

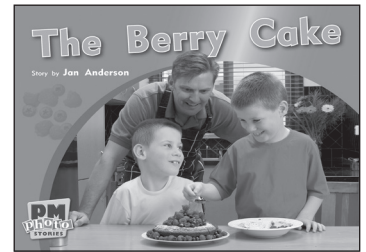
The Berry Cake

PM Level 11

Blue

Text Type Narrative

Running Words 171



Preparing for Guided Reading

Prior Knowledge

- Introduce the twins, Matt and Robbie. Identify them from the labels on the title page.
- Explain the reasons why a cake can sink in the middle once it has been taken from the oven.

Orientation to the Text

- In this story, Matt, Robbie and Dad make a cake to surprise Mum. After Dad removes the cake from the oven, the middle of the cake sinks. The boys add berries to fill the hole and decorate the cake. Mum is impressed with the end result.

Key Language Structures

- Irregular past tenses: *said, went*.
- Phrases that tell when or where add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

better, late, laugh, long, slowly, smell, time, now, work

Content Words

Mum, Dad, cake, Matt, Robbie, dinner, outside, cook, inside, berries, beautiful

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by rereading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Read the title together and discuss the cover photograph.
- Ensure that students use the photographs to predict meaning.
- Ask, *What nice idea do the boys have for Mum on p. 3?*
- Direct students to look into the bowl on p. 4, and ask them what type of cake they think the boys are making for Mum.
- Ask, *How do you think the cake looks when Dad takes it out of the oven? What does Matt notice before anybody else?*
- Ask students if they think the shape of the cake will make it taste bad.
- Ask, *What idea does Robbie have to make the cake look better? Do you think the cake looks good after they add the berries?*
- Ask students if they think Mum is impressed with the boys' baking.
- Talk about the rhyming pattern *ake* in: *make, cake*. Have students change the onset to make new words.

Comprehension

- What do you think the boys could have done to the cake if they didn't have berries? (*Inferential*)
- Do you think Mum knew that the top of the cake had gone down? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: using initial letters to write rhyming words; drawing scenes from the story and ordering them by number; choosing correct words to complete sentences; drawing a scene from the story to match text.
- Ask students to imagine they have made a cake that has collapsed like the cake in the story. Have them think of a different type of food that could be added to the cake to fill the hole in it. Have students draw how the cake will look like after this food is added.
- Have students write a few sentences about a time they baked a cake, or made another sweet in the kitchen. Ask them if the end result was what they were hoping for.

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.
- _____

Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and reread a word/sentence again to problem solve or confirm the text.
- _____

Guided Reading Notes

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