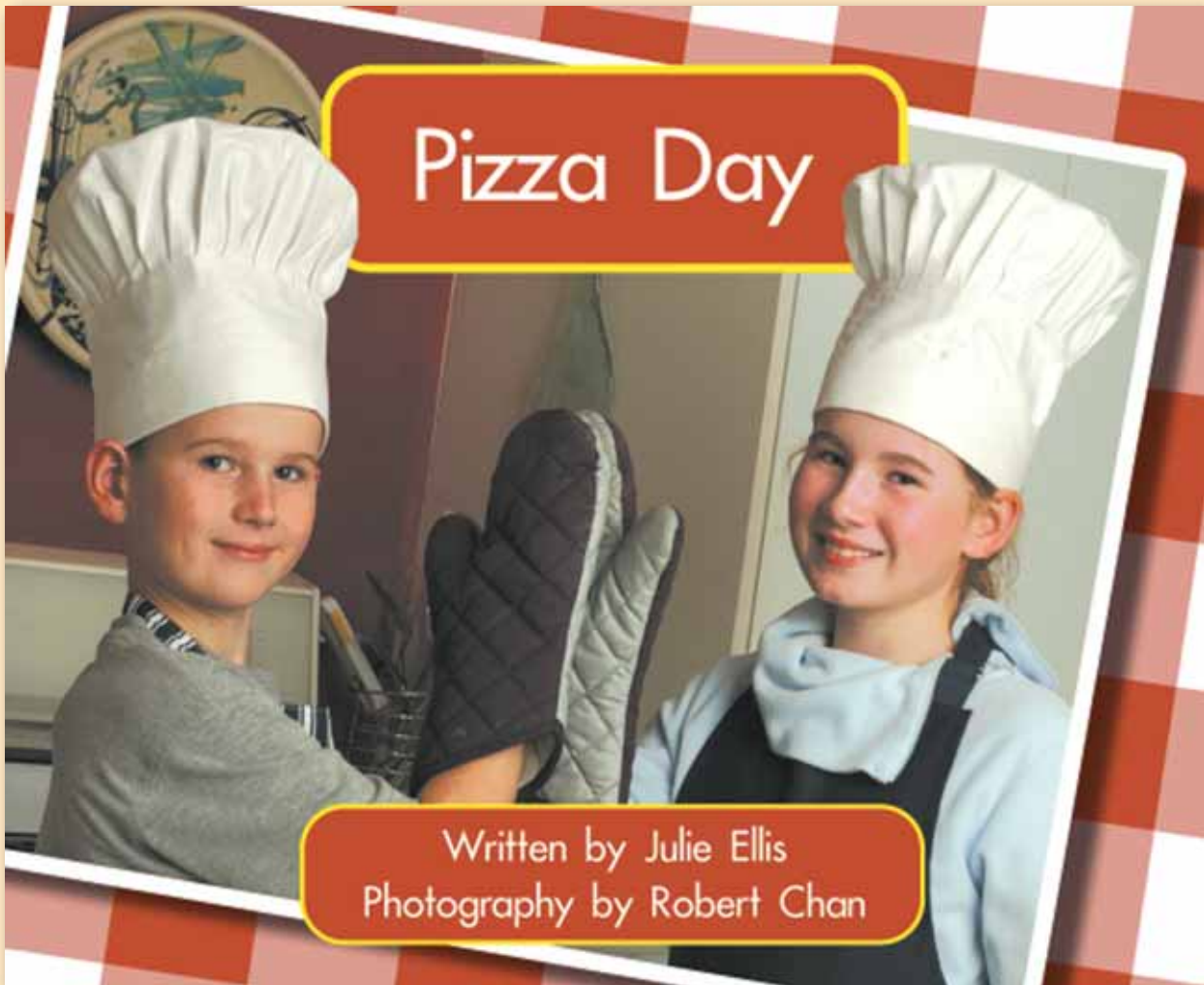




# Level 9 Book g



Level	9
Word Count	156
Text Type	Procedural recount
High Frequency Word/s Introduced	put



String Things

The Ski Race

The Playhouse

Where Does  
Mrs. Brown Live?

