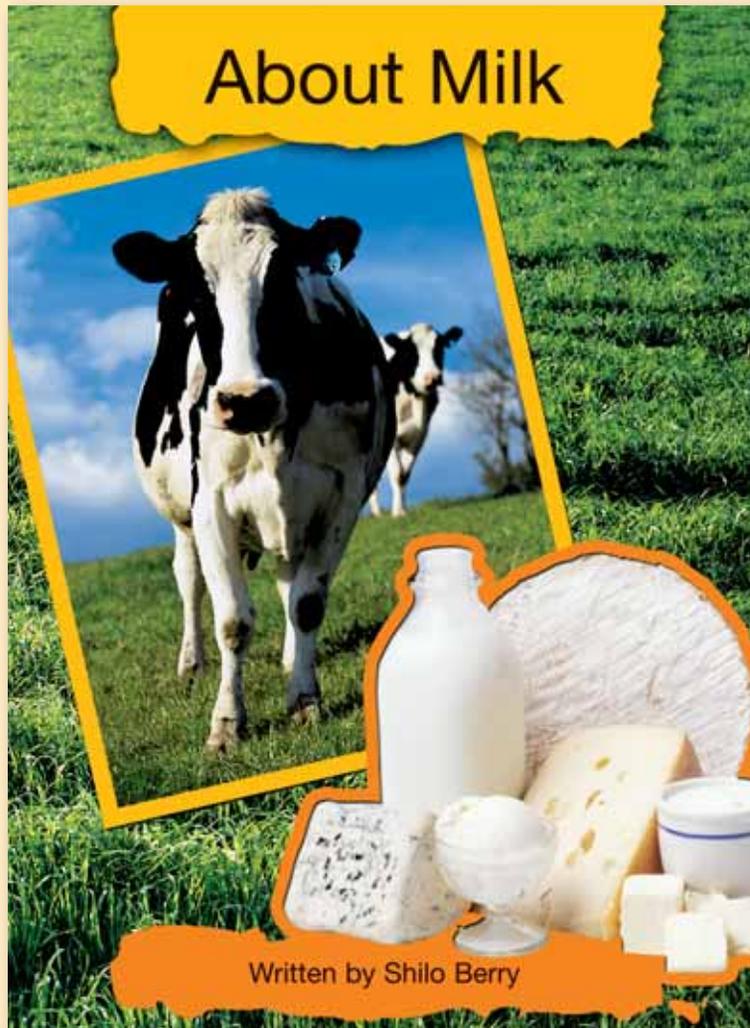




Level 24

Book d



Level	24
Word Count	672
Text Type	Explanation/Procedure
High-Frequency	mix, part
Word/s Introduced	



Jackson's Bear

Pancakes

Extreme Racer

About Milk

Big Greg's First
Ski Lesson

Blue Morpho
Butterflies

A Clever Trick

How Animals Move

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the name of the author on the front cover.

Ask the students – *What do you already know about milk?*

Record their ideas on the board.

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–5 *What are cows that produce milk called?*

Pages 6–9 *What do cows eat in order to produce milk? How many parts does a cow's stomach have? Where in the cow is the milk made?*

Pages 10–13 *Name two ways a cow can be milked. How much milk does a cow produce in one day?*

Pages 14–19 *What are the four steps that milk goes through at a dairy factory? What are three products that are made from milk?*

Pages 20–22 *Which dairy product is used to make ice-cream?*

AFTER READING

There are many words that are difficult to pronounce in this book. Explain that the syllables in brackets assist with the pronunciation.

Ask the students to work with a partner. Have them each reread aloud half the book. Ask them to focus particularly on the pronunciation of the parts of a cow's stomach and the steps in the dairy factory. Remind the students to say each difficult word several times when they come to it in the text.

Developing Specific Skills

Word spelling pattern – *dairy, fairy, hairy*

What word rhymes with *milk*? (silk)

Punctuation – commas – used to make sentences easier to understand

Two uses of commas – to make a short pause in a sentence or to divide words in a list. Ask the students to read pages 14 and 18 and find examples of these two uses of commas.

Ask the students – *Is milk an important part of your diet? What are the benefits of drinking milk?*

Some people are allergic to milk and milk products. Work with the students to help them find out what this allergy is called. Does anyone in your class have this allergy?

MEANING MAKER



Many stages take place in milk production before you can actually pour yourself a glass of milk from a carton. Ask the students how long they think the process of milk production would take. How could they find out?

TEXT CRITIC



The author has used two flow charts in this book (on pages 9 and 17). Ask the students to look carefully at these flow charts. Ask the students if the charts help them understand the information. How do they help?

24d About Milk

Name _____

There are some difficult words in the book *About Milk*. Practise saying the words, then make smaller words of three letters or more out of each of the words below. Some examples are given to help you.

abomasum	sum
containers	
homogenisation	
omasum	
packaging	king
pasteurisation	
rumen	
reticulum	cure
separation	tap

24d About Milk

Name _____

Here is a survey for all class members to complete at home. When all the surveys have been returned to school, complete the next BLM and write about your findings.

Here are some questions to ask at home about your family's use of milk. The class may decide to add some more questions.

1. How much milk do you buy each week?
2. What kind of milk do you buy? (e.g., low-fat milk)
3. How many people in your family like to drink milk?
4. How is milk used in your family? (tick the answers)
 - To drink on its own
 - To drink with something added (e.g. hot chocolate)
 - With cereal
 - In recipes
 - To feed pets

Other - _____

24d About Milk

Name _____

When all surveys have been completed and returned, compare your results with those of others in your class. With the teacher, record this information on a class chart.