

**LESSON PLAN AND ACTIVITIES**

Written in accordance with the Language Arts,  
Social Studies, and Science Standards

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**Together we foster lifelong readers**

## COMPLEXITY

F&P Guided Reading Level N / Lexile Level 860L

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

## TEXT TYPE

Informational Text: Social Studies

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

## OBJECTIVES

- ➔ Use context clues, including illustrations and graphics, to clarify word meaning.
- ➔ Use adjectives, both orally and in writing, to create sensory images.
- ➔ Ask and answer questions about a text to deepen understanding.
- ➔ Identify how parts of a system work together to create a finished product.
- ➔ Write a narrative outlining steps in a process.
- ➔ Write a thank you letter.
- ➔ Conduct a simple research project, correctly identifying sources.
- ➔ Engage in collaborative discussions about a text.
- ➔ Report on a topic with appropriate facts and relevant details.

## MATERIALS

- ➔ Index cards or sentence strips
- ➔ chart paper, markers
- ➔ common objects with a variety of colors and textures to match vocabulary words
- ➔ *Bingo* (Graphic Organizer #3)\*
- ➔ *Línea cronológica* (Graphic Organizer #15)\*
- ➔ *Tabla de orden de sucesos* (Graphic Organizer #34)

## SUMMARY

One of the best parts of a young child's day is opening a lunchbox and diving in. But how did that delicious food get there? From planting wheat to mixing dough, climbing trees to machine-squeezing fruit, picking cocoa pods to stirring a vat of melted bliss, here is a clear, engaging look at the steps involved in producing some common foods. Health tips and a peek at basic food groups complete the menu.

## STANDARDS

**SLAR CCSS** CCSS RI 3.1, RI 3.2, RI 3.3, RI 3.4, RI 3.5, RI 3.7, RI 3.10, RF 3.3.a–d, RF 3.4.a–c, W 3.3.a–d, W 3.4, W 3.5, W 3.7, W 3.10, SL 3.1.a–d, SL 3.4, SL 3.6, L 3.1.a, d–f, 3.2.a, c–g, L 3.3.a, L 3.4.a–d, L 3.5.a, L 3.6

**SLAR TEKS** 3.1.C, 3.1.E, 3.1.H, 3.2.A–C, 3.3.A, 3.4.A–B, 3.10.A, 3.13.A–D, 3.17.A–E, 3.18.A, 3.20.A.i–vi, ix, 3.20.B, 3.22.B–C, 3.23.A, 3.23.C, 3.24.A–B, 3.24.D–E, 3.24.K, 3.25.A–B, 3.26.A.ii–iii, 3.26.B–E, 3.28.A, 3.29.A–B, 3.30, 3.31

**NGSS** Cross-Cutting Concept: Systems and System Models

**NCSS** VII. Production, Distribution, and Consumption

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://santillanausa.com/spanishliteracy)



## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**agridulce** – lo que es mezcla de agrio y dulce, como una naranja / bittersweet  
**cacao** – árbol tropical que da como fruto una vaina con muchas semillas que se emplean para hacer el chocolate / cacao  
**cerosas** – parecido a la cera de abejas / waxy  
**escarlata** – un tono de rojo / scarlet  
**esponjosa** – blanda y poco apretada, como una esponja / spongy  
**gelatinosa** – que tiene o parece gelatina (espesa y transparente) / gelatinous  
**granulosa** – formada por pequeños granos / grainy, gritty  
**hileras** – grupos de personas, animales o cosas colocados en línea uno detrás del otro / rows  
**hogaza** – pan grande de forma redonda / loaf

### Advanced Vocabulary

**bacterias** – organismos microscópicos formados por una sola célula sin núcleo, que pueden causar enfermedades / bacteria  
**carbohidrato** – sustancia formada por carbono, oxígeno e hidrógeno, que se

encuentra en los alimentos y proporciona energía a los seres vivos / carbohydrate  
**cosechadora** – máquina que sirve para cortar y recoger la cosecha, sobre todo de los cereales / harvester  
**cuajo** – sustancia para cuajar un líquido, en especial la que sirve para cuajar la leche y convertirla en queso / rennet  
**germinaron (germinar)** – empezar a desarrollarse las semillas para formar plantas / to germinate  
**levadura** – sustancia formada por hongos que hacen fermentar a otras sustancias con las que se mezcla / yeast  
**proteína** – una de las sustancias principales que forman las células / protein  
**quesería** – lugar donde se fabrica queso / cheese factory  
**recolectar** – recoger los frutos que dan la tierra, los árboles y las plantas / to harvest  
**tritadora** – máquina para convertir una cosa sólida en trocitos pequeños / shredder, crusher

