

ICE CREAM SUPREME

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Summary

Good smells draw customers to Bill Bella's pizza parlor. But the customers ignore Larry Lucca's ice cream shop, which is next door. Larry sets up a fan to blow away the smell. Bill puts garlic on Larry's door. As the two neighbors get madder, the Battle of the Noses gets smellier. Then, they get an idea. Together, they open a restaurant that serves pizza *and* ice cream!

RL	GRL	DRA
4	S	40

RL = Reading Level by Grade
GRL = Guided Reading Level
DRA = Developmental Reading Assessment Level

Themes

Getting along with neighbors, ice cream

Comprehension Strategies

Critique
Monitor
Synthesize

Comprehension Skills

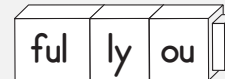
Compare and contrast
Story problem
Story resolution

Genre & Format

Humor

Word Analysis

Suffix *-ful*
Suffix *-ly*
Vowel pattern *ou*



Vocabulary

Categories: sound words
Categories: work words

Writing

Humorous new problem

BEFORE READING

Build Background Knowledge

Read the blurb on the back cover aloud. Ask students if they have ever smelled fresh-baked bread at a bakery or hot popcorn at a movie theater.

Which smell is more tempting? Does it make you hungry? Does it make you want to buy the bread or popcorn? Point out that this story is about the tempting smells coming from a pizza parlor and an ice cream shop. Make available a clove of garlic and a bottle of vanilla flavoring. Give students an opportunity to smell them. Compare the smells. *What dinner do you think of when you smell the garlic? What dessert do you think of when you smell the vanilla? Which smell is more tempting?*

Introduce the Book

Read aloud the book title. Have students look at the characters on the front cover. Explain that the man on the left sells pizza and the man on the right sells ice cream. Help students infer from their body language that these two neighbors are not getting along. (They are pointing fingers, frowning, growling, and tense.) Draw students' attention to the rest of the details in the illustration. *What is on each character's head?* [seagull on a chef's hat, ice cream cone] *What do you think they are arguing about?* *What is going on?* [Sample answer: Maybe they don't like each other's food. It looks like a "food fight."] *Do you think the story will be serious or funny? Why?*

Ask students to preview the first few illustrations. Discuss how the illustrations can help students keep track of the two main characters as they take turns speaking.

English Language Learners

Guide students to make connections between the words in the text and the details in the illustrations. Give copies of pages 4–5 and 6–7, to students. Model how to create labels for Bill Bella’s pizza parlor by drawing a line from the word *pizza* to the pizza in the picture. Allow time for students to label more words in the picture. Repeat the process for Larry Lucca’s ice cream parlor, demonstrating how to draw a line from the word *people* to the people in the picture. Allow time for students to label additional pictures. Encourage students to draw lines to any pictured details for which they would like to learn the words, and complete these labels together. Let students know that they can refer to their pictures as they read the rest of the story.

PAGES 4–15: Guide the Reading

Tell students to read pages 4–15 to find out how the story begins.

After reading, invite students to compare the main characters at the beginning of the story. Have students look at the picture on pages 4–5. *How is business going for Bill Bella? What details in the picture show this?* [Business is good; lots of customers are at the counter.] Have students look at the picture on pages 6–7. *How is business going for Larry Lucca? What details in the picture show this?* [Business is slow; customers are passing by outside the window.]

Point out that when Larry Lucca first recognized he had a problem, he could have solved it in many ways, such as standing outside his shop to invite customers in. Brainstorm other ways he could have solved his problem. Emphasize that it is easier to find a solution to a dispute if everyone stays calm. Instead, Larry Lucca acts rashly. Invite volunteers to describe Larry Lucca’s solution. *What does Larry Lucca decide to do?* [blow away the smell of pizza] Point out that Larry’s solution creates a problem for Bill Bella—it’s too windy for customers to eat at the outdoor tables. *What does Bill Bella decide to do?* [paint garlic juice on the ice cream shop door] Together conclude that even though Bill Bella and Larry Lucca are different in many ways, they are the same in one way—they are both very silly. This explains why *Ice Cream Supreme* is such a funny book—the two main characters are so entertaining.

