



Cupcake Day

SPCA Cupcake Day
Mini-Unit

Level 1



Unit Overview and Timeframe

The process of baking and selling s as part of SPCA Day can provide teachers with an engaging and motivating learning context that can be linked to a variety of learning areas in the New Zealand Curriculum.

The following mini-unit gives teachers an idea of a weekly plan that could be used if their class is planning on taking part in SPCA Day and they would like to theme all of the week's learning around baking and selling s.

It has been designed to meet the Achievement Objectives at Level One of the New Zealand Curriculum and is aimed at Year 1 and 2 students. Similar activities are provided in the Level Two version of this weekly plan and teachers may want to swap out some of the activities in this plan for some of the activities in that plan, depending on the level and learning needs of their students. For further information about these mini-units, see the SPCA Day Lessons Introduction.

New Zealand Curriculum Links

Key Competencies

Thinking

- * As this unit covers a number of curriculum areas, and all of the learning for the week is themed around SPCA Day, students will be making connections between different areas of learning. They are given the opportunity to work through a number of stages of the process of organising an event or project of this nature. This will give them an understanding that carrying out an event or project of this nature draws upon a number of different skills.

Using language, symbols and texts

- * Students will be reading and creating recipes. As part of this they will be learning new, topic specific vocabulary and how a specific text type is written to suit its purpose.
- * Students will also be using mathematical and scientific language related to cooking.

Managing self

- * Depending on how this unit is facilitated, in small groups students will be responsible for

the creation of s to contribute to the class SPCA Day bake sale. They will have ownership of this process as they use information they collect to make decisions about the flavour and decoration of their s.

Relating to others

- * Students will be working in groups throughout the week. They will be required to share ideas, listen to one another, negotiate ideas and support one another to successfully bake and sell their s.

Participating and contributing

- * Through participating in SPCA Day students will be giving their time and effort to raise money to support a charity that works in communities throughout New Zealand.
- * Students will develop an awareness of the fact that some organisations are run as charities that rely on the support of volunteers to operate effectively. This will give them an insight into the importance of people being involved in these types of organisations in their community.

Learning Areas Level 1

English

Listening, Reading, and Viewing

Processes and Strategies

- * Acquire and begin to use sources of information, processes, and strategies to identify, form and expresses ideas.
- * Indicators:
- * Uses sources of information (meaning, structure, visual and grapho-phonetic information) and prior knowledge to make sense of a range of texts;
- * Associates sounds with letter clusters as well as with individual letters;
- * Uses processing and some comprehension strategies with some confidence.

Ideas

- * Recognise and identify ideas within and across texts.

Indicators:

- ~ Makes meaning of texts by identifying ideas in some texts.

Language Features

- * Recognise and begin to understand how language features are used for effect within and across texts.

Indicators:

- ~ Recognises a large bank of high-frequency and some topic-specific words.

Structure

- * Recognise and begin to understand text structures.

Indicators:

- ~ Understands that the order and organisation of words, sentences, and images contribute to text meaning;
- ~ Recognises some text forms and some differences between them.



Speaking, Writing and Presenting

Processes and Strategies

- * Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

Indicators:

- ~ Has an awareness of the connections between oral, written, and visual language when creating text;
- ~ Creates texts by using meaning, structure, visual and grapho-phonetic sources of information, prior knowledge, and some processing strategies with some confidence;
- ~ Is becoming reflective about the production of own texts;
- ~ Begins to monitor, self-evaluate, and describe progress.

Ideas

- * Form and express ideas on a range of topics.

Indicators:

- ~ Forms and expresses simple ideas and information, usually drawing from personal experience and knowledge;
- ~ Begins to support ideas with some detail.

Language Features

- * Use language features, showing some recognition of their effects.

Indicators:

- ~ Uses some oral, written, and visual language features to create meaning and effect;
- * Uses a range of high-frequency, topic-specific, and personal-content words to create meaning.

Structure

- * Organise texts, using simple structures.

Indicators:

- ~ Uses knowledge of word and sentence order to communicate meaning in simple texts;
- ~ Begins to sequence ideas and information.

Mathematics and Statistics

Number and Algebra

Number Strategies

- * Use a range of counting, grouping, and equal sharing strategies with whole numbers and fractions.

Statistics

Statistical Investigation

- * Conduct investigations using the statistical enquiry cycle:
- * Posing and answering questions;
- * Gathering, sorting and counting, and displaying category data;
- * Discussing the results.

Geometry and Measurement

Measurement

- * Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units.

The Arts

Visual Art

Developing Practical Knowledge

- * Explore a variety of materials and tools and discover elements and selected principles.

Developing Ideas

- * Investigate visual ideas in response to a variety of motivations, observation, and imagination.



Technology

Technological Practice

Brief Development

- * Describe the outcome they are developing and identify the attributes it should have, taking into account the need or opportunity and the resources available.

Outcome Development and Evaluation

- * Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes.

Science

Nature of Science

Investigating in Science

- * Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.

Material World

Properties and Changes of Matter

- * Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled.

Resources and Materials

Supporting Resources

- * [SPCA Day](#)
- * [NZ Maths - Money for Starters Copymaster](#)
- * [Ready to Read - Fleeb Makes Scones, Yvonne Morrison](#)

Downloadable Resources

- * [Animals' Needs](#)
- * [Cooking Verbs](#)
- * [Honey Bunny's Recipe](#)
- * [How Funds Raised Help the Animals](#)
- * [Mixing, Heating and Cooling](#)





