<u>Where Beef Comes From</u> - Teacher Guide

Text Features:

Here are some of the text features that are presented in this book. As your students are learning how to read non-fiction books, these are some of the features you can teach them about as you read the book with your students.

Table of Contents: Compare the table of contents (page 2) to other books non-fiction books. Notice that the table of contents in this book uses a set of "wonder" questions instead of just a list of headings; furthermore, it provides a page number of where you might find the answers to the questions. Some of the pages have two questions that can be answered and this is why the word "OR" is written in capital letters. Have the students think about how the order of a table of contents is determined (chronological) compared to that of a glossary (alphabetical).

Concept Map: The concept map on page 3 summarizes the production of beef process. It has pictures that match the headings and the page number where you could read more about that particular part of the process. The sizes of the pictures change from smaller to larger showing that tip of the arrow is the part of the process furthest away from what we see in our everyday lives. The heading at the top of the page emphasizes where the process begins and where it ends.

Glossary Words: The bold words in the text are glossary words. When you come across bold words, you can read their meaning in the glossary at the back of the book. You can also point out that a glossary is listed in alphabetical order to make it easier for the reader to quickly find the word they are looking for.

Captions: Pages 10, 21 and 22 there are captions under the pictures that tell more information about the topic. The text of the captions is slightly smaller to set it apart from the main text.

Diagrams: Pages 8 and 23 have diagrams that give extra information about the topic. The diagram on page 23 has labels.

Photo Details: On pages 6, 13, 23 and 26 there are zoomed in or enlarged photo inserts that show details from the main photos more closely.

Acronym: On pages 27 and 28 the ZIP acronym is explained. In this acronym, not only does the acronym that the word makes (zip) have meaning - but each letter in the acronym also has meaning (Z=zinc, I=iron, P=protein). Acronyms are useful tools to help easily remember content – can you and your students think of another acronym about something else learned in the book?

Interesting Facts Page: The "interesting facts" page on page 31 has more information on the topic of cattle. It gives your students an opportunity to learn more about cattle beyond the beef production process. Most of the facts on this page follow a question and answer format - similar to the table of contents.

Comprehension Questions: On the inside of the back cover page there are some comprehension questions that you can ask your students to either answer orally or to go back and locate the answers in the book. A writing connection can also be made by asking your students to write down the answers to some or all of the questions.

Website Connection: The website can be used in many ways – as a teacher resource or you can share it with your students by means of a smart-board or data projector.

Word Work:

Singular to plural – Practice the spelling rule of when a word ends in "f" you take away the "f" and change it to "ves" to make it plural. For example, you change "calf" to "calves" by taking out the "f" and adding "ves" to make it plural.

Compound words – There are several compound words to find in the book: everything(p.4), belong(p.9), because(p.9), sometimes(p.13), backgrounding(p.16), throughout(p.17), around(p.19), within(p.19), feedlot(p.20), onto(p.21), hamburger(p.24)

Hard and soft "c" and "g" – When you see "c" or "g" together with the letters "i,"e," and "y" they make the soft sound ("c" makes an "s" sound and "g" makes a "j" sound). This will help when decoding words like: produce, imagine, process, vaccination, digest, grocery, refrigerated, energy,

Base Words: There are many forms of the base word "produce(p.12)" in this book: production(p.4), producer(p.4). Base words are especially useful when looking up words in a dictionary.

Challenge Words: Here are some challenging words (in addition to the glossary words) that the students may come across while they are reading the main text:

production pg.4
producer pg.4
kg (an abbreviation for kilograms) pg.4
digesting pg.8
compartments pg.9
nutrients pg.10
convert pg.11
unsuitable pg.12
prevent pg.12
identifies pg.13
Terrain pg.14
barley pg.16
processed pg.22
ensure pg.23
exported pg.25
essential pg.28

Activities:

Personal Connections: Invite the students to share any personal connections to the book if they thought of any. All the photographs were taken in Saskatchewan so some of the students may find some connections as they read; another personal connection could be related to the food they eat.

Season Chart: Complete the season chart by writing about what happens to cattle in each season. (Worksheet.)

Cattle Words Matching: There are many words used to describe cattle and each word has its own distinct meaning. Match the different cattle words to their meaning: cattle, calf, cow, yearling, heifer, bull, and steer. (Worksheet.)

T Charts: For the first T Chart, think about if you were a rancher, what tools would you need to raise cattle and how would you use them? In the first column, list the tool and in the second column what it is used for. For the second T Chart, think about some of the places involved in the "from pasture to plate" process – in the first column, list the place and in the second column tell how it relates to the production of beef process. (Worksheet.)

Venn Diagram: Complete a Venn diagram that will highlight the comparisons made about cattle to humans. (Worksheet.)

Name: _____

Season Chart

Spring	Summer
Winter	**Fall**

Season Chart – Possible Answers

Spring	Summer
• The mother cow gives birth to the calves. • The calves are vaccinated. • The calves are tagged. • When the calves are a year old (yearlings) they go back to the pasture.	• The calves stay with their mothers in the pasture. • When the yearlings weigh about 400 kg, they are ready to go to a feedlot.
Fall	**Winter**
• The calves are weaned from their mothers. • When the cattle reach a weight of about 600 kg, they are ready to be processed into beef.	• The calves stay in a backgrounding lot.

Name: _____

Cattle Words Matching

_____ cow	1. The name of a group of animals.
_____ bull	2. The name for young or baby cattle.
_____ cattle	3. A mature female.
_____ yearling	4. A young female who has not yet had a calf.
_____ heifer	5. A male animal.
_____ calf	6. A male that has been neutered.
_____ steer	7. Calves that are over one year old.

T Charts

Tool	Use	Place	Its part in the "pasture to plate" process.

Cattle Words Matching - Answers

__3__ cow	1. The name of a group of animals.
__5__ bull	2. The name for young or baby cattle.
__1__ cattle	3. A mature female.
__7__ yearling	4. A young female who has not yet had a calf.
__4__ heifer	5. A male animal.
__2__ calf	6. A male that has been neutered.
__6__ steer	7. Calves that are over one year old.

T Charts – Possible Answers

Tool	Use
needle	Used for vaccinating.
tag	Identifies where the calf was born.
horses, cattle dogs, trucks or ATVs	Used for round up the cattle from the pasture.
corral	Keeps the cattle together in one place to make sorting easier.
cattle liners	Trucks that are made for hauling cattle.

Place	Its part in the "pasture to plate" process.
pasture	Where cattle graze and live in the summer and spring.
back-grounding lot	Where the just weaned calf is fed the correct nutrients for growth.
feedlot	A fenced area where cattle are looked after and fed all the nutrients needed.
processing plant	Where cattle are butchered and processed into meat.
grocery stores and restaurants	Where we buy the meat we eat.

Name: _____

Venn Diagram

Venn Diagram Possible Answers.