

# Tales of the Dairy Godmother: Chuck's Ice Cream Wish

Grade Level: K – 2

Length of Lesson:

<b>Part One:</b> Book Introduction and Initial Reading	20 – 30 minutes
<b>Part Two:</b> Key Details and Main Idea	20 – 30 minutes
<b>Part Three:</b> Independent Practice	20 – 30 minutes



*Note: This lesson is designed for students who have not heard a reading of the book before. The lesson can be modified as needed for students who have previously heard the story.*

## Overview:

Chuck wants ice cream, but when Mom says he must do his chores first he is not happy. Suddenly, Dairy Godmother appears. She shows Chuck how hard dairy farmers must work to make the ice cream he loves. Part One of this lesson focuses on characters, setting, and new vocabulary. Part Two focuses on identifying the main idea and important details in the story. A differentiated follow-up activity gives students an opportunity to identify the main idea and key details from the story.

## Connections to Standards:

### Key Ideas and Details

- Ask and answer questions about key details in a text.
- Describe characters, settings, and major events in a story, using key details.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.

### Craft and Structure

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

## Additional Learning Opportunities:

The illustrator, Ward Jenkins, does a great job of capturing Chuck's feelings and emotions throughout the book. In addition, parts of the story are told only using pictures which provide a good opportunity for making inferences.



## Materials:

- *Tales of a Dairy Godmother: Chuck's Ice Cream Wish* by Viola Butler
- Ice Cream Bowl Graphic Organizers

## Part One: Book Introduction and Initial Reading

### Focus:

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Describe characters, settings, and major events in a story, using key details.

### Vocabulary:

The following words (in order of appearance in the book) may require some discussion or explanation:

**dairy** - A place where milk is stored, and dairy products are made. Dairy products are made from milk and include butter, cheese, yogurt, and ice cream.

**storage tanks** – When we store things, we keep them until we need them. On the dairy farm, the milk is kept in large, refrigerated storage tanks where it is kept cold until it is used.

**grains** – Seeds which are grown for people and animals to eat. Cows eat mixtures of corn, oat, barley, and soybean grains. This food is often blended into a mixture called TMR or Total Mixed Ration.

**nutritionists** – Nutritionists help farmers choose the healthiest foods for their animals to eat.

**cow pies** – A silly name for small round piles of cow poop

**calf** – A baby cow

### Lesson:

1. Show students the book cover.

- Share the book title.
  - *“What is dairy?”*
  - *“Have you ever heard of a dairy godmother? What do you think a dairy godmother does?”*

Students may make connections to godmothers in their families or fairy godmothers in familiar stories. This may be a good time to discuss the meaning of **tale** vs. **tail**.

- Encourage students to look at the cover illustration.
  - *“What details do you notice in the illustration?”*
  - *“Make a prediction. After reading the title and looking at the cover illustration, what do you think this book will be about? What makes you think that?”*
  - *“Do you think this book will be fiction or informational? What makes you think that?”*

Explain that this book is both fiction and informational. Dairy Godmother is a magical make-believe character who shares true facts about dairy farming.

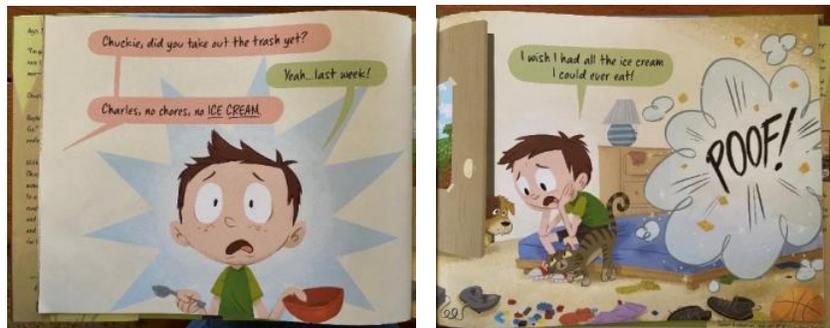


2. Show students the different types of ice cream pictured on the end papers at the beginning of the book. Make connections by asking a few students to share their favorite types of ice cream. Students may also notice that the background resembles the spots on a dairy cow!
3. Show students the title page spread.

- Point out that the story begins here. Give students a moment to look at the picture of Chuck and his mother.
  - ***“Who is this woman? What is she doing?”***
  - ***Look at Chuck. What is he saying? How do you know he’s excited?***

*Note: A fun way to involve the students in the reading of the story is to prompt them to say, “ICE CREAM TIME!” each time Chuck finishes a chore.*

4. Read the next two pages.



There are several things you may want to point out, depending on the age of your students and the skills you are working on:

- The author and illustrator use speech bubbles to show who is talking and when. Students will not hear the words “he said” or “she said.”
    - Pink speech bubbles show that Mom is talking.
    - Green speech bubbles show that Chuck is talking.
    - On the following page, Dairy Godmother will appear with blue speech bubbles.
    - Later in the story, a yellow speech bubble is used for a mooing calf!
  - Mom refers to Chuck as “Chuckie” and “Charles” on this page.
  - Chuck’s expression has changed.
  - Chuck is sitting in a messy room.
  - POOF! This indicates that something magical is about to happen.
5. Continue reading the story. Focus on vocabulary, characters, setting, and key details.
  6. After completing the story, review the characters and setting.
  7. Ask students to share some key details from the story. Accept all answers, even those that are not important to the central message. You may want to write them down to reference for Part Two.

## Part Two: Key Details and Main Idea

### Focus:

- Retell stories, including key details, and demonstrate understanding of their central message or lesson.

### Lesson:

1. Explain that you will be revisiting the story *Tales of a Dairy Godmother: Chuck's Ice Cream Wish* by Viola Butler.
2. Tell the students that today they will be focusing on key details in the text and identifying the lesson, or main idea.
3. Share the key detail responses the students offered yesterday. Be sure to include responses that refer to jobs Chuck does on the farm. Ask the students if they see any similarities in the key details. Lead them to notice that some of the key details involve jobs that Chuck helped with when he visited the dairy farm.

*Note: If the students have not offered many details related to chores, this would be a good time to revisit or reread the book.*

4. Ask questions such as these to elicit key details and the main idea. Add to previous student responses.
  - ***Are the jobs that Chuck did important details? Why or why not?***
  - ***Are there other jobs Chuck did at the dairy farm?***
  - ***What lesson is Dairy Godmother trying to teach Chuck? What can readers learn from this book?***
  - ***What is the main idea of this book?***

*Note: If students have difficulty identifying the main idea, or if they have not listed all seven details related to chores, this would be a good time to revisit or reread the book.*

#### Possible Main Idea:

- No chores, no ice cream. (Mom says this at beginning of book.)
- Many chores go into making ice cream. (Paraphrasing Chuck's words at end of story)
- Making ice cream is hard work.
- Farmers do many chores to make ice cream.
- Dairy farmers work hard to produce dairy products like ice cream.

#### Key Details:

- The cows must be cleaned.
- The cows must be milked.
- The milk must be stored.
- The floor must be washed.
- The milk must be tested.
- The cows must be checked for food and water.
- The cow pies must be shoveled.

Note: These key details have been written with a sentence frame:

The \_\_\_\_\_ must be \_\_\_\_\_.

## Part Three: Independent Practice

### Focus:

- Retell stories, including key details, and demonstrate understanding of their central message or lesson

### Lesson:

1. Review the concepts of key details and main idea.
2. Show students one of the ice cream bowl graphic organizers. The one with five scoops (details) might be a good place to start.
3. Explain that students will be identifying the main idea and some key details that support the main idea in the book *Tales of a Dairy Godmother: Chuck's Ice Cream Wish*.

There are many ways to differentiate this activity based on the age and individual needs of students:

- Students can complete the organizer with or without teacher assistance.
- Students can complete the organizer with or without visual reference to the details generated during whole group portion of the lesson.
- Students can work independently or with partners.
- Three different organizers are provided so that students can identify three, five, or all seven details.
- Students can draw, write sentences, or both.

## Just for Fun

### Find the Dairy Products

- Did you notice that Dairy Queen's wand has cheese on the tip?
- Look for many different dairy products on the kitchen counter near the end of the story (milk, butter, cottage cheese, swiss cheese, blue cheese, cream).
- On this same page, look for cows in the kitchen (potholder, toaster, pitcher).

