

Focus Question:

What do old lunch boxes and new lunch boxes have in common?

Book Summary

Text Type: Nonfiction/Descriptive

Lunch Boxes describes the different types of old and new lunch boxes. The text compares what new lunch boxes and old lunch boxes have in common. Detailed photographs will grab readers' attention. The text provides students the opportunity to learn about adjectives and to connect with what they already know to comprehend what they read.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge
- ☐ Compare and contrast
- ☐ Segment syllables
- ☐ Identify final consonant *ch*-blends
- ☐ Adjectives
- ☐ Antonyms

Materials

- ☐ Book: *Lunch Boxes* (copy for each student)
- ☐ Compare and contrast, final consonant *ch*-blends, and adjectives worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *new, old, some*
- **Words to Know**
Story critical: *common* (adj.), *fancy* (adj.), *lunch boxes* (n.), *plain* (adj.), *rectangles* (n.), *round* (adj.)

Guiding the Reading

Before Reading

Build Background

- Have students discuss what they know about lunch boxes. List student ideas on the board.
- Ask students if they have ever used a lunch box. Have them discuss with a partner when they used the lunch box, what it looked like, and what it had inside.

Introduce the Book

- Give students their copy of *Lunch Boxes*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book and author's name).

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that effective readers make connections between what they already know and new information they read, which is called *connecting to prior knowledge*. Remind them that thinking about what they already know about the topic of a book will help them better understand what they read. Read the title of this story and ask students to look at the front and back covers. Invite volunteers to share what they already know about this story, on the basis of the title and cover pictures.

Introduce the Comprehension Skill:

Compare and contrast

- Explain to students that readers better understand a story when they compare and contrast details such as characters, settings, and subjects. Explain that to *compare*, readers look at how things are alike and that to *contrast*, readers look at how they are different.
- Model how to compare and contrast the pictures of lunch boxes on pages 3 and 4. Have students list adjectives, describing words, on the board under the headings *Compare* and *Contrast*.

Guiding the Reading (cont.)

- With a partner, have students look at pages 5 and 6 to practice comparing and contrasting the two lunchboxes. Add to each of the lists on the board.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about different kinds of lunch boxes. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How long have lunch boxes been around?* (level 1) page 3
- *What did old lunch boxes look like?* (level 2) pages 4 through 7
- *How do new lunch boxes look?* (level 2) pages 8–11
- *In what ways are old lunch boxes the same as new lunch boxes?* (level 2) multiple pages
- *In what ways are old lunch boxes different from new lunch boxes?* (level 3) multiple pages

Text Features: Pictures

Explain that pictures help to support the information in the text. Have students work with a partner to review the pictures on pages 7 and 8. Ask students: *How do the pictures help readers understand the text? What other information can you learn from the pictures that is not written in the text?* Have students practice comparing and contrasting using the pictures.

Skill Review

- Model for students how to compare and contrast. Using the examples old, new, round, rectangle, plain, and fancy, stop at several points within the story to point out how comparing and contrasting helps readers understand similarities and differences.

- **Think-aloud:** When I read the words *old* and *new*, I know that this is one way lunch boxes are different from one another. I am comparing information in the book. Then I look at the pictures, and I can see that there are many different shapes and sizes of lunch boxes. When I describe these lunch boxes, I can compare how they are the same and different.
- Make a T-chart on the board. On one side write *Compare* (Alike) and on the other side of the T-chart write the word *Contrast* (Different). Have students generate words that describe how lunch boxes are the same and different.
- Discuss how to complete the [compare-and-contrast worksheet](#).

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues

Skill Review

Graphic Organizer: Compare and contrast

Review the compare-and-contrast worksheet that students completed. Have students share their work with the group to check for understanding. Students can also retell their version of the story with a partner.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include that they are old or new, similar shapes, or fancy or plain. Samples: *Lunch boxes can be plain or fancy. New lunch boxes can be the same as or different from old lunch boxes.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Phonological Awareness: Segment syllables

- Say the word *lunch* aloud to students. Have students repeat the word *lunch* aloud. Say the word *lunch* again, but clap one time as you say the word. Have the students repeat the word and clap one time. Explain that the word *lunch* has one syllable, or unit of sound.
- Say the word *boxes* aloud to students. Have students repeat the word *boxes* aloud. Say the word *boxes* again, but clap two times as you say the word. Have

Book Extension Activities (cont.)

the students repeat the word and clap two times. Explain that the word *boxes* has two syllables, or two units of sound.

- **Check for understanding:** Say the following words one at a time, and have students clap their hands once for words with one syllable and twice for words with two syllables: *new*, *old*, *common*, *round*, *plain*, *fancy*, and *around*.

Phonics: Identify final consonant *ch*-blends

- Write the word *lunch* on the board and read it aloud with students.
- Have students say the /ch/ sound aloud. Then, run your finger under the letters in the word *lunch* as students say the whole word aloud. Ask students to identify which letters represent the /ch/ sound in the word *lunch*.
- Have students think of words that end with *ch* and share them with the class. Write the words on the board.
- **Check for understanding:** Say the following words: *bunch*, *touch*, *luck*, *much*, *pack*, *neck*, *teach*. Have students give a thumbs-up signal when you say a word that ends with the consonant *ch*-blend.
- **Independent practice:** Introduce, explain, and have students complete the [final-consonant-ch-blends worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Adjectives

- Discuss with students that *adjectives* are *words that are used to describe people and things*. Have students look at page 3. Explain that the words *old*, *new*, and *long* are adjectives.
- Have students look at pages 4 through 6 and ask them to locate the adjectives. As students share adjectives, list them on the board.
- With a partner, have students find other adjectives in the book and list them. Invite partners to share their list of adjectives. After all words are listed from the book, students may add other adjectives not from the book to the list.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: Antonyms

- Explain to students that *antonyms* are *words that are opposite in meaning*. Provide examples of antonyms such as *old*, *new*, *plain*, and *fancy* and have students circle them in the book.
- Have students provide other antonyms (not from the book) and list them on the board. Have students create and share sentences using the antonyms from the list.

- **Check for understanding:** Say several sentences aloud to the class that include adjectives. Have students identify the adjectives within each of the sentences and provide an antonym to replace each adjective.

Connections

- See the back of the book for cross-curricular extension ideas.