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TIME for Kids Nonfiction Readers— Early Fluent

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (1 page)

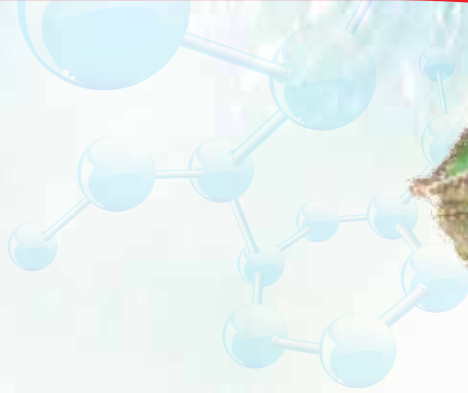
How to Use This Product (8 pages)

Lesson Plan (11 pages)

Reader (15 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

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TIME
FOR KIDS
Nonfiction
Readers



Early Fluent
Teacher's Guide



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How to Use This Product

Kit Components

Trio 1



Trio 2



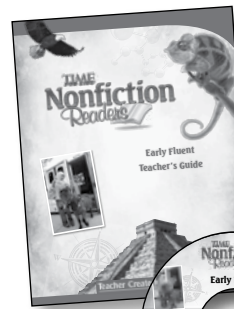
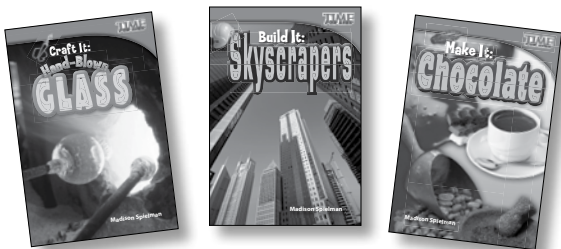
Trio 3



Trio 4



Trio 5

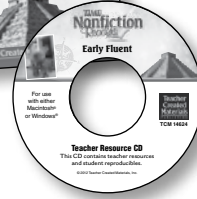


Teacher's Guide

Easy-to-use, standards-based lesson plans

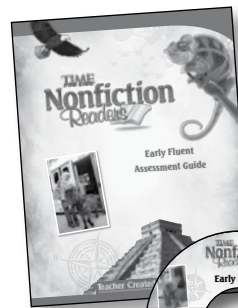
Teacher Resource CD

- PDFs of books suitable for whiteboard use
- teacher resources
- student activity sheets



Audio CD

Professional recordings of books and poems



Assessment Guide

- oral reading records
- multiple-choice tests

Assessment DVD

- placement test
- assessments in both electronic and printable form



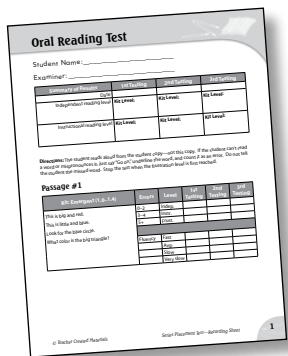
Interactive-eBooks Single Classroom Site License

Interactiv-ebooks with embedded audio, videos, and activities

How to Use This Product *(cont.)*

Getting Started

1. Use the Series Placement Test. Use the Series Placement Test (on the Assessment DVD) to determine which kit is most appropriate for students. For a complete overview of the placement test and directions for test administration, see page 7 of the Assessment Guide.



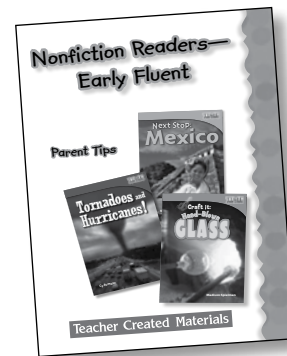
4. Prepare assessment resources.

Depending on the amount of regular assessment planned, you may wish to create a simple assessment folder for each student. These folders can hold the student's placement test, oral reading records, multiple-choice tests, activity pages, and anecdotal records taken during the reading lessons.

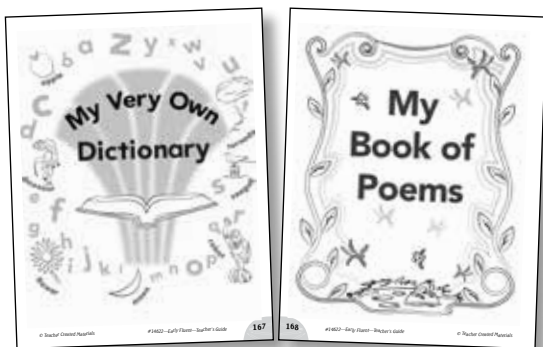
5. Make a home-school connection.

Send the Parent Tips booklet (found on the Teacher Resource CD) home with students. The tips and activities in the booklet provide family members with the necessary tools to promote literacy development at home.

2. Create reading groups. If desired, place students in reading groups based on their reading levels or other instructional needs. See page 18 for practical tips on managing small groups. See pages 28–29 for tips on using TIME For Kids *Nonfiction Readers* in a guided reading/balanced literacy model.



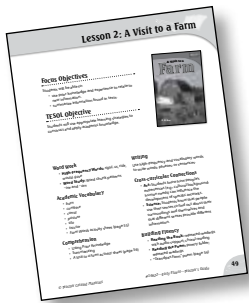
3. Prepare student resources. As an option, create some student resources, including a personal dictionary and a poetry folder. These can be created with common classroom resources such as lined paper, construction paper, and spiral notebooks. See pages 167–168 (or the Teacher Resource CD) for cover templates for these resources.



