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Getting Ready to Read: Creating a Word Wall

Hospitality and Tourism Grades 10/11/12 (Cutting Techniques, Cooking Methods, Bread Baking)

Students are required to learn, on average, over 2000 words each year in various subject areas. Those who have trouble learning new words will struggle with the increasingly complex texts that they encounter in the middle and senior school years. A *word wall* is a wall, chalkboard or bulletin board listing key words that will appear often in a new unit of study, printed on card stock or taped or pinned to the wall/board. The word wall is usually organized alphabetically.

Purpose

- Identify unfamiliar vocabulary and create a visible reference in the classroom for words that will appear often in a topic or unit of study.

Payoff

Students will:

- practise skimming and scanning an assigned reading before dealing with the content in an intensive way. Students will then have some familiarity with the location of information and with various elements of the text.
- develop some sense of the meaning of key words before actually reading the words in context.
- improve comprehension and spelling because key words remain posted in the classroom.

Tips and Resources

- *Skimming* means to read quickly - horizontally - through the text to get a general understanding of the content and its usefulness.
- *Scanning* means to read quickly - vertically or diagonally - to find single words, facts, dates, names or details.
- For directions, see Student Resource, *Skimming to Preview Text and Scanning to Preview Text*.
- Before building the word wall, consider using the **Analysing the Features of Text** in *Think Literacy: Cross Curricular Approaches, Grades 7-12*, to help students become familiar with the text.
- Consider posting certain words for longer periods (for example: words that occur frequently in the unit, words that are difficult to spell, and words that students should learn to recognize on sight).
- Have students refer to the word wall to support their understanding and spelling of the words.
- For sample word walls, see:
 - Teacher Resource, *Word Wall Sample for Grades 10/11/12, Hospitality and Tourism, Cutting Techniques*,
 - Teacher Resource, *Word Wall Sample for Grades 10/11/12, Hospitality and Tourism, Cooking Methods*
 - Teacher Resource, *Word Wall Sample for Grades 10/11/12, Hospitality and Tourism, Bread Baking*

Words, Words, Words pp. 70-71.

When Kids Can't Read, What Teachers Can Do, Chapter 10.

Reaching Higher – Making Connections Across the Curriculum, pp. 7-8.

Further Support

- Add a picture to the word cards (preferably a photograph from a magazine).
- Provide each student with a recording sheet so that they can make their own record of the key words for further review.

If it appears that students will need additional support, review the terminology on the word wall in the two classes following this activity, using **Take Five** or **Think/Pair/Share** in the Oral Communication section of *Think Literacy: Cross Curricular Approaches, Grades 7-12*.




Getting Ready to Read: Creating a Word Wall

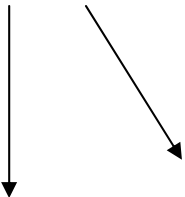
**Hospitality and Tourism Grades 10/11/12
(Cutting Techniques, Cooking Methods, Bread Baking)**

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Before class, preview the text for key vocabulary. • Prepare strips of card stock (approximately 4" x 10") for words. • Divide students into groups of 3. • Provide stick-on notes, markers, and masking tape or pins for each group of students. • Explain to students that together the class will find key vocabulary in the assigned text, and will help each other to understand and spell the key vocabulary by creating a "word wall" in the classroom that they can refer to for the duration of the Cutting Techniques, Cooking Methods and Bread Baking units. • Distribute Student Resource, <i>Skimming to Preview Text and Scanning to Preview Text</i>, and read and clarify the techniques with students. 	<ul style="list-style-type: none"> • With their group find an appropriate space where they can talk face-to-face and write down the words. • Follow along on the handout as the teacher reviews, skimming and scanning.
<p>During</p> <ul style="list-style-type: none"> • Ask students to skim the text to get a general sense of what's in it and where things are. • Engage students in some general discussion of cutting techniques, cooking methods, and bread baking, making a few brief notes on the board about big ideas. • Ask students to independently scan the text for unfamiliar words. • Assign students to small groups and ask the groups to compare personal lists and create a group master list. • Distribute eight pieces of card stock (approximately 4" x 10"), markers and a piece of masking tape to each group. 	<ul style="list-style-type: none"> • Skim the text, looking at illustrations and subtitles to get a general idea of the topic of the text. • Scan the text for words they do not know, marking them with stick-on notes (optional) and then making a personal list of the words. • Compare personal lists. Choose the words for a group master list. • In each group, print the key vocabulary words in large letters on card stock and tape or pin them to the blackboard or bulletin board, preferably alphabetically.
<p>After</p> <ul style="list-style-type: none"> • Lead some discussion of the words and ask students to speculate on their meaning. • Ask each group of students to look up the meaning of its words and then explain the meaning to the rest of the class. 	<ul style="list-style-type: none"> • Use the glossary in the textbook or dictionary to find the meaning of the words. • Present their words to the rest of the class. • Add the meaning to the words on the cards in small letters. (Pictures are optional.)

