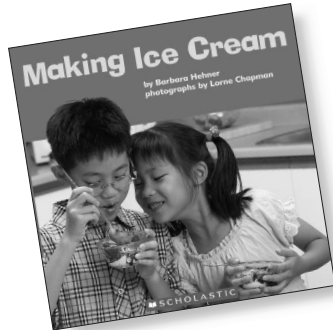


Making Ice Cream



Audio Available Online
www.lpey.ca

Written by *Barbara Hehner*

Photographs by *Lorne Chapman*

Text Type: Non-fiction: Procedure — Recipe

Summary: This book provides a recipe for making ice cream at home or in the classroom. This recipe allows students to easily participate in the activity as an ice cream machine is not required. The text uses features such as bullets and labels to help guide students through the recipe.

Text Features

Visual Literacy

- ▶ photographs with labels

Print Concepts

- ▶ bulleted list of materials and ingredients

First Reading

Reading Strategies

Comprehension

- ▶ predicting
- ▶ making connections: text to self
- ▶ analyzing

Working with Words

- ▶ attending to print (tracking across lines and down pages)
- ▶ language predictability: associating meaning to words (vocabulary)

Assessment Opportunities

Note each student's ability to:

- ▶ join in with familiar language
- ▶ make predictions about content
- ▶ draw on background knowledge and recount personal experience to make text-to-self connections
- ▶ recognize and use text features to aid understanding



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show the cover of the book and read the title, the author, and the photographer. *This book is called Making Ice Cream and the author is Barbara Hehner. The photographs are by Lorne Chapman.* Point out the picture on the front of the book and invite students to make predictions. Ask, *What do you think we will read about in this book?* Show the back cover and say, *Let's read the text on the back and see if it tells us more.*

Making connections: text to self

Invite students to tell a partner what kind of ice cream they like. Students might also share a personal experience connected with ice cream (e.g., when they were eating ice cream or watching someone else eat it).

Say, *You have already shared a story about a time when you had ice cream to eat or saw someone else eating ice cream. Have you ever made ice cream? (Ask for a show of hands.) What do you need to make it? (List suggestions on a chart.) How can you make different flavours?*

ESL Note:

Some ESL/ELD students may never have seen or tasted ice cream, or may have limited experience with ice cream. Be prepared to talk about ice cream yourself—when you eat it, what it tastes like, your favourite flavour. Create a class list of favourite ice cream flavours. Use photos from magazines or ads as visual aids, to help students understand related concepts, e.g., cone, topping.

Analyzing

Setting a Purpose

Let's read the book together and see if we can find out how to make ice cream at home or in our classroom.



DURING READING

Print concepts

Direct students' attention to the bulleted text on pages 2 and 4 and explain that these tell what things are needed to make ice cream.

Point out the labelled photographs on pages 3 and 5 and relate these items back to the bulleted list.

Tracking print

Track the text by phrases or sentences using a sweeping movement with a pointer. Note that text occurs above and below the photo on page 11.

Teaching Tip:

On some pages, you may want to track the print word-by-word to add emphasis to support the meaning. For example, on page 7 "you don't want leaks," you might want to emphasize *don't* or on page 15 "What else can you put on your ice cream?" it would help the meaning to emphasize *else*.



AFTER READING

Building confidence

Invite students to repeat sentences where you have emphasized particular words. This practice will allow students to model reading with expression.

Language predictability

Clarify any words that puzzle students. Explore the meaning of challenging words with the class in the context of the story, e.g., for *flavouring*, connect with the Before Reading discussion of different flavours of ice cream. For *coarse salt*, have samples of both coarse and regular salt for students to look at and touch.

Predicting

Ask, *Did the children in the book make ice cream the way you thought they would? If not, what did they do that was different? Did they make more than one flavour?*

Print concepts/ visual literacy

Discuss the bulleted information and labelled photographs. Ask students how these features helped them to understand what was needed to make ice cream.

Analyzing

Ask students to work with a partner to recall what they would need to make ice cream. Prepare sheets of paper with two columns, one labelled “ingredients” and one labelled “supplies.” Have students write the ingredients and supplies on individual sticky notes and put them under the appropriate headings on their charts.

