

John's Birthday

Name _____ Date _____

John's Birthday



Dan is in the kitchen. He likes to cook.

He is making a cake.

He is reading the recipe very carefully.

The kitchen is very dirty. There is flour on the bench. There is flour on Dan's face. There are three dirty bowls in the sink. There are many dirty spoons on the counter. Now Dan is breaking an egg.



Dan is very happy. The cake is for his son, John.

Today is John's birthday. John is eight years old today.



They're going to have pizza for dinner.

They're going to eat cake. Pizza and chocolate cake are John's favourite foods.

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1. Is Dan using a recipe to make a cake?

2. Is the kitchen clean or dirty now?

3. How many bowls are in the sink?

4. Is Dan's face dirty?

5. What are John's favourite foods?

6. How old is John?

7. Is Dan going to make pizza?

8. Is Dan having a party for his son?

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Curriculum mapping and teaching notes

Functional Skills English mapping

Coverage and range (C&R) statements provide an indication of the type of content candidates is expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

Highlighting indicates the main C&R statements that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher.

Reference: Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.* <http://www.ofqual.gov.uk/>

READING

Entry Level 2

Skill Standard

Read and understand straightforward texts that explain, inform or recount information

Coverage and Range statements

a) Understand the main events in chronological texts

b) Read and understand simple instructions and directions

c) Read and understand high frequency words and words with common spelling patterns

d) Use knowledge of alphabetical order to locate information



Skillsworkshop tips ✓ = tip that works particularly well with this resource

a)

- Chop the text up into paragraphs for re-ordering.
- In pairs, students read the text together and then summarise its contents (in their own words) to the rest of the group. ✓

c)

- Learners to highlight and discuss any words they cannot read or do not understand. Then encourage use of context, pictures, etc. for clues. ✓
- Focus on rhyming words with similar spelling patterns. E.g. cake – bake – lake , cook – look, etc.

Extension ideas:

- Cover C&R (b) by reading and discussing the language and format of straightforward cake or pizza recipes, both are available on skillsworkshop just follow <http://www.skillsworkshop.org/category/free-tags/recipe>
- For writing work use the repeated sentence structures from the text such as “They’re going to...” and “There are ...” to encourage independent writing.
- Learners to describe how they imagine the kitchen or cake.

Also covers many **Entry Level 2 adult literacy curriculum elements**

Rt/E2.1 Trace and understand the main events of chronological and instructional texts

(a) understand that chronological text is related to events in time

(b) understand that instructional texts must be read in sequence

(c) know and use text-level strategies to predict content and check meaning, e.g. their own background knowledge, context of text as a whole, title, headings, illustrations

<http://www.excellencegateway.org.uk/sflcurriculum>