

# Fresh Juice

## By Robert Liu-Trujillo

### Read Aloud Plan



#### **First Reading of Text Before Reading**

Introduce the story, discuss the cover, the title. As this is the first reading, educator shares what the story is about. During the first reading, although students will participate, educator does most of the talking/thinking out loud.

Ask students about when they have been sick, what do you like to eat or what helps you feel better? (Activating prior knowledge/building schema) do you like to have fruits or fruit smoothies when you are sick? Do you grow vegetables in your garden/community garden? What grocery/food stores do you like to visit?

#### **Introduce vocabulary through visuals, gestures and examples:**

**Tier Two Vocabulary (Academic):** grumbles, germs, downtown, herbs, treasures, vitamins, minerals, antioxidant, superhero, unwelcome, handkerchief

**Tier Three Vocabulary (Content Specific):** stuffed up, cold, sick-fighting, refrigerator, farmer's market, ginger, collard greens, cayenne pepper, co-op, juicing, vitamin C, stepfather, juicer, goodies, generator, electricity

\*Note: Educator can choose to introduce all the words, some of the words or begin with Tier 2 and add Tier 3 on another reading.

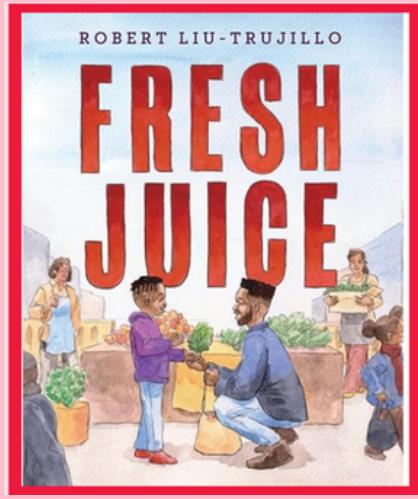
#### **During Reading**

Educator will model thinking aloud during the reading of the text, first reading there is more educator talk. I wonder where they are going to buy the fruit?

I noticed that.../I wonder if.../This reminds me of.../I think that...?

Educator pauses through out the story to share thinking out loud.

At the end of the story educator summarizes the big ideas of the story.



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#### After 1st Reading

Discuss what was the author trying to teach us? What is Robert Liu-Trujillo's message in this story?

#### Second/Third Reading

#### Before Reading

Share the story on the 2nd reading, Ask students to retell **what they remember** from the previous reading. With each reading there is an increase in children talk and decrease in educator talk. **Review vocabulary** words, invite children to share what they know of each word.

**During Reading:** Stop at two page spreads...what is happening here? What connections can you make? What is the character thinking? What happens next?

**After Reading:** What emotions does Art experience through out the story? How do you know? OR Discuss what path Art and his dad take to make their juice.