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Flavors from Plants

Summary

This book presents a large variety of plant flavors, as well as how we use them to enhance the taste of our food.

Science Focus

Living Organisms—Plants

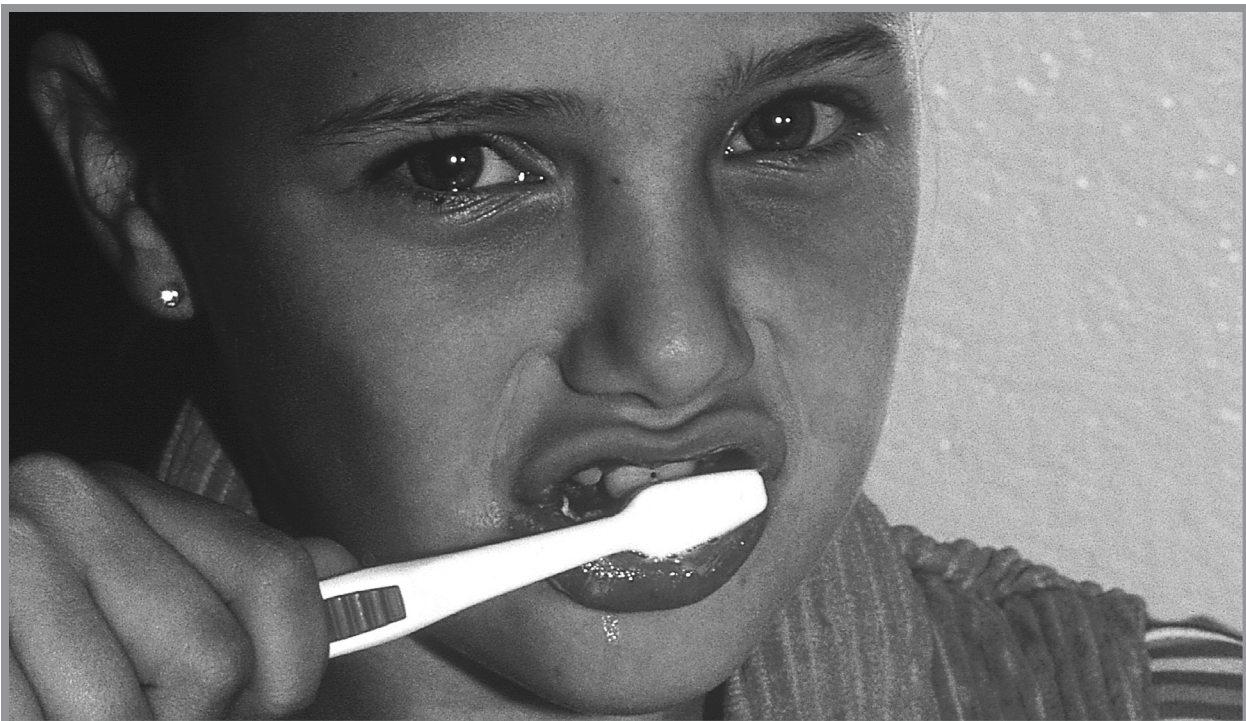
- Living things need water, food, and air.
- Most food comes from farms, either directly as crops or as animals that eat crops.

INTRODUCTION TO THE READING

Vocabulary and Comprehension Mini-Lesson

Differentiated Lessons: Before you begin a mini-lesson, determine the students' levels of language proficiency (see page 4) and group students accordingly. For the activities, you will need the following materials:

- mini-lessons provided on the following pages
- *Flavors from Plants*
- *Flavors from Plants* photo card
- chart paper or a whiteboard
- colored pencils or crayons
- drawing paper



