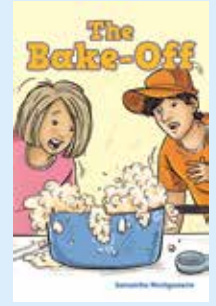


# The Bake-Off

Stace and Carlo have perfected their marshmallow slice for the Saltspray Bake-Off. Meanwhile, Pumpkin and Curly are baking a monster cake. But something goes terribly wrong with the marshmallow mix. And Harry knows who is responsible.



## Reading strategy

### Using prior knowledge to make connections with and predictions about the text

- What will happen next?
- Has this ever happened to me?
- What do I know about this situation?
- What similar texts have I read/viewed?

## Comprehension focus

- Predicting outcomes and identifying the main idea

## Fluency focus

- Varying expression and tone to suit features of the text

## Genre focus

- Newspaper report

## Day 1: Before reading

- Introduce the book by reading the title to students, then choral read it together. Engage students in a discussion about baking and baking competitions.
- Allow time for students to discuss what they know about the Team Turbo children and what they think they will do in this story.
- Have them record a prediction about the beginning, middle and end of the story on sticky notes. They share their predictions with the group.
- Introduce the reading strategy by discussing the importance of using prior knowledge to make predictions about and connections with a text.
- Ask students to suggest relevant questions they can ask themselves when they are reading:
  - What will happen next?
  - Has this ever happened to me?
  - What do I know about this situation?
  - What similar texts have I read?Record the suggestions on chart paper.

## During reading

- Read the Chapter 1 heading and ask: How do you think the story will begin? Discuss responses. Read the opening of Chapter 1, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Discuss the importance of identifying who is telling a story (voice), then ask students to identify the narrator of *The Bake-Off*. (Confirm on page 4.) Ask: What does *squinted* mean on page 6? Why was Harry squinting?
- Ask: What has happened in the story so far? What do you think the main idea was?

- Refer students to their predictions about the beginning of the story and acknowledge those who used prior knowledge of the characters and other stories in the series to make relevant predictions.
- Read the Chapter 2 heading and ask: What do you think will happen next? Read the opening of Chapter 2, then students take over in pairs. The pairs take turns to read the rest of the chapter aloud to each other (quietly!). Move between pairs and listen to students reading. This is a good opportunity to find out if they have any issues with decoding, fluency and/or comprehension.
- Allow time for students to identify the main idea of Chapter 2. Ask: Who were the unwelcome challengers?

## After reading

- Review the term “main idea” and jointly identify the main idea for Chapter 1. Ask students if they can identify the main idea for Chapter 2.
- Explain the layout of Worksheet A. Students complete the entries for Chapters 1 and 2 and share their “main idea” drawings.

## Fluency focus

Model reading *Marshmallow Slice Rap*. Discuss how the reader uses their voice when reading to an audience. Have students read along with the rap. They practise changing the expression and tone of their reading to suit the features of the text.

## Vocabulary and spelling activities

### Goals

To develop understanding about:

- variant grapheme for /ow/
- adjectives
- variant grapheme for /w/
- compound words
- variant grapheme for /r/

### Activity 1 Variant grapheme for /ow/

Students scan the book to find words with the /ow/ sound. They record them on paper, e.g. *about, out, without, sounds, mouthful*. Emphasise that /ow/ can be spelt ow or ou. Compile a group list by brainstorming words with the /ow/ sound. Record the words on the board and read the list together. Identify the spelling pattern that represents the /ow/ sound in each word by underlining it. Students practise writing the words.

### Activity 2 Adjectives

Review the term *adjectives* and discuss their purpose in a text. Use the phrases, “*Perfect pink marshmallow. Perfect crunchy base,*” *I said.* (page 6) to model how adjectives are used to paint pictures with words. Assign a chapter to each student, then allow time for them to list all the adjectives they can find. Have students find adjectives to describe *cake* and a *competition*.

### Activity 3 Variant grapheme for /w/

Write the following on the board: *white, what, why, when, what's*. Read them together and identify the common element – the /w/ sound at the beginning, spelt wh. Underline the wh in each word and discuss the fact that the letters together make the sound /w/. Brainstorm other words that start with wh making the /w/ sound, e.g. *where, which*.

### Activity 4 Compound words

Write the words *superstar, pancake, everywhere* on the board. Have students talk about how these words were formed. Show how *super* and *star* are joined together to make *superstar*, a compound word. Have students show other examples of compound words from the text, e.g. *sauce + pan = saucepan*. Brainstorm a list of other known compound words with the two single words alongside and engage students in writing a statement that defines compound words.

### Activity 5 Variant grapheme for /r/

Write the word *wrong*. Sound it out and discuss how the /r/ sound is made by the letters wr. Add other words with this variant grapheme to the list, e.g. *wrap, write, wreck*. Have students copy the list.

## Day 2: Before reading

- Explain how using prior knowledge aids prediction and comprehension, then review the questions students can ask themselves. Ask: Why did the author write a story about Team Turbo in a bake-off?
- Have students check their predictions about the beginning of the story.
- Allow time for students to check the next two chapter headings and then make adjustments to their predictions about the middle of the story.

