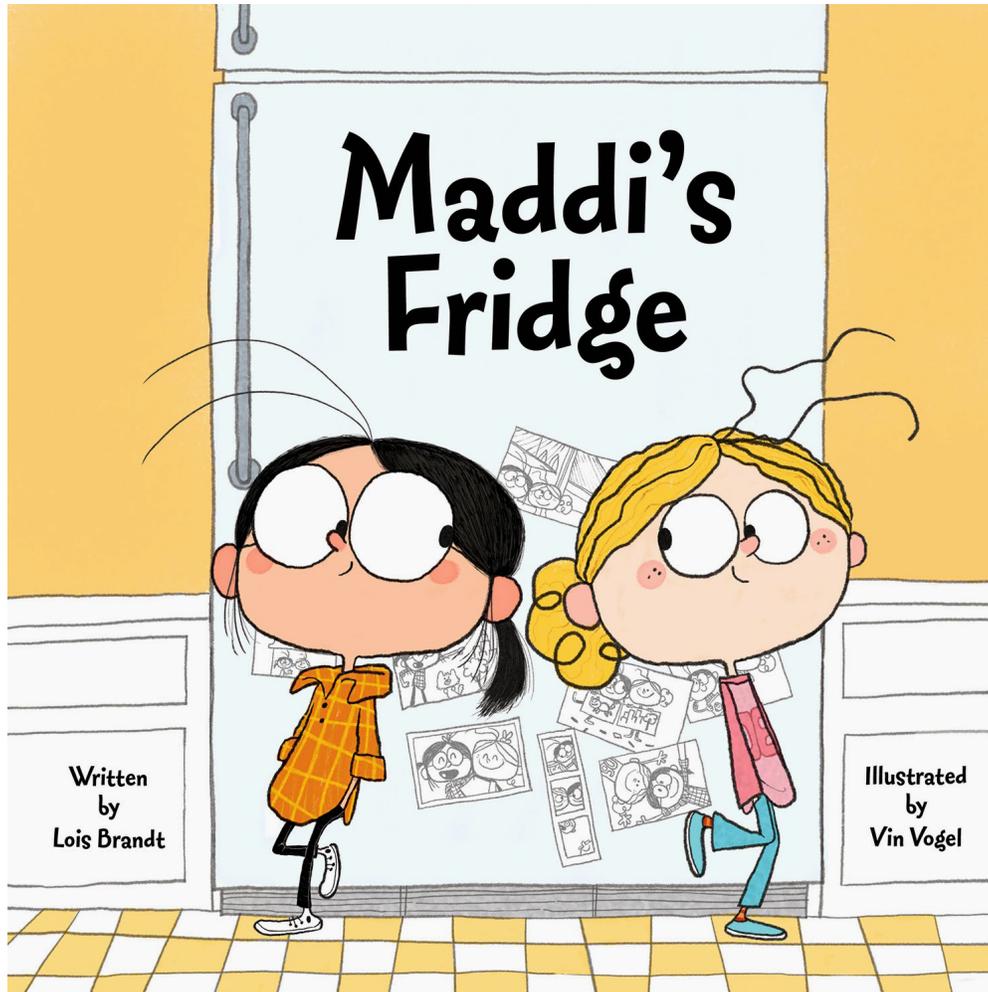


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 1ST - 3RD



MADDI'S FRIDGE

WRITTEN BY LOIS BRANDT
ILLUSTRATED BY VIN VOGEL

Watch Jennifer Garner
read this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

With humor and warmth, this children's picture book raises awareness about poverty and hunger! Best friends Sofia and Maddi live in the same neighborhood, go to the same school, and play in the same park, but while Sofia's fridge at home is full of nutritious food, the fridge at Maddi's house is empty. Sofia learns that Maddi's family doesn't have enough money to fill their fridge and promises Maddi she'll keep this discovery a secret. But because Sofia wants to help her friend, she's faced with a difficult decision: to keep her promise or tell her parents about Maddi's empty fridge. Filled with colorful artwork, this storybook addresses issues of poverty with honesty and sensitivity while instilling important lessons in friendship, empathy, trust, and helping others.