Flavors from Plants

INTRODUCTION TO THE READING Vocabulary and Comprehension Mini-Lesson

LEVEL: Intermediate

Content Vocabulary: flavor, taste, toothbrush, toothpaste

Vocabulary Application

- Show the *Flavors from Plants* photo card and have students describe the picture.
- Write all the vocabulary words on chart paper or a whiteboard. As you write, say the words aloud. Have students describe and/or demonstrate each word.
- Discuss the difference between the words *flavor* and *taste*. Have students name the flavors of toothpaste they use and how the flavors taste using complete sentences. Use the following sentence frame: "The flavor of toothpaste I use is _____. It tastes _____." Write students' responses in a chart on the chart paper or whiteboard. Tell them to extend beyond toothpaste flavors to include other flavors with which students are familiar. Use the following chart as a guide:

Flavor	Taste
mint	sweet
cinnamon	spicy
lemon	sour

Comprehension—using strong verbs

- Show the *Flavors from Plants* photo card and say, "A girl is brushing her teeth. *Brushing* is a strong verb because it shows action. What other strong verbs show action when we brush our teeth?" Students' answers may include the following: *squeezing (toothpaste)*, *swishing (water)*, *rinsing (mouth)*, and *spitting*. List students' responses on chart paper or a whiteboard.
- Show the picture of the boy eating celery on page 15. Say, "What strong verbs can you think of that show action when we eat?" Students' answers may include the following: *chewing*, *chomping*, *swallowing*, *tasting*, *eating*, and *drinking*. Write students' responses on the chart paper or whiteboard. As a class, read all the strong verbs aloud.

READ-ALOUD

After completing the INTRODUCTION TO THE READING activities, read *Flavors from Plants* aloud as students follow along with their individual readers.

Flavors from Plants

INTRODUCTION TO THE READING Vocabulary and Comprehension Mini-Lesson

LEVEL: Advanced

Content Vocabulary: bark, beans, flavor, fruit, leaves, nuts, sap, seed

Vocabulary Application

- Show the *Flavors from Plants* photo card and ask, “What is this girl doing?” Then ask, “Does all toothpaste taste the same? What flavor of toothpaste do you use?” Accept answers. Then say, “Most flavors come from parts of plants.”
- Write all the vocabulary words on chart paper or a whiteboard. As you write, say the words aloud. Have students give examples of flavors that come from the plant parts. Allow them to use the photos from *Flavors from Plants* for ideas. Write students’ responses on the chart paper or whiteboard. As a class, read the responses aloud.

Comprehension—sequencing

- Show the *Flavors from Plants* photo card and tell students they are going to write instructions for how to brush teeth.
- Draw four boxes on chart paper or a whiteboard. Ask, “What are four things we do when we brush our teeth?” Write each student-provided step in a box and draw a simple picture to illustrate it. Make sure the steps are in the wrong order.
- Ask students, “Are these in the correct order? What do we do first? Second? Third? Last?” Number the boxes according to students’ answers. As a class, re-read the steps in the numbered sequence. The steps should be similar to the following:

1. Squeeze toothpaste onto a toothbrush.	2. Move the toothbrush back and forth on your teeth.
3. Rinse your mouth with water.	4. Spit the toothpaste and water into the sink.

- Distribute drawing paper. Ask students to fold the paper so that there are four boxes. Have them draw pictures in the correct sequence to represent the four steps they described as a class.

READ-ALoud

After completing the INTRODUCTION TO THE READING activities, read *Flavors from Plants* aloud as students follow along with their individual readers.

Flavors from Plants

GUIDED SESSION

Choose one of the teaching points based on your diagnosis of the class's needs. Activate background knowledge and set a purpose for reading during the discussion about the teaching point. The teaching point will determine the purpose of the reading. Here are descriptions of several teaching points for *Flavors from Plants*.

Teaching Points

Writing Craft	using the beginning-question technique, using descriptive attributes
Text Feature	examining close-ups
Comprehension Strategy	analyzing reminders, cross-checking text with photos
Decoding and Phonics Feature	scanning for <i>gr</i> blends

Writing Craft—using the beginning-question technique

- Explain that writers like it when their readers feel involved. One way a writer can do this is by hooking a reader with a beginning question, as if to say, "Here's a good question. Let's find the answer together."
- Have students turn to page 2. Ask, "What question does the author ask at the very beginning of the book?" Students should say, "She asks, 'Did you brush your teeth this morning?'"
- Have students form pairs. Then instruct the pairs to scan the book, looking for beginning questions. Ask for volunteers to share their answers.