Notes

Skimming and Scanning to Preview Text

Skimming	
What is it?	When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.
Why do I skim?	Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth.
How do I skim? <div style="text-align: center;">  </div> Read in this direction.	<ol style="list-style-type: none"> 1. Read the first few paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the information. 2. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences. 3. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text. 4. Remember: You do not have to read every word when you skim. 5. Generally, move your eyes horizontally (and quickly) when you skim.

Scanning	
What is it?	When you SCAN, you move your eyes quickly down a page or list to find one specific detail.
Why do I scan?	Scanning allows you to locate quickly a single fact, date, name, or word in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing.
How do I scan? Read in these directions. <div style="text-align: center;">  </div>	<ol style="list-style-type: none"> 1. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term, or date. 2. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guide you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary? 3. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you toward the detail for which you are looking. 4. Aim for 100% accuracy!

Getting Ready to Read: Creating a Word Wall

Hospitality and Tourism Grades 10/11/12 (Cutting Techniques)

CUTTING TECHNIQUES WORD WALL

Batonnet

Dice

Mirepoix

Chiffonade

Jardinère

Paysanne

Chop

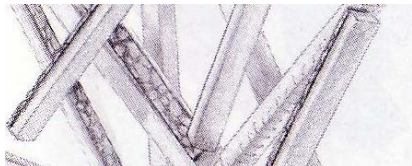
Mincing

Turning

WORD CARDS WITH PICTURES

Julienne

1-2 mm X 1-2 mm X 2.5-4 mm



Brunoise

1-2 mm X 1-2 mm X 1-2 mm





Getting Ready to Read: Creating a Word Wall

Hospitality and Tourism Grades 10/11/12 (Cooking Methods)

COOKING METHODS WORD WALL

Baking

Boiling

Braising

Broiling

Deep-fat frying

Grilling

Pan-frying

Poaching

Roasting

Sautéing

Simmering

Steaming

Stewing



Getting Ready to Read: Creating a Word Wall

Hospitality and Tourism Grades 10/11/12 (Bread Baking)

BREAD BAKING WORD WALL

Dough	Hard flour	Proofing
Emulsified	Hydrogenate	Protein
Fermentation	Leavening Agent	Soft flour
Gelatinization	Incorporate	Trans fat

WORD CARDS WITH DEFINITIONS

Kneading
Working dough to develop gluten.

Gluten
A tough elastic substance created when flour is moistened and mixed; it gives structure and strength to baked goods and is responsible for their volume, texture and appearance.

Reading Different Text Forms: **Following Instructions**

Hospitality and Tourism Grades 10/11/12 (Recipe)

Students are expected to read and follow instructions in every subject area. This strategy asks students to examine different types of instructions, their features and elements, and how the features, language and organizational patterns can be used to help the reader understand and complete a task.

Purpose

- Provide students with strategies for reading, interpreting and following instructions to complete a specific task.
- Learn how instructions are organized.

Payoff

Students will:

- identify purposes for reading instructions.
- develop a process for reading and following instructions.

Tips and Resources

- Instructions give detailed step-by-step information about a process or a procedure (e.g., directions, recipes, experiments, manuals, tests). They are sometimes called procedures or “how-tos”. Most instructions use organizational patterns, language, and features (diagrams and illustrations, bold or italic type, headings, numbers, lists) to help the reader identify the task and the best way to complete it; however, some instructions are complicated without any features to help the reader determine the sequence of steps.

