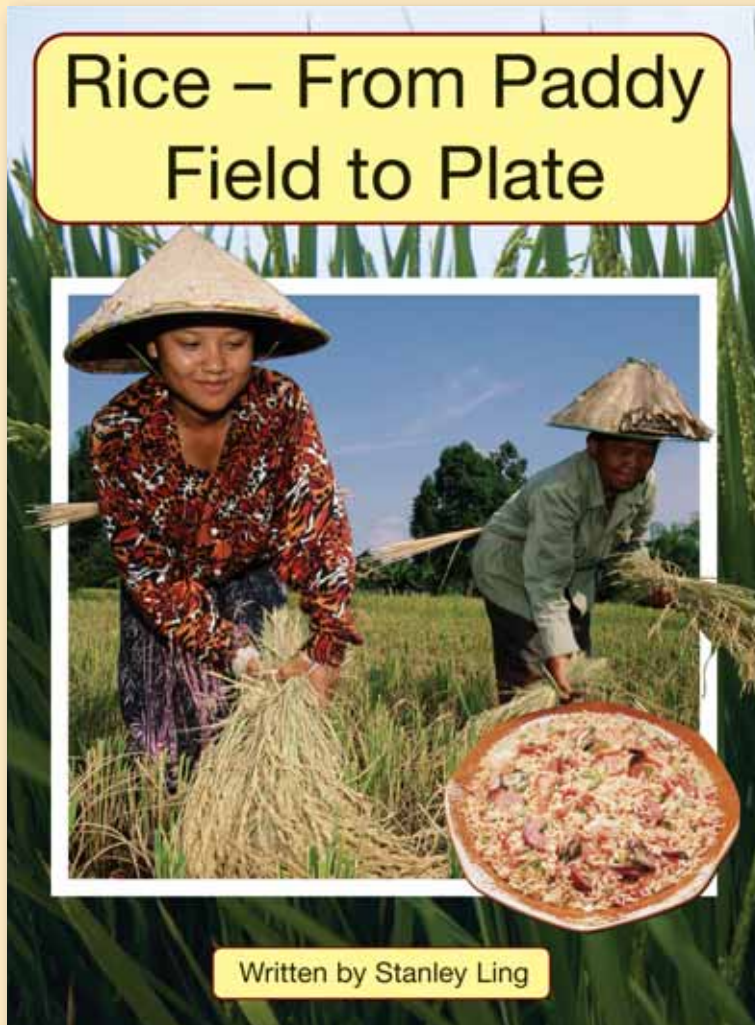




Level 25 Book d



Level	25
Word Count	739
Text Type	Information Report
High-Frequency	land, plant
Word/s Introduced	



The Jungle
Adventure Story

Surviving in
the Tundra

Accident on the
Bike Track

Rice - From Paddy
Field to Plate

Eat Your Vegies

So You Want to
Be a Teacher?

The Little Mermaid

Nocturnal Animals

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 the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the 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 the 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

Have the students read the title and the author's name on the front cover. Ask the students – *What do you think a paddy field is? What might it look like? Who has eaten rice? Which way do you most like to eat rice?*

DURING READING

Set the students a purpose for reading, with a focus question for each section. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–5 Look at the map on page 3 and locate the countries in Asia where most rice is grown. Why do you think China and India grow large amounts of rice? Why are paddy fields often next to rivers?

Pages 6–11 What are the three main stages in growing rice? What is the most important thing needed to grow rice? What is threshing and what are the two ways used to thresh rice?

Pages 12–15 Use the glossary to find the meaning of processed. What are the stages in processing rice? How is brown rice made into white rice?

Pages 16–17 Name four products made from rice (use the text and illustration to help you).

Pages 18–22 What are the two methods used to cook the rice in this recipe? What vegetables are included in the recipe? Would you enjoy eating this food?

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book.

Then, using the flow-chart BLM provided, write these headings –

The Stages in Growing Rice
The Steps in Processing Rice

Share the students' responses and discuss any points of difference that may arise. As a group, come to an agreement about the stages and steps.

CODE BREAKER



Developing Specific Skills

Word building – *ice* – *rice*, *nice*

Words ending in *ing* – locate all the *ing* words on page 6.

TEXT USER



Ask the students – *Do you know if rice is grown in this country? How could you find out?*

With the students, develop a search strategy to find out if rice is grown in this country. If it is, conduct further research to find out exactly where it is grown and whether the same methods are used to grow and process rice as those described in the book.

MEANING MAKER



Discuss the idea of *staple diet* (page 2).

