

BREAKFAST  IN THE CLASSROOM

 **FEED
YOUR MIND**

2016–17 ACTIVITY GUIDE

**IDEAS FOR BREAKFAST TABLES
ACROSS NYC SCHOOLS**

NYC[™]
Department of
Education

Bill de Blasio
Mayor

Carmen Fariña
Chancellor

WE SAY YES TO SCHOOL MEALS!



Breakfast in the Classroom is an initiative by Mayor Bill de Blasio and New York City Department of Education (DOE) to ensure that a FREE and COMPLETE breakfast is available to all NYC elementary students.

The DOE's Division of Operations and Division of Teaching and Learning (T & L) have partnered to support the BIC initiative to increase breakfast participation and learning readiness. The Office of Curriculum, Instruction & Professional Learning, in the Division of T & L, developed this activity guide with recommendations for meaningful instruction during breakfast in the classroom.

Breakfast is the most important meal of the day and skipping it has both short and long term effects. It can make a child restless, tired, and inattentive. It can also contribute to tardiness, poor attendance, and overall lower grade performance. By serving Breakfast in the Classroom everyone stands to benefit. Students are ensured a nutritious and healthy breakfast needed to think clearly, concentrate on learning, and perform better in class. Since the allotted time will also be used to take attendance or give announcements, no class time is lost.



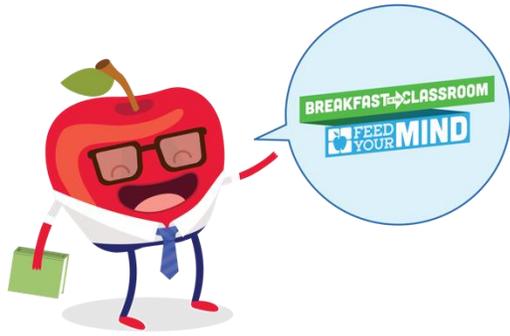
To the Principal:

BIC does take some precious minutes out of an already stretched instructional day, but there is strong scientific support for the value of breakfast for healthy and optimal brain function. Students are more likely to reach higher levels of achievement in reading and math, concentrate better, be more alert, retain more of what they learn, and participate in class. They even make fewer math mistakes, and complete their work.*

Another advantage of BIC involves the benefits of eating together. Principals who have already implemented the program attest to how eating breakfast together acts as a unifier, and builds real community. Sharing meals with others is a way to foster a sense of belonging. Eating is a highly social activity and the merits of group bonding and relationship building cannot be understated.

So, because BREAKFAST really does MATTER, try to think of BIC as an opportunity as opposed to a challenge. Use the ideas in this activity guide to help you and your teachers set up useful routines so that students get the healthy breakfast they need **while** engaging in some meaningful learning. If we think of BIC as the time it normally takes for children to settle in at the beginning of each day, BIC can serve as the key transition time that fuels the students, physically, emotionally and mentally, and prepares them for the day's learning.

*No Kid Hungry Center for Best Practices <https://bestpractices.nokidhungry.org/school-breakfast/benefits-school-breakfast>



What Principals Say about Breakfast in the Classroom...

The old adage that “breakfast is the most important meal of the day” is supported and believed by the many principals whose schools are participating in the program.

“Teachers have seen students more focused and ready to learn since BIC. They are asking less about what time lunch is and they feel students are enjoying trying new things and eating as a community in the classroom.”

Ursula Annio, Principal 20K748

Schools use BIC time to ensure that their students receive the proper nourishment they need to be energized to sustain a full day of learning. BIC brings students together as a community, and facilitates students’ intellectual development of a range of skills they can utilize in school and in their lives.

“...helps build community in the classroom, which supports learning. When we first piloted the program 6 years ago, we used the BIC time as an advisory time allowing students to talk about what was on their minds. This helped prevent issues that may have flared up and caused a disruption in learning during the school day.” ***Yvonne Williams, Principal 11X016***

During these fifteen minutes every morning, schools across the city use BIC to build relationships among students and the larger school community by engaging in a variety of activities that address skills from social emotional learning, to speaking and listening skills, to language development.

Many schools report that since participating in BIC, students have a smoother transition to class time and are more eager and ready to learn. They add that behavior is more positive, and that more students than ever take advantage of free breakfast.

“It’s a good time to check in with students and use Social Emotional Learning tools and attend to homework and more.”

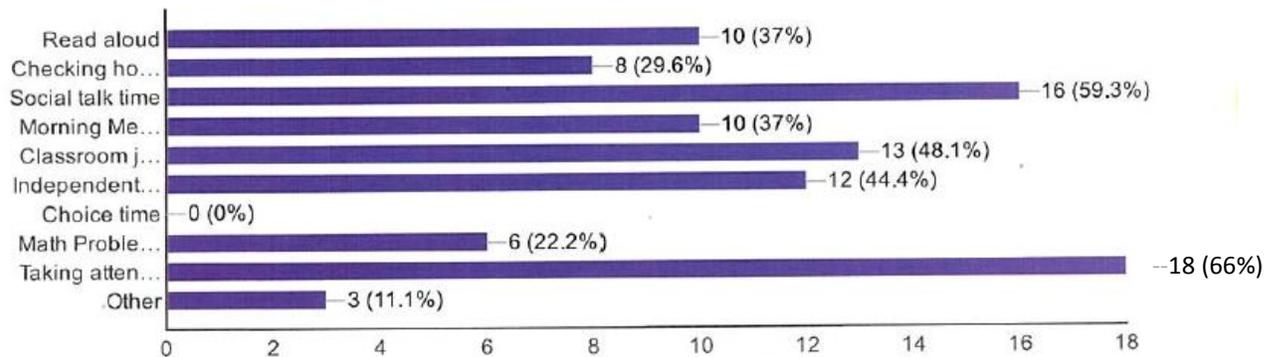
***Barry Daub, Principal
75M811***

***For more information about Breakfast in the Classroom,
visit: <http://www.schoolfoodnyc.org/OurPrograms/bic.htm>***



What are Schools Doing during BIC?

When BIC rolled out for the first time last year at 14K414, the teachers proactively conducted useful surveys to share what they learned were best practices when integrating morning activities with BIC. Among the teachers who participated, taking attendance ranks highest (66 %) among the activities teachers found most successful during BIC. This activity was followed by social talk time, then independent reading and relatively equal amounts of read aloud and morning meeting. Checking homework and math problem of the day were somewhat favored.