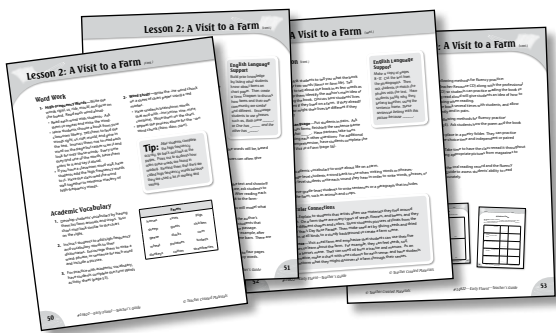
How to Use This Product *(cont.)*

Teaching a Lesson

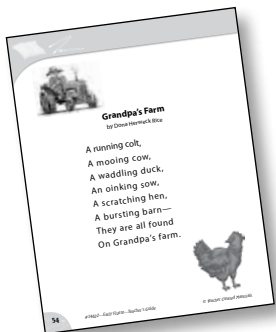
Each eight-page lesson is organized in a consistent format for ease of use: an overview, four pages of instruction that address all aspects of literacy, a fluency poem, and two student activity sheets. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students.



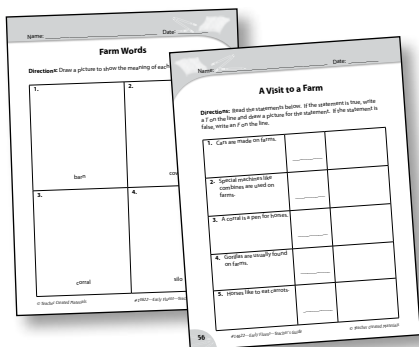
The lesson begins with an overview page that provides key information for planning purposes.



The instructional components follow the same sequence: Word Work, Academic Vocabulary, Comprehension (Before Reading, During Reading, and After Reading), Writing, Cross-curricular Connections, and Building Fluency.



The fluency poem provides a thematic connection to the book and can be used as a tool for building both content-area vocabulary and fluency.

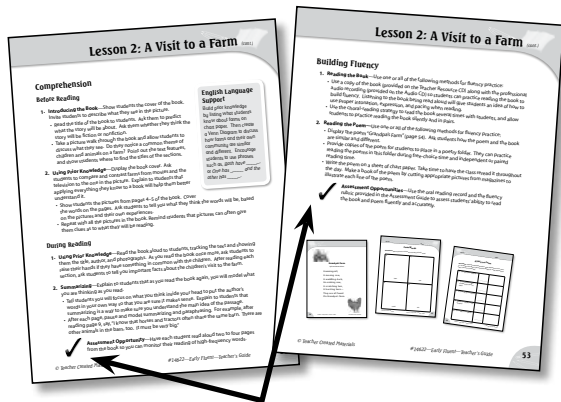


The student activity sheets can be used in a variety of ways to meet students' needs. These activity sheets offer additional opportunities for practicing the skills addressed in the lesson. For example, teachers may use these sheets for additional guided practice with below-level students or as independent practice for on- or above-level students.

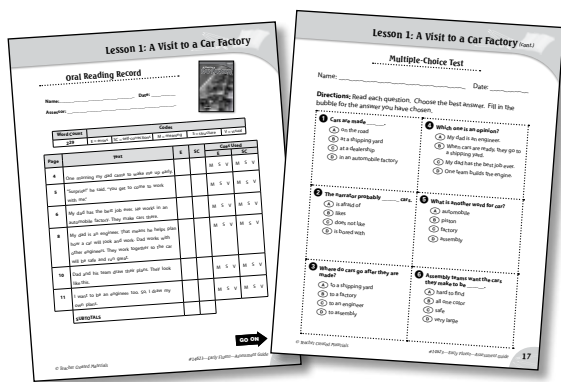
How to Use This Product (cont.)

Using Assessment Options

1. Use informal assessments during each lesson. Refer to the assessment tips embedded throughout the lessons to gather information about students' reading skills. Record anecdotal records as they meet the needs of your classroom.



2. Use formal assessments at the end of each lesson. The oral reading record and multiple-choice comprehension test provided for each book offer opportunities to assess student learning and can be used to drive instruction. An overview of these assessments and the assessments themselves can be found in the Assessment Guide. The accompanying Assessment DVD offers two versions of the multiple-choice assessments: printable PDF form and electronic form, giving students the opportunity to take the test on the computer and immediately print their results.



Using Technology Options

1. Use the Audio CD as a model of fluent reading. The Audio CD includes professional recordings of the books and poems in this kit. Play the audio tracks of the books to support students as a prereading activity, during fluency practice, or in a listening center. Play the audio tracks of the poems as part of the poetry section of the lesson.



2. Use the Interactiv-eBooks to enhance the reading experience. This kit includes interactiv-ebooks that guide students toward independent reading and engage them in a fully interactive experience. Students can hear the text read aloud, view video clips, record their voices, and complete interactive activities that build academic skills—from word study and vocabulary to comprehension and writing. The interactiv-ebooks can be used in a variety of instructional settings and help support numerous literacy and learning goals. For a detailed overview of how to use the interactiv-ebooks in the classroom, see pages 37–38.

How to Use This Product (cont.)

About the Books

The TIME For Kids *Nonfiction Readers* program has been designed to enhance any reading program. Each book motivates students to *want* to read with high-interest, nonfiction content and engaging full-color photographs. Moreover, the authentic nonfiction reading experiences the books provide, combined with rich, dynamic lessons and audio and technology resources, can help students develop vocabulary, comprehension, and fluency skills.

The books are divided into reading levels. The Early Fluent level (levels 2.0 through 2.4) is designed for students in the first semester of grade two. Books in the Early Fluent kit have either 24 or 28 pages. There are six copies each of the 15 titles.