Ask the students – *Why is rice the main food of people who live in Asia? Why do you think some people eat brown rice? Why do you think rice is sometimes harvested by hand and sometimes by machines?*

TEXT CRITIC



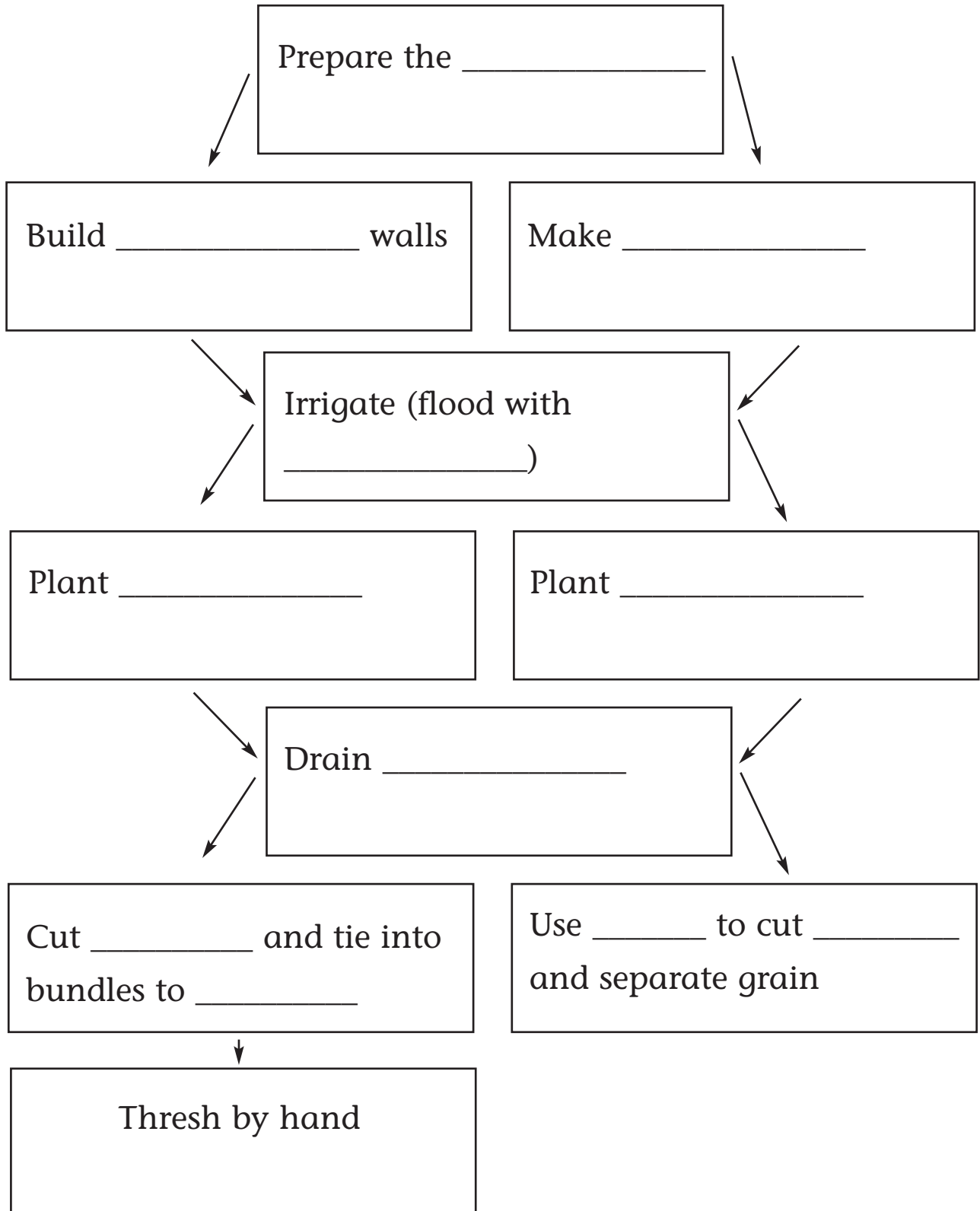
Focus on the recipe as an instructional text.

Ask the students – *Does the author give clear instructions about how to cook Chicken Fried Rice? Do you think you would be able to follow this recipe easily? How would you improve the recipe (for example, give a list of vegetables to use)?*