The Morning Meeting: time to call class together at the start of the day to set a tone for learning, establish routines for the day, share a culture of trust and respect, motivate students to take on the work of the day, develop empathy and collaboration, and fosters self-reflection and communication. See a video of a morning meeting at the Teaching Channel <https://www.teachingchannel.org/videos/classroom-morning-meeting>

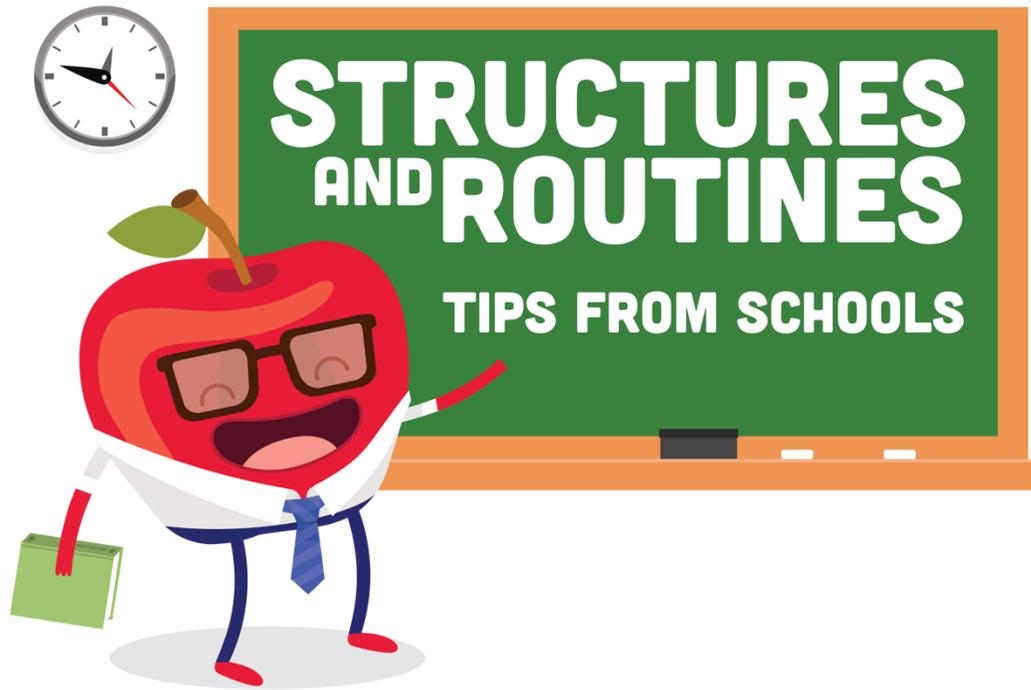
Build rapport and respect with a strategy for **Respectful Talk** at <https://www.teachingchannel.org/videos/speaking-respectfully-nea>

Independent Reading and Conferring models can be seen at <https://www.teachingchannel.org/videos/personalize-reading-workshop>

Read Aloud is one of the most important part of the school day. Reading aloud builds foundational skills, vocabulary and an understanding of fluent, expressive reading. See Kate DiCamillo's PSA on the importance of reading aloud. <https://www.youtube.com/watch?v=Soc9-JMmvo0>

See Efficient & Meaningful **Homework Review** where students themselves are accountable at <https://www.teachingchannel.org/videos/making-homework-meaningful>

Free Problems for **Math Problem of the Day** are available at <http://www.mathbuddyonline.com/qotds/displayqotd/>



- Like any classroom activity, BIC is most successful when strong routines are established early on and are followed consistently throughout the school year. Many schools use the first week to introduce and practice the routines, and support their implementation by posting a chart with the different routines and times allotted for each.
- Schools find that their students, especially their youngest, benefit from very explicit instructions and routines during BIC, and that these aid with smooth transitions and speedy clean-up. A sample is featured on page 7.
- Schools also say that the most successful activities are those that are engaging, involve speaking, listening and looking, and do not require students to get up from their seats or use their hands.
- Since the focus of this time is on eating breakfast, many schools use this time for read aloud, word games, or fun observation and simple discussion activities that don't student energy and attention away from eating. This allows all students, whether or not they choose to eat breakfast, to be fully involved in the activity.
- Some schools choose to schedule topics or activities in daily or weekly cycles and post the schedule to strengthen the structures and routines of BIC. Other schools follow different schedules for each grade level, while others allow for full flexibility when scheduling. A few sample schedules are provided; however, schools are encouraged to plan BIC time in the way that best meets the needs of their community.

SAMPLE Breakfast in the Classroom Routines

Sit at your table until the breakfast monitor calls you.

Pick up your food from the food monitor when your table is called.

Hold your food with two hands. Walk, and don't run!

Place your food on the table. Pull out your chair and sit at your table.

Unpack your food.

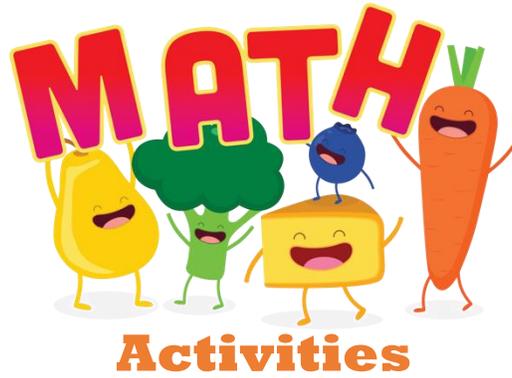
Enjoy your breakfast!

When you are finished eating, put all of your trash back into the bag.

Wait for your table to be called. Then throw out your food.

Go back to your table and get ready for a great school day!





Guess the Digit Place Game

Grades 2-5

Purpose: This activity provides practice with the mathematical concepts of place value and digits.

Procedure: The teacher tells students that the object of the game is to work together to guess a two digit number. After each guess, the teacher writes the number onto the chart, and then writes down how many digits, if any, were guessed correctly, and how many place values were guessed correctly (if necessary, review definitions for “digit” and “place value”). Students continue to guess two digit numbers until they find the right number. *Note: Teachers can also use three digit numbers.*

SAMPLE Model with #38:		
Number Guessed	How Many Digits Are Correct	How Many Place Values Are Correct
27	0	0
34	1	1
83	2	0
38	2	2

Count around the Room

Grades 1-5

Purpose: Students work with multiples to practice concepts related to multiplication.

Procedure: (For students new to the activity) The teacher reviews the concept of multiples with the class and explains that they will go around the room and count out by multiples. As an example, the teacher can work with the class to count in multiples of 2, so that the first student calls out 2, the second student calls out 4, the third student calls out 6, and so forth. After the class is comfortable with the strategy, the teacher can call out different multiples for the class to begin counting.

