

Teacher Edition



alphakids

Making Dips

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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

- Recipes for three dips are provided
- Lists are shown
- Labelled photographs identify ingredients

Vocabulary

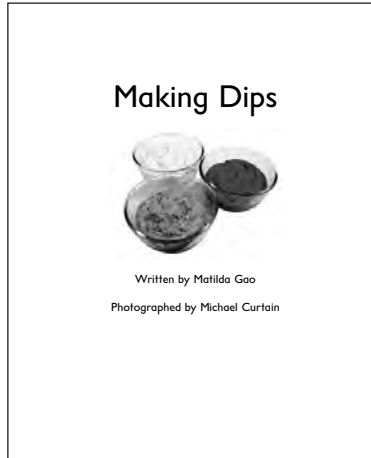
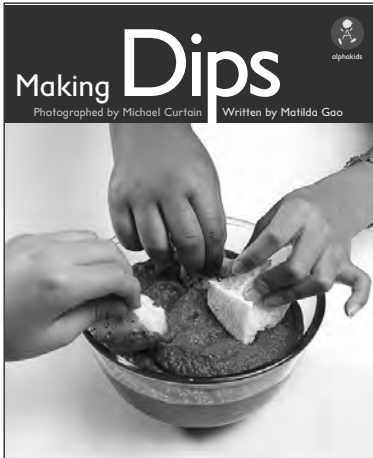
cucumber, food processor, herbs, ingredients, method, parsley, yoghurt

Setting the context

Do you like to eat dips? Which dip is your favourite and why?

Have you ever made a dip? What did you use? How did you make it?

What did you eat your dip with?



Front cover

What is the title of this book? The story is about a day when some children made dips for their class party. What kind of dip can you see on the cover? What do you think that it might have been made from?

Title page

What does a title page tell us?

Point out the names of the author and photographer.

What types of dips can you see here?

● **Predict**

What types of dips do you think that the children will make?

Where will they get the ingredients?

● **Read** to the end of page 5.

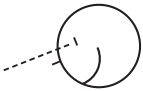
● **Reflect**

When are the children going to eat the dips?

What are some of the ingredients that you can see in the pictures on page 5?

Look carefully at the extra list of ingredients on page 5.

What else do they need?




Observe and support

Can the child understand the inferences in the text?

Example: *Why did they decide to choose the best vegetables from the garden?*


Ask one child to read aloud to you while the others are reading silently and check for phrased and fluent reading.



I like to eat dips at picnics.

I like to eat dips at parties.

I like to eat dips at home as a snack.



I like to eat dips anytime, anywhere.

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Today we are making dips at school.
But we can't eat them straight away.

We have to wait until our class party tomorrow. I am very excited.



First we choose the best vegetables from our school garden. We decide to make cucumber, eggplant and beetroot dips because we have cucumbers, eggplants and beetroots growing in our garden.

We collect some herbs too. We pick some parsley and some dill.

We also need some other ingredients.

yoghurt
pepper
olive oil
lemons
garlic



● **Predict**

What will they need to do first?

What do the words 'ingredients' and 'method' mean?

Why do they have to wash the vegetables and herbs carefully?

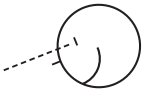
Point out to the children the features of a recipe.

● **Read** to the end of page 7.

● **Reflect**

Which recipe needs the most ingredients?

Which recipe seems to be the easiest to make?



Observe and support

Can the child explain what the technical terms 'ingredients' and 'method' mean?

Tell me what the words 'ingredients' and 'method' mean. What helped you to work this out?



We work in groups to make the dips.

We wash all the vegetables and herbs carefully.

Then we check the recipe and get started.



Eggplant Dip

Ingredients:

- 2 eggplants
- 2 cloves of garlic
- 2 tsps of lemon juice
- 3 tsps of olive oil
- 1/2 cup of parsley

Method:

1. Cut the eggplants into slices and bake in the oven until they are soft.
2. Take off the skin.
3. Put the eggplant, garlic, lemon juice, olive oil and parsley into a food processor and mix well.



