



**TEACHERS' GUIDE**

# ***Fresh Juice***

**SUGGESTED GRADE LEVEL: K - 3<sup>rd</sup>**

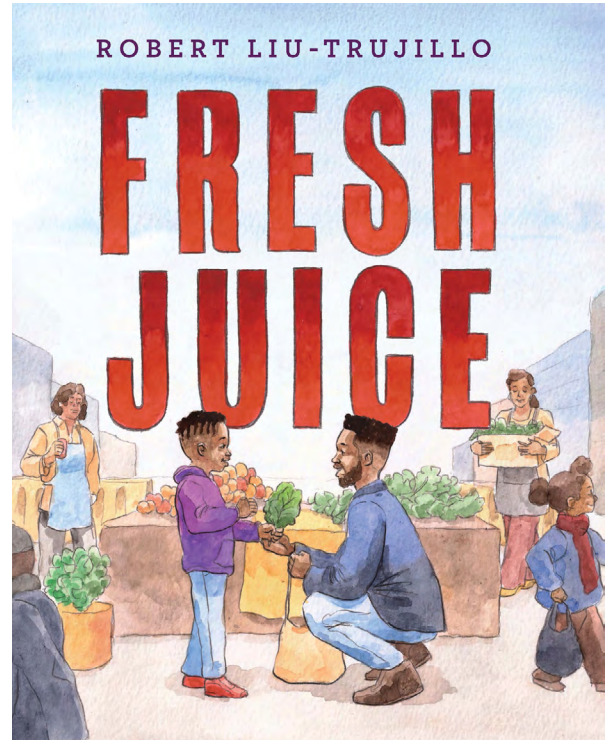


## **SYNOPSIS**

When Art's father can't get over a cold, Art knows exactly what his daddy needs: some delicious sick-fighting juice! After looking through the fridge and cupboards, they discover they're missing a key ingredient—ginger. But finding some ginger will take them downtown, to the farmers' market, to the food co-op, to the West African grocery...to an unexpected encounter that brings everyone together, and results in a tasty celebration.

## **THEMES IN THE STORY**

- Community
- Family
- Empathy
- Diversity



**Written by:** Robert Liu-Trujillo  
**Illustrated by:** Robert Liu-Trujillo  
**Published by:** Lee & Low Books  
**Read by:** Da'Vine Joy Randolph  
**Suggested grade level:** K - 3<sup>rd</sup>

## 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 a focus on textual evidence.

Standards listed below are for 1<sup>st</sup> and 2<sup>nd</sup> grades, but can be adapted to Kindergarten and 3<sup>rd</sup> grade standards.

### BEFORE VIEWING

**Standards:** *CCSS.SL.1.1, CCSS.SL.2.1*

**Objective:** Tap into prior knowledge and build background to prepare for viewing the story.

**Procedure:** Build background for students by discussing the following points. This may be done on the carpet with A/B partners or at their desks.

- What do you like to eat or drink when you are sick?
- What foods are good for your body when you are sick?
- What kinds of vitamins, minerals and antioxidants are in your food?
- Which fruits and/or vegetables do you like?
- Have you ever been to a farmers' market? What was it like?
- If you haven't been to a farmers' market, what do you imagine it to look like?

### DURING VIEWING

**Standards:** *CCSS.SL.1.2, CCSS.SL.2.2*

**Objective:** Watch the story and answer questions.

**Procedure:** Stop the video at appropriate parts to ask questions or pose prompts from the suggested list below:

- Why couldn't Art's dad take him to the park? (00:34)
- Where did Art and his dad go to make their sick-fighting juice? (01:18)
- What fruits and vegetables have vitamins, antioxidants and minerals, and why are they good for your body? (03:32)
- How did the community and family help Art and his dad? (05:49)

## AFTER VIEWING

**Standards:** *CCSS.RL.1.1, CCSS.RL.2.1*

**Objective:** Students will ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.

**Procedure:** Students will discuss with their carpet or table partners the following questions:

1. Where do Art and his dad look for ingredients for their juice? What do they decide to do after?
2. What ingredient does Art want to find at the farmers' market? What does his teacher say about it?
3. What happens at the train station? What sign does Art and his dad see?
4. Who sees Art and his dad waiting at the train station? What does he offer to Art and his dad?
5. How do Art and his family start to prepare the juice?
6. How does Dhillon's bike run the juicer?
7. What does Art decide to call the juice at the end of the story?

