

# Making Butter

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*Illustrated by Marjory Gardner*

## **Level 4**

This book recounts the process involved in making butter at school. It is a non-repetitive text supported by colour illustrations, with text placed consistently on the page. Sentence length and structure vary and a list of ingredients is introduced.

## **Getting ready for reading**

Make butter with children. This is most easily done if each child makes their own butter. Provide a screw-top jar for each child, some cream and a little salt. While children are shaking the jars, model the form of the text using words such as *buttermilk* and *strainer*. The amount of cream in the jar is not important – about an eighth of a cup will be enough for each child. Eat and enjoy.

## **Talking through the book**

You might introduce the book by saying: *This is a book about some children who made butter at school.* Focus on the list on page 4, and compare the quantities with those used by your students when they made butter. On each page ask: *What can you see happening here?* Respond in a way that models the text. For example, on page 6 you might say: *The children put the cream and the salt in the jar. They put the lid on the jar.*

## **Reading the book**

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations..

## **Returning to the text**

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

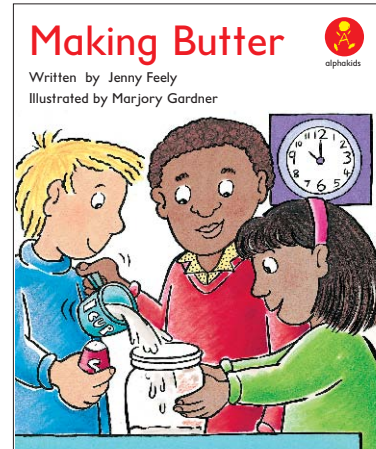
### **BEING A MEANING MAKER**

Discuss:

*What did the children do to make butter?*

*How long did it take?*

*When they finished shaking, what did they have in the jar?*



### **Check this**

Teachers can observe children's emergent reading behaviours for evidence of attention to visual information.

Point to the initial letter or clusters of letters. Ask the child: *Do you know a word that begins like that?*

## BEING A CODE BREAKER

### Vocabulary

- High-frequency words: *we, at, a, of, some, with, put, in, the, looked, there, but, was, no, and, into, all, it*
- Word families: *shook – book, cook, hook, look, took; jar – bar, car, far*

### Sounds and letters

- Hearing sounds: /ed/ – *tipped, patted, tasted, looked*

### Writing conventions

- Punctuation: upper case letters, full stops, colons, lists
- Grammar: use of tense in recount – *needed/need, made/make, shook/shake*

## BEING A TEXT USER

Discuss:

*What can you learn by reading this book?*

## BEING A TEXT CRITIC

Discuss:

*How is this book different from a recipe?*

## Literacy learning centres – follow-up activities

### ☺ WORD CENTRE 1

Play Concentration or Snap using the high-frequency words from the text and from Blackline Master 4.



### ☺ WORD CENTRE 2

Provide a set of cards with word pairs of past and present tense verb forms.

needed	made	shook	ran
need	make	shake	run
talked	jumped	hopped	tipped
talk	jump	hop	tip

Children match the past and present tense form of the same verb.

### 📖 BOOK-BROWSING CENTRE

*Sandwiches, Fruit Salad, Ice-cream, Making Lunch*, and other books about making food.