Springboard

Connect

26a A Crazy Day at the Museum

26b Jiro Ono – Sushi Master

26c Extinct and Almost Extinct

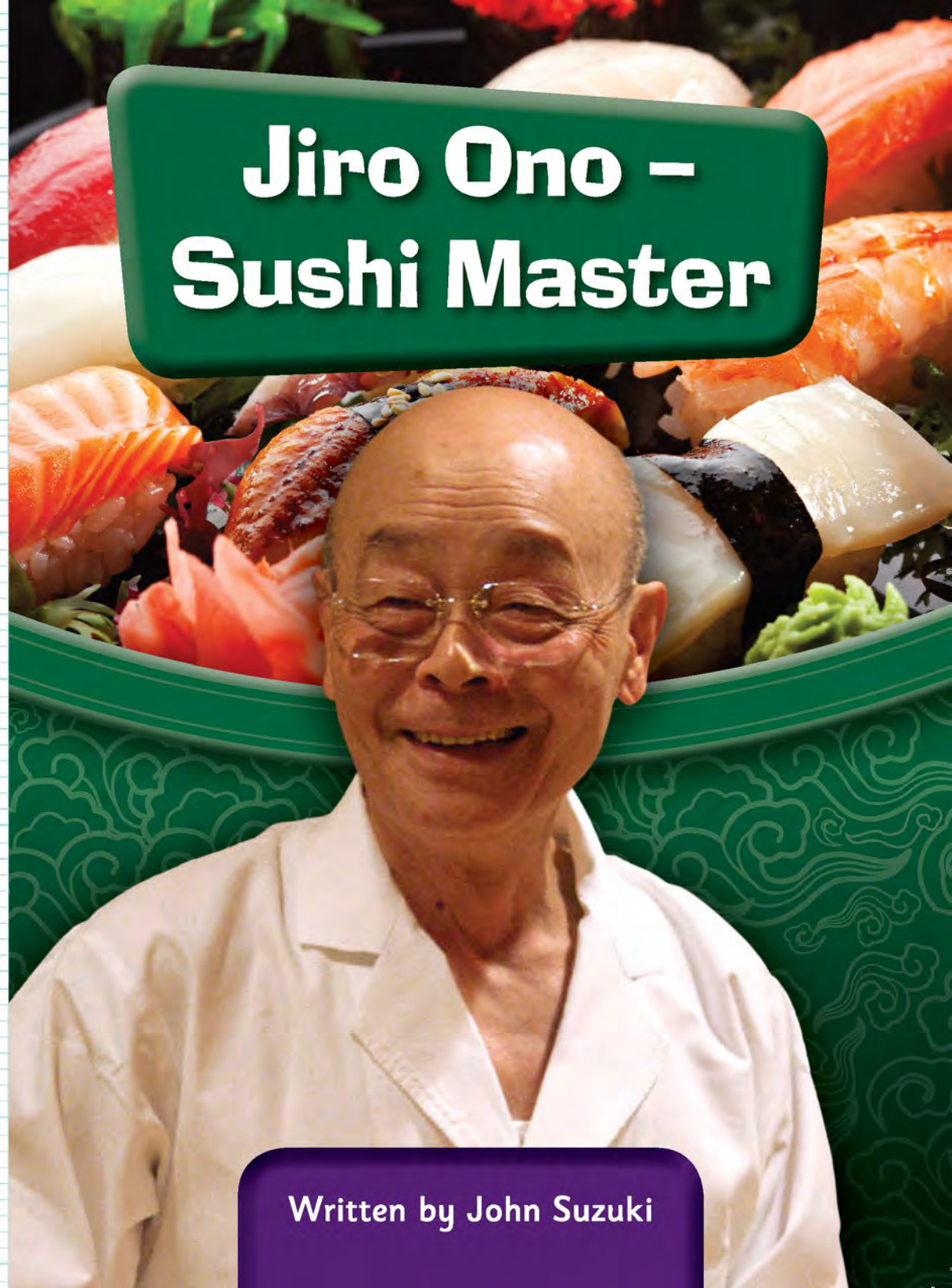
26d Dynamic Dinosaurs!

