

# Physical Process

## GRASS TO GLASS

### ESSENTIAL QUESTION

# Where does milk come from?

#### WHAT ARE WE LEARNING?

- Where milk comes from
- How grass is turned into milk
- How a cow digests grass through its four stomachs

#### TRY THIS WITH

- Years 1-3
- Students who have an interest in observing and recording processes
- Students who love explaining to others how things work

## FIND

- Listen
- Locate
- Explain
- When
- Why
- Summarise

Display a carton or two litre bottle of milk.  
Use a Google Doc with the following headings already set up ask: What it is? What is inside it? What/Where you think the milk came from?  
Ask students to draw or (in the Google Doc) write their answers.  
Confirm that we do indeed get our milk from cows, discuss any questions or statements students may have.  
Show the students photos of a herd of cows.  
Discuss with students how the milk comes from cows.  
Show the photos of cows eating grass and ask 'how do you think cows make milk?'



## APPLY

- Categorise
- Interpret
- Investigate
- Order
- Distinguish
- Cause and effect

Explain that you will be watching the 'From Grass to Glass' animation.  
Before viewing, predict what students think will happen.  
Ask 'How much grass do you think a cow needs to eat to make a glass of milk?'  
Revisit the animation (and pause on the still frames that you want to discuss).  
Discuss how grass turns into milk.  
Ask what Rosie means when she says, 'Grass is really hard to digest'.  
Use the 'How A Cow Works' factsheet to display and then discuss the process further.  
Create a bubble map to describe the journey of grass through the cow stomachs.



## PRODUCE

- Adapt
- Produce
- Conclude
- Importance
- Theorise
- Prove

Using Instagram and Overgram, students create a flow chart that shows the journey of grass through a cow's stomach.  
Students will need to photograph each step and, using Overgram (or an alternative) record what happens to the grass.  
Check that students can recall basic facts (for example that a cow has four stomachs).  
Allow students to peer check their flow chart, and then peer edit (using a different colour / highlighter) to identify steps that may have been missing.  
Publish the final version of the flow chart on the class blog.



## SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Ensuring the different steps in the process are sequenced correctly
- Giving clear statements that explain where milk comes from
- Explaining what was different between their predictions and what actually happens

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Learning to learn Community engagement	Innovation, inquiry and curiosity Community and participation Excellence	Thinking Using languages, symbols and texts Participating and contributing	Science English CREST	Process Digestion Stomach Sequence	From Grass to Glass TED-Ed How a Cow Works Factsheet Rosie's Education YouTube