

Strand: Energy

Purpose for Reading: To understand that there are different appliances that cook food.

Comprehension Strategies: Visualizing, making connections to self.

Vocabulary

Dictionary Words: barbecue, bread maker, oven, pizza oven, toaster, wok

Vocabulary Words: button, element, fire, grill, handle, knob

High-Frequency Words: a, is, it, this, what

Before Reading

- Invite the students to close their eyes and visualize someone in their family cooking dinner. *What are they doing? What pots and pans are they using? What appliance are they using to cook the food?* Invite volunteers to share their visualizations.
- Read the title and ask the students if any of them had thought about a toaster. Discuss whether you would usually use a toaster to cook things for dinner.
- Read the title page together. Discuss pizza ovens.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Tell the students that each of the pictures shows a different way of cooking. Ask which ones they already know. Read the labels together to confirm what they say.

Take a Photo Walk

- Pages 4–5: Discuss toasters with the students.

Theme: Heat

How is this toaster the same as/different from the toaster in their house? What do people cook in toasters? Read the label and ask the students why the handle is important.

- Pages 6–7: Invite volunteers to talk about a time when they had pizza. *Was it cooked in a pizza oven or some other way? What can be seen in the photo that will cook the pizza?* Read the label together.
- Pages 8–9: Explain to the students how bread makers work. Read the label together and explain why the buttons are important.
- Pages 10–11: Talk with the students about cooking vegetables in a wok. Invite volunteers to say whether their family ever cooks their food in a wok. Read the label together and discuss elements.
- Pages 12–13: Discuss cooking on a barbecue. Have the students suggest what sort of food people cook on barbecues. Read the label to the students and explain how the food is cooked.
- Pages 14–15: Ask the students to talk about how this oven is the same as or different from their ovens. Discuss the types of foods that can be cooked in ovens. Lead the discussion so that they understand that many kinds of food can be cooked in ovens. Read the label together and talk about why ovens have knobs.

Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.

- Turn to pages 4–5. Read this page with the students. Remind them to point as they read and check the words they say. Explain that the pattern is not the same on every page.
- Ask the students to continue reading the book independently. Provide support where necessary.

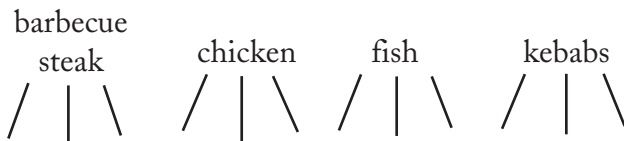
After Reading

Comprehension

- Check the students' comprehension by asking questions, such as what is cooked in a wok? Which appliance toasts bread? What heats a pizza oven?
- Talk with the students about other ways the foods mentioned in the book could be cooked. Ask questions, such as *Could bread be toasted in an oven?* Make a table to reflect their answers.

Food	Method of cooking		
	toast	toaster	pizza oven
meat	barbecue	wok	oven

- Talk about other food that could be cooked in the ways mentioned in the text. Record the answers as a concept web.



Vocabulary and Word Recognition

- Have the students find the high-frequency word *what* in the text. Have them find it on each page it appears. Each time, identify the word and then read

the sentence it is in. Have the students write *what* over and over until they can write it fluently. Add *what* to a high-frequency word chart or word wall.

- Discuss the difference between baking bread and making toast.
- Expand the concept of bread by making a concept web of all the different types of bread that children know.

Oral Language

- Have the students take turns to explain to a partner how one of the appliances in the book works.

Writing

- Ask the students to draw themselves using one of the appliances. Write a sentence to go with their picture. Use the book to help write unknown words.

Creative Extension Activities

- Read the traditional stories *The Gingerbread Man* and *The Little Red Hen*.
- Have the students cut photos of ways of cooking vegetables and pizzas out of magazines. Ask them to glue their pictures on paper to discuss and display.
- Make pictures of pizzas with the toppings that the students like best. Write captions listing the toppings on each pizza, then display.
- Draw a picture of a toaster and toast. Have the students write about making toast.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

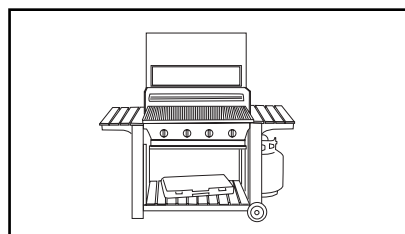
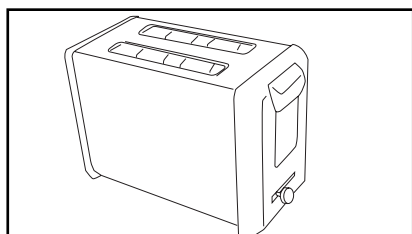
Name: _____

Answer the questions.

Use these words to help you.

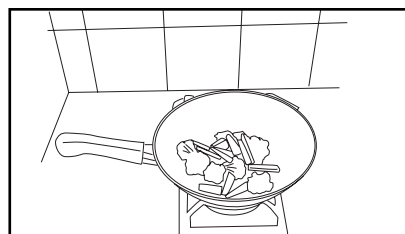
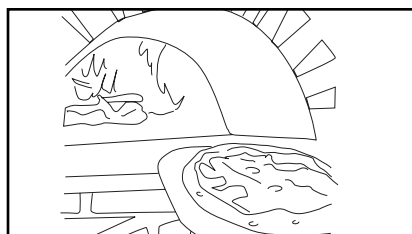
barbecue pizza oven wok toaster

Q: What is this? Q: What is this?



A: _____ A: _____

Q: What is this? Q: What is this?



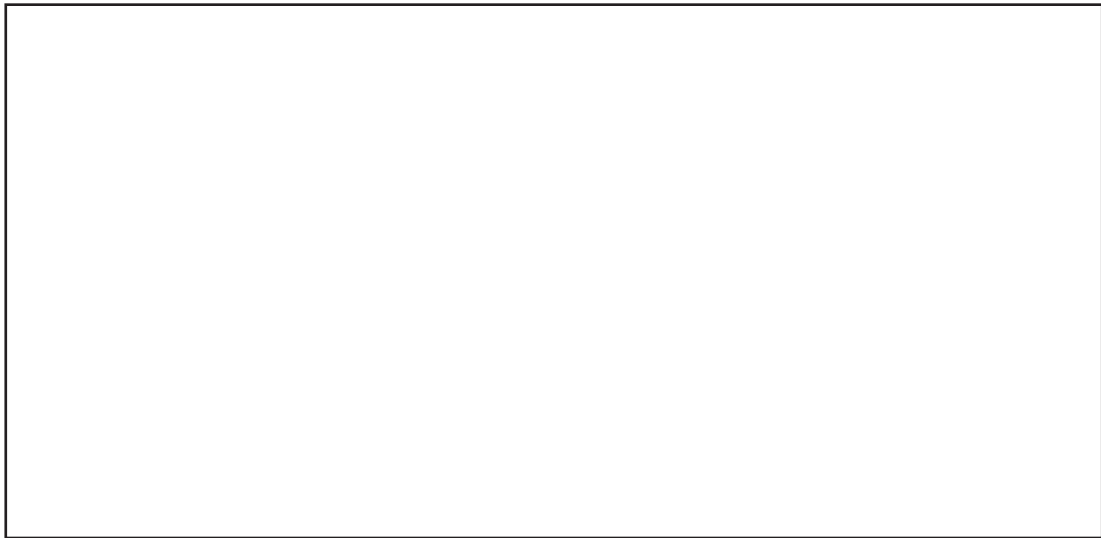
A: _____ A: _____

Circle the word *What*.

Name: _____

Draw the thing that toasts bread.

Label the handle.



Draw the thing that cooks many kinds of food. Label the knob.

