

# The Bakery

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**Level 13**

## Getting ready for reading

You may like to set the scene by making bread with the children. Alternatively, talk about what sorts of products bakers make, and ask children to suggest the sequence of activities bakers would complete to make the food found in the bakery. List these on the board

## Talking through the book

You might begin by saying: *This book tells us about how food is made at one bakery.* Ask the children to turn through the book and talk about what they can see happening in each photograph. Model words that may be outside the children's experience, for example for page 4 a child might say: *They are making a cake.* You might say: *Yes, it looks like a cake but they are actually mixing dough in a very large mixer. Dough is what bread is called before it is cooked.*

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

Encourage the children to support their answers with evidence from the book as they discuss these questions.

*When does a baker start work?*

*What do the bakers make?*

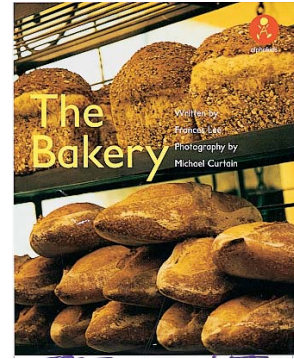
*Why does Terry start work later than the others do?*

*Why does Lee use a long paddle to put the loaves into the oven?*

### ***Being a code breaker***

Children may like to explore the following language features:

- the a\_e letter pattern: *bake, take, make, cakes, later*
- the spelling patterns used throughout the book to represent the long /a/ sound: *baker, cakes, bake, day, they, bakery, making, takes, trays, later*



## TEXT FEATURES

- **This book is an explanation text about work done at a bakery from the middle of the night through to the opening of the shop.**
- **It features full colour photographs that clearly show the working of the bakery.**
- **There is a variety of line length and sentence structure.**

### **Being a text user**

Discuss

*What type of a book is this?*

*What can you learn about bread from this book?*

Refer to the list of activities made while getting ready for reading, and compare these with the steps in the book.

*How were they the same? How were they different?*

### **Being a text critic**

Discuss:

*Is this the way that all bread is made?*

*In the book, all the bakers are men. Are all bakers men?*

*Does everyone buy bread from a bakery? Where else can you buy bread?*

## Literacy learning centres – follow-up activities

### **WORD CENTRE**

Children can read familiar texts to find and record words with a\_e letter patterns. These could be made into a chart and displayed in the classroom.

### **WRITING CENTRE**

Invite children to imagine a bakery shop they would like to visit. They can draw this and label the items in the shop. Ask the children to talk about their imaginary bakery with a partner, using their labelled drawing to point out the different features.

### **INTERACTIVE LITERACY CENTRE**

Children work in cooperative groups to list all the jobs the bakers need to do and then order these from first to last on a time line. Display these for children to compare and discuss.



### **BOOK BROWSING CENTRE**

Children will enjoy reading A. A. Milne's 'The King's Breakfast' in *When We Were Very Young*, in which the king would like 'some butter for the Royal slice of Bread'. *The Little Red Hen* is a traditional tale about making bread.

Other Alphakids books about food making include: *Making Butter*, *Making Bread*, *Making Lunch* and *Sandwiches*. Other books to include in the book browsing centre include *The Giant Jam Sandwich*, *The Sandwich that Max Made*, *The Big Block of Chocolate*.

### Keeping track

Children's ability to reflect on interpretive aspects of text provides insight into their ability to think critically about what they read.