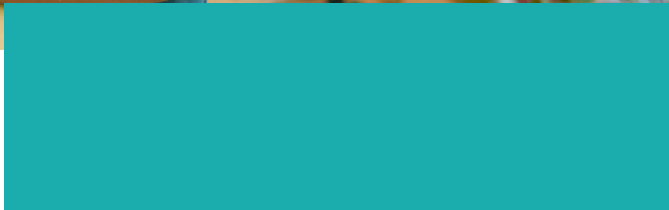




| TEACHERS' GUIDE

Fresh Juice

SUGGESTED GRADE LEVEL: K - 3rd |

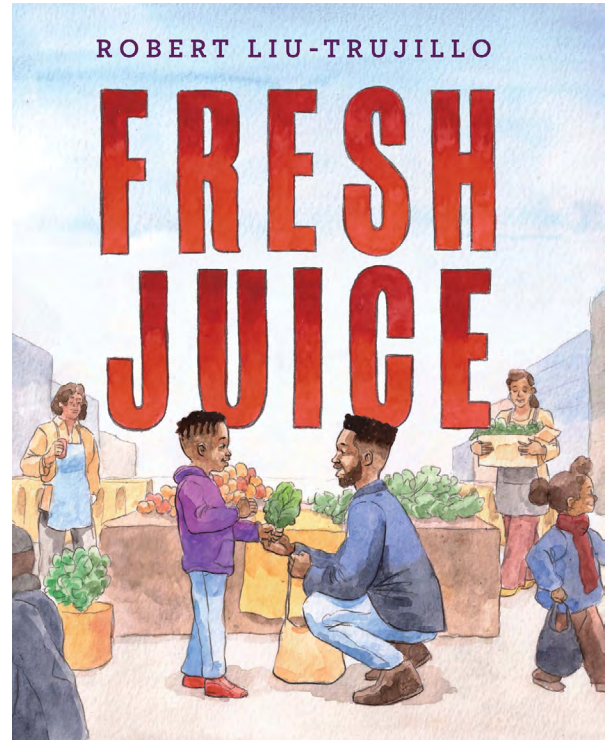


SYNOPSIS

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



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Illustrated by: Robert Liu-Trujillo
Published by: Lee & Low Books
Read by: Da'Vine Joy Randolph
Suggested grade level: K - 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 a focus on textual evidence.

Standards listed below are for 1st and 2nd grades, but can be adapted to Kindergarten and 3rd 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 – MYPLATE

Objectives: Students will place 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:

- MyPlate Placement worksheet (*page 12-13*)
- MyPlate Sorting worksheet (*pages 14-15*)
- Pencils
- Scissors
- Glue

Procedure:

1. Using the **MyPlate Placement** worksheet, students will identify and record the pre-sorted food items, including the total count for each food group.
2. Using the **MyPlate Sorting** worksheet, students will sort the food group items into the correct shopping carts.

