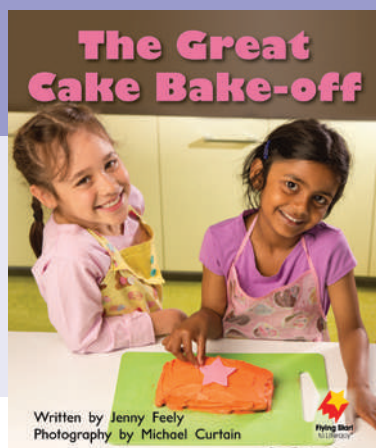


Lesson Plans

Early
reading stage

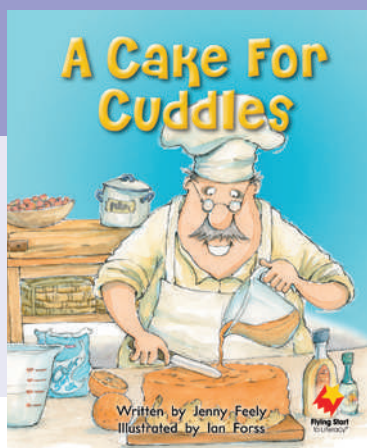
Level 7



The Great Cake Bake-off tells how four children made and decorated different shaped cakes to make a train cake.

Running words: 102

Text type: Recount



In *A Cake For Cuddles*, Mr Poppa sets out to make a cat-shaped cake for his cat Cuddles. But when Cuddles eats all but one of the cakes, Mr Poppa must change his plans.

Running words: 132

Text type: Narrative

High-frequency words

New: all back just know
more of one these two very

Key vocabulary

best black blue cake/s circle eat ever four green happy
heart orange oval pink rectangle red square star train
triangle yellow

Phonics

- Identifying different letters used to represent the /s/ sound as in *square*, *circle*
- Distinguishing the long /a/ sound as in *cake*

Text features

The Great Cake Bake-off

A Cake For Cuddles

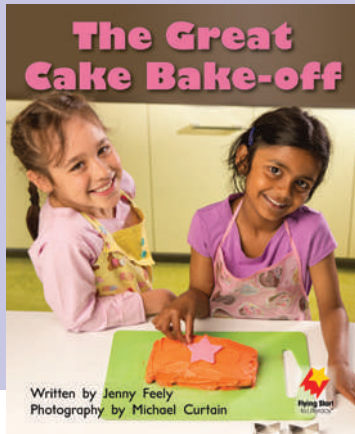
- Steps in a process
- Step-by-step photographs
- Bold print

Reading strategies

- Identifying and using the text pattern
- Reading the left page before reading the right

ELL support	Key concepts	Curriculum links
- Photographs support and extend the written text. - The introduction clearly identifies the focus of the text. - Content vocabulary is supported by context.	- Cakes can be made into various shapes. These shapes can be combined to make interesting things. - Cakes are baked to show affection for others.	- History: Culture and community - Health: Relationships

Lesson 1 The Great Cake Bake-off



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you ever made a cake? What was the cake for? What shape was the cake? Have you ever put cakes together to make a different shape? What did you make?* Allow time for the students to discuss the cakes they have made or have had made for them.

★ Show students pictures of different cakes. Point out the shape of each cake and the decorations. Ask: *What shape is this cake?* Ask students to turn and talk with a partner about the features of each cake.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Refer to the Vocabulary Starters **Colours** and **Shapes**. Make sure students are familiar with the words that appear in the book.

Introducing the book

Give each student a copy of the book. Say: *In this book, four children use different shaped cakes to make a very special cake for a bake-off, or baking contest.* Read pages 2 and 3 together. Turn to pages 4 and 5. Talk about the pattern of the text with the students, i.e. each picture shows what the cake looks like and the text tells what the children did. Say: *Understanding this pattern will help you to read this book.*

During reading

As each student reads the text independently, monitor and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Look for students who are using the pattern of the text to support their reading. Give positive feedback when you see students looking at the pictures, then matching what they read. Encourage this behaviour. Ask: *What happened on the page you just read? Is there a pattern you can use to help you to read the next page?*

After reading

Talking about the book

Ask the students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book.

What shaped cakes did the children make? (Literal)

Why did the children make each cake a different colour? (Inferential)

What would the children have had to think about before they started baking? (Synthesising)

Could other children make a train cake using this book? Why or why not? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *You used the pattern of the book to help you to read it. What pattern did you notice? How did this help you? Good readers do this.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Read some pages of the book aloud, modelling how to read with phrasing. Say: *I'm going to read a few words at a time. This helps me to better understand what I read.* Have the students read the book to a partner, with partners giving feedback about their phrasing as they read.

Word work

Phonemic awareness and phonics

Have students identify the words in the book that have the /s/ sound. Focus on the two different spellings commonly associated with this sound: “s” as in *square* and “c” as in *circle*. Have students suggest other words that start with this sound and add them to a list. Sort the words according to the way the sound is spelt.

Exploring words

Provide high-frequency word cards: *all, new, just, know, more, of, one, these, two, very*. Ask the students to cut each word into individual letters and then reassemble the words.

