2ND GRADE NUTRITION SCIENCE UNIT

2012 Christopher Columbus Family Academy’s Training for All Teacher’s Summer Curriculum Institute

Team Leader: Leslie López, 2nd Grade Bilingual Teacher
Team Member: Carmen Conyer, 2nd Grade Spanish Component Teacher
Team Member: Kristin Mariano, 2nd Grade English Component Teacher

A modification to the New Haven Public Schools’ Science Curriculum to promote academic success for all English Language Learners.
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2012 TAT Summer Curriculum Institute Proposal

Date: Tuesday, July 3, 2012

Team Leader: Leslie A. López, 2nd Grade Bilingual Teacher

Team Members: Carmen Conyer, 2nd Grade Spanish Component Teacher
Kristin Mariano, 2nd Grade English Component Teacher

Curriculum: New Haven Public Schools 2nd Grade Science Curriculum

Goal:

Our goal for the TAT Summer Curriculum Unit will be to enhance the literature portion of the 2nd Grade New Haven Public Schools' Nutrition Unit.

Currently, the curriculum unit lists eight (8) books as "literature connections" with no focus on comprehension learning:
1. Gregory the Terrible Eater by Mitchell Sharmat
2. Walter the Lazy Mouse by Marjorie Flack
3. Eating the Alphabet: Fruits and Vegetables from A to Z by Lois Ehlert
4. Pancakes for Breakfast by Tomie dePaola
5. The Race Against Junk Food by Anthony Buono, Roy Nemerson & Brian Silberman
6. How to Teach Nutrition to Kids by Connie Evers
7. Five Kids and a Monkey Solve the Great Cupcake Caper: A Learning Adventure About Nutrition and Exercise by Nina Riccio

Objective:

As a team, we will be enhancing these eight (8) books by finding additional books that can be used in both languages (English and Spanish) to enhance comprehension learning in three specific areas:
1. Sequence of procedure/process/events
2. Main idea/message of the story
3. Making a personal connection (text-to-self)

Each new book will cover each of the above three (3) areas in their respective comprehension section.

We will be meeting as a team starting on Tuesday, July 3, 2012 through Monday, July 9, 2012 from 11:00 a.m. to 3:00 p.m. (no Wednesday, July 4th). During these times, we will also be meeting at night from 8:30 p.m. to 10:30 p.m. On Sunday, July 8, 2012, we will be meeting for 3 hours from 9:00 a.m. to 12:00 p.m.

If you have any questions, please feel free to contact the Team Leader, Leslie López, at:

Email: leslie.lopez@new-haven.k12.ct.us
Phone: 203-804-4369
# 2nd Grade Science – Nutrition Unit

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Day 1: Retell – Sequence of Events</th>
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</table>
| **Title** | The Empanadas that Abuela Made by Diane Gonzales Bertrand  
Pages: 2-13 |
| **Objective** | Students will be able to (SWBAT) identify and retell the events of a story in its correct sequence. |
| **Essential Understanding** | Students will learn to retell how the story unfolds with the making of abuela’s empanadas. The students can start with the ingredients she uses and include the process and some utensils mentioned in the story, as well as who begins to help her. |
| **CT Standards** | **CC.2.R.L.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  
**CT.2.R.35** Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.  
**Science GLE 1.1** The essential components of balanced nutrition can be obtained from plant and animal sources. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. |
| **Essential Questions** | 1. Which is the first ingredient that the children bring for abuela’s empanadas?  
2. What do they need next?  
3. Can you list/name some of the ingredients needed for the dough?  
4. What do they use to roll the dough?  
5. What does abuela use the dough for?  
6. Who helps abuela to roll the dough? |
| **Materials** | 1. The Empanadas that Abuela Made book  
2. Chart paper  
3. Vocabulary journals  
4. Overhead projector  
5. Summary Frame Worksheet  
6. Sticky notes  
7. Markers |
| **Vocabulary** | 1. empanadas (pg. 2): a traditional Spanish food item made with dough and stuffed with a variety of fillings.  
2. dough (pg. 6): a mixture that consists essentially of flour or corn meal and a liquid.  
3. rolling pin (pg. 8): a long cylinder for rolling out dough. |
| Before Reading | 1. The teacher will ask the students to take a seat on the rug. Here, the teacher will introduce the book title.  
2. Activate prior knowledge by inviting students to share what they know or ask questions such as: Do you know what an empanada is? Have you eaten one? What do you know about them?  
3. Show illustration on first page.  
4. Turn and talk: On the rug, ask the students to observe the cover of the book. Allow 1-2 minutes for discussion. After the allotted amount of time, the teacher will write student observations/responses on chart paper.  
5. Reading purpose: As we read today, we are going to pay attention and observe which ingredients are added to the story. This will help us keep in mind what happens in the beginning, middle and end of the story. Let's continue to read to see what ingredient will be added to the recipe. |
| During Reading | Students will be able to:  
1. Create a list of events in the order that they are presented in the story  
2. List ingredients that are being added to the story on chart paper  
3. Think aloud by using the metacognitive strategies to aid in retelling comprehension (noticing, wondering, guessing, picturing, and figuring out) |
| After Reading | Students will be able to:  
1. Write about this section of the story in a sequential order by using a Summary Frame worksheet.  
2. When finished with the Summary Frame worksheet, students will use their writing journals to reflect on what they learned in today's lesson.  
3. Recap and share some of their responses in a whole group discussion. |
| Closure | Good readers should be able to recall the events of a story in sequential order. By practicing our retelling strategies, students will be able to recall when events in the story take place (beginning, middle or end) and gain further understanding of the story. |
| Activity | Students will complete the Summary Frame Worksheet. |
| Homework | Students will create their My Favorite Empanada recipe. The recipe will be presented in sequential order by the steps required to make the empanada. The students will begin this exercise at the end of class and complete the assignment at home. |
| Extension Activities | 1. Working in pairs, students can review and practice the vocabulary words learned in today's lesson.  
2. Working in pairs, students can reread the section by taking turns.  
3. Students can make a list of their favorite foods. |
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<tr>
<td>4.</td>
<td>Using images from the story, students will sort and place them in sequential order.</td>
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<td>5.</td>
<td>Students will create a list of ingredients to make their own favorite empanada.</td>
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<tr>
<td>6.</td>
<td>Working in pairs, students can review and practice the vocabulary words learned in today’s lesson.</td>
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<td>9.</td>
<td>Using images from the story, students will sort and place them in sequential order.</td>
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<tr>
<td>10.</td>
<td>Students will put in order the events from the story. The teacher will provide a worksheet where they will have to cut and paste the images in sequential order from when they occurred in the story.</td>
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<tr>
<td>11.</td>
<td>Make a list of the important events in the story.</td>
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<tr>
<td>12.</td>
<td>Analyze the recipe and discuss which step(s) is essential to making empanadas.</td>
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<td>13.</td>
<td>Discuss why it is important to follow a recipe.</td>
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# 2nd Grade Science – Nutrition Unit