Weekly Overview



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Writing – Five Senses Descriptions</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Use our five senses to write a description. 	<p>Reading – Shared Reading</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Identify the features of a recipe. 	<p>Maths – Measurement, Volume</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Explain why we need to measure ingredients when we bake. * Explore the volume of different cup and spoon measurements. 	<p>Baking the s Science – Mixing, Heating and Cooling</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Observe and describe the changes that happen when materials are heated and cooled. * Observe and describe the changes that happen when materials are mixed. 	<p>Decorating s and Stall Set Up</p>
<p>Reading – Shared Reading</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Break up words and use sounds and letter clusters we know to help us read new words. * Use clues in the text to help us work out the meaning of new words. 	<p>Writing – Writing Recipes – Fleeb Makes Scones</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Sequence our ideas in order from first to last. 	<p>Reading – Shared Reading</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Explain what a verb is. * Identify verbs in the text. 		
MORNING TEA				
<p>Mathematics – Surveys</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Ask questions that will help us find out what flavours people enjoy. * Collect data to answer the questions we have asked. * Use tally charts to record the data we are collecting. 	<p>Maths – Pictographs</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Display the data we have collected using a pictograph. * Discuss the results of the data we have collected. 	<p>Technology – Developing Flavours</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Describe the need we are developing an outcome for. * Develop a design brief that identifies the key attributes the s should have. * Create a that meets the key attributes of the design brief. 	<p>Writing – Writing Recipes – Fruit Kebabs</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Use the correct structure to write a recipe. * Sequence our ideas in order from first to last. 	<p>Maths – Counting Money</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Use counting and grouping to add money.
LUNCH				
<p>Art – Advertisement Posters</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Explore the way we can use size and colour to create a poster that will get people’s attention. * Explore the way we can organise words and pictures to create a poster that will get people’s attention. 	<p>Art – Advertisement Posters</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Explore the way we can use size and colour to create a poster that will get people’s attention. * Explore the way we can organise words and pictures to create a poster that will get people’s attention. 	<p>Writing – Evaluations</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Expand on our ideas using some detail. 	<p>Reading – Shared Reading</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Break up words and use sounds and letter clusters to help us read new words. * Say the sound that <i>insert letter cluster</i> here makes. * Identify words with the <i>insert letter cluster here</i> sound. 	<p>Reflection</p> <p><u>WALT</u></p> <ul style="list-style-type: none"> * Develop an awareness of SPCA and the work that they do. * Reflect on what we have learnt.

Learning Experiences

Monday



Introduction

Take some time on Monday morning as part of your morning messages to set the context for the week. Depending on what you have already told the students about their participation in SPCA Day, cover the following discussion points:

- * What SPCA is.
- * What work SPCA does.
- * What it means to be a charity.
- * The purpose of SPCA Day and why they are participating.
- * How they are helping SPCA by participating in SPCA Day and the types of things the money they raise might be used for.

Refer to SPCA Kids' Portal

What we do for information to share with your students.

Writing – Five Senses Descriptions

Learning intentions

We are learning to...

- * Use our five senses to write a description.

Preparation

As motivation for this lesson and for the coming week, students will be eating a . Prepare enough mini-s (or portions of larger s) for each student to try one in preparation for this lesson.

Introduce, or recap, what the five senses are. Explain to students that they are going to be eating a and that when they eat that you want them to think carefully about each of the five senses. Before they eat it, what does it smell like and what does it look like? While they eat it, what does it taste like, what can they hear and what does it feel like?

Give students the s to eat.

After students have finished eating, organise students into pairs and ask them to share words that describe their experience using each of their five senses. Once students have had a chance to share with a partner, invite students to share back ideas in a whole class discussion. As students share,

record their ideas to create a word bank to support them in their independent writing. This can also be used as an opportunity to extend on some of the words students suggest and introduce new, more descriptive vocabulary.

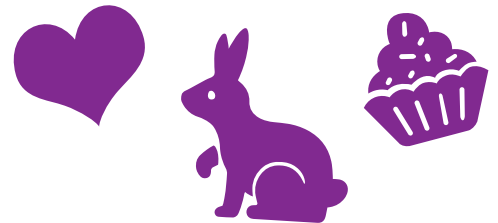
What they can hear and what they can feel might be the more challenging senses for students to describe. Encourage them to think about what the class sounded like while everyone was eating; was it silent because everyone was enjoying their , could they hear a low chewing sound? Encourage them to think about the texture of the ; was it soft and squishy, was the icing sticky on their fingers?

Provide students with sentence starters that they can use to write five sentences that describe eating the in relation to each sense. Organise students back into their pairs and ask them to practise forming sentences orally using the sentence starters with either their own words or words from the word bank. Model the writing for students as necessary.

Once students have had sufficient modelling and oral preparation, they can write their five sentences.

Adapt this motivation and oral preparation process and organise the students' independent writing time to suit your normal writing programme so that students will receive the support they need.

Reading – Shared Reading



Learning intentions

We are learning to...

- * Break up words and use sounds and letter clusters we know to help us read new words.
- * Use clues in the text to help us work out the meaning of new words.

In order to allow teachers to continue their daily instructional group reading programme, the reading activities that are provided as part of this mini-unit are for shared reading only. There are accompanying follow up activities that can be done by students instead of their normal independent rotation activities if these can be suitably incorporated into your reading programme for the week.

You can either use the recipe provided as the text for shared reading for the week by downloading the [Honey Bunny's Recipe](#) sheet, or find and adapt a recipe that you feel will be more suitable for the reading level of your students.

Use this first session of shared reading to introduce the recipe to your students, decode and introduce any necessary vocabulary prior to reading and allow students to make predictions about the meaning of some of content vocabulary during reading. The specific words that your students will need support with and whether they can be scaffolded to decode and make meaning or whether they need to be explicitly told will depend on the range of reading levels in your class. As such, we have left it up to teachers to plan for their students' specific level and learning needs.

For their follow up activity, students can illustrate each of the steps of the recipe. This will provide them the opportunity to re-read the text after reading it as a class and reinforce the meaning they made from the text with the new vocabulary. A copy of the recipe with space for the illustrations has been provided on the [Honey Bunny s Recipe](#) sheet. This same format could also be used if you have found and adapted your own recipe.

Extension

To provide students with an opportunity to develop their knowledge of animals, there is an matching and memory game that can be played by students as one of their independent literacy rotation activities this week. Download the [Animal's Needs](#) sheet, print onto light card and then cutout each of the cards. Students can first match the pictures to the word describing an animal's basic need and then once they have matched them all they could be turned over and played in pairs as a memory game. Each word appears twice as there are two pictures depicting each word.

Mathematics – Surveys

Learning intentions

We are learning to...

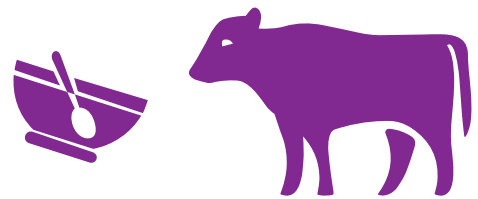
- * Ask questions that will help us find out what flavours people enjoy.
- * Collect data to answer the questions we have asked.
- * Use tally charts to record the data we are collecting.

Remind students who they will be selling s to on SPCA Day. Ask students what these people are going to want from the s if they are going to buy them. Focus in on the point that they are going to be looking for s that they think will taste nice and are in flavours that they enjoy eating.

Ask students what ways they can think of that will help the class to decide what different s they should make that people will want to buy. Introduce them to statistics and data collection by explaining that if we ask the right people, the right questions, we can find out some information from them that will help us to make decisions like this.

Ask students to discuss with a partner who they think they could ask and what question or questions they think they could ask to find out some information about what flavours will be popular for people to buy on SPCA Day. Once they have discussed with their partner, invite some students to share their ideas with the class.

Using their ideas, generate a survey question or questions that would be suitable for them to go around the school and ask other classes that will allow them to find out what the most popular flavours are.



Once the survey question or questions have been generated, ask students what they think might happen if they have to ask everyone individually – it will take a long time, they will get a huge variety of answers, etc. Explain to them how we can give people some options and they just choose the option that is the best fit for them. For example, if we give the option of fruity s this covers people whose favourite s are banana, apple, blueberry, etc. Ask students to discuss with their partner what different options they could give people to choose from. Once they have discussed with their partner, invite some students to share their ideas with the class.

Using their ideas, decide on a few options that they would like to include as their potential responses.

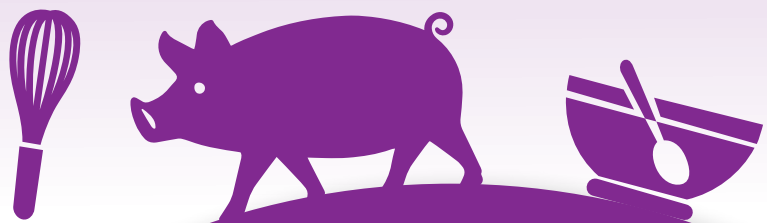
Now that you have got a survey question or questions and some available responses, show students how they can create a tally chart to organise their responses and then how to use tally marks to record the data they collect. Get students to either draw up their own charts or provide them with a template to fill in.

Organise the students into small groups and then send them to a class each around the school to collect the data. If your SPCA Day buyers are not other students in the school and are going to be families or other members of the school community, students could still collect data from other classes to get a general sample of what flavours people like. This also gives students the opportunity to practise collecting and recording data. Students may also want to take their question home and collect responses from members of their family too.

When students bring their data back to class, collect their response sheets to be used in a later session.

Tip

This lesson assumes students are relatively new to the process of posing a question for a statistical inquiry and collecting data using tally charts; if your students already have exposure to this process, adapt the lesson accordingly. If students are new to this process, let other teachers know prior to your students visiting their classrooms so that they can provide support as your students ask their question and count and record their responses.



Art – Advertisement Posters



Learning intentions

We are learning to...

- * Explore the way we can use size and colour to create a poster that will get people's attention.
- * Explore the way we can organise words and pictures to create a poster that will get people's attention.

Explain to students that in order to get people to buy their s they will need to let them know about their SPCA Day bake sale so that they bring money ready to buy the s. To make sure that people know about it, they are going to be making posters to advertise their SPCA Day sale.

Ask students to discuss with a partner what type of information they think would be useful to include on their poster. Once they have had time to discuss this with their partner, invite some students to share their ideas with the class. Ideas may include, but are not limited to; when the bake sale will be held, how much the s will cost, where the bake sale will be taking place, what the bake sale is for, etc. Provide students with this information so that they have the necessary content for their posters.

Explain to students that the information included on a poster is important, but the way it is designed is also important. They have to make some important decisions when they design their poster so that it will catch people's attention and make them want to stop and read it. Ask students to discuss with a partner what things they could do to make their poster catch people's attention. You may want to provide students with some examples of posters to help prompt their discussion. Once students have had time to discuss their ideas with their partner, invite them to share their design ideas with the rest of the class. Ideas may include, but are not limited to; colours that stand out, colours that are easy to read together, writing in large, bold writing, not having too much information for people to read, use of pictures, but not too many that people don't know where to look, putting the most important information in a larger size and at the top and in the middle, rather than squished up small at the bottom, etc. Illustrate these different concepts to your students as you are discussing so that they can see why they are important.

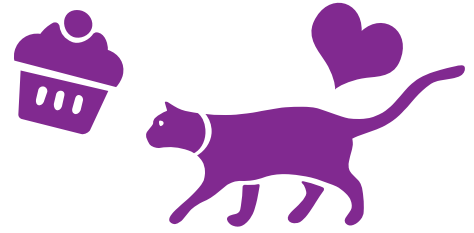
Co-construct the success criteria with the students for their posters. Also, choose a medium that you would like students to use to create their posters.

Give students time to complete a draft version of their poster. Once complete, ask them to return to the success criteria and determine if they have met it or if they need to make any revisions to their draft. After they have self-assessed, they could also peer assess and make any necessary revisions.



Tuesday

Reading – Shared Reading



Learning intentions

We are learning to...

- * Identify the features of a recipe.

Re-read the recipe that is being used for the shared reading sessions this week.

The focus of today's session will be on the structural features of a recipe as a procedural text. After reading the text, ask students what they notice about the recipe and how it is written that would help people to successfully make the scones. Annotate the text with the structural features to refer back to later.