Level 2.0: *A Visit to a Car Factory; A Visit to a Farm; A Visit to a Marine Base*

Level 2.1: *Next Stop: Mexico; Next Stop: Canada; Next Stop: The Caribbean*

Level 2.2: *Earthquakes!; Tornadoes and Hurricanes!; Volcanoes!*

Level 2.3: *Eagles Up Close; Horses Up Close; Snakes Up Close*

Level 2.4: *Craft It: Hand-Blown Glass; Build It: Skyscrapers; Make It: Chocolate*

Leveling Components

Each reading level includes a variety of features that delineate that particular level. The features in each level include the following:

Level 2.0

- higher word count
- indented paragraphs
- content that moves beyond reader's personal experience
- heightened use of vivid verbs
- dialogue interspersed through text
- more challenging graphic organizers
- table of contents and glossary
- more challenging high-frequency words

Level 2.1

- decreased print size
- varied text placement
- photographs and illustrations that support and enhance interpretation of the text
- photographs or illustrations on every page
- occasional supporting sidebars
- extensive use of maps

Level 2.2

- extensive use of diagrams
- greater use of supporting sidebars
- greater use of metaphor and imagery
- high-interest topics
- reverse or color subheads

Level 2.3

- more complex texts
- easy text interspersed with more challenging text
- greater reliance upon photographs and illustrations
- varied amount of text on individual pages, from just one line to ten
- content supported by text placement

Level 2.4

- more challenging and abstract themes
- use of a how-to format
- more challenging, theme-specific vocabulary
- more complex sentence structures
- some use of multiple phrases in one sentence
- increased use of diagrams

How to Use This Product (cont.)

Word Counts and Level Correlations

Word counts are often considered an important aspect of leveling. The word counts for the TIME For Kids *Nonfiction Readers: Early Fluent* level are found on the chart below. Also included are the reading level designations from Teacher Created Materials (TCM) and the corresponding levels for Guided Reading (GR), Early Intervention (EI), and Developmental Reading Assessment (DRA), as well as Lexile® Measures.

Early Fluent Title	Word Count	TCM Level	Guided Reading Level	Early Intervention Level	DRA Level	Lexile® Measure
<i>A Visit to a Car Factory</i>	300	2.0	I	17	18	390L
<i>A Visit to a Farm</i>	309	2.0	I	17	18	480L
<i>A Visit to a Marine Base</i>	317	2.0	I	17	18	640L
<i>Next Stop: Mexico</i>	327	2.1	J	18	20	490L
<i>Next Stop: Canada</i>	326	2.1	J	18	20	550L
<i>Next Stop: The Caribbean</i>	333	2.1	J	18	20	610L
<i>Earthquakes!</i>	369	2.2	J	19	20	490L
<i>Tornadoes and Hurricanes!</i>	378	2.2	J	19	20	660L
<i>Volcanoes!</i>	387	2.2	J	19	20	660L
<i>Eagles Up Close</i>	409	2.3	J	19	24	630L
<i>Horses Up Close</i>	422	2.3	J	19	24	560L
<i>Snakes Up Close</i>	445	2.3	J	19	24	450L
<i>Craft It: Hand-Blown Glass</i>	453	2.4	K	20	24	650L
<i>Build It: Skyscrapers</i>	462	2.4	K	20	24	630L
<i>Make It: Chocolate</i>	475	2.4	K	20	24	680L

How to Use This Product *(cont.)*

Using TIME For Kids *Nonfiction Readers* in a Guided Reading/ Balanced Literacy Model

TIME For Kids *Nonfiction Readers* is a comprehensive program that can be flexibly implemented in a guided reading/balanced literacy model. The high-interest books will provide an engaging reading experience while supporting students' development of phonics. The comprehensive teacher's guide with step-by-step lesson plans and student activities can be easily utilized in all the blocks of a balanced literacy model, including guided reading, whole-group mini-lessons, learning centers, independent guided practice, word work/vocabulary, writing, and independent reading. The multiple assessment opportunities will diagnose students' needs and inform teachers' instruction to move students toward mastery of key reading and writing skills.

Guided Reading

Two key features of TIME For Kids *Nonfiction Readers* allow it to be effectively used within a guided reading program. First, it can serve to target specific word-recognition and word-work skills. Second, the high-interest leveled books make them ideal selections for use with groups who need practice at certain reading levels and with general reading skills. Oral reading records for each book are included so that teachers can monitor the progress of students as they increase their reading levels.

Targeting Leveled Practice and Other Reading Skills

Each book included in the TIME For Kids *Nonfiction Readers* program has been leveled for use in small groups of students with similar reading levels. An oral reading record for each book is provided in the Assessment Guide

(and in digital form on the Assessment DVD) to help determine and monitor the appropriate reading level for each student. The chart on page 27 indicates the reading levels of the books included within this kit.

As students move through the books in the program, they will encounter carefully written content designed to provide, in addition to nonfiction reading skill development, practice with many other areas of literacy, such as word knowledge, sight-word recognition, increasingly complex sentence structures, text features, fluency, and the reading-writing connection. As such, teachers in a guided reading program will have access to ample material for encouraging reading development across all areas of literacy.

Whether the books in the program are being used to address specific word work and vocabulary skills or for leveled reading practice, teachers will find many other portions of the kits appropriate for a guided reading program.

Lesson Plan Structure

The TIME For Kids *Nonfiction Readers* lesson plans are set up in the traditional guided reading structure of Before, During, and After Reading activities and questions. Vocabulary is isolated for pre-instruction and more challenging words are noted for special attention. If needed, the lessons can also be used as a quick review or mini-lesson.

How to Use This Product *(cont.)*

Guided Reading *(cont.)*

Progress Monitoring

As mentioned on the previous page, oral reading records and comprehension assessments for each book are included so that teachers may monitor the growth of their students in oral reading and comprehension and for their reading levels. Teachers will probably not want to administer the oral reading records for each book but will choose points at which they need data to make instructional decisions for specific students. When those decision points arise, *TIME For Kids Nonfiction Readers* provides the tools needed in easy-to-use formats.

Other Blocks of a Balanced Reading Program

Learning Centers and Independent Guided Practice

One of the challenges of a guided reading program is making sure the students who are not in the small instructional group with which the teacher is currently working are constructively engaged. *TIME For Kids Nonfiction Readers* lesson plans provide ample suggestions and materials for independent student use and for the development of centers.

Two high-interest activity sheets are included for each of the books. One activity sheet focuses on the word recognition, word attack, or vocabulary skills addressed in the lesson. The other activity sheet focuses on a key comprehension skill from the lesson. Students who have read the book may complete these pages independently. Reviewing the students' work on these practice pages can also provide additional progress-monitoring information for the teacher.

Vocabulary and Word Study

Many of the activities in the *TIME For Kids Nonfiction Readers* program are appropriate for whole-class work in a word work or vocabulary session. These sessions could focus on activities suggested in the lesson plans for vocabulary development or for word-knowledge practice.

Writing

The lesson plan for each book includes a specific writing activity. Additionally, writing is integrated into each of the activity sheets. Depending on the level of the *TIME For Kids Nonfiction Readers* kit a teacher is using in the classroom, the writing activities vary from requiring students to label pictures or write sentences to writing short stories as a way to apply the new skills they learn, or as a way to show comprehension of the story.

Independent Reading

The books from the *TIME For Kids Nonfiction Readers* program provide quality, high-interest, easy-to-read content. As such, they can be added to classroom libraries for use as independent reading selections.

The program offers an extensive menu of instructional options that allows teachers to readily integrate the program into their guided reading/balanced literacy model. Throughout the lessons, students will use different modalities. They will participate in reading, chanting, and doing physical movements. This encourages students to be active learners who are engaged in what they are doing and who retain what they have learned.

Lesson 15: Make It: Chocolate

Focus Objectives

Students will be able to:

- use self-correction strategies to monitor comprehension.
- summarize information found in texts.

TESOL Objective

Students will use English to interact in the classroom.



Word Work

- **High-Frequency Words:** *about, first, where, only*
- **Word Study:** Word chunk patterns
–*ean* and –*od*

Academic Vocabulary

- *cacao beans*
- *cacao pod*
- *cacao tree*
- *candies*
- *cocoa powder*
- *conche*
- *My Chocolate Words* activity sheet (page 159)

Comprehension

- Monitoring Comprehension
- Summarizing
- *Chocolate Making* activity sheet (page 160)

Writing

Use high-frequency and vocabulary words to write words, phrases, or sentences.

Cross-curricular Connections

- **Social Science:** Students understand that people are alike in many ways and different in many ways.
- **Health:** Students classify foods and food combinations according to the food groups.

Building Fluency

- **Reading the Book:** repeated readings with audio support; choral reading
- **Reading the Poem:** poetry folder; repeated readings; performance
- “Sugarland” poem (page 158)

Lesson 15: Make It: Chocolate (cont.)

Word Work

- 1. High-Frequency Words**—Write the words *about*, *first*, *where*, and *only* on the board. Read each word aloud.
 - Provide students with letter stamps. On chart paper, write the word *about*. Have students spell the word with letter stamps. Then have students read the word, point to each letter while saying the letter name, and say the word again. Repeat the procedure with each of the words.
 - If you have a classroom word wall, have students add the high-frequency words to it. Have the class read the word wall together to reinforce mastery of high-frequency words.
- 2. Word Study**—Write the *-ean* word chunk on a sheet of chart paper using a red marker.
 - Have students brainstorm words that end with *-ean* (*bean*, *mean*, *lean*, *clean*). Write these words on the chart.
 - Repeat the process above for the *-od* word chunk (*pod*, *sod*, *rod*, *cod*).

Tip: When reading words from the list, have students clap when you say the onset and spread out their hands when you say the rime. For example, clap when saying the *b* in *bean*, and spread hands wide when saying the *-ean*. This will help students clearly identify the beginning and ending sounds.

Academic Vocabulary

- 1.** Develop students' vocabulary by having them list words related to chocolate. Your chart may look similar to the chart on the right.
- 2.** Instruct students to add high-frequency and vocabulary words to their dictionaries. Encourage them to write a word, phrase, or sentence for each word and include a picture.
- 3.** For additional practice with academic vocabulary, have students complete the *My Chocolate Words* activity sheet (page 159).

Chocolate		
sweet	candy	brown
dark	delicious	melt
sugar	treat	yummy

Lesson 15: Make It: Chocolate (cont.)

Comprehension

Before Reading

- 1. Introducing the Book**—Show students the cover of the book. Invite students to describe what they see in the pictures. Read the title of the book to students. Ask them to predict what the story will be about. Ask them whether they think the story will be fiction or nonfiction.
 - Introduce the picture glossary on page 28 of the book. Ask students how the picture glossary can help them. Point out to students that the picture glossary contains items that people might use to make something.
 - Take a picture walk through the book and allow students to discuss what they see. What types of things do they notice about the pictures and how the story is told? (*The book tells how chocolate is made.*)
- 2. Monitoring Comprehension**—Tell students that one way good readers monitor comprehension is to reread the text if it doesn't make sense. Misread the title of the book as *My Chocolate Kite*. If students protest, ask them why they think that is not the correct title. Are there any pictures of kites on the cover? Reread the title slowly and correctly. If students approve, ask them what they see in the pictures that relate to making chocolate.

English Language Support

Discuss the table of contents of the book. Have students work together to make an illustrated version of the table of contents. As students are working, have partners discuss what they are drawing and point out the key vocabulary they will need while reading the text.

During Reading

- 1. Monitoring Comprehension**—Pointing to each word, read the title of the book and the author's name. Read the book aloud to students, showing them the photographs and tracking the text while you read. Misread some words, and look for students to correct you if it sounds wrong to them. For example, you can misread and then reread the word *people* or *pounds* on page 7. Or you can encourage students to ask for help with the word *fermented* on page 16. Either self-correction strategy helps build strong comprehension skills.
- 2. Summarizing**—Using the choral-reading strategy, read the book aloud with students. After each page ask students to cover the text and remember, in their own words, what the text was about. Explain to students that pausing to do this while reading helps them remember the text better.



