



About the Book

Text Type: Nonfiction/Informational Page Count: 20 Word Count: 678

Book Summary

All About Chocolate is an informational book that is sure to make the reader's mouth water. Interesting facts about the history of chocolate, where and how cacao trees are grown, and the steps taken to make chocolate into candy are included. A "History of Chocolate" timeline and consumer consumption chart provide additional details. This book is one of three multilevel readers.

Book and lesson also available at Levels R and U.

About the Lesson

Targeted Reading Strategy

- Make connections to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Sequence events
- Identify vowel digraphs *ee*, *ea*, and *ie*
- Identify simple and complete subjects and predicates
- Understand and use content vocabulary

Materials

Green text indicates resources available on the website

- Book—*All About Chocolate* (copy for each student)
- Chalkboard or dry-erase board
- Sequence events, subjects and predicates, content vocabulary worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *cacao* (n.), *consume* (v.), *fermentation* (n.), *ingredients* (n.), *plantations* (n.)

Enrichment: *pods* (n.), *pulp* (n.)

Before Reading

Build Background

- Involve students in a discussion about their favorite types of candy. If necessary, suggest chocolate bars as one of your favorites. Make a survey chart on the board and write the five most popular types of candy named by students. Ask for a show of hands to determine which type students like best. Tally the numbers and share the results with the group.
- Explain to students that they are about to learn all about a candy that is a favorite of many people, chocolate. Ask students to raise their hand if they like chocolate. Explain that they will learn many interesting facts about this tasty treat.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that having some prior knowledge of the topic they are going to read about, and making a connection with what they know while they are reading, helps them understand and remember the information in the book.
- Model how to use prior knowledge as you preview the book.
Think-aloud: On the cover is a picture of a strawberry dipped in chocolate. I have never had chocolate-covered strawberries, but I do remember that my cousin used to make fudge for us on Saturday afternoons. Sometimes it was so soupy that we had to eat it with spoons. We didn't care, though. It was always good.
- Review with students the table of contents. Model using it as a way to make connections to prior knowledge. For example, say: *The third section of the book, "Preparing the Beans," must mean that beans have something to do with chocolate. I have seen chocolate beans in health food stores, but they were called cacao beans. I've never really thought about where chocolate comes from. It looks as though I'll find out in this book.*
- Have students preview the rest of the book, looking at photos, captions, and illustrations. Point out the timeline on page 16, the consumer chart on page 17, and the recipe on page 18.
- Show students the glossary and index, and explain the purpose of each.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that many writers present the events in a book in the order in which they happen to help readers understand the text. Writers often use sequence words to help readers identify the order of events. Give students examples of sequence words (*today, first, next, then, and so on*). Explain that thinking about the sequence in which things are done, especially in a fact-filled book like *All About Chocolate*, will help them remember the important points.
- Model using sequencing words to describe the process of making a peanut butter and jelly sandwich.
Think-aloud: I know that when I make a peanut butter and jelly sandwich, the first thing I do is gather all of the items needed to make a sandwich. I get two slices of bread, a knife, the jar of peanut butter, the jar of jelly, and a plate. Next, I spread the peanut butter on one slice of bread. Then, I spread the jelly on the other slice of bread. After that, I put the slices together, put the sandwich on a plate, and cut it in half. Last, I put everything away and eat my sandwich.
- Ask students to share the steps they take to make a favorite snack. Remind them that many foods need to be made with the supervision of an adult.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Have students turn to page 5 to find the bold word *cacao*. Review or explain that the syllables written inside the parentheses tell how to pronounce the word that comes before them.

- Model how to apply word-attack strategies. Direct students to the bold word *fermentation* on page 10. Model how they can use context clues to figure out the meaning of the unfamiliar word. Explain that the sentence containing the unfamiliar word tells that *fermentation* is a type of process that changes the chocolate beans on the inside. Explain to students that sometimes a context clue provides enough information for a sentence or paragraph to make sense, but not enough to fully understand the word. Model looking up the word in the dictionary for a more complete definition (a chemical process that changes one organic substance to another). Have students follow along as you reread the sentence on the page with the dictionary meaning of the word.
- Remind students to always check whether a word makes sense by rereading the sentence in which it occurs.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Set the Purpose

- Have students think about what they already know about chocolate as they read the book.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 11. As they read, remind them to look for information that they already know something about. Encourage those who finish early to go back and reread the text.



When students have finished reading, have them go back and underline parts of the text that they already had knowledge of before reading.

- Model the reading strategy of connecting to prior knowledge.
Think-aloud: *When I read that chocolate grows on a tree called the cacao tree, it made me think of other foods that grow on trees. I know that many types of fruits, like apples, bananas, and oranges, grow on trees. There are also trees that grow various types of nuts. All of these foods taste pretty good when they are picked off the tree. This makes me wonder if the beans in the pods that grow on the cacao tree taste good, too.*
- Have students share something they underlined and explain how the underlined text helped them better understand what they read.
- Have students reread page 8. Ask a volunteer to tell the first step in the process of preparing the beans (taking ripe pods from the cacao trees).
- Introduce and explain the [sequence events worksheet](#). Have students order the remainder of the steps for pages 8 through 11.



Check for understanding: Have students read pages 12 through 14. As they read, remind them to think about what they already know about chocolate and how this information helps them to better understand and connect to the information in the book. Have students underline sections of the text that connect to their prior knowledge. Invite students to share the information they underlined and give explanations as to how their prior knowledge helped them understand what they read.

