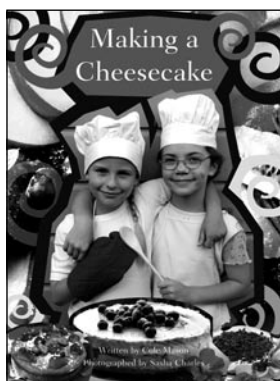


Making a Cheesecake

		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

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. 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.



MAKING A CHEESECAKE

Middle level fact

Text type: Procedure

Reading age 9.6

Word count 1,900

Before Reading

Ask students if they have ever made or cooked anything using a recipe. Invite students to share the types of things they have made or cooked. *How did the recipe help you?* Guide the discussion so that students understand that a recipe provides a list of ingredients and a set of ordered instructions. *The ingredients are the things that go into the mix, eg, eggs, flour, etc. The instructions tell us the order to do things, and the way things need to be done, eg, mix, stir, etc.*

Do you think the sequence in which to do things is important? Why? Discuss.

Is it hard to follow a recipe? Discuss that it is important when you first begin learning to cook

or you are cooking something new, to follow the recipe carefully.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. *What type of book is this?* Invite prediction. *What is a cheesecake?*

Read the blurb.

What additional information does this give you? What do you expect to find inside this book? Who are these children? How are they dressed? Why?

What is a procedure? Guide the discussion to build understandings that this book will help us to follow a sequence of steps to make a cheesecake. *How many cheesecakes will we see? Do you think it would be tricky to make a cheesecake? What could be tricky about it? Do you expect that the instructions will make it easier? How?* Discuss.

Who do you think will make the cheesecakes in this book?

Why do you think it says that a cheesecake is a treat for a special occasion?

What might be a special occasion?

CONTENTS PAGE

Open the book. Tell me what you know about this page. Discuss features of the contents page. Where would I go to find out about Cooking Equipment? Students should quickly respond with the page number. Repeat for other pages. Encourage quick responses. What do you know about information books? Students should indicate that the reader can choose where they would like to start.

Students should also mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Revisit the contents page. Discuss the term *introduction*. *What does this mean? Do you think this might be a useful place to start?*

INTRODUCTION

During Reading

What do you notice about illustrations? Discuss the way photographs in recipe books always show the food well presented. Why do you think this is important? Who is the man on page 5? What is he doing? How long have cheesecakes been around? Turn to page 6. What kind of cheesecake is this? What is tofu? What is soy? Identify the word soy on page 6 and navigate quickly to the glossary to check its meaning.

Read pages 4 to 6. As you read, take note of how cheesecakes are described. Find out about the history of cheesecakes and jot down two interesting things historians say about them.

Find out about the different ways cheesecakes

can be made. Jot down some interesting toppings.

After Reading

What are some words used to describe cheesecakes? What is a cheesecake? What does it mean that a cheesecake is rich? Discuss.

What have historians said about cheesecakes? How long ago was 776 BC? How could historians know this?

Which country is home to the cheesecake? Why? Direct students to page 4 to find out why.

What are some famous American cheesecakes?

What are the three ways to make a cheesecake?

What are some popular toppings? Which toppings sound the most delicious to you?

Are cheesecakes a healthful food? Discuss.

What is the cheesecake in this book which is a healthier alternative?

PREPARATION

Before Reading

*What does page 7 tell you? Examine the pictures and discuss. What does the word preparation mean? Explain that this word comes from the base *prepare*. What does the word *prepare* mean? Why would getting things ready be important when making a cheesecake? Discuss and invite inferences. How are the children in the photo preparing?*

Read page 7 and be ready to discuss the things that need to be done in preparation for making a cheesecake. Think about what may happen if you are not well prepared.

After Reading

What are the things that need to be done prior to making a cheesecake? Discuss each element.

In what ways is an apron handy for cooking?

Why is handwashing essential? What may happen if you don't have clean hands for cooking?

Why should you read the recipe through first? What could happen if you didn't read it through first?

What does preheat the oven mean? Why would you need to do this?