THEMES IN THE STORY

Childhood hunger, Friendship, Keeping secrets

READING AND WRITING

SUGGESTED GRADE LEVEL: 1ST - 3RD

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *(Standards listed below are for 2nd and 3rd grade but can be adapted to kindergarten or 1st grade standards.)*

BEFORE VIEWING

Standards: CCSS.SL.2.1, CCSS.SL.3.1

Objective: Tap knowledge and build background to prepare for reading the story.

Teacher Note: Be mindful of the students in your class and their economic situations. Be sensitive to students who may not want to share or discuss certain aspects of the story that may be related to their lives.

Procedure:

Step 1: Build background for students by discussing the following issues with students:

- Childhood hunger
- Friendships and keeping secrets – **Ask: Is it ever ok to tell a secret?**

Step 2: Introduce the title to the students and have them predict what the story will be about.

Step 3: Set a purpose for reading:

- Read to find out if predictions are correct.
- Read to discover the message the author is trying to convey.

DURING VIEWING

Standards: CCSS.SL.2.2, CCSS.SL.3.2, CCSS.RL.2.1, CCSS.RL.3.1

Objective: Students will listen to story and answer teacher posed questions appropriately.

Procedure:

Step 1: Stop story at appropriate parts to ask questions or pose prompts. Some suggestions for questioning:

- Who was the best climber? Fastest runner?
- How do you think Maddi felt when Sophia opened the refrigerator? What do you think Sophia was thinking when she saw only milk in the refrigerator?
- Why did Maddi ask Sophia to promise not to tell anyone?
- How does Sophia try to help Maddi?
- What would you do if you were Sophia?
- Do you think Sophia should keep Maddi's secret? Why or why not?
- At the end of the story, why does Sophia ask Maddi, "Are we still friends?"

Step 2: If you set a purpose for reading, discuss.

AFTER VIEWING

Standards: CCSS.RL.2.2, CCSS.RL.2.3, CCSS.RL.3.2, CCSS.RL.3.3

Objective: Students will explain the theme of the story by using key details.

Materials:

- Chart paper or SmartBoard
- *Searching for a Theme* Graphic Organizer (see page 8)
- Anchor Chart – *Common Themes in Literature*
- Question Chart to help find the theme
- **Teacher Prep:**
 - Anchor Chart for *Common Themes in Literature* – (🔍 Google It!) or use the information below to create your own chart.
 - *Searching for a Theme* student Graphic Organizer – (🔍 Google It!) or use the organizer attached.

ANCHOR CHART: Theme is **THE MESSAGE** in a story
Common Themes found in stories:

- Overcoming challenges
- Always tell the truth
- Always be kind
- Believe in yourself
- Accepting others' differences
- Use teamwork to solve a problem
- Friendship
- Be happy with what you have

QUESTION CHART: Find **THE MESSAGE** by asking thought-out questions:

- How did the character react to a problem or obstacle?
- What important decisions did the character make?
- How did the character change from the beginning of the story?
- What did the character learn from their experience?

Procedure:

- Step 1:** Display the Anchor Chart: Theme is **THE MESSAGE** in a story.
- Step 2:** Discuss the difference between theme and the main idea. (*Theme is a broad idea that can be applied to our life. The main idea is what the story is about.*)
- Step 3:** Read the **Common Themes** and discuss. Try to relate some of the themes listed to stories the class has read.
- Step 4:** Explain how to find the theme in a story.
- Step 5:** Post the question chart and discuss how to use the questions to help find the theme.
- Step 6:** Have students listen to the story again and complete the Graphic Organizer. (Independent/Partners)
- Step 7:** Bring class together to discuss themes – make a list on chart paper.
- Step 8:** Make real life connections. Students will better understand the theme by relating it to their own lives. Have students share stories explaining how this theme can be applied to a life experience.

Teacher Note: Keep in mind that themes are subjective so you may get several different themes for this story: friendship, hunger, secrets.

READING RESPONSE

Standards: CCSS.RL.2.1, CCSS.RL.2.3, CCSS.RL.3.1, CCSS.RL.3.3

Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompt: How does Maddi feel at the end of the story? Use details from the story to support your response.

WRITING

Standards: CCSS.W.2.1, CCSS.W.3.1

Objective: Students will write an opinion piece using grade appropriate sentence structure and spelling.

