**Unit Development Plan**

***Chew On This* NonfictionBook**

**7th Grade Language Arts**

**Rationale:**

I believe that this unit will be valuable to students in relating something those students are dealing with on an everyday basis to their learning. Students will learn about the ins and outs of the fast food industry and how it impacts overall health, which I hope will lead them to more informed dietary choices. This will be a great connection for students to see that learning in school relates to everyday life. I want my students to develop their connection of the fast food industries by displaying their interpretation of the reading through writing in the classroom.

**Unit Objectives:**

* Students will be able to write well-developed essays.
* Students will be able to use their interpretation of the nonfiction book through their writing, completion of class activities, and projects.
* Students will be able to relate their personal lives and connection with the fast food industry to the reading and writing in class.
* Students will be able to take what they have learned and apply it to their eating habits and personal lives, now and in the future.
* Students will be able to create strong, complete pieces of work that contribute to the non-fiction book that they have read.

**Materials:**

* *Chew On This* class set of nonfiction books (with sign up sheet)
* Fast Food Job Research Worksheet
* Rubric and Requirements for Paper Assignment
* Rubric and Requirements for Nutrition Log
* Rubric and Requirements for the Menu Creation Unit Project
* Smart Board/Document Camera Equipment
* Class Set of Laptop Computers (Cart checked out by Media Center)

**Sequence Description:**

*\*Day One-Introduction to Unit*

-Warm Up: (Instructions will be placed on the Smart Board) Free write about what students think about the fast food industry and how much they eat fast food a week in their family or with their friends.

-Explain the book, as well as what it entails, and pass out the class set of books to students. Have students write the book number on the sheet that you provided.

-Have students read the synopsis on the back of the book and write a short prediction in their journals as well about what they expect about the book. This will help them to work on predicting skills about what they are about to read.

-Explain the amount that students are required to read each day and what they should be prepared to discuss or write about in class. Also make sure that they are leaving their journals in the back of the classroom when they leave class at the end of the period.

-Explain the nutrition log to students and what this assignment entails.

-Begin reading “The Pioneers” chapter in class, if time permits.

-Exit Slip: Have students write on a slip of paper what they are interested to learn about through the book and the unit overall.

-HW: Read “The Pioneers” chapter, create nutrition log for the week and record what you have eaten each day.

*Day Two-Timelines and History of Fast Food*

-Warm Up: (Instructions will be placed on the Smart Board) What are your initial thoughts after reading the first section of the book? Write three facts in the chapter you read that you did not know before.

-Share the three facts amongst your tables (4 students per table, assigned seats randomly each grading period)

-Have students create a timeline with their groups on the History of Fast Food, to help them remember what they have learned. They are required to write a short paragraph for each event that they include on the timeline, including a heading for each event. They can also use computers to research more about the history than what they have read if time permits.

-HW: Read “The Youngster Business” chapter and “McJobs”, continue nutrition log

*\*Day Three-Research Media Center Day*

-Warm Up: (Instructions will be placed on the Smart Board) Write a summary about “The Youngster Business” and “McJobs” chapter as if you are trying to persuade fast food restaurants to hire a certain age of people. Discuss with the class about jobs and the chapter they were to read to your group.

-Field trip to the library! Have students research on the computer about jobs in the fast food world, how much people are paid, what the annual salary is, how long people keep the job, etc. Complete the Fast Food Job Research worksheet to find this information. Has this changed at all since the book has been written?

-Read for the rest of the class (begin “The Secret of the Fries” in class). Finish that chapter and “Stop the Pop” for class tomorrow. Continue nutrition log.

*\*Day Four-Letters and YouTube Clip*

-Warm Up: (Instructions will be placed on the Smart Board) Students will complete a 10 fast fact warm up on “The Secret of the Fries” or “Stop the Pop” chapter to refresh what they read yesterday.

-Class Talk/Writing Practice: Do you agree with what the young girl did in her school from the reading last night? Would you petition something like this in your school, or some other cause that you are passionate about? Let students raise their hands and give some quick responses. Explain they will then write a 1-page letter to the principal asking for some type of healthy change in your school, concerning either fast food or drinks.

-Unit Project: Menu Creation. Explain rubric and requirements and ask for any questions students may have.