Cucumber Dip

Ingredients:

- 2 cucumbers
- 1/2 cup of dill
- 1 cup of yoghurt

Method:

1. Chop the cucumbers into small pieces.
2. Chop the dill.
3. Mix the cucumber and dill with the yoghurt.



Beetroot Dip

Ingredients:

- 4 beetroots
- 1 cup of yoghurt
- 1 tsp of lemon juice
- 1/2 tsp of pepper

Method:

1. Boil the beetroots until they are soft.
2. Cut the beetroots into small pieces.
3. Put the beetroot, yoghurt, lemon juice and pepper in the food processor and mix well.

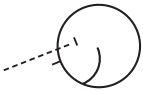
● **Predict**

How will they make the beetroot dip? What equipment might they need to make the dip?

● **Read** to the end of page 9.

● **Reflect**

What were the steps that they took to make the beetroot dip? Besides beetroot, what other ingredients did they use? Do you think that the dip was easy to make? Why or why not?



Observe and support

Can the child explain how to make one of the dips featured in the book?

Tell me how you would make beetroot dip.

If the child has trouble, remind them to use the pictures and text on pages 8 and 9 and the recipe on page 7.



Tim, Emma and John are making beetroot dip.

They boil some water in a saucepan. They put the beetroots in the saucepan and cook them until they are soft.

Tim pours out the water and lets the beetroots cool down.



He cuts the beetroots into small pieces and puts them into a food processor.

Emma and John add some yoghurt, some lemon juice and some pepper. They blend all the ingredients until they are well mixed.



The beetroot dip is a beautiful colour.



9

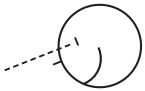
● **Predict**

*Which dip do you think will be the easiest to make? Why?
Which has the most ingredients?*

● **Read** to the end of page 12.

● **Reflect**

*Which dip would you prefer to eat and why?
What do you think the children thought about making
these dips? Were they easy recipes to follow?*



Observe and support

Does the child use a range of strategies to work out new vocabulary?

How did you work out 'cucumber'? What helped you to work out this word?

I am making eggplant dip with Kim and Jo.

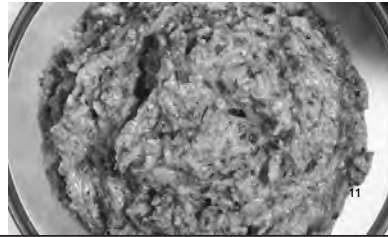
Jo helps us to cut the eggplants into slices. Then we bake them in the oven until they are soft.



When the cooked eggplant has cooled down, we take off the skin and Jo chops it into small pieces.

We put the eggplant in a food processor. We add some garlic, some lemon juice, some olive oil and some parsley. We make sure it is well mixed.

Kim, Jo and I each have a little taste. Delicious!



Amy, Jane and Matt are making cucumber dip.

Jane chops the cucumber into very small pieces. Then she chops some dill.

Amy and Matt mix the cucumber and dill with some yoghurt.

Easy!



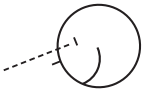
● **Predict**

*What are they going to eat the dips with?
What else might they have at the party?
Do you think that they will try the dips when they have finished making them?*

● **Read** to the end of page 16.

● **Reflect**

*How difficult do you think it was for the children to make these dips?
Which dip would you like to make at home and why?
What other types of dips could you try to make?*