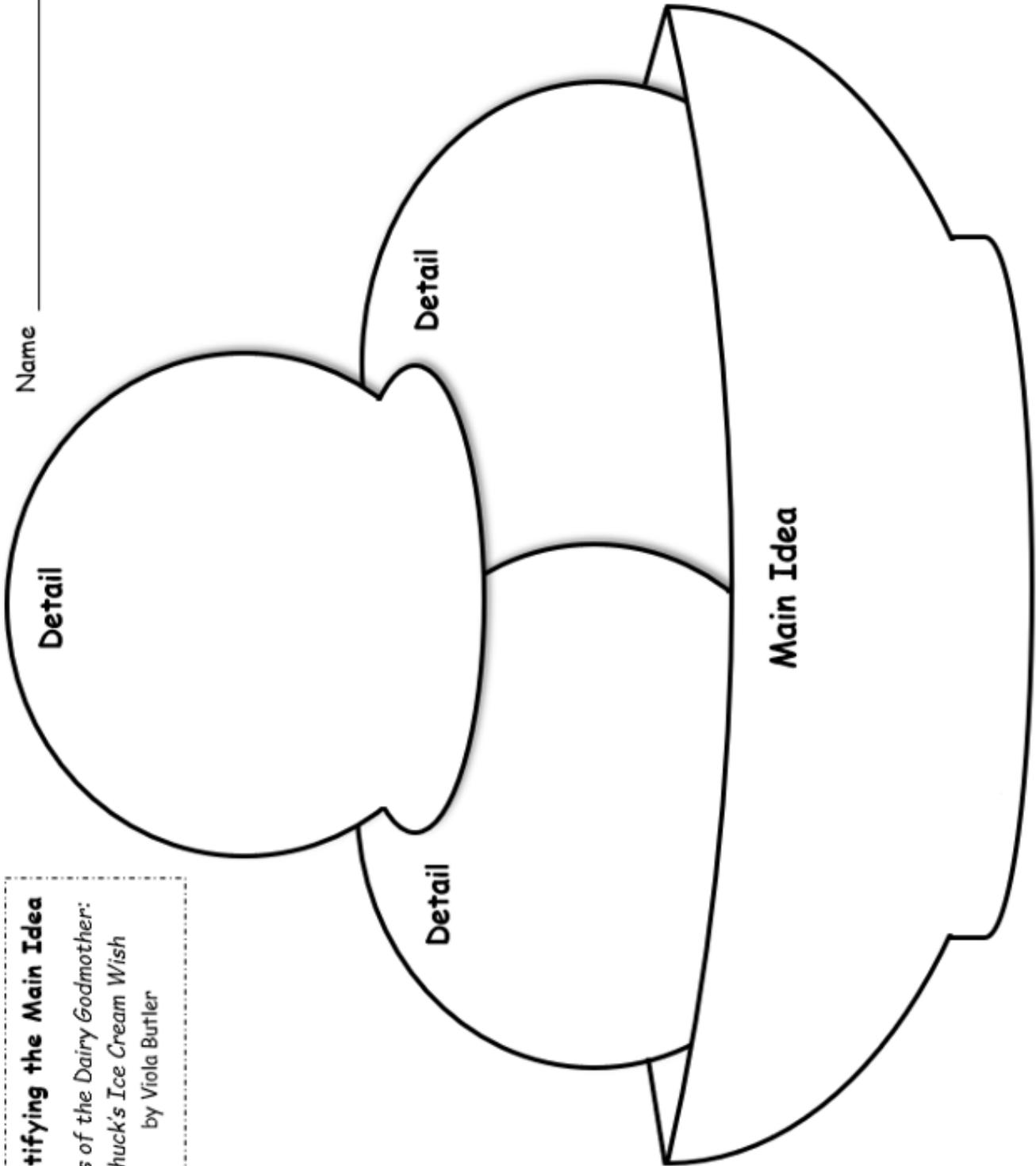


### Find the Dog and Cat

- Look for the dog and cat in different parts of the story. What are they doing? Can you tell how they are feeling?