Extension: As a variation for students who have agency with multiplication, each student can be assigned their own number, and the teacher can randomly call on students who then multiply their assigned number by the multiple the teacher has announced.

Counting Routines for Kindergarten

Kindergarten

Students practice counting by making sets of the different breakfast items (such as napkins). Students can:

- Count out 24 or appropriate number of napkins or other supplies
- Distribute cups or appropriate supplies to each child etc.
- Count the number of students at each table and report out or record the number on a chart.

Survey du Jour

Grades K-8 – with varying degrees of complexity

Purpose: This activity lets students practice a range of concepts around data collection and tabulation including percentage and graphing.

Procedure for a Basic Survey (K-2):

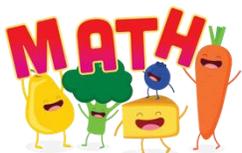
The teacher polls students on various topics by asking questions and then tabulating responses on the board. Responses can also be graphed.

EXAMPLE:	
Survey Question: Do you have a pet?	
YES	NO

Procedure for a More Complex Survey (3-8):

The teacher polls students on various topics by asking questions and tabulating responses on the board. Then, the teacher can work with students to use the results to calculate the percentages of responses, or create graphs to display the results.

EXAMPLE:	
Survey Question: Do you have a pet? (Total Number of Students in Class: 28)	
YES	NO
Total: $\frac{16}{28} = 57.14\%$	Total: $\frac{12}{28} = 42.86\%$



SAMPLE SURVEY QUESTIONS:	MORE COMPLEX SAMPLE SURVEY QUESTIONS
<ul style="list-style-type: none"> • Are you wearing buttons? • Do you like to swim? • Did you have dessert last night? • Do you have a pet? • Do you have brothers and sisters? • Is summer (or another season), your favorite season? • Have you used an app today? • Did you have a fruit, (or vegetable), today? 	<ul style="list-style-type: none"> • Mode of transportation to school (bus, subway, walk, drive) • Favorite color • Favorite food • Favorite breakfast • Favorite pet • Favorite season • Favorite fruit

Add it Up! (Mentally)

Grades K-8

Purpose: Students practice their listening skills as well as “mental math” skills

Procedure:

The teacher starts by thinking of a number between 1 and 5 or 1 and 10 (depending on the age of the students) and says the number aloud. For example, “The number is 3.” The teacher then selects one student to add a number of his or her choosing to number the teacher selected (in this example, 3). The selected student shares the number to add (for example, 2) and then selects another student to provide the answer (example $3 + 2 = 5$). After giving the answer, the second student selects another number to add (for example, 4) and then calls on another student to provide the answer (for example: $5 + 4 = 9$). This game continues until an incorrect answer is given or time is called.

Powers of 10

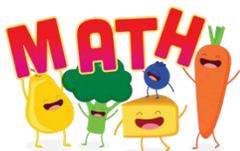
Grades 3+

Purpose: Students practice multiplying numbers by ten fluently.

Procedure:

The teacher posts a simple equation on the board and asks the students to solve. Then, the teachers asks the students to add a zero to the right of one of the numbers in the equation and asks them to solve again. Depending on the grade level, the teacher may wish to have students discuss the difference between the two equations and how adding the zero changes the equation.

EXAMPLES:					
$1 \times 3 = 3$	→	$10 \times 3 = 30$	OR	$1 \times 30 = 30$	
$1 \times 64 = 64$	→	$10 \times 64 = 640$	OR	$1 \times 640 = 640$	OR $100 \times 64 = 640$



I Say, You Say! Function Table *Grades K-6 with varying degrees of complexity*

Purpose: Students practice their listening skills as well as “mental math” skills

Procedure:

The teacher tells students that the object of the game is to work together to “guess the rule.” The teacher gives an example: “For my first rule, I say, 2. You say, 4. I say 3. You say...” If the students give the correct answer, the teacher writes down the number on the board. If not, the students guess again thinking about the first example. Students continue to guess as the teacher continues to give the “I say” number.” With teacher support, students guess the rule. *Note: Teachers can play this game using more complex numbers in the upper grades.*

EXAMPLE: (THE RULE IS X 2 or DOUBLING)	
<i>I Say...</i>	<i>You say...</i>
2.	4.
3.	6.
10.	20.

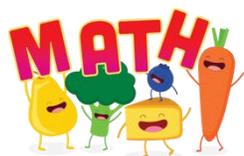
I’m Thinking of a Shape *Grades 2+*

Purpose: Students become familiar with the attributes of two- and three-dimensional shapes and the language used to describe those shapes.

Procedure:

The teacher gives clues about a shape using characteristics or examples of that shape, and students use the clues to guess that shape.

EXAMPLES:
<ul style="list-style-type: none"><i>I’m thinking of a 3-dimensional shape that has 6 flat surfaces – all sides are of equal length and all right angles. Answer: cube</i><i>I’m thinking of a 2-dimensional shape that had three sides – two of the sides are equal. Answer: isosceles triangle</i><i>I’m thinking of a shape where opposite sides are equal and parallel. Answers: quadrilateral, rectangle, square, rhombus, parallelogram</i>





Read Aloud

Grades K-8 – with varying degrees of complexity

Purpose: Students practice a variety of listening and oral comprehension skills, are exposed to new vocabulary, and build background knowledge.

Procedure: Teachers conduct a read aloud on one text that spans several days, or do a read aloud of a short text or poem in one BIC session. Teachers highlight new and interesting vocabulary, and provide students with listening or discussion prompts. Teachers can also read books that are related to food, feature themes that will be addressed in lessons later in the day, or focus on key social emotional development.

Note: (A list of suggested texts are included at the end of this document, including texts about food and science and social studies topics.)

Let's Discuss

Grades K-8 – with varying degrees of complexity

Purpose: In this activity students practice their discussion skills.

Procedure: The teacher introduces the topic(s) of the day and students discuss in partnerships or small groups. To further engage students, the teacher can elicit the topics from students by asking them to propose topics in advance (students can add their topic to a list posted in the classroom, teachers create a "Topic Box" where students can suggest topics of interest using a slip of paper and placing it in the box for random selection, etc.).

For additional support with discussion skills, teachers can provide conversation stems for students to use at the beginning of the year. As students develop agency with discussion skills, this support can gradually be removed.

Word Play

Grades K-8 – with varying degrees of complexity

Purpose: Students engage in activities designed to promote language development and build vocabulary.