Writing Craft—using descriptive attributes

- Tell students that writers always try to help their readers visualize. They do this by using descriptive attributes, such as color, size, texture, and taste. Explain, "Texture is what you feel with your sense of touch." Then ask, "How do you sense taste?" Accept responses.
- Have students brainstorm some texture and taste words. Direct students to look for other descriptive attributes as they read the book.

Text Feature—examining close-ups

- Ask students to scan *Flavors from Plants*. Have them name the text features they see. Students' answers should include table of contents, headings, boldfaced text, glossary, index, and comprehension questions.
- Call their attention to the close-ups on pages 6, 7, 9, and 13. Tell them to examine each one. Ask, "What do the close-ups tell you?" Explain that most close-ups show a detail of a larger photo or drawing. Add, "They can provide additional information about the topic." Encourage students to look carefully at each close-up as they read the book.

Flavors from Plants

GUIDED SESSION *(cont.)*

Decoding and Phonics Feature—scanning for *gr* blends

- Write the words *grated*, *ground*, and *grinding* on chart paper or a whiteboard, making sure that students can see it when they read *Flavors from Plants*. Say the words aloud, using your voice to draw attention to the initial blends. Then have students scan the book to find these and other *gr* blends.

Comprehension Strategy—analyzing reminders

- Tell students, “One way writers encourage readers to use information in books is to remind them of what the subjects have to do with their lives.”
- Have the class turn to page 15. Ask a volunteer to read the two sentences aloud. Ask, “What does the author want you to remember about the information?” Discuss how students can apply the information to their own lives. Tell students that, while reading, they should look for their favorite foods and the plant flavors used to create them. After students have finished reading, ask them to share their lists of foods and flavors.

INDEPENDENT READING

- Observe student groups as they read *Flavors from Plants* independently. If students are struggling, provide just enough support with appropriate strategies or skills to help them continue reading independently. For students needing further reading practice and reinforcement, use the CD for an audio reading of the book. Students can follow along silently with the first reading of the story and then read aloud with the second reading.
- Address comprehension problems as they arise. Encourage students who are having comprehension problems to cross-check text with photos.

WRITING AFTER READING

Strategy: Engage readers.

Target Skill: Practice using the beginning-question technique.

- Refer to the Writing Craft activity at the beginning of the GUIDED SESSION.
- Discuss *what* and *where* questions—both of which are good questions for young scientists to ask. Model how to use these words in questions. For example, ask, “What is sap used for?” or “Where does chocolate come from?”
- Distribute the small photo cards. Invite several students to ask *what* or *where* questions about the animals or objects shown on their photo cards. Later, with your guidance, have all the students write *what* or *where* questions about the animals or objects in their photos. Use literacy centers and journals for further opportunities to practice the skill.

Flavors from Plants

WHOLE-GROUP GUIDED WRITING

Strategy: Provide readers with proof for a main idea.

Target Skill: Practice using a group of examples as supporting details.

- After students have read *Flavors from Plants*, have them give examples from the book that support the book's main idea. Write students' responses on chart paper or a whiteboard. Answers should include the following: *lettuce, broccoli, corn, and apples; bark, leaves, flowers, seeds, and sap; chocolate or vanilla; almonds and nutmeg; rosemary, parsley, and peppermint; fruits and berries.*
- Model how to give multiple examples. For example, you could say, "Owls have different colored feathers. Some feathers are white, while others are brown and black."
- Distribute the small photo cards (if you have not done so already) so that each student has one card. Encourage students to say something about their photos using two examples. For example, a student might say, "A beetle has different body parts. It has legs and antennae."
- Then, with your guidance, have students write about the animals or objects in their photos, using two examples to support their statements. Use literacy centers or journals for further opportunities to practice this skill.

