

# Pancakes

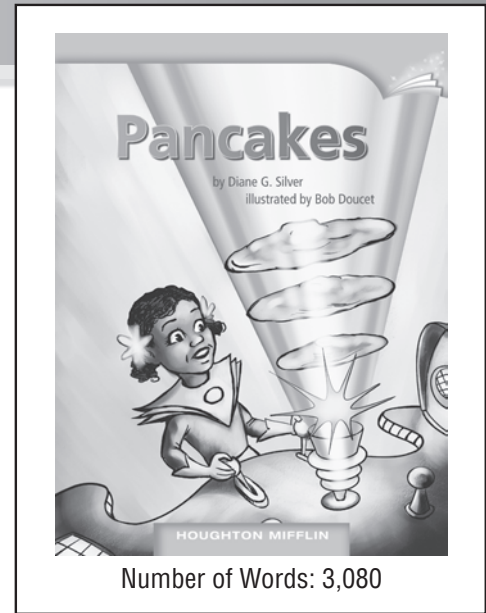
by Diane G. Silver

Fountas-Pinnell Level W

Science Fiction

## Selection Summary

Grandma Neila's childhood memories of pancakes arouse Ari's curiosity about this "primitive" food. With the help of new friend Nikko's Uncle Robertus, Ari learns to make pancakes and surprises her grandma and friends with her culinary skill. Although she enjoys the ancient treat, Ari decides that fuss-free food pellets still have a place in her busy life.



Number of Words: 3,080

## Characteristics of the Text

<b>Genre</b>	<ul style="list-style-type: none"> <li>• Science fiction</li> </ul>
<b>Text Structure</b>	<ul style="list-style-type: none"> <li>• Limited third-person continuous narrative taking place over several days' time</li> <li>• Text consists of nearly continuous dialogue</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Lifestyle in an imaginary future sometime after the 21st century</li> <li>• Cooking and food</li> <li>• Respect for others who are different</li> </ul>
<b>Themes and Ideas</b>	<ul style="list-style-type: none"> <li>• Technology saves people time and effort, but the simple pleasures of past times still have value.</li> <li>• Remembering pleasant experiences from the past is rewarding.</li> </ul>
<b>Language and Literary Features</b>	<ul style="list-style-type: none"> <li>• Idioms; slang: <i>Gotta fly</i>; <i>yokels</i> Simile: <i>they taste like buttery clouds</i></li> <li>• Highly formal language of robots</li> <li>• Dialogue used to reveal characters' thoughts</li> </ul>
<b>Sentence Complexity</b>	<ul style="list-style-type: none"> <li>• All sentence types: imperative, interrogative, declarative, and exclamatory</li> <li>• Compound adjectives: <i>tasty</i>, <i>convenient</i>, <i>high-density</i>, <i>high-nutrient pellet</i></li> <li>• Questions, exclamations, dashes, ellipses, italics</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• In general, the names of futuristic, fictional things are self-explanatory: <i>clockbot</i>, <i>nutrient condenser</i>, <i>pelleteria</i></li> <li>• Some technology terms are familiar: <i>chip</i>, <i>circuits</i></li> <li>• Mechanical and nautical terms: <i>condenser</i>, <i>galley</i></li> </ul>
<b>Words</b>	<ul style="list-style-type: none"> <li>• Many regular adverbs: <i>uncharacteristically</i>, <i>sarcastically</i>, <i>tantalizingly</i></li> <li>• Hyphenated adjectives: <i>high-density</i>, <i>3,000-mile</i>, <i>honey-colored</i></li> </ul>
<b>Illustrations</b>	<ul style="list-style-type: none"> <li>• Cartoon-like drawings</li> </ul>
<b>Book and Print Features</b>	<ul style="list-style-type: none"> <li>• Seventeen pages of text, most two-page spreads with illustrations</li> <li>• No chapter or section headings</li> <li>• Block quotation for robot internal alert</li> </ul>

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## Build Background

Help students use their fantasies about the future to visualize the story. Build interest by asking questions such as the following: *Have you ever imagined what life will be like in 500 years? What do you think people will eat?* Read the title, author, and illustrator, and talk about the cover illustration. Tell students that this story is science fiction, so the action takes place in the future. Ask students what kinds of things they might expect to find in a work of science fiction.

## Introduce the Text

Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

**Pages 2:** Point out the illustration. Explain that the robot's name is Tempo, which comes from *tempus*, the Latin word for *time*. **Suggested language:** *The girl in the picture is Ari, the main character in the story. What do you think the robot is saying to Ari? Hint: Think of the robot's name!*

**Page 3:** Have students read the first two sentences: "Good morning, Ari," Grandma Neila called as Ari rushed into the narrow **galley**. "What are you eating today, my dear?" **Ask:** *What is a galley? Explain that the characters eat pellets that are high in nutrients. Ask: What makes a food pellet high-density?*

**Page 8:** Explain that Ari goes to her school's lab to research pancakes. **Suggested language:** *Pancakes are described as ancient **culinary** history. Ask: What is culinary history?*

Now turn back to the beginning and read to find out how Ari learns about the culinary art of pancakes.