## READING RESPONSE

**Standards:** *CCSS.RL.1.1, CCSS.RL.2.1*

**Objective:** Answer the reading prompts using details from the text to support the responses.

**Materials:**

- Reading response journal
- Pencils

**Procedure:**

1. Ask the following prompts:

How do you feel about drinking your fruits and vegetables?  
 What is this book trying to teach you about?  
 What would you tell a friend about this book?

2. Allow time for the group to discuss the prompts.
3. Have students write responses answering the above prompts in their reading response journals.

**Note:** Younger students may use sentence stems to help them with their responses. For example:

I think the author wanted you to learn about\_\_\_\_\_.

I would tell my friend to read this book because\_\_\_\_\_.

## WRITING – NARRATIVE

**Standards:** *CCSS.W.1.3, CCSS.W.2.3*

**Objective:** Students will use sequence words to write a recipe for their own Creative Cold-Fighting Juice by using grade appropriate structure and spelling.

**Materials:**

- Creative Cold-Fighting Juice Recipe template for younger learners (*page 8*) or for older learners (*page 9*)
- Pencils

**Procedure:**

1. Give students the following prompt:

You get to make your own cold-fighting juice recipe. What will you call it? What ingredients will you use? What equipment do you need? What are the steps to make the recipe?

2. Have students create their own **Creative Cold-Fighting Juice Recipe** using the recipe template appropriate for their grade level.
3. Younger students can create their **Creative Cold-Fighting Juice Recipe** (*page 8*) by drawing their ingredients in the juice pitcher template and writing their instructions on the bottom.
4. Optional: Gather all of the students' recipes and make a book for the class.

**Note:** Have sequence words posted on the board. For example: **First, Second, Third, Next, After That** and **Finally**.

## ART – DRAW YOUR OWN AD FOR YOUR CREATIVE COLD-FIGHTING JUICE

**Art Standard:** Make art or design to explore personal interests, questions, and curiosity.

**Objective:** Students will design their own print ad promoting the juice recipe they created in the writing section.

**Materials:**

- Students' juice recipes for reference (*from writing activity*)
- Large white paper for the **Creative Cold-Fighting Juice Ad**
- Crayons, markers or colored pencils
- Scissors

**Procedure:**

1. Each student will draw their own **Creative Cold-Fighting Juice Ad**.
2. Students will include the name of their juice, the color, the ingredients, and why their juice helps them get better and stay healthy.
3. Students will share their **Juice Ads** with their table team.
4. Students will have their **Juice Ads** on their desks to take a gallery walk and see their classmates designs.

**Note:** Show examples of ads of drinks they already know and ask them what entices them to want to buy a certain brand of juice, sparkling water or sports drink? Do any drinks have vitamin C, minerals or special flavors?

## MATH – COUNTING AND ADDING

**Standards:** *1.OA.1 Represent and solve problems involving addition.*

**Objective:** Students will utilize pictures of fruits and vegetables to count the number of pieces and add the totals.

**Materials:**

- Math worksheet (*pages 10-11*)
- Pencils

**Procedure:**

1. Students will solve pictorial equations by counting the pieces of fruits and vegetables (between 1-10) and adding them together for a total count.
2. Advanced students will use the same pages and multiply the totals by 2 or 3.

## SCIENCE – FOOD PYRAMID

**Objectives:** Students will graph the correct number of fruit, vegetables, grains, dairy and protein/meat. Then, students will sort the correct food group items into the correct grocery cart.

**Materials:**

- Food Pyramid Graphing worksheet (*page 12*)
- Food Pyramid Sorting worksheet (*pages 13-14*)
- Pencils
- Scissors
- Glue

**Procedure:**

1. Using the **Food Pyramid Graphing** worksheet, students will graph each food item into the correct food group column, along with the totals for each food group below.
2. Using the **Food Pyramid Sorting** worksheet, students will sort the food group items into the correct shopping carts.

