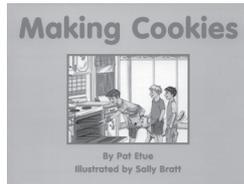


MAKING COOKIES

Written by – Pat Etue
 Illustrated by – Sally Bratt
 Set 9 – 151 words

Building Anticipation – Setting the Context

Hold a discussion about helping at home. Ask: *Who likes to help at home? Do you like to help with the cooking? What kinds of things do you make?* Let the children share their experiences.



Introduction

Introduce the book. Show the book and say: *This is a book called 'Making Cookies'. Nick and his friend Tom want to help Mom make chocolate chip cookies. Nick has a dog named Bowser who wants to help too.*

Give each child a book. Show the illustration on page 8 and review the character's names. Be sure that the children notice the chocolate chip bag.

Have the children predict and locate familiar words to build confidence. Then have the children predict the letter or letter clusters for *chocolate* and *Nick*. Locate the words to confirm their predictions.

Give the children a few moments for an independent book walk. Then ask the children to read to find out how the cookies tasted.

Discussion - Book Talk

Ask: *How did the cookies taste?* Have the children support their responses by using the text. There are two text features to point out to the children, the exclamation mark and a word in bold face type.

Discuss the text features by asking: *Why did the author use an exclamation mark after 'Woof'?* *Why did the author write the word 'gone' in bold type?* Let the children talk for a moment about using those text features in their own writing.

Responding Creatively - Independent Practice

Children can:

- use the Story Strip on the reproducible master to retell the story.
- use the text and illustrations in the book to write a procedure for making chocolate chip cookies.
- make chocolate chip cookies together following a class recipe. Record the recipe to take home.
- draw the kitchen tools they need to make cookies. Under each tool write a word or a sentence to tell what each does.

Read Aloud Connection

One, Two, Three, Four, by Claude Belanger, Rigby, 1997.
Spot Bakes a Cake, by Eric Hill, Puffin Books, 1994.

Learning About Language - Focused Teaching

High Frequency Words	stay, made, cried	Practice making the words with movable letters. Practice writing on an erasable board.
Letters and Letter Clusters	<i>oo- oven</i> <i>cb - chocolate</i> <i>cr - cried</i> <i>st - stay</i> <i>wb - who, where</i> <i>sm - smell</i>	Brainstorm words that begin with the selected letter cluster. How many other words can you find that begin with this letter cluster? Record the words you find.
Onset and Rimes and Word Families	now, cow, bow, pow-wow made, spade, fade, jade, trade, wade	Use movable letters to make words that rhyme with <i>made</i> .
Word Endings	<i>y - ready</i> <i>e - some, like, where, here, are, make, made, chocolate</i>	Brainstorm a short list of words that end with <i>y</i> . How many other words can you find? Record the words you find on the list.
Compound Words	outside, inside	Highlight the word that is the same in each. Find and record on a chart other compound words you can find with <i>side</i> in them. (Allow children a few days for finding and recording).
Contractions	I'm, can't, let's	Write the full form for each contraction.
Text Features	Bold font – gone	Encourage children to use this feature in their own writing.

Story Strip