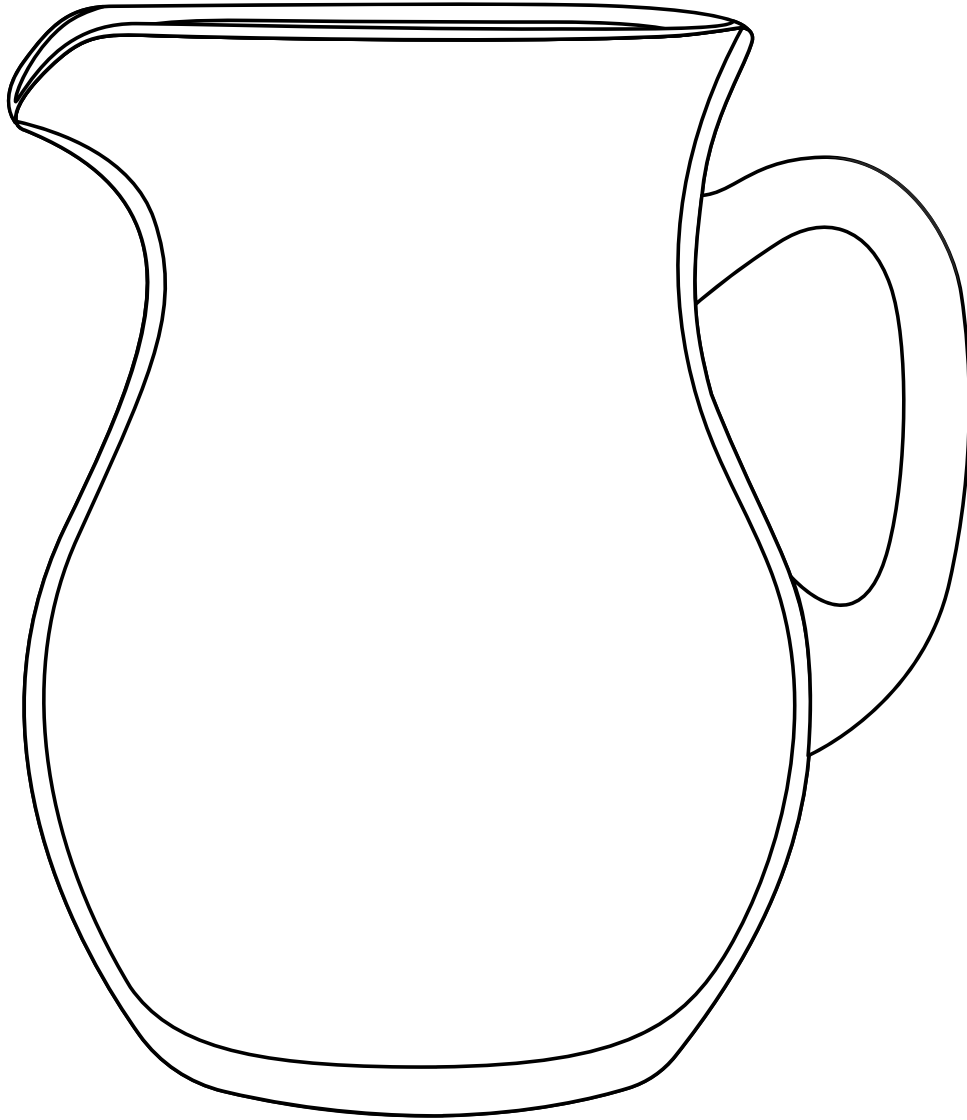
Recipe for _____

(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. _____

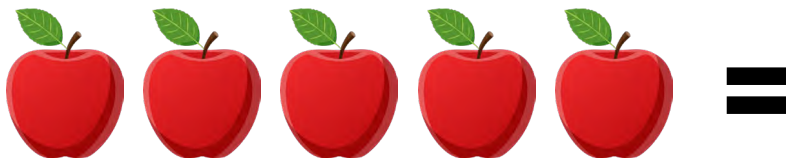
2. _____

3. _____

4. _____

Name: _____

FRUITS



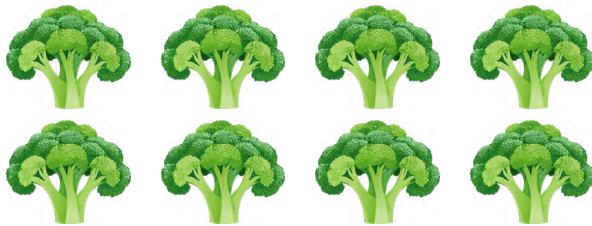
Total Pieces

Name: _____

VEGETABLES



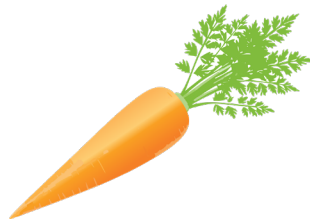
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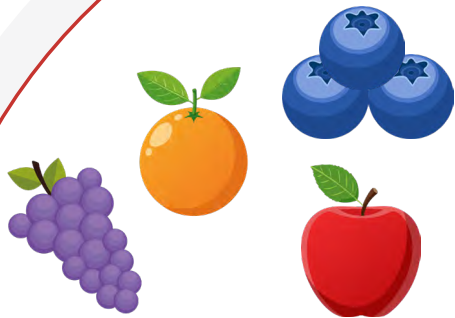
Total Pieces

Name: _____

MYPLATE PLACEMENT

How many of each of the following foods do we need to eat each day?
Record your answers and the totals on the following page.

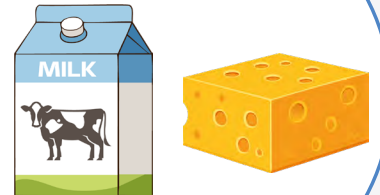
Fruits



Grains



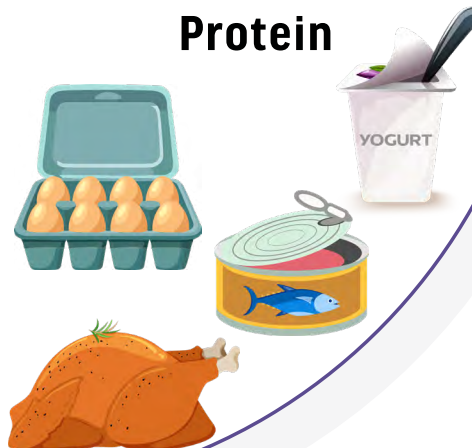
Dairy



Vegetables



Protein



Name: _____

MYPLATE PLACEMENT

How many of each of the following foods do we need to eat each day?

