

Cold Day, Hot Chocolate

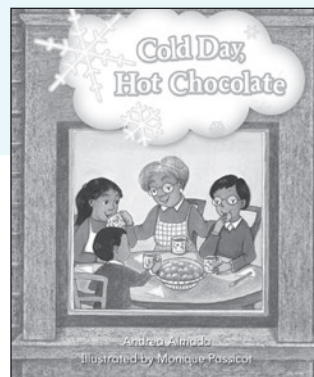
GENRE Realistic Fiction

WHY THIS TEXT?

This story presents a family of children that visit their grandmother on a cold day. They make a special drink together to stay warm. The text includes multiple sentences on some pages, as well as dialogue and examples of imperative sentences. The story also includes a clear order of events in the beginning, middle, and end of the story.

VOCABULARY NETWORK

Words About Cooking heat (v.), mix (v.), stir (v.)



TEXT COMPLEXITY

READING LEVEL E **OVERALL RATING** Slightly Complex



TEXT X-RAY

| KEY IDEAS | LANGUAGE | BACKGROUND & CULTURE |
|--|---|---|
| <ul style="list-style-type: none"> A family of children like to visit Grandma's house. Everyone helps make a hot drink on a cold day. Grandma and the children gather ingredients, cups, and spoons. The special ingredient for their hot drink is a bar of chocolate. | Key Vocabulary grandma (p. 2) cups (p. 6) house (p. 2) spoons (p. 6) cold (p. 4) bar (p. 7) drink (p. 4) chocolate (p. 7) help (p. 4) stay (p. 10) milk (p. 5) | Families have been cooking together for centuries. Many families use cooking as a time to get together, talk, and have fun. |

INSTRUCTIONAL SUPPORT

Options for Teacher-Led Sessions

- ☐ Key Ideas & Details 2
- ☐ Setting 4
- ☐ Story Structure 6
- ☐ Respond & Extend..... 8

Online Printables

Vocabulary Network Organizer
Oral Reading Record
Comprehension Quiz

Tabletop Minilessons: Reading

Setting
Story Structure
Realistic Fiction

Key Ideas & Details

GENERATE INTEREST

Prompt children to make predictions and share connections.

- *What is it like to have a hot drink on a cold day?*
- *What can you help cook?*

BUILD VOCABULARY

Use the Vocabulary Network Organizer to develop vocabulary and explore language connections.

- heat (v.), mix (v.), stir (v.)

GUIDE INSTRUCTION

Build comprehension of the text, using the prompts below as needed.

2–5

What are the children making with Grandma? (*a hot drink*)

Why do they need to make it? (*It is cold outside, and they need to warm up.*)

Guide Explain that picture clues tell children it is cold outside, and point out the snowflakes on the title page. Then have children point to each picture clue, such as the dark sky and the characters' jackets.

TEXT EVIDENCE

- *It is cold today. We make a hot drink.*
- PICTURE CLUES

6–7

Why is chocolate an important ingredient to mix in the drink? (*Without a bar of chocolate, it is not the same drink.*)

Discuss Have children brainstorm what else they could mix with chocolate to eat. Then have them consider how their food items would be different if chocolate were left out.

TEXT EVIDENCE

- *"I will get the bar of chocolate," said Omar.*
- PICTURE CLUES

English Learner Support

Spanish cognate: *chocolate* (*chocolate*)

8–11

Why can't the children stir the milk in the pot? (*The hot milk is too dangerous for them to be near.*) **What do the children do instead?** (*watch Grandma stir the milk*)

Create a Visual Have children point to hot and cold things on pages 8–11. Encourage children to name and discuss each item. Then have them draw something hot and something cold.

TEXT EVIDENCE

- *Grandma said, "Stay away from the pot. The milk is too hot."*
- PICTURE CLUES

English Learner Support

Have children act out the words *hot* and *cold* with gestures.

12–13

Why does Grandma want the children to get their cups? (*It is time to drink hot chocolate.*)

Reread Have children reread pages 12–13 to find the characters’ reactions when it is time to drink hot chocolate. Have them point out clues that reveal how the children feel. Then have them tell how Grandma lets the children know the hot chocolate is ready.

TEXT EVIDENCE

- Then Grandma said, “Now we have hot chocolate! Get your cups!”
- PICTURE CLUES

English Learner Support

Reinforce the phrase *Get your cups!* by practicing with classroom supplies and using commands such as “Get your pencil!” and “Get your coat!”

14–16

What does the family like to do together? (*make hot chocolate and drink it*) **How do you know?** (*The first-person narrator says it is so good.*)

Discuss Have children find details that show what the family does at the table. Then have children discuss what the family could be talking about as they sit together.

TEXT EVIDENCE

- We all like Grandma’s hot chocolate.
- It is so good!
- PICTURE CLUES

English Learner Support

Reinforce talking about food by practicing with “Mmm! It is so good!”

Setting

INTRODUCE THE DRIVING QUESTION

- How does the setting help you understand the reasons behind characters' choices?

GUIDE INSTRUCTION

Use the prompts below to focus on the concept of Setting. For additional support on the concept, refer to the relevant Tabletop Minilesson.

2-3

When do the children go to Grandma's house?

(during the day)

Discuss Prompt children to discuss how they know the story takes place during the daytime. Have children explain how they know it is not nighttime. Then have them vote to evaluate whether the story takes place in the morning or afternoon. Tally responses.

TEXT EVIDENCE

- This is Grandma's house.
- PICTURE CLUES

English Learner Support

- Have children point to picture clues that tell what time of day it is.
- I think the time of day is _____.
- What time of day is it?