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<th>Lesson</th>
<th>Day 2: Retell – Sequence of Events</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>The Empanadas that Abuela Made by Diane Gonzales Bertrand Pages: 14-26</td>
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<tr>
<td><strong>Objective</strong></td>
<td>Students will be able to identify and retell the events of a story in its correct sequence.</td>
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<tr>
<td><strong>Essential Understanding</strong></td>
<td>Students will learn to retell how the story unfolds with the making of abuela's empanadas. The students can start with the ingredients she uses and include the process and some utensils mentioned in the story, as well as who begins to help her.</td>
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<td><strong>CT Standards</strong></td>
<td>CC.2.R.L.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
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<td>CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.</td>
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<td></td>
<td>Science GLE 1.1 The essential components of balanced nutrition can be obtained from plant and animal sources. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils.</td>
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</table>
| **Essential Questions** | 1. Which is the first ingredient that the children bring for abuela's empanadas?  
2. What do they need next?  
3. Can you list/name some of the ingredients needed for the dough?  
4. What do they use to roll the dough?  
5. What does Abuela use the dough for?  
6. Who helps Abuela to roll the dough? |
| **Materials** | 1. The Empanadas that Abuela Made book  
2. Chart paper  
3. Vocabulary journals  
4. Overhead projector  
5. Summary Frame Worksheet  
6. Sticky notes  
7. Markers |
| **Vocabulary** | 1. rolls out (concept word, pg. 14): to smooth something out.  
2. folds over (concept word, pg. 14): to cover something over. |
| **Before Reading** | 1. On the rug, the teacher reviews with the students what was presented in the previous lesson. The students will share their
thoughts with the class. This review can include a list of ingredients created by the class and the teacher on chart paper.

2. Prediction: Who do you think will join the family? Why do you think so? The teacher will record student responses on chart paper.

3. Turn and talk: The teacher will show an illustration on page 16 and ask the students what they notice about it. Allow 1-2 minutes for discussion. After the allotted amount of time, the teacher will write student observations/responses on chart paper.

4. Reading purpose: As we read today, we are going to pay attention and observe which family members are added to the story. This will help us keep in mind what happens in the beginning, middle and end of the story. Let’s continue to read to see who else is going to come along.

5. **NOTE**: Students should be able to notice that the dog has joined the family members that are already part of this story. This is another characteristic of the book that can help them retell in sequence, because after all the ingredients are gathered, then family members are added in the story and become part of it.

### During Reading

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<th>Students will be able to:</th>
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<td>1. Create a list of events in the order that they are presented in the story</td>
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<tr>
<td>2. List ingredients that are being added to the story on chart paper</td>
</tr>
<tr>
<td>3. Think aloud by using the metacognitive strategies to aid in retelling comprehension (noticing, wondering, guessing, picturing, and figuring out)</td>
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### After Reading

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<tr>
<th>Students will be able to:</th>
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<tr>
<td>1. Write about this section of the story in a sequential order by using a Summary Frame worksheet.</td>
</tr>
<tr>
<td>2. When finished with the Summary Frame worksheet, students will use their writing journals to reflect on what they learned in today’s lesson.</td>
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<tr>
<td>3. Recap and share some of their responses in a whole group discussion.</td>
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### Closure

Good readers should be able to recall the events of a story in sequential order. By practicing our retelling strategies, students will be able to recall when events in the story take place (beginning, middle or end) and gain further understanding of the story.

### Activity

Students will create a list to retell the events in the story in sequential order.

### Homework

Students will create and write three (3) sentences using the vocabulary words from the story.

### Extension Activities

1. Working in pairs, students can review and practice the vocabulary
words learned in today’s lesson.
2. Working in pairs, students can reread the section by taking turns.
3. Students can make a list of their favorite foods.
4. Using images from the story, students will sort and place them in sequential order.
5. Students will create a list of ingredients to make their own favorite empanada.
6. Working in pairs, students can review and practice the vocabulary words learned in today’s lesson.
7. Working in pairs, students can reread the section by taking turns.
8. Students can make a list of their favorite foods.
9. Using images from the story, students will sort and place them in sequential order.
10. Students will put in order the events from the story. The teacher will provide a worksheet where they will have to cut and paste the images in sequential order from when they occurred in the story.
11. Make a list of the important events in the story.
12. Analyze the recipe and discuss which step(s) is essential to making empanadas.
13. Discuss why it is important to follow a recipe.
Summary Frame
The Empanadas that Abuela Made

Name ___________________________________________ Date __________________________

This story takes place ____________________________

The characters are ______________________________

This story begins by ______________________________

________________________________________________________________________________

After the characters bring the pumpkin for Abuela’s empanadas, this is what happens:

First, __________________________________________

________________________________________________________________________________

Second, _________________________________________

________________________________________________________________________________

Third, __________________________________________

________________________________________________________________________________

The story gets interesting because ________________________

________________________________________________________________________________

At the end of the story ___________________________________

________________________________________________________________________________

I like this story because ________________________________

________________________________________________________________________________
# 2nd Grade Science – Nutrition Unit

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Day 3: Main Idea – Determine the author’s message/theme/lesson within a written piece of work.</th>
</tr>
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<tbody>
<tr>
<td>Title</td>
<td>The Empanadas that Abuela Made by Diane Gonzales Bertrand Pages: 2-26</td>
</tr>
<tr>
<td>Objective</td>
<td>Students will be able to identify the author’s message/theme of the text upon completion of the book.</td>
</tr>
<tr>
<td>Essential Understanding</td>
<td>By identifying the main idea of the story, the students will have a better grasp and understanding of the author’s intention for writing the book.</td>
</tr>
</tbody>
</table>
| CT Standards | **CC.2.R.L.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  
**CC.2.R.L.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  
**CT.2.R.35:** Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view. |
| Science GLE 1.1 | The essential components of balanced nutrition can be obtained from plant and animal sources. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. |
| Essential Questions | 1. What is the message/theme of this section?  
2. Which words can help us identify the theme?  
3. What steps can we follow to identify the message/theme of the section?  
4. Which statement tells what this section is about?  
5. What is the author trying to tell us? |
| Materials | 1. The Empanadas that Abuela Made book  
2. Chart paper  
3. Writing journals  
4. Overhead projector  
5. Sticky notes  
6. Markers  
7. Word Map graphic organizer |
| Vocabulary | Review: All (rolls out, folds over, empanadas, dough, rolling pin) |
| Before Reading | 1. The teacher will ask the students to take a seat on the rug. Here, the teacher will review the entire book with the students and the |
| During Reading | 1. The teacher will review the student responses with the entire class.  
2. Next, the teacher will explain the objective for today's lesson.  
3. In a whole group setting, the teacher will ask the students what they think the main idea of the story is.  
4. The teacher will allow 1-2 minutes for the students to turn-and-talk to answer the question. The teacher will write the students' responses on chart paper.  
5. Students will decide which comments support the lesson's objective. The teacher will eliminate those responses that do not make sense.  
6. Next, the teacher will ask the students to take their seats. |
| --- | --- |
| After Reading | 1. The teacher will review today's objective with the class.  
2. Students will write about what they think the author's message is in this section of the story.  
3. When finished with worksheets, students will use their writing journals to reflect on what does the author's message means to them and what they can learn about the message.  
4. After all students have finished the assignment, teacher and class will reconvene to recap and share some of the student's responses in a whole group discussion. |
| Closure | Several students will share their ideas about the author's message with the class.  
Remind students that everything they read has a message. Good readers can identify the author's message by observing carefully what happens in the story from beginning to end. The idea is to focus also on what information is not presented (implied) that will aid in further understanding of the story. |
| Activity | Working in pairs, students will brainstorm and write down what they believe is the main idea of the story. Each student will record their response in their writing journals. |
| Homework | Students will need to complete their Word Map worksheet which focuses on enhancing the students' vocabulary and understanding its meaning. |
| Extension Activities | 1. Working in pairs, students can review and practice the vocabulary words learned in today's lesson.  
2. Working in pairs, students can reread the section by taking turns.  
3. Students can make a list of their favorite foods.  
4. Using images from the story, students will sort and place them in... |
5. Students will create a list of ingredients to make their own favorite empanada.
6. Working in pairs, students can review and practice the vocabulary words learned in today’s lesson.
7. Working in pairs, students can reread the section by taking turns.
8. Students can make a list of their favorite foods.
9. Using images from the story, students will sort and place them in sequential order.
10. Students will put in order the events from the story. The teacher will provide a worksheet where they will have to cut and paste the images in sequential order from when they occurred in the story.
11. Make a list of the important events in the story.
12. Analyze the recipe and discuss which step(s) is essential to making empanadas.
13. Discuss why it is important to follow a recipe.
My Word Map

