



**Summary:** This process book describes the steps of turning wood into a completed sefer.

**Author:** Meish Goldish

**Content Area:** Science

**Topic:** How Things Are Made

### VOCABULARY

#### Domain-Specific Vocabulary

- \* **debarker** (p. 7) – a machine that cuts bark off a tree log
- \* **mill** (p. 7) – a large factory with machines that make a product such as paper, steel, or cloth
- \* **printing press** (p. 16) – a large machine that prints words and pictures by pressing sheets of paper against a surface that has ink on it
- \* **pulp** (p. 9) – any soft, wet mixture, such as wood pulp
- \* **text** (p. 14) – the words in a book
- \* **woodchipper** (p. 8) – a machine that cuts wood into tiny bits

#### CHALLENGING BOOK FEATURES

**Content:** Students may have difficulty understanding how a tree can be turned into wood chips and then into paper. Visualizing the process of creating multiple pages on one large sheet may also be hard for students.

**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 creating a sefer. Hard words are defined in the glossary, and are introduced, explained, and illustrated in the text. 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 paper or books?
- \* What new information do you think we will find in this book?
- \* What are some words related to making paper that we might find in this book?

### DEVELOPING COMPREHENSION STRATEGIES

**Understanding Steps in a Process:** Remind students that some nonfiction texts explain an unfamiliar topic and use words with which students may be less familiar. We can help ourselves understand these books by noticing difficult words and using those new words to retell what we have read.

- \* Model how you use the domain-specific words *mill* and *debarker* as you retell the steps in the process on pages 6–8.
- \* Have students turn to page 9 and reread pages 9–11. Then have children retell these events using the bolded vocabulary words.
- \* Remind students that the glossary and the photographs can help them understand domain-specific vocabulary words. Demonstrate how you can use the glossary and the photographs to retell the major steps in the process of turning wood into a sefer.

### DEVELOPING PHONICS AND WORD-SOLVING STRATEGIES

**Words with Vowel Teams (Vowel Digraphs and Diphthongs):** Remind students that a syllable is a part of a word with one vowel sound. In some syllables, the vowel sound is represented by more than one letter. This is called a vowel team. Two types of vowel teams are digraphs (where the two letters make one sound) and diphthongs (where the letters make a unique sound). Identifying the vowel team in a word and stating its sound can help us read and spell more easily.

- \* Write the word *tree* on the board. Ask students to identify the vowel team in this word (*ee*). Ask students what sound is made by this vowel team: /ē/. Then write other words with this vowel team and ask students to read them (e.g., *seem*, *fleet*).
- \* Ask students to turn to page 4 and find another word with a vowel team (*reading* or *grow*). Ask students to identify the vowel team and its sound. Then provide them with other words to read with the same spelling pattern.
- \* Students can conduct a word hunt through the book for words with the different vowel teams.

### DEVELOPING FLUENCY

**Attending to Punctuation:** Direct students to page 14. Remind students that when we read aloud, we read text in phrases of three to four words, reflecting punctuation and our understanding of the text. Model how you read aloud with appropriate pausing, paying attention to commas and to comprehension. *Using a computer, / a worker places words / on each page / of the sefer.* Have students echo your reading of the sentence, pausing after each phrase. Discuss how the introductory phrase (*Using a computer*) helps us understand the remainder of the sentence.

Ask students to turn to page 16 and note the comma in the second sentence. Then have them take turns reading the sentence aloud to a partner, paying attention to punctuation marks.

**Oral Language/Conversation:** Have students turn to pages 18–22. Ask: *What do you notice about the last steps in the process?* Lead a discussion about the steps in the process, encouraging students to use temporal sequential words in their retelling.

**Other Books:** Students can read other books in the How It's Made series, including *From Wheat to Challah*, *From Olives to Olive Oil*, and *From Wool to Tallis*.