

THE ICE CREAM TRUCK

You can use Poster 3 with this storybook.

Story Synopsis

Every night at 6 o'clock, Mr. Bumble's ice cream truck comes to Downy Street. The children love Mr. Bumble because he has the best ice cream and tells the best stories. The adults love him too, but they don't like that their children won't eat dinner and don't come when they're called. So the adults ask everyone on the street if Mr. Bumble should stop every night at 6. All the adults said NO. All the children said YES. Mr. Bumble agrees not to come every night at 6. Now, Mr. Bumble visits Downy Street at 6 o'clock every morning.

LITERACY ELEMENTS

capital letters for proper nouns; street names: e.g., Downy Street; titles: e.g., Mr., Mrs.

the use of statements (punctuated with a period), interrogative sentences (question mark), exclamations (exclamation mark), to create a variety of sentence types

MATH CONNECTIONS

DATA MANAGEMENT AND PROBABILITY
creating and interpreting graphs

WORDS TO DISCOVER

words spelled phonetically: e.g., street, gardens
words not spelled as they sound: e.g., busy (the "z" sound), door (not the usual "oo" sound)

ESL CONSIDERATIONS

Point to the words in the book as you read aloud.

Overall Learning Opportunities

- 1₂3 Students will:
 - create and interpret displays of data, and present and discuss the information
- A_B C Students will:
 - read a variety of simple written materials for different purposes
 - read aloud in a way that communicates the meaning
 - express clear responses to written materials, relating the ideas in them to their own knowledge and experience

ACTIVITY MENU

Shared Reading, page 82

Investigation: Collecting and Organizing Data, page 83

Guided Reading, pages 84–86

As a Group, pages 87–88

- 1₂3 • *Take a Survey*: conducting a survey and creating a bar graph
- *Graphing the Data*: collecting data and presenting it as a graph
- A_B C • *Ice Cream!*: following a list of instructions to make ice cream
- *What's the Flavour?*: using alphabet letters to create names

Home Connections, page 89

- 🏠 • *BLM 37*: using coins and shopping expeditions to understand money values

Independent Work, pages 90–94

- 1₂3 • *BLM 38*: conducting a survey and creating a bar graph
- *BLM 39*: practising creating and analysing a graph
- *BLM 40*: making a graph to represent favourite things
- A_B C • *BLM 41*: coming up with a plan to solve a problem
- *BLM 42*: responding to a problem by coming up with a solution



LEARNING OPPORTUNITIES

Students will:

- express their thoughts and feelings about ideas in a piece of writing
- identify characteristics of different forms of written materials
- identify the main idea and characters, and discuss some aspects of the story

OBSERVING FOR ASSESSMENT

During *First Reading*, does the student:

- follow the print as you read the story?
- appear to respond to the storyline?

During *Second Reading*, does the student:

- join in the reading spontaneously, with enthusiasm?
- read his/her part fluently and with enthusiasm?

Getting Ready to Read

Say to the children:

- Listen to this list and raise your hand when you know what the words are about: chocolate, vanilla, strawberry, butterscotch, maple, chocolate ripple, butterscotch ripple. . . . Yes. They're all flavours of ice cream.
- Was your favourite in my list? Yes? No? What's your favourite?

Introduce the book by telling children the name of the book. Have them look at the cover art to predict what the story might be about. Invite the children's guesses.

First Reading

Read through the story, pointing to the words as you read them and to details in the pictures that can help children understand the storyline.

As you finish reading each page, pause and give children the opportunity to look at the picture to connect it to what has been read to them.

Returning to the Story

Engage children in talking about the story by asking open-ended questions, such as:

- What made this book fun?
- What was your favourite part of the story?
- Which was your favourite picture? Why?

➤ What do you think gave the authors the idea for this story?

➤ Why do we call this a story and not a poem, a recipe, or a dictionary? How can you tell that it's a story when you look at this page? (Hold the book open to any page with print and illustration.)

Ask children questions to help them recall specific details, such as:

- Where did the story take place? How do you know?
- Who is the main character? Who are the supporting characters? How do you know?
- What was the story about?
- Who had the problem? Who was causing the problem? Was the problem fixed by the end of the story? Why? Why not?