Word Analysis

Have students locate the word *blissful* on page 5. Read the entire sentence. Demonstrate how to determine if the group of letters at the end of *blissful* is a suffix. *If I underline -ful, the remaining part should stand on its own. Bliss is a real word. It means “happy.”* Tell students that the suffix *-ful* means “full of.” Guide students to derive the meaning of *blissful* from its two parts.

Ask students to locate the words *wonderful* and *thoughtfully* on page 6. Assist them as they determine if the groups of letters at the end of *wonderful* and *thoughtfully* are suffixes. Point out that *thoughtfully* contains two suffixes, **-ful** and **-ly**. Challenge students to derive the meaning of each word from its smaller word parts. See Extend the Experience 1.

PAGES 16–25: Guide the Reading

Review pages 4–15. Ask students why Bill Bella and Larry Lucca are not getting along. Recall that one problem leads to another in this story because the things they are doing are so silly. Then allow time for students to read pages 16–25. Have students reread the following pages to answer these questions.

Pages 18–19: *How can you tell that Larry Lucca is puzzled in the top picture? Why is he puzzled?* [raised eyebrows, round mouth; he has a stuffy nose and can’t smell the garlic] *How can you tell he’s*

angry in the bottom picture? Why is he angry? [clenched fists, frown, growling mouth; his wife told him that the shop smells like garlic]

Pages 20–21: *What is Larry Lucca’s solution to his problem?* [buries dead rats in front of Bill Bella’s pizza parlor]

Pages 22–23: *How can you tell that Bill Bella and the people feel sick in this picture? Why do they feel sick?* [holding noses, holding mouths, wide eyes; flies are attracted by rotten smells]

Pages 24–25: *What is Bill Bella’s solution to his problem?* [sneaks garlic into the ice cream shop] *What do you think he might do with all that garlic?*

Encourage students to synthesize everything they have learned about the characters in this part of the story in order to gain new insights. Guide them to understand that these two neighbors aren’t really trying to work out their differences. Ask students if this kind of behavior seems consistent with what they know about quarrels in real life.

Word Analysis

Tell students to locate and copy these words: *brought* (page 19); *couldn’t*, *enough* (page 22); *furious*, *outside* (page 23); *Foul* (page 24); *through* (page 25). Challenge students to identify and circle the vowel pattern **ou** in each word. Say the words, emphasizing the sound of **ou**. Point out that the vowel patterns are the same, but the vowel sounds differ. Explain that although **ou** has several different sounds, the most common sounds are the /ow/ sound in *outside* and the /u/ sound in *enough*. Write the model words *cloud*, *trouble*, *cough*, *should*, and *soup* on the chalkboard. Assist students as they sort their list of words by **ou** vowel sound. [*cloud*, *outside*, *foul*; *trouble*, *enough*, *furious*; *cough*, *brought*; *should*, *couldn’t*; *soup*, *through*] See Extend the Experience 2.

PAGES 26–37: Guide the Reading

Invite students to recall what has happened so far. Explain that in the next part, they will find out what Bill Bella did with all that garlic when he sneaked into Larry Lucca’s shop. Encourage students to continue paying attention to the silly ways that the story characters try to solve their problems, leading to more problems.

Remind students that strategic readers monitor their reading to make sure their understanding of the text matches what is shown in the pictures. If there is a mismatch, they should check to see if the words they are reading sound right and make sense. Allow time for students to read pages 26–37. Then, refer to the following pages to discuss these questions.

Pages 26–27: *What happens at Larry Lucca’s the next morning?* [a family buys ice cream]

Pages 30–31: *Why do the Lamberts throw the ice cream at Larry Lucca?* [It tastes bad.] *What do you think of the way that the Lambert family behaves? What is a better way to handle this problem?*

Extend the Experience

Reading Rods® Prefixes, Suffixes, and Root Words Kit

Explore the color-coding in this kit. Point out that suffixes are on orange rods, prefixes are on yellow rods, base words are on green rods, and root words are on light green rods. Demonstrate how to connect an orange suffix to the end of a green base word to make a new word.