Procedures for a Variety of Word Play Activities

- **Idioms from around the world** – Examine the meaning, origin, and usage of sayings from several cultures that have similar meanings (e.g. “Ser pan comido!” and “It’s a piece of cake!”)
- **Rhyming** – post a word on the board or say a word aloud and call on students to share words that rhyme with that word.
- **Deletion and Substitution of Sounds for Phonemic Awareness** –
 1. Say a word aloud and ask students to say the word. For extra fun, use a breakfast word! (“Class, say the word MILK”)
 2. Ask students how many sounds they hear in the word. (MILK has four sounds – m/ĭ/l/k)
 3. Then, ask the students to say the word again and delete one sound. (“Class, say the word MILK, without the M sound.”)
 4. Then, ask the class to say the original word again. (“Say the word MILK.”)
 5. Ask the students to say the word dropping one sound and adding another. (“Class, say the word MILK without the M but add a S.”)
- **Describe It!** – Ask students to think of vivid descriptions of meals (or of their breakfast) using descriptive and sensory language. Continue to add on to a word bank of adjectives that describe the tastes, textures, flavors, smells, and sounds of each meal. Students can refer to this word bank whenever they write or talk about food.
- **Word of the Day** – Select a vocabulary word that students have been working with, or introduce a new word that is applicable to the lessons for later in the day or week.
 1. Say the word and ask the class to repeat the word.
 2. Write the word on the board and have students read the word (provide support if necessary with syllabication, etc.).
 3. Give the definition of the word and immediately use it in context in a sentence.
 4. Ask students to think of and share words that are similar to that word (either synonyms or are from the same word family).
 5. Ask students to turn and talk to a partner to practice using the word in a sentence.



News of the Day

Grades 5-8

Purpose: Students practice discussing current events and applying the themes or trends they see to different texts, historical events, and topics.

Procedure: The teacher reads a short news clipping to the class, or students can watch a short news clip (resources are listed at the end of this document). Students can also be asked to bring in their own news clipping or be prepared to discuss something they watched or heard on the news that morning or the night before. Students then discuss the news clip with the class. The teacher can post discussion questions to help students if needed:

- Summarize the news story using the 5 Ws – Who, What, Where, Why, When (+ How)
- What does this story remind you of? (Another news story, something you learned about in social studies, a book you have read, etc.)
- Do you think this is an important news story? Why or why not?

Who has it? Who doesn't?

Purpose: Reinforces observation and listening skills.

Teacher chooses an object or item that is seen on or near a student. For example, earrings. Teacher states: “(student name) and (student name) have it.” “(student name), (student name), and (student name) do not have it.” Students use their observation skills to guess the object or item that the teacher has noticed. Teacher can continue with another item, or the student who guessed correctly can think of an item/object.





Let's Talk about Science!

Grades K-5

Purpose: Students practice speaking and listening skills by engaging in discussion about science topics.

Procedure: Teacher brings an object or image related to a science topic being studied for students to observe. Students engage in discussion about the object or image, and the topic it represents. Sample science and discussion topics are listed below:

SAMPLE TOPICS FOR GRADES K-2:

- **Five Senses** – Display a poster of the five senses and ask students to list the different senses. Students can use their five senses to compare the different breakfast food items. (“My milk is cold and white like snow; it smells like...; it tastes like...”)
- **The Seasons** -- Display an image of a season, or hold up an object that calls to mind a particular season (mittens for winter, beach umbrella for summer, etc.). Ask students to name the object and think of the season connected to that item. Then, students can discuss the different properties of the season; What makes the season unique? What is the weather like? What plants would we see? What would the temperature be like?
- **Plants & Animals** Students discuss sources of their food items (e.g. oranges grow on orange trees) and discuss what they know about the source organism (e.g. has leaves, needs water and sunlight, grows in warm climate, grows from seeds, etc.).

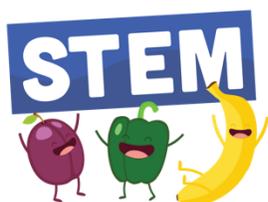
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SAMPLE TOPICS FOR GRADES 3-5:

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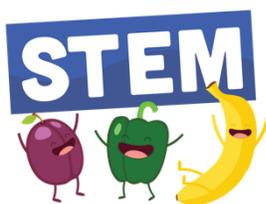
- **Food & Nutrition** -- Introduce ChooseMyPlate (new “food pyramid”) and the different food groups. Ask students to categorize their breakfast items into the different food groups. Students can discuss: Which food groups are represented in your breakfast? Which ones are missing? What can you eat or drink today to have a more balanced diet?
- **Weather & Seasons: 3-2-1! Facts about Today’s Weather** – Students talk about the following:
 - 3 things they observe about the day’s weather
 - 2 responses about the actual forecast they heard/read on the news about the weather
 - 1 prediction they make on the weather based on what they know and what they have observed
- **Biomes and Ecosystems: If you could take a trip...** Share pictures of the different biomes. Students observe them and discuss which biome they would like to visit if they could visit any place in the world (tundra, savannah, desert, rainforest, ocean, river, etc.). Encourage students to include the following when talking about their favorite biome:
 - What makes this biome unique?
 - What would you like to see or what interests you about this biome?



Purpose: Students practice a variety of science practical skills.

Procedures for a Variety of Activities for *Thinking like a Scientist or Engineer*:

- **Generating questions and encouraging curiosity about a science topic** – Students can practice asking scientific questions about a variety of things that interest them. Teachers can also bring objects to class or project images about strange or engaging topics (weird natural occurrences, how the different breakfast foods they eat are made, common/local or exotic animals and plants, life cycles, different materials found in the classroom, etc.). For additional support, students can be provided with the following question stems: Why..., I wonder..., What if...?
- **Categorizing and sorting** -- Teachers can display three images or present three objects and ask students to compare the different items based on their properties.
 - “Which of these three things is not like the others? Why?”
 - “What do these items all have in common?”
- **Attending to observations** – Students can make observations about specific items they noticed on their way to school, or can practice making observations of an object brought to class. Students can also be invited to bring in their own objects to present to the class for observation. Sample questions:
 - What did you see on the way to school that was alive?
 - What simple machines have you seen in real life?
- **Explore food science and measurement** – Students can analyze recipes for the different types of foods that are served and discuss the role each ingredient plays in creating the flavor, texture, etc. (e.g. egg serves as a binding agent, yeast causes a reaction that produces gas to make the bread rise, etc.) Discuss how attributes of food would change if ingredients or quantities in them change.



