



Making Raisins

By Marvin Buckley

Overview

Use this text to show children how changes in properties of objects can be observed and predicted.

Literacy Focus *Word Count: 35 words*

High Frequency Words
can, in, on, put, the, you

Content Words
raisins, grapes, rack, cloth, jar, sun, dries

Decoding Skills/
Phonemic Awareness

- **Final Consonants:** *t (put, what)*
- **Initial Consonants:** *r, j (raisins, rack, jar)*

- **Initial Consonant Blends:**
gr, cl (grapes, cloth)
- Making letter/word/sound relationships

Comprehension/
Thinking Skills

- Using illustrations to understand sequence

Text Features

- Labels

Writing/Speaking
and Listening

- Writing content words
- Describing the properties of grapes and raisins
- Describing the steps in making raisins

Observe/Assess

See Using Retellings in the Assessment Handbook.

Science Focus

Content and
Thinking Skills

- Understanding that changes in properties of objects can be observed and predicted
- Observing that the heat from the sun changes the properties of grapes
- Drawing conclusions that the sun's heat dries grapes
- Understanding that heat causes things to change

Background Information

The simple process of making raisins offers children a way to understand how heat can cause a change in a physical property of an object. Children can carry out this simple procedure and have a hands-on opportunity to observe and describe changes to an object and to understand what caused the changes to take place.

Correlation to
National Standards

Science as Inquiry

Physical Science

- Properties of Objects and Materials

See Standards Chart on page 204.

Literacy Focus

Set the Scene

Have some grapes and raisins available for the children to see, smell, touch, and taste. Allow time for children to explore and compare. Ask:

What are these called?

What is the same/different about the grapes and raisins?

What are raisins?

You may wish to record questions and ideas from the discussion.

Read and Discuss

Cover and Title Page

Show children the book. Point out the title of the book and the name of the author. Invite predictions about what the book will be about.

Pages 2–3

Discuss the picture with the children, particularly the labeled objects. Read the text together, using the pictures and initial letters and blends as clues to reading the words.

Pages 4–5

Ask the children to describe what they see in the illustrations on each page. Match the words the children use to the words in the text. Read the text together.

Pages 6–7

Discuss the pictures on each page before reading the text with children. Ask them why the grapes might change when put in the sun. Introduce the word *heat* into the discussion.

Page 8

Ask:

What is the boy putting the raisins into?

Children can look back to page 3 to name the object.

Respond

- Make lists of words that begin with the letters *j*, *r*, and the *cl* and *gr* blends. Display the word charts in the classroom for future reference.

j	r	cl	gr
jump	run	class	grass
joke	red	clean	green
jar	rub	close	grape

- Have children listen for the final *t* in *put* and *what*. Read some words that end with final consonant *t* and other consonants and have children indicate which words end with the sound represented by *t*.

Steps in a Process

Activity Master, page 72

Invite children to tell step-by-step how they would make raisins. Then have them complete the Activity Master, page 72.



Meeting Individual Needs

For specific teaching strategies for meeting individual needs, see pages 198–203.

Science Focus

Science Concept

Changes to properties of objects can be observed and predicted. Heat from the sun causes changes in the properties of grapes.

Activities

Before and After

Make a list of words that describe the grapes before they are put in the sun and a list of words that describe the grapes after they've turned into raisins. Words describing grapes might include *smooth*, *fat*, *juicy*; words

describing raisins might include *chewy*, *wrinkled*, *hard*.



Making Raisins

Activity Master, page 73

Have the children make raisins by following the directions outlined in the text. Then have them arrange the pictures on the Activity Master, page 73, to show what happened.

Other Changes

Discuss other ways in which grapes or other fruits can change. What happens when

grapes are cooked? Squeezed? Blended? You may wish to have children help make smoothies from bananas, grapes, peaches, and other fruits. Introduce vocabulary to describe the changes to the properties of the fruits.

Heat Causes Change

As a class, discuss the other ways in which heat causes changes in properties of objects. Explore children's ideas. For example, what happens if ice is put in the sun?

Name _____

Making Raisins

Write the missing words.

Word Bank

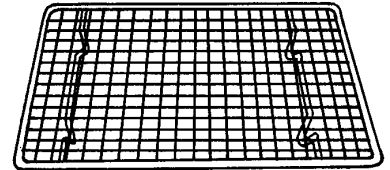
cloth

raisins

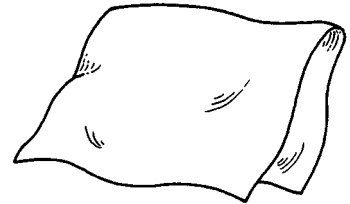
rack

sun

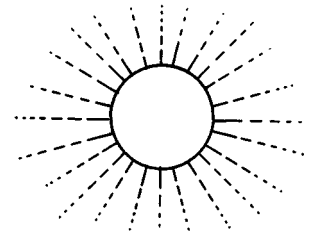
Put the grapes on a _____ .



Put the _____ on the grapes.



Put the grapes in the _____ .



You made _____ !



Name _____

Making Raisins

Put these pictures in order. Tell about each step.