## VOCABULARY DEVELOPMENT

- ➔ Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures (from magazines, books, or the Internet), sketches, and/or pantomime to explain the meaning of each word. You may also tell a story to integrate some of the terms.
- ➔ Make sure students understand all the vocabulary needed to complete the activities (e.g., *adjetivo, contexto, sustantivo, verbo, producción, distribución, consumo*) and instruction words, such as *apoya, describe, presenta*.
- ➔ Have students take turns explaining new vocabulary in their own words by having them say what the word means. Monitor and correct their explanations as necessary.
- ➔ Remind students that analyzing context clues will help them figure out the meaning of words. For example: *las hizo puré* (p. 15, explanation); *para que quede muy suave* (p. 19). Have students use the context clues provided by the author to explain the meaning of these words: *cosechadora* (p. 8), *quesería* (p. 10), *carbohidratos* (p. 24), *proteínas* (p. 25).
- ➔ Remind students that many of the vocabulary words in this text are adjectives. Review the definition of an adjective with the class by having them describe a common object using all five senses and raising their hands every time they hear an adjective in the description. Have students write the vocabulary words on index cards or sentence strips and do a word sort by part of speech (*sustantivo, verbo, adjetivo*). ✓
- ➔ Gather a variety of small, common objects that demonstrate the adjectives on the vocabulary list and distribute them to each group of students. Have students describe the object. Collect the objects and display them at the front of the room. Let students read their descriptions and have the rest of the class guess which object was theirs. ✓
- ➔ **Bingo** Have students use Graphic Organizer #3 to prepare bingo cards with the words from the vocabulary list. Students win by matching the definitions given by you to the vocabulary words on their bingo card.

## READING

### PRE-READING

- ▶ Read the day's lunch menu with students. Ask: *¿Qué tienes en tu lonchera? ¿En qué se parece tu almuerzo al menú de la cafetería?* (What do you have in your lunchbox? How is it like the cafeteria menu?) *¿De dónde viene la comida?* (Where does your food come from?)
- ▶ Read the title and the author's name. Then have students view the illustrations and read the table of contents. Ask students to infer and predict the theme and genre of the book. Ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué tipo de texto creen que es? ¿Por qué?* (What type of text do you think this is? Why?)
- ▶ Have students set a purpose for reading. Ask: *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?)

### READING

- ▶ Read pages 4–7. Allow students to respond to the text by discussing what they know about how their lunch gets to their lunchbox (or cafeteria tray). Tell students that the text and graphic features of this book will help them comprehend the information. Explain that in an informational text, the author gives many facts to help the reader learn about the topic.
- ▶ Do a read aloud of pages 8–12 to familiarize students with the topic of this book and to model pronunciation and intonation. Read through the text the first time for flow and to point out the graphic features of the text. After a second reading, ask: *¿Cuál es el proceso para hacer el pan?* (What is the process for making bread?) *¿En qué se parecen la levadura y el cuajo?* *¿En qué se diferencian?* (How are yeast and rennet similar? How are they different?) *¿Cómo se relacionan las palabras esponjosa y gelatinosa?* (How are the words spongy and gelatinous related?)
- ▶ Have students read the four remaining sections in pairs. Partners should take turns reading to one another, while the listener follows along in the text. The reader can ask the listener for help with a difficult passage or unknown words. After each chapter, have a group discussion to verify students' comprehension and clarify any questions they might have. Ask students: *¿En qué se parecen los procesos de hacer jugo de manzana y queso?* *¿En qué se diferencian?* (How are the processes of making apple juice and cheese similar? How are they different?) *¿De qué parte del árbol de cacao se hace el chocolate?* (What part of the cacao tree does chocolate come from?) *¿Qué inferen acerca de las bacterias que se le añaden al queso?* *¿Qué parte del texto da apoyo a esa inferencia?* (What can you infer about the bacteria that is added to the cheese? What part of the text supports your inference?)
- ▶ Read pages 22–26 with students. Ask: *¿Qué harías para cambiar tus hábitos de alimentación después de leer este libro?* (How are you going to change your eating habits after reading this book?)
- ▶ In order to help students understand the various processes described in the text, provide them with the *Línea cronológica* (Graphic Organizer #15) and ask them to write the steps for making bread, cheese, apple juice or chocolate. As they read, ask students to fill in their charts, listing each step in order. Encourage them to illustrate their charts. Finally, have students discuss their charts in small groups.

