

Key Question

How are people both producers and consumers?

Vocabulary

Academic vocabulary

- *consume (v.), ingredients (n.), prepare (v.), sequence (n.)**

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

(*) word appears in the lesson but not the book

Story words

- *cacao (n.), conching (n.), fermentation (n.), ingredients (n.), mills (n.), plantations (n.)*

Enrichment words

- *consume (v.), machete (n.), mole (n.), pods (n.), pulp (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *All About Chocolate*.



Ask and answer questions

Ask students to think of an activity that a person does that has to be done in a certain order. Some suggestions are recipes, building something, or retelling a story. Invite students to share their answers. Then ask students what would happen if they forgot a step or mixed the steps up. Have them share. As they read, they should pay attention to the sequence of steps in the making of chocolate.

Graphic organizer: Sequence events

Show students the lesson [graphic organizer](#). Explain or review the term *sequence* (to put in order). Explain the difference between a sequence and a list. (With sequencing, the steps must be in order; with the list, the order doesn't make any difference.)

Text structure: Sequence

Explain to students that text structure is the way authors organize their writing. Each structure has certain characteristics that help readers understand where information will be located so they can better understand what the author is trying to say. Point out that this book is written using a sequence structure. Have students read "Where Chocolate Comes From" and "Preparing the Beans." As students read, have them pay attention to the sequence of steps in the making of chocolate and number them in order on the lesson graphic organizer. Point out the author's use of signal words: *first, then, after*. Explain that when readers can identify sequence signal words, they can better identify the correct order of the steps.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *What is the author's purpose for writing this book?* (level 1)
- *What would be a good description of the steps for making of chocolate?* (level 2)
- *Why do people continue to make chocolate?* (level 1)
- *Why can chocolate be described as a popular sweet?* (level 2)

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: Number the steps in making cacao beans into chocolate.



Chocolate makers get the beans in cloth bags.



The bean shells are removed.



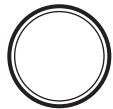
Beans are changed in the fermentation process.



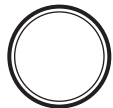
Cocoa butter is removed from liquid in molds.



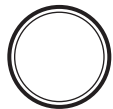
The beans are dried.



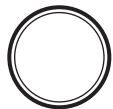
Conching takes place.



The chocolate is wrapped in packages for shipping.



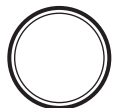
Nibs become liquid in the grinding process.



Cleaned beans are blended and roasted.



The pods are cut open, and the beans are scooped out.



Cocoa powder is sent to bakeries and dairies.



The bean pods are removed from the cacao tree.

