



Summary: This process book describes the steps of turning grapes into grape juice.

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Content Area: Science

Topic: How Things Are Made

VOCABULARY

Domain-Specific Vocabulary

- * **filter** (p. 16) – a device that cleans liquids as they pass through it
- * **harvest** (p. 8) – to collect or gather up food crops
- * **tanks** (p. 20) – large containers for liquids or gas
- * **vine** (p. 6) – a plant with a long, winding stem that grows fruits such as grapes, cucumbers, or melons

CHALLENGING BOOK FEATURES

Content: Students may have difficulty understanding the technical content of heating, filtering, and then storing the grape juice. Explain to students that these steps are necessary to make sure the grape juice is clean and healthy for people to drink.

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 grape juice. 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 grape juice?
- * What new information do you think we will find in this book?
- * What are some words related to making grape juice that we might find in this book?

DEVELOPING COMPREHENSION STRATEGIES

Understanding Steps in a Process: Remind students that some nonfiction texts explain steps in a process. We can understand these books better by keeping track of steps in the right order, using transition words to retell what we have read.

- * Model how you use the transition words *first* and *then* as you retell the steps on pp. 8-11.
- * Have students turn to p. 12 and reread pp. 12-15. Then have students retell these events using transition words.
- * Explain to students that sometimes the table of contents can guide us in identifying the steps in a process. Demonstrate how the table of contents retells the major steps in the process of turning grapes into grape juice.

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 *juice* on the board. Ask students to identify its vowel team (*ui*). Ask students what sound is made by this vowel team: /ü/. Then post other words with this vowel team and ask students to read them, e.g. *fruit, cruise, suit*.
- * Ask students to turn to p. 4 and find another word with a vowel team, such as *sweet* or *meal*. 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 different vowel teams.

DEVELOPING FLUENCY

Attending to Punctuation: Direct students to p. 8. Remind students that when we read aloud, we stop at periods and pause at commas. Model how you read aloud with appropriate pausing, paying attention to commas: *In late summer and early fall, farmers harvest the grapes.* Have students echo your reading of the sentence, also pausing at the comma and stopping at the period. Discuss how the introductory phrase (*in late summer and early fall*) helps us understand the remainder of the sentence.

Ask students to turn to p. 18 and note the comma in the first 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 pp. 12-13. Ask: *What do you notice about the grapes as they are pressed? How does this compare to the finished grape juice?* Discuss how even if the process is messy, the product can still be beautiful.

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