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Read the text aloud several times. Then have students repeat chorally after you. Allow students to answer with short phrases or incomplete sentences.
- Have above-level students read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Qué aspecto tienen las plantas de trigo?* (What do wheat plants look like?) *¿Qué pasa con los manzanos en el verano?* (What happens to apple trees during the summer?) *¿Cómo nos ayudan los productos lácteos?* (How do dairy products help us?)

### AT-LEVEL STUDENTS

- Read the text aloud with students. Then have students read the text with a partner.
- Encourage students to make inferences and predictions based on the text, using short sentences.
- Ask questions such as: *¿Cómo llegaron las zanahorias a tu lonchera?* (How did carrots get to your lunchbox?) *¿Qué crees que pasaría si no desecharan las manzanas malas antes de hacer el jugo?* (What do you think would happen if no one threw away the bad apples before making juice?) *¿Por qué no debes nunca dejar de desayunar?* (Why should you never skip breakfast?)

### ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Encourage students to analyze and evaluate the text, using complete and elaborate answers.
- Ask questions such as: *¿Por qué crees que es importante conocer de dónde vienen los alimentos que comes? Usa el texto para apoyar tu opinión.* (Why do you think it's important to know where the food you eat comes from? Use the text to support your opinion.) *¿Qué pasaría si dejaras de comer alimentos de un grupo del plato?* (What would happen if you stopped eating food from one of the groups on the plate?)

## POST-READING

- ▶ Have students work in groups to plan a week's lunches, either as suggestions for the school cafeteria or for what to pack in a lunchbox. Then have them present their plan in the form of an illustrated poster. ✓
- ▶ Have students think of one question they would use to quiz their classmates. Combine their questions to create a class Jeopardy!™ activity. Remind students to use the vocabulary words and the scientific terms they learned during the reading in their questions.
- ▶ Revisit the question *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?) from the Pre-Reading section, and ask: *¿Qué aprendieron al leer este libro?* (What did you learn by reading this book?) *¿Cuál es el mensaje o idea principal del libro?* (What is the book's main message or idea?)



## CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Refer to one of the production processes presented in the text to demonstrate the terms *producción*, *distribución*, and *consumo* (production, distribution, and consumption). Have students identify the production/distribution/consumption process in other parts of the text.
- ▶ Invite a guest speaker, such as the cafeteria manager or a representative from a local food processing plant or distribution center, to describe their work. Prepare students by having them write two or three questions related to the the product the guest speaker makes. Have them rehearse their questions in advance. Have them write thank you letters to the speaker after the visit. ✓
- ▶ Brainstorm a list of lunch-related products, including lunch boxes, serving pieces, straws, etc. Allow students to work in pairs to research how that item is made, packaged and distributed for their use. Have them write three paragraphs about the process, using the *Tabla de orden de sucesos* (Graphic Organizer #34) to organize their thoughts. Remind students to consult two sources and to write the title and author of both sources at the end of their report. ✓

## WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Review the *Líneas cronológicas* (Graphic Organizer #15) about the various food production processes that students created earlier in the lesson. Ask students to identify the production process that seemed most interesting to them and to give their reasons for choosing it. Talk to them about point of view, identifying the various workers involved in the process. Ask them how it must feel to be wheat being made into bread, or milk turning to cheese. Tell them that they are going to write a narrative of their chosen process from the point of view of the food item. Have students work with a partner to revise and edit their writing. Then have them create a final draft with illustrations for inclusion in a class book. ✓



### Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre \_\_\_\_\_

## Vocabulario

### A Une.

- |               |                                   |
|---------------|-----------------------------------|
| 1. escarlata  | a. espesa y transparente          |
| 2. esponjosa  | b. formado por pequeños pedacitos |
| 3. cerosa     | c. blando y poco apretado         |
| 4. granuloso  | d. que parece de cera             |
| 5. gelatinosa | e. rojo                           |

### B Completa las oraciones con el sustantivo correcto.

carbohidratos

bacterias

levadura

proteínas

trituradora

- Las proteínas son las constructoras del cuerpo.
- La trituradora muele el trigo muy fino.
- Hay que calentar los jugos para matar las bacterias.
- Se usa levadura para hacer el pan ligero y esponjoso.
- Los carbohidratos te dan energía para hacer deportes.

