

Making Bread

Written by Sarah O’Neil

Illustrations by Marjory Gardner

Level 12

Getting ready for reading

You may like to try making bread animals at school with the children. If you do, label the animals by writing each child’s name on baking paper next to their animal or you are likely to have the same trouble as the children in the book.

Otherwise you could talk about any cooking experiences the children have had. What did they make? Did it look the same after it was cooked?

Talking through the book

Discuss the steps that would be needed to make bread animals, and list these on the board for future reference. If you have actually made bread animals in class, list those steps. If not, list what the children think should happen.

As you are doing so you may draw out and list some of the technical terms used in the book, for example: *dough, ingredients, utensils yeast, knead*. You might say: *What would the children need to make the bread? Yes those are called the ‘ingredients’, and so on.*

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.

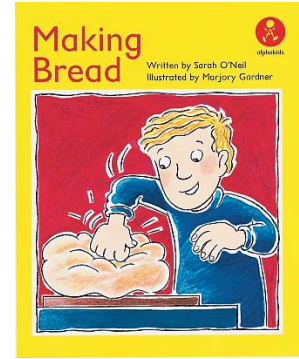
Being a meaning maker

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

How do you make bread?

Why did the children bash and crash and pull and push the bread?

Why did the bread animals change shape?



TEXT FEATURES

- **This book recounts the attempts of some school children to make bread animals at school. It is based on a real experience.**
- **The text is an instructional text as it has a goal of making bread, the materials are listed and the method for doing the activity is described.**
- **It contains illustrated lists of ingredients and utensils.**
- **The illustrations support and extend the text.**
- **Sentences are simple and short.**

Being a code breaker

Children may like to explore the following language features:

- silent /k/ in knead. List other words that have silent /k/, for example:
knit, knee, knight, know, knew, knife.

Being a text user

Discuss:

Is this a good book to learn how to make bread?

How is this book the same as a conventional recipe book? How is it different?

You may like to refer children to the list of steps on how to make bread animals created when talking through the book and compare and contrast this with the book.

Literacy learning centres – follow-up activities

WRITING CENTRE

Children could innovate on the text by writing their own retelling of a cooking exploit they have experienced.

Alternatively, they could make a poster advertising the food they like to eat. They can brainstorm and use words used in advertisements that make people want to eat the food.

WORD CENTRE

Children can read familiar text and search picture dictionaries to compile an illustrated chart of silent 'k' words

INTERACTIVE LITERACY CENTRE

Have children collect the wrappers for bread, biscuits or chips and analyse the ingredients in the food. How are the ingredients different from the ingredients in *Making Bread*?

BOOK BROWSING CENTRE

Children can read books such as *Roald Dahl's Revolting Recipes* by Roald Dahl, and various versions of *The Gingerbread Man*. Children could also browse in simple cookery books to explore how recipes are written.



Keeping track

Observing children as they compare their own ideas with those in a book provides opportunity for insight into their understanding of the literal and inferential levels of text.