

The Best Cake

PM Level 10

Blue

Text Type Narrative

Running Words 161



Preparing for Guided Reading

Orientation to the Text

- Give each student an enlarged copy of the well-known rhyme, 'Pat-a-cake', using one of the student's names in the last line.
- Say it together, feeling the rhyme and the rhythm.
- Decorate the rhyme before pasting it into individual poetry books.

Prior Knowledge

- This is the fourth story about Ben. The joys of creative cake making and doing something with a parent (or friend) are apparent from the first page.
- The structure of this book provides young readers with a further opportunity to practise the skills of reading between and beyond the lines. The subplot is carried by the illustrations only.

Key Language Structures

- Phrases that tell *when* or *where* add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

It's, making, opened, please, top

Content Words

cherries, fair

Decoding

- Recognises the high-frequency words in the text.
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- Read the title to students, then turn to the title page illustration. Talk about this delicious-looking cake.

- Read the text on pp. 3–7 to students. Discuss the illustrations. The students should empathise with Ben's emotional connection to the cake he has helped to make.
- Look at pp. 6–11. Discuss the sad appearance of the other cakes. Ben's pride in his cake and the unattractive appearance of all the others leads to his inevitable choice. Discussion will give students the joy of a successful prediction on p. 15.
- Read the story again with a partner, then read it again independently. Before the second reading, take time to refer to the subplot.
- Ask, *What was it that Mum bought while Ben chose a cake?*
- Look at the illustrations on pp. 8–9. Ask students to look at p. 16 and guess what Mum is going to read to Ben.
- Discuss verb endings: *make, making, made; help, helping, helped.*
- Note various ways plural forms are made, e.g. *girl/girls, cake/cakes, book/books, cherry/cherries.*
- Discuss the prefix *in:* *into, inside.*

Comprehension

- What was Mum doing when Ben was choosing a cake? (*Literal*)
- Why did Ben choose the cake he helped to make? (*Inferential*)
- Why didn't Ben tell Mum he had chosen their cake? (*Inferential*)

Follow-up Activities

- Describe and paint a picture of *My Favourite Cake*. Use acrylic paints. List some words and phrases with students to help them write more independently, e.g. *My favourite cake looked as big as a mountain.; My favourite cake tasted like soft marshmallows.*
- Play this Round Robin game: the first student says *cake*. The second student says *chocolate cake*. The third student says *delicious chocolate cake*. Record these responses on cards to put in the writing area in the classroom.
- Cut out magazine pictures of cakes. Arrange them into an alphabetical cake book.

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Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.
- _____

Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.
- _____

Guided Reading Notes

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