Reading and Writing for Success: Senior, pages 143, 283.

Further Support

- Provide students with a list of typical signal words and task prompts and suggestions/strategies for responding to them in your subject area (e.g., *explain, list, summarize, give reasons for, select, choose, support*).
- Provide students with flow charts and timelines to help track successful completion of oral or written instructions.
- Create a class framework for reading instructions such as:
 - Preview.
 - Highlight and annotate.
 - Think aloud and visualize.
 - Reread.
 - Go step-by-step.
 - Read the diagrams.
 - Ask questions.
- Have students read a set of instructions that has irrelevant or repeated information, or is poorly organized. Have students identify the irrelevant or repetitious information and sentences, and highlight the important information. Ask students to determine what information is missing. Ask students to rewrite the instructions. Compare the original, the modified example, and the students' work. Note similarities and differences, and suggest reasons for the writers' decisions. Have students determine the most effective set of instructions and identify the elements that made the instructions easy to follow.
- Provide students with opportunities to follow oral instructions, and discuss how they were able to follow the instructions and what was challenging, confusing or frustrating.



Reading Different Text Forms: Following Instructions

Hospitality and Tourism Grades 10/11/12 (Recipe)

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Select a recipe. • Have students recall what they know about effective instructions. • Make a list of the elements and features of instructions with the class. • Make copies of another set of instructions (recipe) and cut them into slips of paper with a step on each slip (unnumbered). Place one set of jumbled instructions in as many envelopes as there are groups or pairs. Provide partners or small groups with envelopes, and ask students to recreate the recipe and talk about the clues they used to reconstruct the instructions. • Provide students with a copy of the selected instructions. Model for the student how to preview the instructions. 	<ul style="list-style-type: none"> • Recall an important occasion when they had to follow a set of instructions (e.g., driver's test, an exam, making a table). • Discuss what was challenging and easy about following the instructions. • Compare the groups' reconstructions and discuss the decisions they made. Identify the strategies they used to determine the task and the sequence.
<p>During</p> <ul style="list-style-type: none"> • Model the introductory material and the first two or three steps aloud, noting the signal words and what they tell the reader they must do. • Suggest that students imagine themselves completing the instructions. 	<ul style="list-style-type: none"> • Students continue to read the instructions to identify the task to be completed. • As a small group discuss the strategies used to read the instructions and determine what they were expected to do.
<p>After</p> <ul style="list-style-type: none"> • Clarify any confusing sections of the instructions. Use the methods section to outline the steps, if necessary. • Compare the completed tasks. • Discuss how students figured out what to do. • Identify confusing or challenging parts and suggest additional strategies. 	<ul style="list-style-type: none"> • In pairs or individually complete the instructions.

Reading Different Text Forms: Following Instructions

Hospitality and Tourism Grades 10/11/12 (Recipe)

Understanding Recipes

Study the recipe below. Then answer the following questions.

Chocolate Chip Cookies

1 cup butter or margarine, softened	2 ½ cup flour
¾ cup sugar	1 teaspoon baking soda
¾ cup brown sugar, firmly packed	½ teaspoon salt
2 eggs	1 cup chopped nuts
1 teaspoon vanilla extract	2 cups chocolate chips

Preheat oven to 375°F. Cream together butter or margarine, sugar, and brown sugar until light and fluffy. Add eggs and vanilla extract and mix. Sift together flour, baking soda and salt. Gradually add sifted dry ingredients to creamed mixture; blend well. Stir in nuts and chocolate chips. Drop dough by teaspoonfuls onto a non-greased cookie sheets. Bake for 8 to 10 minutes, or until light brown. Makes about 6 dozen 2 ½ inch cookies.

1. To what temperature should you preheat the oven?
2. Which ingredients are creamed together until light and fluffy?
3. Which ingredients are sifted together?
4. Which are added first, the eggs and vanilla or the nuts and chocolate chips?
5. How much dough is dropped onto ungreased cookies sheets for each cookie?
6. How long do you bake the cookies?
7. How many cookies does the recipe yield?