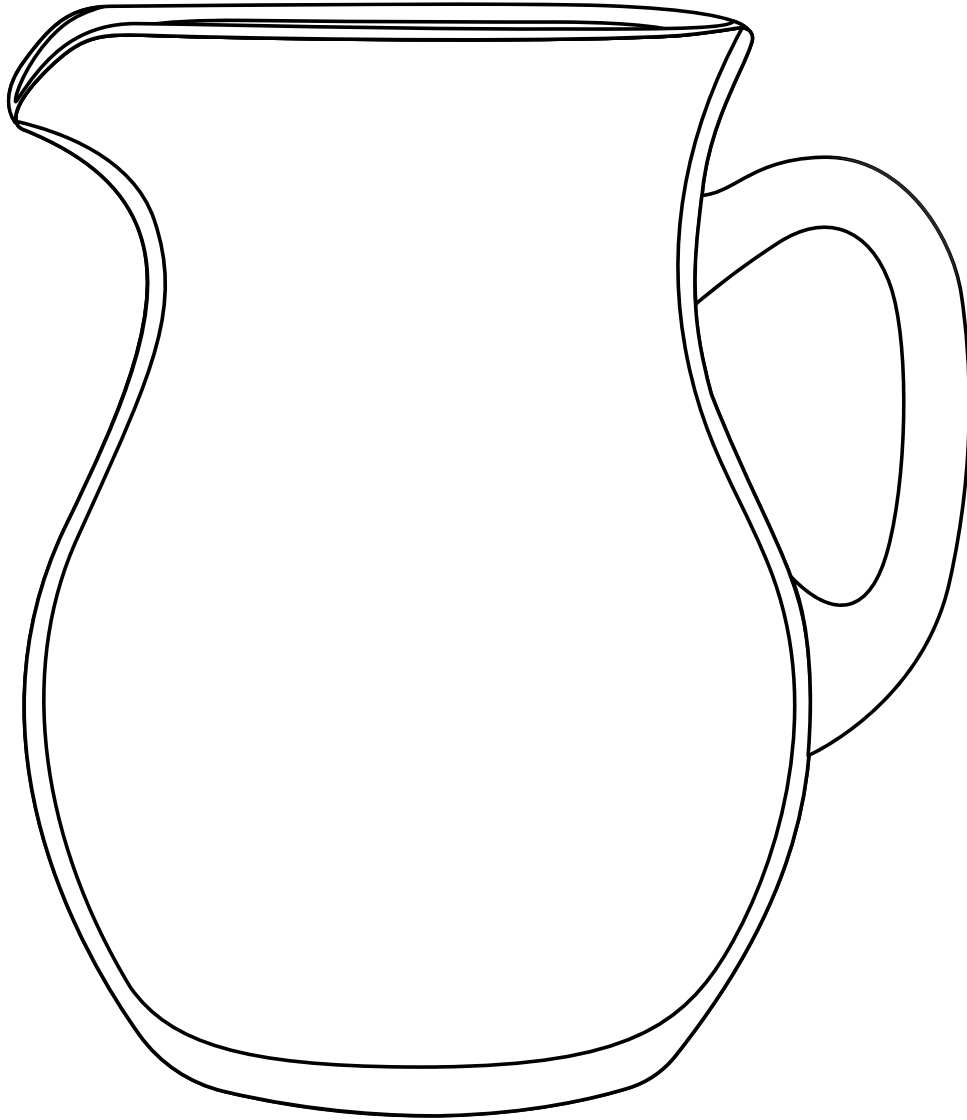
# Recipe for \_\_\_\_\_

(Name of Juice)

## From the kitchen of \_\_\_\_\_

(Student Name)

Draw ingredients in the juice pitcher and write your recipe's instructions below.



### Instructions

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



**Recipe for** \_\_\_\_\_

(Name of Juice)

**From the kitchen of** \_\_\_\_\_

(Student Name)



## Ingredients

## Instructions

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

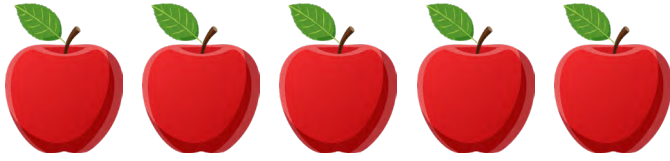
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4. \_\_\_\_\_

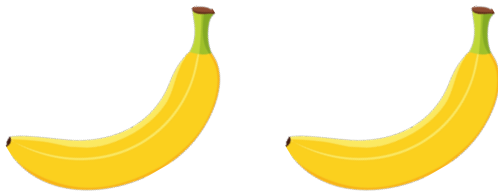
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Name: \_\_\_\_\_

