

Making Party Food

PM Level 14/15

Green

Text Type Procedure

Running Words 221



Preparing for Guided Reading

Orientation to the Text

- Re-read *A birthday cake for Ben* (PM level 3). On a chart, list the procedures followed as the cake is made.

Prior Knowledge

- The three recipes in this book will give students ideas for attractive party food that they can make. The recipes are child-centred in that the children will be able to do 95% of the preparation. All recipes contain healthy food.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *When they are mixed together, ask Mum to turn the blende off.* Note that this is an inverted sentence.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

need, orange, push, turn

Content Words

banana, biscuits, blender, fruit, strawberries, toothpicks, yoghurt

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

Focusing on the Book – Guided Reading

- Read the title and identify the three party foods. Ensure that students understand they are going to read recipes for making the three party foods. Encourage them to share their experiences of helping to cook.
- Discuss the special features of this procedural text, i.e. bold headings, ingredients, procedures listed in sequential steps, helpful photographs.
- Teach students the word *ingredients* and point out where these are listed under the heading *You will need*.
- Tell students that the headings for each recipe are in bold.
- For each recipe: observe how the colour of paper changes; read the name of the recipe and the materials and ingredients required to make it; predict what the instructions might be; talk about tasks that adults would help with.
- Identify the layout of a procedural text, i.e. materials required, lists, instructions or procedures, and the use of diagrams or photographs.
- Have students identify the verbs, e.g. *take, make, open*

Comprehension

- What can Mum or Dad do to help? (*Literal*)
- When making the banana boat, should you take the banana skin off completely? (*Inferential*)
- At which meal would you eat these party foods? (*Inferential*)

Follow-up Activities

- List tasks that students do daily, e.g. clean their teeth, put on their socks and shoes, get ready for school, etc. Assist them to write and illustrate the procedures for some of these tasks.
- Re-read *Making Party Food* (PM level 15/16). Provide the materials and adult support for the children to make one or more of the recipes by following the instructions in the text.
- Use a similar format to write procedures for tasks that are familiar to students.

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Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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Success Criteria

- I can use word parts to help me decode fluently e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up