At the top it says that if you are not prepared, the end product may be spoiled. What does the word spoiled mean?

SAFETY IN THE KITCHEN

During Reading

What does the heading tell us this page is about? What are some kitchen safety tips that you know? Brainstorm and discuss each.

As you read page 8, take note of any new tips we have not discussed. Jot them down ready for the discussion after reading. Be thinking about why these safety rules are important. What could happen if we were not careful and did not consider these things when working in the kitchen?

After Reading

What does it mean in the first paragraph to keep a sharp lookout? What are the safety rules in this book?

Discuss each rule, asking students why the rule is important, and what kind of accident could result from not taking notice of each rule.

Why is it important to turn the oven off straight

away? Discuss. Why is leaving the kitchen clean and tidy important?

COOKING EQUIPMENT

During Reading

What kind of cooking equipment is needed to make a cheesecake? It helps to bring in these items to show to students during this discussion. Some items, such as the springform pan, may be new to students.

Read the list of equipment needed to make a cheesecake. As you read jot each item down and write what it will be used for.

After Reading

Discuss each item and how it is used. Clarify any items students are not sure of. Ask students to note the special features of each item and how these features assist in cooking. *For example, we could mix with an eating spoon, but why is a mixing spoon and spatula more suited to this task?*

How do you think cheesecakes were made before electric food processors were invented?

UNBAKED LEMON CHEESECAKE

During Reading

Direct students to observe what is happening in the photographs. Predict what this person is doing with the springform pan. Discuss students' predictions. Ask them to explain the reasons for their predictions.

Discuss the way the recipe is set out. Draw attention to the way the ingredients for the crust, filling, and topping are listed clearly. Discuss how this helps the person following the recipe.

Discuss the instructions. Explain that they are

set out in three sections. Direct students to look carefully and note the numbered steps.

As you read pages 10 to 14, take note of how a recipe is written. Be ready to share what you notice about the setting out, and how each step in a recipe begins.

After Reading

Discuss the way the recipe is set out. *What are the things that make it easy to read and understand what to do? In what way do the pictures help?*

What did you notice about how each of the steps in the recipe begins? Prompt students to notice that each step of the procedure begins with a verb, or action word. Discuss and list the action words that are used. *Why do you think a recipe begins each step in this way?* Discuss the meanings of the words *grease, blend, press, soften, and beat.*

Do you think other recipe books would be set out in this way? Invite students to share their prior knowledge of these types of texts. *How is this book the same and how is it different from other recipe books?*

BAKED CHOCOLATE STRAWBERRY CHEESECAKE

During Reading

Direct students to observe the ingredients in the photos. Discuss what is in this cheesecake. *What does the name of this cheesecake suggest to you?* Prompt students to notice that it is a baked cheesecake. *What does it mean if it is baked? Was the previous cheesecake baked? What difference might it make to the way this cheesecake looks and tastes?* Invite inferences.

Read pages 15 to 20. Take note of the ways this recipe is the same and different from the

last cheesecake. Record any ingredients that are different, and also jot down any changes to the instructions. Find out what is involved in the baking process and be ready to chat about this during the discussion.

After Reading

Which ingredients are different? Discuss the changes to cheesecake flavour, eg, strawberries, and also the changes to the ingredients that will modify the basic cheesecake recipe.

What did you notice about this cheesecake that was different to the last? Students should indicate that the crust is cooked, there are changes to the instructions to include other ingredients, and that the cheesecake is cooked before being refrigerated.

Discuss the baking process. *What changes do you think happen to the crust when baking? How might it be different from the uncooked crust? What sorts of changes would occur to the cheesecake after baking? How might it feel, look, and taste different?*

Was the recipe set out the same way? Why do you think this remains the same?

FROZEN BLUEBERRY CHEESECAKE

During Reading

Direct students to observe the ingredients in the photos. Discuss the ingredients in this cheesecake. *What does the name of this cheesecake suggest to you?* Prompt students to notice that it is a frozen cheesecake. *What does it mean if it is frozen? What difference might freezing make to the way this cheesecake looks and tastes?* Invite inferences.