26e What Jack Did Next

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Jiro Ono – Sushi Master

Written by John Suzuki

Word Count	790
Text Type	Factual Description
High-Frequency Word Focus	form
Content Words	ingredients, Japan, maki-zushi, Michelin guide, nigiri-zushi, restaurant, sushi, wasabi
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	superlatives; modal verbs

Jiro Ono – Sushi Master
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Front cover photographs: sushi chef Jiro Ono, Getty Images/The Asahi Shimbun; Japanese sushi set, shutterstock.com/svry; traditional Japanese seamless patterns, shutterstock.com/YUYI.
AAP Image/AFP/THE PICTURE DESK, 7; Alamy/AF archive, **22**, /Photo Japan, **16–17**; Getty Images/AFP/YOSHIKAZU TSUNO, **5**, /The Asahi Shimbun, **3**, /WireImage/Michael Kovac, **20**; courtesy of Ota Memorial Museum of Art, **10–11**; courtesy of wikiHow, **14–15** making sushi; Macmillan Education Australia, plate, frame, grass **used throughout**; photonewzealand/Corbis/Christie's Images, **8–9**, /Owen Franken, **21**; shutterstock.com/amenic**181**, **14** bottom right salmon meat, /Anna Kucherova, **14** bottom right carrots, /Anna Sedneva, **14** bottom right cucumber, /bluehand, **18** middle left, /Dream**79**, **15** bottom right sushi condiments, /Hodag Media, chopsticks **used throughout**, /Hong Vo, **14** bottom right avocado, /Kolopach and Poddubienko Ievgen, sushi icon **used throughout**, /Kotomiti Okuma, **12–13**, /Irafael, **18** right, /maxhorng, **19**, /Monkey Business Images, **2**, /Stephen Bures, **18** bottom left, /svry, **14–15** sushi cuisine background, /YUYI, background.

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For teachers' inspection ONLY

GETTING STARTED

Activating prior knowledge: Ask students if they have ever eaten sushi. Encourage them to describe sushi, tell where it is a traditional food, and explain how it is made.

Book introduction and prediction: Read the book's title to students and have them tell why they think there is a bowl of food behind the man in the photograph on the cover. Ask students to flick through the book, looking at the photographs and illustrations. Have them use the graphics and layout to suggest the text type and to predict what the book may be about. Read the entries on the contents page to confirm their predictions. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that as well as reading about Jiro Ono and his sushi, they will talk about the use of descriptive language, modal verbs, and superlative adjectives.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of and model specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussions. What do three stars tell you about a restaurant? Why is Jiro Ono still working at 80 years of age? How did sushi come about? Explain how to make nigiri-zushi. How does Jiro Ono ensure that his sushi tastes good? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Ask students if reading this book in any way changed their preferences for reading informative texts or fictional texts. Encourage them to give reasons for their preferences.

Language

Text structure and organisation: Use pages 4 and 16 to encourage discussion about the descriptive language features of the text. Ask students if the author's use of descriptive language helped them with their understanding of the text.

Expressing and developing ideas: Draw attention to the modal verb *should* on page 11. Explain that we use modal verbs like this along with the main verbs to express how likely it is that something will happen, or how important it is that it should happen. Ask how strong people's opinions are regarding the way sushi is to be eaten. In the caption on page 14, focus on the word *can*. Discuss what verb *can* is working with. Ask how the meaning of the sentence would change if *can* were replaced with *could*. Have students use the modal verbs *might*, *will*, *may*, and *shall* in sentences.

Point out the word *best* on page 4. Explain that it must be comparing three or more ratings. Ask students to locate other superlative adjectives in the text and have them tell what each is describing. Remind them that the adjective might be prefaced by the word *most*.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

Jiro Ono – Sushi Master

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Written by John Suzuki

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Introduction

Japanese food is famous for its taste and its form. In Japanese tradition, or **culture**, the form of food is very important. The most popular Japanese food is sushi. Sushi restaurants are everywhere. They serve tasty, bite-sized food. They give the people who buy food, the **customers**, a taste of Japanese culture.

In Japanese culture, sushi is an art form. Sometimes, it is the work of skilled cooks, or master **chefs**. One of these master chefs is Jiro Ono.



Sushi is popular everywhere.

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Michelin Masters



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The Michelin guide is famous. It gives restaurants a grade, or **rating**, in the form of stars. One Michelin star means good. Two stars mean excellent. The best rating is three stars. It means the restaurant serves top-quality food. Food like this is called **gourmet food**.

Jiro Ono's restaurant has a three-star rating. His sushi is famous. What makes it so special?

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Jiro Ono was the first sushi chef to be awarded three Michelin stars. Many people believe he is the best sushi chef there is.