Second Reading

- To prepare for the *Second Reading*, invite a volunteer to point to and read the title of the book. Point out that some of the letters are uppercase and some are lowercase and talk about why.
- Reread the story aloud. Encourage children to chime in with the reading where they feel comfortable.

Extending the Reading Experience

Assign children various character roles and have them read their parts while the rest of the class reads the story as narrator.

Collecting and Organizing Data

LEARNING OPPORTUNITIES

Students will:

- organize data using various recording methods
- identify the basic parts of a graph
- construct and label simple bar graphs using one-to-one correspondence
- generate questions on a given topic, and formulate a finite number of possible responses
- collect firsthand data from the environment

YOU WILL NEED

- paper and writing materials
- graphing mats (BLM 38)

OBSERVING FOR ASSESSMENT

Can the student:

- accurately record each survey response?
- interpret the collected information?
- record the results of the survey in a graph?
- interpret the graph?

TEACHING tip

Depending on the children's prior experience with constructing bar graphs, you may need to spend additional time discussing the basic parts of the graph and how graphs are used to organize data.

Reading the Story

After reading the story, ask children to recall the problem described in it. Say:

- The grown-ups wanted to find out how people felt about Mr. Bumble selling ice cream at 6:00. How did the grown-ups gather the information?

To the class, introduce the term *survey*. Explain that a survey is a way of asking people questions and finding out information. Look at the survey sheet on page 12 of the story. Ask:

- How did the grown-ups organize the survey sheet?
- How did the grown-ups record the choice each person made?
- What did the grown-ups learn from doing this survey?

Starting the Investigation

Begin by having children brainstorm topics and questions that could be used in conducting class surveys. You may want to assist the discussion by prompting such criteria as:

- preferences (favourite book, favourite cartoon character)
- observable information (hair colour, eye colour, the method of doing up their shoes)
- decisions (Which book should we read next? Which game should we play first in gym?)

List the suggested questions on the chalkboard or chart paper. As each question is recorded, talk about some possible answers to it.

Working on the Problem

Provide children with a piece of paper. Ask them to either pick a survey question from the list developed above or to develop a question of their own.

Have each child record the question on the top of his or her page. Children will need to decide how many possible answers they will provide in their survey. Work with the children to help them organize their survey sheets into columns and to label the columns.

As a group, talk with them about different ways of recording the answers.

- They may choose to write down children's names on their survey sheet.
- Provide children with a class list, so that if they wish to use tally marks, they can keep track of who they have asked by crossing the name off the class list.

On a separate day, have children use the information they gathered from their survey to organize the information in a graph (Blackline Master 38).

Then have children write a summary statement about the results of their surveys.



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Sharing Solutions

Have each child share his or her results with a partner. Then, invite volunteers to show their surveys and graphs and tell what they discovered. From time to time, ask children to talk about how they kept track of who they asked. How well did their method of keeping track work?

Extension

Following this initial experience, some children may have other questions that they wish to pose through a survey. Add their questions to the list developed earlier. This list of questions can be used as a resource for conducting other investigations throughout the year. You may want to extend one of these surveys to incorporate participants in other classrooms or at home.

LEARNING OPPORTUNITIES

Students will:

- express their thoughts and feelings about ideas in a piece of writing
- identify characteristics of different forms of written materials

TEACHING tip

During *Setting the Scene*,

as you gather the favourite ice cream flavours from the children, you could record the information and do a tally chart to determine the group's favourite flavour.

OBSERVING FOR ASSESSMENT

During *Guided Reading*, does the student:

- appear interested in finding answers to your questions?
- predict logically?

Setting the Scene

Engage the children in a conversation about ice cream. Ask:

- What's your favourite ice cream flavour? Why is it your favourite?

Give several children the opportunity to share. Record the children's responses for the *After Reading* activity.

- Where do you get your ice cream? Grocery store? Ice cream store?
- Has anyone bought ice cream from an ice cream truck? Tell us about that.

Show the book cover to the children, with the title covered. Ask:

- What's happening in the picture? What do you think the story will be about? What do you think is the title of this book? Why do you think so?

Uncover the title and let the children read it aloud. Ask:

- Why do you think the authors gave this title to the story?

Encourage many responses. Then say:

- This is a story about an ice cream truck that comes to Downy Street every day. Mr. Bumble is the man who drives the truck and he is well liked by everyone—all the children and all the parents. But there's a **big** problem. Any guesses as to what that problem might be?

