

Reading Complex Texts		Writing to Texts			Research Project
1 Extended Text	5-9 Short Texts	Routine Writing	3-5 Analyses	2-3 Narratives	1 Research Project
<p><b>Module 2 Informational</b></p> <p><i>Informational Article:</i>  <b>The Hard Facts about Flavored Milk</b></p> <p>RI 4  L 4, 5  Vocabulary</p>	<p>Literature: 3-5  Science: 1-2  Social Studies or arts: 1-2</p> <p><i>Literature:</i>  Excerpt from <u>Chocolate Fever</u> by Robert Kimmel Smith  <u>A Bad Case of Stripes</u> by David Shannon  <u>The Berenstain Bears and Too Much Junk Food</u> by Stan and Jan Berenstain</p> <p><i>Informational Texts:</i>  Social Studies: "From the Bean to the Bar"/Chocolate Timeline</p> <p>Science: "Chocolate Milk: More Harmful than Helpful"</p>	<p>Develop &amp; Convey Understanding</p> <p><b>Chocolate:</b>  Students will write routinely to respond to the questions:</p> <p><b>Essential Questions:</b></p> <p>What does the research say about sugar and chocolate flavored milk? (text dependent question)</p> <p>What evidence supports the statement, "Chocolate milk has a sky high sugar content."?</p>	<p>Focus on informing &amp; explaining</p> <p><b>Chocolate:</b>  The students will read the following articles and watch the following video:</p> <ol style="list-style-type: none"> <li>1. Close Read: Chocolate Milk More Harmful than Helpful</li> <li>2. Close Read: The Hard Facts about Flavored Milk</li> <li>3. Watch Video: Digital Source: Chocolate Milk: Is the Calcium Worth the Sugar?  <a href="https://www.youtube.com/watch?v=TLrQG44UT0c">https://www.youtube.com/watch?v=TLrQG44UT0c</a></li> </ol>	<p>Convey Experiences, Events, and/or Procedures</p> <p><b>Chocolate Fever</b>  <b>A Bad Case of Stripes</b>  <b>The Berenstain Bears: Too Much Junk Food</b></p> <p>After researching the consequences of drinking too much chocolate milk at school in our informational articles, our literary pieces describe the results of eating too much junk food.</p>	<p>The students will create a research poster integrating knowledge from sources.  The poster must include the following components:</p> <p>3 facts from informational texts</p> <p>3 important events from literary text</p> <p>Compare and Contrast informational articles and literary texts using a double bubble map.  RI 1, 2,3, 9  Analyzing the relationship between a series of concepts</p>

Digital Source:  
Chocolate Milk: Is the Calcium Worth the Sugar?  
<https://www.youtube.com/watch?v=TlrQGH4UT0c>

\*\*For more resources, see “Nutrition – Control: Pros and Cons of Chocolate Milk”

What is the main idea of the article “The Hard Facts about Flavored Milk”?

What are some healthy alternatives children could drink instead of flavored milk? Why is this important? Include evidence from the articles in your response.

L 1, 2, 3, 6  
Incorporate grammar into writing activities

**Essential Question:  
Cause & Effect**

Using evidence from the articles, explain how drinking chocolate milk every day affects your health?

**Essential Question:**  
Should your school cafeteria serve chocolate milk each day? Why or why not? Use evidence to support your answers.

W 1, 2  
Opinion Piece

Close Read: “From the Bean to the Bar.”  
How has the use of chocolate evolved over the past 500 years? Use evidence from the text to support your answer.  
RI 1, 2, 5, 7, 8, 9  
Analyzing the role of illustrations

Describe a time in your life when having too much of something was harmful.

**or**

Write a fictional story about a character who has been harmed in some way by having too much of something.

W 4, 5, 6  
Writing Process

RI 1, 2, 8, 9  
Comparing and contrasting important points/key details

W 7, 8, 10  
Research to build and present knowledge

<p><b>Response to Reading questions for each Extended Text</b>  <b>Cite Sources when using Text-Based Evidence</b></p>	<p><b>Poetry Close Reading</b>  <b>Informational Text Annotated Notes</b></p>	<p><b>Mentor Sentences</b></p>	<p><b>Word Study: Greek and Latin Roots;</b>  <b>Words in Text;</b>  <b>Academic Vocabulary</b></p>	<p><b>Gradual Release of Responsibility (Whole Group; Small Group; Pairs)</b></p>	<p><b>Rockin' Research</b>  <b>Poetry Questions</b>  <b>Response to Reading</b>  <b>Mentor Presentations and Student Presentations (i.e. Grandparent Tea; Historical Figure; Character Analysis)</b></p>
		<p><b>Roots and Affixes Study to Decode unknown words through Paired Reading</b></p>	<p><b>Fluency practice through Daily Poetry Assignments</b>  <b>Reader's Theater</b></p>		