fish, change places, human memory (see below) ...
- There are 12 key words and 4 cards for each picture.



- The cards can also be used for a listening activity. Each pupil gets 1/2 key words to listen out for. When they hear them in the story, they hold their cards up.

Change Places:

- All children sit in a circle with their chairs. The teacher chooses 4/5 key words and allocates one picture card to each child (use game cards) Remove one chair. The child in the middle says a sentence containing a key word: *I can see eggs!* All the 'eggs' change places.
- One child doesn't get a place. Now a new child is in the middle and chooses a key word: *I eat pancakes! Lemon on my pancakes!* If the child in the middle says: *Pancake mix!* then everyone changes places. **Differentiation:** single words instead of full sentences.

Human Memory:

- Send two pupils outside. The rest of the class are put in pairs. One pupil gets an English word, the other one thinks of an action to go with it, e.g. eggs – cracking action, sugar – rubs tummy
TIP: use the game cards to allocate key words
- Children mix up and stand around the classroom or gym. The two pupils come back in the room and take it in turns to find the pairs by tapping two pupils on the shoulder and seeing if the word and the action match. The game can also be played with the German and English word (translation exercise).

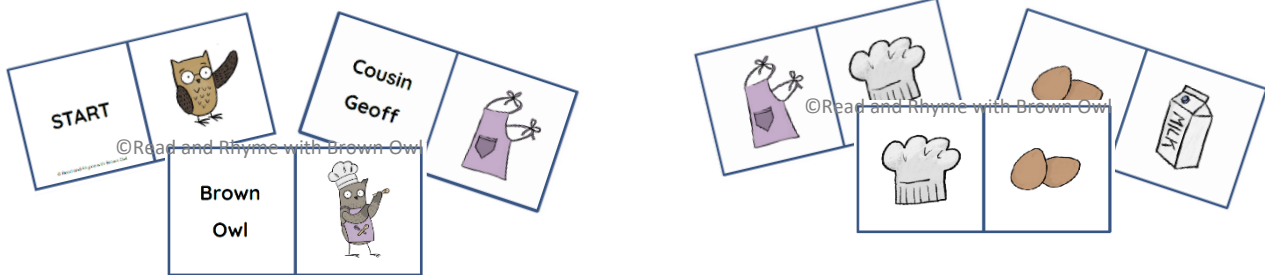
Pairs:

- Laminate a **game of pairs** or the pupils **make their own set** of cards by colouring and cutting the worksheet.
set 1: pic – pic (non-readers) set 2: pic – word (readers)



Dominoes:

- Play in pairs or on own.



N.B. 4 versions available. Pic/pic for non-readers, word/picture for readers, black & white (pupils colour and make their own set) or full colour.

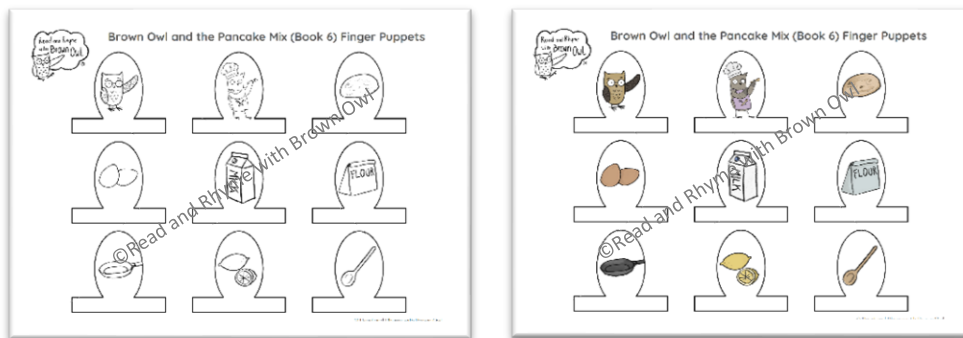
I have got ... Who has got ...?