ESL Note:

Prepare a list of the “ingredients” and “supplies” with pictures beside each. Beginner ESL students can copy the words and/or draw the pictures on sticky notes.

Hand out the small text versions of *Making Ice Cream* and have each pair check their lists against the lists in the book. Have students print their names on their sheets and then collect them for use in the Second Reading.

Second Reading

Reading Strategies

Comprehension

- ▶ sequencing: understanding sequence of directions
- ▶ sequencing: locating words that signal order (e.g., *then, next, finally*)

Word Solving

- ▶ using picture cues to understand sequence and to help solve challenging words
- ▶ analyzing words using known word patterns

Assessment Opportunities

Note each student’s ability to:

- ▶ understand the sequence of instructions
- ▶ locate words that signal order in a sequence
- ▶ use picture cues to aid understanding and to help solve challenging words
- ▶ locate words containing known word patterns (e.g., “ing” in *making, flavouring, and measuring*)



BEFORE READING

Synthesizing

Activating and Building Prior Knowledge

Hand back students' lists of ingredients and supplies for making ice cream. Say, *With your partner, look at your list of items and decide what you need to do with these items to make ice cream.*

Sequencing

Setting a Purpose

Let's look at the book together again. Listen carefully while I read because I am going to see if you remember everything the children do when they make ice cream and I want you to try to get everything in the right order.



DURING READING

Tracking print/ visual literacy

Read the book, tracking print. Emphasize the action words and invite students to join in. Draw students' attention to the photographs and discuss how they support the text and can help them to understand the sequence of steps.

Print concepts

Read each page, emphasizing the punctuation marks.

Sequencing

Draw students' attention to words indicating sequence, e.g., *then, now, next,* and *finally*. Discuss how these words help the reader by giving them an order to the steps.

ESL Note:

Words that signal order are not used in all languages and are important vocabulary for ESL students to understand. Offer synonyms or short phrase definitions for each signalling word and provide an example (e.g., next: following, right after). Say, *In the word ice the first letter is "i," next is "c," and finally an "e."* Teachers can also provide examples of how words that signal order are used in different contexts.



AFTER READING

Sequencing: retelling

Have students sit in groups of three. Have them take turns retelling in sequence what you have to do to make ice cream. Using bullets, write down the steps on chart paper. Use prompts such as, *Tell me what you do first. What do you do next?* Save this list for further reading activities.

Word solving and building

Looking at the front of the book, point to *Making* and ask, *What part of this word do you know that you see in lots of other words ("ing")*. Turn to page 3 and ask, *Can you find "ing" in a word on this page? What's the word?* (Direct their attention to *flavouring*.)

Explain how using the known part of a word can help you to solve new words. On pages 4, 5, 6, and 10, offer more possibilities to locate new words with the know word part "ing." (*measuring, flavouring, and moving*)

Third Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ evaluating

Word Solving

- ▶ attending to print

Assessment Opportunities

Note each student's ability to:

- ▶ recognize and use text features to assist with understanding
- ▶ follow a set of steps in sequence to make ice cream
- ▶ evaluate: give personal opinions
- ▶ track print by line over several lines and from one page to another



BEFORE READING

Sequencing

Activating and Building Prior Knowledge

Show students the cover of the book and remind them that this book told us the steps for making ice cream.

Text features

Invite students to recall some of the text features of procedures, e.g., list of things you need, pictures to show each step, and words indicating order.

Sequencing

Setting a Purpose

Say, *We're going to reread this book and then we're going to make ice cream. As we read, I want you to think about the steps the children follow to make the ice cream.*



DURING READING

Tracking print

Read the book through with students, tracking print using a pointer and inviting students to join in with the reading. Stop to emphasize the text features students have mentioned.

Analyzing

Tell students that you will now use the book to make ice cream together. Divide the class into groups of four or five. Have prepared ingredients and supplies for each group of students. Read pages 2–4 with students. As you read the list together, invite students to check that they have everything they will need to follow the recipe.