For their follow up activity, students can complete their illustrations of each of the steps of the recipe that they started after yesterday's shared reading session.

Writing – Writing Recipes – Fleeb Makes Scones

Learning intentions

We are learning to...

- * Sequence our ideas in order from first to last.

Begin the session by reading the Ready to Read text 'Fleeb Makes Scones', by Yvonne Morrison with the class. Students will use this text to write a basic outline of a scone recipe.

Refer back to the recipe you have looked at during shared reading time and recap how the steps are written in sequence. Use this to co-construct the success criteria with students for their recipe.

Ask students to orally recap with a partner what Fleeb and the children had to do to make the scones. Once students have had a chance to share with a partner, invite students to share back ideas in a whole class discussion. As students share, record their ideas to create a word bank to support them in their independent writing. Model the writing for students as necessary.

Once students have had sufficient modelling and oral preparation, they can write their recipe.

Adapt this motivation and oral preparation process and organise the students' independent writing time to suit your normal writing programme so that students will receive the support they need.

At the end of the session, refer back to the success criteria and give students the chance to reflect on their writing.



Maths – Pictographs

Learning intentions

We are learning to...

- * Display the data we have collected using a pictograph.
- * Discuss the results of the data we have collected.

In yesterday's session, students went and asked other classes what their favourite flavour was. Today's session will focus on displaying their data in the form of a pictograph and then making statements about this data.

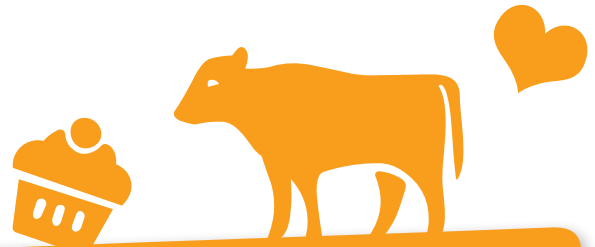
Organise students back into the groups they completed their survey with and give them back their tally chart response sheets. Ask them what each of the individual tally marks represented. Give each of the groups enough small squares of paper so that they will have one for each person they surveyed. Get them to draw a person on each. Alternatively, when you prepare for this lesson you could just create squares of paper with pictures of people already on them.

Once each group has got enough people squares, give them the labels of the different flavours. Ask students to use the labels and sort their people squares in a way that shows how popular each of the flavours were and allows them to quickly see which flavours were the most popular. Allow students to experiment with how they sort them. Depending how groups have sorted their people squares and labels, facilitate a discussion and show an example of how they can be sorted into

columns or rows next to one another with the labels next to them or below them, to allow people to get a quick picture of the relative popularity of each.

Give each group a large piece of paper and get all groups to organise their people and labels in the form of a pictograph and glue them onto the piece of paper with the title being the classroom number that they visited to collect the data.

Once all groups have created a pictograph, display these and get students to look at everyone's results. Ask them to discuss the results in their groups.



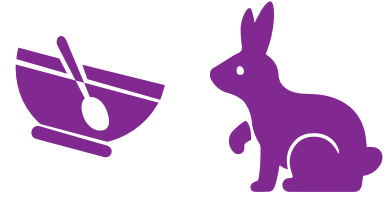
Preparation

In preparation for this lesson, cut out enough small, identically sized, paper squares to represent each person surveyed for students to make pictographs with in their groups. Also make a set of labels with the names of each of the flavours for each group. Depending on the level of exposure to pictographs students have had, you may also want to make a pictograph with all of their data and one picture representing multiple people to discuss at the end of the session.

Extension

- * If students have already been introduced to creating pictographs, you could set them this task from the beginning and in their group they could work through the whole process from start to finish.
- * If students are confident users of pictographs, you could present them with the pictograph that includes all of the data and one picture representing multiple people. Ask them to discuss these results in their groups and then share back to the whole class.

Art – Advertisement Posters



Learning intentions

We are learning to...

- * Explore the way we can use size and colour to create a poster that will get people's attention.
- * Explore the way we can organise words and pictures to create a poster that will get people's attention.

Students worked on their draft posters in yesterday's session; continue from where they got up to and then publish them. If students do not finish their publishing in this session, it could be completed during independent learning time in tomorrow's reading session.

After they have completed their publishing, you may want to provide some time for students to share and reflect on the success criteria as a class. Some students could show their posters to the class and explain one of the ways they used colour, size or organisation to capture people's attention. Alternatively, students could be grouped in small groups to give everybody a chance to share.

Wednesday

Maths – Measurement, Volume



Learning intentions

We are learning to...

- * Explain why we need to measure ingredients when we bake.
- * Explore the volume of different cup and spoon measurements.

Remind students of the text you have been using for shared reading this week and that one of the features of a recipe is the list of ingredients with the quantity needed for each. Ask students why they think it is important for the recipe to tell us how much of each ingredient we need; why can't it just say butter, flour, sugar, eggs, etc.? Explain to students that one way ingredients are measured for recipes are using cups and spoons and that there are special baking cups and spoons that are the same size so everyone is using the same amount. Today students will have a chance to explore three different stations that will give them a chance to experiment with different cup and spoon measures. We suggest using standard measuring cups and spoons for these, even though at this level most students will still be learning about non-standard units of measurement.

Set up the following three stations and allow students to spend the session rotating around these to explore the different units. If it is practical, set these stations up outside as some involve water.

Preparation

The three exploratory stations in this session require various pieces of baking equipment. Depending on what equipment is available at your school, and to provide a good range of equipment, it may be useful to ask families in advance if they have any equipment they would allow your class to borrow for the day.

Station One

Provide students with a range of different measuring cups; this could be a mixture of whole cup measures and the sets that have scoops in a quarter of a cup, a half of a cup, a third of a cup and one cup. Try to provide a range of cups in different shapes so that they don't all look the same size. Also provide some extra containers for tipping water into.

Set up a large tub(s) of water for students to use to fill the cups.

