

## **LPF Reading Exemplar**

### **The Chocolate Cake**

#### **Task Description**

In this reading activity, students read a story about two children making a dessert for their family. Students then responded to the related questions.

#### **Preparation**

Before the reading activity, the teacher helped students focus on the topic by eliciting their experience and knowledge of desserts. The teacher also guided them to predict the story based on their prior knowledge and experience by asking the following questions:

- Why did the children make the cake?
- Who was the cake for?
- What ingredients did they need to make it?
- Could they make a nice cake?
- How did they like it?

## Learning Outcomes: ATMs 3-4

### ATM 3

Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate

### ATM 4

Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate

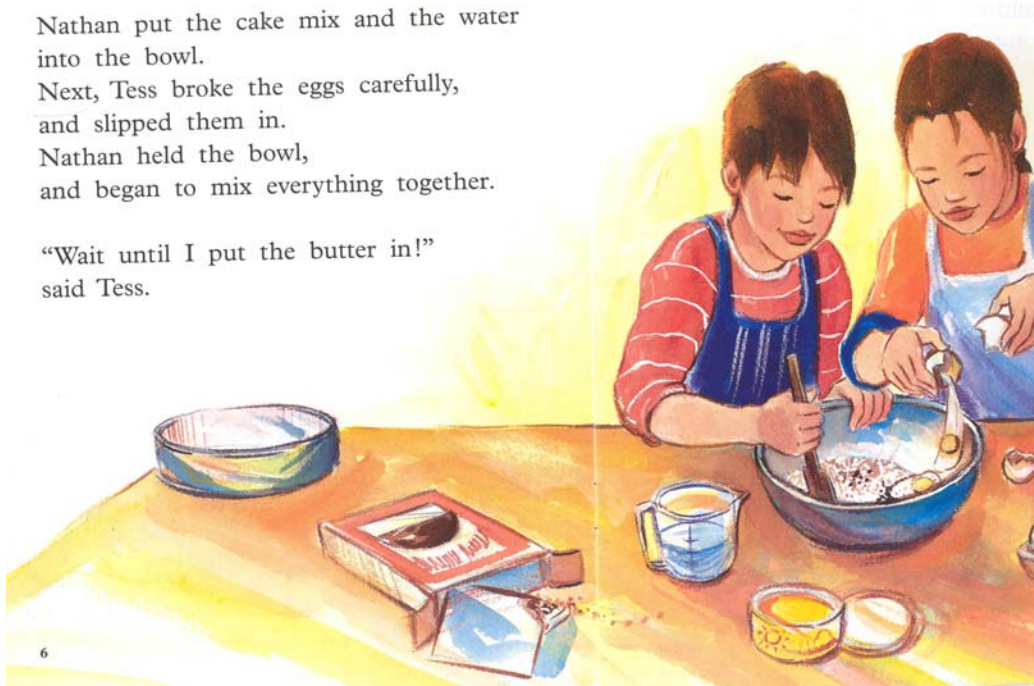
Questions	When students respond to the questions appropriately, they can:
<p>1. Tess and Nathan decided to make a cake because: (You can choose more than one answer.)</p> <p><input checked="" type="checkbox"/> a. <i>It was raining.</i></p> <p><input type="checkbox"/> b. They were hungry.</p> <p><input checked="" type="checkbox"/> c. <i>They were too bored.</i></p> <p><input type="checkbox"/> d. Their mother told them to make a cake.</p>	<p>ATM 3</p> <ul style="list-style-type: none"><li>identify the main idea and some supporting details explicitly stated in the text, e.g. ‘We can’t go outside. The backyard is covered in water.’</li></ul>
<p>2. Put the steps of making the chocolate cake in order from 1 to 6. The first one is done for you.</p> <p><input type="checkbox"/> 4 a. <i>Stir the cake mixture until it is thick and smooth.</i></p> <p><input type="checkbox"/> 2 b. <i>Break the eggs and slip them into the bowl.</i></p> <p><input type="checkbox"/> 6 c. <i>Put the cake tin into the oven for half an hour.</i></p> <p><input type="checkbox"/> 3 d. <i>Put the butter in the bowl.</i></p> <p><input type="checkbox"/> 5 e. <i>Pour the mixture into a cake tin.</i></p> <p><input type="checkbox"/> 1 f. Put the cake mix and water into the bowl.</p>	<p>ATM 4</p> <ul style="list-style-type: none"><li>follow ideas by<ul style="list-style-type: none"><li>- recognising the simple text structure of a narrative text to describe the cooking procedures signalled by the semantic clues, e.g. ‘Let’s get started.’</li><li>- understanding the use of cohesive devices, e.g. the connectives ‘Next’, ‘then’ and ‘until’ to show the steps</li></ul></li></ul>