- Shuffle and hand out all 24 cards to the children. The child with the first card starts by saying: *I have got the first card. Who has got Brown Owl?* The child with Brown Owl continues with: *I have got Brown Owl. Who has got Cousin Geoff?* And so it goes on until the last card is read out. Once the children get the hang of the game, you can time them to see if they get faster.



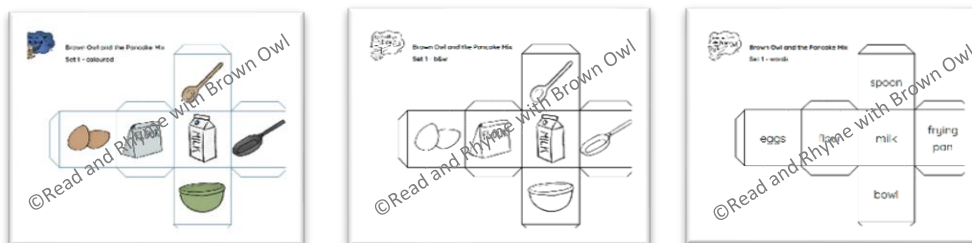
Finger Puppets:

- Say a key word, pupils hold up the correct finger puppet.
- Read the story again. The pupils hold up the correct finger puppet as they hear the words in the story.
- Pupils make up their own stories using the key words.



Vocabulary Dice:

- Make your own vocabulary dice, either pictures or words. 2 sets of words available.



- Roll the dice with your partner, can you get a pair? (Either match picture/picture or picture word)
- Predict what you will roll: *'I can see a pancake!'* – roll and see if you are right.

WHILST-READING ACTIVITIES

- Encourage the children to interact with the teacher, *e.g. Do you like pancakes? Do you like cooking? Why do you think there is a lemon in the kitchen? Who do you think is going to win the race? Which topping do you like best?*
- Use mimes to repeat the key words or phrases, *e.g. hat (pretend to put one on), eggs (pretend to crack on), toss pancakes (demonstrate), lemon (pretend to eat and pull face as it's sour)*
- The children point at the flashcards (on blackboard/in room) as the key words come up in the story. Alternatively, they hold up their finger puppets, story sticks or game cards as you read.
- Hand out flashcards and word cards and as the children hear theirs, they lay the card in the middle or hold it up.
- Retell the story again WITHOUT the book and accompany it with lots of actions. Each child does the actions too and speaks the text that they can remember (total physical response).
- Each child has a copy of the book and reads along. Stronger pupils can volunteer to read aloud too. *Turn the page now!*
- Each child has a copy of the book, and the teacher misses out words for the children to fill in.
e.g. We crack the eggs, one and _____. Then we stir the mixture. Look! It's sticky like _____.
- The children read the book in pairs. They take it in turns to read a sentence or page / they miss out words for each other / they read to each other/ they have reading races! Who can read the page fastest? (and correctly of course too!)

POST-READING ACTIVITIES

- Hand out one picture or word card for each child. They should walk around the room and find their partner.

Version 1: in silence, just look at the cards

Version 2: Hello! This is a pan. Hello! This is a pan too. It's a pair!
Hello! This is a lemon. Hello! This is jam. We are not a pair!

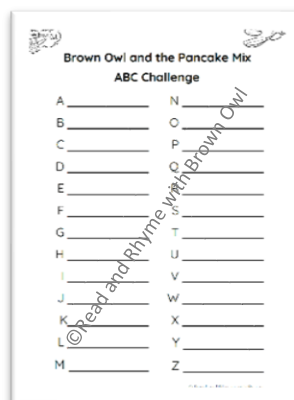
(**Differentiation:** single words not full sentences)

- **Does it rhyme?** The teacher says pairs of words from the book. If they rhyme, the children stand up. If they don't rhyme, the children sit down