## Expand Your Vocabulary

**chip** – short for microchip, a wafer of material used in circuits, p. 7

**circuits** – closed, usually circular lines that go around objects or areas, p. 7

**condenser** – an apparatus used to reduce the volume of, or

make things more compact, p. 3

**culinary** – of or relating to a kitchen or to cookery, p. 8

**galley** – the kitchen of an airliner, ship, or camper, p. 3


**high-density** – having a high concentration, p. 3

**holographic** – of or relating to a pattern produced on a photosensitive medium, p. 8

**terminal** – a device attached to an electrical apparatus for making connections, p. 8

# Read

Have students read silently while you listen to individual students read aloud. Support their problem solving and fluency as needed.

Remind students to use the Infer/Predict Strategy  **TARGET STRATEGY** and to look for important details about the setting, characters, and plot.

## Discuss and Revisit the Text

### Personal Response

Invite students to share their personal responses to the story.

**Suggested language:** *Just as Ari wanted to know about how her grandma made pancakes, if you could bring back something from your parents' or grandparents' time, what would it be? Why would you bring it back?*

### Ways of Thinking

As you discuss the text, help students understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none"><li>• Ari lives in the future, when people eat food pellets instead of cooking.</li><li>• Ari wants to make pancakes after her grandma describes them.</li><li>• The uncle of Ari's friend teaches her to cook, and she makes pancakes for her grandma and friends.</li></ul>	<ul style="list-style-type: none"><li>• It is wrong to laugh at others who are different.</li><li>• Technology saves busy people time and effort, newer isn't always better.</li><li>• Consider how change affects those around you.</li></ul>	<ul style="list-style-type: none"><li>• The story is set far into the future.</li><li>• Although the story characters have different technology, their feelings and decisions are similar to those of people today.</li><li>• Many modern devices are described as outdated or old-fashioned.</li></ul>

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### Choices for Further Support

- **Fluency** Invite students to act out a scene from the text. Suggest they choose a scene in which a machine “speaks” in formal language, using words such as *high-density* and *high-nutrient*. Students may wish to read this dialogue in an uninflected, or toneless, voice.
- **Comprehension** Based on your observations of the students' reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that many English words have roots in Latin. For example, the word *circuits* comes from the Latin words *circum* (around) and *ire* (to go). Likewise, *culinary* is derived from the Latin word *culina*, or kitchen. The vocabulary words *condenser*, *high-density*, and *terminal* also have Latin roots.

# Writing about Reading

## Critical Thinking

Have students complete the Critical Thinking questions on BLM 17.9.

## Responding

Have students complete the activities at the back of the book, using their Reader's Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

## Target Comprehension Skill

**Story Structure** ✓ **TARGET SKILL** Remind students that a story's structure includes the plot, setting, and characters. These parts of structure work together to communicate the story's conflict. Model how to add details to the Graphic Organizer, using a "Think Aloud" like the one below:

### Think Aloud

*N.C. is upset because he is afraid the humans will start eating real food and get rid of him. This is a conflict. When Ari makes pancakes, N.C. and Ari finally discuss his concern. That's an event that leads to the resolution. The resolution? The family can eat real food sometimes, but they won't stop eating N.C.'s pellets, too.*

## Practice the Skill

Encourage students to share an example of another story that has a conflict.

## Writing Prompt: Thinking Beyond the Text

Have students write a response to the writing prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

## Assessment Prompts

- What is the meaning of **condenser** on page 3?
- What can the reader conclude about Leda from her comments on page 5 about people in the Hinterlands? Why do you think that?
- What is an important message in this story?

# English Language Development

**Reading Support** Make sure the text matches the student's reading level. Language and content should be accessible with regular teaching support.

**Idioms** The story includes many idioms from present-day American English, such as *rustle up* (page 3), *made it* (page 4), and *what's up* (page 5). Most of the idioms are explained in context, but students may find them confusing. Explain that idioms often express ideas in few words and reflect the spoken language of people in a culture.

## Oral Language Development

Check student comprehension, using a dialogue that best matches your students' English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the student.