- Have students reread page 12. Ask a volunteer to tell the next step in the process of making chocolate. Have students find this information on the sequence events worksheet. Have students complete the worksheet. If time allows, ask for volunteers to give the order of steps in the chocolate-making process.
- Have students read the remainder of the book. Remind them think about what they already know as they read.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Think-aloud:** *Before I read the book, I knew only a few things about chocolate. One thing I knew is that there are different kinds of chocolate. After reading, I now know that chocolate makers blend different beans together to make different kinds of chocolate. Already knowing that chocolate can have different flavors helps me to better understand why the taste can vary.*
- Ask students to share the connections they made to the text using prior knowledge.
- Reinforce how making connections between information in the text and things they already know keeps them actively involved in the reading process and helps them remember and understand what they read.

Reflect on the Comprehension Skill

- Discussion:** Ask students to tell you from memory the steps involved in the making of chocolate. Explain to them that ordering or sequencing takes place in many aspects of life and give examples (cooking, tying a shoe, opening an email, and so on). Explain that the order helps us to remember important events, as well as how to do certain activities.
- Independent practice:** Have students turn to the timeline on page 16. Have them write a paragraph about the history of chocolate using the timeline.
- Enduring understanding:** In this book, you read about the how chocolate is made and the history of chocolate. You learned that chocolate has been around for ages and has changed since its first usage by people in Mexico and Central America. Now that you know this information, what does this make you think about discoveries of long ago? How do the discoveries of the past impact us today?

Build Skills

Phonics: Vowel digraphs ee, ea, and ie

- Write the word *tree* on the board and point to the letters ee. Explain to students that the letters e and e together stand for the long /e/ vowel sound they hear at the end of the word *tree*.
- Explain that the ee letter combination is one of the letter combinations that stand for the long /e/ vowel sound. The other combinations are ea and ie. Explain to students that these combinations of letters together are called *vowel digraphs*.
- Write the words *seed* and *sad* on the board and say them aloud. Ask students which word contains the same vowel sound as in *tree*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.
- Ask students to name other words containing a digraph with the long /e/ vowel sound the same as in *tree*. Write each example on the board and invite volunteers to circle the vowel digraph in each word.
- Have students turn to page 4. Instruct them to find and circle the word *read*. Write the word *read* on the board. Point out the letter combination that stands for the long /e/ vowel sound and ask students to blend the letters e and a together to make the same vowel sound as in *tree*. Explain that the long /e/ vowel sound comes from the digraph in the middle of this word. Next, run your finger under the letters as you blend the sounds in *read*: r/ea/d/. Point out that even though there are four letters, only three sounds are blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.

Lesson Plan (*continued*)

All About Chocolate

- Repeat the blending activity with the words *sweet*, *meat*, and *piece*. Take one word at a time, pointing out the letter combinations that stand for the long /e/ vowel sound. When students have blended the words, ask volunteers to come to the board and circle the vowel digraph in each word. Have a student point to each vowel digraph as the rest of the group says the sound.



Check for understanding: Have students turn to page 19 and reread it. Have them underline any word that contains the long /e/ vowel sound. Ask students to tell the words they underlined (*eat*, *sweet*). Have students tell the vowel digraph in each word.

Grammar and Mechanics: Simple and complete subjects and predicates

- Write the following sentence on the board and have students find it on page 4 in the book: *People around the world love chocolate*. Review or explain that every sentence has two parts—a simple subject and a simple predicate. Review that a *simple subject* tells who or what the sentence is about, and a *simple predicate* is a verb that tells who or what the subject is, says, or does. Ask students to identify the subject and predicate (*people/love*).
- Underline the words *People around the world* and explain that this is the complete subject of the sentence. The *complete subject* is all of the words that tell about the subject. Underline *love chocolate* and explain that this is the complete predicate. The *complete predicate* is all of the words that tell what the subject is or does.
- **Check for understanding:** Have students identify the simple and complete subjects and predicates in the second sentence on page 6 (*trees/have*; *Cacao trees/have lots of small white or yellow flowers*). Remind students that the word *cacao* is an adjective that tells what type of tree the sentence is about.
- **Independent practice:** Introduce, explain, and have students complete the [subjects-and-predicates worksheet](#). If time allows, discuss their responses after they have finished.

Word Work: Content vocabulary

- Discuss difficult words in the text, such as *consume* and *plantations*. Ask students to share any other words from the text that they found difficult to understand or pronounce. List the words on the board and model using appropriate word-attack strategies to work out the words.
- **Check for understanding:** Provide opportunities for students to say the new vocabulary words from the book and to use the words in sentences. Refer them to the glossary or dictionary as necessary.
- **Independent practice:** Introduce, explain, and have students complete the [content vocabulary worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students share their sequence events worksheet with someone at home, explaining how it works and what they learned.

Extend the Reading

Informational Writing Connection

Provide print and Internet resources for students to further research chocolate. Citing information from their research and the book, have them write a report about chocolate with at least three sections, including an introduction and conclusion. Encourage them to add illustrations or photographs to their report. Bind each report separately or bind all of the reports together to make a class book with its own front and back cover.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository report writing.

Geography and Math Connection

Provide print and Internet resources for groups of students to research a country that grows cacao trees, such as Brazil, Costa Rica, or Peru. Have students find out how much each country contributes to world production of chocolate. Have students combine their information to make a pie chart that shows chocolate production.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of connecting prior knowledge to understand nonfiction text during discussion
- accurately sequence events in nonfiction text during discussion and on worksheet
- correctly identify vowel digraphs *ee*, *ea*, and *ie* during discussion and in the book
- correctly identify simple and complete subjects and predicates during discussion and on worksheet
- consistently understand the meaning of content vocabulary during discussion and on worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)