

Making Rock Candy

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Photographed by Lorne Chapman

Text Type: Non-fiction: Retell — Account

Guided Reading Level: G

Summary: In this story, an older sister helps her younger brother make rock candy.



Word Count: 229

High-frequency Words: *across, end, five, food, give, gone, grow, held, last, paper, sister, small, told, under, water*

Text Features

Visual Literacy

- ▶ photographs
- ▶ labels
- ▶ environmental print

Text Supports

- ▶ photographs support the text
- ▶ labelled photographs

Possible Text Challenges

- ▶ number of steps to follow in procedure
- ▶ length of text

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ inferring

Working with Words

- ▶ recognizing present and past tense in verbs

Assessment Opportunities

Note each student's ability to:

- ▶ retell the steps in sequential order
- ▶ make inferences about what happened to create the rock candy
- ▶ use photograph cues to read unfamiliar words
- ▶ recognize verb tenses

Oral Language Opportunities

- ▶ sharing related experiences
- ▶ retelling their own stories



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show the front cover and ask students to predict what the story might be about. Invite them to share any experiences they may have had helping prepare food, talking about what they made, and who helped them.

ESL Note: Have students tell about any special foods they've helped make in their native countries, and any unusual ingredients or equipment required to make it.

Making connections: text to self

Overcoming Text Challenges

Ask students if they know what rock candy is. Ask, *Have you ever tasted rock candy? How do you think it's made?*

Predicting

Show the cover and ask students who they think the people are in the picture on the cover. Jot down their predictions next to their names on a piece of chart paper. Hand out copies of the book. Have students read the back cover of the book. Were their predictions correct?

Text features

Have students flip through the book and tell you what they notice about the pictures. (They are all photographs.) Ask, *Does that tell you something about the type of book this might be?* Talk about fiction versus non-fiction, bringing up the idea that non-fiction books often have real photographs, provide accurate information, and are about real events or experiences.

Word solving and building

Have students look at page 3. Ask if they can tell you what they think the rock candy is made from. How do they know? Have them look at page 2 and find the word *sugar* on that page. Say, *This might be a word you haven't seen very often. If you had trouble reading it, what could you do?* Elicit from them that using a photo or illustration to help them with unfamiliar words is a good strategy to use.

Sequencing

Setting a Purpose

Tell students, *Today, you are going to find out the steps involved in making rock candy.* Give each student sticky notes and have them place one on each page that tells them something to do.



DURING READING

Ask students to read the book independently, thinking about the steps to take in making rock candy.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension questions. For example, ask, *What are the steps involved in making rock candy? Does it seem hard to make?*

Note students' ability to decode unfamiliar words and any difficulties they encounter.

Encourage students who finish early to reread the book and check that they have put a sticky note on each step of the instructions.



AFTER READING

Sequencing

Go through the book again with students and have them number their sticky notes. Compare their order and begin to itemize the instructions on a large piece of chart paper. Have they missed any? Are there any discrepancies? Ask, *If we were to write this as a recipe for others to use, would we use the same words as the story or do we need to change them?*

Inferring

Ask, *What do you think might have happened during the week that the jar was left in the window? Why do you think Nico was asked not to touch the jar?*

Rereadings

Provide opportunities for students to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Chose those that best meet the needs of your students.

Sequencing

Making Rock Candy

Hand out copies of the “Making Rock Candy” BLM to students. Break the class into small groups with a member of the Guided Reading group going through the recipe with the class. This could also be done with the Guided Reading group taking turns explaining the recipe while the teacher, a parent, or a staff assistant helps with the cooking portion. The Guided Reading group could help accumulate supplies for each student in the class, thinking about the ingredients and supplies needed.

Inferring

Keeping a Diary

Encourage students to write a weekly diary of how the rock candy developed. Use drawings to illustrate your writing. Share their diaries with the rest of the group.

Planning a Food Celebration

Invite students to talk to their parents about recipes they use for favourite dishes. Plan a “food celebration” day when students bring in a favourite food they have helped make, and share both the recipe and food with the class. Introducing their recipe to the class and telling why it’s important to them is a great opportunity to practise oral literacy.

Telling About the Past

Have students look through the text to find all the words that tell about something that happened in the past. As they tell you the verbs, write them on the board. Place all of the “-ed” endings in one column, and have students articulate their reasons for classifying them as they did.

Word solving and building

Making Rock Candy

- 1. Your teacher will make sure all of your equipment is clean and ready to use.**
- 2. Prepare the string and paperclip, as shown on pages 6 and 7.**
- 3. Pour 250 mL of water into the saucepan.**
- 4. Add 375 mL of sugar. Stir. The water will look cloudy.**
- 5. Your teacher will turn the stove element on to medium heat.**
- 6. Your teacher will keep stirring the mixture.**
- 7. The mixture shouldn't boil—it should *almost* boil, but not quite. If it starts to boil, turn the heat down.**
- 8. When you can no longer see sugar crystals in the saucepan, turn off the heat and leave the pot for 5 min.**
- 9. Put the glass jar in a place where it can sit for a week. Carefully pour the solution into the jar. The string should not touch the bottom. About $\frac{3}{4}$ of the string should be in the liquid.**
- 10. Don't move the jar. Don't touch the contents.**
- 11. After a couple of hours, you should start to see some crystals forming. It might take a week for them to finish growing.**
- 12. Take the string out of the jar and let the candy dry. You might have to let it dry on a baking sheet in the oven on very low heat. Enjoy!**