SCIENCE CONNECTION

- Review the text and photos from *Flavors from Plants*. Focus on the attributes of texture and taste. Then assemble a touch, taste, and smell center for students. Grate (or have students grate) cinnamon, nutmeg, almonds, and lemon peels. Add these to an assortment of other flavors for kids to touch, taste, and smell. Consider including the following flavors: vanilla, chocolate, mint, spices, and herbs. (Note: Be mindful of allergies when performing this activity.)
- Have students record the flavors, where the flavors come from, and the foods that use them. Use page 14 with this activity.

ASSESSMENT AND STUDENT PAGES

- Use page 13 to assess students' understanding of the information presented in *Flavors from Plants*. Distribute photocopies for students to complete. Evaluate students' responses to determine progress.
- Use pages 14 and 15 to reinforce the vocabulary in *Flavors from Plants*. Distribute photocopies for students to complete. Review answers as a class or independently.

Flavors from Plants		Assessment																
Name: _____ Date: _____																		
Directions: Write a summary of <i>Flavors from Plants</i> . Follow the three steps below.																		
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Steps</p> <p>1. Write a key idea from each chapter on the organizer.</p> <p>2. Include these key ideas in your summary.</p> <p>3. Use the Editor's Checklist to help you proofread your writing.</p> </div>																		
<table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2">Key Idea</th> </tr> </thead> <tbody> <tr> <td>Eating plants</td> <td>People use plants for flavors.</td> </tr> <tr> <td>Getting flavors</td> <td></td> </tr> <tr> <td>Flavors from seeds and beans</td> <td></td> </tr> <tr> <td>Flavors from bark and sap</td> <td></td> </tr> <tr> <td>Flavors from nuts</td> <td></td> </tr> <tr> <td>Flavors from leaves</td> <td></td> </tr> <tr> <td>Flavors from fruit</td> <td></td> </tr> </tbody> </table>			Key Idea		Eating plants	People use plants for flavors.	Getting flavors		Flavors from seeds and beans		Flavors from bark and sap		Flavors from nuts		Flavors from leaves		Flavors from fruit	
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Flavors from Plants

Name: _____ Date: _____

Directions: Write a summary of *Flavors from Plants*. Follow the three steps below.

Steps

1. Write a key idea from each chapter on the organizer.
2. Include these key ideas in your summary.
3. Use the Editor's Checklist to help you proofread your writing.

Key Idea	
Eating plants	People use plants for flavors.
Getting flavors	
Flavors from seeds and beans	
Flavors from bark and sap	
Flavors from nuts	
Flavors from leaves	
Flavors from fruit	

My Summary

Editor's Checklist

- ☐ My summary tells key ideas from *Flavors from Plants*.
- ☐ I read each sentence aloud and put a period at the end of each one.
- ☐ I started each sentence with a capital letter.

Flavors from Plants

Name: _____ Date: _____

Directions: After reading *Flavors from Plants*, complete the organizer below. First, write different kinds of flavors in the first column. Then, write where the flavors come from in the second column. Finally, write the foods that use the flavors in the third column. An example has been done for you.

Flavor	Where It Comes From	Foods that Use the Flavors
cinnamon	tree bark	cereal, cookies

Flavors from Plants

Name: _____ Date: _____

Directions: Read the texture and taste words in the Word Box. Use the words to complete the sentences.

Word Box

bumpy**hairy****hard****shiny****soft****spicy****sticky****sugary**

1. The outside of a coconut is called a husk, which is bristly and _____.
2. Cinnamon bark is rough and _____. It has a strong _____ flavor.
3. Basil leaves feel _____ and smooth.
4. An apple can be red, green, and yellow. Its skin looks polished and _____.
5. The heads of broccoli are uneven and _____.
6. Sap feels _____ on your hands. Its taste is _____ and sweet.

Directions: Write a sentence about a plant using one texture and one taste word.