Name \_\_\_\_\_



**Identifying the Main Idea**  
*Tales of the Dairy Godmother:*  
*Chuck's Ice Cream Wish*  
by Viola Butler

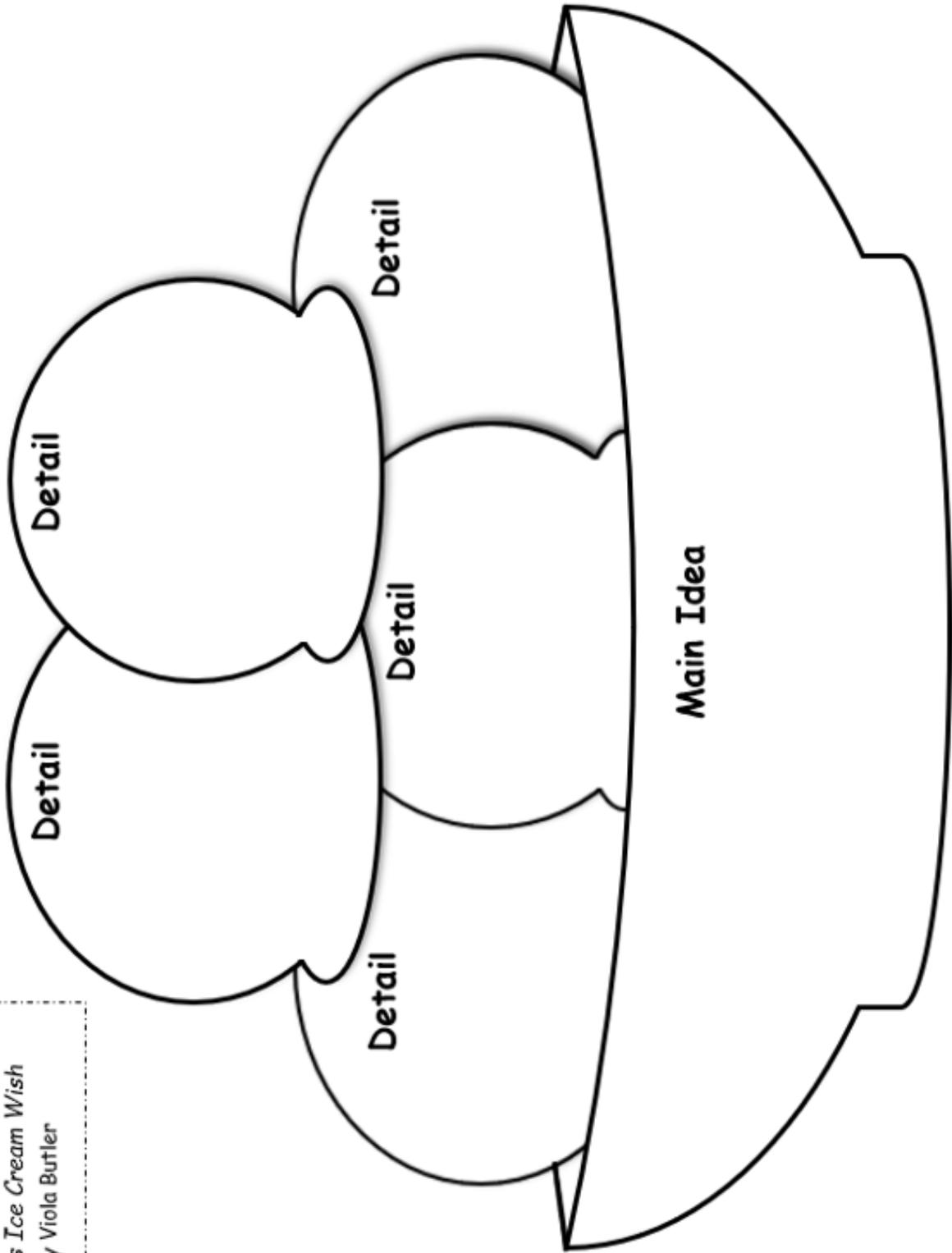
Name \_\_\_\_\_

**Identifying the Main Idea**

*Tales of the Dairy Godmother:*

*Chuck's Ice Cream Wish*

by Viola Butler



Name \_\_\_\_\_

**Identifying the Main Idea**

*Tales of the Dairy Godmother: Chuck's Ice Cream Wish*  
by Viola Butler