Assessment Opportunity—Monitor students to ensure that they read the high-frequency words accurately.

Lesson 15: Make It: Chocolate (cont.)

Comprehension (cont.)

After Reading

- 1. Summarizing**—Ask students to tell you what the book is about in their own words. Invite students to share what they learned from the book about chocolate. Ask students to name all the foods they can think of that contain chocolate.
- 2. Building Oral Language**—Let students explain what it might be like to make chocolate for a living.
 - Pair students and ask them to discuss whether they would enjoy making chocolate or chocolate foods as a profession. If so, what would they most like to do? Be a baker? A candy maker? A dessert chef? Have students share with the class.
 - For additional practice with comprehension, have students complete the *Chocolate Making* activity sheet (page 160).

English Language Support

Ask students to find the word *eat* on page 7 of the book. Ask students what other words can go in its place and still make sense with the pictures and the rest of the sentences (*chew, gobble up, or bite*). Point out the subtle differences between the verbs. Repeat for other verbs in the book. Write the students' verbs in large letters on individual sheets of paper. Let students illustrate their verbs and write them in a sentence.

Writing

Have students write and illustrate stories about working in a chocolate factory.

- Give below-grade-level students a word bank to use when writing their stories.
- Have on-grade-level students write each sound they hear in order to write their story.
- Encourage above-grade-level students to write a story that includes what a typical day might be like and what adventures they might have.

Cross-curricular Connections



Social Science—Discuss how different cultures incorporate chocolate into their diets. As a class, create a recipe book of favorite chocolate recipes from home. Students can illustrate their own recipe pages.



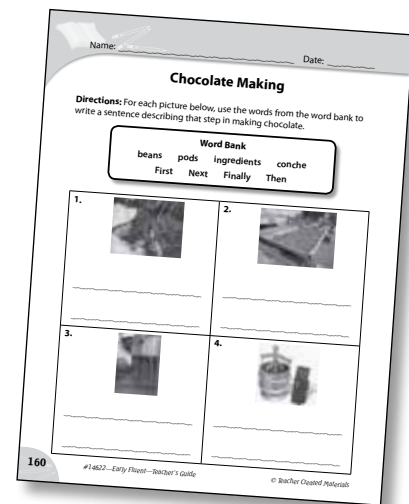
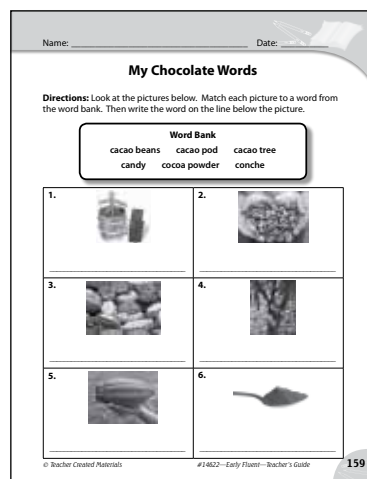
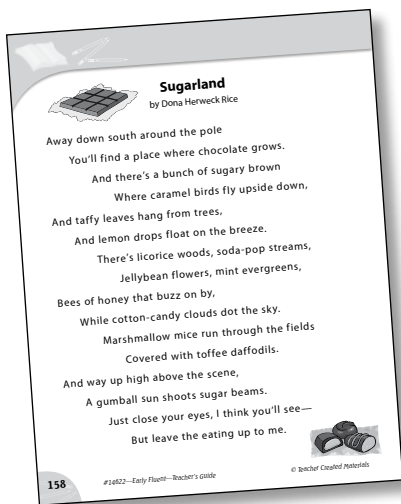
Health—Talk about the food plate and where chocolate might fit (nowhere—because of its fat and sugar content). Then ask students how much chocolate they think is good to eat and whether it is a healthy food.

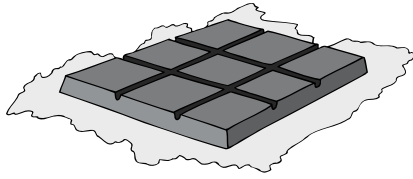
Building Fluency

- 1. Reading the Book**—Use one or all of the following methods for fluency practice:
 - Use a copy of the book (provided on the Teacher Resource CD) along with the professional audio recording (provided on the Audio CD) so students can practice reading the book to build fluency. Listening to the book being read aloud will give students an idea of how to use proper intonation, expression, and pacing when reading.
 - Use the choral-reading strategy to read the book several times with students, and allow students to practice reading the book silently and in pairs.
- 2. Reading the Poem**—Use one or all of the following methods for fluency practice:
 - Display the “Sugarland” poem (page 158). Ask students how the poem and the book are similar and different.
 - Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems in this folder during free-choice time and independent or paired reading time.
 - Write the poem on a sheet of chart paper. Have the class reread it throughout the day. Have students rehearse and perform the poem for an audience as an alternative way for students to build fluency and enjoy language.



Assessment Opportunities—Use the oral reading record and the fluency rubric provided in the Assessment Guide to assess students’ ability to read the book and poem fluently and accurately.





Sugarland

by Dona Herweck Rice

Away down south around the pole

You'll find a place where chocolate grows.

And there's a bunch of sugary brown

Where caramel birds fly upside down,

And taffy leaves hang from trees,

And lemon drops float on the breeze.

There's licorice woods, soda-pop streams,

Jellybean flowers, mint evergreens,

Bees of honey that buzz on by,

While cotton-candy clouds dot the sky.

Marshmallow mice run through the fields

Covered with toffee daffodils.

And way up high above the scene,

A gumball sun shoots sugar beams.

Just close your eyes, I think you'll see—

But leave the eating up to me.





My Chocolate Words

Directions: Look at the pictures below. Match each picture to a word from the word bank. Then write the word on the line below the picture.

Word Bank

cacao beans cacao pod cacao tree
candy cocoa powder conche

1.



2.



3.



4.



5.



6.



