

Picky Eaters

Focus Lesson: Persuasive and creative writing

Materials:

I Will Never Not Ever Eat a Tomato by Lauren Child
 Writer's Notebooks
 Markers
 Crayons
 Sharpies
 Website link on grapes

Grade: 5

Time: 45 minutes

***Common Core Standards:**

CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

Thinking Skill:

Persuasion
 Text features

Objective:

Students will learn the nutritional value of grapes.
 Students will point out features of a text.
 Students will complete a creative writing entry in their Writer's Notebooks based on the format of the story.

Connection:

Have you ever avoided a food that you did not like, only to try it later on and realize that you liked it?

The story we are going to read today involves a little girl named Lola who is a very picky eater. That means she will only eat a few things, and is not open to trying new foods. In the story, the little girl's older brother Charlie has to come up with a way to get Lola to try new things. Let's see what happens.

Explicit Instruction:

Read *I Will Never Not Ever Eat a Tomato* by Lauren Child. Read with a lot of expression and give the students a good look at the illustrations. Invite their comments as book is read.

What do you notice about the words and illustrations of this book? How is this book different from other picture books we have read?

Guide students to discuss how the text is all over the page, in different shapes, and different sizes, whereas most books we've read have all the words the same size and on the same page.

Also notice how Lauren Child uses collage with photos, cartoon characters and torn pieces of cloth or papers.

Guided Practice:

Think about one of the things that Lola mentioned she did not want to eat-peas or mashed potatoes or carrots. If you were Charlie and trying to sneakily convince Lola to eat these vegetables, what might you say? Turn and Talk with a partner about how you would convince Lola to eat the vegetable!

Invite student responses. Encourage students to be creative and think outside of the box, just as Charlie did in his descriptions of the foods he made up. Share and discuss their ideas.

Now you are going to try an activity on your own. Imagine that you have a younger sibling or friend who does not want to eat grapes. But grapes are good for us! Why?

Review website with students:

http://www.freshforkids.com.au/fruit_pages/grape/grape.html

Now we know why grapes are good for us! But our little friend does not want to eat them. Thinking like Charlie, let's brainstorm what might you say or do to convince your friend to eat the grapes? How did Lauren Child use illustrations to persuade Lola to eat the vegetable?

Independent Practice:

Your next task is to convince your friend to eat grapes because they are good for us! Using the same idea that Charlie had, you are going to write in your Writer's Notebook an entry on what you would say to your friend. You will also draw a picture to go with it. Both the words and the picture should convince your friend to eat grapes.

Leave copies of the book around the room and encourage students to emulate the illustration/text relationships that the story has. Allow students to use art supplies and be creative!

Reflection – Group Share:

Form a share circle to show and share what they wrote.

Lead a discussion on how each student had the same task, yet each student came up with different ways to persuade a friend to eat grapes which shows how creative we each are.



Reading list:

I Will Never Not Ever Eat a Tomato by Lauren Child

http://www.freshforkids.com.au/fruit_pages/grape/grape.html

Teacher Note: