

About the Book

Text Type: Nonfiction/How To Page Count: 18 Word Count: 814

Book Summary

Making Rice is an informational text about rice and its importance in China. The book provides instructions on how to prepare and cook rice. Also included is a detailed, step-by-step recipe for chicken-fried rice that the whole family can enjoy.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand nonfiction text
- Sequence events to gain understanding
- Identify vowel digraphs *ee*, *ea*, and *ie*
- Recognize and use plural nouns
- Identify multiple-meaning words

Materials

Green text indicates resources available on the website

- Book—*Making Rice* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, plural nouns, multiple-meaning words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if 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: ***absorbs*** (v.), ***Asian*** (adj.), ***measuring cup*** (n.), ***spatula*** (n.), ***strainer*** (n.), ***wok*** (n.)

Enrichment: *paddies* (n.)

Before Reading

Build Background

- Ask students if they've ever cooked rice or followed a recipe. Discuss the different types of rice dishes. Ask students if they have any favorite rice dishes they like to eat.

Preview the Book

Introduce the Book

- Give students a copy of the book, and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

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

- Model making connections to prior knowledge.
Think-aloud: The picture and title of the book remind me of a time when I helped my mother cook dinner when I was about this boy's age. I had a great time and was proud of the meal I'd helped create. Because I already know a little about following a recipe, I'm looking forward to learning even more about making rice. I can look through the pages of this book to see what kinds of things I might learn as I read.
- Have students preview the pages of the book, looking at photos and pointing out the different recipes. Explain to students that this is a *How-To book* (a book that explains how to do something) and that it does not contain separate sections, so there is no table of contents.
- After reviewing the recipes, model using a recipe as a way to make connections to prior knowledge. For example, say: *The second recipe, for chicken-fried rice, makes me think about what I already know about Chinese food.* Ask students if they know anything about popular Chinese dishes.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As students preview the book, point out any vocabulary that you feel may be difficult for them.
- Remind students of the strategies they can use to sound 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 words within words and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to step 4 on page 11. Point to the word *absorbs*. Model how to use context clues to figure out the meaning of the unfamiliar word. Explain that the sentences before the word describe how to combine the rice and water in the pan. The sentence with the unfamiliar word in it explains that the water will boil and the rice will *absorb* most of the water. The sentences after tell that the rice will become fluffy. Explain that these clues make you think that the word *absorb* means *to soak up*. Have students follow along as you reread the sentence on the page to confirm the meaning of the word.


Set the Purpose

- Have students think about what they already know about making rice and following a recipe as they read the book to help them understand what they're reading.

During Reading

Student Reading

- **Guide the reading:** Have students read to page 10. Tell them to underline the words and phrases in the book that identify the important information about rice. If they finish before everyone else, they can go back and reread.
- When they have finished reading, have students tell the interesting information they underlined so far.
- Ask why they think the author presented the book in the format of sharing recipes. Discuss the importance of following the steps when making rice.
- Model making connections using prior knowledge.
Think-aloud: I understand how important it is for the author to remind us to always wear oven gloves when picking up hot pots. I remember when I accidentally touched a hot pot with my bare hand. I got burned, and it really hurt! Ask students if any of them have been burned while in the kitchen and, if so, what they remember about it. Ask students if they agree that the author's reminder is important.
- Tell students to read the rest of the story. Remind them to think about what they already know about making rice and following recipes 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

- Discuss how making connections with things in the text that they know something about keeps them actively involved in the reading process and helps them understand and remember what they have read.

Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Ask students what they think the author's purpose was for writing the book and what they learned about making rice that they didn't already know.
- **Introduce and model:** Review or explain that recipes are always written in a specific order, which the reader must follow carefully for the food to turn out correctly. Tell students that, recipe writers often use signal words such as *then*, *first*, and *after that*, to show time order. Sometimes (as in this book) they use numbered steps for the reader to follow. Direct students to page 11. Say: *The author is explaining how to make rice. Recipes are written in sequential order. This means that the author explains what needs to happen first, then what happens second, and so on.* Discuss the order of instructions listed on this page. For example, the first thing the author tells us to do is measure two cups of rice. The next thing is to place the rice in a strainer and rinse with cold water. After that, the reader is told to place the clean rice in the pan and add three cups of water. The next thing is to place the pan on the stove and bring the water to a boil. Finally, the reader is to cover the pan and simmer for 15 minutes.
- Point out to students that sometimes two or more instructions are combined in one numbered step. For example, in step two, the author tells the reader to place the rice in a strainer and to rinse the rice with cold water. Also explain that some steps are not written, but that the author expects the reader to infer (or already know) what they should do. For example, step four doesn't tell the reader to turn the burner on, but the author expects the reader to know this is necessary in order to bring the water to a boil.
- **Check for understanding:** Ask students to turn to page 16 and reread the process of preparing the ingredients. Tell students to turn to a neighbor to tell the sequence of events involved in the preparation described on page 16. Remind them to use time order words, such as *first*, *next*, *then*, and *finally*. (First chop the onions, next cut the chicken, and so on.)
- **Independent practice:** Introduce, explain, and have students complete the **sequence events worksheet**. Have students use their book to find the information they need to fill in the flow chart. Discuss students' answers when they're finished.

 Instruct students to use the inside cover of their book to make a sequential list of the steps needed for making rice, using time-order words.

Build Skills

Phonics: **Vowel digraphs ee, ea, and ie**

- Write the word *sweet* 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 in the middle of the word *sweet*.
- 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 *deed* and *dad* on the board and say them aloud. Ask students which word contains the same vowel sound as in *sweet*. 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 *sweet*. Write each example on the board and invite volunteers to circle the vowel digraph in each word. Have students turn to page 3. Instruct them to find and circle the word *meal*. Write the word *meal* 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 *sweet*. Point out that the long /e/ vowel sound comes from the digraph in the middle of this word. Next, run your fingers under the letters as you blend the three sounds in *meal*: /m/ea//. 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.
- Repeat the blending activity with the words *beach*, *seed*, and *field*. 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 go through the rest of the book and circle the words that contain the vowel digraphs ee, ea, and ie.

Grammar and Mechanics: **Plural nouns**

- Review or explain that one rule for regular plural endings is: *When a word ends in -y, it is made plural by dropping the -y and adding -ies.*
- Use the following example from the text. Write the word *countries* on the board (page 4). Ask students what the singular form of the word is (*country*), and write *country* next to *countries*.
- **Check for understanding:** Have students turn to page 4 to look for another word with the -ies ending (*paddies*). Write *paddies* on the board, and ask students what the singular form of the word is (write *paddy* next to *paddies* on the board). Point out that the -y was dropped and the -ies was added.
- **Independent practice:** Introduce, explain, and have students complete the [plural nouns worksheet](#). If time allows, discuss the answers aloud after students complete it.

Word Work: **Multiple-meaning words**

- Explain to students that multiple-meaning words are words that have more than one meaning.
- Direct students to the word *sign* on page 5. Ask them to identify the meaning of the word used in this sentence (a motion or gesture by which thought is expressed). Ask them to think of another meaning for the word *sign* (*posted command, warning, or direction*).
- Have students turn to page 7. Ask them to find a word that has multiple meanings (*crushed*). Ask them to identify the meaning of the word used in this sentence (*ground into small bits*). Ask them to think of another meaning for the word *crushed* (*very disappointed*).
- **Check for understanding:** Reinforce by directing students to page 8 and asking them to identify the different meanings for the word *pick* (*a pointed tool for poking, to probe or scratch, to gather*).
- **Independent practice:** Introduce, explain, and have students complete the [multiple-meaning-words worksheet](#). If time allows, discuss answers aloud after students complete it.

Build Fluency

Independent Reading

- Allow 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.

Extend the Reading

Writing Connection

Have students bring in a favorite recipe from home. Have them rewrite the recipe, using the same format as the recipes in the story. After writing the recipe, have them write a paragraph explaining why they like the recipe and why others should try it.

Visit [Writing A–Z](#) for a lesson and leveled materials on procedural writing.

Social Studies Connection

Have students think about other countries and the traditional foods people eat in those places. Assign groups to research specific countries and their traditional foods, such as Mexico, Hungary, Italy, and so on. Make a class chart or map showing each of the countries researched and the foods that students learned about.

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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- use the reading strategy of making connections to prior knowledge to understand nonfiction text
- identify the sequence of important events
- identify and read the common spelling patterns for the long /e/ sound
- recognize and use the plural ending *-ies*
- identify multiple-meaning words

Comprehension Checks

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