Chocolate Making

Directions: For each picture below, use the words from the word bank to write a sentence describing that step in making chocolate.

Word Bank

beans pods ingredients conche
 First Next Finally Then

1.



2.



3.



4.



Lesson 15: Make It: Chocolate



Oral Reading Record



Name: _____ Date: _____

Assessor: _____

Word Count	Codes				
223	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used	
				E	SC
4	Close your eyes and imagine your favorite chocolate candy.			M S V	M S V
5	Think about how it smells. Think about the taste. Think about how it melts in your mouth.			M S V	M S V
6	Mmmmm! Are you ready for some chocolate now?			M S V	M S V
7	If you are like most people in the United States, you love chocolate, and you eat about twelve pounds of it each year!			M S V	M S V
9	Chocolate is made from the seeds of the cacao tree. The seeds grow inside cacao pods. They are called cocoa beans. They should really be called cacao beans. But long ago, English speaking people spelled the word cacao wrong by mistake. People have just kept it that way.			M S V	M S V
SUBTOTALS					



Lesson 15: Make It: Chocolate *(cont.)*

Oral Reading Record *(cont.)*

Page	Text	E	SC	Cues Used	
				E	SC
11	Most of the world's cocoa beans come from countries in South America, Africa, and Asia. The countries are located near the equator. Look at the map to find them.			M S V	M S V
12	People long ago did not have hard chocolate. Hard chocolate like we have today was not made until 1828.			M S V	M S V
13	In that year, a Dutch chemist removed the cocoa butter from cocoa beans. Cocoa butter tastes bitter. Without the cocoa butter, cocoa powder was left. Cocoa powder is the delicious beginning of chocolate.			M S V	M S V
14	The first solid chocolate was sold in England in 1847.			M S V	M S V
15	In 1875, a man from Switzerland added milk to chocolate and made the first milk chocolate. That is the kind of chocolate found in most candy today.			M S V	M S V
Subtotals from previous page					
TOTALS					

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Lesson 15: Make It: Chocolate *(cont.)*

Multiple-Choice Test

Name: _____ Date: _____

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1 The average Swiss person eats about 22 pounds of chocolate _____.

- (A) each day
- (B) each year
- (C) each week
- (D) each month

4 Cocoa butter is removed from chocolate because _____.

- (A) it costs a lot
- (B) it tastes bitter
- (C) it is too sweet
- (D) it spoils easily

2 What is the first step in making chocolate?

- (A) The chocolate is heated.
- (B) The cacao beans are dried.
- (C) The cacao pods are picked.
- (D) The dried beans are sent to chocolate factories.

5 A _____ is a special machine that heats up chocolate.

- (A) cacao
- (B) chemist
- (C) ferment
- (D) conche

3 Which event happened last?

- (A) A Swiss man made the first milk chocolate.
- (B) Hard chocolate is made for the first time.
- (C) Cocoa butter was first removed from chocolate.
- (D) The first solid chocolate was sold in England.

6 A good title for this book would be _____.

- (A) *Countries of the World*
- (B) *Chocolate Foods*
- (C) *The History of Chocolate*
- (D) *My First Chocolate Candy*

Make It:

Chocolate



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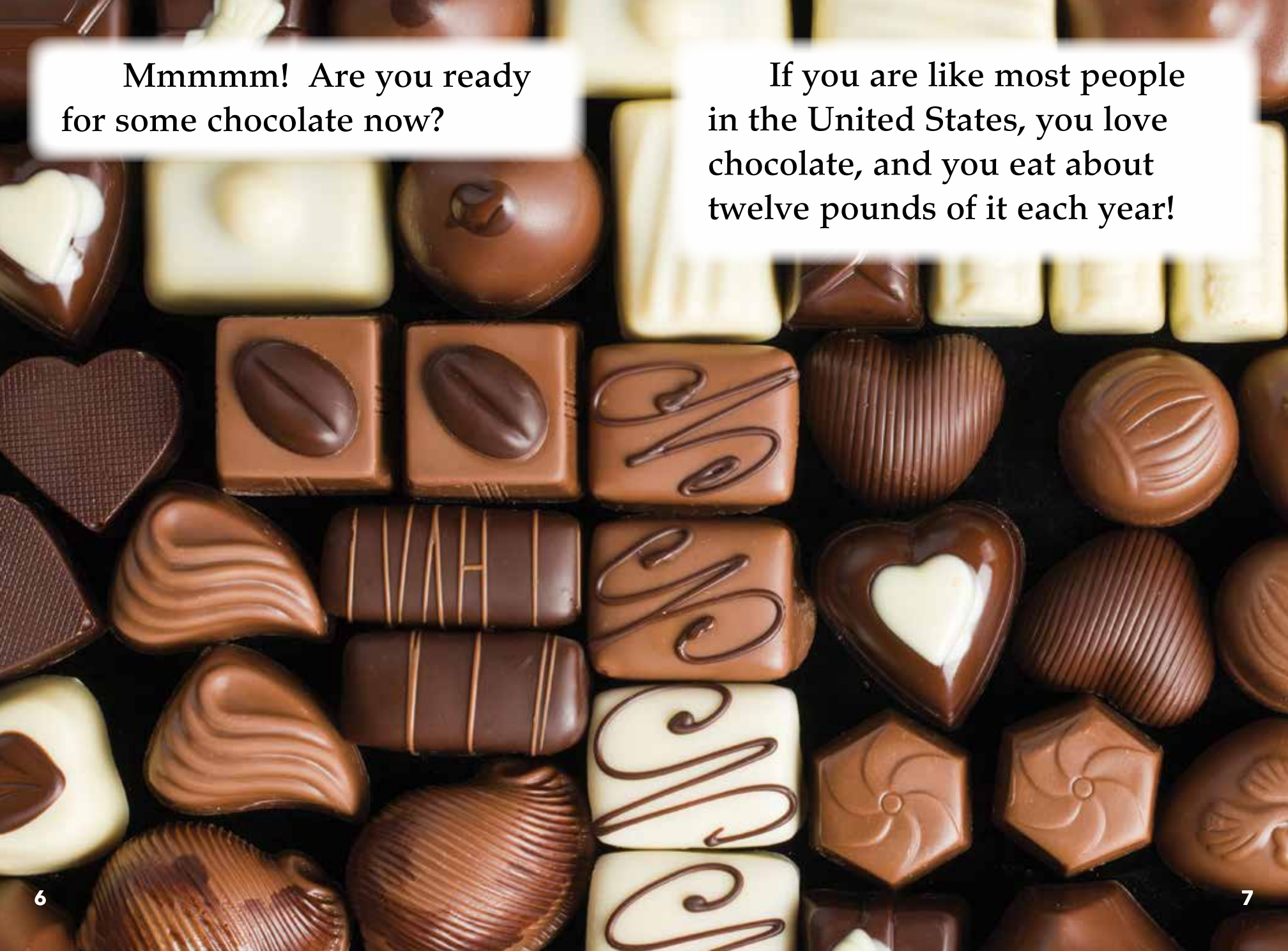
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Chocolate Dreams



