

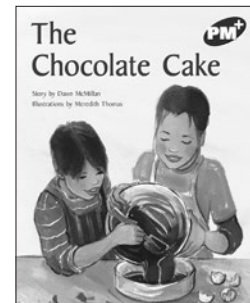
The Chocolate Cake

PM Level 19

Purple

Text Type Narrative

Running Words 483



Preparing for Guided Reading

Orientation to the text

- Re-read *Wet Weather Camping* (PM level 18). Discuss various activities that the children engage in when continual rain keeps them indoors. Explain that the new story is set the day after Tess and Nathan camped in the basement.

Prior knowledge

- This story is a sequel to *Wet Weather Camping*. Tess and Nathan make a chocolate cake but are disappointed when it is cooked. The situation is saved when these resourceful children make it into a delicious dessert.

Building the Balanced Reader

Vocabulary

Key vocabulary

covered, excited, thought, whispered, yesterday

Content Words

bottom, butter, custard, idea, mistake, oven, poured, smooth, wonderful

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the title. Discuss the cover and title page illustrations. Predict the story content.
- Talk about students' own experiences of supervised cooking. Point out that except for turning the oven on and taking the cake out when cooked, Mum lets the children complete the task by themselves.
- Compare the children's feelings of satisfaction while making the cake with their feelings of dismay when the cake will not come out!
- Discuss what the children did to make the cake into a dessert, i.e. *First ...*, *Then ...*. Invite students to talk about their favourite desserts.

- Discuss how Tess and Nathan have once again turned a disappointment into a happy occasion. Discuss what students themselves might have done in a similar situation.
- Revise words with difficult letter clusters: *smooth, butter, oven, fridge*.
- Discuss words that relate to time: *Sunday, yesterday, today, tomorrow, half an hour, morning, evening*.
- Identify words that end with *ful*: *wonderful, careful, beautiful*.

Comprehension

- What did Tess and Nathan add to the cake mix to make a chocolate cake? (*Literal*)
- What is the purpose of putting paper in the cake tin? (*Inferential*)
- Why did Tess tell Mum and Dad to stay at the table? (*Inferential*)

Follow-up activities

- During class time, have students make either a chocolate cake (using a prepared mix) or some other food item from *Making Party Food* (PM level 15/16).
- Recall the procedures for writing instructions. Search the text for procedures that Tess and Nathan followed to make 'a chocolate cake dessert'. Write these together in the form of a recipe.
- Revise the use of an action verb at the beginning of each step in a recipe.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
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Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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