

The Chocolate Tree

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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

- A contents page is provided
- A flow chart is provided
- Section headings are used to organise the text
- Captions and labels are used to provide additional information

Vocabulary

bitter, cacao, caramel, cocoa, ground, harvested, hollow, moulds, paste, pods, powdered milk, roasted, tropical rainforests

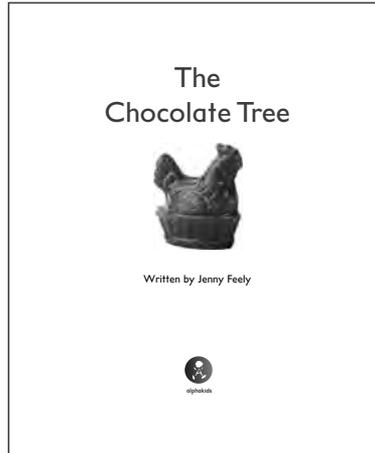
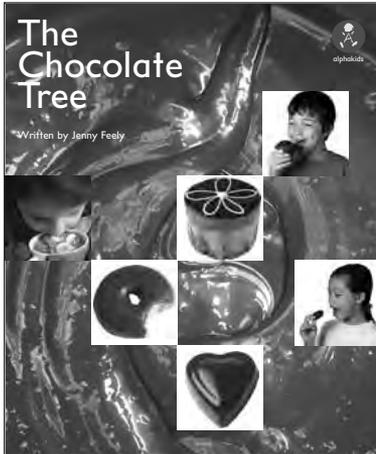
Setting the context

Who likes eating chocolate?

Where does chocolate come from?

How is it made?

Record the children's ideas on a sheet of paper for future reference.



Front cover and title page

This book is called 'The Chocolate Tree'.

Why do you think the book has that title?

What is the author trying to make you think about?

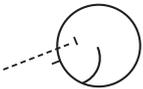
● **Predict**

*What is the heading on this page? What does it tell us?
How is a table of contents organised?
What will we read about on page 8?*

● **Read** to the end of page 3.

● **Reflect**

*What sort of book is this? How can you tell?
Do we need to read straight through from front to back?*



Observe and support

Can the child explain the purpose of a table of contents?

What is this page called? What is it for? Can you tell me where I would find the section on shaping chocolate?



Contents

Introduction	4
Where does chocolate come from?	6
At the chocolate factory	8
Making chocolate	10
Shaping chocolate	12
Filled chocolates	13
Conclusion	14
Flow chart	16

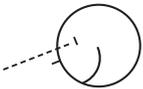
● **Predict**

*Look at the pictures on page 4 and 5.
What is the purpose of an introduction?
What information about chocolate do you think the author will include?
Where do you think chocolate comes from?*

● **Read** to the end of page 7.

● **Reflect**

*What is chocolate?
What is a caption?
Do the captions on pages 6 and 7 help you to read and understand the information on page 6?*



Observe and support

Can the child use information in the photographs, captions and text to understand new vocabulary?
What is a cacao pod? What helped you to work that out?



Introduction

Many people love chocolate.

They make hot drinks with it.

They put chocolate in biscuits and ice-cream.

They make delicious chocolate cakes and desserts. And they eat it all by itself as a treat.



Where does chocolate come from?

Chocolate is made from the beans of the cacao tree. The cacao tree is found in tropical rainforests.

Cacao trees grow pods. Inside the pods are seeds called cocoa beans.

People cut the pods from the cacao tree and scoop out the beans. The beans are left to dry and then sent to a chocolate factory.

Cocoa beans



Pods on a cacao tree



● **Predict**

How do you think chocolate will be made from cocoa beans?

What do you think is happening in the photograph on page 9?

Turn to page 10. Point out the chocolate of different colours.

How might this be done?

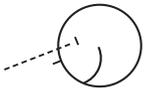
● **Read** to the end of page 11.

● **Reflect**

What process did the cocoa beans go through?

Why would they make different sorts of chocolate?

What type of chocolate do you think would be the most popular? Why?



Observe and support

Can the children locate specific information in the text?

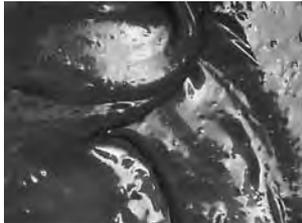
Example: *How is dark chocolate made? Show me where it tells you this.*



At the chocolate factory

At the factory, the cocoa beans are roasted in large ovens. Roasting helps to bring out the cocoa flavour.

After they are roasted, the beans are ground into a paste. This paste is called cocoa butter.



Making chocolate

Dark chocolate is made by melting the cocoa butter in large vats and adding sugar.

Powdered milk is added to the dark chocolate to make milk chocolate.



Dark chocolate tastes stronger and more bitter than milk chocolate. It is often used in cooking.



● **Predict**

The next two sections are called ‘Shaping chocolate’ and ‘Filled chocolates’.

What information do you think the author will include?

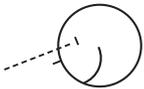
What words might she use?