Name ___________________________ Date ________________

The Empanadas that Abuela Made

Directions: Select one vocabulary word from the word box below and provide a picture, definition, and sentence for it.

rolls out  folds over  empanadas  dough  rolling pin

Vocabulary Word

Picture of Word

Definition of Word

Sentence using Word


# 2nd Grade Science – Nutrition Unit

<table>
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<tr>
<th>Lesson</th>
<th>Day 4: Making a Personal Connection (Text-to-Self)</th>
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<tbody>
<tr>
<td>Title</td>
<td>The <em>Empanadas that Abuela Made</em> by Diane Gonzales Bertrand Pages: 2-26</td>
</tr>
<tr>
<td>Objective</td>
<td>Students will be able to make a text-to-self connection that will allow them to connect with familiar events and ideas from the text and their outside knowledge and experiences. A feeling must be attached to each student’s connection in order to be complete.</td>
</tr>
<tr>
<td>Essential Understanding</td>
<td>It is important to eat a variety of foods in order to have a healthy diet. Limiting food intake to one or two food groups can result in an unhealthy diet and way of living. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. The food groups are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. The book sheds insight on how eating a balanced diet provides support to physical development and how eating the same foods limits the energy a person can acquire from the foods they eat.</td>
</tr>
</tbody>
</table>
| CT Standards | **CT.2.R.44**: Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.  
**Science GLE 1.1**: The essential components of balanced nutrition can be obtained from plant and animal sources. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. |
| Essential Questions | 1. How do you make a personal connection to the text?  
2. Can you see yourself and/or your family members in the story?  
3. If you had a similar experience to the text, how was it the same or different from the children/characters in the story?  
4. Why is the purpose of making personal connections to a text? |
| Materials 1. The *Empanadas that Abuela Made* book  
2. Chart paper  
3. Vocabulary journals  
4. Overhead projector  
5. Active Reader Report Worksheet  
6. I Have a Connection Worksheet  
7. Writing journals  
8. Sticky notes  
9. Markers |
| Vocabulary Review: All (rolls out, folds over, empanadas, dough, rolling pin) |
| Before Reading | 1. Discuss today’s lesson and how students will be making personal connections.  
2. Activate prior knowledge: *Is there anything in this story that reminded you of something that you have done or experienced? Maybe you helped your mom or someone in your family to cook something. How about picking up ingredients at the grocery store, or eating something at school that reminded you of an empanada?*  
3. Students will turn-and-talk with their neighbor about their personal experiences. Allow 2-3 minutes for discussion. After the allotted time, students can share their experiences with the class.  
4. The teacher will record students’ responses on chart paper. |
| --- | --- |
| During Reading | 1. The teacher will reread a portion of the book and model what a personal connection should entail. For example, “My grandmother used to cook special flour tortillas every time we visited her. She knew we loved them and it made us very happy.”  
2. The teacher will ask students to orally state their personal connections by using complete sentences.  
3. The teacher will write down a student’s connection on the board to showcase the length of the exercise, one (1) paragraph to consist a minimum of 3-4 sentences.  
4. The teacher will model and review the appropriate capitalization and punctuation for each connection. |
| After Reading | 1. Students will write about their personal connection to the story using the I Have a Connection worksheet.  
2. Upon completion of their connection, students will write in their writing journals to reflect on what they learned in today’s lesson.  
3. After all students have finished the assignment, the teacher will recap with the class some of the responses of students in a whole group discussion. |
| Closure | The teacher will recap with the class some of the students’ personal connections in a whole group discussion. The teacher will remind students that good readers think about how text connects to their own lives when they read. |
| Activity | Students will complete the I Have a Connection worksheet. |
| Homework | Students will ask their families what is their special or favorite family dish that they cook together, or a tradition that has been a family practice for years. Students will simply engage in an oral conversation. |
| Extension Activities | 1. Working in pairs, students can review and practice the vocabulary words learned in today’s lesson.  
2. Working in pairs, students can reread the section by taking turns.  
3. Students can make a list of their favorite foods.  
4. Using images from the story, students will sort and place them in
5. Students will create a list of ingredients to make their own favorite empanada.
6. Working in pairs, students can review and practice the vocabulary words learned in today’s lesson.
7. Working in pairs, students can reread the section by taking turns.
8. Students can make a list of their favorite foods.
9. Using images from the story, students will sort and place them in sequential order.
10. Students will put in order the events from the story. The teacher will provide a worksheet where they will have to cut and paste the images in sequential order from when they occurred in the story.
11. Make a list of the important events in the story.
12. Analyze the recipe and discuss which step(s) is essential to making empanadas.
13. Discuss why it is important to follow a recipe.
I Have a Connection

Name ____________________________ Date __________________

Text: ______________________________

Today I read about:

__________________________________

Draw a picture in the square.

My connection is about:

__________________________________

__________________________________

__________________________________

__________________________________

2012 TAT Summer Curriculum Institute – Nutrition Unit | Conyer, López & Mariano
# Active Reader Report

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<tr>
<th>Name</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Text</th>
<th>Pages</th>
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<table>
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<tr>
<th>One prediction I made was:</th>
<th>I did not understand:</th>
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<th>What I did to solve my problem was:</th>
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<th>While reading, I pictured this in my mind:</th>
<th>I figured out that the author did not tell me:</th>
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</table>

<table>
<thead>
<tr>
<th>A connection I made between something in the text and something in my own life is:</th>
<th>After reading this text, I'm still wondering about:</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
# 2nd Grade Science – Nutrition Unit

