



**Summary:** This process book describes the steps of turning olives into olive oil.

**Author:** Meish Goldish

**Content Area:** Science

**Topic:** How Things Are Made

### VOCABULARY

#### Domain-Specific Vocabulary

- \* **mill** (p. 8) – a large factory with machines that make products such as olive oil, wood, paper, and steel
- \* **pit** (p. 10) – a hard seed in the middle of some fruits, such as olives or peaches
- \* **wick** (p. 20) – a twisted cord inside a candle or cup of oil that soaks up the fuel and burns when lit

#### CHALLENGING BOOK FEATURES

**Content:** Students may have difficulty understanding how oil comes from a fruit. Explain that fruits are full of juice. Apple juice can be squeezed from an apple, orange juice from an orange, etc. Similarly, olives can be squeezed for their juice, but with their juice they also produce oil which can then be separated out by special machines and purified.

Olives as a fruit may also be less familiar to students, since it is likely not one which they have seen growing on trees. To many children, olives are something bought in a can or a jar; the idea of olive trees may be foreign.

**Vocabulary:** Some of the domain-specific vocabulary may be unfamiliar to students.

#### SUPPORTIVE BOOK FEATURES

**Text Features:** The photographs help children understand difficult words and visualize the steps in making challah. Hard words are defined in the glossary. Headings clue readers as to what each page will be about.

### PREPARING TO READ

**Read the title with students and discuss the cover photo.**

**Look at the table of contents on p. 3. Ask:**

- \* What do you already know about making olive oil?
- \* What new information do you think we will find in this book?
- \* What are some words related to making oil that we might find in this book?

#### DEVELOPING COMPREHENSION STRATEGIES

**Using Pictures:** Remind students that pictures can give readers a lot of information. In nonfiction text, illustrations and photographs help readers understand difficult or unfamiliar concepts.

- \* Have students turn to pp. 10-11 and read the text aloud.
- \* Then have students look at the photograph on p. 10 and the inset photograph on p. 11 and describe what the olives look like as they are crushed in the mill.
- \* Remind students that illustrations can help readers better comprehend the text.

#### DEVELOPING PHONICS AND WORD-SOLVING STRATEGIES

**Multisyllabic Words:** Remind students that a syllable is a part of a word with one vowel sound. Multisyllabic words have more than one syllable. Breaking words into syllables can help us read them more easily.

- \* Write the multisyllabic word *olive* on the board. Ask students to break the word into syllables and read each part separately (*o-live*).
- \* Have students find other multisyllabic words in the book.

#### DEVELOPING FLUENCY

**Scooping:** Direct students to p. 7 in the book. Model how you read aloud in phrases, scooping under the text with your index finger as you read: *After the summer / farmers harvest the olives. / Some farmers / pick each olive / by hand. / Others shake the tree branches / and catch the falling olives / with nets.* Students then scoop with their index finger as they orally read pp. 8-9.

**Oral Language/Conversation:** Have students turn to pp. 10-13. Ask: *What do you notice about the olives as they are being made into paste? How does this compare to the olive oil?* Lead a discussion about how even if the process can be messy, the product can still be beautiful.

**Extending Meaning through Writing:** Remind students that olive oil is just one type of product we use for a mitzvah. Ask students to think of another product we use for a mitzvah and write a paragraph describing the process that product goes through until it reaches their house.

**Other Books:** Students can read other books in the How It's Made series, including *From Wheat to Challah*, *From Vine to Grape Juice*, *From Wool to Tallis*, *From Wax to Candles*, and *From Hive to Honey*.