Have students find these words and word parts on their Reading Rods: *care*, *help*, *play*, *light*, *wonder* (green rods); *grat* (light green rod); **de** (yellow rod); **ful** (orange rod); **e** (red rod). Challenge students to build six Reading Rods words ending with **-ful**. [*careful*, *helpful*, *playful*, *delightful*, *wonderful*, *grateful*] Invite them to write their words. Remind students that the suffix **-ful** means “full of.” *How does the meaning of the suffix contribute to the meaning of each word?* Write students’ definitions on the board. Have volunteers use the words orally in sentences. Use context clues to fine-tune the definitions. [Sample answers: *helpful*: “giving help”; *playful*: “full of fun”; *grateful*: “full of thanks”] Note that *grat* is on a light green rod because it is a Greek or Latin root word. Tell students that they may need to consult a dictionary for the meaning of such words. Advise students to use context clues as well as word-part clues to figure out the meanings of new words.

Extend the Experience



Reading Rods Phonics Word-Building Kit

Ask students to explore the Reading Rods in this kit. Guide them to understand that the red Reading Rods are single vowels and the violet Reading Rods are two vowels that come together in words. Invite students to use the violet **ou** rod to build some mystery words.

Write *loud* and *touch* on the chalkboard, drawing blanks in place of some letters.

l _ _ _ _ _ c h

Have students listen as you give them clues to the mystery words. Tell them to use Reading Rods to build the words.

- The first word is the opposite of *quiet*.
- The second word means “put your hand on something.”

After students have formed *loud* and *touch*, fill in the blanks on the board. Repeat this procedure with additional **ou** words.

_ _ i _ _ _ x
a Native American tribe [*Sioux*]
c _ _ _ n _ _ _ y
opposite of city [*country*]
t h _ _ _ g h _ _
had an idea [*thought*]
_ _ _ _ _ n d
the shape of a ball [*round*]

Pages 34–35: *Why does the ice cream have garlic in it?* [Bill Bella ruined it the night before.] *What do you think of the way that Larry Lucca behaves? What is a better way to handle this problem?* Encourage students to predict the ending of this story.

Vocabulary Development

Ask students to reread page 33. Have them find and point to an unusual word in the first paragraph. [*Yaaaaaaaaargh*] Ask students how they read this word silently. Invite volunteers to say the word aloud. *Does this seem like a real word to you? How did you figure out what it means?* Note that a nearby word—*roared*—is a clue to its meaning. Explain to students that writers sometimes make up words to imitate sounds. The reason the author used so many vowels in a row is that this spelling stretches out the roaring sound.

Have students reread page 16 and locate a sound word near the bottom of the page. [*Aahhhhhhhh*] Let volunteers read it aloud. Note that the **h**'s indicate its sound and *sighed* hints at its meaning. Finally, ask students to reread the first paragraph on page 19 and locate a sound word. [*Whooeee*] Discuss how the **o**'s and **e**'s indicate its sound and *cried* hints at its meaning.

Word Analysis

Have students locate and copy the word *tightly* on page 29. Recall one way to determine if the group of letters at the end of *tightly* is a suffix. *If I underline -ly, the remaining part should stand on its own. Tight is a real word, so -ly is a suffix.* Note that in some words, such as *silly* and *tally*, *ly* is not a suffix. Then, tell students that one meaning of **-ly** is “in a certain way.” Guide them to define *tightly* as “in a tight way” using its two smaller word parts.

Ask students to locate the word *wildly* on page 36. Assist them as they determine if the group of letters at the end of *wildly* is a suffix. [Yes.] Challenge students to derive the meaning of *wildly* from its smaller word parts. [“in a wild way”] See Extend the Experience 3.

PAGES 39–47: Guide the Reading

Tell students that in the last part of the book, Bill Bella and Larry Lucca will find a way to resolve their problems, once and for all. Ask students to turn back in their books to locate the first problem in the story, the one that started the whole affair. [the smell of pizza is luring away customers] Invite students to read pages 39–47 to find out how this main problem is resolved.