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Day 1: Retelling – Sequence of Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Eight Animals Bake a Cake by Susan Middletown Elya</td>
</tr>
<tr>
<td></td>
<td>Pages: 1-10</td>
</tr>
<tr>
<td>Objective</td>
<td>Students will be able to (SWBAT) identify and retell the events of a story in its correct sequence.</td>
</tr>
<tr>
<td>Essential Understanding</td>
<td>As the students continue to learn about the food groups, they will be able to classify those ingredients mentioned in the book to their appropriate food groups as well as understand and learn the process of making a cake by retelling the sequence of events in the story.</td>
</tr>
<tr>
<td>CT Standards</td>
<td><strong>CC.2.R.L.2</strong> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
</tr>
<tr>
<td></td>
<td><strong>CT.2.R.35</strong> Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.</td>
</tr>
<tr>
<td></td>
<td><strong>Science GLE 1.1</strong> The essential components of balanced nutrition can be obtained from plant and animal sources. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils.</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>1. If you could pick one of the characters in the story, which animal would you be? Why?</td>
</tr>
<tr>
<td></td>
<td>2. Why do you think there were so many animals involved in making the cake?</td>
</tr>
<tr>
<td></td>
<td>3. How do you think the cat felt when she took the cake out of the oven?</td>
</tr>
<tr>
<td></td>
<td>4. Why do you think the animals did not eat the cake off the floor?</td>
</tr>
<tr>
<td></td>
<td>5. Have you ever been in a situation where there was a problem and you needed to find a solution?</td>
</tr>
<tr>
<td></td>
<td>2. Board</td>
</tr>
<tr>
<td></td>
<td>3. Dry erase marker</td>
</tr>
<tr>
<td></td>
<td>4. Projector</td>
</tr>
<tr>
<td></td>
<td>5. Screen</td>
</tr>
<tr>
<td></td>
<td>6. Vocabulary journals</td>
</tr>
<tr>
<td></td>
<td>7. Writing journals</td>
</tr>
<tr>
<td></td>
<td>8. Lined paper</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>1. heavy (pg. 3): something that weighs a lot</td>
</tr>
<tr>
<td></td>
<td>2. creamy (pg. 4): something containing cream</td>
</tr>
</tbody>
</table>
3. thick (pg. 4): measuring in thickness, having great depth
4. beat (pg. 5): to mix
5. ounces (pg. 6): a unit of weight measurement of solids, 16 ounces equals one (1) pound
6. liquid (pg. 7): a property of matter that is not a solid or a gas
7. gallops (pg. 8): to run fast
8. swinging (pg. 8): to move from side to side
9. ripe (pg. 9): something that is ready to be eaten
10. bursting (pg. 10): something that is extremely full

**Before Reading**

1. Students will be asked to sit on the rug in a circle.
2. The teacher will activate the students' prior knowledge by asking them if they have made a cake before. *Who has made a cake with their family before?* The teacher may need to pose the question in both English and Spanish.
3. Next, the teacher will ask the students if they have or have not made a cake before, what they think is required to make a cake. The teacher will show the back of the book of the class to use as an example. *Now, I want you to think about the things NEEDED to make a cake. I would like you to turn and talk to your neighbor and talk about the possible ingredients needed to make a cake.*
4. Finally, the teacher will review today's objective and ask the students to write down today's vocabulary words and their meanings in their vocabulary journals.

**During Reading**

1. The teacher will remind the students of today's objective and how we will be looking at the events in the story and retelling them in the order that they appear.
2. The teacher will also highlight the vocabulary words and ask the students to identify them on the page. Here, students will be called one by one to point to the vocabulary word in the book.
3. At the end of page 10, the teacher will close the book and ask the students to recall some of the important events in the story. This will allow them to properly identify the events in the story, and possibly in sequential order. The teacher will record the students' responses on the board.

**After Reading**

1. The teacher will ask the students to take their seats.
2. The teacher will review the students' responses of those important events from the story.
3. The teacher will model and explain what a retell consists of by taking the important events list from the board and re-writing them into a paragraph using key transitional words for a correct retell (First, Next, Then, After that, In the end).
4. The teacher will then ask the students to write down in their writing journals the important events of the story in the order as they appeared in the text.

**Closure**

Good readers should be able to recall the events of a story in sequential
order. By practicing our retelling strategies, students will be able to recall when events in the story take place (beginning, middle or end) and gain further understanding of the story.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Students will retell the events in the story in their writing journals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>Students will write five (5) complete sentences using today’s vocabulary words. The teacher will provide the students with lined paper.</td>
</tr>
</tbody>
</table>

**Extension Activities**

1. Using the vocabulary words from the book, sort and label them under their appropriate food group.
2. Working in pairs, students orally use the vocabulary words in complete sentences. Each partner needs to inform the other if their sentence makes sense or not.
3. Students create a list of the ingredients needed to make their own cake recipe with their preferred cake toppings, etc.
4. Students create an alphabetized list of all the ingredients mentioned in the book.
5. If you were the author and wanted to change one part of the story from the book, which part would it be and why?
### Lesson
Day 2: Retelling – Sequence of Events

### Title
Eight Animals Bake a Cake by Susan Middletown Elya
Pages: 11-28

### Objective
Students will be able to (SWBAT) identify and retell the events of a story in its correct sequence.

### Essential Understanding
As the students continue to learn about the food groups, they will be able to classify those ingredients mentioned in the book to their appropriate food groups as well as understand and learn the process of making a cake by retelling the sequence of events in the story.

### CT Standards
**CC.2.R.L.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**CT.2.R.35** Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.

**Science GLE 1.1** The essential components of balanced nutrition can be obtained from plant and animal sources. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils.

### Essential Questions
1. If you could pick one of the characters in the story, which animal would you be? Why?
2. Why do you think there were so many animals involved in making the cake?
3. How do you think the cat felt when she took the cake out of the oven?
4. Why do you think the animals did not eat the cake off the floor?
5. Have you ever been in a situation where there was a problem and you needed to find a solution?

### Materials
1. Eight Animals Bake a Cake book
2. Board
3. Dry erase marker
4. Projector
5. Screen
6. Vocabulary journals
7. Writing journals
8. Lined paper

### Vocabulary
1. stir (pg. 11): to mix
2. dings (pg. 14): rings
<table>
<thead>
<tr>
<th>Before Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be asked to sit on the rug in a circle.</td>
</tr>
<tr>
<td>2. The teacher will activate the students’ prior knowledge by reviewing with them what was learned in the previous lesson. <em>Who can remind the class what we did last time? What did we learn from the beginning of this book? What was our objective/goal last class?</em> The teacher may need to pose these questions in both English and Spanish.</td>
</tr>
<tr>
<td>3. Next, the teacher will ask the students what they think might happen in the rest of the story. <em>Let’s make a prediction.</em> <em>Remember a prediction is what we think might happen in the rest of the story.</em> The teacher calls on students and records their responses on the board. <em>It is important to think about what might happen next in the story as it will help us to recall the important events from the story.</em></td>
</tr>
<tr>
<td>4. Finally, the teacher will review today’s objective and ask the students to write down today’s vocabulary words and their meanings in their vocabulary journals.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>During Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher will remind the students of today’s objective and how we will be looking at the events in the story and retelling them in the order that they appear.</td>
</tr>
<tr>
<td>2. The teacher will also highlight the vocabulary words and ask the students to identify them on the page. Here, students will be called one by one to point to the vocabulary word in the book.</td>
</tr>
<tr>
<td>3. At the end of page 28, the teacher will close the book and ask the students to recall some of the important events in the story. This will allow them to properly identify the events in the story, and possibly in sequential order. The teacher will record the students’ responses on the board.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher will ask the students to take their seats.</td>
</tr>
<tr>
<td>2. The teacher will review the students’ responses of those important events from the story.</td>
</tr>
<tr>
<td>3. The teacher will model and explain what a retell consists of by taking the important events list from the board and re-writing them into a paragraph using key transitional words for a correct retell (First, Next, Then, After that, In the end).</td>
</tr>
<tr>
<td>4. The teacher will then ask the students to write down in their writing journals the important events of the story in the order as they appeared in the text.</td>
</tr>
</tbody>
</table>

