

Cooking for Mum

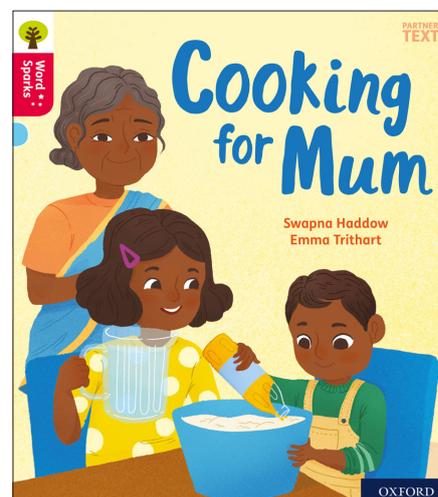
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Text type: Fiction, Familiar Setting, Partner Text

GPCs: Adjacent consonant words (CVCC)



Focus words: among, audience, effort, forever, friendly, powerful

Synopsis

In this story, Yash and Meena learn to cook stuffed rotis with their grandma (Nani). However, Yash and Meena aren't very good at working together, so they end up in a bit of a mess. They have to learn to work as a team and take turns to help, so they can finish the rotis.

How to use this book

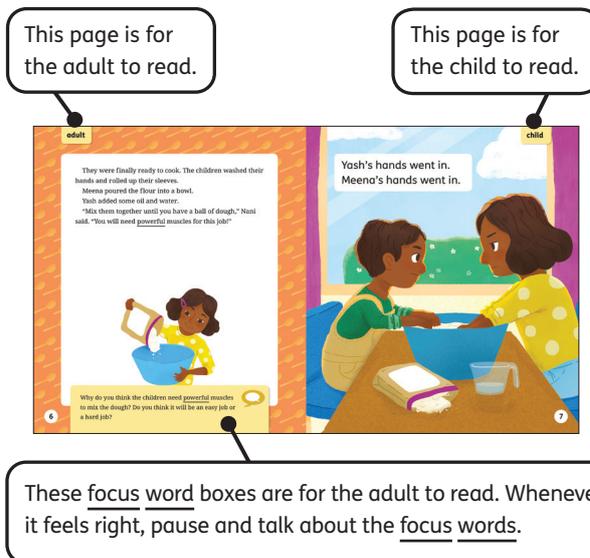
Each *Word Sparks* book contains a small number of focus words. The focus words are to discuss with the child. The child may be able to decode some of these words themselves.

You might like to read the book more than once:

First read: Focus on understanding and enjoying the book.

Second read: Encourage fluent sounding out and blending.

Third read: Look in more detail at the focus words or follow a particular learning focus that you're working on.



Group/Guided reading

Introducing the book

- Look together at the cover and ask the children to read the title to you.
- Open the book and explain how it works: you will read the left-hand page and then the children will read the right-hand page.

Strategy check

Before reading, draw the children's attention to the word reading strategies that they are currently developing. For instance, as they read, encourage the children to sound out and blend new words, e.g. 'j-u-s-t, just'.

This book includes a number of decodable words, providing opportunities for the children to practise the skill of sounding out and blending. There are also some common exception words (also known as high-frequency tricky words) in the book. Support the children with these words, pointing out the 'tricky' part

(e.g. the 'u' in 'out' sounds /ow/) and encouraging them to use their phonics knowledge to blend the rest.

Reading the book

- Read the adult page to the children, pointing out what is happening in the picture.
- Whenever you come across a focus word which is underlined in the adult text, check the children's understanding of the word in the context.
- Ask the children to read the child page aloud, supporting where necessary with any unfamiliar words or concepts. Praise and encourage them as they read.
- On p6, talk to the children about why it is important to wash their hands and roll up their sleeves before cooking.

Returning to the book

- Talk to the children about a time they did some cooking with a grown-up. Ask them what they made and what they enjoyed most about it. (Evaluating and responding)
- Now look at p9. Ask: *How do you think the children feel after dropping the bowl?* (Drawing inferences)
- Re-read the adult text on p10. Ask the children what lesson Meena and Yash have learned. (Drawing inferences)
- Re-read the adult text on p14. Ask the children to listen for a word that means 'tasty'. (delicious) (Understanding vocabulary choice)

Independent reading

- Introduce the book as in the *Introducing the book* section above.
- Encourage the child to read their parts of the book using their phonics knowledge as independently as possible.
- Encourage them to sound out and blend new words that they come across. Remember to give lots of encouragement and praise.
- Use the focus word boxes to discuss the focus words.

Speaking and listening

Encourage the children to talk about their favourite food. Ask them to talk about how they think it's made or what it's made of.

Taking vocabulary further

- Encourage the children to draw a picture of something they would like to cook and support them in labelling as many of the ingredients as they know. You could extend the activity using the Silly Sentences Activity Sheet, where the words used are different ingredients.
- Encourage the children to spot the focus words wherever they can, for example in other books they are reading or listening to, during conversations or while watching television.

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