

# A Lip-Smacking Smoothie

Name .....

Date .....

## Student Response

My score for this book is ...../10.

It was a ..... book.

### 1. Write a procedure.

A strawberry sm.....  
is a healthy dr.....

#### Ingredients

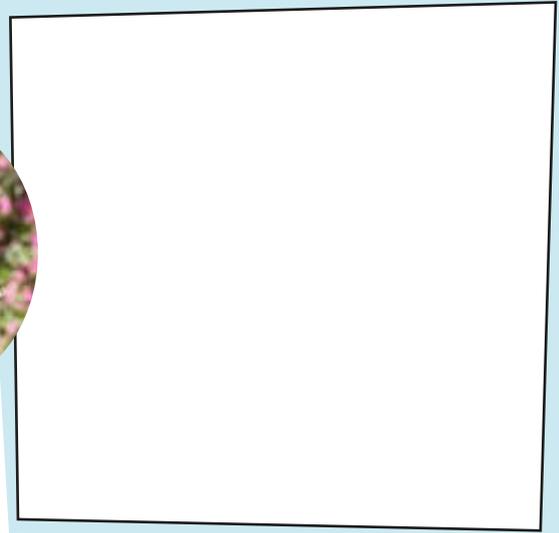
.....berries

m.....

yoghurt



### 2. Draw yourself drinking a smoothie.



### Make the Smoothie

- Put the ingredients in a blender.
- Ask an adult to turn on the bl.....
- Ask an adult to turn off the bl.....

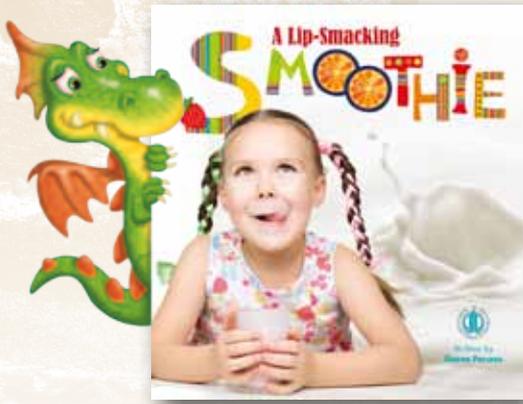
### Drink the lip-smacking smoothie!

### 3. Read, cover, spell!

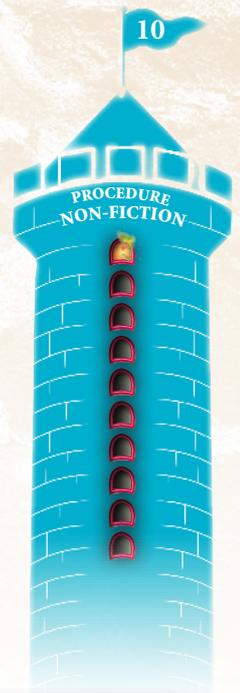
| Read     | Cover  | Spell |
|----------|--|-------|
| blended  |  nded   | ..... |
| blender  |  nder   | ..... |
| drink    |  nk     | ..... |
| fresh    |  sh     | ..... |
| fruit    |  rit    | ..... |
| made     |  de     | ..... |
| milk     |  lk     | ..... |
| smooth   |  ooth   | ..... |
| smoothie |  oothie | ..... |
| with     |  th     | ..... |



You've finished!  
What will you read next?



# Teaching Ideas



## A Lip-Smacking Smoothie

Level 10 Non-Fiction – Procedure and Report

**Curriculum Topics:** English; Health; Mathematics

**Book Synopsis:** an introductory report that includes a visually appealing procedure.

The report provides students with contextual text and images prior to and after the procedure.

**Non-High Frequency Words:** Most words are repeated and supported by clear images.

**High Frequency Words:** This book has an above-average percentage of high frequency words.

**Comprehension:** The focus is on seven levels of comprehension – connection, inference, importance, questioning, summarising, synthesis and visual.

We advise teachers to tailor literal comprehension questions for each guided reading group.



Inside Front Cover: Glossary

Title Page: Topic Introduction

### Page 2

#### Report – Introduction

Defines a smoothie and includes an image to support key words: smoothie, fruit, blender.

