

# Making Cakes

## GOALS

### Comprehension

**Making connections:** Ask students if they have ever helped with baking? What did they make? Discuss colour words.

### Vocabulary

**High-frequency Words:** I, said, the, a, he, she, made

**Content Words:** red, baker, yellow, cake, hat, cup, blue, green, plane, boot, pink, brown, cow, birthday, firefighter, mistake

### Phonemic Awareness

Recognise and produce words that end with the same sound: /p/

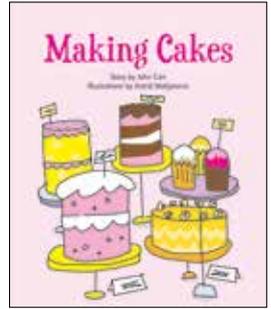
### Phonics

**Letters and Sounds:** p

**Words to Blend and Segment:** cup, pup, tap, gap, cap

### Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.



The bakers make their cakes in different shapes and colours.

## Before Reading

- Read the title. Discuss the meaning of making cakes. Then reread the title. Read the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is in the picture. Look at the title page illustration. Ask: Who could this be? What is he doing? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the colours on each page and find the matching colour words, e.g. on pages 2–3 discuss the colours of the baker and the cake. Find the words *red* and *yellow*, then discuss the shape of the cake. Find the word *hat*. Continue through the story in this way. On page 13 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On pages 2–3 review the colours and shape and read the words.
- Notice the speech marks on page 3. Students change their voices for the baker.
- Follow this pattern for each page up to page 13, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have the students discuss what they see in the illustration. Read the text together and ask: Did you laugh when you read the ending? Why is it funny?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Did they expect this to happen? On page 16 how are they feeling?
- On page 15 have students notice the sound words. Discuss how to say these with emphasis because there are exclamation marks. Listen to the sounds they make. Ask: What makes a squirt sound? What makes a splash sound? Finally what makes a splosh sound in the picture?
- Reread the story together. Notice the pronouns *he/she*. Talk about the meaning of *he/she* and who the word is referring to on each page.
- Ask students to retell the story using the pictures on each page as a guide.

## **Phonemic Awareness**

- Recognise and produce words that end with the same sound: /p/ Students listen to and hear the sounds in *cup*, /c/ /u/ /p/. They say them separately, then blend together slowly.
- Emphasise the final /p/ in *up*, *pup*, *gap*, *cap*. Students repeat. They think of other words that end in /p/ to say, e.g. trip, clip, nap, rap.

## **Phonics**

- Discuss the name and sound of the letter p. Write cvc words *cup*, *pup*, *tap*, *gap*, *cap* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for *c*, *u*, *p*, touching them as the sounds are made for the word *cup*.

## **Fluency**

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.

## **Word Study**

- Talk about the words *made*, *said*, *he*, *she*, *a*, *the*. Print two sets of the flash cards from the inside front cover. Read them together. Ask students to locate these words in the text. Play a game matching the words that are the same.
- On a piece of paper, have students draw a picture from the story. They find and write the words in the story and then read their sentence to a partner.
- Make a two-column chart with the baker on one side with the colour and shaped cake on the other side, e.g. red baker on one side with yellow hat cake matching on the other. Students can retell the story using their chart.

## **Writing**

- Have students write a new story about *Making Cakes*. They draw a cake first, then write the story. They can use a different colour and shape, e.g. “*I made a purple boat cake,*” *I said*. Students can write the spoken words inside a speech bubble.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.