-Show a clip on YouTube from “Super Size Me”, a film on the adult version of the book *Chew On This.*

-Homework: Read the “Meat” and “Big” chapters; be prepared to TURN IN NUTRITION LOGS TOMORROW. Begin Menu Creation projects.

*Day Five-Nutrition Logs due; Paper assignments*

-Warm Up: Turn in nutrition logs. Write a summary (which is your reflection for the Nutrition Log and also a warm up grade) on what your eating habits are and if they need to change or not based on what you recorded in your nutrition log and from the book.

-Discuss the requirements of Paper Assignment, due on final day of the unit. (\*see handout at bottom of Unit Development Plan for prompts and rubric/requirements)

-Ask for any questions about the paper assignment, etc.

-Homework: Read “Your Way” chapter to finish the book. Choose what topic you are going to use for your paper assignment to turn in on Day Six when you come to class.

*\*Day Six-Clusters for Paper Assignments*

-Warm Up: Turn in paper assignment topics so that I know what they are writing about to create groups for the WRG. Turn into the bin with your subject period in the back of the classroom. In your journals today, write a short poem that involves fast food, your favorite food, or an aspect of *Chew On This*. The poem can be free verse.

-Cluster Activity: Show and example of a cluster for students to see. Create a cluster to brainstorm for your paper. Outline how you are going to write your paper, etc.

-Exit Slip: Turn in cluster activities from class; write a brief outline on a half sheet of paper for your paper assignment after completing the cluster activity and what direction you are headed in starting the rough draft for this assignment.

-Homework: Continue working on Menu Creation Unit Project and paper assignment, both due on Friday

*Day Seven-Rough Drafts for Paper Assignments*

-Warm up: (Instructions on the Smart Board) Free write about fast food and if thoughts have changed or not after reading the book. Have your eating habits changed since doing the nutrition log? What changes do you see in your eating in relation to what you read?

-Paper assignment: work on rough drafts, due tomorrow for peer review and Writing Response Groups. Use the class set of computers to continue typing your papers (e-mail to yourself so you can continue to work on the paper at home)

-Homework: Prepare for WRG; print three copies of a rough draft of your paper for your peers (use Media Center printer if needed) Continue working on Menu Creation Unit Project.

*Day Eight-WRG for Paper Assignments*

-Warm Up: How are your Menu Creation Unit Projects coming along? Questions? Write a few questions you may have in your journals and a few things you still want to work on or are worried about with your paper.

-Distribute the guidelines for the Writing Response Group and explain to students (\*See handout at bottom of Unit Development Plan for guidelines and instructions for activity)

-WRG with Paper Assignments in groups (that you have chosen based on paper topics)

-Time of reflection to work on papers after the WRG and feedback

-Homework: Work on editing paper assignment to turn in final drafts on Friday, Menu Creation Unit Project due Friday

*\*Day Nine-Current Events on Fast Food*

-Warm up: Write in your journal what your favorite part of reading this book and writing about it has been and why. What would you change? What would you improve?

-Current Events and Chew On This: How does it relate? Major discussion: how this makes you feel, how you have been reacting personally to this book. The current event will be an article that is pulled up and displayed on the projector or the Doc Camera. Read the article aloud with students (popcorn reading) before discussing with questions.

-Exit Ticket: About current event, thoughts, reactions, what your peers thought, etc.

-Homework: UNIT PROJECT AND PAPER ASSIGNMENT FINAL DRAFT DUE TOMORROW. Journals will also be collected tomorrow as a part of your grade for the unit. (100/500 points, 10 points for each day’s journal entry)

*Day Ten-End of Unit-Film, Food, and Unit Project Presentations*

-Warm up: Turn in Menu Creation Unit Project and Paper Assignment final drafts to the proper bin. Also turn in journals for a class work and completion grade for the unit.

