



Summary: This process book describes the steps of turning wheat into challah.

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Content Area: Social Studies

Topic: Goods and Services



VOCABULARY

Domain-Specific Vocabulary

- * **combine** (p. 8) – a machine that cuts wheat and collects its kernels
- * **kernels** (p. 7) – seeds that grow on wheat

CHALLENGING BOOK FEATURES

Content: Although many students are familiar with some steps in making challah, their knowledge is only one part of this book. Included here is a great deal of information unfamiliar to students, such as how wheat is grown, harvested, and made into flour.

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 children and discuss the cover photo.

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

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

DEVELOPING COMPREHENSION STRATEGIES

Sequence of Events: Explain to children that one way authors organize their text is by using the text structure of sequence of events. This is when the author tells us events in the order in which they happened, or a process in the order in which it is completed.

- * Ask children to tell the sequence of events in a familiar process, using the transition words *first*, *next*, and *last*.
- * Invite students to select one of the following subtopics within the book: wheat to flour, flour to dough, dough to challah. Ask them to complete a three-step sequence chart for their selected subtopic, explaining how the finished product is created.

DEVELOPING PHONICS AND WORD-SOLVING STRATEGIES

Context Clues: Remind students that when they come across an unfamiliar word in text, they can use the words around it to figure out the meaning.

- * Write the word *combine* on the board. Ask students to tell you what it means. Then write the following sentence from p. 8 on the board: *The farmer drives a special tractor called a combine that cuts the wheat.* Ask students: What do you know about the word combine now? Possible answer: it is a type of tractor, it cuts wheat.
- * Write the following sentence from p. 7 on the board: *There are now new seeds called kernels on it.* Ask students: What is a kernel? How did you know? What context clues did the sentence provide to help you figure out the meaning of the word kernel?

DEVELOPING FLUENCY

Choral Reading: Direct students to read p. 15 aloud several times, drawing their attention to the repeated phrase *over, under, over, under*. Have them repeat this process on p. 11, with attention to the words *Stir! Fold! Squeeze! Presto! The mixture is now dough.*

Oral Language/Conversation: Have students turn to pp. 18-19. Ask: What do you notice about all of these challos? In what ways are they the same? In what ways are they different from one another? What type of challah does your family eat? Where does it come from?

Extending Meaning through Writing: Remind students that challah is just one type of special food we eat on Shabbos. Ask students to think of another food their family enjoys on Shabbos and write a paragraph describing the process that food goes through until it reaches their family's table.

Other Books: Students can read other books in the How It's Made series, including *From Olives to Olive Oil*, *From Grapes to Grape Juice*, *From Sheep to Tallis*, and *From Wax to Candles*.