Encourage the children to guess and then say:

- Let's open our books to page 2 where the story begins.

Reading the Text

- Have the children turn to pages 2–3, and point to the picture on page 2. Say:
 - This is Downy Street. What do you know about the street by looking at the picture? Let's read this page to find out what happens on this street.

Have the children read the page silently, then invite a volunteer to read the page aloud. Ask:

- What do the children do all day?
- What do the grown-ups do?

Point to the picture on page 3. Say:

- Look at the right side of the picture. There's a truck coming into the picture. Any ideas what that truck might be?
- Every night at 6 o'clock there's a "ting-aling-aling" sound that gets louder and louder as the truck makes its way to Number 42 Downy Street.

Read pages 4–5 to find out what the children do and what the grown-ups do when the truck comes down the street. Then say:

- I told you that in this story there is a **big** problem. Is there any problem yet? Any guesses as to what the problem might be?

Point to the picture on page 5. Ask:

- What are the grown-ups doing? Why do you think they're putting their hands to their heads?
- We find out what the problem is on the next page.

Turn to pages 6–7. Say:

- Look at the picture on page 6. This is Mrs. Tiddle and she has a problem. So does Mr. Marsh.

Read page 6 to find out what their problems are. Point to page 7 and read the problem Mrs. Roussakis has. Ask:

- Do you think the children have a problem with Mr. Bumble selling ice cream on Downy Street every night at 6 o'clock? Read page 8 to find out what Jamie has to say. Read page 9 to find out how Milly and Ronald feel about the situation.

OBSERVING FOR ASSESSMENT

During independent reading, does the student:

- demonstrate a degree of self-confidence in his/her ability to read and to solve reading struggles?
- settle in to the reading and stick to the task until complete?

Stop the guided reading at this point.

Ask:

- So, what's the problem?

Invite several children to express the problem in their own words. Ask:

- Do you think the grown-ups have a real problem? Why? Why not?
- How do you think the grown-ups should go about solving the problem?

Have the children work alone, in pairs, or in threes to come up with a plan for solving the problem. Use **Blackline Master 41** here to guide the children in their considerations of how this problem should be approached.



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When the children have completed the task, have them meet as a small group to share their approaches to problem solving.

Later that day or the next day, resume the guided reading instruction. Have the children recall the story to this point by using the pictures as a guide to the retelling.

Turn to pages 10–11 to find out the first step some of the grown-ups took. Ask:

- What do you think of their idea of finding out what everyone else thinks?
- How might they do that?

Read pages 10 and 11 to find out what they did. Ask:

- If they talked to every person on Downy Street, what do you think they would find out?

Turn to page 12 and look at the survey sheet. Now, read about the results on page 13. Say:

- They came up with a plan that would work. Any idea what that plan could be?

Turn to pages 14–15 to find out what they did. Point to the picture on page 14. Say:

- There are the grown-ups talking to Mr. Bumble.

Read page 14 to find out what they asked him not to do. Ask:

- What do you think Mr. Bumble would say to that request? Why do you think that?

Read page 15 to find out what he said. Say:

- It looks as though the problem is solved. What is the solution that the grown-ups and Mr. Bumble agreed to? Do you see any problem with that solution? Tell us about the problem you see.

Then say to the children:

- Turn your books over and listen as I read the last page to you. As soon as you think you know what the new problem is, raise your hand.

Take notice when the children begin to raise their hands; however, continue reading until you read, “. . . number 42 at 6 o'clock. . .,” then stop and see if any of the children have figured it out.

- Invite the children to read the whole book independently.

TEACHING tip

You could make a list of other flavours and enlist the children's help in spelling the words as you print them on the chart paper.

TEACHING tip

As the children provide the characteristics of a story, make a point-form list on chart paper.

After Reading

Refer to the list of favourite ice cream flavours created during *Setting the Scene*, and say:

- In the story, Jamie says that Mr. Bumble sells every flavour. Let's look at our list of favourites and think about some of the other flavours Mr. Bumble probably sells.

Revisit the Story

Discuss the story using open-ended prompts to engage the children in talk.

Ask:

- Did you enjoy the pictures? Why? Why not?
- A title tells about the main idea in a story, or tells what the story is about. Do you think *The Ice Cream Truck* was a good title for this story? Do you have any ideas for what you think would be a better title?
- Would you like to have an ice cream truck visit your street every day? Why? Why not?