-Show documentary on Netflix about McDonald’s for a visual aid for students to relate with what they have read. (20 minute video)

-Wrap up the unit with healthy catering to show the students healthy eating options, students will have time to present the Menu Creation unit projects they have worked on over the past two weeks if they would like 5 bonus points on their projects. (If we do not finish those presenting on this day, we will continue finishing these up the following day)

-Homework: None ☺

**Evaluation of Unit:**

The final evaluation for the unit will be the various projects and assignments that the students have turned in, as well as their entries during the unit in the students’ Language Arts journals. The students each are given a rubric for their assignments so that they know exactly what is expected of them for each assignment. The entire evaluation is out of 500 points for the students’ grade. (See point breakdown below) Instead of a comprehensive test, this will be a great way for students to have a grade based on their completion and creation of activities from what they have learned through reading and writing. I will be able to see that they comprehend through their reading with their writing activities throughout the unit and unit projects. This will be a great evaluation of the unit for myself so that I can see if what I taught them, along with the activities and projects I had them complete were effective to use for when I teach this unit again.

*Nutrition Log 100 points*

*Menu Creation Project 100 points*

*Paper Assignment 100 points*

*Journal Entries (10) 10 points each (worth 100 points total)*

*In Class Activities 80 points*

*Participation 20 points*

*TOTAL 500 points*

***Chew On This* Lesson Plan**

**Day One**

**Objectives:**

* Students will be able to understand what is being asked of them for the entire unit on the nonfiction book *Chew On This*.
* Students will be able to reflect on their own personal experiences with fast food.
* Students will be able to comprehend what is being asked of them for the Nutrition Log.
* Students will be able to begin to make the connections between their in class and out of class assignments and the *Chew On This* book.

**Materials:**

* Class Set of *Chew On This* nonfiction book (33 copies, includes 1 teacher copy)
* Sheet for students to sign up with book number
* Nutrition Log Requirements/Rubric (32 copies)
* Student Language Arts Journals
* Smart Board (for Warm-Up Instructions)

**Procedures:**

* Warm Up/Bridging Activity: (Instructions will be on the Smart Board) Students will arrive and grab their journals from their assigned period bin in the back of the class. They will have a free write about what they think about the fast food industry and how much they eat fast food a week in their family or with their friends. (10 minutes)
* Explain a brief summary about *Chew On This* and what the unit will entail. Explain the entire unit will be worth 500 points and that students must complete assignments in order to receive credit (breakdown of assignments and what each is worth, point wise) Describe about book policies before handing them out to each students (return on time, should not write in the books, etc.). Students will come up to the front of the room by table and write their book number they are assigned on the sign up sheet provided. (7 minutes)
* Have students read the synopsis on the back cover of the book and write a short prediction in their journals as well about what they expect about the book. (3 minutes)
* Explain the nutrition log assignment to students. Distribute the rubric and requirements, and explain the due date and the assignment. Ask for any questions. (5 minutes)
* Briefly explain what the unit will entail: reading a chapter or two every night for homework, completing a nutrition log, menu project, and building an essay based on a certain topic related to the book. Also explain what each requirement percentage will be towards this unit grade. Remind students that they should be brining their books to class each day as well as taking them home for their readings. Explain that they should be expected to come to class prepared to write and discuss about what they have read, and that it will be obvious if they have not read what they were assigned the night before. (5 minutes)
* Tell students that they have the rest of the class to begin the chapter “The Pioneers” in the book to get started on their homework. Instruct them to be thinking about the content and how it relates to their lives and the fast food industry as they are reading each chapter each night of the book. (10 minutes)
* Exit Slip: Have students write one thing that they are interested to learn after hearing, reading, or writing about the book and the overall aspect of the unit. Tell them to turn them into the basket on a slip of paper on your way out the door. (3 minutes)
* Follow Up/Homework: Remind students that they have to complete “The Pioneers” chapter as well as set up their nutrition log and complete Day One’s meals for it. (2 minutes)

**Content Covered:**

Through today’s class period, we have covered:

* Free writing practice about their lives and fast food, relating to the book they will read in the unit
* Distribution of book and sign up for the class
* Expectations of *Chew On This* book, Nutrition Log assignment, and brief of what the entire unit will entail
* Question time for students to ask if they need anything clarified for what is being asked of them
* How to predict by reading the back cover of the book
* Letting students dive in and begin the reading
* Completion of an exit ticket about what they are interested in reading and writing more about in the unit

**Evaluation Method:**

I will determine if students have understood the content based on their responses to the exit slips, checking their journals with their warm-up responses, and by answering any questions that they may have had during the class period to clear up anything that may have been confusing to them. The exit slips and journals will be a formative assessment, but will count as a completion grade for content towards the end of their unit plan.