Ask students if they enjoyed the outcome of the story. Together find the turning point in the story. Point out that the body language of the two main characters has changed on pages 40–41. *What gestures show they are getting along and have an*

idea? [facing each other, smiling, open arms, slapping forehead] Evaluate the solution to their problem. Conclude that the problem wasn't that customers want to eat only dinner or only dessert. They are interested in both. It was just too inconvenient to go to two restaurants. Have students look at the picture on page 44–45. *How is business now? What details in the picture show this?* [business is good; lots of customers] Encourage students to offer their critique of the story to the class.

Vocabulary Development

Create a two-column chart with one column labeled “People” and the other column labeled “Work Words.” Draw students’ attention to page 43. Have them find words that name people and fill in the first column of the chart. [*carpenters, plasterers, electricians*] Encourage them to interpret or pantomime the work that these people do. Next, ask students to locate words that match each occupation. Write the work-related words in the second column of the chart. [*hammered, nailed, plastered, wired*]

Work with students to identify a word on page 46 that tells about Bill Bella and Larry Lucca’s occupation. Write *proprietors* in the first column. Guide students to find a synonym for *proprietors* on page 40. As you record *businessmen* in the second column, explain that *proprietors* can also refer to *businesswomen*. Together, locate and identify work-related words for Bill and Larry to complete the chart. [Page 44: *restaurant*; page 47: *profit*; page 4: *owned*; page 6: *sell*; page 11: *customers*]

INFORMAL ASSESSMENT

Ask students to talk about how they might have felt if they had been in Larry Lucca’s shoes. *Can you understand why he was so worried at the beginning of the story?* Point out that the author doesn’t exactly tell how Larry Lucca plans to work together with Bill Bella at the new restaurant. Have students decide how the characters might have chosen to divide up the work. Listen for accuracy and insights.

REVISIT THE TEXT

Comprehension

Making comparisons between Bill Bella’s restaurant and Larry Lucca’s restaurant can help students better understand the problem in this story. Point out that the food served at each restaurant was quite different. Invite students to compare Bill Bella’s pizza and Larry Lucca’s ice cream. Guide students to pull together ideas from multiple sources of information, including real-life experiences with restaurants.

Help students to create Venn diagrams that graphically organize their responses. Show students how to draw and label the two

Extend the Experience

Reading Rods® Prefixes, Suffixes, and Root Words Kit

Have students find these word parts on their Reading Rods: *soft, kind, month, brother, order, annual* (green rods); *ly* (orange rod). Challenge students to build six Reading Rods words ending with *-ly*. [*softly, kindly, monthly, brotherly, orderly, annually*] Recall that *-ly* can mean “in a certain way.” Explain that *-ly* can also mean “every.” Note that *weekly* means “every week.” Ask students to write the words and to write a definition for each word that incorporates one of the meanings of *-ly*, “in a certain way” or “every.” [“in a soft or quiet way,” “in a kind way,” “every month,” “the way a brother acts,” “in an ordered or neat way,” “every year”]

intersecting circles in their Venn diagrams. Explain where to write words describing *only* ice cream, where to write words describing *only* pizza, and where to write words describing *both* pizza and ice cream. Together conclude that since pizza and ice cream are so different, it seems illogical to think that customers would want only pizza or only ice cream, not both.

BLM Use Worksheet 1 to compare and contrast the main characters.

Use the following illustrations to bring together the problems and solutions in the story. Encourage students to form insights once they see the “big picture.” Ask if the two main characters would have continued provoking each other, if it hadn’t been for littlest Lambert.

