



Running words: 41

We Can Bake

by Emma Johansen

Book Summary

Baking is fun, especially when you help each other. Then, when all the hard work is done, you get to have the first taste!

Building Basic Skills

High-frequency words – I, in, the, We

Content words – butter, egg, flour, raisins, salt, sugar

Repeated phrases – I can put in the _____. You can put in the _____.

Phonics and phonemic awareness – consonant blend: fl; short vowel sound: egg, butter

Punctuation – fullstops

Skills and Strategies

We Can Bake can be used to introduce and reinforce the following skills and strategies:

- recognising the relationship between words and images
- pointing one-to-one at each word to ensure an appropriate match
- phonemic awareness
- making predictions.

Materials

- copies of words and punctuation from the Word Cards reproducible for this book, cut and ready for use
- copies of the BM, pencils

Introducing the text

Begin by discussing cooking at home.

- *Do you ever help your mum or dad bake?*
- *What kinds of things do you make?*
- *What ingredients do you use?*

Write the heading “Ingredients” on a whiteboard or sheet of paper and record them as they are mentioned in discussion or in the book.

Discussion Model

Using only the teacher’s copy, discuss each page of the book with the group. Ensure that the content words are integrated naturally into the discussion.

Cover – *What do you think this book is about? How can you tell? What are the names of these things?* (Point to the butter, bowl, beater, and spoons.)

Page 2 – *What is the boy putting into the bowl? Where does this ingredient come from?* (Write “butter” on your list.)

Page 3 – *What’s happening in this photograph? What does this ingredient taste like?* (Write “sugar” on your list.)

Page 4 – *Now what is the girl putting in? Where does this ingredient come from?* (Write “egg” on your list.)

Pages 5 to 7 – Continue to discuss the photographs and the ingredients, asking where they come from, and, if appropriate, what they taste like.

Page 8 – *Yum! What have the children made? What ingredient can you see?* (raisins)

Reading the Text

Hand one book to each child. Together, read the title and the name of the author on the cover and the title page.

Page 2 – Clarify where to begin reading, and ask the students to point to each word as you read the sentence aloud together.

Page 3 – Read this sentence aloud together and observe the accuracy of the students’ one-to-one matching and their return sweep between lines.

Pages 4 to 8 – Ask the students to read these pages quietly to themselves. If a student has difficulties, encourage the use of reading strategies such as attempting the initial sound of a word.

Revisiting the Text

- Discuss each photograph again and ask students what each ingredient is and what it might taste like. Ask individual students to point to the name of the ingredient on the word list you have made.
- Ask the students to identify the high-frequency words, “I”, “in”, “the”, and “We” from a variety of pages in the book.
- Using the Word Cards for this book, reassemble the sentences with the students.

Following Up

- Using the BM for this story, the students can complete the sentences using the pattern from the book.
- Students can think of something they have helped to bake and complete the sentence: I can help to bake _____.
- In pairs, students can take turns to read pages of the story to each other.