***Chew On This***

Book Set 7th Grade Language Arts

Ashlyn Scruggs

Class Period \_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Book # | Name | Book # |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***Chew On This***

**7th Grade Language Arts**

**Nutrition Log Requirements & Rubric**

**Requirements:**

To go along with your reading of *Chew On This*, please complete a nutrition log for the first week of the unit. Each day, you will write a specific list of what you ate and the approximate calorie count in parentheses next to what you create. Label if it was breakfast, lunch, dinner, or a snack. On the last day of completing your nutrition logs, you will write a reflection on the log (which will count for part of this grade and towards your warm up grade), so make sure you complete it to the best of your ability with thoroughness and completion. This assignment will go towards your grade for this unit (100/500 points).

\*Due Date: THIS FRIDAY at the beginning of class

Here is a chart that you can use as a guideline when creating your chart. The chart may be typed or hand-written.

Monday:

|  |  |  |  |
| --- | --- | --- | --- |
| Breakfast | Lunch | Dinner | Snack |
| Chicken Biscuit (300) |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Rubric:**

\_\_\_\_\_\_\_/10 points Turned in on time

\_\_\_\_\_\_\_/20 points Organization of Nutrition Log

\_\_\_\_\_\_\_/30 points Completed each day of the week

\_\_\_\_\_\_\_/30 points Listed Calorie Count with each item eaten

\_\_\_\_\_\_\_/10 points Completion of Journal Entry/ In Class Reflection

**\_\_\_\_\_\_\_/100 points TOTAL**

***Chew On This* Lesson Plan**

**Day Three**

**Objectives:**

* Students will be able to remember what they read for last night’s reading to respond in their journals for persuasive writing.
* Students will be able to analyze the fast food world concerning jobs through the use of technology at the Media Center.
* Students will be able to research about the fast food world today and relate this to their reading from last night about jobs in the fast food industry.
* Students will be able to continue to log what they are eating in their nutrition logs.
* Students will be able to make a stronger connection between the real world and fast food industry and the nonfiction book they are reading.

**Materials:**

* Class Set of *Chew On This* nonfiction book
* Student Language Arts Journals
* Smart Board (for Warm Up Instructions)
* Media Center Computer Lab area (reserved for the class period)
* Fast Food Job Research Worksheets (32 copies)

**Procedures:**

* Warm Up/Bridging Activity: (Instructions will be on the Smart Board) Students will arrive and grab their journals from their select period bins in the back of the room. On the Smart Board there will be instructions for them to write a summary about the McJobs and Youngster Business chapters as if they were trying to persuade fast food restaurants to hire a certain age of people (Persuasive Writing). (5 minutes)
* Explain to students that you had them complete the warm-up as a recap of last night’s readings as well as the activity that it will relate to today. Remind students of behavior in the Media Center and how they are expected to behave.
  + Distribute the Fast Food Job Research Worksheet. Explain the instructions that they have with the worksheet they are to complete and that it will be collected at the end of class (students will be allowed to complete at home, but have them complete as much as possible in class by telling them when it will be collected so that they stay on task).
  + Instructions for the worksheet about jobs and research are on the handout they are to complete. Explain and ask for any questions that students may have.
  + Go over the homework and what is expected of them for tomorrow for them to write in their agendas before leaving the classroom for the Media Center. (7 minutes)
* Walk students to the Media Center that you have reserved for the class period. Allow them to sit where they please at the computer spaces and to complete the worksheet. Let them know that if they need help or have a question to raise their hand. Small talk is acceptable but it will be taken to silent research if the noise level gets to high. (30 minutes)
* Follow Up/Homework: Students will be dismissed from the Media Center. Remind students to continue to fill out their nutrition logs, and that they should be a little over half way completing them (due Friday at the beginning of class). Finish the Secret of the Fries chapter and read Stop the Pop chapter for class tomorrow. (2 minutes)
* Exit Slip: Students will turn in their Job Research worksheets as they leave the Media Center for their exit slip and will be allowed to complete them for homework if they did not finish them. Explain to students this will count as a class work grade. (1 minute)

**Content Covered:**

Through today’s class period, we will have covered:

* Persuasive writing practice through their warm up
* Short recap of yesterday and expectations of today’s lesson
* Using technology and research to complete worksheets finding information about current events on the fast food industry relating to what they read about jobs and teens working in fast food the night before for homework.
* Recap of what they did today and what their homework assignments are

**Evaluation Method:**

I will determine if students have understood what was learned from their reading in the chapters for the night before based on their persuasive writing assignments that they completed for their warm-up. I will check to see if they completed their Fast Food Job Research worksheets the following day after everyone has turned them in to make sure that in some way they were able to relate their reading to the research that they completed, which relates to the real world today. I will assess student’s participation in the activity at the Media Center as well to see if this is something that the students would be able to handle again behavior-wise.

***Chew On This***

**7th Grade Language Arts**

**Fast Food Job Research Worksheet**

*There has been a time gap between the publication of the Chew On This book and today’s fast food industry. There were several examples and instances in the chapter about “The Youngster Business” and “McJobs” chapters that you had to complete last night for homework about jobs and those who are affected by the fast food industry. Take this time in the Media Center to complete this research worksheet about the fast food industry today with facts and some responses to what you have found.*

**The Facts:**

1. How much money on average does a fast food employee make per year? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. How much money do managers of fast food restaurants make per year? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What is the average amount of years that those who are working in the fast food business keep their jobs? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. About how many McDonalds fast food restaurants are there in the United States? All over the world? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List of websites used (NO Wikipedia!) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reflection on the Facts/Reading:**

1. Why do you think that those in the fast food industry make the amount they do? (Managers or just employees) Do you think that they deserve to be treated better and should make more money for what they do? Why or why not? Explain. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Why do you think that fast food employees only keep their jobs for as long as they do? If you were working in a corporate fast food restaurant, how would you try to keep your employees working longer? (Ex-benefits, pay raise?) Elaborate. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Do you think that it is a good thing that the number of fast food restaurants all over the world keeps growing? Do you think that with the amount of money each restaurant is making that they should be able to pay their employees more? Why or why not? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Chew On This* Lesson Plan**

**Day Four**

**Objectives:**

* Students will be able to remember what they read last night through completion of their fast facts for the warm up.
* Students will be able to write persuasive letters to the principal of the school, relating real world situations in their schools and what they are reading.
* Students will be able to understand what is being asked of them for the Menu Creation Project.
* Students will be able to continue to make strong connections through the activities being asked of them and the book that they are reading, as well as their personal lives and fast food. (YouTube video, letter persuasion writing, etc.)
* Students will be able to continue to log what they are eating in their nutrition logs.

**Materials:**

* Class Set of *Chew On This* nonfiction book
* Student Language Arts Journals
* Smart Board (for Warm Up Instructions and to show YouTube Super Size Me clip)
* Menu Creation Unit Project Rubric/Requirements (32 copies)

**Procedures:**

* Warm Up/Bridging Activity: (Instructions will be on the Smart Board) Students will arrive and grab their journals from their select period bins in the back of the room. Students will write 10 fast facts for their journal entry that they remember about The Secret of the Fries and Stop the Pop chapter they were to have read for class today. (8 minutes)
* Students will be asked to answer the following prompt: Do you agree with what the young girl did in her school from the reading last night? Would you petition something like this in your school, or some other cause that you are passionate about? Write a 1-page letter to your principal asking for some type of healthy change in your school, concerning either fast food or drinks. Explain to students that these letters will actually be sent to the principal of our school, to see if any changes can be made with our eating at school. (20 minutes)
* Menu Creation Unit Project: Distribute the Menu Creation Unit Project Requirements and Rubric. Explain what the project entails and what is being asked of students, when it is due, etc. Ask students if they have any questions about the project, and answer and explain anything that may not be clear. (10 minutes)
* Follow Up/Homework: Remind students that nutrition logs are due tomorrow at the beginning of class, and to finish their logs tonight. Tell students to read the “Meat” and “Big” chapters from their books. If students want to begin their Menu Creation Unit Projects, they are welcome to. (2 minutes)
* Exit Slip: Show students a short clip on YouTube from the Super Size Me film and explain to them that it was based off of the adult version book *Chew On This*. Have them write two sentences on how this relates to what they have been reading or writing about and to turn it in on the way out the door. (5 minutes)

