

click®

Let's Eat!

This issue of CLICK examines how many of our everyday foods become ready for consumption. Beautiful photographs enhance the content of the articles and provide a true “bounty” of information for young readers.

CONVERSATION QUESTION

How is the food we grow turned into other products that we eat?

TEACHING OBJECTIVES

- Students will learn what processes are involved in making a simple lunch.
- Students will learn how a seed grows into a plant.
- Students will learn how jam is made from grapes.
- Students will demonstrate the ability to properly sequence and explain a studied process.
- Students will record the structure and function of each part of a tomato plant.
- Students will examine the five senses as they relate to the process of making jam.
- Students will study word associations.
- Students will plant seeds and log plant growth.
- Students will solve simple theme-based mathematical equations.



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Where Does Your Lunch Come From?**
Expository Nonfiction, ~350L
- **From Seed to Plant**
Expository Nonfiction, ~650L
- **Summer Sweetness in a Purple Jar**
Creative Nonfiction, ~550L

Where Does Your Lunch Come From?

pp. 8–11, Expository Nonfiction

This article will encourage young readers to contemplate where their lunch comes from. Students will learn how a simple PB & J lunch begins at the farm and moves to the table.



RESOURCES

- Let's Eat!

OBJECTIVES

- Students will learn what processes are involved in making a simple lunch.
- Students will demonstrate the ability to properly sequence and explain a studied process.
- Students will study word associations.

KEY VOCABULARY

- vines (p. 11)** long, thin stems that grow along the ground or climb by wrapping themselves around something, such as a tree or a wall
- locally (p. 11)** nearby, close to your town or city
- market (p. 11)** a place where things are bought and sold

ENGAGE

Conversation Question: How is the food we grow turned into other products that we eat?

Ask a few student volunteers to show the class what's in their lunch box. (Use your own as an example, if necessary.) Discuss the different categories of foods and their origins. Display the title of the article, "Where Does Your Lunch Come From?"

INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions. Examine the terms in greater depth by posing the following questions:

- What stores can be found **locally**?
- What might you buy at a **market**?
- What fruits and vegetables grow on **vines**?

READ & DISCUSS

Preview the questions with the students. Then read the article aloud, pausing to discuss when answers to the questions are revealed.

- How does bread start out?
- After the cows are milked, why is the milk heated?
- Where do peanuts grow?
- How are the most carrots picked?
- What types of transportation bring food here from other countries?

CONCEPT/SKILL FOCUS: Sequence & Process

INSTRUCT: Review the article and guide students to notice that there are five different lunch foods discussed in the text. (bread, milk, peanut butter, jelly, baby carrots) Each page reveals four steps that the food undergoes from origin to plate. Have students select one to write about/illustrate on the graphic organizer provided.

ASSESS: Circulate as children are working on their charts and have students retell the process in their own words. Collect the *Let's Eat!* organizers and evaluate.

EXTEND

Language Arts Take this opportunity to discuss food-related word pairs, such as "peanut butter & jelly." Engage in a think-pair-share session, giving students a few minutes to brainstorm other word pairs. (bacon & eggs, cookies & milk, etc.) List responses on the board and assign students different pairs of words to illustrate and label. Bind the finished work into a class book to keep in your reading center.

Let's Eat!

Use information from the article, "Where Does Your Lunch Come From?" to explain how the food goes from farm to plate.

Circle the food you are writing/drawing about:

bread

milk

peanut butter

jelly

baby carrots

First...

Next...

Then...

Finally...

From Seed to Plant

pp. 12–15, Expository Nonfiction

You say to-*may*to, I say to-*ma*hto! This article discusses the growth process from seed to plant by taking the reader on a photographic journey that details the developmental stages of a tomato plant.



RESOURCES

- Let It Grow

OBJECTIVES

- Students will learn how a seed grows into a plant.
- Students will record the structure and function of each part of a tomato plant.
- Students will plant seeds and log plant growth.

KEY VOCABULARY

- seed coat (p. 12)** the protective outer covering of a seed
- roots (p. 12)** the part of a plant that grows underground, gets water from the ground, and holds the plant in place
- seed leaves (p. 13)** the first leaves to poke up from the soil when a plant sprouts
- flower buds (p. 14)** small parts that grow on plants and develop into flowers

ENGAGE

Conversation Question: How is the food we grow turned into other products that we eat?

Create interest in this topic by displaying different types of seeds. Next, slice open a tomato and ask students to describe what they see. Discuss the fact that the seeds are well protected within the fruit. Post the title of the article, “From Seed to Plant.”

INTRODUCE VOCABULARY

Discuss the key vocabulary words and definitions with your students. Provide them with paper and instruct them to fold it into quarters. Have them make a visual representation (picture dictionary) of each key term. Draw attention to these words as you read.