*e.g. two – glue (stand up), pan – can (stand up),
pancake – fry (sit down) etc*

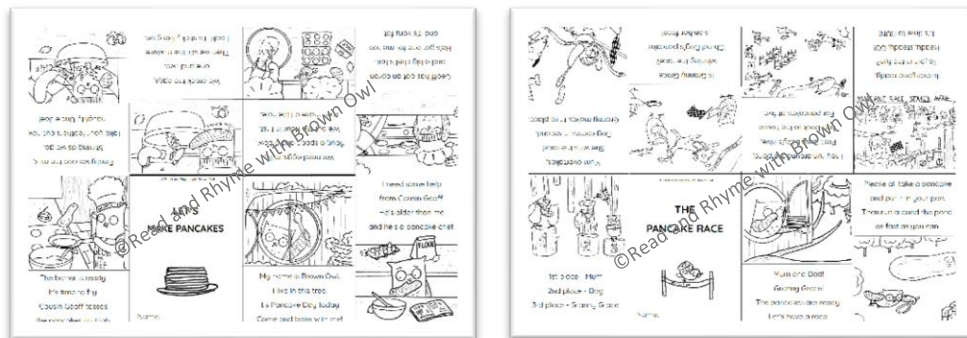
- **ABC challenge:** find words in the book for each letter of the alphabet (nouns and verbs only)

Tip: Free Eduki download



- Play a game of '**I have got ... Who has got?**' (whole class or in groups)
- Work on the activities in the workbook (see below)

- Recite an action poem:
*Mix a pancake, stir a pancake, pop it in the pan.
 Fry a pancake, toss a pancake, catch it if you can!*
- Make a **mini book** and read it to the teacher or take it home to read. Level 1 introduces key characters from the story, Level 2 is an abridged version of the story.

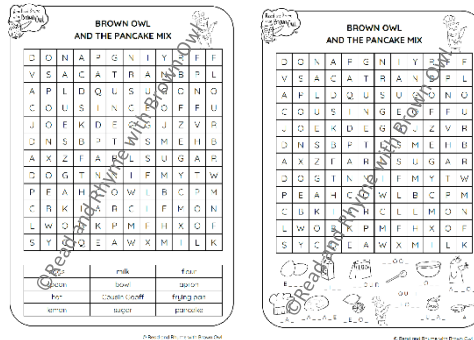


Story 1: Let's make pancakes Story 2: The Pancake Race

- Use the **quiz cards** to test your knowledge of the story. Either play in groups with a quiz master and the first to guess the answer wins the card (version 1), or children can play on their own and check the answer in the bottom corner (version 2).



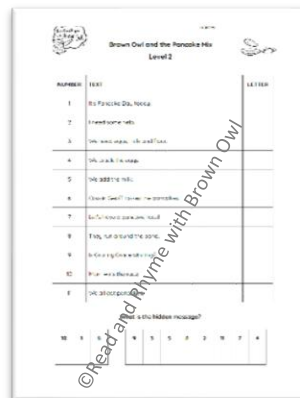
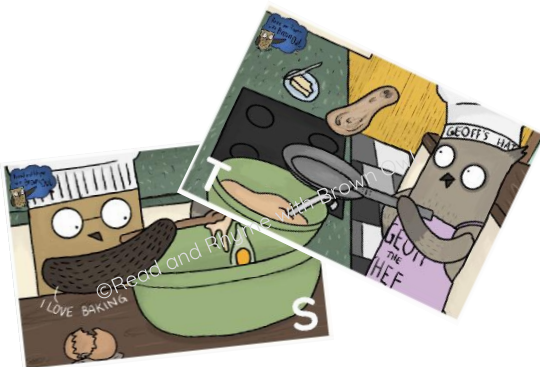
- **Differentiated wordsearches** (also included in the workbook)



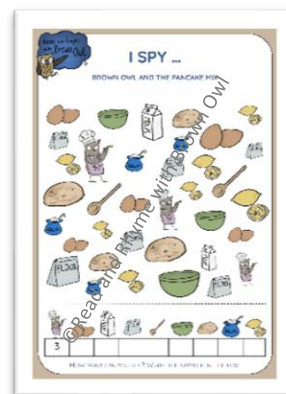
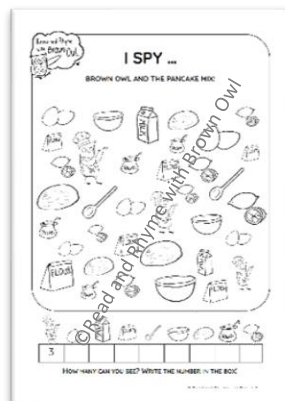
- **Story Walk**

Place the pictures around the room. Children read the sentences on their sheet and match them to the pictures. They write down the letter they find next to the correct sentence. At the end a secret message is revealed!

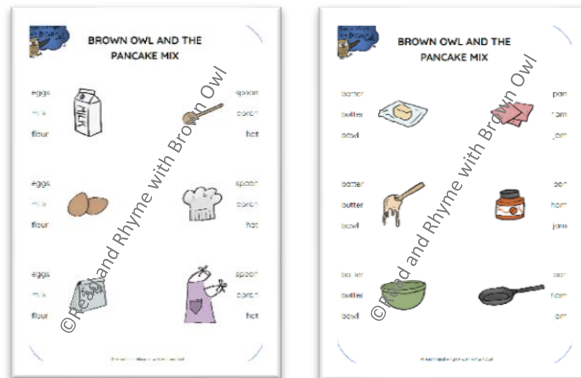
4 levels: single word to full sentences.



- **I spy picture:** Version 1, count and colour the key words. Version 2 is full colour, can be laminated and reused.



- **Key word peg cards:** look at the picture, choose the correct word and mark it with a peg or large paper clip. Turn over to self-check the answers. 4 different lists available.



- **Pancake Tossing Competitions**

Make a fake pancake out of an old towel and fill it with rice.

Take an old pan and see how many times the children can toss a pancake in one minute.

Not only do they learn the tossing technique, but also practise counting in English.



- **Hold Pancake Relay Races**

In teams children run up and down the playground or gym, whilst tossing a pancake in a pan. For an added challenge they have to put an apron on and off before they run.



- **Reading Certificates**

Pupils choose their favourite pages to read to the teacher and are awarded with a reading certificate.

Differentiation: read longer or shorter passages.



RECIPE BUNDLE ACTIVITIES

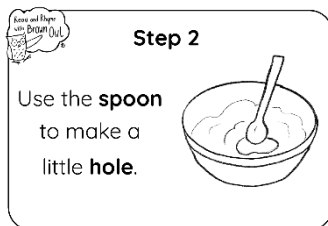
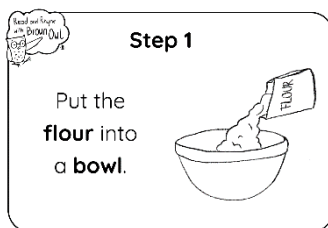
How to Use the Pancake Recipe Bundle

The **aim** of this bundle of resources is for children to **read** and **understand** the **steps** involved in **making pancakes**, with a view to making pancakes at school or at home.

RECIPE STEPS

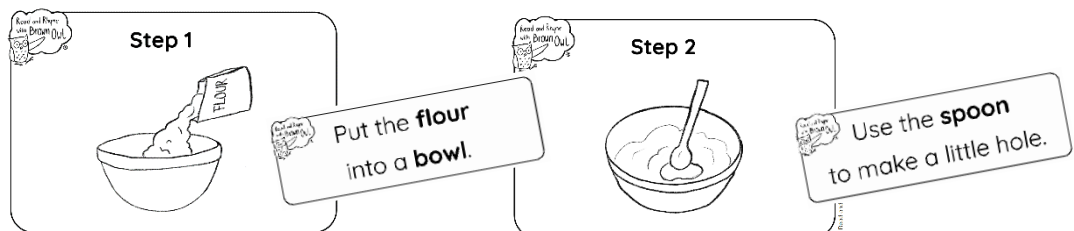
The **recipe steps** are available in two versions.

