

## Fruit and Vegetables in My Lunchbox!

**Focus Lesson:** Fruits and Vegetables in My Lunchbox

**Materials:**

*Lunch* by Denise Fleming  
 Printer paper  
 One celery stick  
 Whiteboard  
 Dry erase markers  
 Crayons  
 Markers  
 Watercolors  
 Pencils  
 Sharpies  
 Stapler  
 Food List

**Grade:** 2-3

**Time:** 45-55 minutes

This pairs with lesson plan: Fruit or Vegetable?

**\*Common Core Standards:**

**CCSS.ELA-LITERACY.SL.1.5**

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**CCSS.ELA-LITERACY.L.1.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-LITERACY.L.1.1.F**

Use frequently occurring adjectives.

**CCSS.ELA-LITERACY.L.1.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Thinking Skill:**

Creating pages in a book  
 Using adjectives as descriptive words

**Objective:**

Students will understand adjectives as descriptive words.  
 Students will demonstrate their understanding of adjectives by giving an adjective that describes a type of food they like.  
 Students will write a sentence about their food demonstrating command of conventions of standard English.  
 Students will all contribute to a class book and share collaboratively.  
 Students will learn about how to add fruits and vegetables to their lunchbox as part of a balanced meal (with grains, proteins and dairy of course!).  
 Students will learn how illustrations help support the reader in knowing what is happening in a story.

**Connection:**

Yesterday we read *Lunch* by Denise Fleming. Mouse ate a lot of fruits and vegetables, and we got to try some of them ourselves. Did anyone happen to bring any of the foods we tried for lunch today?

**Explicit Instruction:**

Let's look at the beginning of the book again. Mouse has just eaten a crisp white turnip. Then the text says "tasty orange-" and we turn the page to read the word "carrots." But even before you turn the page, can you predict what he ate? (Invite responses).

As readers, we need to pay close attention to not only the words on the page, but also the pictures, or illustrations. At the bottom of this page there is a piece of carrot sticking up. Why do you think the illustrator showed this to us?

Guide the students to an understanding of how the illustrations can give us clues as to what is going to happen next in the story.

Model and repeat with the next page. Finish reading the entire book.

I'm noticing a pattern in the way the author writes the words in this story. I notice that every time mouse is going to eat something new, the author writes two adjectives to describe the fruit or vegetable (for example, "sweet" and "yellow" for corn). Who else noticed this?

Display whiteboard with the word "adjective" and its definition written below it (prepare this before the lesson begins). Choral read story with the students. Support students in understanding that adjectives are describing words by going back into the book and finding all the adjectives that described each fruit or vegetable.

**Guided Practice:**

Hold up one celery stick.

Let's imagine that we are writing in the same way that the author wrote this book. Mouse is about to eat this piece of celery-what are some adjectives that we could use to describe the celery? One of them could be the color, and the other could be how it tastes or how it looks.

Have the students Turn and Talk (or Pair Share) to come up with ideas on adjectives to describe the celery. After 1-2 minutes, record several responses on the whiteboard or have each pair write one word on whiteboard.

Here we have come up with some adjectives for the celery-(green, hard, straight, crunchy, crispy, stringy etc.) These are all great words to describe it.

**Independent Practice:**

Today we are going to create our own version of *Lunch* by Denise Fleming. Each of you will have a partner and select a kind of fruit or vegetable that you both like. Next, you will create your own page to add to our *Lunch* book by writing two adjectives to describe your food and drawing a picture to go with it. Remember, we are creating this book to get ideas for fruits and vegetables to add to our lunchbox, and we want to eat healthy!

Separate students into partners however you see fit (assign vs. pick). Display list of recommended foods on Smart Board if possible. Give students time to select while circulating around the room to hear their ideas (try not to get repeats) or just let them choose their own fruit or vegetable.

Once they have their chosen fruit or vegetable, students will begin immediately. Allow access to crayons, markers, watercolors and other materials if possible. Encourage them to do a collage similar to Fleming's pulp painted paper (for stems, seeds, etc.).

If possible, have multiple copies of *Lunch* floating throughout the room as a model for students.

Pass out 12"x18" sheets of water color paper.

**Reflection – Group Share:**

Gather the students on the carpet with their pages of the book and collect them.

Invite each pair of students to share what they wrote and drew (build in time for sharing).

Use a hole-puncher and 3 rings to assemble the book!

Have students choral read the entire book (push to tomorrow or another day if needed).

We came up with many great, healthy foods as a class! I want to challenge each of you to bring one of these foods in for lunch or snack this week if you can!

**Reading list:**

*Lunch* by Denise Fleming.

**Teacher Note:**

If possible, bind the book with a spiral ring.

# Recommended Foods:

*(but you can brainstorm more)*

Strawberries

Pineapple

Raspberries

Blackberries

Prunes

Apricots

Clementines

Asparagus

Green beans

Yams/sweet potatoes

Potatoes

Broccoli

Peppers

Tomatoes

Cucumbers

Cauliflower

Banana

Mango