Close your eyes and imagine your favorite chocolate **candy**.

Think about how it smells. Think about the taste. Think about how it melts in your mouth.



Mmmmm! Are you ready
for some chocolate now?

If you are like most people
in the United States, you love
chocolate, and you eat about
twelve pounds of it each year!

Where Does Chocolate Come From?



Cacao (kuh-KAH-oh) comes from the Spanish word that means "food of the gods."

Chocolate is made from the seeds of the **cacao tree**. The seeds grow inside **cacao pods**. They are called *cocoa beans*.

They should really be called **cacao beans**. But long ago, English speaking people spelled the word *cacao* wrong by mistake. People have just kept it that way.



England

Switzerland



Key

-  where cocoa comes from
-  where hard chocolate was first made

Most of the world's cocoa beans come from countries in South America, Africa, and Asia. The countries are located near the equator. Look at the map to find them.

The First Chocolate



cacao pod

Chocolate started out a very long time ago as a type of drink made in South America. But hard chocolate that people could eat was not made until much later.

People long ago did not have hard chocolate. Hard chocolate like we have today was not made until 1828.

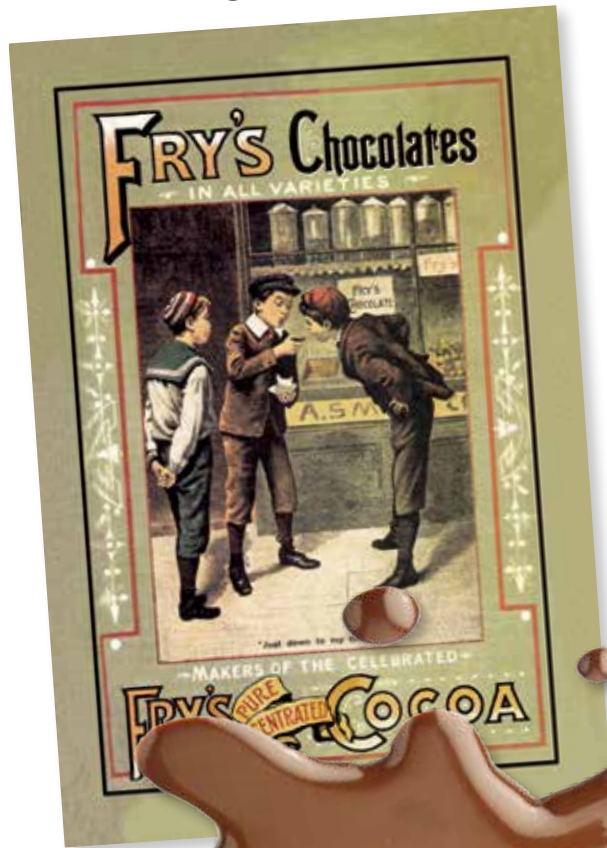
In that year, a Dutch chemist removed the cocoa butter from cocoa beans. Cocoa butter tastes bitter.

Without the cocoa butter, **cocoa powder** was left. Cocoa powder is the delicious beginning of chocolate.



cacao beans

The first solid chocolate was sold in England in 1847.



You can see where England and Switzerland are on the map on pages 10 and 11.



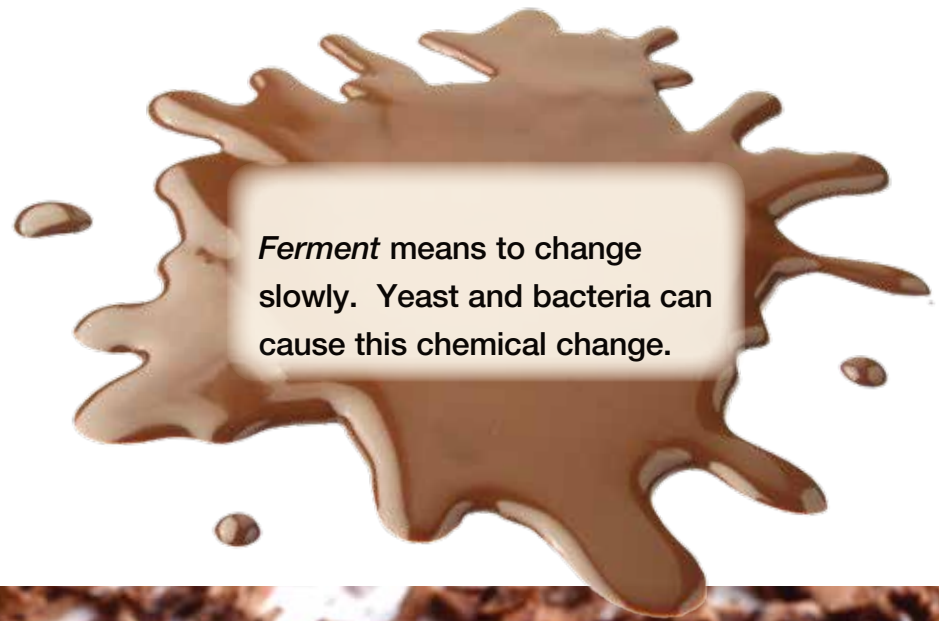
In 1875, a man from Switzerland added milk to chocolate and made the first milk chocolate. That is the kind of chocolate found in most candy today.