Students will use water to investigate the relative volume of the different cups to see which ones are the same and how many of the smaller cups are needed to make up the bigger cups.



You may want to guide the students' exploration with the following prompts:

- * Predict which cups you think will fit the same amount of water in them. Test your predictions. How did you test your predictions?
- * How many of the smaller cups do you need to fill the bigger ones?



Station Two

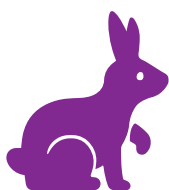
Provide students with a range of different measuring scoop sets that will provide them with measures of a quarter of a cup, a half of a cup, a third of a cup and one cup. Also provide a range of different sized and shaped containers that have a volume of greater than one cup but will be able to be filled exactly with different combinations, e.g. one and a half cups, two and a quarter cups, etc.

Set up a large tub(s) of water for students to use to fill the cups.

Students will use water to investigate filling larger containers with cups and part cup measures and any patterns they notice when they use different sized measuring cups.

You may want to guide the students' exploration with the following prompts:

- * Choose one set of measuring scoop sets and put them in order from the one that can hold the most water to the one that can hold the least.
- * Choose some of the different containers. How many scoops do you need to fill them up? Is there more than one way you can use the measuring scoops to fill up the containers?



Station Three

Provide students with some sets of measuring spoons. Try to provide a range a few sets of spoons in different shapes so that they don't all look the same. Also provide a range of different containers for students to fill up with the spoons.

Set up a bowl(s) of flour for students to use to fill the spoons. If your school chooses not to use food items in the classroom in this way for cultural reasons or based on school policy, substitute flour for another item that can be measured in spoons.

Students will use flour to investigate the relative volume of the different spoons to see which ones are the same and how many of the spoons are needed to make up the volume of the containers. It may be necessary to support each group of students as they arrive at this station to think about the importance of levelling ingredients to get accurate measures.

Other stations could be used to allow students to explore these concepts.



You may want to guide the students' exploration with the following prompts:

- * Predict which spoons you think will fit the same amount of flour in them. Test your predictions. How did you test your predictions?
- * Choose one set of spoons and put them in order from the one that can hold the most flour to the one that can hold the least.
- * Choose some of the different containers. How many of the largest spoons do you need to fill them up? How many of the smallest spoons do you need to fill them up?
- * Which container holds the least flour? How did you test this prediction?

Reading – Shared Reading

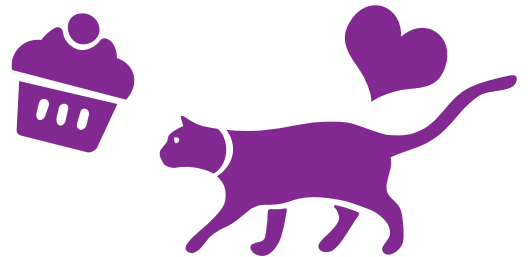
Learning intentions

We are learning to...

- * Explain what a verb is.
- * Identify verbs in the text.

Re-read the recipe that is being used for the shared reading sessions this week. The focus of today's session will be on verbs. Begin by either introducing your students to what a verb is or recapping what a verb is. Ask students to pair up and discuss and identify the verbs in the text. Invite students to share back the verbs they have found and highlight these on the text.

For their follow up activity, students will complete the [Cooking Verbs](#) activity sheet. For this activity a series of cooking pictures has been provided. Students will use the clues and the missing blends to fill in the blanks to label each picture with a cooking related verb.



Technology – Developing Flavours

Learning intentions

We are learning to...

- * Describe the need we are developing an outcome for.
- * Develop a design brief that identifies the key attributes the s should have.
- * Create a that meets the key attributes of the design brief.

Recap what you have done in your maths sessions for the past two days and display the pictographs to remind the students of the results. Ask students what the purpose of finding out what flavours people like was. Link this to technology and explain that they are going to be making s for SPCA Day that they want people to buy so they needed to know what people like and will in turn want to buy. Further link this to technological outcomes in general, explaining what a technological outcome is and that they are designed or developed in response to there being some need or opportunity.

The technological outcome that students will be creating is their own flavour. Explain to students that when we develop a technological outcome we need a design brief which will explain what is being created and what it needs to have to successfully meet the need. Co-construct a design brief with students that identifies the key attributes the s will need to have. Some attributes that could potentially be included:

- * It needs to taste nice. This could be expanded on to cover ideas like not too sweet, flavours that complement each other, not choosing too many different flavours to combine, etc.
- * It needs to look nice. This could be expanded on to cover how the will be decorated to make it appealing and in turn what ingredients will be used to create the decorations that will also work to make it taste nice.
- * It needs to be appealing to their buyers based on their flavour preferences.

Present students with the selection of ingredients that they have available to add to their s and decorate with. Organise students into small groups and ask them to think about the information they gained from their statistical inquiry in the previous two days. They will brainstorm some different combinations of ingredients they could use to flavour and decorate their s.

Preparation

Students will be developing, making and testing a new flavour in this session so baking ingredients will need to be sourced for this lesson. We suggest you source and prepare a selection of ingredients that could be added to a basic vanilla batter to create a new flavour and used on top for decorations (they could be the same, e.g. chocolate chips work for both).

Choose ingredients related to what the popular flavours were and that will be easy to mix into a basic batter recipe without altering the composition of the batter. It may also be beneficial, in the interests of time constraints, to pre-prepare a batch of basic vanilla batter and divide this into enough bowls for each group so that students will just need to add their ingredients of choice, stir and put into tins ready for baking to test their new flavour.

Icing could also be pre-prepared and divided up for each group to use. Students will carry out the whole baking process for the s baked for the sale, but as this is just for testing and evaluation of their new flavour it may be easier to have this already prepared.

Once they have brainstormed a few different combinations, give them a chance to taste a sample of the different ingredient combinations. Refer back to the design brief and get them to evaluate their combinations. They will choose one that they will develop further into a .