Record your answers and the totals below.

Fruits

Total: _____

Vegetables

Total: _____

Protein

Total: _____

Grains

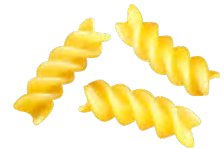
Total: _____

Dairy

Total: _____

MYPLATE SORTING

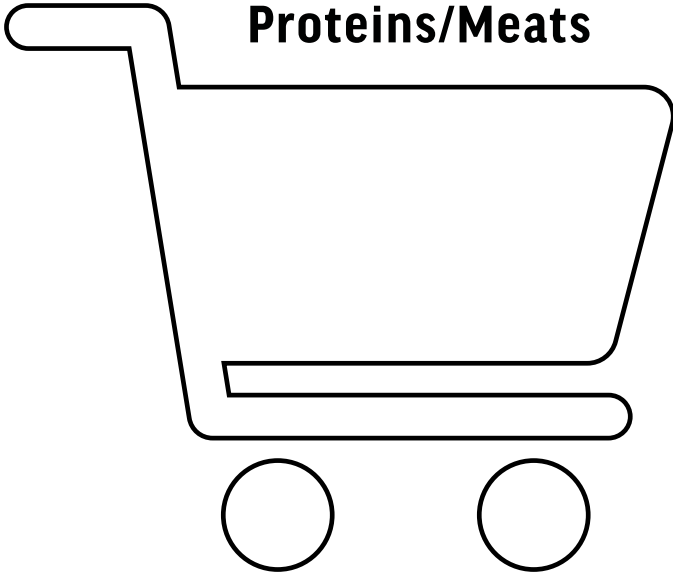
Directions: Cut out the food items and glue them in the correct shopping carts.



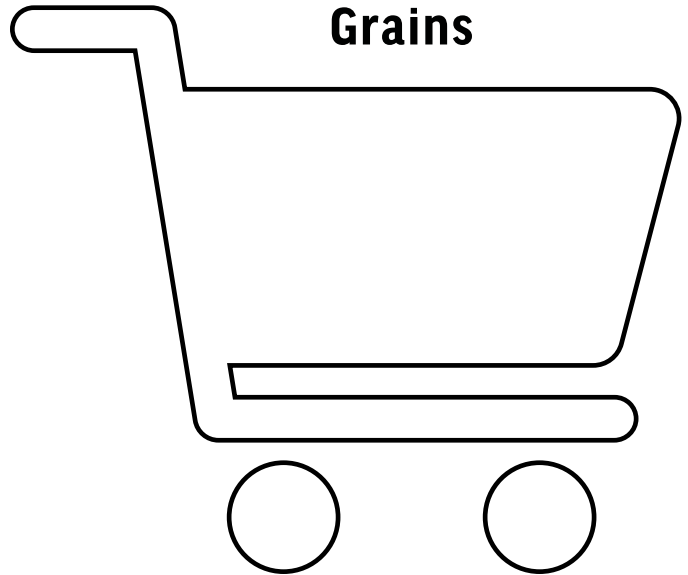
Name: _____

MYPLATE SORTING

Proteins/Meats



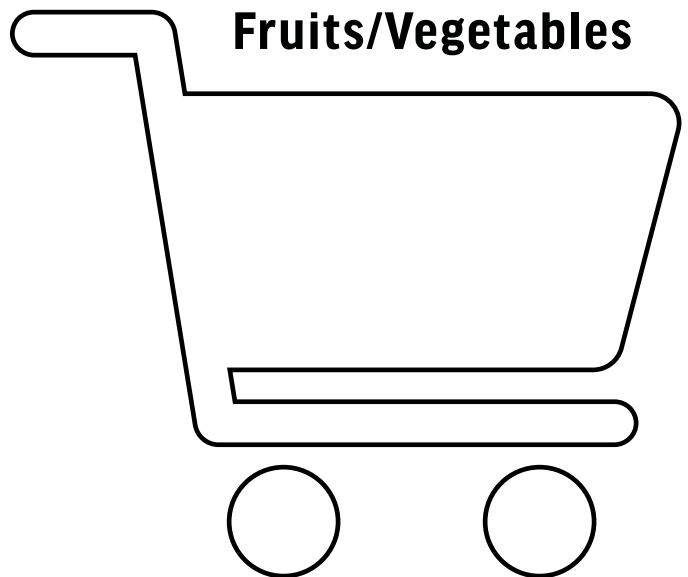
Grains



Dairy



Fruits/Vegetables



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.