

Strand: Energy

Theme: Kinetic Energy

Purpose for Reading: To build understandings of kitchen machines that help us.

Comprehension Strategies: Making connections to self, recognizing factual text structures, synthesizing, extracting information.

Vocabulary

Dictionary Words: food processor, microwave oven, refrigerator, toaster

Vocabulary Words: drinks, slices

High-Frequency Words: do, have, help, make, of, people, some, that, them, there, too, two, very, what, your

Before Reading

- Ask students to think of the different sorts of machines found in their kitchen. Make a list of students' responses. Have them chat about what the machines are used for. Following the discussion, ask them to generalize about what a machine is.
- Read the title and discuss the machines students can see in the cover photo. Add any extra machines to the list. Discuss the uses of any new machines on the cover.
- Read the title page together. Discuss the machines students see in the photo. *What are ovens and microwave ovens used for?* Add any new machines to the list.

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to identify the machine in each photo.

Use questions such as, *What is a food processor used for? What types of foods might be prepared using a food processor?*

Take a Photo Walk

- Pages 4–5: Invite students to look at these pages and talk about what they see. Ask students to look carefully at the diagram and think about what information it gives them. Read the key and ask students to locate the words associated with the key. For example, *Which words are important to know for preparing food? Which words are important to know for cooking food? Which words are important to know for keeping food fresh?*
- Pages 6–7: Invite students to look at the photo and identify the kitchen machine. *What is needed for this food processor to work? Which clue tells you that it needs electricity? What does a food processor do to food?*
- Pages 8–9: Ask students to identify the kitchen machine in this photo. *How does a toaster work? Do all toasters look like this?* Discuss what a toaster does.
- Pages 10–11: Invite students to look at the photo and discuss how microwave ovens cook food. *How is a microwave oven different from a conventional oven? What makes a microwave oven work?*
- Pages 12–13: Invite students to talk about the kitchen machines in the photo. *What is a refrigerator used for? How does it work? Why do you think keeping food cold keeps it fresh for longer?*
- Pages 14–15: Have students look at these pages and ask them what the table tells them. *What does a breadmaker do? Can you find the machine that*

does the most things? What four things does an oven do?

Read the Book

- Have students turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Revisit the book and discuss which kinds of foods can be cooked, prepared, or stored by each of the machines. Ask students to talk about foods these machines are used to make or store in their homes.
- Have students share their favourite things to eat that are stored, prepared, or cooked using the kitchen machines in the book.
- Have students discuss the ways these kitchen machines have made life easier. *How do you think people stored milk and other things that need to be kept cold before refrigerators were invented? How do people store these things if they take them on a picnic?*

Vocabulary and Word Recognition

- Have students turn to page 5 and locate the words *mix*, *cut*, and *chop*. Write the word *mix* on the board and ask students to think of words that rhyme with *mix*. Ask individuals to come out and write each word in the list. Read the list aloud together. Repeat for *cut* and *chop*.
- Ask students to find the word *know* on page 6.

Ask them say the word slowly and tell you what is unusual about it. Have them identify the silent letter. Tell them to turn to page 8 and locate the word *know*. Tell them to say it as they point to it. Ask them if they know any other words with a silent *k*. Prompt them to the words *knee* and *knot*. Write these words on the board, asking students to say the letter names of sounds they can hear.

Oral Language

- Pair students and have them give each other clues about a kitchen machine from the book. Using the clues and a copy of the book, have partner work out which kitchen machine the clues are about.

Writing

- Have students write a list of things that are kept fresh in the refrigerator.

Creative Extension Activities

- Have students draw a picture of a kitchen. Have them include a refrigerator, microwave oven, food processor, and toaster.
- Have students choose a machine from the book. Have them write the name of this machine at the top of a page. Have students draw and label things that are prepared, cooked, or stored using this machine.

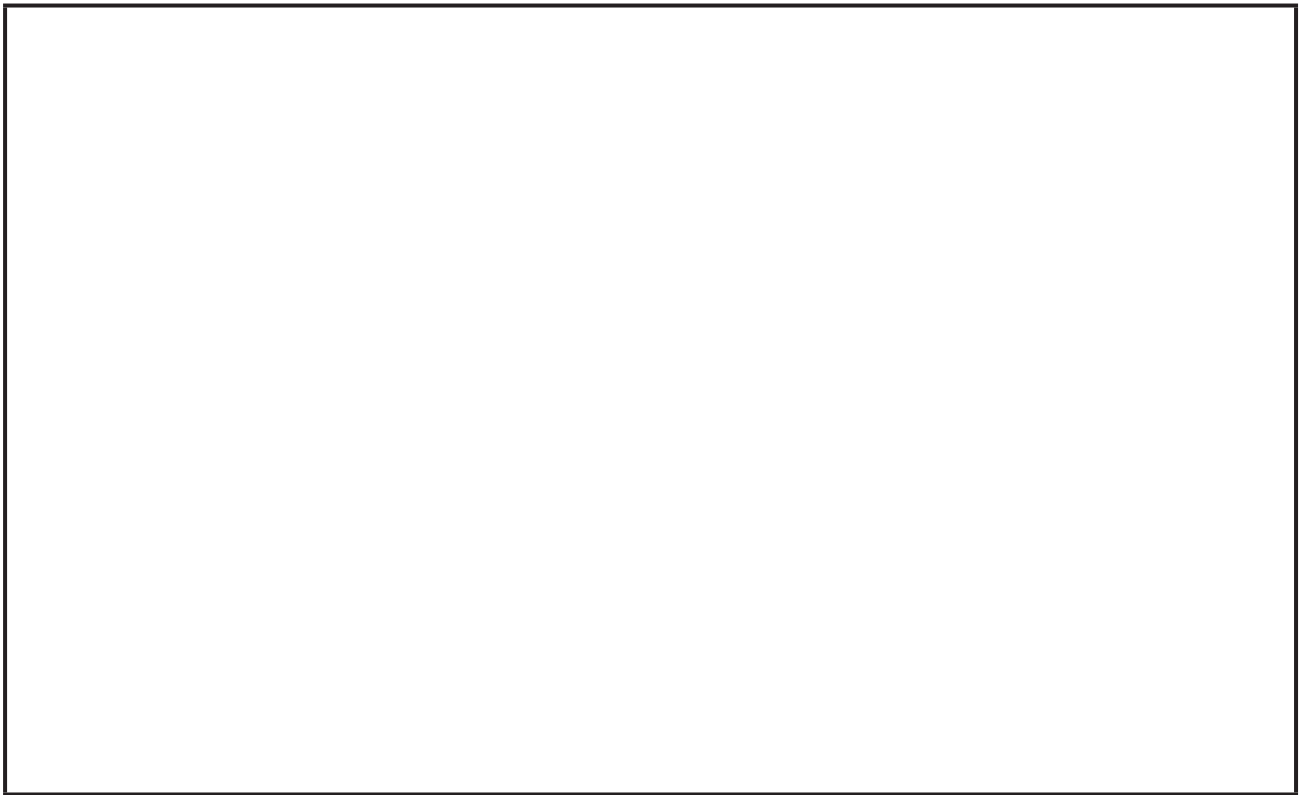
Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Draw some machines in your home.

Write the names of the machines.



Name: _____

Match the machines to the clues.

Toaster	I boil water for hot drinks.
Microwave oven	I am used for watching shows and movies.
Refrigerator	I prepare food for cooking or eating.
Kettle	I cook bread.
Washing machine	I heat or cook food quickly.
Fan	I keep food cold and fresh.
Food processor	I wash the clothes.
Television set	I keep people cool.

Put the machines in alphabetical order.