What photographs might be provided?

● **Read** to the end of page 15.

● **Reflect**

What do you think was the most important fact included in each section? Why?



Observe and support

Ask one child to read aloud to you while the others are reading silently.

Can the child read the text fluently?

I liked the way that sounded when you read it. It made it easy for me to understand.



Shaping chocolate

Chocolate can be made into many different shapes like blocks, eggs and rabbits.

To make these shapes, melted chocolate is poured or sprayed into hollow containers called moulds. The melted chocolate cools down and hardens. Then it is gently taken out of the moulds. The chocolate is in the same shape as the mould.



Filled chocolates

Some chocolate is filled with other things like nuts or caramel.

Chocolate is poured or sprayed into a mould and left to cool.

When the chocolate is hard, a filling is put on top. Then the filling is covered over and sealed with more chocolate.



12

13

Conclusion

Chocolate can be used in many delicious ways.

You can cover and coat things with chocolate.

You can dip things into chocolate.

You can fill or mix things with chocolate.

All the chocolate you eat has come a long way from the tropical rainforest.



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15

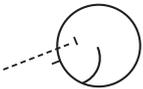
● **Predict**

*What is a flow chart? What does it tell us?
What information might this flow chart include?*

● **Read** page16.

● **Reflect**

*What information was included? Why?
What is the purpose of the arrows?
Why would the author call this book 'The Chocolate Tree'?*



Observe and support

Does the child use a range of strategies to work out new vocabulary?
For example: *How did you work out 'harvested'? Can you see a word you know in 'harvested'?*

Flow Chart

Cacao tree grows cacao pods



Cacao pods are harvested



Cocoa beans are scooped out
and dried



Beans are roasted and ground to
make cocoa butter



Sugar/milk added to cocoa butter



Chocolate is shaped and filled

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 chocolate?

What is the difference between dark chocolate and milk chocolate?

How is chocolate made?

Why is the book called 'The Chocolate Tree'?

Why is chocolate made into different shapes?

Being a code breaker

Children may like to explore the following language features:

- the sound /m/: many, ice cream, make, made, melting, milk, melted, moulds, mixed, more
- different forms of the same word: melted, melting, filled, filling, adding, added
- procedural words: mixed, filled, wrapped, packed, sent, cut, scoop, dry, roasted, ground, melting

Being a text user

What type of book is this? How do you know?

How do you read this book?

What did you learn by reading it?

Being a text critic

Why did the author choose to write about this topic?

What other things could she have included in the book?

Did you like the book? Why?

Responding to text



Children could complete a three level comprehension activity about the book. Children could work in small cooperative groups to read and discuss each of the given statements and decide together if they are true or false.

Example:

LEVEL 1 – Literal (reading on the lines) Cocoa beans are roasted in large ovens. Moulds are used to shape chocolate.
LEVEL 2 – Inferential (reading between the lines) All cocoa beans eventually become chocolate. Making chocolate is a complicated process.
LEVEL 3 – Interpretative (reading beyond the lines) Chocolate is good for you because it comes from a plant. Chocolate is an essential food.



Children could work in cooperative groups to make a pictorial flow chart showing how chocolates are made. Provide a

range of magazines and advertising brochures that have chocolate products in them.



Children could compile an illustrated list of words that describe the actions needed to make chocolate, e.g. melt, cut, spray, mix.

Writing links

Shared writing

List all the technical words related to chocolate production on a chart and discuss their meaning. Then model the writing of a paragraph titled, 'How to make chocolate'. Try to include some of the words on the list.

Independent writing

Children could write a recipe for their own chocolate invention. Encourage the use of the information and vocabulary in the book to support the recipe.

Possible assessment focus

Can the child:

- understand the text at the three levels of meaning?
- read captions to support understanding?
- use a range of information on the page to support comprehension?



whole text activity



sentence activity



word activity



Teacher Edition

Topic: Food

Curriculum link: Technology, SOSE

Text type: Explanation

Reading level: 20

Word count: 312

Vocabulary: bitter, cacao, caramel, cocoa, ground, harvested, hollow, moulds, paste, pods, powdered milk, roasted, tropical rainforests

Possible literacy focus

Understanding the text at a literal, inferential and interpretative level.

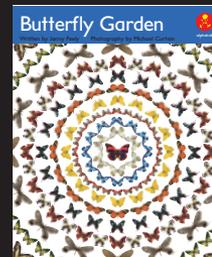
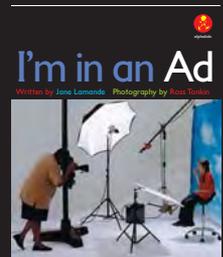
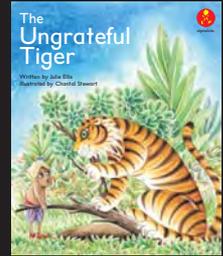
Reading captions.

Using a range of visual information to enhance understanding.

Summary

This book explains where chocolate comes from and how it is made.

Other books at this level



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