Version 1: Picture and instruction on one card. I laminate these, punch holes and hold together with a metal ring. The cards can then be used step by step whilst making the pancakes.



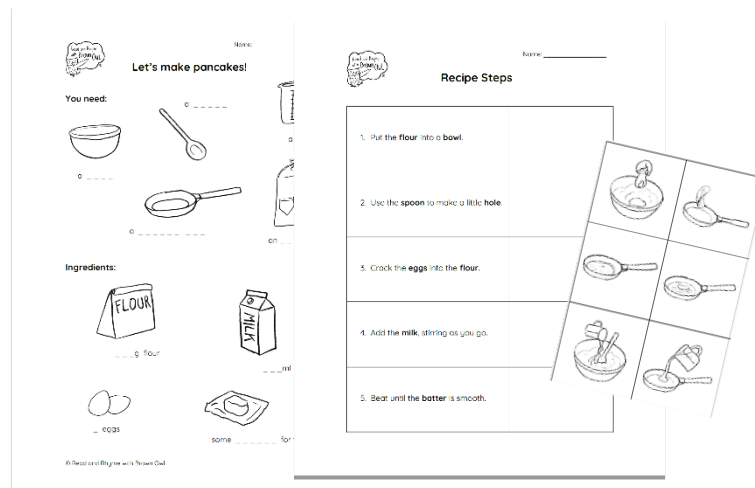
These two pictures should be next to each other

Version 2: This set has separate picture and instruction cards. It can be used for a matching activity, which can then be consolidated with the worksheet (see below).



The **recipe sequencing worksheet** is **differentiated**. Either pupils read the sentences and find the correct picture, OR they look at the picture and copy the

instructions from the blackboard. For an extra challenge they can come up with their own sentences.



TPR CARD GAME

If we want children to **remember** the recipe steps and vocabulary too, then we need to **stimulate** as many **senses** as possible.

The recipe steps can be **repeated with actions**, which helps children to internalize language. When working with this TPR game you can integrate some **real objects** too, e.g. a bowl, apron, spoon etc. The first time I do it, demonstrate it to the class. The children copy what I do.

Afterwards I let them carry out the activity in pairs. One pupil reads the instructions, the other carries out the action, using the objects if you have them.

N.B. You can also use the same cards for a game of SIMON SAYS, e.g. *Simon says crack the eggs!*



PANCAKE TOPPINGS

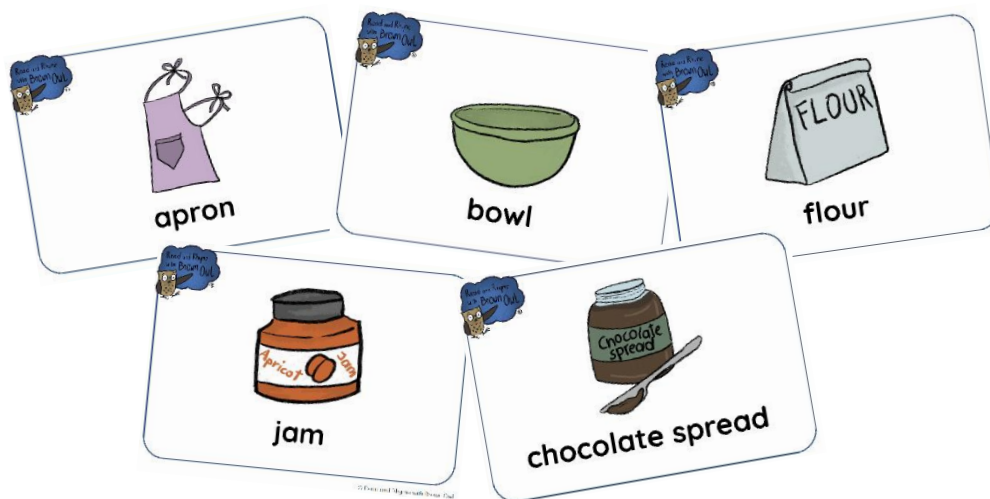
In my rhyming picture book **‘Brown Owl and the Pancake Mix’**, children are introduced to the popular British topping sugar and lemon juice. They also see Brown Owl’s friends and family eating pancakes with jam, ham and worms (!).

