

Teaching Start to Finish, Second Series Food

start TO finish
Second Series

Interest Level: Grades K–3

Reading Level: Grade 3

LEARNER  SOURCE™

Titles in this series:

From Cocoa Bean to Chocolate

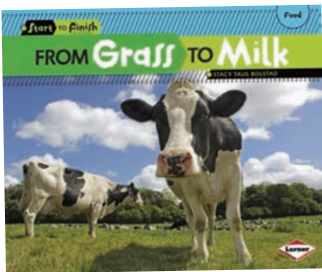
From Grass to Milk

From Maple Tree to Syrup

From Milk to Ice Cream

From Peanut to Peanut Butter

From Wheat to Bread



Standards

National Science Education

- Science as Inquiry: Abilities necessary to do scientific inquiry
- Life Science: Life cycles of organisms
- Life Science: Organisms and their environments

AAAS Benchmarks for Science Literacy

- **The Living Environment** *Diversity of Life*: Know that some animals and plants are alike in the way they look and in the things they do, and others are very different from one another.
- **Habits of Mind** *Communication Skills*: Draw pictures that correctly portray some features of the thing being described.

Common Core Reading (Informational Text)

- Key Ideas and Details
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Common Core Speaking and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Multiple Intelligences Utilized

- Verbal-linguistic, visual-spatial, bodily-kinesthetic, logical-mathematical, intrapersonal, interpersonal

Lesson 1

How to Use an Index

Purpose

Students will learn how to use an index.

Materials

- Start to Finish: Food series
- Index Search p. 5
- pencils
- crayons or colored pencils

Prepare

- Copy Index Search p. 5 for each student.

Pretest

- What is an index?
- Why do you use an index?
- How do you find words in an index?

Read

- Read one book from the Start to Finish: Food series.

Model

- Turn to the index on p. 24 in the chosen Start to Finish: Food book.

- Explain that the index is a list of the book's important words and that it gives you the page number(s) where they can be found. Point out that the words are in alphabetical order.
- Demonstrate how to find the indexed words in the text by using the following steps.
- Point out the first word in the index. Ask the class what they think this word means.
- Look at the page number(s) after the word and turn to that page.
- Read the page and look at the picture to find that word or idea.

Practice

- Students will complete Index Search p. 5.
- Choose five words from the index, and write them in the column labeled "Word."

- In the column labeled "Page #," write the page number where the word is found.
- In the column labeled "My picture or words," students draw a picture or write in their own words the idea found on that page.

Discuss

- Using a larger textbook, discuss how an index can help you find things.
- How does an index make it easier to find things?

Evaluate

- Use Index Search p. 5 to evaluate student understanding.

Lesson 2

Start to Finish Process Poster

Purpose

Students will illustrate the steps from a Start to Finish: Food book and arrange them in the correct order.

Materials

- Start to Finish: Food series
- 8.5 × 11 white paper
- 11 × 14 construction paper
- pencils
- crayons or colored pencils
- scissors
- glue

Prepare

- Create a sample process poster.

Pretest

- What is a process?
- What happens if the steps in a process happen out of order?

Read

- Each student will read one Start to Finish: Food book. Students can

read in small groups if there are not enough books for everyone.

Model

- Explain that students will draw the steps of the process they just read about. Use your sample page to demonstrate.
- Show students how to fold their white paper into quarters. Each student will use two pieces of paper.
- Draw one step of the process in each quarter.
- Cut out the quarters and mix them up.
- Arrange the steps in the correct order and glue them to the construction paper.

Practice

- Students will create their own process posters, referring to the Start to Finish: Food series for details.
- Students will compare their posters with classmates who illustrated the same process.

Discuss

- Was it hard or easy to remember the steps you had read about? How much did you have to use the book to help you remember?
- What did you enjoy about this project? Was there a part you didn't like?

Evaluate

- Evaluate posters for accuracy and completeness.

Lesson 3

Follow a Recipe

Purpose

Students will follow sequential steps and work together to make a recipe.

Materials

- Start to Finish: Food series
- Recipe for _____ p. 6
- crayons or colored pencils
- items for the recipe (depends on the recipe you choose to make)
- scissors

Prepare

- Choose a simple recipe that you can prepare with your class.
- Gather ingredients and materials needed for the chosen recipe. Make a list of jobs for students to do.
- Copy Recipe for _____ p. 6 for each student.
- Complete a sample Recipe for _____ p. 6 for the recipe you

have chosen. Draw a picture in each box for each step. Cut out each box.

Pretest

- Have you helped make a meal or a snack before? What things did you have to do to get ready?

Read

- Read a Start to Finish: Food book to the class.

Model

- Prepare the recipe you have chosen with your class. Give each student a job to do.

Practice

- After preparing the recipe, pass out Recipe for _____ p. 6 to each

student.

- Show students the steps for the recipe that you drew and cut out. Have students help you put them in the correct sequence.
- Take students through each step of the recipe again. Have them draw a picture for each step on Recipe for _____ p. 6.

Discuss

- What would happen if we skipped a step in the recipe?
- What other activities have steps that must be done in order?

Evaluate

- Check each student's Recipe for _____ p. 6 for completeness and understanding.

Assessment

Step-by-Step Minibooks

Purpose

Students will demonstrate their understanding of sequential thinking by creating their own books showing the steps in a process.

Materials

- Start to Finish: Food series
- Minibooks pp. 7–8
- pencils
- crayons or colored pencils
- stapler

Prepare

- Copy minibook templates pp. 7–8 for each student.

Pretest

- Ask students what processes they see or take part in. Suggest ideas such as getting ready for school, making an art project, or cooking a meal.

- Write ideas on the board.

Read

- Read the Start to Finish: Food books.

Model

- Demonstrate how to fold the minibook template so that the page numbers are in order, and staple them together.
- Demonstrate how to complete the minibook. Write a sentence on each page of the minibook describing a step in the process. Then draw a picture explaining the sentence. The completed minibook will show a process from start to finish.

Practice

- Students select a process to show in a minibook using their own idea or an idea from the board.
- Students complete a minibook.

Discuss

- Students share their minibooks with classmates in small groups.
- Discuss similarities and differences between the minibooks.

Evaluate

- Evaluate minibooks for completeness and understanding of the unit's objectives.

Name _____

Date _____

Index Search

Word	Page #	My picture or words

Name _____

Recipe for _____



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L _____

Z _____

_____ 8

My Process:

by

5 _____

4 _____

6

3