Give each group a portion of the mixture. They will add in their chosen ingredients and then put them in tins ready for baking.

Bake the s and leave them to cool during a break time so that at the beginning of the next session they can be iced and tasted.

Writing – Evaluations

Learning intentions

We are learning to...

* Expand on our ideas using some detail.

Begin the session by allowing students to ice and decorate their and then taste it. Before allowing students to eat their entire explain that the purpose of eating the is to test the flavour of the they created earlier in the day and that they will then be writing their opinion of it. It may be helpful to remind students of the key attributes in the design brief as these could be things for them to consider when tasting the .

Once students have eaten their s, they will meet in their groups who they created the flavour combination with and discuss their opinions of it. It may be necessary to provide students with some discussion prompts to stimulate discussion beyond “it tasted nice”.

After students have shared in their groups, invite groups to share back to the whole class. As students share, record their ideas to create a word bank to support them in their independent writing. It may also be helpful to write some sentence starters to support them. Model the writing for students as necessary.

Once students have had sufficient modelling and oral preparation, they will write a short evaluation explaining whether they enjoyed the taste of their new flavour, using some detail to support and explain why or why not they did not like it. They could also incorporate texture into this as some ingredients may have given a texture that made them enjoy or not enjoy eating it, e.g. melted chocolate chips are likely to have been enjoyable.

Adapt this oral preparation process and organise the students’ independent writing time to suit your normal writing programme so that students will receive the support they need.



Tip

If students did not enjoy their flavour, support them to adapt their recipe that they will use for the s that will be for sale.



Baking the Cupcakes

If possible, spend time on the day before the SPCA Day bake sale baking the s so that they will be cooled and ready for decoration the next morning but will still be fresh.

How much time you will need to complete the baking will largely depend on how you plan to facilitate the baking of the s with your students – two sessions have been left as part of this unit plan.

The following science lesson can be incorporated as part of the baking sessions which means extra time will need to be allowed in addition to the actual baking. If possible, it would be beneficial to have the assistance of parents so that students can prepare their s safely in small groups and have the opportunity to safely experience examples of heating and cooling during the baking process.

Science – Mixing, Heating and Cooling

Learning intentions

We are learning to...

- * Observe and describe the changes that happen when materials are heated and cooled.
- * Observe and describe the changes that happen when materials are mixed.

Display the selection of ingredients that students will be using to make and decorate their s before they begin baking. The ingredients in this form are very different to what will end up being the final product; ask students some of the things that they do when baking that helps to change these ingredients into s. If students do not cover them, explain that three things that will need to happen are the mixing, heating and cooling of some of the ingredients and that when some of these ingredients are mixed, heated and cooled they will undergo some type of change.

Go through the recipe that you will be using to bake the s and ice them. Adapt any language that explains what will happen so that it uses heating and cooling i.e. heat the butter in a pot, instead of melt the butter in a pot. Ensure students are clear which verbs refer to some type of mixing taking place, i.e. cream, beat, fold, etc.

Ask students to predict what they think will happen to the ingredients when heat is added or removed in each instance of this happening. Depending on students' prior knowledge, this discussion may include ideas about states of matter and how adding or removing heat can change the state of the matter. Ask students to predict what they think will happen when different ingredients are mixed. Students can record their predictions on the [Mixing, Heating and Cooling](#) sheet. These could be visual recordings. Teachers will need to adapt this sheet to suit their particular recipe.



Students will now bake the s. Ask students to carefully watch what happens when something is mixed, heated or cooled during this process as they will be discussing their observations at the end of the session.

After completing all of the baking and clean up, bring the class back together for a whole class discussion. Give students back their [Mixing, Heating and Cooling](#) sheet. Go through each of the processes and ask them to share if what they observed was what they expected to. Were the effects of mixing, heating and cooling the same in all cases? What were some of the differences?

Students can record their observations on the [Mixing, Heating and Cooling](#) sheet.

This discussion may be continued further when decorating the s tomorrow if relevant opportunities arise.

Tip

The opportunities to observe various examples of mixing, heating and cooling will be dependent on the recipe you choose to use.

Opportunities to observe various examples of heating will also be dependent on how you are able to organise and facilitate the baking of the s. Student safety will be the first priority and different heating processes required in baking will require different levels of adult involvement. Try to get some parent helpers to help with the baking process.

Opportunities to observe cooling may be limited, especially if you do not use an icing recipe that needs to be chilled. You could create some opportunities to observe cooling by carrying out some extra activities such as melting chocolate, drizzling it into shapes and then chilling to be used by students who are going to decorate with chocolate.

Writing – Writing Recipes – Fruit Kebabs

Learning intentions

We are learning to...

- * Use the correct structure to write a recipe.
- * Sequence our ideas in order from first to last.

Begin the lesson by making the fruit kebabs and facilitate this process in a way that will be most manageable for your students. Explain to students that they will be using this experience to write their own fruit kebab recipes after they have made them. Therefore, you want them to pay close attention to what ingredients they are using, how much of each ingredient they use and what they have done at each step so that they can explain it afterwards.



Preparation

As motivation for this writing lesson, students will be making fruit kebabs to eat with their lunch. Bring along a selection of suitable ingredients and the required utensils to make fruit kebabs. Some suggested fruits that will be easy for students to prepare without sharp knives and assemble on kebab sticks are banana slices, mandarin segments, dried apricot pieces and ripe, peeled kiwifruit.



Once students have made the kebabs, begin the writing session. Refer back to the recipe you have looked at during shared reading time and the writing session based on *Fleeb Makes Scones* and recap what structural features a recipe needs to have. Use this to co-construct the success criteria with students for their fruit kebabs recipe. Use this opportunity to build on the skills they learnt when they wrote recipes using *Fleeb Makes Scones*. For example, in *Fleeb Makes Scones* they did not include any quantities so it wasn't as specific; this time they can include the quantities of the different fruits they used.