Engage the children in recalling specific information from the selection. Ask:

- What was the big problem in this story?
- How did the grown-ups go about trying to solve the problem? Did you like their idea?

- If you'd been a grown-up living on Downy Street, would you have been concerned? If so, what would your suggestion have been?

- How did the story end? Did the problem get solved?

Focus the children on the way the story is told through language. Ask:

- How do you know this was a story and not a poem, a play, a recipe, or a dictionary?
- Were there any words that gave you a struggle? Which one(s)? What did you do to figure out the word?

Invite the children, in turn, to retell the story by using the pictures as a sequence guide.

Reinforce the Story

Say to the children:

- By solving one problem, another problem was created.

Invite the children to work in pairs or threes to talk about and record their ideas for solving the new problem. After a time, invite the children to share their thoughts.

Use **Blackline Master 42** to help the children organize their ideas.



LEARNING OPPORTUNITIES

Students will:

- organize data using graphic organizers
- construct and label a simple bar graph

YOU WILL NEED

- large sticky notes

OBSERVING FOR ASSESSMENT

Can the student:

- transfer data onto a graph?
- construct and label a graph?
- interpret a graph appropriately?

LEARNING OPPORTUNITIES

Students will:

- identify the basic parts of a graph
- organize data using graphic organizers and various recording methods
- construct and label simple concrete graphs and bar graphs, using one-to-one correspondence
- interpret displays of numerical information and express understanding in a variety of ways
- generate questions that have a finite number of responses for a given topic
- collect first-hand data from their environment

Activity: Take a Survey

Ask children to recall how the grown-ups on Downy Street tried to stop Mr. Bumble from selling ice cream. (They took a survey.) Ask:

- What did the grown-ups ask the people living on Downy Street? (Do you think Mr. Bumble should sell his ice cream at 6 o'clock every night?)
- What did they find out? (The same number of people said YES as said NO.)

Talk about how Mr. Bumble changed his behaviour after he found out what people thought. Explain that often people collect information before they make a decision. Have children work with you to pose a question about a decision the class has to make, and list the possible responses.

Write the question on chart paper and label the columns of the graph with the possible responses. Give children large sticky notes. Have them write their names on them. In turn, have children come forward and put their name in the appropriate column to create a bar graph. Ask questions to engage children in interpreting the graph. For example, ask:

- What does this graph tell us?
- Can we make a decision now that we know this information?



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Extension

Blackline Master 39 presents information in tally form. Children can use the information to create a graph, then analyse it as they explain what the graph tells them.

Activity: Graphing the Data

Ask:

- Suppose Mr. Bumble were to stop in front of our school at the end of the day. What flavour ice cream should he sell?

Record children's responses.

Work with children to create a graph on large chart paper (or the chalkboard). Ask children which of the flavours they would buy from Mr. Bumble. Have them record their responses on the grid by drawing an ice cream cone, printing their names, or posting a square.

Interpret the graph by asking questions like these:

- Which flavour of ice cream do children in our class like the best? The least?
- What else can we tell from this graph?
- Do you think that this graph would be different if we asked children from other classes?

Have children go to other classrooms in the school to collect data about favourite ice cream flavours. Children can work in pairs or in a small group to create graphs of the data. Display the graphs and compare them.

Extension

On Blackline Master 40, children can create a graph that tells about the class's favourite things. Here are some ideas for graphs: favourite sport, favourite colour, favourite movie, favourite school subject. Children complete the question, think of possible responses, and then collect information from their classmates.

Children can take home a copy of Blackline Master 40, and complete a graph about the preferences of family members and neighbours.



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LEARNING OPPORTUNITIES

Students will:

- restate information in a short non-fiction text in their own words

YOU WILL NEED

- the ingredients listed
- bowls and spoons for mixing
- paper cups and spoons for serving

PLANNING AHEAD

- You will need to have crushed ice for the first recipe. You will need an ice cream maker and access to a freezer for the second.
- Print the recipe(s) on chart paper.

TEACHING TIP

Before the children begin to read, ask them how they know it's a recipe, and how reading a recipe is different from the way we read a story.

Activity: Ice Cream!