# FRUITS



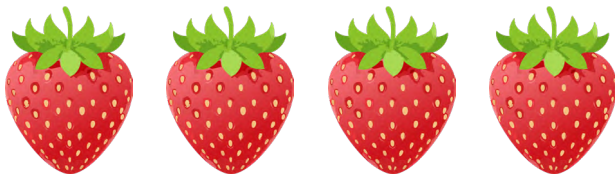
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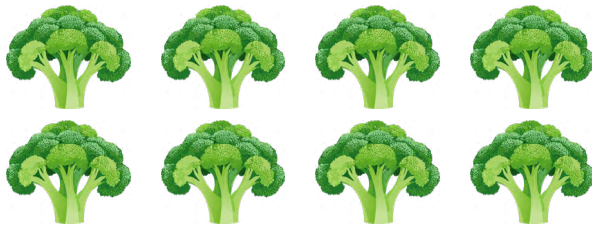
***Total Pieces***

Name: \_\_\_\_\_

# VEGETABLES



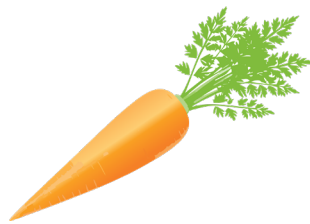
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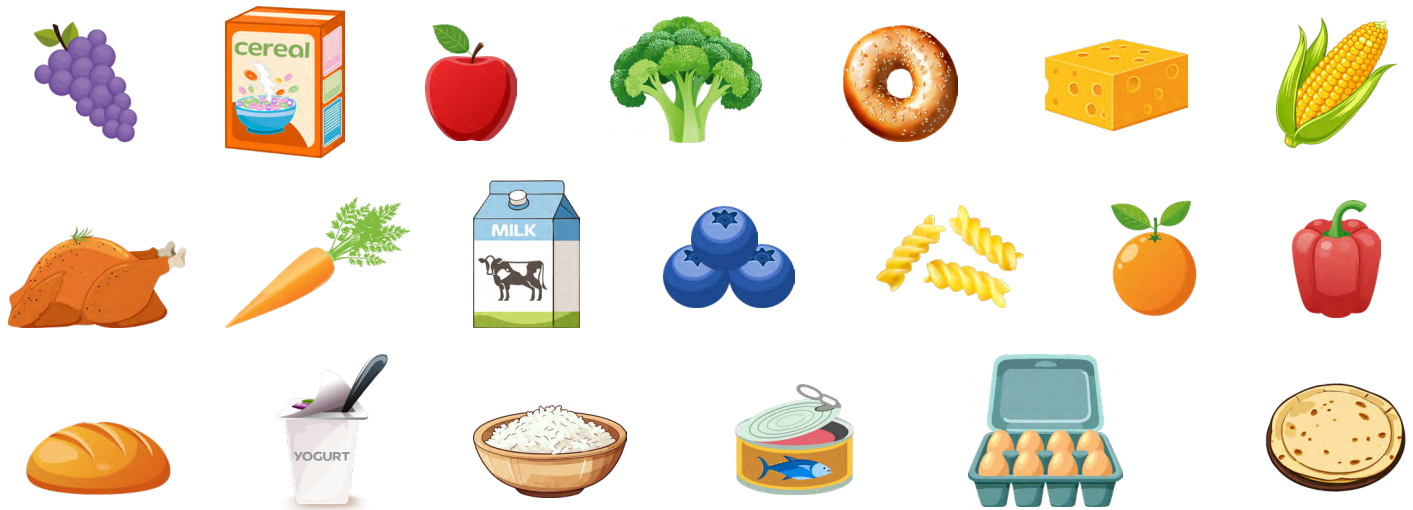
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**Total Pieces**

Name: \_\_\_\_\_

# FOOD PYRAMID GRAPHING

How many of each of the following foods do we need to eat each day?  
Graph your answers and write the totals below.