**Content Covered:**

Through today’s class period, we will have covered:

* Fast Facts to remember what students read last night and time to recap what they learned yesterday
* Persuasive writing practice through letter writing about fast food changes to the principal (bringing what they are reading to life through their school)
* Recap of what their homework assignments are and that their nutrition logs are due tomorrow
* Relation of YouTube clip to reading the book and writing activities in the unit so far

**Evaluation Method:**

I will know if students have understood what was taught to them in class today by seeing what their responses were to their exit ticket and how the YouTube clip relates to the unit so far. This will help me to be able to see the connection students are making between activities that they are completing each day in and out of class. I also will be able to see student’s persuasive writing and if it has improved from their journal warm up from Day Three of the lesson and the persuasive letters they wrote to the principal today. Having them write letters to the principal will also help me to see if they are making the connections with their own lives and health with what they are reading and writing in the unit.

***Chew On This***

**7th Grade Language Arts**

**Menu Creation Unit Project**

Now that you have almost finished reading the book *Chew On This*, it is time to apply what you have learned through your reading and writing activities and get those creative juices flowing! You are in the corporate business and own your own fast food restaurant. Your assignment is to create a menu with certain criteria (listed below) that you must have approved before you can open up your fast food business. Be as creative as you want by using any medium to create your menus. You can type them onto a poster or handwrite, whatever you choose. These should be neat and creative. You will also write or type a summary explaining your menu and how it relates to what you have read or wrote about in the unit thus far. See the rubric below for what is being asked of you for the reflection. If there are any questions, feel free to ask. You have mostly free reign for creativity and what you would like to do with this project, so take advantage of it! Make sure that you stick to the rubric for what is being asked of you. This project will count for 100 points out of the 500 total for this unit.

**\*Due Date**: Friday, Day 10, final day of *Chew On This* unit

**Rubric:**

\_\_\_\_\_/15 points Creative use of media (poster, markers, crayons, color, typing, etc.)

\_\_\_\_\_/15 points Neatness/Organization

\_\_\_\_\_/20 points Menu contains prices, wide variety, sections for different foods

\_\_\_\_\_/25 points Reflection/Summary of Menu (5 points for each component)

-Why you priced items the way you did

-Why you put certain food together

-Why you chose healthy/unhealthy/mixture of food options

-How successful you think your menu will be for your restaurant

-How menu creation relates to *Chew On This* and writing activities

\_\_\_\_\_/20 points Grammar/Spelling

\_\_\_\_\_/5 points Turned in on time

\_\_\_\_\_/100 points TOTAL

***Chew On This* Lesson Plan**

**Day Six**

**Objectives:**

* Students will be able to construct a free verse poem relating to the fast food industry and *Chew On This* book.
* Students will be able to create a cluster writing activity, a new way of brainstorming for a paper.
* Students will be able to analyze their cluster activities to help outline for their large paper assignment of the unit.
* Students will be able to construct a solid foundation for beginning their paper assignments involving the fast food industry and *Chew On This*.

**Materials:**

* Class Set of *Chew On This* nonfiction book
* Student Language Arts Journals
* Smart Board (for Warm Up Instructions)

**Procedures:**

* Warm Up/Bridging Activity: (instructions will be on the Smart Board as students walk in) Students will turn in their paper assignment topics of choice to their period bin in the back of the room (this way, you can match the groups for the Writing Response Groups based on the topics students chose). When students turn in their paper topics, they also will grab their journals from their period bins to complete the warm up. Students will be asked to write a free verse poem on fast food, their favorite food, or some aspect of the *Chew on This* book. (10 minutes)
* Explain to students what a cluster writing activity is, and show an example on the white board so that students can understand what to do. (8 minutes)
* Have students write their own cluster activity about their paper assignments. This will help them to brainstorm what they are writing about and can help with organization of the paper. This should be a silent activity, with no talking so that students can focus. After they finish their cluster, they are to write a 5-7 sentence paragraph reflecting on the process, how this will help them with their papers, and which cluster piece was strongest and why. Students will turn in the cluster activity for a class work grade at the end of the week when they turn in their papers. Students can hold onto the cluster activity so they are able to use it when developing their papers. If they have any questions, they can raise their hand for any clarification or help. (20 minutes)
* Follow Up/Homework: Remind students that tomorrow is a drafting day in class. Students should begin writing some of their paper tonight for homework (at least the introduction paragraph). Also remind students that the Menu Creation Unit Project is due Friday and that they should continually be working on this project and not putting it off until the last minute. (2 minutes)
* Exit Slip: On a half sheet of paper, write a brief outline of your paper assignment based on your cluster and how you plan to execute your rough draft. (5 minutes)