| Closure | Good readers should be able to recall the events of a story in sequential... |
order. By practicing our retelling strategies, students will be able to recall when events in the story take place (beginning, middle or end) and gain further understanding of the story.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Students will retell the events in the story in their writing journals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>Students will write five (5) complete sentences using today’s vocabulary words. The teacher will provide the students with lined paper.</td>
</tr>
</tbody>
</table>
| Extension Activities | 1. Using the vocabulary words from the book, sort and label them under their appropriate food group.  
2. Working in pairs, students orally use the vocabulary words in complete sentences. Each partner needs to inform the other if their sentence makes sense or not.  
3. Students create a list of the ingredients needed to make their own cake recipe with their preferred cake toppings, etc.  
4. Students create an alphabetized list of all the ingredients mentioned in the book.  
5. If you were the author and wanted to change one part of the story from the book, which part would it be and why? |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Day 3: Main Idea – Determine the author’s message/theme/lesson within a written piece of work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Eight Animals Bake a Cake by Susan Middletown Elya  Pages: 1-28</td>
</tr>
<tr>
<td>Objective</td>
<td>Students will be able to identify the author’s message/theme of the text upon completion of the book.</td>
</tr>
<tr>
<td>Essential Understanding</td>
<td>By identifying the main idea of the story, the students will have a better grasp and understanding of the author’s intention for writing the book.</td>
</tr>
</tbody>
</table>
| CT Standards | **CC.2.R.L.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  
**CC.2.R.L.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  
**CT.2.R.35:** Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.  
**Science GLE 1.1:** The essential components of balanced nutrition can be obtained from plant and animal sources. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. |
| Essential Questions | 1. If you could pick one of the characters in the story, which animal would you be? Why?  
2. Why do you think there were so many animals involved in making the cake?  
3. How do you think the cat felt when she took the cake out of the oven?  
4. Why do you think the animals did not eat the cake off the floor?  
5. Have you ever been in a situation where there was a problem and you needed to find a solution? |
2. Board  
3. Dry erase marker  
4. Projector  
5. Screen  
6. Writing journals  
7. Story Elements worksheet |
| Vocabulary | Review: All |
| Before Reading | 1. The teacher will ask the students to sit on the rug.  
2. The teacher will review the entire story with the students to activate prior knowledge as well as use this information to complete today's objective.  
3. The teacher will inform the students what the meaning of “main idea” entails. *Today, we are going to figure out what the main idea of the story is. This means that in each story there is a message that the author wants us, the reader, to know.*  
4. Next, the teacher will ask the students to think about what the main idea of the text was. *Now that you have thought about what you think the main idea of the book was, I want you to turn-and-talk to your neighbor and share your main idea with your friend.* The teacher will allow 1-2 minutes for this exercise. |
| During Reading | 1. The teacher will review the responses of the students about their thoughts of the book’s main idea.  
2. The teacher will write the students’ responses on the board.  
3. The teacher will now ask the students to take their seats.  
4. If necessary, the teacher may need to reread the book for those students who may have been absent and only have heard/seen one part (or the students will be asked to follow along in their books, if there are enough, as the teacher reads). |
| After Reading | 1. The teacher will review today’s objective with the class.  
2. The teacher will model the sentence structure for the response required for the upcoming activity of writing down their responses to the question.  
3. The teacher will have the students open their writing journals and write about the main idea of the story by providing an example to support their answer. |
| Closure | Several students will share their ideas about the author’s message with the class.  
Remind students that everything they read has a message. Good readers can identify the author’s message by observing carefully what happens in the story from beginning to end. The idea is to focus also on what information is not presented (implied) that will aid in further understanding of the story. |
| Activity | The students will write their main idea in their writing journals. |
| Homework | Students will complete the Story Elements worksheet for homework. |
| Extension Activities | 1. Using the vocabulary words from the book, sort and label them under their appropriate food group.  
2. Working in pairs, students orally use the vocabulary words in complete sentences. Each partner needs to inform the other if their sentence makes sense or not. |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>3.</td>
<td>Students create a list of the ingredients needed to make their own cake recipe with their preferred cake toppings, etc.</td>
</tr>
<tr>
<td>4.</td>
<td>Students create an alphabetized list of all the ingredients mentioned in the book.</td>
</tr>
<tr>
<td>5.</td>
<td>If you were the author and wanted to change one part of the story from the book, which part would it be and why?</td>
</tr>
</tbody>
</table>
Name __________________ Date __________________

Story Elements for ____________________________

(Book Title)

Characters:

____________________

____________________

____________________

Setting:

____________________

____________________

What is one problem in the story?

____________________

____________________

____________________

What could be one solution to this problem?

____________________

____________________

____________________

____________________
### Lesson
Day 4: Making a Personal Connection (Text-to-Self)

### Title
Eight Animals Bake a Cake by Susan Middletown Elya  
Pages: 1-28

### Objective
Students will be able to (SWBAT) make a text-to-self connection that will allow them to connect with familiar events and ideas from the text and their outside knowledge and experiences. A feeling must be attached to each student's connection in order to be complete.

### Essential Understanding
It is important to eat a variety of foods in order to have a healthy diet. Limiting food intake to one or two food groups can result in an unhealthy diet and way of living. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. The food groups are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. The book sheds insight on how eating a balanced diet provides support to physical development and how eating the same foods limits the energy a person can acquire from the foods they eat.

### CT Standards
**CT.2.R.44:** Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.

**Science GLE 1.1:** The essential components of balanced nutrition can be obtained from plant and animal sources. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils.

### Essential Questions
1. If you could pick one of the characters in the story, which animal would you be? Why?  
2. Why do you think there were so many animals involved in making the cake?  
3. How do you think the cat felt when she took the cake out of the oven?  
4. Why do you think the animals did not eat the cake off the floor?  
5. Have you ever been in a situation where there was a problem and you needed to find a solution?

### Materials
1. Eight Animals Bake a Cake book  
2. Board  
3. Dry erase marker  
4. Projector  
5. Screen  
6. I Have a Connection worksheet
<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Review: All</th>
</tr>
</thead>
</table>

### Before Reading
1. The teacher will ask the students to sit on the rug.
2. The teacher will activate the student’s prior knowledge by reviewing with them the entire book (retell and main idea).
3. Next, the teacher will explain today’s lesson and how many of them had begun to make comparisons, not complete connections with the book.

### During Reading
1. The teacher will reinforce the requirements for a complete personal connection. *Today, we will be making personal connections. I heard many of you tell us that you too made a cake with your family and friends, but we need to remember that when making a connection, we need to include how we FEEL about what is going on.*
2. The teacher will provide the students with a personal connection and write it on the board. *My connection to Eight Animals Bake a Cake is that one day I helped my mother make a cake. I was so excited to help her because my job was to mix all the ingredients together. My mother let me even taste it! When the cake was done, my mother said that I could have the first bite. It was so delicious and it made me so happy.*

### After Reading
1. The teacher will ask the students to take their seats.
2. The teacher will review the teacher example provided to show the proper sentence structure required for each student response (capitalization and punctuation).
3. The teacher will inform the class that they will be creating their own personal connection.
4. Each student will record their responses on the I Have a Connection worksheet.

### Closure
The teacher will recap with the class some of the students’ personal connections in a whole group discussion. The teacher will remind students that good readers think about how text connects to their own lives when they read.

### Activity
Students will complete the I Have a Connection worksheet.

### Homework
Students will make another personal connection to the story. The teacher will provide another copy of the I Have a Connection worksheet to be completed at home.

