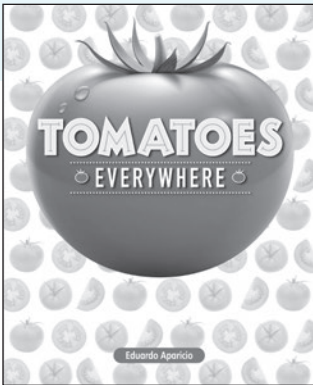


Tomatoes Everywhere

GENRE Informational Text

WHY THIS TEXT?

This informational text is all about tomatoes, which were first grown in Mexico and Peru. The author of this text wants readers to understand facts about this red fruit, explaining how it gets from a farm to a store and sharing a pizza recipe so readers can have a pizza party with friends!



VOCABULARY NETWORK

Words About Tomatoes seeds (n.), juicy (adj.), fruit (n.)

TEXT COMPLEXITY

READING LEVEL H **OVERALL RATING** Moderately Complex

TEXT X-RAY		
KEY IDEAS	LANGUAGE	BACKGROUND & CULTURE
<ul style="list-style-type: none">Tomatoes are fruits.Tomatoes grow on plants.People in Mexico and Peru began to grow tomatoes a long time ago.Today we have many kinds of tomatoes.People use tomatoes to make many things, including ketchup and tomato sauce, which they use to make pizza.	Key Vocabulary <div>ketchup (p. 2) juice (p. 12)</div> <div>tomatoes (p. 2) machine (p. 12)</div> <div>fruits (p. 4) presses (p. 12)</div> <div>farm (p. 4) pizza (p. 12)</div> <div>workers (p. 11) salsa (p. 12)</div> <div>pack (p. 11)</div>	Display a tomato and cut it open, if possible. Explain that the tomato is a fruit that grows from a plant. Invite children to discuss foods that are made from tomatoes, including ketchup, pizza sauce, spaghetti sauce, and so on. If possible, display pictures of each.

INSTRUCTIONAL SUPPORT

Options for Teacher-Led Sessions	Online Printables	Tabletop Minilessons: Reading
<div><input type="radio"/> Key Ideas & Details 2</div> <div><input type="radio"/> Author’s Purpose 4</div> <div><input type="radio"/> Central Idea 6</div> <div><input type="radio"/> Respond & Extend..... 8</div>	<div>Vocabulary Network Organizer</div> <div>Oral Reading Record</div> <div>Comprehension Quiz</div>	<div>Author’s Purpose</div> <div>Central Idea</div> <div>Informational Text</div>

Key Ideas & Details

GENERATE INTEREST

Prompt children to make predictions and share connections.

- *What do you know about tomatoes?*
- *Do you like tomatoes? Why or why not?*

BUILD VOCABULARY

Use the Vocabulary Network Organizer to develop vocabulary and explore language connections.

- seeds (n.), juicy (adj.), fruit (n.)

GUIDE INSTRUCTION

Build comprehension of the text, using the prompts below as needed.

2–3

What is ketchup made from? (*tomatoes*)

Discuss Prompt children to talk about ketchup and whether or not they agree it makes food taste good. Then ask if they like tomatoes, and to think about why someone might like ketchup but not tomatoes.

TEXT EVIDENCE

- *Did you know that ketchup is made from tomatoes?*

English Learner Support

Spanish cognate: *tomate* (*tomato*)

4–5

Are tomatoes fruits or vegetables? (*fruits*) **Where do tomatoes come from?** (*plants*)

Discuss Have children discuss whether or not they are surprised that a tomato is a fruit. Have them explain their answer. Then share information about the difference between fruits and vegetables.

TEXT EVIDENCE

- *Tomatoes are fruits. Tomatoes grow on plants.*

English Learner Support

Spanish cognate: *fruta* (*fruit*)

6–7

When did people begin to grow tomatoes? (*a long time ago*) **Where?** (*Mexico and Peru*)

Guide Explain that the map on page 7 shows where Mexico and Peru are located. Help children see where these countries are in relation to the United States.

TEXT EVIDENCE

- *People began to grow tomatoes a long time ago.*
People in Mexico and Peru had tomato farms.

English Learner Support

Help children understand what the map shows.

Spanish cognate: *mapa* (*map*)

8–9

How does the author describe the many kinds of tomatoes? (*red, round, big, small, orange, long, yellow*)

Discuss Have children discuss the different tomatoes they see in the picture. Have them share which tomatoes they have tasted or seen. Have them talk about whether or not they'd like to try different tomatoes and why or why not.

TEXT EVIDENCE

- . . . red, round, and big . . . small and orange . . . long and yellow.
- PHOTO CLUES

English Learner Support

Use the photo, and other pictures if necessary, to help children understand each word used to describe tomatoes.

10–11

Where can you buy tomatoes? (*at the store*) **How do they get to the store?** (*by truck*)

Create a Visual Draw a sequence of events chart. Have children help you complete the chart by explaining what happens first, next, and last to get tomatoes to the store.

