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What's In This Stuff, Anyway?

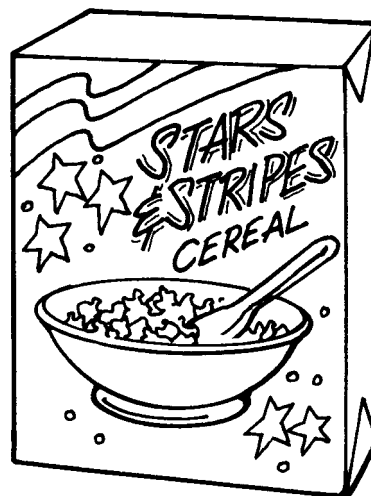
Each student will create a food product package, complete with directions and nutritional information.

Materials

- copy of “What’s In This Stuff Anyway?” (page 78) for each student
- pens or pencils
- writing paper
- colored pencils or fine-point markers
- boxes for cereal, cake mix, rice, and other products

Directions

1. Explain to the students that expository writing is any writing that gives information. In this way, information and directions on product packages fall under the heading of expository writing. Believe it or not, there are professional writers who are paid to do that writing. Here is the students’ opportunity to be such writers.
2. Break the students into small groups and give each group two or three food-product boxes to consider. Ask the groups to make a list of the kinds of items included on the box (e.g., nutritional content, cooking times, company phone number, UPC code, etc.).
3. As a class, share what the groups have listed. Make a master list on the board of the items that are generally included on such a box.
4. Distribute page 78 to each student. Instruct the student to create a product and product package. The student should first brainstorm and draft his or her ideas on regular paper and then use page 78 for the final copy. The final copy should be colored and cut out.
5. Exchange “packages” and ask the peers to check the other’s work for the inclusion of all necessary components.
6. Display all packages that meet the required criteria and ask the class to vote on the best one. Afterwards, discuss why they voted as they did and what makes that package the best.





Standards and Benchmarks: 1A, 1B, 1C, 1E, 1F, 2A, 2B, 3A, 3C, 3D, 3E, 3F, 3K

Watercolor Wash

The paper itself will enhance the descriptive writing.

Materials

- writing paper
- pens or pencils
- drawing paper
- watercolors and paintbrushes
- plastic cups and water
- old newspapers

Directions

1. Guide the students in writing a descriptive piece about the sky (or sea). It can be a night sky, midday sky, rainy sky, mountain sky—whatever each student chooses.
2. For the final draft of the writing, have each student create a watercolor wash of the type of sky described. To do so, place a sheet of drawing paper horizontally on an old newspaper. Wet a paintbrush with water and dip it in the desired color of paint. Brush the wet paint across the desired area of paper so that the paint and color are thin. Clean the brush before adding other colors, but be sure that the brush is always wet enough. (Be careful: too much water will make the paper soggy and not enough will make the color too dark and heavy. Students may need to experiment before they get the hang of it.)
3. When the paper is dry, let each student copy his or her final writing onto it.



Standards and Benchmarks: 1A, 1B, 1C, 1E, 1F, 2A, 3C, 3D, 3E, 3F

Poetic Shapes

Each student will write a free verse, descriptive poem, using the shape to enhance the writing.

Materials

- writing paper
- colored pencils or fine-point markers
- pens and pencils
- drawing paper

Directions

1. Ask each student to write a poem about an object with a distinctive shape (e.g., a lollipop, a dog bone, etc.). The poem can rhyme or it can be free verse (unrhymed). It should be very descriptive of the object.
2. For the final draft, use drawing paper and colored pencils or fine-point markers. The poem should be written in the shape of the object. (See the example to the right.)
3. Display the poems.

