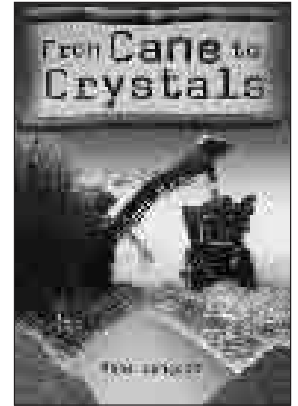


From Cane to Crystals

by Anna Langdon



Book Summary

Millions of tonnes of sugar are produced every year. This text investigates the history of the sugar trade, the reasons why sugar is such a valuable commodity, and the process of sugar production.

Features of the Book

- Fact boxes
- Explanation
- Different points of view
- Cause-and-effect relationships

Purpose

From Cane to Crystals can be used to introduce and reinforce the following skills and understandings:

- S** determining the author's purpose;
- S** analysing text organization and structure;
- S** evaluating information to form an opinion;
- S** exploring the production, distribution, and consumption of goods.

Investigation Tools

- What's the Background? – The New Spice, page 4
- Looking Closer – Photosynthesis, page 10
- Digging Deeper – Crop Rotation, page 12
- Step by Step – From Cane to Crystals, page 15
- Making Connections – The Coffee Industry, page 23
- Weighing Both Sides – Artificial Sweeteners, page 28

The Guided Reading Lesson

- S** Determining the author's purpose
- S** Analysing text organization and structure

Introducing the text

Ask the students what they know about sugar.

- *What makes food taste sweet?*
- *Which are your favourite sweet foods?*
- *What is a good thing about sugar?*
- *What is a bad thing?*
- *Where does sugar come from?*

Distribute the books and ask the students to interpret the title. Point out the glossary and remind the students to refer to it while they read.

Ask the students to generate questions about sugar, then look at the chapter titles on the contents page to predict where they might find the answers.

Reading and discussing the text

Ask the students to read page 3.

- What might be the author's purpose for writing this book?
- Which words tell you that the author is being balanced? (while, however)

The students can now read the rest of chapter 1.

- How does the author show sugar's value? (It preserves and sweetens and was an expensive treat.)
- Why has the author presented "Sugar Facts" in this way? (to include additional information; to present facts in a concise way)
- Which facts interested or surprised you most? Why?

Encourage the students to look for the similarities and differences between sugar cane and sugar beet as they read chapters 2 and 3.

- How does the author organise the information to show the differences? (separated by paragraphs)
- Which words show the differences? (very different, although, slightly different)
- Why is the chart on page 13 included?
- How does the chart help you interpret the text?
- What are the similarities between sugar beet and sugar cane? (Both are processed in a sugar mill using the same extraction process.)
- Why is the information on page 15 presented as a list?
- How is beet processing different from cane processing?

The students can now read chapter 4, looking for why the sugar trade might be important to some countries.

- Why is the sugar trade important to developing countries?
- Why do you think the author includes this information?
- What does the information about coffee help you to infer about the sugar trade? (Developing countries might face economic problems if sugar prices fall.)

As the students read to the end of the book, encourage them to ask if the author is being balanced.

- Did the author present both the good and bad things about sugar?

Ask the students to find examples.

- Which words helped you to locate facts about the harmful effects of sugar? (while, you should be careful, don't provide us with, to avoid these problems)
- Which words or text features helped you to locate facts about the useful things about sugar? (a useful material, the picture and caption on page 28)
- How does the author reveal her opinion?

Revisiting the Text


The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Evaluating information to form an opinion

Ask the students to list the positive and negative things about sugar. The students can then use these lists to help them complete individual copies of the Weighing Both Sides investigation tool on page 92 of this guide.

S Exploring the production, distribution, and consumption of goods

Ask the students to reread "The New Spice" on page 4. In pairs or in a group, they can discuss how the production, distribution, consumption, and business of sugar has changed over time. Encourage them to do further research. Provide them with resources such as encyclopedias, the Internet, and books.

 The students can use the blackline master on page 70 to analyse how the business of sugar has changed.