As you read pages 21 to 25, take note of

how this cheesecake is made. You will begin to notice that there are things about the recipes that stay the same and things that change. Note the things that make the preparation of this cheesecake different from the others. Find out whether there is any cooking involved in making this cheesecake.

After Reading

How do you think this cheesecake would taste compared to the chocolate strawberry or lemon cheesecake? Invite inferences.

What did you notice about this cheesecake that was different from the others? Students should indicate that the crust is uncooked, there is some additional cooking to prepare the blueberries, and that the cheesecake is not cooked before cooling. They should also note that the cheesecake is frozen and not refrigerated.

What does the word marbled mean? Direct students to page 25 to revisit step 12. Why do you think the cream cheeses and blueberries are added in turn and gently swirled? What is the purpose of this? Build understandings that the presentation is very important in making people want to eat things.

Was the recipe set out the same way? Why do you think this remains the same?

TOFU CHEESECAKE

During Reading

Direct students to observe the ingredients in the photos. *What does the name of this cheesecake suggest to you? What is tofu? Revisit the earlier discussion to remind students that this cheesecake is a healthier alternative to the others.*

Discuss the ingredients in this cheesecake. Look at the illustrations on pages 26 to 30.

Prompt students to notice that it is a baked cheesecake.

As you read pages 26 to 30, take note of how this cheesecake is made. You will begin to notice that there are things about this recipe that are similar to one of the others. Note the things that make the preparation of this cheesecake different from the others.

After Reading

How do you think this cheesecake would taste compared to the chocolate strawberry, lemon, and blueberry cheesecakes? Invite inferences.

Which other cheesecake is prepared like this one? Students should indicate the Baked Chocolate Strawberry Cheesecake has some similar steps. Discuss what they are.

Why do you think the fruit is added at the end? What is the purpose of this? Students should indicate that the fruit adds flavour and enhances the way the cheesecake looks. Discuss the way the cheesecake looked before and after the fruit was added. Why do you think it is important to wait until the cheesecake is chilled before adding the fruit?

Was the recipe set out the same way?

▲ CODE BREAKER

Find all the words in this book that are associated with food, cooking, or kitchens. Brainstorm the list on the board. Ask students to tell you what a verb and a noun are.

Discuss what an adjective and adverb are. Explain that an adjective tells about a noun, or naming word, and that an adverb tells about a verb, or doing word. Using the words on the list, instruct students to list the nouns and verbs under two headings. Go through the lists with students. Then support students to group the adjectives and adverbs:

Nouns (naming words)	Adjectives (words that tell about the noun)
Verbs (doing words)	Adverbs (words that tell about the verb)

■ MEANING MAKER

Tell students that words appear in the glossary to help the reader understand what they mean. *Look at the words in the glossary of this book. What do you notice about them?* Invite students to observe that they appear in alphabetical order and some are one word and others are two words, eg, food processor.

Instruct students to write glossary definitions for these words. Explain that rereading these words in the book will help them to make their meanings clear.

- diameter
- spatula
- springform pan
- chill

◆ TEXT USER

This book has lots of verbs, or action words, associated with cooking. As it is a recipe, these appear at the start of each step of the instructions.

Ask students to search through the recipes and jot down the verbs that begin each step of the instructions. Discuss other words that may be used in cooking to begin recipe steps.

Share a recipe book (or distribute a mix of books amongst students for them to search). Locate other words used to begin instructions. Use the pictures and surrounding text to predict what these words mean. *Here are some examples:*

heat, cover, cut, trim, spray, layer, remove, place, soak, thicken, skim, spoon, cook, drain, turn, scrape, serve, boil, chop, cube, dice, grate, shred, simmer, toss

● TEXT CRITIC

Who do you think this book would appeal to more, boys, girls, men, or women? Give reasons. Show students a range of procedural texts, some magazines and narratives.

Look through several samples, discussing illustrations, themes, topics, colour, and layout. Discuss elements of the texts that students think would appeal to boys, girls, men, or women.