Who Took the  
Teacher's Scissors?

Hide and Seek with  
Carla Crocodile

Pizza Day

Operation  
Elephant Foot

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussions that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



*This symbol relates to critical analysis (text critic or analyser)*



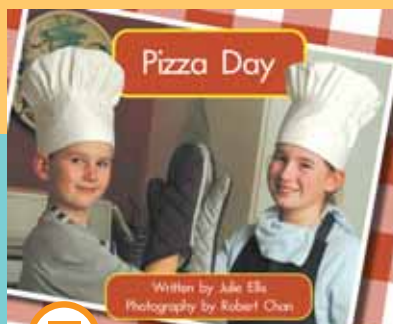
*This symbol relates to use (text user)*

## BEFORE READING

# Cover & Title Page



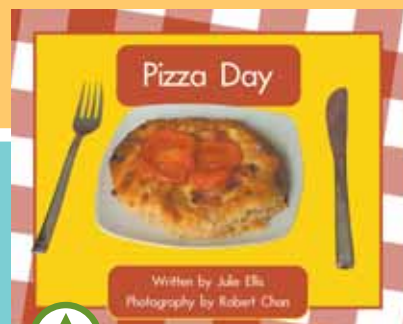
Invite the children to look at the cover and title page photo. Have them read the title and share their personal experiences of making or eating pizza.



Ask the children to respond to the book. What did they learn about making pizzas? Have them recount the steps in the pizza-making process that the children followed.



Explain to the children that they will be reading a procedural recount. Discuss the format of both a procedure and a recount. Talk with the children about how knowing the structure of a book can help them when they read.



Invite volunteers to talk about their reading. What in the text did they find easy? What was difficult? How did they sort out difficult words?

## BEFORE READING 2/3

Invite the children to look at the photo and talk about what is happening. What are the children doing? Why would they be doing that?



Ask the children if they have ever helped make dinner. What did they make? Why is it important to wash their hands?

Introduce the term *verb* to the children. Explain what a verb is. Explain that procedures have many verbs. Point out the verbs on page 2.

## BEFORE READING 4/5

Have the children look at the photos on pages 4 and 5. What is happening? What is the purpose of the photos?

Discuss with the children the use of the numbers on pages 4 and 5. How do these numbers help when reading instructions?



Invite the children to talk more about the photos on page 4. Why do they think that the author put these photos on page 4? Did it make their reading easier?

Ask the children to find the verbs on this page. Invite volunteers to suggest other verbs that the author could have used instead of *put*.

## AFTER READING

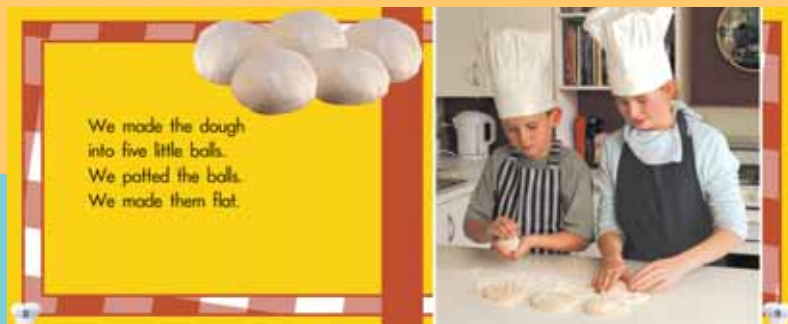
Talk with the children about the process of dough rising. Do they know that yeast is an important ingredient in dough? Do they know that the dough mixture has to sit in a warm place for a period of time to allow it to rise? Ask them to look at the photos on these pages and suggest the warm place that the children are putting their pizza dough.



Invite the children to discuss some other places that the children could have put the dough to rise. Have them brainstorm other foods that have yeast that makes them rise.

Write *bigger* on the board. Invite the children to find and reread the sentences with *bigger* in them. Discuss why the author wrote *bigger and bigger* on page 7.

Ask the children to look at the photo on page 9 and discuss what the children are doing. Ask them to use all the information on the pages to help them with their predictions.