### Extension Activities
1. Using the vocabulary words from the book, sort and label them under their appropriate food group.
2. Working in pairs, students orally use the vocabulary words in complete sentences. Each partner needs to inform the other if their sentence makes sense or not.
3. Students create a list of the ingredients needed to make their own...
cake recipe with their preferred cake toppings, etc.
4. Students create an alphabetized list of all the ingredients mentioned in the book.
5. If you were the author and wanted to change one part of the story from the book, which part would it be and why?
I Have a Connection

Name ___________________________ Date __________________

Text: ______________________________

Today I read about:

______________________________

______________________________

______________________________

Draw a picture in the square.

My connection is about:

______________________________

______________________________

______________________________

______________________________
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Day 1: Retell – Sequence of Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Bread and Jam for Frances by Russell Hoban Pages: 1-20</td>
</tr>
<tr>
<td>Objective</td>
<td>Students will be able to (SWBAT) identify and retell the events of a story in its correct sequence.</td>
</tr>
<tr>
<td>Essential Understanding</td>
<td>It is important to eat a variety of foods in order to have a healthy diet. Limiting food intake to one or two food groups can be boring as well as unhealthy. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils.</td>
</tr>
</tbody>
</table>
| CT Standards | CC.2.R.L.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  
CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.  
Science GLE 1.1 The essential components of balanced nutrition can be obtained from plant and animal sources. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. |
| Essential Questions | 1. What happened in the section of the text? First? Next? Then?  
2. How does putting event in order help us to understand and remember the story? |
| Materials | 1. Bread and Jam for Frances book  
2. Chart paper  
3. Markers  
4. Pencils and erasers  
5. Vocabulary journals  
6. Summary Frame worksheet |
| Vocabulary | 1. spread (pg. 11): to put a layer of something on a surface  
2. sunny side up (pg. 13): eggs fried only on one side |
| Before Reading | 1. Students will be asked to sit on the rug  
2. Teacher will state the objective of the lesson.  
3. The teacher will introduce the book. Read the title, show cover and read the blurb on the back cover.  
4. Activate prior knowledge: The teacher will ask students what food group the bread and jam Frances likes to eat belong to. Ask, do you think it is healthy to eat only one kind of food? Students turn |
and talk. The teacher will call on two students to share their thinking with the group.
5. Predictions: The teacher will ask students what they think will happen to Frances.
6. The teacher will restate purpose for reading- “Today when we read we notice the story elements and plot. When you read notice the important events. We will add the events in order to our story map”

<table>
<thead>
<tr>
<th>During Reading</th>
</tr>
</thead>
</table>
| 1. The teacher will begin to read pages 1-20 aloud.  
2. Throughout the reading, the teacher will stop to ask those essential questions whenever appropriate.  
3. The teacher will think aloud, recording events on story map. |

<table>
<thead>
<tr>
<th>After Reading</th>
</tr>
</thead>
</table>
| 1. Students will return to their seats.  
2. The teacher will explain to the class that they will be writing about the plot of the story.  
3. First, the teacher will model the exercise. The teacher will say, “In the beginning of today’s reading, Frances sat down for breakfast and would not eat her egg like everyone else …. I’m going to write that in complete sentence. The teacher will turn to the students and ask for other complete sentences that could tell the main events using transition words. The teacher will write those sentences on the board to showcase the length of the exercise, a paragraph (3-4 sentences at minimum). The teacher will remind the students how the sentences should be written (capital letter at the beginning, period at the end, etc.). The teacher will pass out the attached worksheet for this activity. Students will complete assignment independently.  
4. As students finish, they will hand in assignment and take out their vocabulary journals. Students will add vocabulary words from today’s lesson to their vocabulary journals. |

<table>
<thead>
<tr>
<th>Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several students will share their summaries with the class. Remind students that good readers put events in sequence when discussing a story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be working on their retell using the Summary Frame worksheet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will write sentences using the vocabulary words from today’s lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extension Activities</th>
</tr>
</thead>
</table>
| 1. Give students a paper plate with a picture of bread and jam, and a grocery store circular. Students will help Frances create a more balanced meal by adding foods from different food groups to the plate.  
2. Students write a response to the following question: How would you feel if you were Frances? What would you do next? |
3. Students read Frances’ songs for fluency practice.
4. Students look through circulars or magazines and find two (2) foods they have never eaten and would like to try. Student will explain why they would want to try them and why they would be good to eat.
5. Students will write a letter to Frances telling her about a similar experience in their own lives.
Summary Frame
Bread and Jam for Frances
Pages 1-20

Name ___________________________ Date ________________________

This story takes place ________________________________

The characters are ______________________________________

This section begins when Frances __________________________

_____________________________________________________

Then, _________________________________________________

_____________________________________________________

Next, _________________________________________________

_____________________________________________________

Finally, _______________________________________________

_____________________________________________________
## 2nd Grade Science – Nutrition Unit

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Day 2: Retell – Sequence of Events</th>
</tr>
</thead>
</table>
| **Title** | Bread and Jam for Frances by Russell Hoban  
Pages: 21-33 |
| **Objective** | Students will be able to (SWBAT) identify and retell the events of a story in its correct sequence. |
| **Essential Understanding** | It is important to eat a variety of foods in order to have a healthy diet. Limiting food intake to one or two food groups can be boring as well as unhealthy. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. |
| **CT Standards** |  
**CC.2.R.L.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  
**CT.2.R.35** Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.  
**Science GLE 1.1** The essential components of balanced nutrition can be obtained from plant and animal sources. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. |
| **Essential Questions** |  
1. What happened in the section of the text? First? Next? Then?  
2. Why do you think Frances’ parents gave her bread and jam for every meal?  
3. How are Frances’ feelings toward her favorite food changing? |
| **Materials** |  
1. Bread and Jam for Frances by Russell Hoban  
2. Post it notes  
3. Chart paper  
4. Markers  
5. Lined paper for written response  
6. Pencils and erasers |
| **Vocabulary** |  
1. quiver (pg 23): to move with a slight shaking motion  
2. arranged (pg 28): put things in order, organize or plan  
3. sprinkled (pg 28): scatter or pour something. |
| **Before Reading** |  
1. Students will be asked to sit on the rug.  
2. Teacher will state the objective of the lesson.  
3. Activate prior knowledge: The teacher will ask students what they
4. Predictions: The teacher will ask students what they think Frances will do next. Will she try other foods? Students turn and talk. The teacher will call on two students to share their thoughts.
5. The teacher will restate purpose for reading: “Today when we read we are going to notice the main events and retell them in sequence.”