**Content Covered:**

Through today’s class period, we will have covered:

* Practicing writing free verse poetry in relation to *Chew on This.*
* Completing a cluster writing activity to help brainstorm and outline paper assignments
* Creating a brief outline of paper assignments to help structure papers with flow and organization

**Evaluation Method:**

I will be able to understand if my students were able to get a grasp on the cluster activity by walking around the room and making sure they are completing it. I also think that creating my own example to share with the class will help them to better understand what is being asked of them and how this will help them in constructing their papers. I also will check to see if they completed the cluster activity when they turn it in at the end of the week with their paper assignments. This is a great step for my students in the brainstorming process of their paper assignments firsthand. I also will check to see what their outlines are when they turn in their exit slips at the end of the class period.

***Chew On This* Lesson Plan**

**Day Nine**

**Objectives:**

* Students will be able to construct feedback concerning the unit and what they have completed so far in and out of class.
* Students will be able to develop opinions and participate in a read aloud about a current event in the fast food industry.
* Students will be able to interact in class discussions concerning the current event.
* Students will be able to continue to make connections between class discussions, readings, and writing activities with the real world and fast food industry today.

**Materials:**

* Class Set of *Chew On This* nonfiction book
* Student Language Arts Journals
* Smart Board (for Warm Up Instructions)
* Document Camera (current event)

**Procedures:**

* Warm Up/Bridging Activity: (instructions will be on the Smart Board as students walk in) Students will walk into class and grab their journals out of their period bin in the back of the room. The warm up will consist of the following questions, which should be answered in complete sentences. (10 minutes)
  + 1. What has been your most favorite part of reading this book and completing in and out of class activities? Which activity have you enjoyed most?
  + 2. What has been your least favorite part of this unit? What would you change? What would you keep?
  + 3. Did you enjoy this topic, different from the typical novel that we read in 7th grade Language Arts? Why or why not?
* Current Events: A current event article about the fast food industry will be placed underneath the Document Camera. The teacher will guide and have students read aloud the article as a class. There will then be a class discussion for students to be able to share their opinions about the article. Some of the questions to ask students to stimulate discussion, for example, could be how does this relate to our unit? What do you find intriguing about this article? What do you find wrong with this article? If you were a new journalist, how would you go about writing this article? Probe students with discussion, and remind them of appropriate responses and to respect one another’s opinions in the discussion. (25 minutes)
* Follow Up/Homework: Remind students that their Menu Creation Unit Projects and Paper Assignments are DUE TOMORROW. They must be prepared to turn them in at the beginning of class to their select period bins. Ask for any last minute questions, warning them that you hope they have not put everything off until the last minute. (5 minutes)
* Exit Slip: Have students write on a slip of paper one thing that they are going to take away from the current event discussion and one thing that they learned from the discussion. Turn it into the bin by the door on the way out. (5 minutes)

**Content Covered:**

Through today’s class period, we will have covered:

* Feedback from the unit as a whole, reflecting and seeing what could be changed and what could be kept for when teaching the unit again
* Relating current events on fast food, making the connection between what they have been reading and writing to the real world.
* Practicing participating in class discussions, sharing opinions and hearing peers’ thoughts on current event matters.

**Evaluation Method:**

I will determine if my students understood the lesson by checking their exit slips and seeing what they took away from the current event discussion. Through reading their exit slips, I hope that I am seeing that they are making a connection with real world application, current events, and the unit as a whole. I also will be able to see what students took from the unit by receiving their feedback in their journals from their warm up. I will look over this when they turn in their journals at the end of the week and see what I can change for the unit next year and what I can keep.