How Is Chocolate Made?



It takes time and work to make good chocolate.

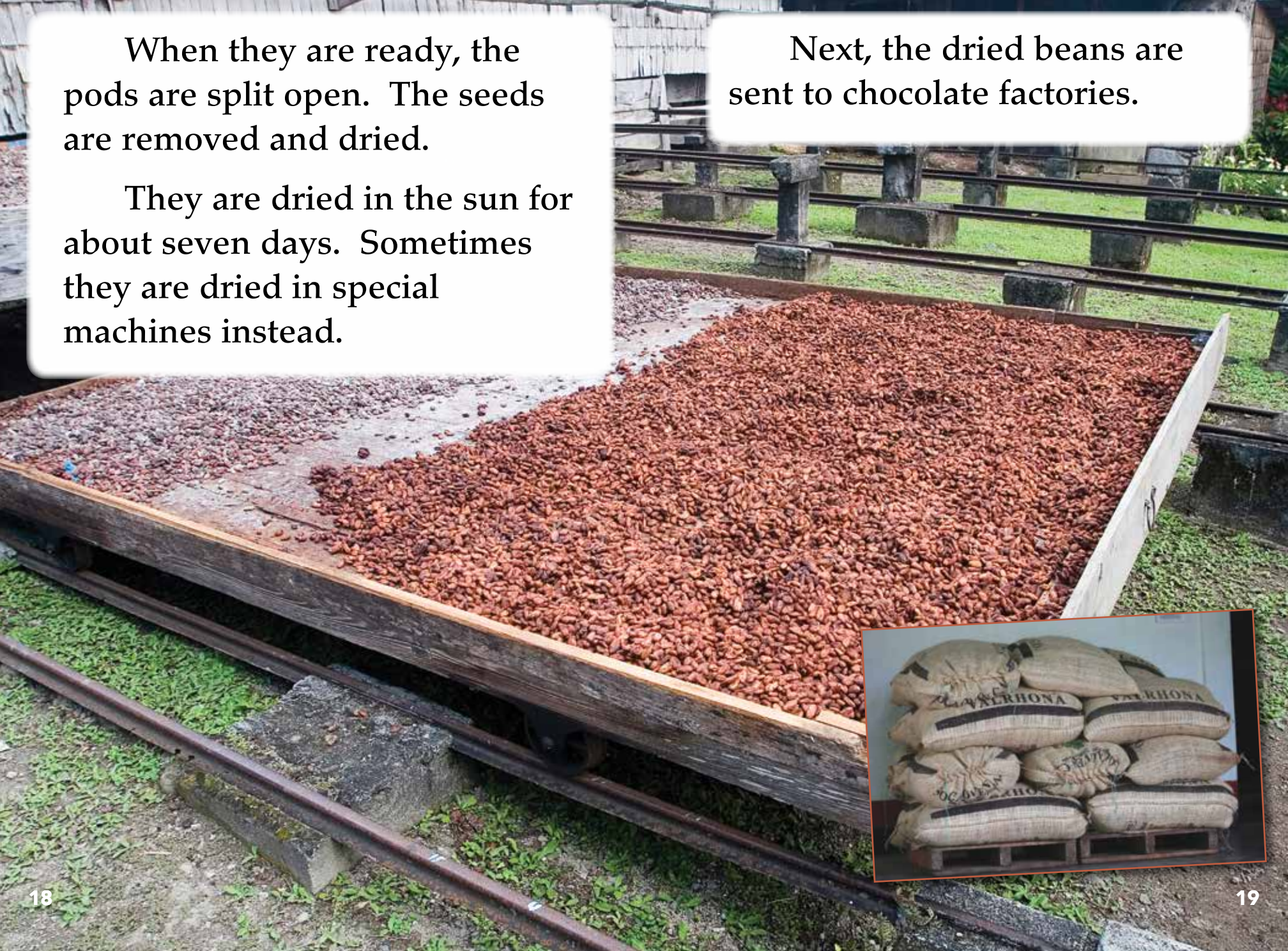
First, the cacao pods must be picked. Then they are **fermented** for six days.



When they are ready, the pods are split open. The seeds are removed and dried.

They are dried in the sun for about seven days. Sometimes they are dried in special machines instead.

Next, the dried beans are sent to chocolate factories.




At the factories, the cocoa butter is removed, and the seeds are roasted and ground into powder.



The powder is mixed with sugar, milk, or other ingredients to make different kinds of chocolate.

Next, the chocolate is heated in a special machine called a **conche**. The best chocolate is heated there for at least one week!



A conche (conch) keeps the chocolate liquid and smooth.



The chocolate is cooled slowly, warmed again, and finally cooled to its final hardness. Now, it is ready to be packaged and sent to stores where you can buy and eat it!

Who Loves Chocolate?



People in the United States eat almost half of all the chocolate eaten in the world.



But it is the Swiss people who love it best. The average person there eats 22 pounds of chocolate each year!

In fact, many people think Swiss chocolate is the best chocolate in the world.

Chocolate, Chocolate Everywhere!

Is chocolate only in candies? No! You can find chocolate in many different foods. Chocolate cake, pudding, cookies, ice cream, and hot cocoa are just a few of them. Wherever you find food, you can probably find some kind of chocolate, too.

What is your favorite chocolate food?





Glossary



**cacao
beans**



cacao pod



cacao tree



candy



**cocoa
powder**



conche



ferment