Read pages 5–7 with students. Pause so that students can complete the steps. Ask them to decide within their group which flavouring, chocolate or vanilla, they will use for their ice cream.

Teaching Tip: If possible, a classroom “helper” (e.g., a parent or older student) could help students to measure ingredients.

Continue to read pages 8–11 together, then pause again to allow students time to complete the steps. Finally, read pages 12–16 with students. Invite them to choose a topping such as sprinkles or berries to add to their ice cream.

Teaching Tip: As an alternative, you might make the ice cream as a demonstration, asking for student volunteers to help with the various stages of the recipe, as the rest of the class reads along.



AFTER READING

Evaluating

As a class, evaluate the recipe. Prompt discussion by asking, *Was the recipe easy to follow? Was anything in the recipe confusing?* If so, identify the source of confusion and discuss ways to make the recipe easier to follow, either by re-writing part of the text or adding information. *If we make ice cream again, is there anything we should change or do a different way? Why?* Invite students to describe any modifications they would make to the recipe. *Is this good ice cream? Do you like it? Would you make it again? Why or why not?* Discuss why and how homemade ice cream might taste different from store-bought ice cream.

Sequencing

Talk about why it's important to follow the steps in a procedure in the right order. You could also talk about why recipes give specific amounts for the different ingredients.



FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase as the book becomes more familiar and students become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Text features

Review the title, author, and text features of procedures.

Tracking print

Continue to track print but offer individual students roles in print tracking during rereadings. Offer as much support as necessary, e.g., by guiding the pointer with the student who needs assistance.

Print concepts

Point out punctuation marks in rereadings. Invite students to join in reading using appropriate expression, e.g., by adding emphasis when they see an exclamation mark.

**Making connections:
text to world**

Self-monitoring

**Making connections:
text to world**

**Phonological and
phonemic awareness
Letter knowledge**

High-frequency words

Focusing on Comprehension

Invite students to discuss other ice cream flavours or toppings that could have been included in this book. Students could illustrate their favourite flavour of ice cream and label their drawings.

Emphasize the strategy of self-questioning, e.g., *Good readers ask themselves questions when they read.* Model self-questioning, e.g., *I wonder how they will mix the ingredients to make ice cream.*

Invite students to suggest other foods that people make, such as cookies or pizza. Ask, *How does following instructions help you to make things?* Encourage students to suggest things other than food that people make. Chart their suggestions for possible writing opportunities.

Help students understand concepts of measurement by using water and measuring cups of various sizes and shapes to recognize the difference between 750 mL, 125 mL, and 90 mL. Similar understandings can be developed for 5 mL or 15 mL using measuring spoons.

Working with Words

Read a sentence slowly, as separate words, and point out word spacing.

Focus attention on words that start with specific letters or sounds such as “ch” in *chocolate* and *check*.

Frame a selection of high-frequency words to introduce or review the words. (See the list of high-frequency words recommended for grade one in the Working with Words Guide.)



RESOURCE LINKS

Writing

Provide a sentence starter such as “The most interesting information was...” or “The pictures helped me...” and ask students to think about *Making Ice Cream* and finish the thought.

As a class, write a procedural text telling how to make something. You may wish to use one of the ideas generated in Focusing on Comprehension above. Refer to the Procedure text-type study in the Writing Guide.

Independent Reading

Make the six small versions of *Making Ice Cream* and the online audio available for students. Invite students to use these materials to read the book independently.

Gather a selection of other procedural texts for individual or partner reading.



Home Links

Have students go home and look at one of their family's cookbooks to find other ways that ingredients are printed (e.g., many cookbooks will have bold print but not bullets).

Recommend that parents or family members read a favourite family recipe aloud and discuss how instructions help them make it.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the Working with Words Guide for more direct instruction for those students who need it.

See also the specific Building Words lessons (“Measuring” and “Fingers”) in the Working with Words Guide.

Read Aloud

Read another procedural text and compare it to *Making Ice Cream*. Identify and discuss similarities and differences between the text features in the two procedures.