ALLERGY ALERT! MAKE SURE THAT YOU ARE AWARE OF ANY ALLERGIES YOUR STUDENTS HAVE. SOME OF THE CHILDREN MAY NOT BE ABLE TO PARTICIPATE IN THIS ACTIVITY.

Show the children the recipe, printed on chart paper.

After reading a direction in the recipe, invite the children to retell it in their own words, to ensure that they understand both the meaning and intent of that step.

Icy Ice Cream (makes 8 servings)

What You Need

- 1 L crushed ice
- 100 g white sugar
- 15 mL vanilla extract
- about 125 mL milk

What You Do

1. Put the crushed ice into a bowl.
2. Stir in the sugar and vanilla.
3. Stir in just enough milk to make the mixture smooth. Serve at once.

Crunchy Ice Cream (makes 8 servings)

What You Need

- 50 g wheat and barley nugget cereal (e.g., GrapeNuts)
- about 250 mL milk
- 1 egg, beaten

- 50 g brown sugar
- 50 g white sugar
- 100 mL sweetened condensed milk
- 500 mL half-and-half cream
- 5 mL maple-flavoured extract
- 5 mL vanilla extract

What You Do

1. Put cereal in a bowl, then pour in enough milk to cover, and set aside.
2. In a large bowl, combine egg, sugar, condensed milk, half-and-half, and flavourings. Stir until smooth.
3. Place in freezer canister of ice cream maker. Stir in enough milk to reach fill line. Freeze according to maker's directions.
4. When the ice cream begins to get firm, add the cereal mixture, then freeze completely.

Extension

Cut up the chart paper into direction strips. Have the children put the steps in order by using the numbers that precede each step.

Cut off the numbers. Mix up the steps. Have children sequence the instructions.

Cut the strips into smaller units such as words or phrases. Have the children put the recipe back in its original wording.

LEARNING OPPORTUNITIES

Students will:

- create simple media works

OBSERVING FOR ASSESSMENT

Does the student:

- use phonics as one way to figure out some spellings?

WHAT YOU NEED

- magazines and newspapers
- scissors and glue

Activity: What's the Flavour?

Have the children cut out alphabet letters from magazines and newspapers. Invite them to glue these letters onto construction paper, to make the names of 4 ice cream flavours. Encourage the children to be creative with the lettering, and to add drawings or decoration, to produce a product that is poster-like in appearance.

Invite the children to share their work with the rest of the group.

Extension

Have the children create a new, never-before-heard-of flavour to add to the collection.




The Ice Cream Truck

Dear Family,

We've enjoyed reading the book *The Ice Cream Truck*. This storybook is part of a series called *Side By Side*. This series connects mathematics and language through reading. Spending time reading and doing math activities at home helps your child develop solid skills and concepts. Enjoy reading the story with your child.

Choose some or all of these activities to enjoy together:

- In this story, the grown-ups wondered how people felt about Mr. Bumble selling ice cream at 6:00 every night. They therefore conducted a survey to gather people's responses. Encourage your child to conduct a survey among your family or a group of friends. The survey might help make a decision, such as whether people want pasta, rice, or potatoes with dinner. It might document people's preferences, such as people's favourite sport or colour. Use page 12 of the story as a model for recording the question on a sheet of paper and presenting the possible answers. Talk about the results of the survey with your child.

- Tally marks can be used to keep track of objects or events when counting. These marks are lines arranged in groups of five: the first four lines are parallel short vertical ones and the fifth runs across the first four, in this manner: 




Use tally marks to keep track of events happening in your home. For example, have each person estimate how many times he or she will go outside in one week. Post a piece of paper. Have family members use tally marks to record each time they go outside. Talk about what you discovered. Repeat this process to keep track of other events.

- Look for examples of graphs and charts in magazines, books, and newspapers. Talk about what information is being represented and how it is organized.

Remember to send the storybook back to school with your child.

My name is _____ . Today is _____ .

Use the tally chart to make a graph.

