

Pancakes, Pancakes! by Eric Carle (Scholastic Inc., New York, 1990)

Literature Annotation:

Eric Carle, author of the classic *The Very Hungry Caterpillar*, serves up another recipe for fun in this tale of Jack, who wakes up hungry for an enormous pancake for breakfast. But before he can enjoy his pancake, he must first get flour from the miller, an egg from the black hen, milk from the spotted cow, and butter churned from fresh cream.

Grade Level: 1

Duration: 1 or 2 periods of 40 minutes

Maryland State Curriculum

Economics Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4.A.2.a Give examples of natural and human resources used in production, such as making butter, making ice cream, and building houses (Grade 1)

Reading Standard: Students will use a variety of strategies to understand what they read (construct meaning).

1.D.1 Develop and apply vocabulary through exposure to a variety of texts (PK-Grade 1)

1.D.2 Use strategies to prepare for reading (before reading) (Grade 1)

Objectives: Students will be able to...

- use illustrations from the book to explain how Jack used natural, capital and human resources to get his pancake breakfast
- make a web that demonstrates interdependence

Vocabulary

interdependence: the condition in which events in one part of the community, state, nation, or world or one sector of the economy affects events in another part or sector; occurs as a result of the loss of self-sufficiency which accompanies specialization and, hence, the need to exchange resources, goods and services with other producing and consuming units.

economic resources: the natural, human, and capital resources that are used to produce goods and services: also call factors of production.

natural resources: the renewable, and nonrenewable gifts of nature that can be used to produce goods and services, including but not limited to land, water, animals, minerals, tress, climate, soil, fire, seeds, grain and fruits.

human resources: the health, strength, talents, education and skills that humans can use to produce goods and services.

capital resources: the goods that are manufactured and constructed by people and used to produce other goods and services, including but not limited to factories, warehouses, roads, bridges, machinery, ports, dams, and tools. (Money is not a capital resource.)

production: the act of creating goods and services by combining economic resources.

Additional Vocabulary: miller, sickle, chaff, threshing, flail, millstone

Teacher Materials

- Book: ***Pancakes, Pancakes!*** by Eric Carle

- Transparency of Resource Sheet #1: *Making Pancakes*
- Transparency of Resource Sheet #2: *Economic Resources Used to Produce Flour*
- Transparency of Resource Sheet #3: *Economic Resources Used to Produce Pancakes*
- Cards from Resource Sheet #5: *Cards for Webbing Activity* (pp 9 – 11 of this lesson plan) cut apart and mounted
- large ball of yarn

Student Materials

- 1 copy of Resource Sheet #1: *Making Pancakes*
- 1 copy of Resource Sheet #4: *Economic Resources to Produce Pancakes*
- Optional: drawing paper

Teacher Background: Knowledge of natural, capital, and human resources.

Motivation

Ask students if they have ever eaten pancakes. Have students name some ingredients that are used to make pancakes. (Possible answers include pancake mix or flour, milk, and eggs.) Next ask students to name some utensils or tools that would be needed to make the pancakes. (pan, stove, turner, spoon, bowl)

Development

1. Ask students to tell what a cook would do first to make pancakes. (mix the ingredients) Then have students explain the next steps, such as cooking the pancakes in a pan, and putting them on a plate at the table.
2. Distribute student copies of Resource Sheet #1: *Making Pancakes*. Display a transparency of the same resource sheet, or write the following chart headings on the chalkboard to discuss the chart with students.

| Making Pancakes | | |
|-----------------|----------|---------------------------|
| Ingredients | Utensils | Steps for Making Pancakes |

3. Have students cut out the pictures on the bottom of the resource sheet. Have students place the pictures in the correct column on the chart. Ask students to arrange the three pictures for the steps in the order they think pancakes are made.
4. Explain to students that they are going to read a story about a boy named Jack and find out what he had to do in order to have a pancake breakfast.
5. After reading the book, have students recall what Jack did in the story.
6. Have students identify some other things that Jack might have seen when he woke up and looked out the window. (*Jack could have seen a farm with fields, animals, barn, fence, etc.*)
7. Display the economic terms **natural resources**, **capital resources**, and **human resources**. Review the meaning of each term with students.
8. Display a transparency of Resource Sheet #2: *Economic Resources Used to Produce Flour*. Have students name the human resources (workers) that worked to make the flour that

Jack used for his pancakes. (*Jack cut and threshed the wheat and the miller threshed and ground the wheat into flour.*) List these human resources on the chart.

9. Have students identify the natural resources (gifts provided by nature) that Jack used to get flour for his pancakes (*wheat, donkey, ground or soil, water, stone*) List them on the transparency chart in the correct column.
10. Have students also list some of the capital resources (*sickle, flail, water wheel, mill*) and list them on the chart.
11. Look at the pictures in the book where Jack’s mother placed all the items needed to make his pancakes. Have students identify the capital resources which she needed. (*mixing bowl, cup, wooden spoon, ladle, frying pan, plate, knife, fork*)
12. Ask students to identify the natural resources from a cow that were used? (*Milk and cream*)

Application

Choice 1: Give each student a sheet of paper and have them draw pictures of the resources used in the production process or have them use Resource Sheet #3: *Economic Resources Used to Produce Pancakes* and draw appropriate economic resources in the correct columns. *Example:*

| | | | | | | |
|-------------------|---|-----------------|---|-------------------|---|-----------------|
| Natural Resources | + | Human Resources | + | Capital Resources | = | Product |
| <i>wheat</i> | + | <i>cook</i> | + | <i>pan</i> | = | <i>Pancakes</i> |

Choice 2: Give each student a copy of Resource Sheet #4: *Economic Resources to Produce Pancakes*. Review the headings of each column. Have students cut out the pictures and paste them in the correct column.