SOCIAL STUDIES



Activities

Table Manners around the World *Grades K-8 – with varying degrees of complexity*

Purpose: Students understand and appreciate the many ways that people around the world ‘break bread.’

Procedure: Students explore different customs and traditions from cultures around the world. This can be done through a read-aloud, discussion, or image study. (A list of books is featured at the end of this guide.) Some topics to explore include national or popular dishes, toasts people make at the beginning and end of a meal, what is considered good and bad dining etiquette, traditions for preparing and serving food, etc. The following are some sample facts that can be shared (a list of resources is available at the end of this guide):

- In Japan slurping your noodles is a sign that you like the food.
- In the Middle East, it is considered polite to eat only with your right hand.
- In Mexico, it’s ok to eat with your hands.
- In Chile and Brazil, don’t touch any food with your hands.
- In Italy, don’t ask for grated cheese for your pizza.

Where in the World Are We?

Grades K-8

Purpose: Students observe digital satellite images of famous places around the world and use map clues to identify the place.

Procedure: The teacher shares a satellite image from an important place from around the world (zoomed out), but does not share the name of the place. Students use their observations and clues from the satellite image to begin to guess what the famous place is. The teacher gradually zooms in on the image, and students continue to guess as they zoom in closer and closer. Some guiding questions include:

- Where in the world is this image (hemisphere, continent, etc.)?
- What natural features can we see?
- What man-made features can we see?
- What can we notice from this satellite image that we can’t notice from the ground?

Say Cheese, Queso, Fromage and More!

Grades K-8

Purpose: Students explore language and culture by learning how to say various terms in different languages.

Procedure: Teachers can ask students who speak languages other than English to share how to say different terms related to Breakfast in the Classroom in different languages. To add complexity, students can practice saying phrases, or engaging in simple dialogue. For schools that offer classes in a language other than English, they can practice their language skills during the course of BIC. Some sample phrases include:

- Please, thank you, you're welcome
- May I have...
- What do you like to eat...I like to eat...
- How are you today...
- What is your favorite food...My favorite food is...
- (Food terms) milk, juice, bread, cup, water, etc.

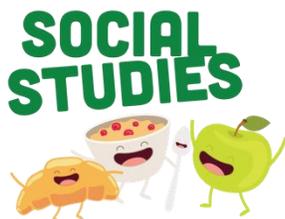
Image/Artifact Study

Grades K-8 – with varying degrees of complexity

Purpose: Students analyze an artifact or an image that features a custom or tradition.

Procedure: The teacher projects an image or presents an artifact to the class (the artifact or image can be related to different cultural traditions or customs). Students share their observations of the image and make inferences about what they see. Sample questions follow:

- What do you see in the image?
- What is the environment? How do you know?
- Are there people? If yes, what are they doing?
- What is unique about the image?
- What connections can you make between what you see and what you already know? (Students can make connections to what they know about a particular culture, or can share a connection to their own lives.)



ARTS



Activities

Study a Work of Visual Art

Grades K-8

Purpose: Students practice analyzing and responding to works of art.

Procedure: The teacher projects or posts an image of a work of art for students to study. Students share their observations and respond to the work of art. Some questions to guide the discussion are:

- What's going on in this picture?
- What do you see that makes you say that?
- What colors are used? What shapes? What lines? What textures?

I Heard That!

Grades K-8

Purpose: Students practice identifying and recognizing sounds and applying the concepts of sound to respond to their observations.

Procedure: The teacher asks students to pay attention to a particular sound in the room (the sound should be one that can be repeated or replayed to help students' observations) or plays a sound for them to hear. The teacher asks students to listen to the sound and think about what the sound is like. Students then share their observations. Sample discussion questions follow:

- Sound discrimination: what sounds are the same, different?
- Awareness of sounds: what sounds are heard in the classroom, school, street?
- Recognition of sounds: which of these sounds is like buzz? hum? click?
- Identification of sounds: name the sound or make sound or letter sound for students to name
- Sound concepts: high or low? Loud or soft? Near or far?

Note: *Teachers can also play short pieces of music, or ask students to compare two short pieces of simple music. Since the time for the activity is limited and this activity is to promote awareness of sound, teachers should consider focusing on one distinct feature of the sound or music.*

Sample Schedules

BIC SCHEDULE (Weekly Cycle with Daily Content Focus)				
Monday	Tuesday	Wednesday	Thursday	Friday
ELA <i>Word Play</i>	Math <i>Count around the Room</i>	Social Studies & Culture <i>Table Manners Around the World</i>	STEM <i>Think Like a Scientist!</i>	Arts <i>I Heard That!</i>

BIC SCHEDULE (Five Week Cycles with Weekly Content Focus)					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 ELA	Read Aloud	Word Play	News of the Day	Let's Discuss	Students' Choice
Week 2 Social Studies	S.S. Read Aloud	Where in the World are We?	Say Cheese, Queso, Fromage and More!	Image Study	Students' Choice
Week 3 STEM	Science Read Aloud	Let's Talk about Science! Five Senses	Think Like a Scientist or Engineer – Generating Questions	Think Like a Scientist or Engineer – Categorizing and Sorting	Students' Choice
Week 4 Math	Guess Digit Place Game	Count around the Room	Survey DuJour – Part 1 (Collect the Data)	Survey DuJour – Part 2 (Sort the Data)	Students' Choice
Week 5 Arts	Study a Work of Visual Art	Study a Work of Visual Art (compare to work of art from previous day's activity)	I Heard That!	I Heard That! (compare to sound from previous day's activity)	Students' Choice

CREATE YOUR OWN SCHEDULE!