<table>
<thead>
<tr>
<th>During Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher will begin to read pages 22-33 aloud.</td>
</tr>
<tr>
<td>2. Throughout the reading, the teacher will stop to ask those essential questions whenever appropriate.</td>
</tr>
<tr>
<td>3. The teacher will think aloud, recording events on story map.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will return to their seats.</td>
</tr>
<tr>
<td>2. The teacher will explain to the class that they will be writing about the plot of the story.</td>
</tr>
<tr>
<td>3. First, the teacher will model the exercise. The teacher will say, “In the beginning of today’s reading, Frances’ mother told Frances she needs to try new things.” The teacher will turn to the students and ask for other complete sentences that could tell the main events using transition words (next, then, etc). The teacher will write those sentences on the board to showcase the length of the exercise, a paragraph consisting of 3-4 sentences at minimum. The teacher will remind the students how the sentences should be written (capital letter at the beginning, period at the end, etc.). The teacher will pass out the attached worksheet for this activity. Students will complete assignment independently.</td>
</tr>
<tr>
<td>4. As students finish, they will hand in assignment and take out their vocabulary journals. Students will add vocabulary words from today’s lesson to their vocabulary journals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several students will share their summaries with the class. Remind students that good readers put events in sequence when discussing a story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be working on their retell using the Summary Frame worksheet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will write sentences using three (3) vocabulary words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extension Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give students a paper plate with a picture of bread and jam, and a grocery store circular. Students will help Frances create a more balanced meal by adding foods from different food groups to the plate.</td>
</tr>
<tr>
<td>2. Students write a response to the following question: How would you feel if you were Frances? What would you do next?</td>
</tr>
<tr>
<td>3. Students read Frances’ songs for fluency practice.</td>
</tr>
</tbody>
</table>
| 4. Students look through circulars or magazines and find two (2) foods they have never eaten and would like to try. Student will
explain why they would want to try them and why they would be good to eat.

5. Students will write a letter to Frances telling her about a similar experience in their own lives.
<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

This story takes place ____________________________

The characters are ____________________________

This section begins when Frances’ mom tells her ____________________________

Then at breakfast, ______________________________________

Next at lunch, ______________________________________

Then when Frances got home ____________________________
# 2nd Grade Science – Nutrition Unit

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Day 3: Retell – Sequence of Events</th>
</tr>
</thead>
</table>
| Title            | Bread and Jam for Frances by Russell Hoban  
|                  | Pages: 34-43                       |
| Objective        | Students will be able to (SWBAT) identify and retell the events of a story in its correct sequence. |
| Essential        | It is important to eat a variety of foods in order to have a healthy diet. Limiting food intake to one or two food groups can be boring as well as unhealthy. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. |
| Understanding    | CC.2.R.L.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  
|                  | CT.2.R.35 Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.  
|                  | Science GLE 1.1 The essential components of balanced nutrition can be obtained from plant and animal sources. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. |
| Essential        | 1. What happened in the section of the text? First? Next? Then?  
| Questions        | 2. Why do you think Frances’ parents gave her bread and jam for every meal?  
|                  | 3. How are Frances’ feelings toward her favorite food changing? |
| Materials        | 1. Bread and Jam for Frances by Russell Hoban  
|                  | 2. Post it notes  
|                  | 3. Chart paper  
|                  | 4. Markers  
|                  | 5. Lined paper for written response  
|                  | 6. Pencils and erasers |
| Vocabulary       | 1. skipped (pg. 34): to move by hopping on one foot and then the other.  
|                  | 2. seconds (pg. 37): a second helping or plate of food. |
| Before Reading   | 1. Students will be asked to sit on the rug.  
|                  | 2. Teacher will state the objective of the lesson.  
|                  | 3. Activate prior knowledge: The teacher will ask students what they know about Frances from the previous reading. |
4. Predictions: The teacher will ask students what they think Frances will do next. Will she try other foods? Will she get sick of bread and jam? Students turn and talk. The teacher will call on two students to share their thoughts.
5. The teacher will restate purpose for reading: “Today when we read we are going to notice the main events and retell them in sequence.”

<table>
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<tbody>
<tr>
<td>1. The teacher will begin to read pages 34-end aloud.</td>
</tr>
<tr>
<td>2. Throughout the reading, the teacher will stop to ask those essential questions whenever appropriate.</td>
</tr>
<tr>
<td>3. The teacher will think aloud, recording events on story map.</td>
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<tr>
<td>1. Students will return to their seats.</td>
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<tr>
<td>2. The teacher will explain to the class that they will be writing about the plot of the story.</td>
</tr>
<tr>
<td>3. First, the teacher will model the exercise. The teacher will say, “In the beginning of today’s reading, Frances at her bread and jam snack, but did not finish it. The teacher will turn to the students and ask for other complete sentences that could tell the main events using transition words. The teacher will write those sentences on the board to showcase the length of the exercise, a paragraph consisting of 3-4 sentences at minimum. The teacher will remind the students how the sentences should be written (capital letter at the beginning, period at the end, etc.). The teacher will pass out the attached worksheet for this activity. Students will complete assignment independently.</td>
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<td>4. As students finish, they will hand in assignment and take out their vocabulary journals. Students will add vocabulary words from today’s lesson to their vocabulary journals.</td>
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<tr>
<td>Students will be writing about the plot of the story.</td>
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<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Student will write sentences using 3 vocabulary words.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Extension Activities</th>
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</thead>
<tbody>
<tr>
<td>1. Give students a paper plate with a picture of bread and jam, and a grocery store circular. Students will help Frances create a more balanced meal by adding foods from different food groups to the plate.</td>
</tr>
<tr>
<td>2. Students write a response to the following question: How would you feel if you were Frances? What would you do next?</td>
</tr>
<tr>
<td>3. Students read Frances’ songs for fluency practice.</td>
</tr>
</tbody>
</table>
| 4. Students look through circulars or magazines and find two (2) foods they have never eaten and would like to try. Student will explain why they would want to try them and why they would be
good to eat.
5. Students will write a letter to Frances telling her about a similar experience in their own lives.
Summary Frame
Bread and Jam for Frances
Pages 34-43

Name __________________________ Date __________________

This story takes place __________________________

The characters are __________________________

This story begins by __________________________

________________________

First, __________________________

________________________

Second, __________________________

________________________

Third, __________________________

The story gets interesting because __________________________

________________________

At the end of the story __________________________

________________________

I like this story because __________________________

________________________
# 2nd Grade Science – Nutrition Unit

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Day 4: Main Idea – Determine the author’s message/theme/lesson within a written piece of work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Bread and Jam for Frances by Russell Hoban Pages: 1-43</td>
</tr>
<tr>
<td>Objective</td>
<td>Students will be able to identify the author's message.</td>
</tr>
<tr>
<td>Essential Understanding</td>
<td>It is important to eat a variety of foods in order to have a healthy diet. Limiting food intake to one or two food groups can be boring as well as unhealthy. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils.</td>
</tr>
</tbody>
</table>
| CT Standards | **CC.2.R.L.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  
**CC.2.R.L.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  
**CT.2.R.35:** Reading Comprehension: After Reading: General Understanding: Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.  
**Science GLE 1.1:** The essential components of balanced nutrition can be obtained from plant and animal sources. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. |
| Essential Questions | 1. How did Frances’ feelings toward bread and jam change throughout the story?  
2. How did her feelings toward other foods change?  
3. Why do you think Frances’ parents gave her bread and jam for every meal?  
4. What did Frances learn?  
5. What do you think the author wants you to learn from reading this book? |
| Materials | 1. Bread and Jam for Frances by Russell Hoban  
2. Post it notes  
3. Chart paper  
4. Markers  
5. Pencils and erasers  
6. Vocabulary journals  
7. Writing journals |
| **Vocabulary** | Review vocabulary from previous lessons. |
| **Before Reading** | 1. Students will be asked to sit on the rug  
2. Teacher will state the objective of the lesson.  
3. Activate prior knowledge: Review story using story map created previously.  
4. The teacher will restate purpose for reading – “Today, when we read we are going to think about the author's message. Ask yourself – does the main character change or learn a lesson? What do you think the author wanted me to learn?” |
| **During Reading** | 1. Teacher will lead discussion asking those essential questions. How did Frances' attitude change? What lesson did she learn?  
2. The teacher will write a response with students. The teacher will say, “I think the author is trying to tell me...” and take ideas from students. The teacher will turn to the students and ask for other complete sentences that could provide further detail to support the first sentence. The teacher will write those sentences on the board to showcase the length of the exercise, a paragraph consisting of 3-4 sentences at minimum. The teacher will remind the students how the sentences should be written (capital letter at the beginning, period at the end, etc.). |
| **After Reading** | 1. Students will return to their seats.  
2. Students will respond in journals.  
3. Students will complete assignment independently. |
| **Closure** | Several students will share their ideas about the author’s message with the class.  
Remind students that everything they read has a message. Good readers can identify the author’s message by observing carefully what happens in the story from beginning to end. The idea is to focus also on what information is not presented (implied) that will aid in further understanding of the story. |
| **Activity** | Students will write in their journals. |
| **Homework** | Students will complete the Story Elements worksheet. |
| **Extension Activities** | 1. Give students a paper plate with a picture of bread and jam, and a grocery store circular. Students will help Frances create a more balanced meal by adding foods from different food groups to the plate.  
2. Students write a response to the following question: How would you feel if you were Frances? What would you do next?  
3. Students read Frances’ songs for fluency practice. |
4. Students look through circulars or magazines and find two (2) foods they have never eaten and would like to try. Student will explain why they would want to try them and why they would be good to eat.