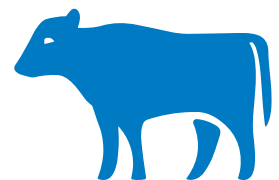
Ask students to orally recap with a partner the process of making their fruit kebabs. Once students have had a chance to share with a partner, invite students to share back ideas in a whole class discussion. As students share, record their ideas to create a word bank to support them in their independent writing. Model the writing for students as necessary.

Once students have had sufficient modelling and oral preparation, they can write their recipe.

Adapt this motivation and oral preparation process and organise the students' independent writing time to suit your normal writing programme so that students will receive the support they need.

At the end of the session, refer back to the success criteria and give students the chance to reflect on their writing and determine whether they have included all of the structural features the recipe should have.

Reading – Shared Reading



Learning intentions

We are learning to...

- * Break up words and use sounds and letter clusters to help us read new words.
- * Say the sound that *insert letter cluster here* makes.
- * Identify words with the *insert letter cluster here* sound.

Re-read the recipe that is being used for the shared reading session this week. The focus of today's session will be on a particular spelling pattern/letter cluster. If using the [Honey Bunny's Recipe](#), 'ea' may be suitable choice to focus on as it includes the words heat, beat, creamy and each. Introduce the 'ea' sound and identify these words. Create a bank of other words that also have 'ea' in them making the long e sound.

For their follow up activity, students can read through books in their book boxes or the class library corner to find other words with the 'ea' spelling pattern in them making the long e sound. You could set a number for the amount of words you want them to find if you want to.

Friday

Decorating s and Stall Set Up



Spend the morning getting ready for the sale later today.

Students can begin by making the icing and decorating their cooled s that they baked yesterday. Once all of the s are ready for sale, the area where they will be sold will need to be set up.

Maths – Counting Money



Learning intentions

We are learning to...

- * Use counting and grouping to add money.

Share with students that after they finished the bake sale you counted up all of the money that they made selling the s to find out how much was raised altogether. Share the amount you raised with students and explain that they are going to have a go at counting some of this money too.

Show the students different denominations of money. This could be real money or you could download the [NZ Maths - Money for Starters Copymaster](#) and show them the images. Ask them to identify the names of the different notes and coins and put them in order from the smallest amount of money to the largest amount of money.

Use their understandings of the relative size of different amounts of money as a starting point to explore how they can use skip counting to make equivalent amounts. In small groups ask them to find combinations, such as how many 10 cent coins do you need to make 40 cents. Extend this to making \$1 and develop or confirm students' understanding that there are 100 cents in a dollar. How many 10 cent coins do you need to make \$1? Model, provide materials and scaffold as required.

Group students into small, mixed ability groups and recap expectations when problem solving in groups. Give each group a pack of play money to count up, a large sheet of paper and something to write with. Give them time to work out how much money is in the pack, explaining that they will be sharing their strategies when everyone has had time to work on the problem so they will need to record/be able to show their thinking on the paper and/or with the play money.

After students have had a chance to solve the problem, bring all of the groups back and give them a chance to share the different strategies they used to solve the problem.

Preparation

Prepare packs of play money that students will be able to work in groups to count. Provide an amount and denominations that you feel will provide an appropriate challenge for your students' needs and abilities with regard to skip counting and making groups for skip counting.

Reflection



Learning intentions

We are learning to...

- * Develop an awareness of SPCA and the work that they do.
- * Reflect on what we have learnt.

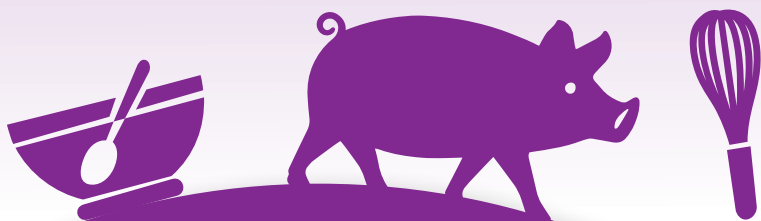
The final afternoon session of the week can be used to reflect on what students have learnt over the course of the week and appreciate the impact that their efforts will have for SPCA.

Recap the discussion you had with students at the beginning of the week about the work SPCA does and what it means to be a charity. Ask students to share their ideas on what types of things SPCA might use the money for that they raised from selling their s. Download the [How Funds Raised Help the Animals](#) sheet and share with students. Use the pictures as necessary to extend their knowledge of the types of expenses SPCA has and raises money to cover. These expenses include, but are not limited to, providing medical treatment for animals, spaying and neutering, providing bedding and housing for animals until they are adopted, paying for vehicle expenses that inspectors drive to check on animals, dental care, surgeries for more severe injuries and illnesses, microchipping and vaccinations.

Provide each of the following prompts. Have students discuss a response to each in pairs or small groups. Some students could also share their responses for the whole class.

- * The thing I enjoyed most this week was _____ because _____.
- * Something I was proud of this week was _____ because _____.
- * Something I found challenging this week was _____ because _____
I overcame this challenge by _____.
- * Something I learnt this week was _____.

Students will illustrate one of these reflection prompts to take home to share their learning for the week with their families.



**SPCA****Instructions**

Each of the picture cards in this pack shows something that an animal needs to live a happy and healthy life.

See if you can match the picture to the word that describes that need. Each word is on two cards and there are two pictures for each word. After you have matched them up you could play this as a memory game with a partner.