<p>3. Read the sentence ‘We made a mistake...’ on page 12. What was the mistake made by the children? What happened to the cake?</p> <p><u><i>They forgot to put some paper in the tin.</i></u> <u><i>The cake was broken / stuck to the tin.</i></u></p>	<p>ATM 3</p> <ul style="list-style-type: none"> <li>infer information by using clues in close proximity, e.g. ‘We forgot to put some paper in the tin, first.’, ‘It’s all broken!’</li> </ul>
<p>4. Tess and Nathan made a dessert for Mum and Dad after dinner. What did they use to make the dessert?</p> <p><u><i>A banana, some custard, ice cream, and bits of cake.</i></u></p>	<p>ATM 3</p> <ul style="list-style-type: none"> <li>locate specific information by identifying some supporting details explicitly stated in the text, e.g. describing the steps in making a dessert</li> </ul>
<p>5. Mum and Dad felt that the cake was wonderful. Why?</p> <p><u><i>Dad likes chocolate cake. / The children tried hard to make the cake look beautiful. / The children could solve their problem.</i></u> <i>(Accept any reasonable answers.)</i></p>	<p>ATM 4</p> <ul style="list-style-type: none"> <li>deduce the reason why Mum and Dad like the cake by using semantic and syntactic clues in their responses to the cake, e.g. ‘That looks wonderful!’, ‘It’s delicious! This is the very best sort of chocolate cake!’</li> </ul>

Extract from **The Chocolate Cake** by **Dawn McMillan** (pp. 6-9 & 12)

Nathan put the cake mix and the water  
into the bowl.  
Next, Tess broke the eggs carefully,  
and slipped them in.  
Nathan held the bowl,  
and began to mix everything together.

“Wait until I put the butter in!”  
said Tess.



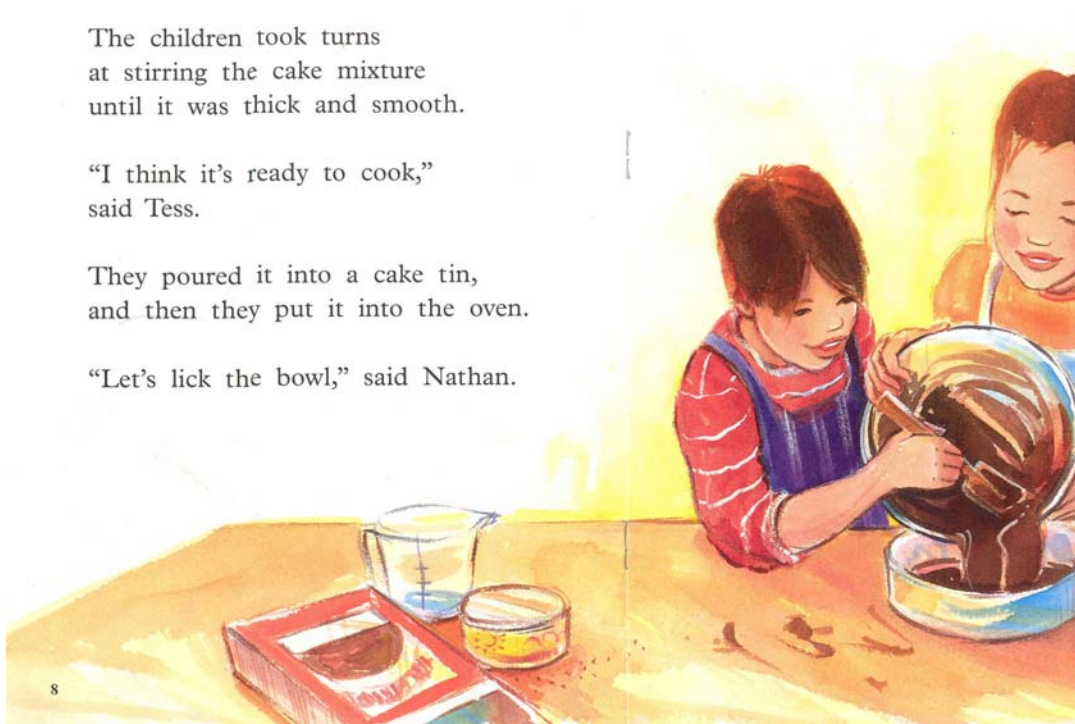
(Materials adapted from **The Chocolate Cake** – Text by **Dawn McMillan** and  
**Illustrations** by **Meredith Thomas** with the permission of **Cengage Learning**)

The children took turns  
at stirring the cake mixture  
until it was thick and smooth.

“I think it’s ready to cook,”  
said Tess.

They poured it into a cake tin,  
and then they put it into the oven.

“Let’s lick the bowl,” said Nathan.



(Materials adapted from **The Chocolate Cake** – Text by **Dawn McMillan** and  
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Part of the cake was on the plate,  
and part of it was still stuck  
to the tin.

“We made a mistake,” cried Tess.  
“We forgot to put some paper  
in the tin, first.”

Nathan and Tess were upset.

“It’s no good!” said Tess.  
“It’s all broken!”

Nathan looked at the bits of cake.  
“I’ve got an idea!” he said,  
then he whispered to Tess.

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