READ & DISCUSS

Have students study the graphics and listen as you read the article aloud. Reinforce concepts by posing the following questions for discussion.

- What softens the seed coat so that a root can push through?
- What carries pollen from one flower to another?
- Why do flowers need pollen?
- How do tomatoes start out?
- List some different ways that you eat tomatoes.

CONCEPT/SKILL FOCUS: Structure and Function

INSTRUCT: Elicit from students that the main idea of the article is to provide a detailed description of how seeds grow into plants, and to teach the reader about the function of each part of a tomato plant. Present the *Let It Grow* graphic organizer and tell students that they will be using information from the article to record the special function of each plant part listed.

ASSESS: Circulate and have brief conversations with students as they work. Remedial readers may work with a partner to reread the text. Collect and review students’ work to further assess understanding.

EXTEND

Science Give students the opportunity to witness growth from seed to plant by creating a classroom garden. Provide students with simple containers, soil, and quick-growing seeds. (Marigolds will begin to sprout in less than a week.) Have them keep a written and illustrated log of the plant’s growth.

Let It Grow

Refer to the article, "From Seed to Plant," to study how each part of the tomato plant helps it grow.

Structure (Plant part)	Function (How does it help the plant/fruit grow?)
stem	
roots	
true leaves	
flower/fruit	

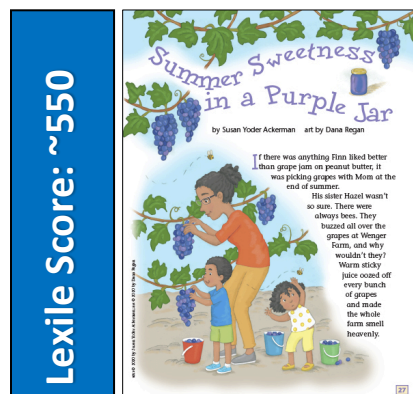
What three things do plants need to survive?

1. _____
2. _____
3. _____

Summer Sweetness in a Purple Jar

pp. 27–33, Creative Nonfiction

This story will take young readers on an adventure that leads from the vineyard to the jam jar. Students will learn how this sweet, sticky product begins with a big bunch of grapes and lots of hard work.



RESOURCES

- Purple Perfection

OBJECTIVES

- Students will learn how jam is made from grapes.
- Students will examine the five senses as they relate to the process of making jam.
- Students will solve simple theme-based mathematical equations.

KEY VOCABULARY

- **pantry** (p. 28) a closet used for storage, usually in a kitchen
- **blender** (p. 29) an electric appliance for mixing
- **boiled** (p. 33) when a liquid is heated to bubbling

ENGAGE

Conversation Question: How is the food we grow turned into other products?

Have students use crayons or paints to create the color purple by mixing red and blue. Announce the title of the article, “Summer Sweetness in a Purple Jar,” and ask students to predict the topic of the article. Revisit predictions after reading.

INTRODUCE VOCABULARY

Post and discuss the key terms and definitions. Discuss why we might categorize these all as “kitchen words.” What ingredients might you put in the **blender**? What types of liquids get **boiled**? What items are stored in the **pantry**?

READ & DISCUSS

Reinforce comprehension of the story by using the following prompts to guide discussion:

1. What was Finn’s favorite thing to do at the end of summer?
2. Why did Finn and his mom first decide to make grape jam?
3. Turn to a friend and talk about all the things that Finn, Hazel, and Mom had to do in order to make jam.
4. What ingredients did they need to add to the grapes?
5. Why did Mom put the filled jars into a hot water bath?

CONCEPT/SKILL FOCUS: Observational Skills

INSTRUCT: Ask for volunteers to retell the article orally. Guide students to notice that all of the five senses are used to describe the jam-making process. Review the five senses. Distribute the *Purple Perfection* graphic organizer and have students work in small groups to complete it.

ASSESS: Meet with groups to discuss their completed charts. Reread the article with children needing remediation.

EXTEND

Mathematics Use interest in this topic to give students practice with simple word problems. Inform the class that research shows that it takes 3 pounds of grapes to make a jar of jam. Display the following word problem: *You need 3 pounds of grapes to make 1 jar of jam. How many pounds of grapes do you need to make 2 jars of jam?*

Depending on their ability, students may represent this solution by using addition or multiplication. ($3+3=6$ or $2\times3=6$) Adapt the word problem by substituting numbers appropriate for your level of students. Challenge them to create their own word problems.

Purple Perfection

Refer to the article, "Summer Sweetness in a Purple Jar," to study how all five senses are used when making jam. Examples from the story are given below.

Sense	Describing words
sight	purple
touch	sticky
taste	sweet
smell	heavenly
sound	ping