



Level 23

Book b

T. Rex Trek

Chocolate...Yum!

Thomas Tries
Something New

What Lived in
That Shell?

Camping In

Australian
Sea Lions

Why the Turtle
Does Not Fly

Active Volcanoes



Level	23
Word Count	578
Text Type	Explanation
High-Frequency Word/s Introduced	



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

Discuss the front cover with students. Ask students to comment on why the title and photograph are a good match. Why are the boxes of chocolate in the shape of a heart? Ask students if they like chocolates and why. What sort of chocolates do they like? Have they received a box of chocolates? Have students talk about their experiences with eating chocolate or cooking with chocolate.

Ask students if they know where or what chocolate comes from. Read the table of contents and explain to students that because the book is written as an explanation in the form of procedural writing, the chapters need to be read in order. Ask students to comment on why this is important.

Ask students to read the glossary and index and look for links between the two. Ask students to explain why this could be helpful to them when they read the book.

Introduce and explain the *Flow Chart* BLM.

DURING READING

Ask students to read the introduction on pages 2–3 and ask them to name things to eat that are made out of chocolate.

Pages 4–7 Read for information about the cacao tree. At the end of page 7, be prepared to share several facts with the group.

Pages 8–9 After reading these pages, discuss with the person next to you the four stages of picking and processing, in order.

Pages 10–11 Find out information about fermenting and drying the beans.

Continue through the book setting the students purposes to read for, to guide their inquiry learning.

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AFTER READING

Ask students where there were problems with their reading, that they could/could not solve. Ask how they solved them or what strategies they tried.

Have students reread the book, reminding them that they are reading for information.

Have students complete the *Flow Chart* BLM.

CODE BREAKER



Developing Specific Skills

Suffix – *en* – broken, taken, often, loosen; *ation* – fermentation; *ure* – mixture

Prefix – *sub* – substance; *re* – removed

Double the final consonant after a short vowel when adding *ed* – wrapped, trimmed

Thesaurus – find synonyms for words – squeeze, wrap, make, trim, clean

TEXT USER



Use a flow chart –

- To organise and record information on chocolate.
- To understand procedural text in the form of a recipe.
- To experience the explanation text type to tell why and how something occurs.
- To look at the steps rather than the things.
- To realise the purpose of an explanation is to tell each step of the process (the how) and to give reasons (the why).

MEANING MAKER



Follow the recipe to make chocolate fudge.

Bring chocolate recipes from home to make a chocolate recipe book.

Write about why chocolate is popular as a gift, and list occasions when chocolates are given.

TEXT CRITIC



Why has the author chosen the flow chart on page 22 as part of the explanation summary? Was that a good idea?

Why are the title and front cover photograph appropriate to the subject? How did the front cover make you feel about reading this book?

23b Chocolate...Yum!

Name _____

1. Use a thesaurus to find synonyms for these words.

squeeze _____

wrap _____

remove _____

workers _____

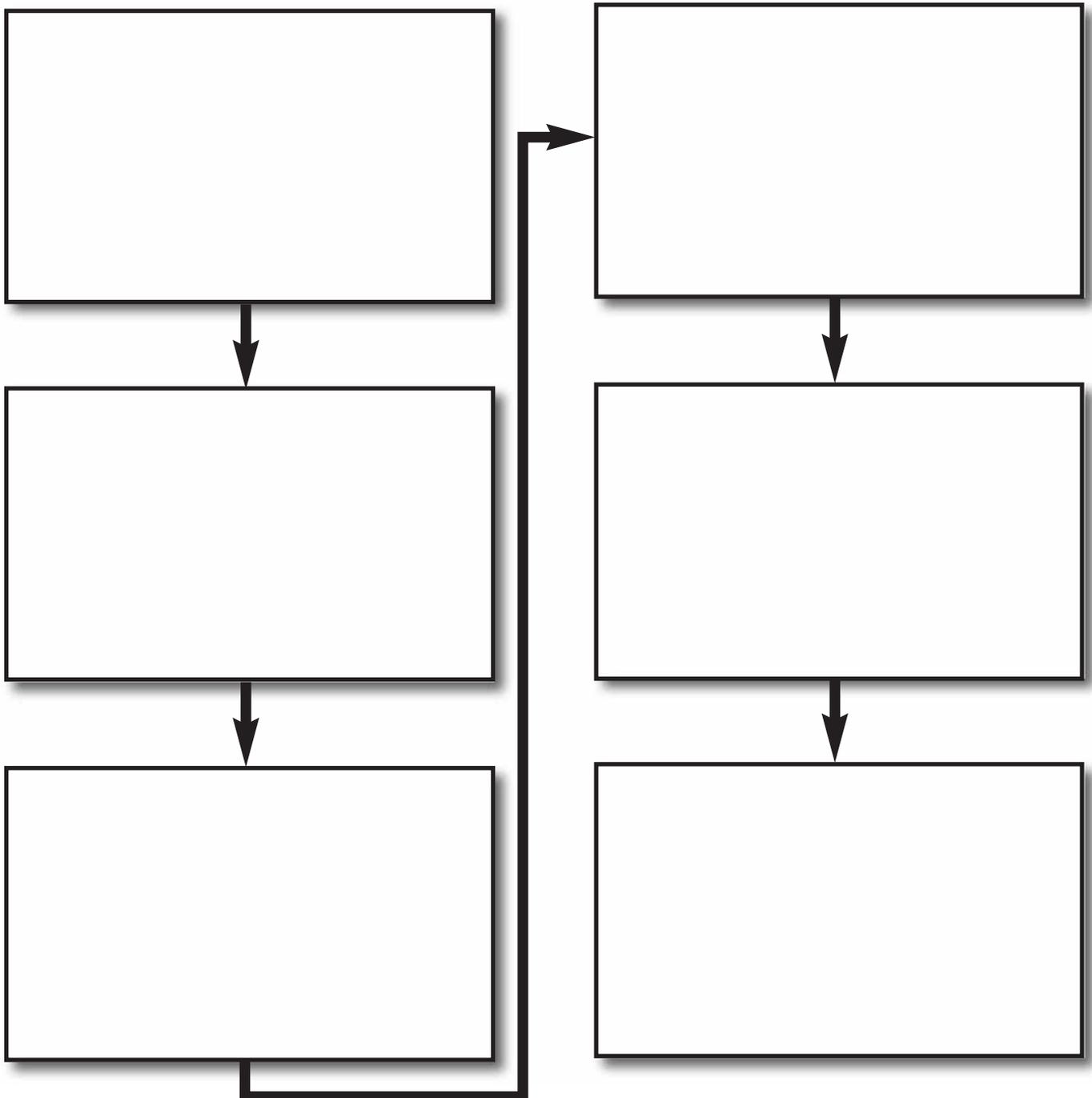
smell _____

2. Write words that describe the taste of chocolate.

3. Write about your experiences with chocolate.

Flow Chart – The Story of Chocolate

Describe each stage of the chocolate-production process by writing a sentence and drawing a picture in each box.



23b Chocolate...Yum!

Name _____

Answer the questions with a sentence.

a. What does chocolate come from?

b. Where do cacao trees grow?

c. What do the flowers on a cacao tree grow into?

d. Why do farmers trim the cacao trees?

e. What is inside the cacao pod?

f. Why do the beans turn dark?

g. Name three places the farmer might put the beans to ferment.

h. Why do they put the beans in the sun?

i. Where do they take the bags of dried beans?

j. At the factory, what do the workers do with the beans first?

k. What do they do after they have cleaned the beans?
