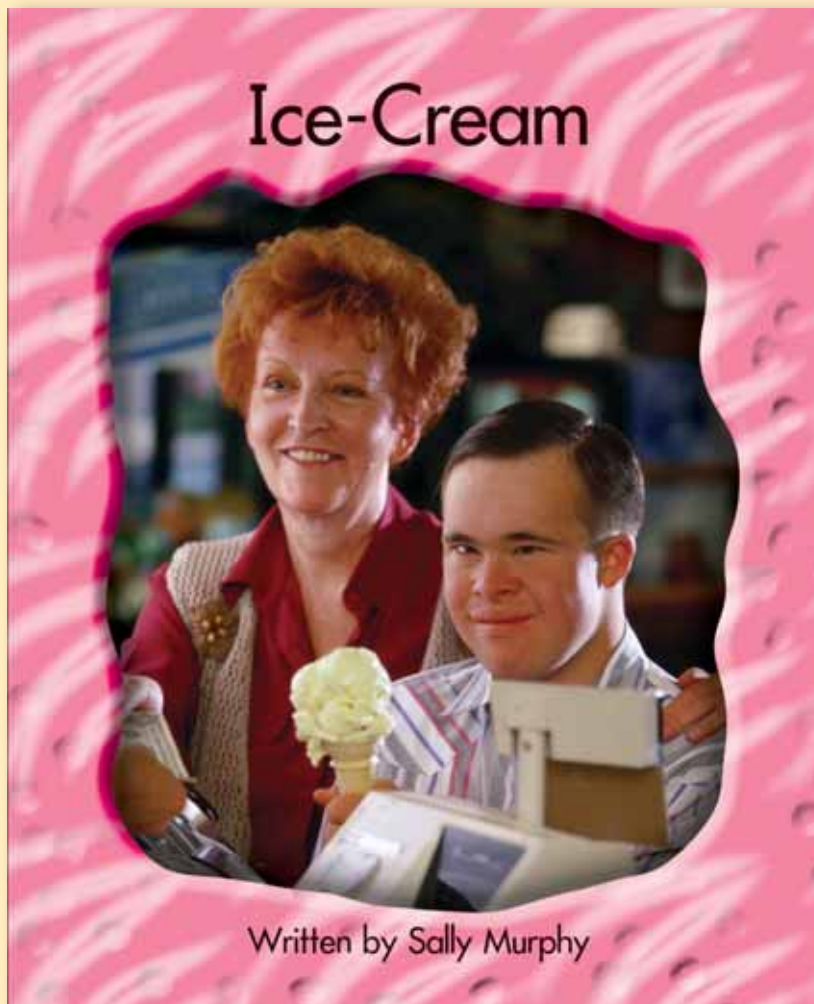




Level 18

Book b



Level	18
Word Count	421
Text Type	Explanation
High-Frequency	once
Word/s Introduced	



The Maze Race

Ice-Cream

Carla Crocodile's
Adventure

An Interview
with Alan Ant

Bisa's First Gallop

Big Bird Relatives

A Very Good Idea

Amazing
Mudskippers

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



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

BEFORE READING

Share the front cover with students, and ask why people like ice-cream. Record on the board the ice-cream flavours students like the best. Have students use the information later to record a graph to show the most popular flavours.

Ask students what they know about making ice-cream. Tell students that the book explains the procedure of making ice-cream.

Explain to students that they will begin making an ice-cream quiz on a BLM, for the class, from the information facts in the book. Ask students to read the introduction and find two facts for the quiz. Write each on the board as a question with a separate answer, e.g. Q. How long have people been eating ice-cream? A. For hundreds of years. Q. Where was ice-cream first made? A. China.

Discuss the contents page and tell students that as the information is written as a process, the chapters need to be read in chronological order. Read the glossary and index, linking the vocabulary to the contents page headings, demonstrating to students how these features add information to the text.

DURING READING

Remind students that they are reading for information about ice-cream, some of which they will be recording as a quiz.

Explain that you will be guiding their reading for key information, by setting purposes for them to read for on samples of text. Ask the question before students read each sample. The students will be expected to respond with an answer after reading each sample.

Pages 4–7 Read to find out the ingredients for ice-cream.

Pages 8–9 Find out how the ingredients are mixed.

Pages 10–11 Why is the mixture heated?

Pages 12–13 How does the mixture become fluffy?

Continue through the book, setting purposes for students to read for.

Ask students to reread the book independently, remembering to read the headlines, captions, charts, labels, and glossary.

AFTER READING

Ask students to recollect key information from the book that they could use for their quiz. Have them support their responses by linking to the text and photographs.

Have students explain how ice-cream is made, from the beginning of the process.

Ask students to discuss new information they found the most interesting.

Ask students to complete the *Information Quiz* BLM and the favourite flavours graph.

**Developing Specific Skills**

Word building – ice

Short vowel *o* – soft, coffee, popular, on, orange, container, of

Long vowel *o* – cones, most, frozen, mango, cold

Long and short vowel *o* – chocolate

Syllables – ingredients, popular, chocolate, strawberry, Neapolitan, banana, mint, vanilla, container, bacteria, mixture

Prefixes – *con* – container; *dis* – display



Text structure of an explanation – general statement introducing the subject, descriptions organised into paragraphs, topic sentences to begin paragraphs.

Locate and extract relevant information.

Use the table of contents, headings, labels, captions, charts, glossary, and index to assist reading of the text for particular information.

Use the *Information Quiz* to organise and record information on ice-cream.

MEANING MAKER



Use the BLM to order the procedure of how ice-cream is made.

Make ice-cream following a recipe.

Make ice crystals.

Record temperatures using the Celsius measurement.

TEXT CRITIC



Analyse how the photographs add meaning to the text.

Ask students to evaluate which features they found the most helpful in understanding the subject.

18b Ice-Cream

Name _____

1. Sort the words according to long or short vowel – o – or both.

cones on frozen mango coffee popular cold
most chocolate orange container of Neapolitan soft


Short vowel	Long vowel	Long/short vowel
_____	_____	_____
_____	_____	_____
_____	_____	
_____	_____	
_____	_____	

2. From the above words, fill in the spaces.

- a. Most people eat ice-cream in _____.
- b. Once the mixture is partly _____, it is packaged.
- c. Ice-cream has to be kept this _____ or it will get bits of ice, called crystals, in it.
- d. As the mixture is whipped, it becomes fluffy and _____.

How Ice-Cream Is Made

Cut out the stages of making ice-cream and glue them in chronological order.



Ice-cream is packaged.

Mixture is blended to remove lumps.

Ice-cream is frozen again.

Ingredients are mixed.

Mixture stands for at least four hours.

Mixture is heated.

Mixture is whipped and frozen into ice-cream.


Mixture is cooled.

18b Ice-Cream

Name _____

Use the book to write your quiz. The first one is written for you. Cut the questions and answers out separately and put into separate containers.

Exchange quizzes with a friend and match the answers to the questions. When you know all the answers, take an oral quiz with your group or class by reading just your questions.



Q. What is special about the trucks that take the ice-cream to the shops?

A. They are freezer trucks.

Q. _____

A. _____

Q. _____

A. _____

Continue on another piece of paper.