

# DAY 1 MAMA PANYA'S PANCAKES: A VILLAGE TALE FROM KENYA

by MARY AND RICH CHAMBERLIN illustrated by JULIA CAIRNS

LESSON 11

## COMPREHENSION FOCUS

### Inferring

Infer from Actions and Dialogue

## STANDARD CORRELATION

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.



## SEL CONNECTION

Cooperation

### PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 5, 11, 15, 17, 19, 27, and 29.

Create the anchor chart template as shown; it will be completed during the lesson.

Page #	Actions (A), Dialogue (D)	Inference

STEP 1

### EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

Paying attention to what a character says and does can help us make inferences about how the character is feeling. An inference is what we think. It is not written in the text.

STEP 2

### INTRODUCE THE NEW BOOK

This is a delightful story about a boy named Adika and his mama. They are going into town to buy flour to make pancakes. They only have a small amount of money for a little bit of flour. Let's read to find out what happens when Adika invites many people in the village to share in their pancake dinner.

STEP 3

### READ AND DEMONSTRATE HOW TO USE THE STRATEGY

As I read this story aloud, we will stop at places where the author wants us to make an inference. An inference is not given in the words of the story. We must think of the character's actions (A) and dialogue (D) as we ask ourselves, Why did the character do that? or Why did the character say that or say it that way?

**Read pages 2-5.** On page 3, Adika says he is a step ahead of his mama. He is dressed in his finest clothes. He must really want to go to the market. How do we know this? Because of his actions: getting ready before he's asked. Add that to the chart.

**Read pages 6-11.** On their way to the market, Adika invites a fisherman and also two other friends. Mama Panya frowns. Why do you think she frowns, thinking of the coins in her wrap (she's worried they don't have enough money)? Add that to the chart.

**Read pages 12-15.** Let's think about Mama's actions on page 14. What did she do when Adika asked Gamila to join them? Why do you think she did that? Turn and talk with a partner. Listen to the partner pairs, and then share some of their ideas (she pulled Adika away from Gamila, which shows she was worried). Add that to the chart.

**Read pages 16-17.** Right after Adika asked the lady in the market to join them for dinner, she put another cup of flour on the paper. What can you infer about the lady's actions? Turn and talk with a partner. Add their thinking to the chart.

**Read pages 18-19.** Mama cries out, "No, Adika!" when he runs off to get a pepper. Why would the author say she cries out? We can infer from this dialogue that she is getting a little upset that Adika keeps inviting people. Add that to the chart.

**Read pages 20-27.** Friends are arriving for dinner and bringing things. Why? Turn and talk with a partner. Add their thinking to the chart.

**Read pages 28-29.** We can make a final inference here when Adika says, "I know you will make pancakes again soon, Mama." Why do you think he says that?

Adika invited many friends from the market. He knew that even though they didn't have a lot of money to buy flour, being together with their friends would make them happy. Everyone cooperated to make it successful. What are some things that work better when we cooperate?

Page #	Actions (A), Dialogue (D)	Inference
3	A	wants to go to the market
10	A	worried they don't have enough money
14	A	worried there wouldn't be enough food
17	A	thankful for being invited
19	D	Mama is upset
27	A	thankfulness
29	D	are content



STEP 4

### INDEPENDENT PRACTICE

Download the activity sheet from [pioneervalleybooks.com/st](http://pioneervalleybooks.com/st). Have students draw a picture of Adika with a speech bubble coming from his mouth. Then have them write something Adika said in the story in the speech bubble. Display the pictures on the wall.

# DAY 2 MAMA PANYA'S PANCAKES: A VILLAGE TALE FROM KENYA

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LESSON

11

STEP 1

## REVIEW THE BOOK

Use the anchor chart from Day 1 to talk about the inferences you made from the character's dialogue and actions.

STEP 2

## PROMPT

Hand out the journals. Write the following prompt on chart paper as you read it aloud: *Think of something Adika did or said in the book. Write to tell why he said or did what he did.* Read it again, asking students to read it with you.

STEP 3

## PLAN

Select an action or dialogue using the anchor chart.

STEP 4

## WRITE

While students are writing, circulate the room and confer with individuals. Have students use their personal word wall as a spelling reference. Assist students with their plan by referencing the anchor chart and Day 1 drawings, orally rehearsing their next sentence, or addressing their individual writing target.

Have students share their writing with a partner.

STEP 5

## EXTEND AND CONNECT THE LEARNING

During independent reading, encourage students to stop and make an inference when a character does or says something surprising. They can create a three-column chart in their journals to track inferences.

*Think of something Adika did or said in the book. Write to tell why he said or did what he did.*

This lesson uses the following edition of this book: *Mama Panya's Pancakes: A Village Tale from Kenya* by Mary and Rich Chamberlin, illustrated by Julia Cairns, published by Barefoot Books (Cambridge, MA), copyright 2005, first paperback edition 2016, ISBN: 978-1-90523-664-0 (paperback)

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