Beginning/Early Intermediate	Intermediate	Early Advanced/ Advanced
<p><b>Speaker 1:</b> What is the time setting of the story?</p> <p><b>Speaker 2:</b> the future</p> <p><b>Speaker 1:</b> Who is the main character?</p> <p><b>Speaker 2:</b> Ari</p> <p><b>Speaker 1:</b> Who is the adult in Ari's home?</p> <p><b>Speaker 2:</b> Grandma Neila</p>	<p><b>Speaker 1:</b> When does Nikko first speak to Ari?</p> <p><b>Speaker 2:</b> Nikko speaks to Ari when he sees the holographic pancakes.</p> <p><b>Speaker 1:</b> Why is Nikko able to help Ari?</p> <p><b>Speaker 2:</b> Nikko has eaten pancakes and is going to visit his uncle Robertus, who makes excellent pancakes.</p>	<p><b>Speaker 1:</b> Why does Ari stop speaking suddenly after Nikko invites her to go to his uncle's home?</p> <p><b>Speaker 2:</b> Ari realizes that she has just insulted Nikko's home area, the Hinterlands. She doesn't want to hurt his feelings.</p>

### Responding

**TARGET SKILL** **Story Structure** What is the conflict that must be resolved in *Pancakes*? What are the important events? What is the resolution? Copy and complete the chart below.

<b>Conflict</b> ?	<b>Events</b> <ul style="list-style-type: none"> <li>• ?</li> <li>• Nikko and his Uncle Robertus show Ari how to make real pancakes.</li> <li>• ?</li> </ul>
<b>Resolution</b> ?	

**Write About It**

**Text to World** Ari learns the almost-forgotten art of cooking real food. Think of another skill that most people no longer know how to do. Write several paragraphs describing this skill.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Lesson 17**  
BLACKLINE MASTER 17.9

### Critical Thinking

**Read and answer the questions.** Possible responses shown.

- Think within the text** What does Ari have for breakfast when the story opens?  
a nutrient pellet
- Think within the text** Why must Ari meet Nikko before she travels to the Hinterlands?  
Nikko is the one who lives in the Hinterlands and invites her to come home with him.
- Think beyond the text** Tempo uses peer pressure to try to keep Ari from eating real food. Do you think Ari does the right thing by not giving in to the peer pressure?  
Yes, because Ari is having a lot of fun cooking the real food for her friends and grandmother. She will still need Tempo even if she ends up preferring it to nutrient pellets.
- Think about the text** Science fiction is often used to make statements about the present. What message do you think the author is presenting in this story?  
the importance of cooking and eating as a family

**Making Connections** The story is about living in such a fast-paced society that people eat pellets instead of meals. What do you think about such a future? Would you like to live in this type of world? Explain your thoughts.

**Write your answer in your Reader's Notebook.**

Critical Thinking  
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Grade 5, Unit 4: What's Your Story?

# Pancakes

## Thinking Beyond the Text

Think about the questions below. Then write your answer in two or three paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

On page 16, N.C. tells Ari that most “normal people” eat high-density food pellets and asks, “Do you really want to be so different from all your friends and neighbors?” Why does, or doesn’t, this question matter to her? Do you think being different is important to Ari? Why or why not? Do Leda and Drey feel comfortable being different? Why or why not? Use details from the story to support your response.



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# Critical Thinking

**Pancakes**  
Critical Thinking

Read and answer the questions.

**1. Think within the text** What does Ari have for breakfast when the story opens?

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**2. Think within the text** Why must Ari meet Nikko before she travels to the Hinterlands?

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**3. Think beyond the text** Tempo uses peer pressure to try to keep Ari from eating real food. Do you think Ari does the right thing by not giving in to the peer pressure?

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**4. Think about the text** Science fiction is often used to make statements about the present. What message do you think the author is presenting in this story?

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**Making Connections** The story is about living in such a fast-paced society that people eat pellets instead of meals. What do you think about such a future? Would you like to live in this type of world? Explain your thoughts.

**Write your answer in your Reader's Notebook.**

# Pancakes • LEVEL W

**Pancakes**  
Running Record Form

page	Selection Text	Errors	Self-Corrections
13	<p>“It’s not as easy as it looks!” Ari said, handing the spatula to Nikko. Nikko’s flip wasn’t pretty, but at least the pancake landed in the pan. As Ari inhaled the buttery aroma, she noticed something else strange happening. It was her mouth—it was watering!</p> <p>One bite of Uncle Robertus’s pancakes was all Ari needed to understand what Grandma had been talking about. They were golden and toasty on the outside and warm, fluffy, and light as air on the inside. Nikko showed Ari how to pour melted butter and a delectable, honey-colored sauce called <i>maple syrup</i> over them.</p>		
	Comments:	<b>Accuracy Rate</b> (# words read correctly/100 × 100) _____ %	<b>Total Self-Corrections</b> _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	Ⓜ cat	0
Omission	̄ cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut <sup>sc</sup> cat	0
Insertion	the ^ cat	1
Word told	Ⓢ cat	1

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