

Strand: Energy

Theme: Doing Work

Purpose for Reading: To develop an understanding of kitchen tools and what they are used for.

Comprehension Strategies: Making connections to text, asking and answering questions, synthesizing.

Vocabulary

Dictionary Words: beater, grater, knife, pot, whisk, wooden spoon

Vocabulary Words: bowl, carrot, cheese, chicken, egg, flour, mango, milk, nut, pineapple, salt, snow pea

High-Frequency Words: a, is, it, this, to, use, you

Before Reading

- Read the title and ask the students to suggest kitchen tools that might be in this book.
- Discuss the cover photo. *What is it? What do you use it for?*
- Read the title page together and ask the students what they think the tool is and what it is used for. Ask them to demonstrate how to use the tool.

Introduce the Picture Dictionary

- Turn to the picture dictionary. Discuss the labels with the students. Have them demonstrate the action they would use when using each tool.

Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what the tool is and how it is used. Read the labels and guess what the people might be making.

- Pages 6–7: Invite the students to look at this photo and discuss the different things that might be cooked in it. *What is this tool called? How do you use it?*
- Pages 8–9: Discuss with the students what this tool is and how it works. *What kinds of foods is it used on? Ask the students how a grater works.*
- Pages 10–11: Ask the students what this tool is and what it is used for. Discuss the labels and ask the students what other foods could be cut with the knife. Discuss safety when using a large knife.
- Pages 12–13: Ask the students what this tool is and what it is used for. *What types of foods could it be used on?*
- Pages 14–15: Ask the students what this tool is and what it is used for. Read and discuss the labels. *What sort of meal is being made?*

Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students. Remind them to point as they read and check the words they say.
- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite the students to return to the book and talk about what they have used these tools for. Prompt them with questions, such as *Who has used a beater like this? What were you making? What ingredients did you mix together? Who has used a grater before? Show me how you used it.*
- Talk to the students about other tools in the kitchen that could do the same jobs. For example – *Look at this beater. What other kitchen tools could be used to mix ingredients?*
- *Look at this grater. What other kitchen tools could be used to grate things?*

Vocabulary and Word Recognition

- Have the students find the high-frequency word *use* in the text. Each time they locate the word *use*, ask them to point to it and say it aloud. Ask the students to suggest sentences that have the word *use* in them. Write the sentences on the board. Invite the students to come up and point to the word *use*. Have the students write *use* several times, each time saying the word aloud as they write it. Add *use* to a high-frequency word chart or word wall.

Oral Language

- Have the students work in pairs, using the books. One student asks questions and the other finds the answers in the book. For example, can you name a tool you could use to mix flour and eggs together with?

Writing

- Have the students write poems describing how a kitchen tool works.

Creative Extension Activities

- Have the students invent a new kitchen tool, draw it, and write how it works.
- Make a class chart showing kitchen tools grouped together according to how they work. Cut out pictures and paste them onto the chart.

Independent Follow-Up Activities

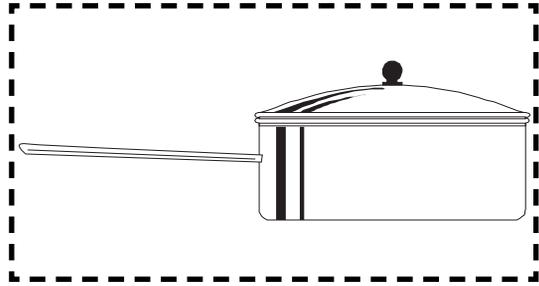
- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

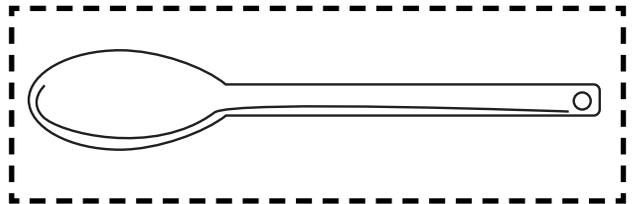
Write the words.

Match the words with the pictures.