Writing

Modelled writing

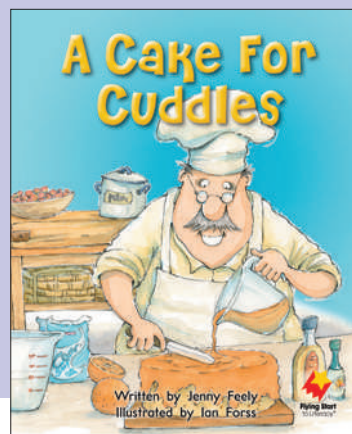
★ Draw a picture of a simple cake pattern on the board, such as a clown. Say: *This is a cake I once made. I'm going to write a book just like The Great Cake Bake-off to tell about how I made it.* Model breaking the making of the cake down into the steps of making different shaped cakes, then covering them with different coloured frosting.

Independent writing

Have students draw a picture of a cake they would like to make and write a description of what they would do to make it.

Sharing and presenting

Discuss the writing students have done. Discuss patterns that students have used in their writing that reflect those in the book.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Do you have a cat? What kinds of things do pet cats do? Do they always do what they are told?* Allow time for students to share their experiences.

★ Show students a copy of the book *What Shape Can You See?* (Flying Start to Literacy, Level 1). Turn to page 6 and ask: *What shape is this cake?* Turn to page 12 and ask: *What shape is this cake?*

Vocabulary building

★ As needed, introduce the vocabulary from the book. List words that may be unfamiliar on the board, such as *circle, triangle* and *cake*. Have students work in pairs to use these words in sentences. Encourage them to use more than one of the words in each sentence.

Introducing the book

Give each student a copy of the book. Say: *This is a story about Mr Poppa and his cat Cuddles. Mr Poppa wanted to make a special cake for Cuddles, but Cuddles was very naughty and nearly spoiled it all. What do you think Cuddles might do? How will Mr Poppa deal with this?* Review reading the left page before the right. Have the students turn to pages 2 and 3. Ask: *Which page do you read first? Then, where do you go?* Have the students turn to pages 6 and 7. Ask them to show where they will read on page 6, using their fingers to point to each sentence down the page.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Look for students who are confident about page sequence and reading from the top of the page to the bottom. Encourage this behaviour. Ask: *Which page do you read first? Where do you look next?*

After reading

Talking about the book

Ask the students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

What kind of cake did Mr Poppa want to make for Cuddles? (Literal)

Why did Mr Poppa want to make Cuddles a cat cake? (Inferential)

Why do we make special cakes? (Synthesising)

Did Cuddles deserve to have a special cake made for him? Why or why not? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies the students used as they read the book. For example, say: *I noticed that your eyes automatically went to the top of the left page when you turned the page. You know that this page is always read first. Knowing this helps you to be a good reader.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Turn to page 4. Ask: *What might Mr Poppa's voice sound like when he talks to Cuddles? When you read it aloud, try to make your voice sound like this, too.* Have students read the text to a partner using expressive voices.

Word work

Phonemic awareness and phonics

Turn to page 2. Ask: *Can you see a word with the long /a/ sound?* Write *cake* on the board. Say: *In this word, the "e" at the end of the word makes the letter "a" sound long.* List other words with this pattern, such as *bake, fake, lake, make, rake, and take.*

Exploring words

Have each student complete the Blackline master. Discuss how students knew where to place each word.

Writing

Modelled writing

★ Talk about how dialogue is written. Ask one student: *What did you have for lunch?* Model writing the student's response on the board. Draw out the use of quotation marks, and the use of *said*. Refer to the book as a model for punctuation of dialogue. Note the use of commas, quotation marks and new paragraphs.

Independent writing

Have students write a simple conversation that Mr Poppa might have with Cuddles the next time he bakes. What might he bake? What might he say to Cuddles? Would Cuddles pay attention?

Sharing and presenting

Have students share their written conversation with a partner. Ask them to give each other feedback about the good things their writing shows. As a class, discuss the ideas students explored about Mr Poppa and Cuddles.

Talk about the pair

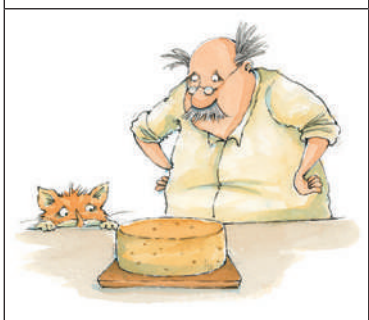
When students have read both books, ask: *What do we know about baking cakes now? What else would you like to learn about making cakes?*

Students could explore this further by completing the Activity card.

Blackline master

Finish the sentences

Use the words from the word bank to finish each sentence.

	"I am _____ to make the best cake ever," said Mr Poppa. "And it will be _____ for you."
	"You _____ eat these cakes now," said Mr Poppa. "_____ are too hot."
	But _____ Mr Poppa was _____ looking, Cuddles ate one cake.
	"Oh, no!" he _____. "There is only one cake left! _____ will I do?"

Word bank

said	They	cannot	when	just	not	What	going
------	------	--------	------	------	-----	------	-------

Assessment

Can the student read the high-frequency words?

Can the student use context clues to accurately complete the sentences?

Activity card

What cake would you make?



Draw a picture to show what cake you would make for each person.

Friend	Mother or father
Sister or brother	Grandmother or grandfather

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