Developing and Organizing Ideas: Webbing, Mapping and More

Hospitality and Tourism Grades 10/11/12 (Nutrition)

Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes.

Purpose

- Identify relationships and make connections among ideas and information.
- Select ideas and information for possible topics and subtopics.

Payoff

Students will:

- model critical and creative thinking strategies.
- learn a variety of strategies that can be used throughout the writing process.
- reread notes, gathered information and writing that are related to a specific writing task.
- organize ideas and information to focus the writing task.

Tips and Resources

- Strategies for webbing and mapping include:
 - *Clustering* – looking for similarities among ideas, information or things, and grouping them according to characteristics.
 - *Comparing* – identifying similarities among ideas, information, or things.
 - *Contrasting* – identifying differences among ideas, information, or things.
 - *Generalizing* – describing the overall picture based on the ideas and information presented.
 - *Outlining* – organizing main ideas, information, and supporting details based on their relationship to each other.
 - *Relating* – showing how events, situations, ideas and information are connected.
 - *Sorting* – arranging or separating into types, kinds, sizes, etc.
 - *Trend-spotting* – identifying things that generally look or behave the same.

http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html

Further Support

- Provide students with sample graphic organizers that guide them in sorting and organizing their information and notes- e.g., cluster (webs), sequence (flow charts), compare (Venn diagrams).
- Have students create a variety of graphic organizers that they have successfully used for different writing tasks. Create a class collection for students to refer to and use.
- Provide students with access to markers, highlighters, scissors, and glue, for marking and manipulating their gathered ideas and information.
- Select a familiar topic (perhaps a topic for review). Have students form discussion groups. Ask students to recall what they already know about the topic, and questions that they still have about the topic. Taking turns, students record one idea or question on a stick-on note and place it in the middle of the table. Encourage students to build on the ideas of others. After students have contributed everything they can recall about the topic, groups sort and organize their stick-on notes into meaningful clusters on chart paper. Ask students to discuss connections and relationships, and identify possible category labels. Provide groups with markers or highlighters to make links among the stick-on notes. Display the groups' thinking.



**Developing and Organizing Ideas:
Webbing, Mapping and More**

Hospitality and Tourism Grades 10/11/12 (Nutrition)

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Select a nutrition and Canada Food Guide writing task. • Prepare an overhead transparency sample or chart-paper sample of possible ideas and information gathered on the topic. • Using a marker, model for students how to make connections among the ideas and information (e.g., number, circle, colour-code, draw arrows). • Using a strategy such as webbing or mapping makes it easier to see connections and relationships. Writers often create a graphic organizer to manipulate and group their information into meaningful clusters. • Use a web to demonstrate the process of rereading notes and arranging key points to show the connections and relationships. See Student/Teacher Resource, <i>Webbing Ideas and Information</i>. 	<p>Before</p> <ul style="list-style-type: none"> • Recall what they already know about the Canada Food Guide and nutrition-writing task. • Make connections to own notes. • Note the links and connections that the teacher makes among ideas and information. Consider the similarities and differences of their own thinking. • Recall past use of a webbing strategy to record or organize thinking.
<p>During</p> <ul style="list-style-type: none"> • Ask students to contribute to the web by identifying important ideas and key information and by suggesting how to place the points to create a web. • Ask students questions to clarify the decisions. For example: <ul style="list-style-type: none"> - What does this mean? - Is this important? Why? - Is there another way to sort my notes? • Model for students how to use the web to create a possible outline or template for writing a first draft. Consider the generalizations and/or categories that emerge from the connections and relationships, to help identify subtopics, headings and structure. 	<p>During</p> <ul style="list-style-type: none"> • Contribute to the discussion. • Note the similarities and differences in responses.
<p>After</p> <ul style="list-style-type: none"> • Have students refer to their Canada’s Food Guide for the writing task. • Ask students to create a map by sorting and organizing the menu items under the correct category. • Ask students to reread their maps and use them to create an outline for writing to be able to answer further questions. 	<p>After</p> <ul style="list-style-type: none"> • Reread notes and identify important information and ideas. • Use the question prompts to re-phrase notes, identify key points, and group the ideas and information to create a map. • Share and compare maps. • Make the connection between the map and possible ways of organizing the information and ideas into a template for writing.