The **survey** is a **speaking activity** and practises the pancake toppings in English. The **survey** also practices **short form answers**: *Yes, I do / No, I don’t*.

If a child answers yes, then they draw a tick in the table. If a child answers no, they draw a cross. If they find out a child’s favourite topping, they can draw a heart next to it.

If you do get around to making pancakes at school, they can then ask for their topping in English: *Can I have cinnamon and sugar, please?*

There are also flashcards available:



WORKBOOK

VOCABULARY WORK

These worksheets word on **KEY WORDS** from the picture dictionary at the back of the book and are important for understanding the story. Choose a selection of worksheets for your pupils to work on. There are different levels available.

WHAT IS IT? WHO IS IT?

Match the key word to the picture. 2 levels.

UNJUMBLE THE WORDS

Reorder the jumbled letters and work out the key word.

ABC

put a list of key words into alphabetical order

WHICH WORD IS IT?

Unscramble the words and write the word on the dotted line.

If the children are unsure of how to spell the words, they can use their wordmats/book to check.

I SPY WITH MY LITTLE EYE

Count and circle key objects from the story.

WORDSEARCH

Find 12 key words from the story.

Level 1: list of words to find

Level 2: list of pictures, children need to remember the words

Level 3: list of pictures, children need to find & write missing words

ABC CHALLENGE

Children find NOUNS and VERBS from the story for each letter of the alphabet.

Extension: Work in pairs/groups. The team with the most words wins.

WORD CHALLENGE

Find as many words as you can using letters from the book title: Brown Owl and the Pancake Mix. N.B. Minimum 3-letter words.

RHYMING WORDS

Read the words in the pancakes, find the rhyming pairs and colour them in the same colour.

SENTENCE WORK

Once the children are confident with the key words, they can move on to reading and using full sentences.

GAP FILL

Fill in the missing words in the sentences. Two levels available.

READ AND COLOUR

Read the sentences and colour the scene from the book.

WRITE THE SENTENCES IN THE CORRECT ORDER

Children read jumbled sentences and write them in the correct order. They can refer to the book if necessary.

READ THE CLUES, GUESS THE WORD

Level 1: read the clue, write the word (some letters given)

Level 2: as above AND write own clues

TRUE or FALSE

Read the statements and decide if they are true or false.

SPOT THE MISTAKES

Read the sentences. Find and correct the mistakes. E.g. My name is Brown **Fox**. = My name is Brown **Owl**.

READING COMPREHENSION

Read the short text. Match the character to the topping.

WHAT IS PANCAKE DAY?

Read the text, answer some questions.

QUIZ

Level 1: first letter of answer given

Level 2: no help

CREATIVE WORK

CINQUAINS

Children write cinquains using objects from the book. Full instructions are included on how to construct the cinquains and generate the language needed.

For example:

Brown

Eggs

In the bowl

I can crack them

Broken

ACROSTIC POEM

Write the word PANCAKE vertically down the middle of the page. Find key words OR sentences from the book which include the same letters and write them horizontally.

DRAW YOUR FAVOURITE SCENE

Extension: label your picture

**Have fun reading and rhyming with
Brown Owl and the Pancake Mix!**

Info, orders and enquiries: www.readandrhyme.at

Teaching resources: www.eduki.com