Resources

Books about Food

Grades Pre-K - 2	
Title	Author/Illustrator
<i>Peas!</i>	Andrew Cullen, Illustrator: Simon Rickerty
<i>Lulu's Lunch</i>	Camilla Reid, Illustrator: Ailie Busby
<i>Lunchbox: The Story of Your Food;</i>	Christine Butterworth, Illustrator: Lucia Gaggiotti
<i>The Happy Book</i>	Malachy Doyle , Illustrator: Caroline Uff
<i>Handa's Surprise</i>	Eileen Browne
<i>Vegetable Glue</i>	Susan Chandler Illustrator: Elena Odriozola
<i>Oliver's Vegetables</i>	Vivian French Illustrator: Alison Bartlett
<i>I Will Not Ever Never Eat a Tomato</i>	Lauren Child Illustrator: Lauren Child
<i>Excuse Me!</i>	Lisa Kopelke Illustrator: Lisa Kopelke
<i>Too Pickly!</i>	Jean Reidy Illustrator: Genevieve Leloup
<i>Oliver's Fruit Salad</i>	Vivian French Illustrator: Alison Bartlett
<i>Eating the Alphabet</i>	Lois Ehlert
<i>Growing Vegetable Soup</i>	Lois Ehlert
<i>Pancakes, Pancakes</i>	Eric Carle
<i>The Edible Pyramid: Good Eating Every Day</i>	Loreen Leedy
<i>Pizza at Sally's</i>	Monica Wellington
<i>Tops and Bottoms</i>	Janet Stevens
<i>Bread and Jam for Frances.</i>	Russell Hoban
<i>Good Enough to Eat: A Kid's Guide to Food</i>	Lizzy Rockwell
<i>The Popcorn Book</i>	Tomie de Paola
<i>The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear</i>	Don and Audrey Wood
<i>We had a Picnic This Sunday Past</i>	Dianne Greenseid
<i>Dinosaurs Alive and Well</i>	Laurie Krasner Brown
<i>Good Enough to Eat</i>	Lizzy Rockwell
<i>Stone Soup</i>	M. Brown
<i>Too Many Tamales</i>	Gary Soto
<i>The Incredible Book eating Boy</i>	Olver Jeffers
<i>Thunder Cake</i>	Patricia Polacco
<i>The Seven Silly Eaters</i>	Mary Ann Hoberman
	REPEATED FROM LINE 4
<i>The Ugly Vegetables</i>	Grace Lin
<i>Grandma Lena's Big Ol' Turnip</i>	D. Hester
Grades 3 and above	
<i>This is the Way We Eat our Lunch</i>	Edith Baer
<i>Delicious – A Pumpkin Soup Story</i>	Helen Cooper

Grades 3 and above (cont.)	
<i>Showdown at the Food Pyramid</i>	Rex Barron
<i>One Red Apple</i>	Harriet Ziefert
<i>Muncha Muncha Muncha</i>	Candace Fleming
<i>How Groundhog's Garden Grew</i>	Lynne Cherry
<i>Gregory the Terrible Eater</i>	Mitchell Sharmat
<i>Fannie in the Kitchen</i>	Deborah Hopkinson
<i>Count on Pablo</i>	Barbara deRubertis
<i>Carla's Sandwich</i>	D. Herman
<i>The Bee Tree</i>	Patricia Polacco
<i>Apples</i>	Gail Gibbons
<i>The Vegetables We Eat</i>	Gail Gibbons
<i>The Edible Pyramid</i>	Loreen Leedy
<i>Yum! MMM Que Rico! America's Sproutings</i>	Pat Mora
<i>Saturday Sancocho</i>	Leyla Torres
<i>The Monster Health Book</i>	Edward Miller
<i>The Milk Makers</i>	Gail Gibbons
<i>Cloudy with a Chance of Meatballs</i>	Judi and Ron Barrett
<i>The Tortilla Factory</i>	Gary Paulsen
<i>More Spaghetti I Say</i>	Rita Golden Gelman
<i>Bring Me Some Apples and I'll Bake You a Pie</i>	Robbin Gourley
<i>Fanny at Chez Panisse: A Child's Restaurant Adventures with 46 Recipes</i>	Alice Waters (ages 9+)
<i>James and the Giant Peach</i>	Roald Dahl
<i>The Stinky Cheese Man and Other Stupid Tales</i>	Jon Scieszka
<i>Chocolate Fever</i>	Robert Kimmel Smith
<i>The Chocolate Touch</i>	Patrick Skene Catling
<i>How to Eat Fried Worms</i>	Thomas Rockwell
"Go, Slow, or Whoa"! A Kid's Guide to Eating Right	Kidhealth.org

Social Emotional Books for Read Aloud

Grades K-2

The Blacker the Berry by Joyce Carol Thomas

A Chair for my Mother by Vera B. Williams

Daisy and the Doll by Michael & Angela Medearis

Each Kindness by Jacqueline Woodson

Elmer & the Hippos by David McKee

Fly Away Home by Eve Bunting

I Like Myself by Karen Beaumont

Myrtle by Tracey Campbell Pearson

Pictures for Miss Josie by Sandra Belton

Yum! Yuck! A Foldout Book of People Sounds by Linda Sue Park

Freddie Ramos Makes a Splash by Jacqueline Jules

Andy Shane and the Very Bossy Dolores Starbuckle by Jennifer Jacobson

The Bully Blockers Club by Teresa Bateman

Clever Tortoise: A traditional African tale by Francesca Martin

The Last Laugh by Jose Aruego

Say Something by Peggy Moss

Third Grade Bullies by Elizabeth Levy

Do Unto Otters by Laurie Keller

Stick and Stone by Beth Ferry

My Mouth is a Volcano by Julia Cook

I'm Gonna Like Me by Jamie Lee Curtis

Grades 3 and above

Calvin Coconut: Kung Fooey by Graham Salisbury

Families by Susan Kuklin

The Hundred Dresses by Eleanor Estes

The Jacket by Andrew Clements

Jesse Owens: Fastest Man Alive by Carole B. Weatherford

My Name is Bilal by Asma Mobin-Uddin

The Strange Case of Origami Yoda by Tom Angleberger

A Crazy Mixed-Up Spanglish Day by Marisa Montes

The Saturday Kid by Edward Sorel

Roxie and the Hooligans by Phyllis Reynolds Naylor

Enemy Pie by Derek Munson

The Most Magnificent Thing by Ashley Spires

I Wanna Iguana by Karen Orloff

Science Books for Read Aloud

Grades K-2

Hear Your Heart by Paul Showers and Holly Keller

The Busy Body Book: A Kid's Guide to Fitness by Lizzy Rockwell

Over in the Ocean: In a Coral Reef by Marianne Berkes and Jeanette Canyon

Our Tree Named Steve by Alan Zweibel and David Catrow

I Fall Down by Vicki Cobb and Julia Gorton

Roller Coaster by Marla Frazee

I See Myself by Vicki Cobb and Julia Gorton

Sunshine on My Shoulders

Wemberly's Ice-Cream Star by Kevin Henkes

What's That Sound? By Mary Lawrence and Lynn Adams

Do You Know Which Ones Will Grow? By Susan A. Shea and Tom Slaughter *What's Alive?*