SPCA

Food

**SPCA**

Water

**SPCA**

Shelter

**SPCA**

Shade

**SPCA**

A bed

**SPCA**




A vet

**SPCA**

Exercise





<p>SPCA</p> <p>Toys</p> 	<p>SPCA</p> <p>Friends (Company)</p> 
<p>SPCA</p> <p>Food</p> 	<p>SPCA</p> <p>Water</p> 
<p>SPCA</p> <p>Shelter</p> 	<p>SPCA</p> <p>Shade</p> 
<p>SPCA</p> <p>A bed</p> 	<p>SPCA</p> <p>A vet</p> 



SPCA

Exercise



SPCA

Toys



SPCA

Friends
(Company)



SPCA



SPCA



SPCA



SPCA



SPCA





SPCA



SPCA



SPCA



SPCA



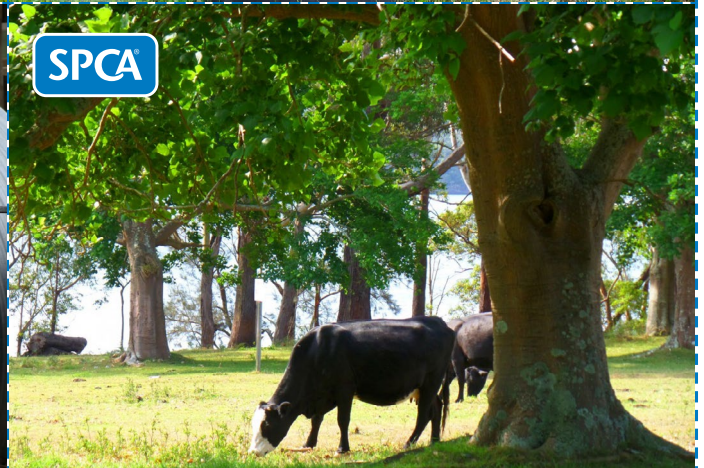
SPCA



SPCA



SPCA



SPCA



Cooking Verbs

Each of the pictures shows something that people may do when they are cooking. Words that describe things that we do are called verbs. Use the letters at the side of the sheet to help you label each of the pictures of the cooking verbs to describe is being done in each picture.



___ __ op



___ __ ate



___ __ ice



wa ___



Image sourced from flickr.com - Indiana Public Media

___ __ ack



Image sourced from flickr.com - Aaron Yoo

___ __ end



Image sourced from flickr.com - Jenn Vargas

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Image sourced from flickr.com - Jeremy Keith

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Honey Bunny s Recipe



Ingredients

1/2 cup Butter
3/4 cup Sugar
2 Eggs
1 1/2 cups Flour

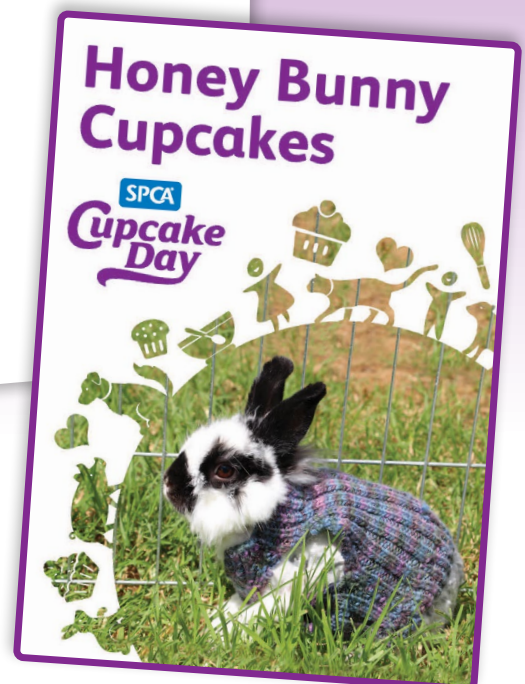
1 teaspoon Baking powder
1/2 teaspoon Salt
1/2 cup Buttermilk
1/4 cup Honey
1 teaspoon Vanilla



Instructions

- 1 Heat the oven to 180°C and put 12 liners into a muffin tin.
- 2 Mix together the flour, baking powder and salt in a bowl.
- 3 In another bowl, mix together the buttermilk, honey and vanilla.
- 4 In another bowl, beat the butter and sugar together until it is pale and creamy.
- 5 Add the eggs one at a time and beat well after you add each egg.
- 6 Slowly add the flour mixture and the buttermilk mixture to the bowl with butter, sugar and eggs and mix together.
- 7 Spoon the mixture into the liners.
- 8 Bake the s for 18 to 20 minutes.
- 9 Let the s cool and then ice them.

Recipe adapted from [SPCA Cupcake Day](#).



Ingredients

1/2 cup Butter
 3/4 cup Sugar
 2 Eggs
 1 1/2 cups Flour

1 teaspoon Baking powder
 1/2 teaspoon Salt
 1/2 cup Buttermilk
 1/4 cup Honey
 1 teaspoon Vanilla



Heat the oven to 180°C and put 12 liners into a muffin tin.	Mix together the flour, baking powder and salt in a bowl.	In another bowl, mix together the buttermilk, honey and vanilla.
In another bowl, beat the butter and sugar together until it is pale and creamy.	Add the eggs one at a time and beat well after you add each egg.	Slowly add the flour mixture and the buttermilk mixture to the bowl with butter, sugar and eggs and mix together.
Spoon the mixture into the liners.	Bake the s for 18 to 20 minutes.	Let the s cool and the ice them.

Recipe adapted from [SPCA Cupcake Day](#).

How Funds Raised Help the Animals



Mixing, Heating and Cooling

Use this sheet to write down what you think will happen when different ingredients are mixed, heated and cooled as you make your s. Watch carefully while you are cooking and at the end you will write down what you saw happening (your observations).

Teachers will need to adapt this sheet and in the first column of each table fill in what opportunities students will have to observe mixing, heating and cooling happening based on their specific recipe. A row in each table has been filled in as an example. A blank copy without these instructions and examples has also been provided if you want to print this and add in the examples by hand.

Mixing	Prediction	Observation
Creaming the butter and sugar.		

Heating	Prediction	Observation
<i>Baking the batter in the oven.</i>		

Cooling	Prediction	Observation
<i>Placing melted chocolate into the refrigerator.</i>		

Mixing, Heating and Cooling

Use this sheet to write down what you think will happen when different ingredients are mixed, heated and cooled as you make your s. Watch carefully while you are cooking and at the end you will write down what you saw happening (your observations).



Mixing	Prediction	Observation

Heating	Prediction	Observation

Cooling	Prediction	Observation