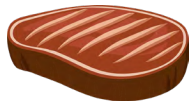
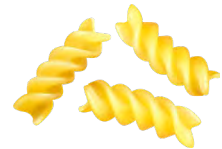


<b>6</b>					
<b>5</b>					
<b>4</b>					
<b>3</b>					
<b>2</b>					
<b>1</b>					
	<b>Dairy</b>	<b>Fruit</b>	<b>Grains</b>	<b>Vegetables</b>	<b>Protein/Meat</b>

Total:      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

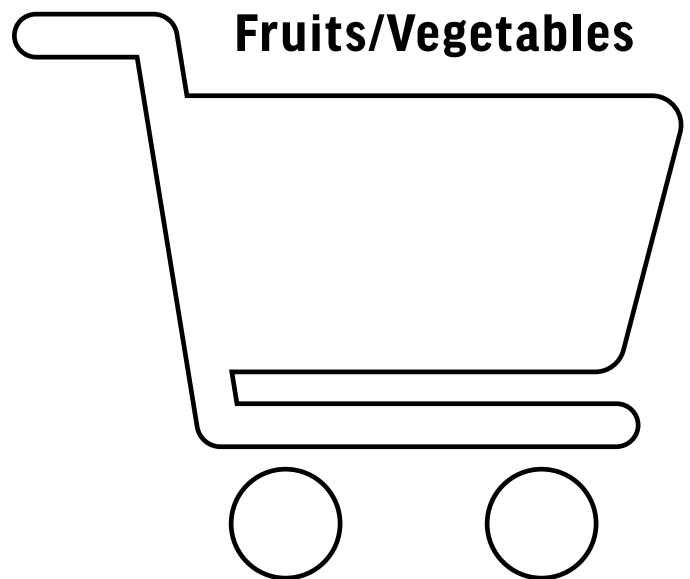
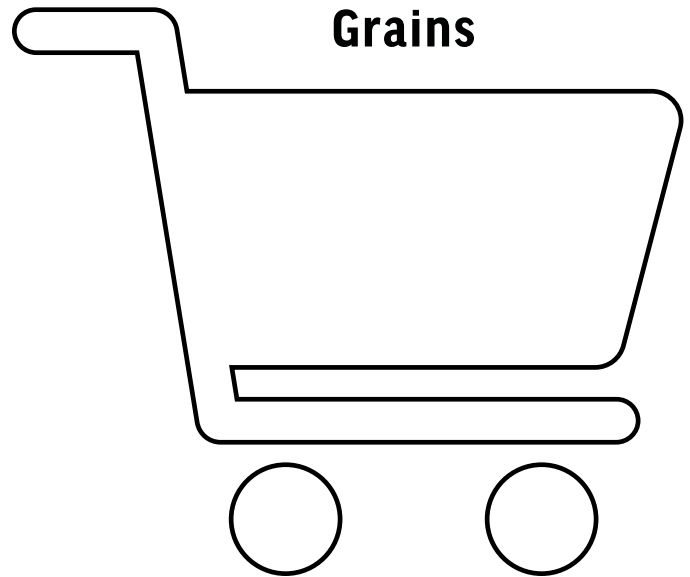
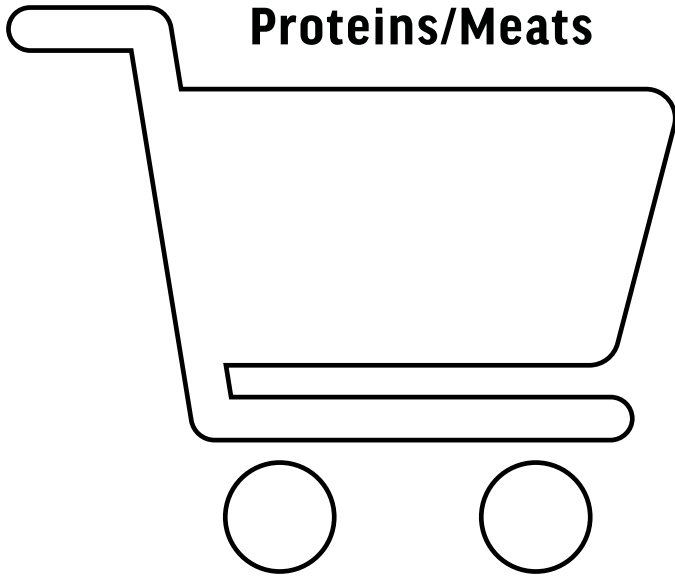
# FOOD PYRAMID SORTING

Directions: Cut out the food items and glue them in the correct shopping carts.



Name: \_\_\_\_\_

# FOOD PYRAMID SORTING



## **ABOUT THIS GUIDE**

This guide enhances the English Language Arts (ELA) curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.