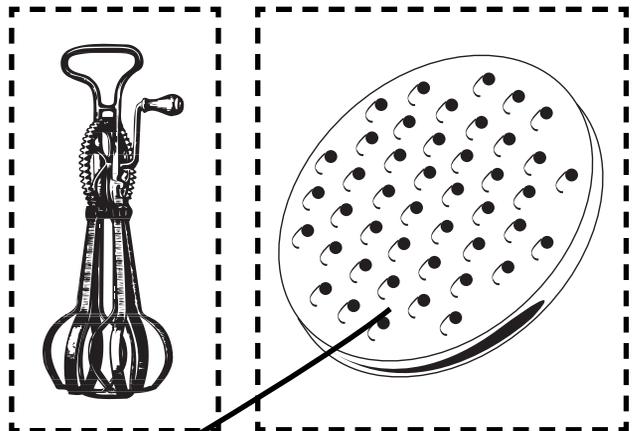
knife



whisk

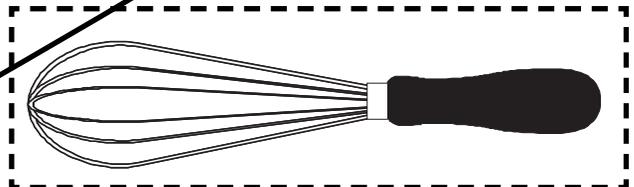


beater

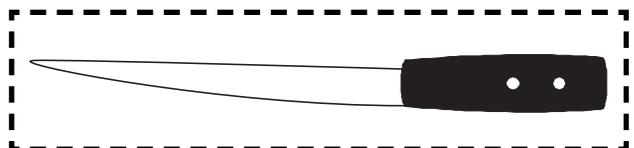


pot

wooden spoon

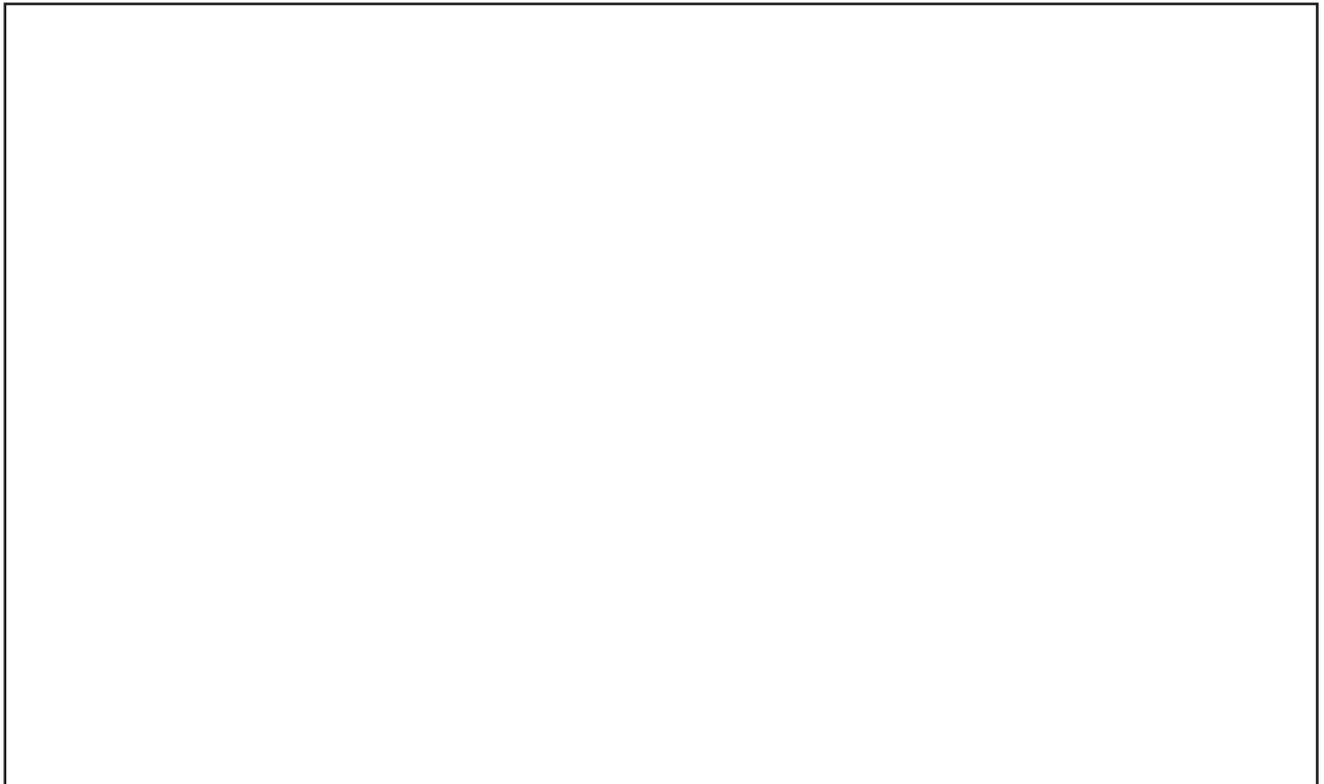


grater



Name: _____

Draw the photo you like best.



Write two lines about the kitchen tool you have drawn.