***Chew On This***

**7th Grade Language Arts**

**Paper Assignment Requirements & Rubric**

After reading *Chew On This* and completing several activities and writing assignments to go along with what you have read, you will complete an essay paper based on some part of the fast food industry. You will have three prompts to choose from to complete your paper. Choose one, and turn it in on Monday to your period bin so that I know what you are writing about. These papers will be worked on some in class, but will take some time out of class to complete as well. Make sure to complete all activities that go along with the paper in class, as this counts towards your paper grade, which is worth 100/500 points of the unit.

1. Construct an essay about the cleanliness of food processing. Do you believe that our fast food restaurants should be cleaner? Do you think they are safe to eat at? Write as if you are a health inspector walking into a fast food restaurant. What are you looking for sanitation-wise with the production and distribution of food? Use examples from the text in your essay to back up your statements. Make sure to touch on how sanitation used to be and if it has changed at all since the early 1900s.

2. After reading the book, do you believe that fast food is a positive or negative aspect for the United States to have? Does it lead to obesity and diabetes, or is it a convenience that we have grown to utilize and has stimulated our economy? Use examples from the text in your essay to back up your statements. Make sure to touch on the health examples of those who had surgery or how it has helped the economy, whichever side you choose to take.

3. Talk to an individual who works at a fast food industry and compare them to the ones you read in the book. Then, state whether or not they are treated the right way for the job they have acquired, or if they deserve to be treated better. How would you like to be treated if you worked at a fast food restaurant? Act as if you just were hired at a fast food restaurant. How much would you like to be paid? Would you plan on having a job for a long period of time, to raise a family, pay the bills, etc? Refer back to the Media Center day where we researched about jobs, using statistics you found online.

**Grading Criteria/Rubric:**

\_\_\_\_\_/10 points Use of textual evidence

\_\_\_\_\_/10 points Grammar/Spelling

\_\_\_\_\_/10 points Taking a side and sticking with it throughout paper

\_\_\_\_\_/10 points Personal side/opinions

\_\_\_\_\_/10 points Use of real world experiences/facts

\_\_\_\_\_/20 points Stays focused on prompt throughout paper

\_\_\_\_\_/20 points Neatness/Organization of paper

\_\_\_\_\_/10 points Paper is typed, Times New Roman 12 pt. font

\_\_\_\_\_/100 points TOTAL

***Chew On This***

**7th Grade Language Arts**

**Paper Assignment: Writing Response Groups**

Below are the instructions on how to complete your writing response groups. You will be receiving a participation grade based on what I see when I am walking around monitoring your groups. Stay on task and make sure to complete each step. Complete the WRG in groups of four, which I have paired you in based on your prompts you chose for your paper. The group monitors are designated on the Smart Board at the front of the room. If you have any questions about the instructions or steps, please ask. If you have questions along the way, have your group raise your hand and I will come to you.

**------------------------------------------------------------------------------------------------------------**

Writing Response Group Instructions

**WRITER/READER:**

1. Make no apologies about your writing.
2. Read your piece aloud, pause momentarily, and then read aloud again.
3. While the rest of the group responds, do not comment, discuss or argue. You may only listen to their comments and take notes, if you wish.

**RESPONDER/LISTENER/READER:**

1. While the reader is reading, you may write down comments.
2. You must respond in the order you were assigned.
3. Each listener must respond.
4. Respond for the time allotted to you.
5. Address the writer, making eye contact.
6. Respond with POSITIVE COMMENTS only. (Constructive criticism will come later.)
7. Follow this sequence in responding:
   1. Summarize the piece you heard/read.
   2. Comment on the parts you liked; POINT to specific words, phrases, sentences, sections that might have contributed to your response.
   3. Describe how it made you feel as a reader/listener.
   4. Associate what was read to something you know, have read, remember.
   5. Say what you would like to know more about.

**MONITOR:**

1. Be sure listeners respond in correct order.
2. Keep time--allow 2 - 3 minutes per responder.
3. Do not allow debate or discussion. (This will change as you become more proficient responding and discussing writing.)
4. Remind responders to keep their comments positive and reader-based.

**------------------------------------------------------------------------------------------------------------**

***Guidelines Derived from***: Peter Elbow, *Writing Without Teachers.* Ken Macrorie, *Writing to be Read*, and Carol Pope, *ECI 307 Teaching Writing Across The Curriculum class*