

Strand: Matter

Theme: Change

Purpose for Reading: To develop understandings of the attributes of matter.

Comprehension Strategies: Making connections to text, predicting, extracting information, applying knowledge.

Vocabulary

Dictionary Words: biscuits, butter, cream, cream cheese, sugar

Vocabulary Words: beater, food processor, layers, topping

High-Frequency Words: all, an, be, but, do, from, get, have, help, if, little, made, make, not, of, one, put, that, they, too, what, when, will, with, your

Before Reading

- Ask students to look at the cover of the book and talk about what is happening in the photo. *Where was this photo taken? What could they be making? What does the mixture look like?* Read the title and discuss what the word *matter* might mean. Have students predict what the book might be about.
- Read the title page and ask students to look again at the photo. Now that you can see more of the photo does it give you any extra clues about what the book may be about?

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to name the items in each photo. Ask students to talk about the common uses for these items.

Take a Photo Walk

- Pages 4–5: Invite students to look at these pages and discuss what they notice. Read the title, labels and caption. *What does this diagram show? What is the base made of? What goes on top?*
- Pages 6–7: Ask students to look at these pages and name the foods they see. Read the caption. *How many ingredients are needed to make cheesecake? Which ingredients are liquids? Which are solids?*
- Pages 8–9: Have students look at the photo and describe what is happening. Read the label. *What does a food processor do? What else is on this photo that may be important?* Discuss what the number means. *This shows it is the first step in making the cheesecake.*
- Pages 10–11: Invite students to look at these pages and talk about what is happening. *What do you notice about the photos? What else is on the photos?* Discuss how the numbers relate to the text. *The numbers will help you remember what happens in each step.* Discuss steps 2, 3 and 4 of the photo page and remind students that they need to read the photos from the top to the bottom.
- Pages 12–13: Ask students to look at these pages and talk about what is happening. *What happens next? Then what?*
- Pages 14–15: Ask students to look at the photos and explain what is happening. *Which photo do we read first? Which photo next?* Have students describe what is happening in each photo. Ask questions such as, *What is he pouring into the bowl? What is he doing next? What will happen as he beats the cream? Will it change from liquid to solid?*

Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point if you need help to check.*
- Remind students that there is a photo to match each step of making the cheesecake. Tell them to check the numbers on the photos to see what is happening, and that this will help to read the steps.
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Invite students to return to the book and talk about their predictions. *Were you correct?*
- Ask students to comment on what matter is. Help students generalize their understandings. Prompt them with questions such as, *Can you see any matter around you?* Make a list of students' responses. Support students to surmise that everything around them is matter. *Is all matter the same? What does the book say about the two kinds of matter?* Direct students to revisit the book to find out about these two kinds of matter. Go through the responses and have students identify the solids and liquids.
- Talk to students about how matter changes. Have them talk about the different kinds of matter in the book. *What happened to the shape of the biscuits when they were crushed? What happened when they were mixed with the butter?* Revisit page 8 to find out. Help students to understand that when amounts of matter are combined the size of the matter changes.

Vocabulary and Word Recognition

- Have students find the word *with* on page 3. Write the word *with* on the board. Have students think of sentences containing the word *with*. Write them on the board. Call individuals to write the word *with* in the sentences. Have students write the word *with* five times on a piece of paper, saying it as they write.
- Have students turn to page 4 and find the word *make*. Using magnetic letters, assemble this word on the board. Ask students to find the word *made* on page 4. Ask students to talk about how this word is different from and similar to *make*. Ask one student to come out and swap one letter in *make* with the letter *d* to change *make* to *made*.

Oral Language

- Have students work in pairs. Have one student ask questions from the picture dictionary and the other answer. *What things can you do with butter?*

Writing

- Have students write a sentence using the word *make* and another using the word *made*.

Creative Extension Activities

- Have students draw a picture and label all the different kinds of matter.
- Make a large chart showing different kinds of solid and liquid matter.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Answer the questions. Use the book to help you.

What is matter?

What do you need to make a cheesecake?

What do you need to make the base?

Write step 2 for making a cheesecake.

What kind of matter is cream?

Name: _____

Think of something you like to eat or drink.
Tell someone how to make it. Write the steps.

What you need: _____

What you do: _____