Discuss with the children why they think the children in the book patted the dough balls flat. What would happen if they were left as balls?

Have the children scan the page for verbs. Invite them to suggest other words the author could have used for *made* and *patted*.

## BEFORE READING 10/11

Invite the children to look closely at the photos. What are the children doing in the photos? What is the next step in the procedure?

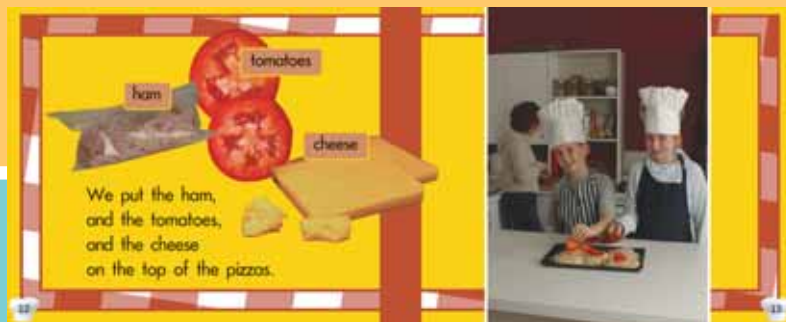


Have the children reflect on issues of cleanliness that are in the book. Why is it important to wash hands before handling food? Why are the children wearing hats and aprons?

## AFTER READING

## BEFORE READING 12/13

Have the children look at the photos on page 12 and discuss the purpose of labels. Where else in the book are there labels? How can they use the labels to help with reading?



Have the children discuss pizza toppings. What toppings were used in this book? What toppings do the children like? What other toppings can go on pizzas? What goes on first, second, and last? Does the order matter? Why or why not?

## AFTER READING

Ask the children to look at pages 14 and 15. What is happening in the picture? What is the adult doing? What are the children doing?

Discuss with the children the text feature on page 14. What is the purpose of the clock? What does the yellow shading on the clock represent?



We put the pizzas in the oven.  
We left them for 15 minutes.



We let the pizzas cool down.  
We ate the pizzas.

Ask the children why it is important to have adult help when cooking. What are some things people need to be careful of in the kitchen?

Discuss the word *ate* with the children. Do they think that the author chose the best word here? What other words could the author have used?

Ask the children to look at the page and read the recipe. Discuss any words or symbols they do not know the meaning of.

Invite the children to return to the beginning of the book and read independently. Remind them to use the text features to help with their reading. It is important when they read that the words sound right and look right.



Have the children analyse the pizza recipe. Discuss the way the information is presented in the recipe. How is it the same/different from the information in the rest of the book? Can they find the verbs in both? Which was the easiest to read? Why?

## 9 g Pizza Day

Name \_\_\_\_\_

1. Use numbers to put the following instructions in order:

Mix up the flour, yeast, salt, and warm water. \_\_\_\_\_

Wash your hands. \_\_\_\_\_

Wait for the dough to get big. \_\_\_\_\_

Put warm water into the bowl. \_\_\_\_\_

Put the bowl of dough into a sink of warm water. \_\_\_\_\_

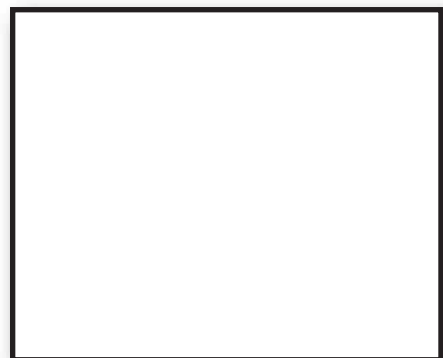
Put flour, yeast, and salt in a big bowl. \_\_\_\_\_

2. Write a list of things you like on your pizza.

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3. Design your own pizza  
using your favourite toppings.  
Label your picture.



## 9 g Pizza Day

Name \_\_\_\_\_

1. Circle the words in the list that are action words.

tomato

fan

put

make

salt

water

hat

mix

spoon

stir

flat

mat

wash

dog

ball

five

time

cut

2. Write your own instructions for making a sandwich.

Use action words.

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