### C Encierra en un círculo las palabras que son adjetivos y subraya las que son sustantivos.

Las mandarinas crecieron bajo el calor del sol y cambiaron de verdes a amarillas. Cuando llegó el frío invierno, las mandarinas ya eran anaranjadas, y estaban tan pesadas y llenas de jugo que las ramas del árbol se doblaban.



Nombre \_\_\_\_\_

## Comprensión lectora

**A** Ordena del 1 al 6 las etapas en el proceso de hacer jugo de manzana.

- \_\_\_\_\_ 5 El calentador pone a hervir el jugo para matar los gérmenes.
- \_\_\_\_\_ 3 Una máquina trituradora las hace puré.
- \_\_\_\_\_ 6 Se vierte el jugo en envases.
- \_\_\_\_\_ 2 Una máquina lava las manzanas.
- \_\_\_\_\_ 1 Un camión lleva las canastas de manzana a la fábrica.
- \_\_\_\_\_ 4 Una prensa gigante exprime el puré hasta que sale todo el jugo.

**B** Contesta.

1. ¿Quiénes ayudaron a que la comida llegara a tu lonchera?

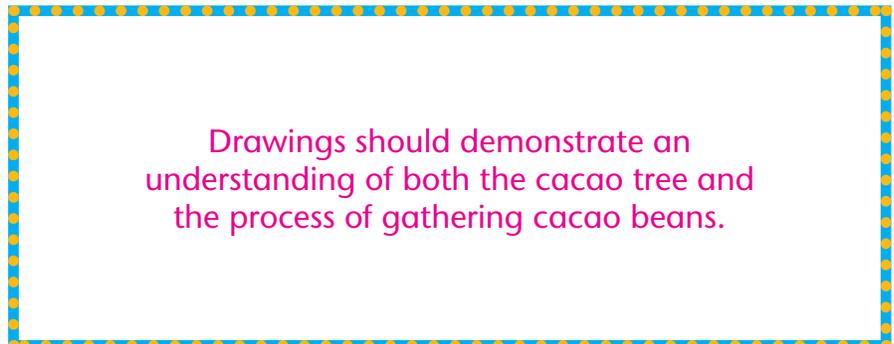
Possible answer: Los granjeros, panaderos, queseros, chocolateros, recolectores, empacadores y conductores.

2. De toda la gente que ayuda a que tengamos comida, ¿cuál tiene el papel más importante? ¿Por qué lo crees? Escribe tu respuesta usando oraciones completas.

Answers will vary.

**C** Explica con tus propias palabras qué hace un recolector. Luego dibuja los recolectores de cacao en su trabajo.

Answers will vary,  
but should describe  
harvesting any of the  
fruits, vegetables and  
grains in the text.





Nombre \_\_\_\_\_

## Vocabulario

### A Une.

- |               |                                   |
|---------------|-----------------------------------|
| 1. escarlata  | a. espesa y transparente          |
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| 4. granuloso  | d. que parece de cera             |
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### B Completa las oraciones con el sustantivo correcto.

carbohidratos

bacterias

levadura

proteínas

trituradora

1. Las \_\_\_\_\_ son las constructoras del cuerpo.
2. La \_\_\_\_\_ muele el trigo muy fino.
3. Hay que calentar los jugos para matar las \_\_\_\_\_.
4. Se usa \_\_\_\_\_ para hacer el pan ligero y esponjoso.
5. Los \_\_\_\_\_ te dan energía para hacer deportes.

### C Encierra en un círculo las palabras que son adjetivos y subraya las que son sustantivos.

Las mandarinas crecieron bajo el calor del sol y cambiaron de verdes a amarillas. Cuando llegó el frío invierno, las mandarinas ya eran anaranjadas, y estaban tan pesadas y llenas de jugo que las ramas del árbol se doblaban.



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## Comprensión lectora

**A** Ordena del 1 al 6 las etapas en el proceso de hacer jugo de manzana.

- \_\_\_\_\_ El calentador pone a hervir el jugo para matar los gérmenes.
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\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

**C** Explica con tus propias palabras qué hace un recolector. Luego dibuja los recolectores de cacao en su trabajo.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