5. Students will write a letter to Frances telling her about a similar experience in their own lives.
Name ___________________________ Date ___________________________

Story Elements for ___________________________

(Book Title)

Characters:


Setting:


What is one problem in the story?


What could be one solution to this problem?


## 2nd Grade Science – Nutrition Unit

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Day 5: Making a Personal Connection (Text-to-Self)</th>
</tr>
</thead>
</table>
| **Title** | Bread and Jam for Frances by Russell Hoban  
Pages: 1-43 |
| **Objective** | Students will be able to (SWBAT) make a text-to-self connection that will allow them to connect with familiar events and ideas from the text and their outside knowledge and experiences. A feeling must be attached to each student's connection in order to be complete. |
| **Essential Understanding** | It is important to eat a variety of foods in order to have a healthy diet. Limiting food intake to one or two food groups can result in an unhealthy diet and way of living. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. The food groups are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. The book sheds insight on how eating a balanced diet provides support to physical development and how eating the same foods limits the energy a person can acquire from the foods they eat. |
| **CT Standards** | CT.2.R.44: Reading Comprehension: After Reading: Making Reader/Text Connections: Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.  
Science GLE 1.1: The essential components of balanced nutrition can be obtained from plant and animal sources. People need to eat a variety of foods to get the energy and nutrients they need to grow, move and stay healthy. Foods are classified as grains, fruits, vegetables, dairy, meats and beans, and oils. |
| **Essential Questions** | 1. What part of this text reminded you of something in your life?  
2. Did you ever feel or act like Frances?  
3. Would you like to eat only bread and jam?  
4. Would you only want to eat your favorite food? |
| **Materials** | 1. Bread and Jam for Frances by Russell Hoban  
2. Chart paper  
3. Markers  
4. Making Text-Self Connections worksheet  
5. Pencils and erasers  
6. Vocabulary journals |
| **Vocabulary** | Review vocabulary from previous lessons. |
| **Before Reading** | 1. Students will be asked to sit on the rug  
2. Teacher will state the objective of the lesson.  
3. Today we are going to make personal connections. Ask yourself,
does this remind me of something in my life? Then you need to think about what happened in your life and how it made you feel. Ask yourself how does that help you understand the story better?

| During Reading | 1. Teacher will model making a text to self-connection on chart paper.  
               | 2. “In the story, Frances traded her lunch. This reminds me of when I was in school; I wouldn’t eat my lunch because I didn’t like it. I would only eat my favorite food. I was a picky eater too. I would be hungry all afternoon and then my mom would get mad when my sandwich came back home with me. This helps me understand how Frances felt about her food and how her parents felt about her eating habits.” |
| After Reading  | 1. The teacher will pass out the Text-Self worksheet for this activity.  
               | 2. Students will complete assignment independently. |
| Closure       | The teacher will recap with the class some of the students’ personal connections in a whole group discussion. The teacher will remind students that good readers think about how text connects to their own lives when they read. |
| Activity      | Students will complete the Making Text-Self Connections worksheet. |
| Homework      | Student will go home and check to see what food groups are represented in their dinner. |
| Extension Activities | 1. Give students a paper plate with a picture of bread and jam, and a grocery store circular. Students will help Frances create a more balanced meal by adding foods from different food groups to the plate.  
                          | 2. Students write a response to the following question: How would you feel if you were Frances? What would you do next?  
                          | 3. Students read Frances’ songs for fluency practice.  
                          | 4. Students look through circulars or magazines and find two (2) foods they have never eaten and would like to try. Student will explain why they would want to try them and why they would be good to eat.  
                          | 5. Students will write a letter to Frances telling her about a similar experience in their own lives. |
Making Text-Self Connections

Name _________________________ Date ____________

I can connect to the book *Bread and Jam for Frances.*

<table>
<thead>
<tr>
<th>In the text....</th>
<th>This reminds me of...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances felt...</td>
<td>I felt ...</td>
</tr>
</tbody>
</table>

This helps me understand ____________________________

__________________________________________

__________________________________________

__________________________________________
Homework Assignment

Name ___________________________ Date ___________________________

Directions: Draw a picture of your dinner.

Check (✓) the food groups represented in your dinner:

Fruit _______ Meat and protein _______ Dairy _______

Vegetable _______ Grains _______
Extension Activity

Bread and Jam for Frances

Fluency Practice

Frances sings songs throughout the story. Practice reading her songs with expression.

About Eggs:
I do not like the way you slide,
I do not like your soft inside,
I do not like you lots of ways,
And I could do for many days,
Without eggs.

About Jam
Jam on biscuits, jam on toast,
Jam is the thing that I like most,
Jam is sticky, Jam is sweet,
Jam is tasty, jam's a treat-
Raspberry, strawberry, gooseberry,
I'm very
Fond of jam!

About Cutlets:
What do cutlets wear
Before they're breaded?
Flannel nightgowns? Cowboy boots?
Furry jackets? Sailor suits?
About Poached Eggs:
Poached eggs on toast,
Why do you shiver
with such a funny little quiver?

More about Jam:
Jam in the morning, jam at noon,
Bread and jam
By the light of the moon
Jam... is... very... nice.

Even more about jam:
Jam for snacks and jam for meals,
I know how a jam jar feels-
FULL OF JAM!

What I am
Is tired of jam!

Extension: Write your own poem or song about a food item you really like. Then, write a poem or song about a food item you really do not like.
List of Additional Literature Connections:

1. *Yum! ¡Mmmm! ¡Que rico!* By Pat Mora
2. *Chato’s Kitchen* by Gary Soto
3. *Food La Comida* by Mary Berendes
4. *Tortillas and Lullabies* by Lynn Reiser
5. *Sip, Slurp, Soup, Soup, Caldo, Caldo, Caldo* by Diane Gonzales Bertrand
6. *Empanadas de Carne* by Celenia Chevere and Patricia M. Herbert
7. *Comemos Arroz* by Min Hong
8. *Adelita and the Veggie Cousins* by Diane Gonzales Bertrand
9. *A Day Without Sugar* by Diane Anda