Topic: Keeping Secrets

Materials:

- Hamburger Writing Graphic Organizer ( Google It!)
- Chart paper
- Writing tools
- **Teacher Prep:**

Write each statement on a piece of chart paper: *We should always keep a secret.*
Sometimes secrets should be shared.

Procedure:

Step 1: Remind students that one of the themes in the story *Maddi's Fridge* is about keeping secrets.

Step 2: Display the chart paper and read each statement. Have students discuss with a partner or in small groups.

Step 3: Make a class list of students' ideas supporting each topic on chart paper.

Step 4: Explain that this topic of secrets has two opinions: *We should always keep a secret*, or *Sometimes we need to share a secret*.

Step 5: Provide a mini lesson on persuasive writing.

Step 6: Distribute the Graphic Organizer and explain.

Step 7: Have students write their opinion statement on the organizer: *We should always keep a secret.*
Sometimes secrets should be shared.

Step 8: Complete the organizer using class generated ideas for supporting details.

Step 9: Continue with the writing process according to your class procedure.

ACROSS THE CURRICULUM ACTIVITIES

HEALTH/NUTRITION

OBJECTIVE —

Students identify nutritious foods.

MATERIALS —

- Computer with internet access, projector and screen
- Paper
- Art supplies
- *Teacher Prep:*
Create a classroom refrigerator on the wall – label (*Teacher name's*) Fridge

PROCEDURE —

Step 1: Use the website www.choosemyplate.gov to instruct students on nutrition.

Step 2: Challenge students to stock the classroom fridge with nutritious food. Students can use grocery ads, write recipes or draw foods that are nutritious. They should identify each ingredient as one of the food groups presented in the lesson.

SOCIAL STUDIES

SERVICE LEARNING PROJECT: FOOD DRIVE —

Service learning is a form of project based learning in which academic goals are accomplished through community service. Service learning develops citizenship and good character. Through service learning, students develop their knowledge in authentic ways that can make a positive difference in the world. The lesson plan below incorporates the four steps to a successful service learning project: exploration, planning, service, reflection.

OBJECTIVE —

- Understand that child hunger is present in the community.
- Identify community groups that provide food for those who are hungry.
- Organize a food drive.

MATERIALS —

- Chart paper
- Poster paper
- Art supplies
- Boxes
- Computer with internet access, projector and screen

PROCEDURE —

Exploration:

1. Read the statement: One out of every five kids in the United States is at risk of having an empty fridge. Share thoughts on subject.
2. Go to website www.MaddisFridge.com and click on *Fight Hunger*. Read and discuss.
3. Ask students to share what they know about hunger in their community. Brainstorm as a class about some of the reasons why children may be hungry.
4. Discuss: How does our community help kids who are hungry? Lead students to identify some local organizations who help feed the hungry.
5. Ask a representative from one of these organizations to come in and speak to the class. (The class will hold the food drive to benefit this organization)

Planning:

1. Get permission from school principal.
2. Choose a time frame for collection and where food boxes will be placed.
3. Make posters advertising the drive.
4. Decorate the boxes.

Service:

1. Place the boxes in the designated area. Assign students to collect the food as needed.
2. Designate an area in the classroom to store food during the drive.
3. At the end of the drive, sort and box the food.
4. Arrange for a representative to take the food to the organization.

Reflection:

Use the questions below to have children reflect on the learning:

- How did the project make you feel?
- How does the project address the need in the community?
- What was the best thing about the project?
- What could be done to improve the project?
- What have you learned about childhood hunger from this project?

TECHNOLOGY - WWW.MADDISFRIDGE.COM

Teachers and students can use this site for fun ideas and activities related to the story.

Suggestions for instruction:

- Using the classroom printer: click and print activities
- Recipe for Pizza Bombs
- Materials for creating and assembling a board game
- Learn more about childhood hunger

Name: _____



Maddi's Fridge

Theme Organizer

What is the theme of the story? Write it in the box.
Choose key details from the story that helped you identify the theme. Add them to the organizer.

THEME: What life lesson can readers learn from Sophia's experience?



KEY DETAILS



What was the problem?

How did Sophia try to solve the problem on her own?

What important decision did Sophia make?

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ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's Emmy®-nominated children's literacy program *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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