TEXT EVIDENCE

- *Workers on tomato farms pack tomatoes in boxes. Trucks bring the tomatoes to the store. Then you can buy them!*
- PHOTO CLUES

12–13

What presses the juice out of a tomato? (*a machine*)
What else do machines help make from tomatoes? (*tomato sauce and salsa*)

Reread Have children reread pages 2–3 to recall that ketchup comes from tomatoes, too. Have them use what they learned on these pages to discuss how ketchup is made.

TEXT EVIDENCE

- *They put tomatoes in a big machine that presses out juice. Machines also make tomato sauce for pizza and salsa for tacos.*

English Learner Support

- A _____ presses out the juice.
- A _____ presses out the _____.
- Tell how people make tomato juice.

Spanish cognate: *máquina* (*machine*)

14–16

What ingredients do you need to make this pizza recipe? (*tomato sauce, cut tomatoes, cheese, a flour tortilla*)

Discuss Ask children if they like pizza and why. Then ask if they'd like to make this recipe at home. Have them explain their answer.

TEXT EVIDENCE

- *You need . . . tomato sauce . . . cut tomatoes . . . cheese . . . a flour tortilla*

English Learner Support

Use the photograph to review the ingredients used in the recipe.

Author's Purpose

INTRODUCE THE DRIVING QUESTION

- How does identifying an author's purpose for writing help you understand informational text?

GUIDE INSTRUCTION

Use the prompts below to focus on the concept of Author's Purpose. For additional support on the concept, refer to the relevant Tabletop Minilesson.

2-3

What is this book about? (*tomatoes*) **Why does the author begin this text with information about ketchup?** (*Ketchup is made from tomatoes.*)

Guide Remind children that authors choose to include certain information for a reason. Once they understand that ketchup is made from tomatoes, point out that the author starts the text with information about ketchup because many people like ketchup, so readers will be interested to know more about tomatoes.

TEXT EVIDENCE

- *Many people think ketchup makes food taste good. Did you know that ketchup is made from tomatoes?*
- PHOTO CLUES

English Learner Support

Display the picture of ketchup and discuss if children like ketchup and, if so, how they use it.

4-5

Why does the author include this photo of tomatoes growing on a tomato farm? (*so readers can see what a tomato farm looks like*)

Discuss Lead children to understand that authors include photographs to support their text. Have children discuss what they notice about this photo.

TEXT EVIDENCE

- *Here you can see tomatoes growing on a tomato farm.*
- PHOTO CLUES

English Learner Support

Explain the word *farm* and that a tomato farm is a place where a lot of tomato plants are planted and grow.

6-7

What does the map on page 7 show? (*where some of the first tomato farms were*) **Why does the author include this map?** (*to help readers understand where these countries are located*)

Discuss Have children discuss how the map supports the text.

TEXT EVIDENCE

- *People began to grow tomatoes a long time ago. People in Mexico and Peru had tomato farms.*
- MAP CLUES

English Learner Support

If any children are from Mexico or Peru, invite them to share information about their home country.

8–9

Why does the author describe different kinds of tomatoes? (*to help readers understand that there are different kinds of tomatoes*)

Discuss Prompt children to discuss if they are surprised that there are so many different kinds of tomatoes. Ask them if they think it was a good idea for the author to include this information and why.

TEXT EVIDENCE

- Today we have many kinds of tomatoes.
- PHOTO CLUES

English Learner Support

As you read each description of a tomato, have children point to examples in the photo, with assistance as necessary.

10–11

Why does the author include three different photos on these pages? (*Each photo shows a step in getting tomatoes from the farm to the store.*)

Reread Have children reread page 11, one sentence at a time, and point to the photo that goes with each sentence.

TEXT EVIDENCE

- Workers on tomato farms pack tomatoes in boxes. Trucks bring the tomatoes to the store. Then you can buy them!
- PHOTO CLUES

English Learner Support

Point to each photo and read the sentence that goes with it to explain what it shows.

12–13

How do people make tomato juice? (*They put tomatoes in a big machine that presses out the juice.*) **What is the author's purpose for including this information?** (*to inform readers how we get juice from tomatoes*)

Discuss Display the photographs on page 13 and discuss how they show a machine making tomato juice from tomatoes.

TEXT EVIDENCE

- They put tomatoes in a big machine that presses out juice.
- PHOTO CLUES

English Learner Support

Explain the meaning of the word *press*. Act it out to support the meaning and have children mimic your actions as they repeat the word.

14–16

Why does the author include a recipe for making pizza? (*to show readers one thing they can make with tomatoes; to explain to readers how to make pizza*)

Create a Visual Create an author's purpose web. Have children tell you the author's purpose for writing the book and list text evidence that supports this purpose. Record their responses on the web.

TEXT EVIDENCE

- Making pizza is easy!
- You can have your own pizza party at home. Your friends will love it!

English Learner Support

Use the pictures in the text to help children make connections between text evidence and the author's purpose.