**Developing and Organizing Ideas:
Webbing, Mapping and More**

Hospitality and Tourism Grades 10/11/12 (Nutrition)

Menu

Breakfast:	Orange Juice 175ml Milk 2% 250ml Cereal 250ml Banana 1
Snack:	Apple Oatmeal Cookies (3)
Lunch:	Coke 355ml Ham and Cheese Sandwich Carrot Sticks 250ml Potato Chips 1 Bag Apple
Dinner:	Chicken Potatoes Green Beans Milkshake 1500ml Brownie
Snack:	Popcorn with Butter Milk



Student Resource

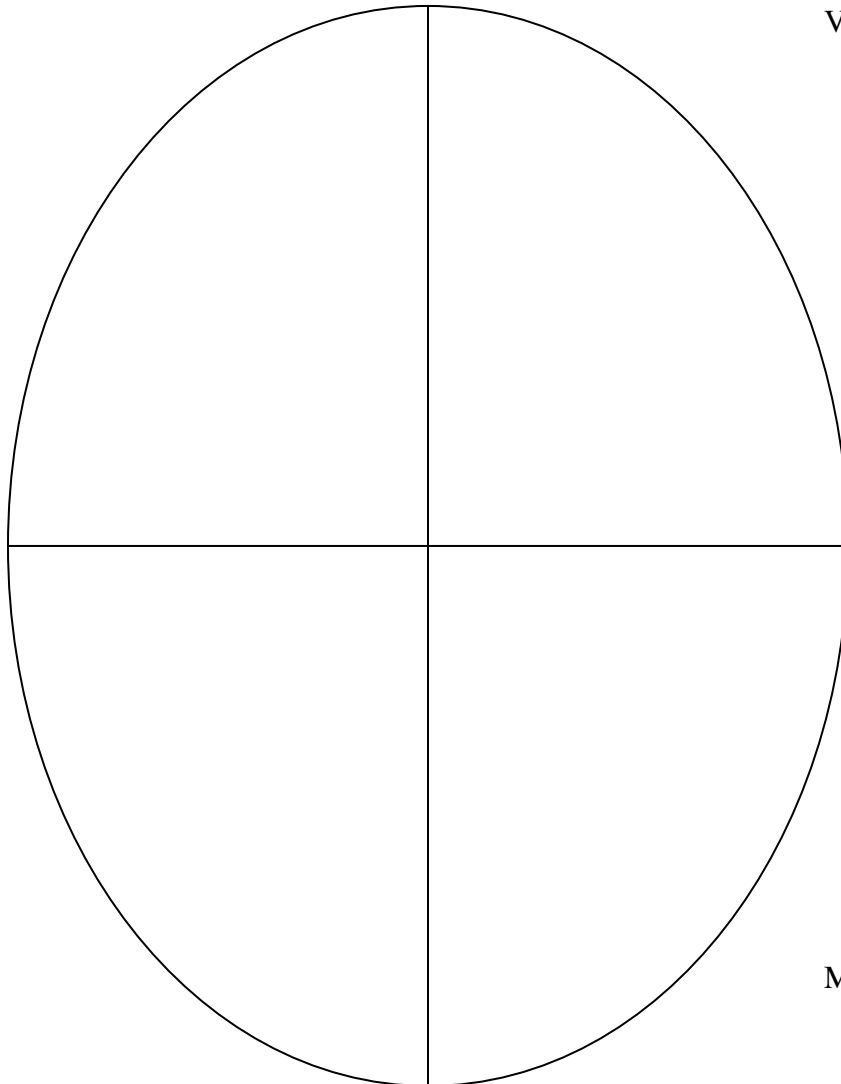
**Developing and Organizing Ideas:
Webbing, Mapping and More**

Hospitality and Tourism Grades 10/11/12 (Nutrition)

- 1) Using the menu on the previous page map according to categories in the Canada Food Guide.
http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html

Grain Products

Vegetables and Fruits



Milk Products

Meat & Alternatives