

Teacher Edition

Gelati



alphakids



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How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- Procedural language is used throughout: first, put, mixed, poured, stirred
- Colour photographs show each step of the gelati-making process

Vocabulary

cocoa powder, delicious, gelati, ingredients, Italian, liquid, machine, mango, pulp, temperature

Setting the context

What is gelati? Have you ever eaten gelati?

Which flavour do you like best?

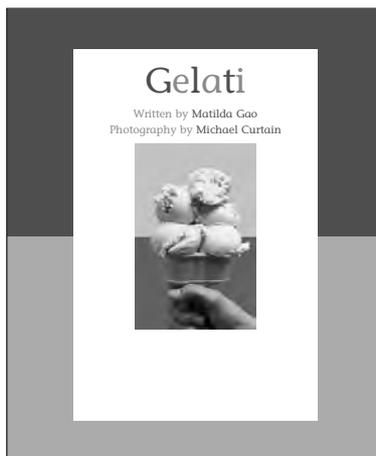
What ingredients would you need to make gelati?



Front cover

What kind of book do you think this will be?

What tells you this?



Title page

Read the title of the story.

Who wrote the book?

Who took the photographs?

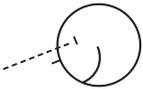
● **Predict**

What does 'gelati' mean? What flavours of gelati would you expect to find in Uncle Mario's gelati shop?

● **Read** to the end of page 3.

● **Reflect**

*What is your favourite flavour of gelati? Why?
Where does Uncle Mario make gelati?
What does he use to scoop the gelati into a cone?*



Observe and support

Can the child understand the literal meaning of the text?

What does the word 'gelati' mean?

Uncle Mario has a gelati shop where he makes and sells gelati in all sorts of delicious flavours.



Gelati is the Italian word for ice cream.

Uncle Mario calls his ice cream 'gelati' because he makes it the Italian way.



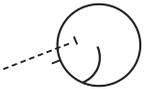
● **Predict**

*What might Uncle Mario be saying to the girls?
Why is there a large picture of chocolate gelati in a cone?*

● **Read** to the end of page 5.

● **Reflect**

*Look at the picture on page 4. What else does Uncle Mario sell in his shop?
What did Uncle Mario ask the girls?*



Observe and support

Ask a child to read aloud to you while the others are reading silently. Can the child read the text fluently? Can the child identify that the text is written in the past tense?

How do you know that this story has already taken place? What words tell you this?

One day after school, Uncle Mario asked my sister and I if we would like to come and help him make some gelati.

Of course we wanted to help. We love gelati.



First of all, we had to decide what flavour of gelati we'd like to make.

We chose chocolate gelati because it is our favourite.



5

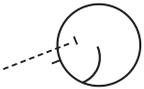
● **Predict**

*How do you think they will make chocolate gelati?
What ingredients do you think they will need?
What equipment might they need?*

● **Read** to the end of page 9.

● **Reflect**

*What ingredients did they use to make chocolate gelati?
How did they make liquid chocolate?
What does a gelati maker do?*



Observe and support

Does the child use information from the pictures as well as the text?
*What does a gelati maker look like?
How can you tell?*

When he makes chocolate gelati, Uncle Mario uses liquid chocolate.

This is how we made it.

We put milk, sugar and cocoa powder in a machine. The machine mixed the ingredients together. It kept the mixture at the right temperature - not too hot and not too cold.



The liquid chocolate looked so smooth and delicious, we wanted to drink it.



Then we mixed the liquid chocolate with some eggs, some sugar and some milk.



We poured the mixture into a machine called a gelati maker. It freezes all the ingredients and stirs them at the same time.

This makes the mixture soft and fluffy, not hard like a block of ice.

Uncle Mario turned on the machine. It stirred the mixture as it got colder and colder.



● **Predict**

Now they are making mango gelati. How do you think they will make it?

Will it be similar to making chocolate gelati?

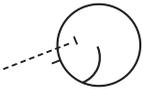
What ingredients will they need to make mango gelati?

● **Read** to the end of page 13.

● **Reflect**

How do you make mango pulp?