What's Alive? By Kathleen Weidner Zoehfeld and Nadine Bernard Wescott

Who Will Plant a Tree? By Jerry Pallotta and Tom Leonard

Beaks! By Sneed B. Collard III and Robin Brickman

From Caterpillar to Butterfly by Deborah Heiligman and Bari Weissman

The Three R's: Reuse, Reduce, Recycle by Nuria Roca and Rosa M. Curto

Michael Recycle by Ellie Bethel and Alexandra Colombo

Grades 3 and above

Seven Blind Mice by Ed Young

Seashells by the Seashore by Marianne Berkes and Robert Noreika

A House for Hermit Crab by Eric Carle

Rice Is Life by Rita Golden Gelman and Yansook Choi

White Owl, Barn Owl by Nicola Davies and Michael Foreman

Butternut Hollow Pond by Brian J. Heinz and Bob Marstall

What's Eating You? Parasites-The Inside Story by Nicola Davies and Neal Layton

Turtle, Turtle, Watch Out! By April Pulley Sayre and Annie Patterson

Prince William by Gloria Rand and Ted Rand

Pancakes, Pancakes! By Eric Carle

The Moon Book by Gail Gibbons

Somewhere in the World Right Now by Stacey Schuett

How Tall, How Short, How Far Away? By David Adler

Diary of a Worm by Doreen Cronin and Harry Bliss

Rocks: Hard, Soft, Smooth, and Rough by Natalie M. Rosinsky and Matthew John

I Face the Wind by Vicki Cobb and Julia Gorton

The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer

Come On, Rain! By Karen Hesse and Jon J. Muth

Twilight Comes Twice by Ralph Fletcher and Kate Kielser

Now & Ben: The Modern Inventions of Benjamin Franklin by Gene Baretta

Social Studies Books for Read Aloud

Grades K-2

Adelita: A Mexican Cinderella Story by Tomie DePaola

Baby Dance by AnnTaylor

Beautiful Blackbird by Ashley Bryan

Bluebonnet Girl by Michael Lind

Building a House by Byron Barton

Castles, Caves & Honeycombs by Linda Ashman

Cleversticks by Bernard Ashley

Coming to America: a Muslim's Family Story by Bernard Wolf

A Cool Drink of Water by Barbara Kerley

The Country Noisy Book by Margaret Wise Brown

Daddy makes the Best Spaghetti by Anna G. Hines

Everybody Bakes Bread by Norah Dooley

Everybody Works by Shelly Rotner & Ken Kreisler

George Washington's Teeth by Deborah Chandra

The Hatseller & the Monkeys by Baba Wague Diakite

The Little House by Virginia Lee Burton

Sky Dancers by Connie Ann Kirk

Sweet Music in Harlem by Debbie Taylor

Nobody Owns the Sky: The Story of Brave Bessie Coleman by Reeve Lindbergh

The Flag We Love by Pam Munoz Ryan

Throw Your Tooth on the Roof: Tooth Traditions from Around the World by Selby Beeler and Brian Karas

North Pole, South Pole by Nancy Levinson and Diane Hearn

Sitti's Secrets by Naomi Shihah Nye and Nancy Carpenter

GRANDMA AND THE GREAT GOURD: A BENGALI FOLK TALE By Chitra Banerjee Divakaruni

Grades 3 and above

The Great Expedition of Lewis & Clark by Judith Edwards

Henry's Freedom Box by Kadir Nelson

A Boy Called Slow by Joseph Bruchac

Planting the Trees of Kenya: The Story of Wangari Maathai by Claire A. Nivola

Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade by Melissa Sweet

The Kids' Multicultural Cookbook by Deanna Cook

Martin's BIG Words: The Life of Dr. Martin Luther King Jr. by Doreen Rappaport

Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909 by Michelle Markel.

Nelson Mandela by Kadir Nelson.

Serafina's Promise by Ann Burg

A Single Pebble: A Story of the Silk Road by Bonnie Christensen

In Andal's House by Gloria Whelan

The World is Waiting for You by Barbara Kerley

Canary in the Coal Mine by Madelyn Rosenberg

Barbed Wire Baseball by Marissa Moss

How I Became A Ghost: A Choctaw Trail of Tears Story by Tim Tingle

Grades 3 and above (cont.)

Master George's People: George Washington, His Slaves, and His Revolutionary Transformation by Marfé Ferguson Delano

The Matchbox Diary by Paul Fleischman

Locomotive by Brian Floca

This Is the Rope: A Story of the Great Migration by Jacqueline Woodson.

The Price of Freedom: How One Town Stood Up to Slavery by Dennis Brindell Fradin and Judith Bloom Fradin

The Blessing Cup by Patricia Polacco

The Cat with Seven Names by Tony Johnston

Math Books for Read Aloud

How Much is a Million by David M. Schwartz

Two of Everything by Lily Toy Hong

The Doorbell Rang by Pat Hutchins

Inch by Inch by Leo Lionni

A Remainder of One by Elinor Pinczes

One Hundred Hungry Ants by Elinor Pinczes

How Big is a Foot by Rold Myller

Amanda Bean's Amazing Dream by Cindy Neuschwander

The Greedy Triangle by Marilyn Burns

The Grapes of Math by Greg Tang

Anno's Mysterious Multiplying Jar by Masaichiro and Mitsumasa Anno

Ten Times Better by Richard Michelson

Math Curse by Jon Scieszka and Lane Smith

Counting on Frank by Rod Clement

One Grain of Rice: A Mathematical Folktale by Demi

Discussion Prompts to Talk about Literary and Informational Texts

Note: These can be posted on charts around the room, or written on cards and placed on students' desks.

Elementary School	
<p style="text-align: center;">Ways to Talk about Literature</p> <ul style="list-style-type: none"> • I think... • I wonder why... • I think (character) is the kind of person who is _____, because... • What would have happened if... • I think _____ will happen next, because... • I was surprised to see... • I didn't understand... • It wasn't fair when... • My idea changed when... • I'm worried about... • I used to think _____, but now I think... • This idea fits/doesn't fit with what I've read before because... • I'm thinking this line (literary language) means... • This part is/isn't realistic because... • This author seems to be suggesting... • _____ seems to be a dominant issue in this text. The author may be suggesting that... 	<p style="text-align: center;">Ways to Talk about Informational Texts</p> <ul style="list-style-type: none"> • So far this text is teaching... • So far what I'm learning is... • This fits with what I've read before because... • I'm picturing... • As I read, the picture in my mind changed from _____ to... • This section is mostly about... • This whole text is mostly about... • The thought I have is... • This lets me know that... • This matters because... • I used to think _____, but now I think... • The new idea I have is... • My thinking is different now because... • What I think about _____ is... • This text is similar to/different from _____ because... • The perspectives represented in this text are... • The group(s) benefiting from this perspective is/are... • A voice (perspective) missing from this text is... • On the surface this text seems to suggest _____, but below the surface, it seems to also suggest...