25d Rice – From Paddy Field to Plate

Name _____

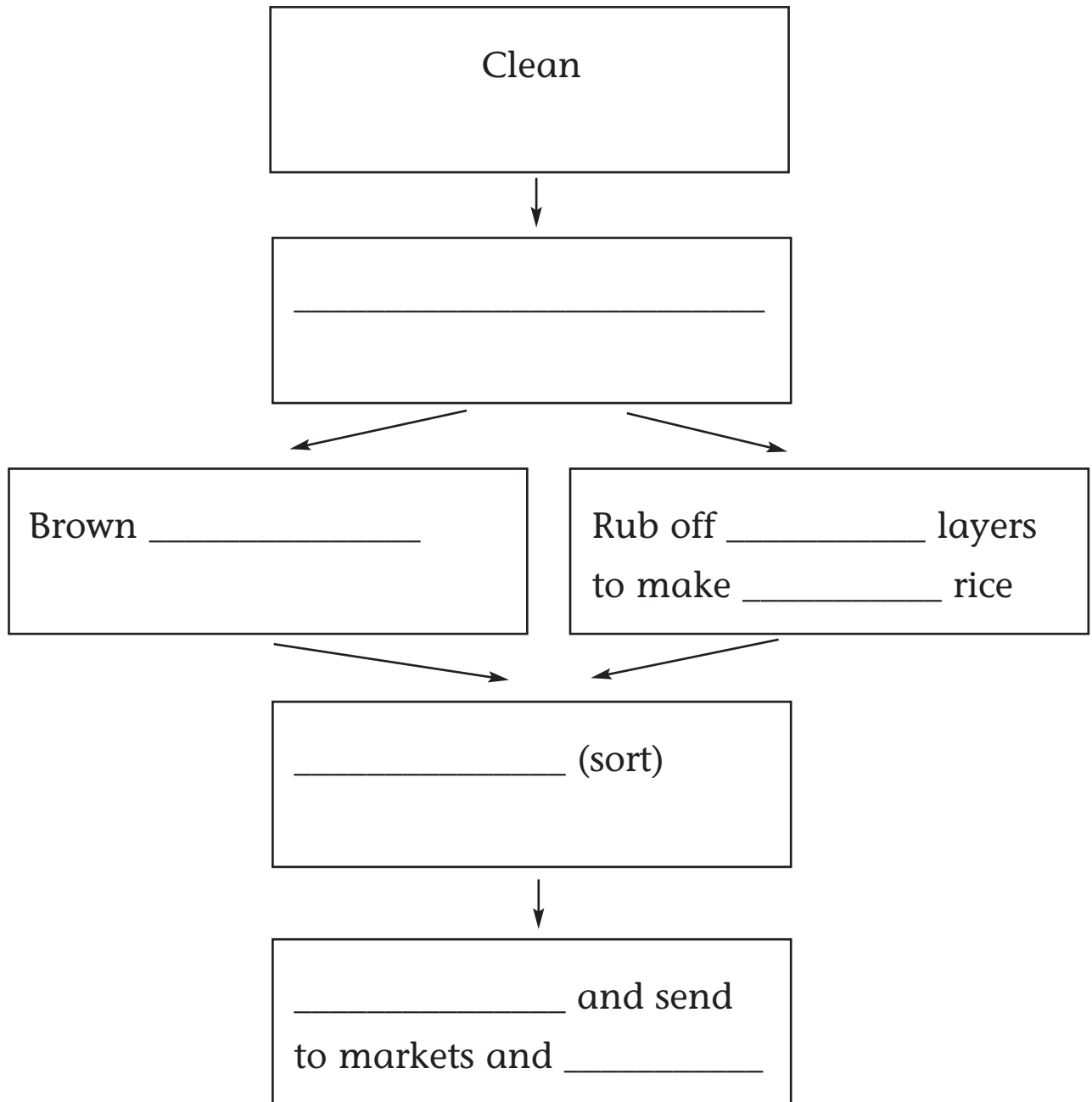
Flow Chart – The Stages in Growing Rice



25d Rice – From Paddy Field to Plate

Name _____

Flow Chart – The Steps in Processing Rice



25d Rice – From Paddy Field to Plate

Name _____

The recipe for Chicken Fried Rice is an instructional text. It tells you the things you must do in order to make the food. It contains many verbs – action words or *doing* words. Underline all the verbs in the recipe. Step 1 has been done for you.

Method

1. Put the water and rice into a pot and bring it to a boil.
2. When it boils, turn the heat down. Cook until the rice is almost soft.
3. Drain the rice and leave it to stand.
4. Heat a little cooking oil in a wok or pan, then put in the chicken pieces.
5. Stir and fry until the chicken is cooked.
6. Remove it from the pan. Add the vegetables and stir.
7. When the vegetables are cooked, remove them from the pan.
8. Put in the spring onions and cook on low heat for a few minutes. Return the rice to the pan and stir.
9. Add the cooked meat, vegetables, and soy sauce to the pan.
10. Mix and heat through on low heat so the rice does not burn.
11. Spoon into bowls and enjoy!

Check your work with your partner to see if you agree. Discuss the words you do not agree on and ask one other person for their opinion. Decide together which words are the verbs.

On a separate sheet of paper, make a list of some of the foods your family cooks at home. Are there any *staple foods* on your list?