What other ingredients are used for making mango gelati?



Observe and support

Can the child identify the procedural language used in the text: put, mixed, poured, stirred?

What are the action words or verbs that tell you how to make gelati?

We mixed the mango pulp, sugar and water together in a big bowl. It smelled delicious and was a beautiful colour.



We poured the mixture into another gelati maker.

We turned the machine on and it started stirring the mixture. It got colder and colder.



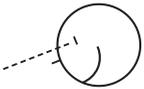
● **Predict**

*What do you think the gelati will taste like?
Which flavour would you like to try?*

● **Read** to the end of page 16.

● **Reflect**

*Would you like to make gelati?
Could you make gelati at home? What would you need?*



Observe and support

Can the child understand the inferences in the text?
*What happened to the mixture when it was inside
the gelati maker?*

Uncle Mario told us that the machines would take an hour to make the gelati.

One hour later, we opened up the machines and scooped out the gelati. We filled one tub with rich, creamy chocolate gelati. We filled another tub with smooth, sweet mango gelati.

Suddenly we felt very hungry.



14



15

But after two big scoops each, we weren't hungry at all!



16

After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

What is gelati?

How is chocolate gelati made?

Why did Uncle Mario use the best mangoes to make mango gelati?

How would strawberry gelati be made?

Being a code breaker

Explore the following language features:

- use of inverted commas: Uncle Mario calls it ‘gelati’ because he makes it the Italian way
- defining words using photos and context:

What is liquid chocolate? What part of the book tells you that?

- the sound /sh/: shop, machine, sugar, showed, delicious

Being a text user

What did you learn about making gelati by reading this book?

Could you make gelati at home?

Being a text critic

Do all children like gelati?

Is it easy or difficult to make gelati?

Why? What other information might we need to know before we could make gelati?

Responding to text

 Provide a range of simple recipes for the children to read. Children could work in cooperative groups to make one of these recipes. Provide plenty of adult supervision for this activity. Ask children to write about their experience in the form of a recount.

 Explore the adjectives that were used in the book, e.g. rich, creamy chocolate; smooth, sweet mango. Ask children to think of other adjectives to describe their favourite foods. Provide magazines and advertising material for children. They could cut out pictures of food, paste these onto paper and write sentences describing the food underneath. Example: This is a juicy, green apple.

 Read through 'Gelati' and other familiar books to find and list words with the sound /sh/.

These could be grouped by the letter/s used to represent the sound.

Example:

sh	ch	s	ci	ti	ss
shop	machine	sugar	delicious	station	tissues

Make these into a chart to display in the classroom.

Writing links

Shared writing

Model the layout of a recipe. Provide children with examples of other recipes and note the similarities and differences. Children could then write a recipe for making gelati. These could be compared to the book to check for accuracy.

Independent writing

Children could write a short story about choosing their favourite gelati flavour from a gelati shop.

Possible assessment focus

Can the child:

- identify the words that describe the process of making gelati: put, mixed, poured, stirred?
- explain where they learned what a gelati maker looks like?
- point out words that show that the story occurred in the past?

 whole text activity

 sentence activity

 word activity



Teacher Edition

Topic: Food

Curriculum link: Science, SOSE

Text type: Procedure

Reading level: 19

Word count: 330

Vocabulary: cocoa powder, delicious, gelati, ingredients, Italian, liquid, machine, mango, pulp, temperature

Possible literacy focus

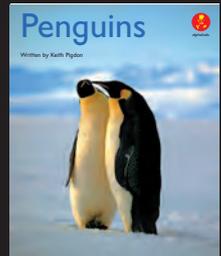
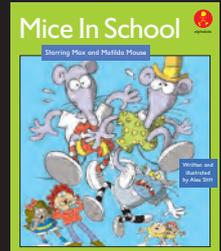
Exploring the use of procedural language.

Exploring the use of the past tense.

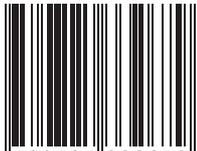
Summary

This book explains the procedure for making chocolate and mango gelati.

Other books at this level



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