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Jiro Ono

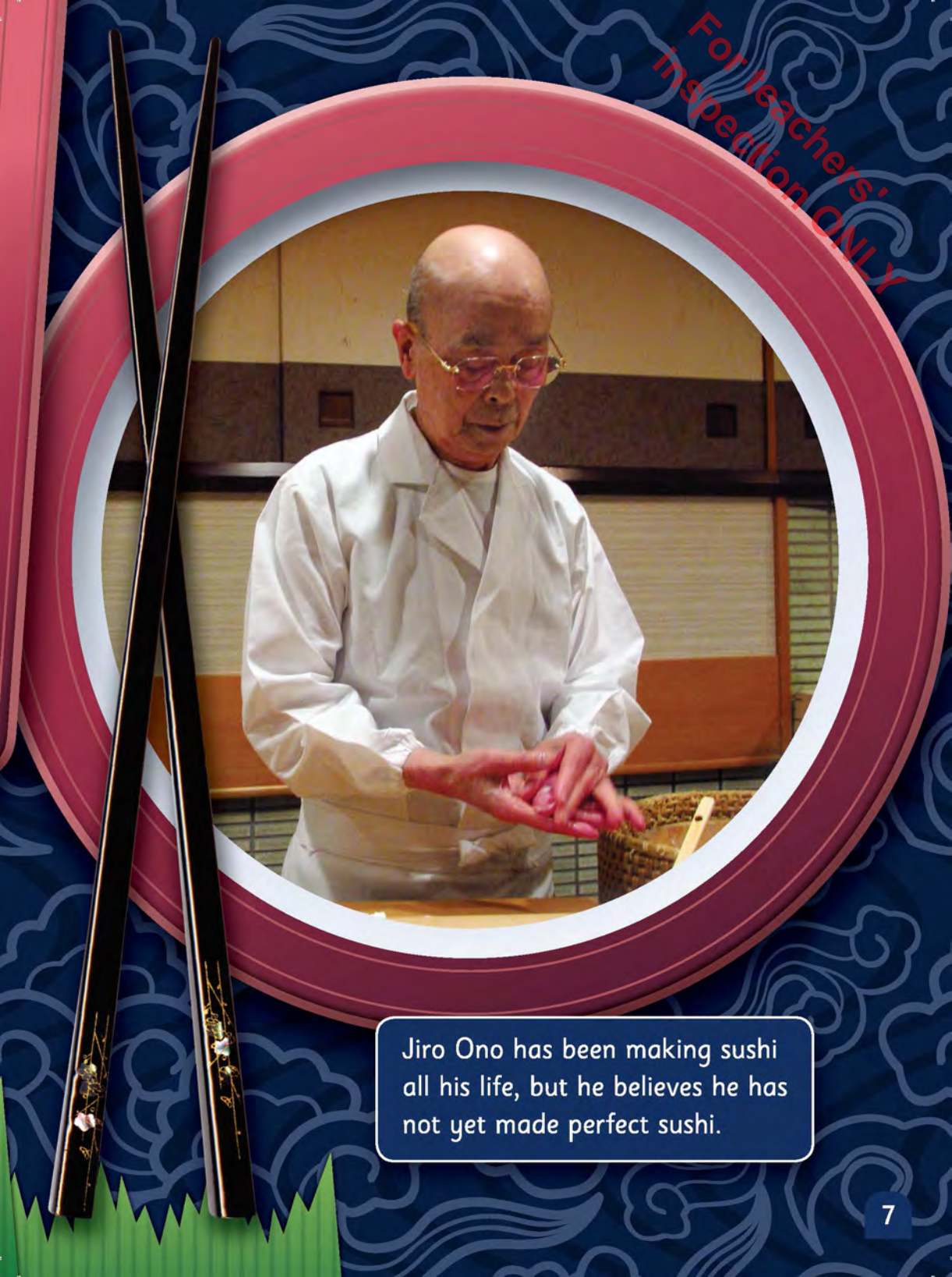


Jiro Ono began making sushi at age nine. He has been making it ever since.

Jiro is now in his 80s. He is not tired of making sushi. In fact, he has devoted his life to it. He is on a journey, or **quest**, to make the perfect sushi. Since the taste and form of sushi can always be improved, his quest will go on.



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Jiro Ono has been making sushi all his life, but he believes he has not yet made perfect sushi.