Optional Activity: Cut out the three cards found on Resource Sheet #6: *Economic Resources*. Place the cards in three different areas of the classroom. Distribute one card from Resource Sheet #5: *Cards for Webbing Activity* (pp 9-11 of this lesson plan) to each student. Have students read their card and go to the appropriate area in the room that is labeled with their type of economic resource.

Webbing Activity: Prepare the cards from Resource Sheet #5: *Cards for Webbing Activity* (pp 10-12 of this lesson plan). Have students to stand in a circle. Give one student the card labeled “Jack” and give one student the card for “Jack’s mother.” Give the other students each a card which contains the name of one of the natural, capital, or human resources needed to make Jack’s pancakes. Give “Jack” a ball of yarn. Tell “Jack” to hold onto the end of the yarn and roll the ball of yarn to someone in the circle. Have that student show the card he or she is holding and tell how Jack needed that resource for his pancakes. That student takes hold of the yarn and rolls the ball of yarn to another student in the circle, who shows their card and tells how their resource was used by Jack. The process continues until a web is woven which demonstrates how Jack was used the different resources for his pancakes.

Extension:

Make butter: Buy whipping cream at the store and pour it into a clear pint size jar with a tight fitting lid. Have students take turns shaking it until it turns into butter.

Making Pancakes

| Ingredients | Utensils and Tools | Steps for Making Pancakes |
|-------------|--------------------|---------------------------|
| | | |




Cut apart these pictures. Place them in the correct boxes on the chart.








Economic Resources Used to Produce Flour




| Human Resources (workers)  | Natural Resources (gifts of nature)  | Capital Resources (tools and equipment)  |
|---|---|---|
| | | |

Economic Resources Used to Produce Pancakes



| Human Resources (workers)  | Natural Resources (gifts of nature)  | Capital Resources (tools and equipment)  |
|--|--|--|
| | | |

Cards for Webbing Activity



Jack

rooster



Mother



donkey



wheat

sickle




flour



mill



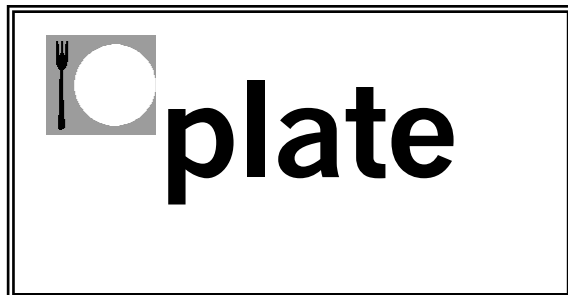
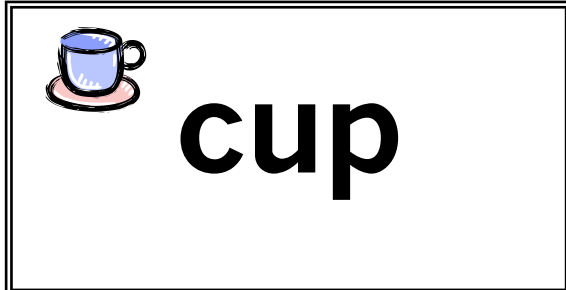
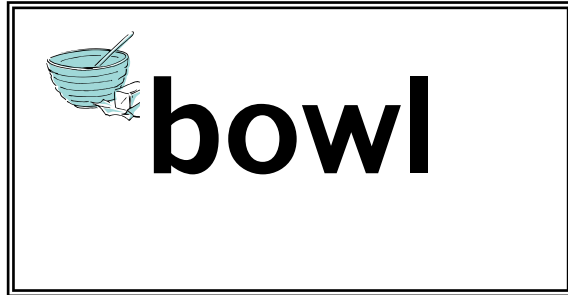
mill



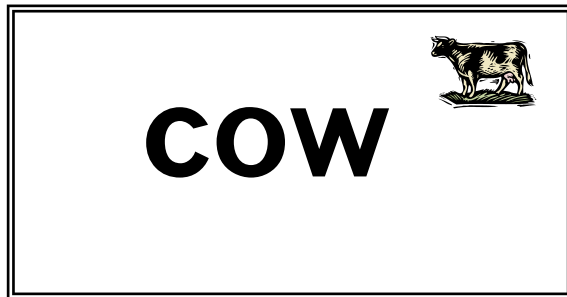
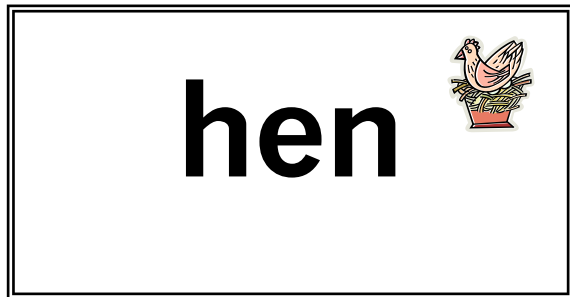
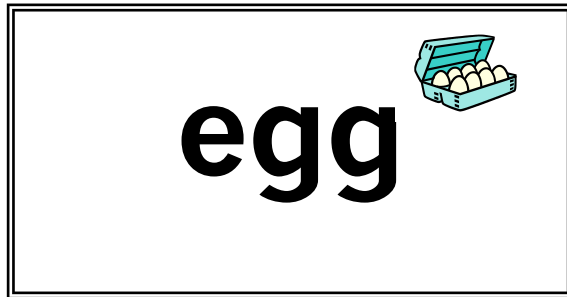
water



Cards for Webbing Activity



Cards for Webbing Activity



Economic Resource Cards

Natural Resources

Capital Resources

Human Resources