

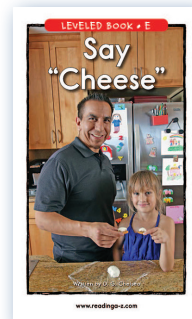
Focus Question:

What are the steps for making cheese?

Book Summary

Text Type: Nonfiction / How To

How is cheese made? *Say "Cheese"* provides students with a step-by-step guide to making cheese using basic ingredients and tools. Simple instructions and detailed photographs support student learning. The book can also be used to teach students how to visualize to understand the text and to sequence events.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Determine the sequence of events
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant *st*-blends
- ☐ Identify initial consonant *st*-blends
- ☐ Recognize and use commands
- ☐ Identify and use the high-frequency words *help*, *make*, *put*

Materials

- ☐ Book: *Say "Cheese"* (copy for each student)
- ☐ Sequence events, initial consonant *st*-blends, commands worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) word appears in the lesson but not the book

- **High-frequency words:** *help*, *make*, *put*

- **Words to Know**

Story critical: *bubbles* (v.), *burner* (n.), *curd* (n.), *drain* (v.), *strainer* (n.), *whey* (n.)

Guiding the Reading

Before Reading

Build Background

- Have students work in small groups and provide each group with a copy of a cookbook. Allow time for each group to view the book and make observations. Ask students if they have ever used a cookbook before and if so, for what purpose. Invite students to share their experiences with the class. Write the word *recipe* on the board and read it aloud to students. Have students share what they know about recipes. Explain that a recipe is a set of instructions and ingredients for making food.
- Select an example of a recipe from a cookbook to share with the class. Point out the list of ingredients on the page as well as the instructions for making the food. Have students turn to a partner and discuss a recipe for making a peanut butter and jelly sandwich. Remind them to include all of the ingredients as well as the steps for making the sandwich. Have students share their discussions with the class. Explain that they will be reading a book about how to make cheese that includes a recipe.

Introduce the Book

- Give students their copy of *Say "Cheese."* Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Visualize**

Explain that readers make visual images using information from the text and what they already know about the subject. Point out that the pictures in a book can also provide information to add to visualizations. Have students close their eyes as you read page 4 aloud. Ask students to describe what they visualized. Point out that by visualizing their own kitchen with a familiar adult, even though it is different from what is shown in the book, will help them remember and understand the text.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Sequence events

- Write the phrase *Sequence of Events* on the board and read it aloud with students. Explain that the order in which events or stories happen is called the sequence of events. Point out that effective readers pause while reading to consider the sequence of events in order to remember and understand the text.
- Provide a simple example of a sequence of events such as packing a lunch or preparing for school in the morning. Explain to students that your story would be confusing to the listener if it were out of order. Point out the transitional words used in your sequence of events such as *first, then, next, last, finally*, and so on.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about making cheese. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What items are needed to make cheese?* (level 1) page 2
- *What is the first ingredient added to the pot when making cheese?* (level 1) page 4
- *How do you know when it is time to turn off the stove?* (level 2) pages 6 and 7
- *Why is the cloth necessary when making cheese?* (level 2) pages 8–10
- *What is the last step before eating the cheese?* (level 1) page 11
- *Why is it important to have an adult help when making cheese?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information. Have students work in small groups to review the pictures on pages 5 and 6. Ask students: *Why would the author choose to include photographs rather than drawings of someone making cheese? How do these photographs help you understand how to make cheese? How do these photographs give more detail than what is written in the text?* Have students review other photographs in the book and discuss in small groups why the author chose each photograph.

Skill Review

- Model for students how you create visual images on the basis of your prior knowledge and experience. Have students turn to a partner and discuss why pausing to visualize while reading is important and why their visualizations will look different from the pictures in the book.
- Have students work in groups to periodically review the sequence of events for making cheese. Remind students to use words such as *first, next, then, last, and finally* when describing the steps.
- Model placing events in the proper sequence. **Think-aloud:** *This book explains the steps to make cheese. The author has put these steps in a particular order, or sequence, so that the recipe will come out correctly. For example, if the author told the reader to turn on the burner as the last step, the milk would never heat and the cheese could not be formed. As I read, I pause often to think about the sequence of events in order to remember and understand the book. I can also use my visualizations to help me remember the correct order.*
- Write each step of the process for making cheese on an individual piece of paper. Have volunteers hold one step each at the front of the class. Invite volunteers to the front of the room to place the students holding the steps in the correct sequence. Once students have been positioned in sequence, read each step aloud and ask the class if it is the correct sequence of events for making cheese.
- Model how to complete the [sequence events worksheet](#).

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Sequence events

Review the sequence events worksheet that students completed. Have students share their work in groups giving the sequence of events orally using words such as *first, next, then, last*, and so on. Have members of the group give a thumbs-up if the sequence of events

Guiding the Reading (cont.)

is correct. Invite volunteers to share their findings with the class.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students' responses should include the following: *The first step in making cheese is to ask an adult for help and to fill a pot with milk, and so on.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant st-blends

- Say the word *stop* aloud to students, emphasizing the initial /st/ sound. Have students say the word aloud and then say the /st/ sound. Repeat this process with the following words: *stand, step, stick, stump*.
- Read pages 5 and 6 aloud to students. Have them raise their hand when they hear a word that begins with the /st/ sound (*stove, stir*).
- **Check for understanding:** Say the following words one at a time and have students give a thumbs-up signal if the word begins with the /st/ sound: *stuck, sun, stack, stem, sock, snow, still, stew, sack, stamp*.

Phonics: Initial consonant st-blends

- Write the words *start* and *step* on the board and say them aloud with students.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which two letters represent the /st/ sound at the beginning of each word.
- Have students practice writing the consonant st-blend on a separate sheet of paper while saying the /st/ sound.
- Write the following words that begin with the consonant st-blend on the board, leaving off the initial blend: *stack, stick, still, stomp*. Say each word, one at a time, and have volunteers come to the board and add the consonant st-blend.
- **Check for understanding:** Invite students to work with a partner to reread pages 7 and 8. Have students circle all words with the initial consonant st-blend (*stove, stir, strainer*).

- **Independent practice:** Introduce, explain, and have students complete the **initial-consonant-st-blends worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Commands

- Have students stand beside their desk. Explain that you will say a word and they should act out each word accordingly while staying close to their desk. Say the following words aloud while students enact each word: *jump, sit, stand, spin, wiggle, dance, stop, sit*.
- Explain to students that action words are called **verbs**. Point out that when a verb is used to tell someone to do something, it is called a **command**. Write the word **command** on the board and read it aloud with students.
- Read page 10 aloud to students as they follow along. Have students turn to a partner and identify the two commands on the page (*press, make*).
- **Check for understanding:** Have students work with a partner to locate and circle all of commands in the story. Have students share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **commands worksheet**. If time allows, discuss their answers.

Word Work:

High-frequency words *help, make, put*

- Write the words *help, make, and put* on the board and read them aloud with students. Explain to students that they will often see these words in books they read and they should memorize them so they can decode them right away.
- Spell the word *help* aloud with students and have them clap as they say each letter. Ask students to write the word *help* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter as you say the letter name with students.
- Read the second sentence on page 4 aloud to students and point to the word *help*. Have students read the sentence aloud as a class. Invite students to turn to a partner and use the word *help* in a complete sentence.
- Repeat the above process for the words *make* and *put*.
- **Check for understanding:** Have students work in pairs to create oral sentences using the words *help, make, and put*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the words correctly.
- **Independent practice:** Have students reread the story with a partner and underline the high-frequency words *help, make, and put*.

Connections

- See the back of the book for cross-curricular extension ideas.