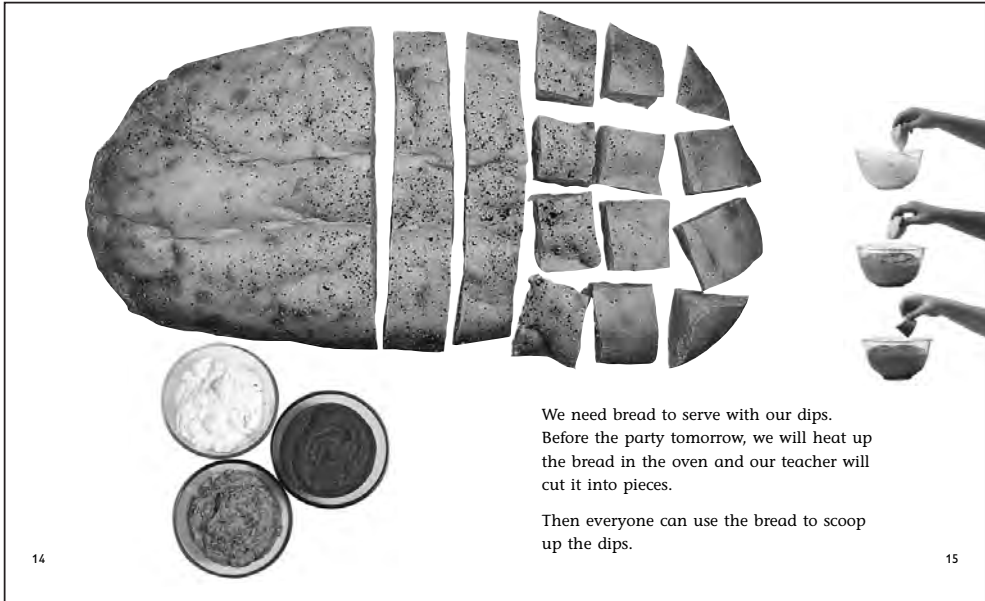
Observe and support

Can the child identify that the book is a factual recount?

Tell me what this type of text is called. How did you know?

If the child has difficulty, ask them to tell you about this book.

How is the book laid out? What happened at the beginning? What were the series of events in the book? What were the children's personal comments about making the dips?



14

We need bread to serve with our dips.
Before the party tomorrow, we will heat up
the bread in the oven and our teacher will
cut it into pieces.

Then everyone can use the bread to scoop
up the dips.

15

Now we have three delicious dips and
everything is ready for the party.
How am I going to wait until tomorrow?



16

After reading

Being a meaning maker

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

Which dips did the children make?

How do you make cucumber dip?

Why did the children choose the best vegetables from the school garden?

What other things could these children make at school?

Being a code breaker

Explore the following language feature:

- the rime 'ip': clip, dip, flip, hip, lip, nip, quip, pip, rip, sip, slip, ship, tip, trip, whip, zip

Being a text user

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

What did you learn by reading it?

You may like to have the children consider the structure and format of the recipes on page 7.

What is the same about each of these recipes?

What always comes under the word 'ingredients'?

What does 'method' mean?

Being a text critic

What message does the author want to tell you? Do you agree?

What did the author need to know to write the book? How might she have found this out?

Responding to text



Working in cooperative groups, the children could make the dips featured in the book. Share these at a class party!



Discuss with children the features of a recount: the beginning, the series of events, and a personal comment. Ask children to identify these sections of the book. Children could then write their own recounts of making the dips featured in the book.



Brainstorm a list of words you may need when following a recipe, under the headings of 'Ingredients' and 'Method' (include verbs that would help with writing the instructions). These lists could then be used for the writing task.

Writing links

Shared writing

Discuss with children the different types of dips that they like to eat and record their preferences. Provide children with recipe books and examples of other kinds of dips.

Independent writing

Children could then write their own recipe for a dip that they would like to make. Encourage children to use a conventional recipe format and appropriate language. The finished recipes could then be collated into a class recipe book.

Possible assessment focus

Can the child:

- explain how to make one of the dips featured in the book?
- identify that the book is a factual recount?
- explain what technical terms such as 'ingredients' and 'method' mean?



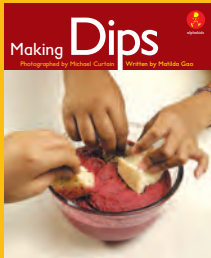
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Food

Curriculum link: Health, Physical Education

Text type: Recount

Reading level: 21

Word count: 393

Vocabulary: cucumber, food processor, herbs, ingredients, method, parsley, yoghurt

Possible literacy focus

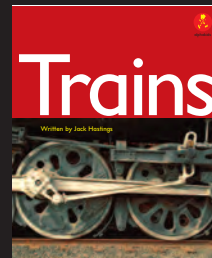
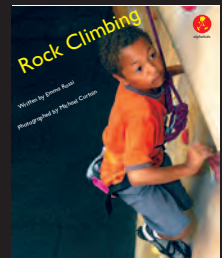
Understanding the structure and features of a recount.

Learning technical words associated with cooking: ingredients, method.

Summary

This book is a recount of a day when children made dips at school for their class party.

Other books at this level



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