4-5

What is the weather like? (*It is cold.*) **Why is knowing the weather important to the story?** (*Because it is cold outside, the children want a hot drink to warm up.*)

Guide Explain that knowing it is cold is critical to understanding the story. Point out that without this important information, readers might not understand why the family makes and enjoys the hot chocolate.

TEXT EVIDENCE

- It is cold today. We make a hot drink.

English Learner Support

Have children say words about cold weather in their home language.

6–7

Where does the family make hot chocolate? (*in the kitchen*) **Describe the kitchen.** (*It looks warm and cozy.*)

Reread Have children reread pages 6–7 to look for details to describe the kitchen. Suggest that the kitchen is warm because the oven is on. Then have children explain how the picture on pages 6–7 supports the text.

TEXT EVIDENCE

- PICTURE CLUES

English Learner Support

- The girl and boy are in the _____.
- What do you see in the kitchen?
- What room do you see? What is in the room?

8–11

What part of the story tells readers that a kitchen can be a dangerous place? (*Grandma tells the children to stay away from the hot pot of milk.*)

Discuss Help children understand that Grandma is being cautious with the hot milk. Encourage them to name places in the kitchen that are safer for children, versus those areas that are better for adults.

TEXT EVIDENCE

- *Grandma said, “Stay away from the pot. The milk is too hot.”*
- PICTURE CLUES

12–16

Do you think the family would make hot chocolate if it were warm outside? Explain.

Create a Visual Have children make a Venn diagram about what to eat and drink when the weather is hot and what to eat and drink when the weather is cold. Start by drawing two overlapping circles. Label one “Hot” and one “Cold.” Label the middle “Both.” Then have children suggest foods and drinks that go in each section of the diagram. Be sure children list hot chocolate as a choice for cold weather.

TEXT EVIDENCE

- PICTURE CLUES

English Learner Support

Add sketches to the Venn diagram to help children connect words to concepts.

Story Structure

INTRODUCE THE DRIVING QUESTION

- *What changes by the end of the story? How do the children feel?*

GUIDE INSTRUCTION

Use the prompts below to focus on the concept of Story Structure. For additional support on the concept, refer to the relevant Tabletop Minilesson.

2–5

What do the children do when they get to Grandma’s house? (*take off their coats*) **Why are they wearing coats?** (*It is cold outside.*)

Create a Visual Build a story structure chart. Help children use it to identify the story’s beginning, middle, and end. Explain that some stories have a problem and solution. Help children identify the problem and solution in this story: the characters are cold, so they drink hot chocolate to get warm.

TEXT EVIDENCE

- *It is cold today.*
- PICTURE CLUES

6–7

What are the children busy doing next? (*setting the table*)

Guide Ask children what they notice in the kitchen. Guide them to examine the picture for clues about what might happen next. Have children explain why the children are setting the table and what will they do there.

TEXT EVIDENCE

- *Dora gets the cups. Carlos gets the spoons.*

English Learner Support

- Point to the cups. Point to the spoons.
- The children put the _____ on the table.
- What do the children put on the table?

8–13

What drink is the family making? (*hot chocolate*) **How do you know?** (*Grandma says the drink’s name.*)

Discuss Ask children to find the first page in the story that tells them the drink’s name. Ask them to decide whether the page is at the beginning, middle, or end of the story.

TEXT EVIDENCE

- *“Hot milk and chocolate make nice hot chocolate,” said Grandma.*
- PICTURE CLUES

English Learner Support

Have children point to the words *hot chocolate* in the text and then point to pictures of the hot chocolate.

14–15

When do the children get to drink their hot chocolate? (*after they sit down at the table together*)

Create a Visual Add this event to the story structure chart and prompt children to explain how it tells them what the family is doing. Point out that part of the fun of making hot chocolate is that the family can sit together and talk while drinking it.

TEXT EVIDENCE

- PICTURE CLUES

English Learner Support

Clarify the phrase *fills the cups* by pointing out that hot chocolate is being poured.

16

What did the children come over to do? (*get warm by making hot chocolate*) **What is different at the end of the story?** (*The children are warm with their grandma at the table.*)

Reread Have children reread pages 2–16 to find how the children solve their problem. Ask them to evaluate whether or not their story map reflects the problem and solution, and help them add details.

TEXT EVIDENCE

- *We all like Grandma's hot chocolate.*
- PICTURE CLUES

English Learner Support

- Use gestures to show what the family is doing.
- The family is _____.
- What is the family doing?

Respond & Extend

GENERATE INTEREST

- *What do the children make with Grandma?*
- *Why is hot chocolate good on a cold day?*

GUIDE INSTRUCTION

Explain that children will be using what they have read and their own opinions to respond to the text. Then assign and support one or more of the activities below.

Project

Make a Mug

- Draw a cylinder for a mug and cut it out.
- Cut a C shape for the handle and tape it on.
- Color to “fill” your mug with your favorite drink.
- Share your mug drawing with the group.

Research Connection

Use Text Evidence

- Reread pages 2–16 to learn how to make hot chocolate.
- Make a list of each step in the correct order.
- Discuss with the group other ideas about making hot chocolate.

Response Writing

Write about Cooking

- Think about how you help cook at home. Draw a picture of yourself cooking with family.
- Using one or more action words, write to complete this sentence:
I _____ with my family.
- Share with the group.

Vocabulary & Language

Describe a Drink

- Get an empty paper cup to pass around.
- When it's your turn to hold the cup, think of a drink and keep it a secret.
- Have the group try to guess your drink as you describe it.

Hands-On Activity

Explore Hot and Cold

- Use a foam cup and a paper cup.
- Ask an adult to help you fill both with very warm water.
- After 30 minutes, see which cup of water is warmer.
- Discuss your findings with the group.
- Repeat the activity with cold water to see which cup of water is colder after 30 minutes.