Middle School

Initiating thinking about literary texts:

- So far, the most significant events seem to be...
- I think ____ (char.) can best be described as ____ (trait), because...
- Based on how ____ (char.) has acted so far, I think s/ he will...
- ____ (char.) is complex. At times s/he is ____, but at other times, s/he is ____. This seems to reveal...
- At first I thought this was a story about ____, but now I think the dominant theme is...
- As I read ____, I pictured... Is this similar to how you pictured it?
- The author seems to be suggesting...
- The setting is significant in this scene because...
- This scene seems to be revealing...
- I think the relationship between ____ and ____ (chars.) is revealed when...
- This portion of the story aligns/doesn't align with the earlier scenes, because...

Initiating thinking about informational texts:

- So far what I'm learning is...
- This aligns/contrasts with what I've read before because...
- As I read ____, I pictured... Is this similar to how you pictured it?
- As I read, the picture in my mind changed from ____ to...
- This section is mostly about...
- This whole text is mostly about...
- Based on what I'm learning, I think _____. This is significant because...
- I used to think ____, but now I think...
- The perspectives represented in this text are...
- The group(s) benefiting from this perspective is/are...
- A voice (perspective) missing from this text is...
On the surface this text seems to suggest ____, but below the surface, it seems to also suggest...

Asking for clarification about a previous comment:

- Can you repeat what you just said?
- ____, can you clarify what you just said? I'm not sure I completely understand.
- ____, can you give me an example of what you mean when you say that...?
- Let me make sure I understand. Your idea about ____, is that...?

Building on a previous comment:

- To build on what ____ said...
- I think more evidence to support this point comes from...
- A similar theme emerges on page...
- ____, what you said reminds me...
- ____, when you said ____, I thought...
- I see a connection between what ____ said and what ____ said because..

Provoking further thought about a comment:

- I appreciate your thought about ____; however, I see it a bit differently. I think...
- I also think ____; however, I have a different view about ____. I think...
- I'd like to explore what ____ said about...
- ____, I hear what you are saying about ____, but I wonder if we could also consider...

Concluding a conversation:

- To summarize, we have discussed...
- Based on this conversation, I now understand...
- At first I thought _____, but now I have evidence that _____, so I'm wondering...

Additional Resources

Math/Science

15 Math Games in 15 Minutes or Less:

<http://www.scholastic.com/teachers/article/15-math-games-15-minutes-or-less>

NASA Space Place Math Games:

<http://spaceplace.nasa.gov/math-activities/en/>

Study Jams (Math & Science):

<http://studyjams.scholastic.com/studyjams/jams/math/geometry/types-of-lines.htm>

PBS Measurement Games:

<http://pbskids.org/games/measurement/>

Reading

Digital Public Library of America:

<https://dp.la/>

PBS Reading Games:

<http://pbskids.org/games/reading/>

TeachingBooks.net:

www.teachingbooks.net

News Sites

Time for Kids:

Nickelodeon News:

<http://www.nick.com/nick-news/>

NEWSELA:

<https://newsela.com/>

NOVELny Databases: <http://novelnewyork.org/databases.php> Provides free access to ScholasticGo, InfoBits for Kids, Info Trac Newstand, New York State Newspapers, and more.

Scholastic News:

<http://magazines.scholastic.com/>

Smithsonian Tween Tribune:

<http://tweentribune.com/>

50 Ways to Teach with Current Events, New York Times:

<http://learning.blogs.nytimes.com/2014/10/07/50-ways-to-teach-current-events/?r=0>

Exploring Dining Customs around the World

Infographic of Do's and Don'ts when dining around the world:

<http://www.foodbeast.com/news/this-infographic-explains-how-to-politely-dine-out-around-the-world/>

Other resources on dining manners around the world:

<http://www.parents.com/kids/responsibility/manners/dining-manners-around-the-world/>

Music

Have Fun with Classical Music at Classics for Kids:

<http://www.classicsforkids.com/music/> Students can listen to a different type of music each day. Everything from Bach and Beethoven to Debussy and Gershwin! Or students can learn about instrument families. After students get to know specific composers, instruments, students can play Name that Composer/Musical era/instrument.

Carnegie Hall Games & Listening Guides:

<https://www.carnegiehall.org/DigitalLibrary/Games-and-Listening-Guides/> An Interactive History of African Music and more!

Music Games at PBS Kids:

<http://pbskids.org/games/music/>

Music for Kids:

<http://www.iheart.com/perfect-for/activity/kids-2338445/>

The Children's Music Network:

<http://childrensmusic.org/> Check out the Peace Songbook and the Environmental Songbook with songs about Clean-up & Recycling, Climate, Seasons & Weather, Creatures & Habitats, Earth & Natural Resources, Energy & Conservation, Trees & Plants, Water Resources

New York Philharmonic Kids Page:

<http://www.nyphilkids.org/games/main.phtml> Instruments and composers

Music from the Smithsonian: the Latino Center

<http://latino.si.edu/KidsCorner/>

Classical Kids:

http://www.wgbh.org/kids/kids_classical.cfm

Music From American History:

<http://www.loc.gov/jukebox/>

Art

National Gallery of Art:

<http://www.nga.gov/content/ngaweb/education/teachers/lessons-activities.html>

National Endowment for the Humanities:

<https://picturingamerica.neh.gov/>

Metropolitan Museum of Art:

<http://www.metmuseum.org/art/online-features/metkids/explore>

Health

The Breakfast Song:

http://www.healthpoweredkids.org/wp-content/uploads/2015/08/breakfast_song2.pdf

Hungry for Breakfast Lesson:

<http://www.healthpoweredkids.org/lessons/hungry-for-breakfast/>

How to read a Food label Infographic:

<http://www.allinahealth.org/HealthySetGo/SingleArticle.aspx?id=36507234628>

Fast Food Alert Lesson:

<http://www.healthpoweredkids.org/lessons/fast-food-alert/>

Breakfast Power Lesson:

<http://www.healthpoweredkids.org/lessons/breakfast-power/>

My Plate and Yours Too! Lesson:

<http://www.healthpoweredkids.org/lessons/my-plate-and-yours-too/>

Food and Nutrition for Elementary Age Children:

https://fnic.nal.usda.gov/sites/fnic.nal.usda.gov/files/uploads/fun_elementary.pdf

Earth Friendly Learning Activities & Seasonal Produce Guides:

<http://www.superkidsnutrition.com/kidsactivities/#earthfriendly>