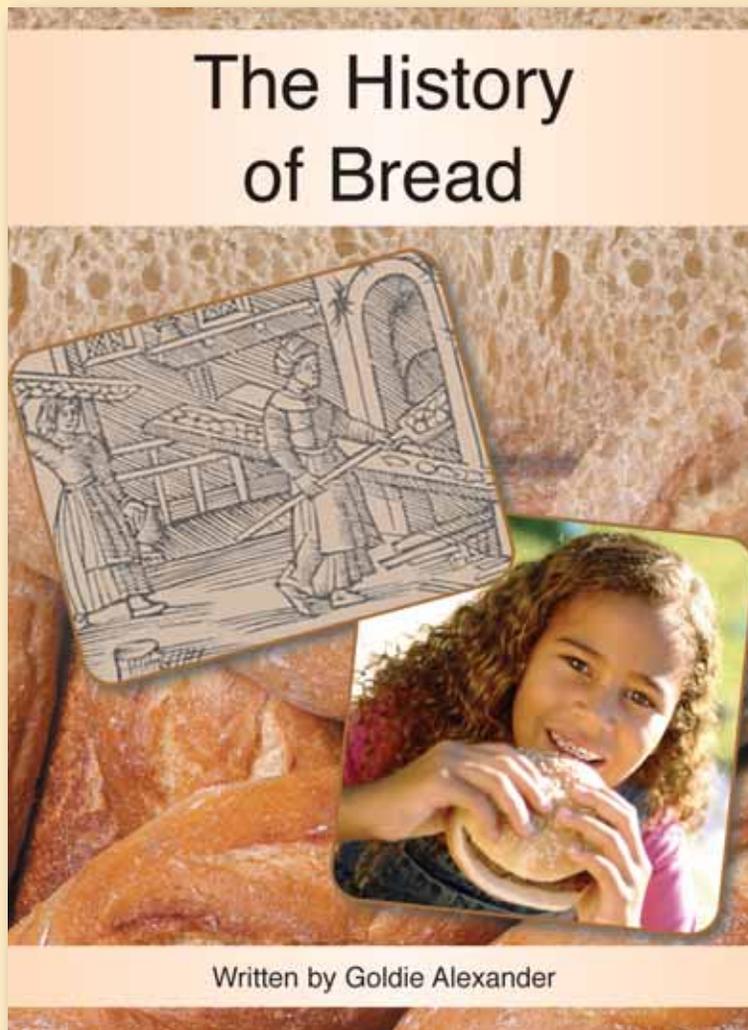




Level 30 Book d



Level	30
Word Count	953
Text Type	Factual Description
High-Frequency	add
Word/s Introduced	



Lost in English

Sadako and the
Thousand Cranes

Lost in Space

The History of
Bread

Cole, the Outback
Giant

Disaster around the
Indian Ocean

Window to the Past

Food Chains
and Webs

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 name of the author on the front cover. Ask the students – *Do you like to eat bread? List all the different types of bread you know.* Record the responses on the board.

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. 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 2–3 *Name three different kinds of bread.*

Pages 4–5 *What is bread made from? What is the most common grain used to make flour for bread?*

Pages 6–7 *How long have people been making bread? What is flat bread called?*

Pages 8–9 *What does yeast and honey do to bread? Who were the first people to invent ovens for baking bread?*

Pages 10–11 *How did the Romans grind their grain for bread? How did people who did not have ovens bake their bread?*

Pages 12–13 *Why was soft white bread only for rich people?*

Pages 14–16 *What were bread containers made from? What effect did the Industrial Revolution have on the making of bread?*

Pages 17–19 *Where is most bread baked these days? What is bread mixture called?*

Pages 20–22 *Why is the Earl of Sandwich famous? Why did people start to add other things to their bread during World War I?*

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Ask the students to note all the different types of bread they read about and add them to the list they made before reading the book. Remind the students to read the captions and diagrams as well as the main text.

CODE BREAKER



Developing Specific Skills

Prefixes – prefixes are added to the beginnings of words to change their meaning, for example, *leavened* | *unleavened*

See the BLM.

Word building – *dough*, *though*, *although*

TEXT USER



Ask the students – *What are the ingredients of bread? Have you ever made bread? What type of bread do you like best?* Conduct a class survey to determine the most popular type of bread.

Have a bread-making session with the students.

Invite a local baker to the class to talk about bread-making.

MEANING MAKER



The introduction tells us – *Bread is a staple food for people all over the world. Ask the students – What does staple food mean? Why do you think bread has played such an important part throughout history?* For example, the Industrial Revolution, the French Revolution, World War I, and World War II.

See the BLM.

TEXT CRITIC



In order to write this book the author would have done a great deal of research about bread. Ask the students – *Do you think this is an informative book? Does it answer questions you might have about bread? Look at the contents page. Are there other topics about bread which could have been included? If so, what are they? What new facts do you now know about bread?*

30d The History of Bread

Name _____

Prefixes are added to the beginnings of words to change their meaning, for example, *leavened* / *unleavened*.

Some common prefixes are –

un- im- in- mis- dis-

Add prefixes to the words below to change their meanings. The first one has been done for you.

tidy untidy necessary _____

pure _____ behave _____

polite _____ usual _____

kind _____

Choose four of the new words and write them in sentences.

30d The History of Bread

Name _____

The book *The History of Bread* talks about bread in the context of some important times in history. Use an encyclopedia, books, or the Internet to find out more about one of these historic times –

- The Industrial Revolution
- The French Revolution
- World War I
- World War II

Answer these questions about the topic you have chosen –

1. In which years did the event take place?
2. Which countries were involved in this event in history?
3. Name an important person from this time. Why was this person famous?
4. Why was bread important during this time in history?

Present your information as a talk to the class. Write your information on cue cards and remember the following –

- Begin by introducing yourself to the audience
- Speak slowly and clearly
- Look at the audience from time to time
- Learn some of your information off by heart and use your cue cards to remind you what to say
- Conclude your talk by telling the audience where you found your information

30d The History of Bread

Name _____

Look at the list of different types of bread you have from your discussion and from reading the book *The History of Bread*. Find out more about the different types of bread and complete the table below. The first one has been done for you. Add other types of bread from your list to the bottom of the table.

Type of Bread	Country It Comes From	Grain It Is Made From	Leavened or Unleavened
tortilla	Mexico	corn	unleavened
pizza			
pita			
lavash			
chapatti			
pumpernickel			