## During reading

- Read Chapter 3 to students, then choral read it together, stopping at appropriate places to pose questions that will help students develop a deeper understanding of the story. Ask questions such as, why do you think Curly was in a hurry to get the cake in the oven?
- Read the opening of Chapter 4, then have students take over, choral reading it together. Model reading with expression a passage with dialogue, e.g. page 22. Students echo-read the passage. Students do the same with no model on pages 26-27. Ask: What does the word *nudging* mean? (page 22)

## After reading

- Review and model how to identify and record main ideas for Chapter 1. Have students complete the entries for Chapters 3 and 4 on Worksheet A.
- Encourage students to talk about the story by inviting opinions about the main character so far. Ask: Is Harry the main character? Is Benjy the main character? How do you know? Do you like Pumpkin in this book? Why or why not?

# The rap: rhythm, rhyme and repetition

## Goals

- To provide a forum for meaningful reading practice
- To use rhythm, rhyme and repetition and shared reading experiences to build students' confidence
- To further develop students' ability to read important words automatically

## Activity 1 Introduce the rap

Read *Marshmallow Slice Rap* with students. Volunteers read the rap independently.

## Activity 2 Perform the rap

Encourage students to perform word or sound percussion in time with the rhythm of the rap. Pairs of students perform the rap with one student chanting a repetitive phrase or sound quietly in the background while the other student reads the rap.

## Activity 3 Identify rhyme

Analyse each verse and the refrain to identify the pattern that has been used, e.g. the verse patterns are a, b, c, b. Identify the words that rhyme and the words that don't in the verses. Brainstorm other sets of rhyming words that could be used. Have students choose a set of rhymes and write a verse using the same pattern as the original. Have students perform their verse as part of a group performance.

## Activity 4 Make a readers' theatre script

Students work in groups of three. Have the group decide which member will read what line individually and which lines/words they will read together. Students perform their scripts for the class.

## Activity 5 Publish a rap

Have each student produce a rap on a device about baking or a bake-off. They can add graphics to their rap. They jointly publish their raps as one book along with other details about baking or bake-offs. Identify the cover features of books that are made up of collections of stories, e.g. a recipe rap book. Students include these features in their publication of raps.

## Day 3: Before reading

- Review the reading strategy by inviting students to recall questions they can ask themselves to make predictions about and connections with the text.
- Involve students in retelling the story so far and allow time for them to check/confirm their predictions about the story. Ask: How will the story be resolved? Have students make adjustments to their predictions, if necessary.
- Discuss how tracking the story and identifying main ideas from the text aids prediction and comprehension.

## During reading

- Before reading Chapter 5 ask: Why was Harry standing up? How will Team Turbo find out the whole story? What will happen to Pumpkin?
- Read the opening of Chapter 5, then have students take over reading independently in silence. Go around all or some of the students and ask them to read a few sentences. This is an opportunity to check their reading. Ask: Did the story end as you expected it to?

## After reading

- Have students complete their entries for Chapter 5 on Worksheet A.

## Become a newspaper reporter

### Goals

- To read and understand a newspaper report
- To identify and talk about the features of a newspaper report

Newspaper reports tell us about a real event or community news. They include information about the “what, where, when, who, how, why” details. The text is written in the past tense. They are written in paragraphs and they begin with a headline.

- Ask: What do you know about newspaper reports? Allow time for students to read *Saltspray Splash* and identify the purpose of each paragraph.
- Model how to get started by brainstorming a list of possible headlines for this newspaper report, then involve students in jointly constructing an opening sentence for two of the suggested headlines.
- Read the quotes included in *Saltspray Splash* and work backwards to identify some of the questions that may have been asked of Henry Brown, the competition judge, Carlo and Stace. Help students to begin work by modelling how to compose a question to ask a member of Team Turbo involved in the event. They conduct an imaginary interview.
- Look at the comments quoted from the interviewees and review the use of quotation marks.
- Discuss how the report could have a different graphic. Students could add a diagram of the layout of the tables at the Bake-off. Students can compose labels for the diagram. Remind them to use the illustrations from the book to help them with their diagrams.
- Brainstorm a list of things students know about baking and discuss how they could be used to compose a paragraph.
- Listen to students as they share their work on Worksheet B, noting their ability to create headlines, compose opening statements, questions and answers and add another quote to a newspaper report.

# The Bake-Off

## Worksheet A Identifying the main idea

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a picture about the main idea for each chapter of the book.

<b>Chapter 1 The Food Testers</b>	<b>Chapter 2 Unwelcome Challengers</b>
<b>Chapter 3 The Race is On</b>	<b>Chapter 4 An Eruption</b>
<b>Chapter 5 Caught on Camera</b>	

Write a short sentence about the main idea of one chapter.

# The Bake-Off

## Worksheet B Reading and writing a newspaper report

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make up three headlines for your interview. Add an opening sentence for one headline.

Conduct an imaginary interview. Ask three questions and make up some answers.

Name of person being interviewed:

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Use your interview questions and answers to add another comment to the report.

Make a diagram of the hall where the bake-off took place.