#### Language Features

Long “a” sound: name, made.

Words starting with blends “bl”, “dr”, “fr”, “sm”:

blender, drink, fruit, smoothie.

Writing an introduction and a definition.

#### Comprehension: Visual, Inference

What kinds of fruit are in the blender? Which fruit(s) would you add? Or take out? Why?

What name would you give this smoothie?

#### Literature, Mathematics and Health Activity

Students each draw three favourite fruits.

Glue them on a group bar graph to show the most popular fruits.



### Pages 4 and 5

#### Report – Description

The equation format assists comprehension and revises the three main ingredients in a healthy lip-smacking smoothie.

#### Language Features

Repeated adjectives: fresh, healthy

Revise words from pages 2 and 3: drink, fruit, milk, yoghurt

Revise words starting with blends “dr”, “fr”, “sm”:

#### Comprehension – Visual, Connection

Books are designed by designers. Explain what the designer is showing us on pages 4 and 5.

Why do you think the designer used an equation to show the order of the ingredients?

#### Literature, Arts and Mathematics Activity

Write and draw a similar smoothie equation.

### Page 3

#### Procedure – Ingredients and the Process

A concise procedure clearly explains – visually and textually – how a strawberry smoothie is made.

#### Language Features

Adjectives and alliteration: smooth smoothie; lip-smacking smoothie

Plural: strawberries (3 syllables); ingredients (4 syllables)

Word family: blended (blender on page 2)

#### Comprehension: Visual, Inference, Importance

What are three ingredients that might be important when making a smoothie? Why? What name would you give this smoothie? Why?

#### Literature, Science, Technology and Mathematics Activity

Discuss the purpose of a high-speed blender. Students draw their favourite fruits (from page 2 activity) spinning inside a blender.





The report continues with ideas for fruit ingredients that make a very healthy smoothie. Yum!

**Pages 6 and 7**

**Report and Procedure**

Five images of fruit reinforce the theme of health – ideal ingredients and preparation.

**Language Features**

Revise plural: strawberries (on page 3);  
 new words (bananas, blueberries, fruits)  
 Revise syllables: pineapple (compound word)  
 Subheadings and labels: pages 6 and 7

**Comprehension – Visual, Importance, Question**

Why do you think the author chose four fruits for a smoothie? What question(s) would you ask her? Why should you wash fruits first before using them in a smoothie, or eating them whole?

**Literature, Arts and Health Activity**

Write and illustrate 1–2 health tips for making smoothies.



The report ends. This is Grusilda, your friendly dragon signing off until my next appearance in a book from inside The Literacy Tower!

**Page 8**

**Report – Personal Evaluation**

A safety tip highlights adult help when making a smoothie. A girl and her personal evaluation conclude the book in a fun way.

**Language Features**

Words with “a” sounds: **safety**, always, **ask**, **adult** (**al**ways, **reall**y)  
 Speech bubble text and italics: “I *really* love my smoothie!”  
 Revise subheading: page 8

**Comprehension – Inference, Summarise, Synthesise**

Why do you think the book ended with a safety tip? Explain why the adult is holding the top of the blender. Of all the ingredients in the book, which ones would you make into a smoothie?

**Literature and Arts**

Draw Grusilda drinking a smoothie with her eyes crossed, too. Write a speech bubble for Grusilda.



**HEALTH**

**Benefits of Blending**

Health experts state that blending raw fruits and some vegetables into a smoothie assists the absorption of their nutrients in the body. The fibre also remains in the drink, and ingredients can be combined to make some vegetables tastier.

**Student Activity**

Student activity sheet  
 (free download/PDF)



**Group Activity**

**Chart: “Our Lip-Smacking Smoothies.”**

The students illustrate themselves drinking a smoothie, and/or listing the ingredients in their favourite lip-smacking smoothie.



Check out these other books for projects about **food** and **recipes**.



**Pizza Time**  
 Level 3: Non-fiction  
 Procedure



**Pancakes**  
 Level 11: Non-fiction  
 Procedure



**Bread Feeds the World**  
 Level 16: Non-fiction  
 Report / Procedure