Instruct students to work in pairs. Direct students to find texts that would appeal to each group, record the title and write the reason/s they think the book would appeal to this group.

Group	Title/s	Reasons
<i>Boys</i>		
<i>Girls</i>		
<i>Men</i>		
<i>Women</i>		

Do you think these books or magazines were written to appeal to these groups specifically? Were they written to exclude the others?

USING MULTIPLE INTELLIGENCES

Students are partnered for the introduction of this task, but work independently on each element.

Survey: your partner and make a list of foods that they like, and a list of foods that they don't like. (P)

Paint/sketch: a portrait of your partner eating something they think is delicious. Take care with the expression you create on your partner's face. (S)

Paint/sketch: a portrait of your partner eating something they think is awful. Once again, take care with the expression you create on your partner's face. (S)

Record: words around the outside of each of your paintings/sketches. Your words must describe how the two foods taste to your partner. (V)

Share: your work as a class. Make a list of the most popular and unpopular foods. Graph them. (L)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Making a Cheesecake

Name _____

Complete the details and add your thoughts as you read.

What is a cheesecake?

Preparing for cooking

Kitchen safety tips

Cooking equipment

Action words used to begin each step

Interesting words from the book



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Making a Cheesecake

Name _____

Complete the details and add your thoughts as you read.

My thoughts about the
Uncooked Lemon Cheesecake

My thoughts about the Baked
Chocolate Strawberry Cheesecake

My thoughts about the
Frozen Blueberry Cheesecake

My thoughts about the
Tofu Cheesecake



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Making a Cheesecake

Name _____

Multiple Intelligences (verbal-linguistic, intrapersonal)

Think of your favourite things to eat. Add a word to smarten up the name of each one.

A	Apple Pie Divine	N	Nana's Super Noodle Soup
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	



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Making a Cheesecake

Name _____

Plan a menu for a special occasion. Add some decorations to this page. Make a list of delicious treats for each of these groups:

Snack foods

e.g., Chips

Filling foods

e.g., Double decker sandwiches

Drinks

e.g., Fruit punch

Desserts

e.g., Blueberry cheesecake



Making a Cheesecake

Name _____

The instructions for recipes often begin with a verb, or action word. Choose the action word from the box at the bottom that you think fits each of these steps. Cross out the words as you use them.

1. _____ the cream cheese until it is soft and smooth.
2. _____ the eggs into the bowl.
3. _____ the oven to 180 degrees Celsius.
4. _____ the biscuits finely.
5. _____ the biscuit mixture evenly onto the base.
6. _____ the eggs.
7. _____ the pan into the oven.
8. _____ the crushed cocoa, biscuits, and butter together in a mixing bowl.
9. _____ the cream cheese in the microwave.
10. _____ the filling into the crumb base.

Word list:

spread	mix	put	sprinkle	blend
press	heat	add	soften	beat
pour	stir	crack	melt	preheat

Use the leftover words to begin some sentences below.

1. _____
2. _____
3. _____
4. _____
5. _____



Making a Cheesecake

Name _____

Look through some recipe books. Not all recipe books are the same, but here are some other things you might see. Think about why the book has them and record your thoughts on the table below.

Features the book may have	Purpose of the feature
Introduction This may have a heading or it may not. It may be a note from the author to the reader.	To introduce the book to the reader. It may give some cooking tips to the reader, or extra information about ingredients or methods.
Contents Page Check how the information is organized (e.g., food groups, meal types).	
Numbered steps in the introduction	
Ingredients in a list	
Colourful, inviting photographs	
Glossary	
List of useful terms	
Conversion charts	
Index	



Making a Cheesecake

Name _____

You need to be very careful when following instructions. Many things can go wrong if you don't take care. What could happen if:

You didn't make sure an adult was in the kitchen while you were cooking?

You were not careful while cutting or chopping?

You forgot to use an oven glove to pick up something hot?

You forgot to turn off the oven?

You left the kitchen floor wet and sticky after cooking?