What is your favourite flavour of ice cream?		
Vanilla	Chocolate	Strawberry
		

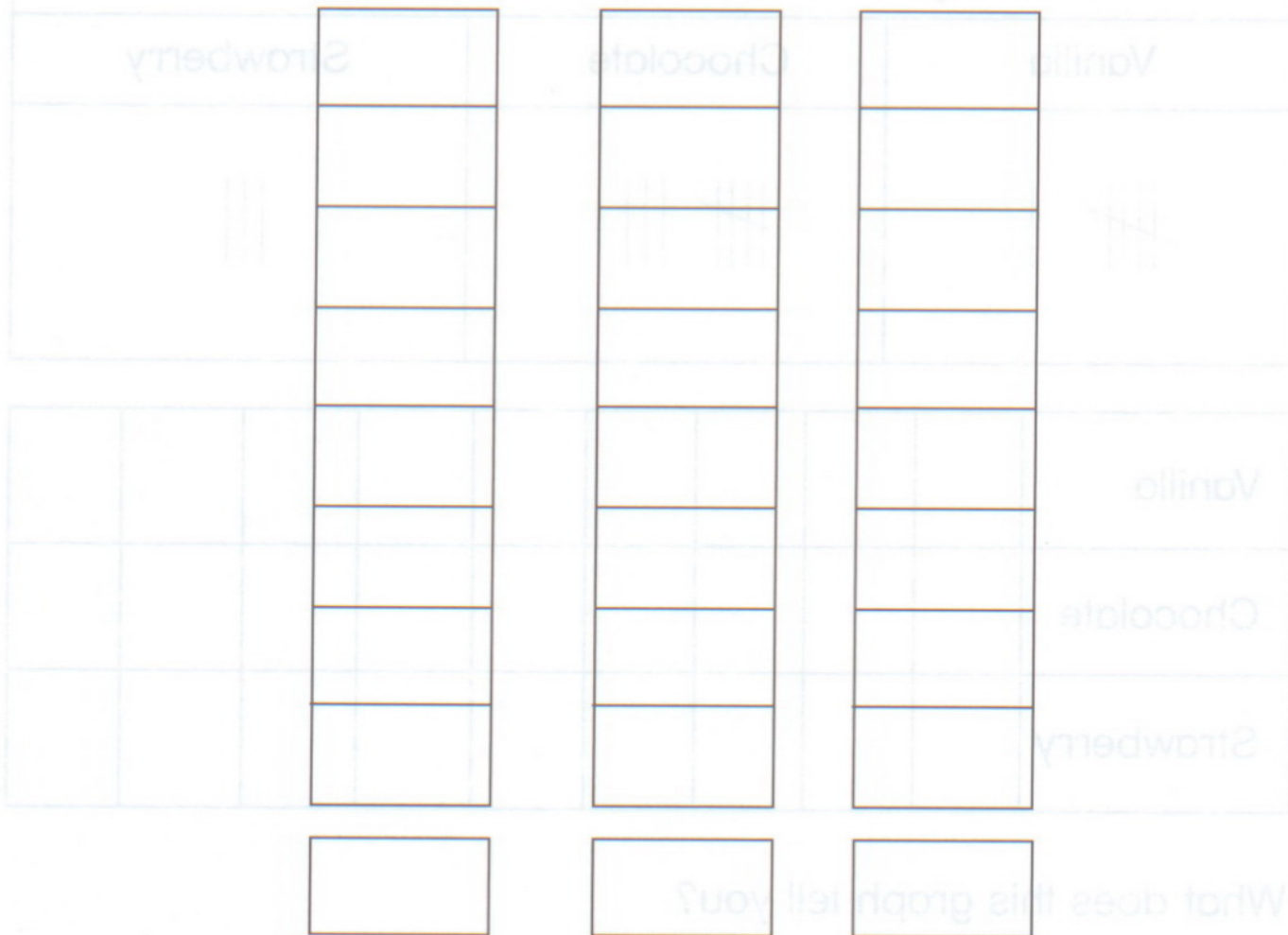
Vanilla									
Chocolate									
Strawberry									

What does this graph tell you?

My name is _____ . Today is _____ .

Make a graph.

What is your favourite _____ ?



What did you find out?

The Ice Cream Truck

BLM 41

Our names are: _____ Today is _____

- _____
- _____
- _____

Do this to solve the problem.

1. _____

2. _____

3. _____

4. _____

5. _____

The Ice Cream Truck

Our names are: _____ Today is _____.

- _____
- _____
- _____

Now the grown-ups on Downy Street have a new problem.
Here's how to solve the problem.

1. _____

2. _____

3. _____

4. _____

5. _____

