

Non Fiction

Topics: Social Studies: Slavery, Science: Plants, Soil/Bean Experiment, Math: Recipes

Strategy: All Strategies on Reader's Toolkit

Book: George Washington Carver: The Peanut Wizard

Author: Laura Driscoll

Setting: Whole Group, Small Group

Strategy Definition: (post in classroom)	Refer to Teacher's Guide for strategy definitions. K (What do I already know?) = Make Connections: Elicit prior knowledge and experience of the topic. W (What do I want to know?) = Self Questioning: Set a purpose for reading, ask questions while reading and search for answers. L (What have I learned?) = Determine Importance: Prioritize most important information or events to remember. L (What have I learned?) = Expand ideas and create new ways of thinking.
Standard:	Refer to District or State Standards for Science, Social Studies or Math related standard.
Objective:	Students will use the K W L three column organizers to elicit prior knowledge, set a purpose for reading, prioritize important new information and record their responses on the sticky notes provided in the Reader's Toolkit.
Materials:	George Washington Carver The Peanut Wizard, Reader's Toolkit, pencil, K W L chart titled "Peanuts"
Connect: Before Reading Establish a Purpose	K – What do I already know about peanuts? Begin the lesson by asking the students this question. Model a connection such as "peanuts are used to make peanut butter". Ask the students to write what they know about peanuts on their blue sticky notes. Invite students to share with a partner or with the class their responses. W – What do I want to know about peanuts? Next, ask the students to think about what they would like to know about peanuts. Model suggestions such as "How do they grow?" or "What can we make with peanuts?" Ask the students to write their questions on their green sticky note. Invite students to share with a partner or with the class their questions. NOTE: Due to the fact there are many content areas covered in this book, you may need additional Anchor Charts to post student responses. Additional titles may include Math, Science, and Slavery.

<p>Model:</p> <p>During Reading</p>	<p>Page 1: Begin reading the story to the class. Guess which one of the things is not made from peanuts. Discuss other things made from peanuts. Students will use their prior knowledge and make connections about things made from peanuts. Model and share your own personal knowledge about things made from peanuts.</p> <p>Page 2: Math: Estimate how much is six pounds.</p> <p>Page 3 and 4: Slavery: Students may want to use their self questioning sticky note to write down questions about slavery.</p> <p>Page 5 and 6: What do you think a plant doctor does? Ask students to make predictions.</p> <p>Page 7 and 8: Science: Make a mental image of your favorite flower. Draw it on your orange sticky note and label the parts of the flower. On your purple sticky note, write down the two most important things plants need to grow. (sun and water)</p> <p>Pages 9 to 12: Slavery/Segregation...students may have questions about segregation. What kind of person is George? Discuss character traits.</p> <p>Pages 13 to 16: Science: The science experiment is full of predictions. This is an excellent example of using the strategy “predictions” in science.</p> <p>Pages 17 to 22: Model connections between school teachers and George’s way of teaching.</p> <p>Pages 23 to end: Read the rest of the story to the students. Return to the K W L chart and review the W – What do I want to know about peanuts? Model for the students if your W question was answered. Ask for students to share if their W question was answered.</p>
<p>Check for Understanding:</p> <p>After Reading</p>	<p>L – What did I learn about peanuts? Ask the students to write the most important thing they learned about peanuts on their purple sticky note. Invite students to share with a partner or with the class. The second part of the L – Author’s Message is to encourage students to expand their knowledge and create new ways of thinking. At this time, model for the students a new idea like creating a “peanut” desert for your family. Ask the students to write on their yellow sticky note something they may do different or new from reading the story. Invite students to share their responses with a shoulder partner or with the class.</p> <p>Revisit the Science, Math, Slavery, etc... Anchor Charts and make a decision with the class the next step to take in the lesson. It may be another book on the subject, a science experiment or a cooking class.</p>
<p>Reminder:</p>	<p><i>Strategy instruction takes time, be consistent and supportive.</i></p>