- **Problem** (Pages 6–7): customers smelled pizza and went next door
- **Solution** (Pages 8–9): set up fan to blow away pizza smell
- **Problem** (Pages 12–13): too windy, messy seagulls
- **Solution** (Pages 14–15): smeared garlic on ice cream shop
- **Problem** (Pages 16–17): couldn’t smell the garlic, losing customers again
- **Solution** (Pages 20–21): hid smelly rats by the pizza parlor
- **Problem** (Pages 22–23): rotten smell, flies
- **Solution** (Pages 24–25): snuck into ice cream shop with garlic
- **Problem** (Pages 32–33): ice cream tasted bad
- **Solution** (Pages 34–35): threw the ruined ice cream at the pizza parlor
- **Problem** (Pages 36–37): fell on melted ice cream
- **Solution** (Pages 44–45): opened a restaurant that served both dinner and dessert

BLM Use Worksheet 2 to chart problems and solutions.

AFTER READING

Writing in the Genre

Ask students what parts of the story made them laugh. Encourage them to identify humorous details in the text and the illustrations. Point out that in this story, the author uses solutions that are silly in

order to show how people can really learn to get along. Encourage students to compare and contrast the way the characters try to solve their problems in the story with the way people might try to solve those problems in real life.

Invite students to write a funny story about Bill Bella and Larry Lucca trying to get along with a new neighbor. Brainstorm some problems that students might use in their stories. *What might happen if a bakery opens up next door to the new restaurant? What if a bike shop opens up next door?* Encourage students to use silly solutions before revealing the real solution at the end. Invite them to read aloud their funny stories.

Independent Writing

Revisit pages 44–45. Point out that *Restaurante Supremo*, which is Italian for “Supreme Restaurant,” has a menu in the window. *What is on the menu?* [12 kinds of pizza and 24 kinds of ice cream] *Have you tried different pizza toppings? different crusts? Have you tried different flavors of ice cream? Sundaes?* Provide students with cookbooks and sample menus and invite them to create a menu for *Restaurante Supremo*. If they need help getting started, suggest that they put a picture on the front cover, pizzas on one page, ice cream offerings on another page, and beverages or a brief history of the restaurant on the back cover.

Fluency

Select a memorable passage of the story, such as pages 26–33 with its dialogue, sound words, emotions, and humor. Point out these elements to students. Discuss the importance of reading in phrases, not word by word. Read aloud part of the passage both ways to show the difference. Change your tone of voice for the dialogue and exaggerate the sound words.

Students may wish to take turns reading aloud in small groups. Invite them to practice reading in phrases, using copies of the passage on which you have marked phrase boundaries.

First thing/ the next morning,/into the ice cream shop/ came Bert Lambert/ and his wife/ and ten children.// “Ice cream / all around,”/ he beamed.//

WORKSHEET 1: Compare and Contrast

How are the characters alike and different? Fill in the diagram below using the phrases in the Idea Box. If the phrase describes only Bill Bella, write it on the left. If it describes only Larry Lucca, write it on the right. If it describes both of them, write it in the middle. Add phrases of your own.

Idea Box

owns pizza parlor, owns ice cream shop, worried, muttonchop mustache, stuffy nose, silly, owns Restaurante Supremo

Venn Diagram

Bill Bella

Larry Lucca

Both

WORKSHEET 2: Problems and Solutions

What started all the trouble in *Ice Cream Supreme*? What did the characters do that made things worse? Write about their problems and solutions in the chart.

pages 6–7
Larry Lucca’s Problem

Everyone was going to the pizza parlor. He didn’t have any customers.

pages 8–9
Larry Lucca’s Solution

pages 12–13
Bill Bella’s Problem

pages 14–15
Bill Bella’s Solution

He painted garlic on the ice cream shop door.

pages 16–17
Larry Lucca’s Problem

He had a cold. He couldn’t smell the garlic. Everyone was going to the pizza parlor again.

pages 20–21
Larry Lucca’s Solution

pages 12–13
Bill Bella’s Problem

pages 24–25
Bill Bella’s Solution

He put garlic in the ice cream.

pages 32–33
Larry Lucca’s Problem

The ice cream tasted bad.

pages 34–35
Larry Lucca’s Solution

pages 36–37
Bill Bella’s Problem

The ice cream melted. He slipped and fell.

pages 44–45
The Last and Best Solution
