

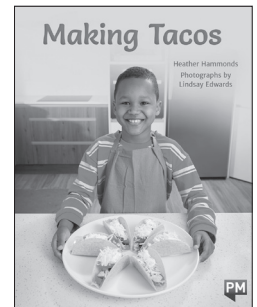
Making Tacos

PM Level 19

Purple

Text Type Procedure

Running Words 356



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with what a taco is and understand that different countries have different cuisines.
- Students should also be familiar with the basics of food preparation, such as washing your hands and using utensils safely.

Orientation to the Text

- Tacos require a lot of ingredients but they are fun and easy to make. Learn the steps to make vegetarian tacos that nearly everyone will love.

Building the Balanced Reader

Vocabulary

Key Vocabulary

apart, bottom, dinner, gently, important, large, lunch, use

Content Words

adult, avocado, block, board, capsicum, chopping, corn, fingers, grater, leaves, peel, pieces, Rinse, sour, spoonful, Sprinkle, strainer, taco, Tear, tomatoes

Decoding

- Talk about how most sentences in the procedure begin with a verb, and guide students to think about this as they read each step.
- Prompt students to think about whether what they have read looks right, sounds right and makes sense in the context of the text and when looking at the letters in the words.
- Look at the word *strainer* on page 4 together. Model how to sound out each individual letter in the blend at the beginning, and then how to blend the letters to read the word.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What kind of text do you think this will be?* Talk about the parts of a procedure with students.
- Read pages 2–5 together. Ask, *What information is on these pages? What is another word for the list of foods you will need to make the tacos?*

- Point out the glossary words in the *Foods* and *Kitchen Tools* lists. Ask, *Why are these words in bold? Why would it be important to know what the words mean at this stage in the procedure?*
- Before continuing to page 6, ask, *When have you helped to cook something? What was the very first thing you had to do?* Read page 6 and discuss what the first steps are and why.
- Read to page 10 with students and discuss the ingredients used. Ask, *Which of these foods do you like? Are there any that you don't like?*
- Continue to page 11. Ask, *What part of the procedure is on this page? What do you notice about the numbering of the steps?*
- Read page 12 together. Ask, *When have you needed an adult to help you with something at home? Why did you need help?*
- Ask students to recall each part of the procedure and then find them in the book together.

Comprehension

- What was the grater used for in the procedure? (*Literal*)
- Why did the taco ingredients need to be cut into small pieces? (*Inferential*)
- What else do you think you could put in a taco? (*Applied Knowledge*)

Follow-up Activities

- Hold a taco-making day with students. Follow the procedure together to make the tacos, with the help of parents or other adults. Then, have a taco tasting.
- In small groups, ask students to discuss what they thought worked well in the procedure and what else it would have been good to know. Have each group report back and use their feedback to refine the procedure. Type out the revised version and send it home for students to try out.
- Talk with students about different textures that foods can have, such as soft yoghurt and crunchy chips. Review the taco ingredients together and think of words to describe the texture of each ingredient. Use your word list to write a shared description of tacos.

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Date _____

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Learning Intentions

- We are learning to identify the structure of a procedure.
- We are learning to make connections with what we read.

• _____

Success Criteria

- I can find, name and describe the title, goal, materials and steps in a procedure.
- I can identify experiences in my life that are similar to the text.

• _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up