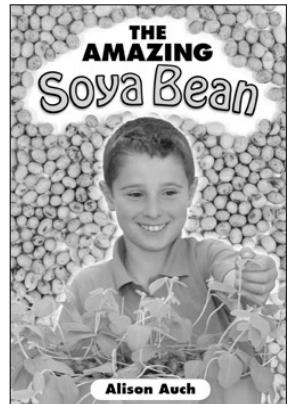


The Amazing Soya Bean

by Alison Auch



Book Summary

Soya beans are an important food for millions of people. This book explains the history of soya beans and the different foods and objects that can be made from soya beans, and it includes instructions for growing soya beans.

Features of the Book

- Explanation
- Step-by-step illustrations of a procedure
- Specialised vocabulary – *sprouting, harvest, bacteria, fertiliser, nitrogen, protein, pests, hulls, pods, biodegradable, diesel, synthetic*
- Quotation marks used for emphasis – “*the miracle crop*”
- Descriptive names – *Yellow Jewel, Great Treasure, Heaven’s Bird, magic beans*

Purpose

The Amazing Soya Bean can be used to introduce and reinforce the following skills and understandings:

- exploring specialised vocabulary;
- understanding and using a glossary;
- recognising the features of non-fiction text;
- distinguishing fact from opinion;
- using graphic aids such as diagrams to convey information;
- exploring the production, distribution, and consumption of goods.

Investigation Tools

- What’s the Background? – The First Soya Beans, page 4
- Weighing Both Sides – Using Pesticides, page 11
- Looking Closer – Soya Bean Roots, page 14
- Step-by-step – Sprouting Soya Beans, pages 18–19
- Making Connections – Good Health, page 22
- Digging Deeper – Soya Power, page 26

The Guided Reading Lesson

- Exploring specialised vocabulary
- Understanding and using a glossary
- Recognising the features of non-fiction text

You may need to spend extra time familiarising your students with the concepts and specialised vocabulary in this book. This lesson could be taken over two or more days.

Introducing the text

Look at the cover and title of the book together.

- *What do you think this book is about?*
- *What is a soya bean?*
- *Why do you think the soya bean is called amazing?*
- *How do you think soya beans are used?*

Read the blurb on the back of the book together, then brainstorm words that describe soya beans and how they grow (bean, pod, seeds, roots, leaves, shoots, sun, water). Write “Specialised Vocabulary” on a chart and list the students’ suggestions under the heading.

Flip through the book and discuss how it has been set out, using chapter headings, diagrams, icons, information boxes, and bold text.

Reading and discussing the text

Read the first chapter aloud to the group. Model reading the text and point to each section as you read it. The students should follow along silently. Encourage them to think about how and why they read non-fiction.

- How does the box on page 4 give us extra information about soya beans?
- Why is this a separate box?
- Why were soya beans given special names?
- What might the names mean?
- What words can we add to our list?

Point out the words in bold on page 4. Ask the students to look up “harvested” and “sacred” in the glossary, then replace the words in the text with the meanings in the glossary.

- How useful was the glossary?

Add these and any other suggested words to the chart.

Ask the students to read chapter 2 independently, thinking about the ways that the information is presented. When they have finished reading, discuss the use of photographs, diagrams, captions, glossary words, and icons.

Turn to the labelled diagram on page 14. Discuss how the diagram works.

- What have you learnt from this diagram?

Turn to page 15. Explain to the students that the words below the illustrations are called captions.

- How does the caption help you to understand the illustration?
- Would you understand it without the caption?

The students can now read the rest of the book independently. When they have finished reading, ask them for any new words that can be added to the chart.

Discuss the different ways that they learnt about soya beans. Check that they recognise and understand the various ways of presenting information.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Exploring specialised vocabulary

Discuss the use of specialised vocabulary in the text. Ask the students to select three words from the chart that are not in the glossary and write a glossary-style definition for each one. They can check their definitions in a dictionary.

S Distinguishing fact from opinion

Reread page 11 together.

- What do you think? Are pesticides good or bad?
- How do you know?

Discuss the differences between facts and opinions, pointing out that we can't always be sure which is which.

- How could you know for sure that pesticides are bad? (Scientists could prove it; they may know of people who have bad reactions to pesticides.)

Leave this discussion open so that the students explore both sides of the argument. They can use reference tools such as the library or the Internet to find more information.

S Exploring the production, distribution, and consumption of goods

Brainstorm other crops (wheat, rice, maize). The students can choose one crop and research the goods produced from that crop, using their own knowledge, the library, or the Internet. For example, maize is used to produce maize flour, cereals, cooking oils, and livestock feed.

S Using graphic aids such as diagrams to convey information

- ✍ Using the blackline master on page 62, the students can draw diagrams and write captions for the different uses of a crop they choose.