Central Idea

INTRODUCE THE DRIVING QUESTION

- How can you use supporting details to figure out the central idea of a text?

GUIDE INSTRUCTION

Use the prompts below to focus on the concept of Central Idea. For additional support on the concept, refer to the relevant Tabletop Minilesson.

Cover–Table of Contents

What is the topic of this text? (*tomatoes*) **How do you know?** (*The title is Tomatoes Everywhere. The word tomatoes appears several times in the Table of Contents.*)

Guide Read aloud each section title shown in the Table of Contents and explain that these are the details that will support the author’s central idea.

TEXT EVIDENCE

- *Tomatoes Everywhere*
- *Ketchup and Tomatoes . . . Kinds of Tomatoes . . . How Tomatoes . . . Use Tomatoes*

English Learner Support

Walk children through the Table of Contents, turning to each page listed. Explain that the Table of Contents shows details the author will provide in the text.

2–5

What facts does the author give on these pages? (*Ketchup is made from tomatoes. Tomatoes are fruits, and they grow on plants. A tomato farm has many plants.*)

Create a Visual Begin a central idea and details chart. With children’s help, fill in the details as you read the text. On this page, add “fruits” and “grow on plants.”

TEXT EVIDENCE

- *Did you know that ketchup is made from tomatoes?*
- *Tomatoes are fruits. Tomatoes grow on plants. . . . on a tomato farm.*
- PHOTO CLUES

English Learner Support

- “Tomatoes are _____.”
- “Tomatoes are _____ that grow on _____.”
- “What have you learned about tomatoes?”

6–7

What details about tomato farms does the author provide on this page? (*They are not new; the first tomato farms were in Mexico and Peru.*)

Discuss Prompt children to discuss how these details about tomato farms support the topic of tomatoes.

TEXT EVIDENCE

- *Tomato farms are not new. People began to grow tomatoes a long time ago. People in Mexico and Peru had tomato farms.*

English Learner Support

Help children understand that this text is about the past, when people started to grow tomatoes.

8–9

What is the central idea of the text on page 8? (*Today we have many kinds of tomatoes.*)

Discuss After children identify the central idea of the page, ask them to cite the details that support it.

TEXT EVIDENCE

- *Today we have many kinds of tomatoes. Some tomatoes are red, round, and big. . . . small and orange. . . . long and yellow.*
- PHOTO CLUES

English Learner Support

Point to the different tomatoes in the photo as you read the descriptions of each. Then point to each tomato again and ask children to describe it.

10–11

What is this page mostly about? (*how tomatoes get to the store so we can buy them*)

Discuss Prompt children to discuss how the information on this page helps them better understand the topic of the book.

TEXT EVIDENCE

- *Workers on tomato farms pack tomatoes in boxes. Trucks bring the tomatoes to the store. Then you can buy them!*

12–13

What is the central idea of the text on this page? (*People use tomatoes to make different things.*)

Reread Have children reread pages 2–13 and summarize the important details they learned about tomatoes. Prompt them to check if they have added all of the details to the chart.

TEXT EVIDENCE

- *People use tomatoes to make tomato juice. . . . also make tomato sauce for pizza and salsa for tacos.*

English Learner Support

Pair English learners with stronger English speakers to choose the supporting details they learned about tomatoes.

14–16

What is the central idea of the text on these pages? (*Pizza is easy to make.*) **What is the central idea of this book?** (*People use tomatoes to make many things.*)

Discuss Review the details on the chart to help children come up with the central idea. Explain that sometimes the author provides the central idea in the text. Have them decide if the author did so in this book.

TEXT EVIDENCE

- *Making pizza is easy!*

Respond & Extend

GENERATE INTEREST

- *What do people make with tomatoes?*
- *What surprised you about tomatoes as you read this text?*

GUIDE INSTRUCTION

Explain that children will be using what they have read and their own opinions to respond to the text. Then assign and support one or more of the activities below.

Project

Design a Tomato Label

- Look at the labels of tomato products on pages 2 and 12.
- Design a new label for the bottle, can, or jar.
- Draw pictures and write words to tell what is inside. Add bright colors and lines.
- Share your label with the group.

Research Connection

Discover Tomato History

- Search online to find out more about the history of tomatoes.
- Choose one fact you learned.
- Write or dictate a sentence or two about the history of tomatoes. Draw a picture to go with your writing.
- Share your findings with the group.

Response Writing

Write a Recipe Card

- Review the recipe for pizza from the book.
- Create a recipe card for your own pizza recipe, making changes to the recipe. Maybe use a different bread or add toppings to your pizza.
- Share your recipe card with the group.

Vocabulary & Language

Use Describing Words

- Make a list of the words the author uses to describe different tomatoes.
- Use each word in a sentence about tomatoes or something made from tomatoes.
- Share your sentences with the group.

Hands-On Activity

Make Pizza

- Gather the ingredients needed to make the pizza recipe from the book.
- Follow the directions to make the pizza.
- Explain if you like the pizza or what you would do to make it better.

