

### Focus Question:

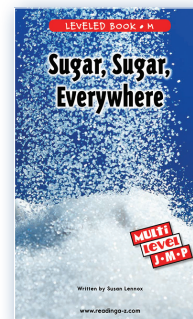
*What happens to our bodies when we eat sugar?*

### Book Summary

Text Type: Nonfiction/Informational

Many students love eating sugar, but do they know how sugar affects their body? *Sugar, Sugar Everywhere* introduces readers to the not-so-sweet side of sugar. Students will learn how too much sugar can be bad for their body and how it can be hidden in everything they eat. The simple text and detailed photographs will keep students engaged while supporting emergent readers. This book can also be used to teach students the skill of distinguishing between fact and opinion, as well as asking and answering questions to better understand text.

The book and lesson are also available for levels J and P.



### Lesson Essentials

#### Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Distinguish between fact and opinion
- ☐ Understand and use a glossary
- ☐ Identify consonant *gl*-blend
- ☐ Recognize and use adverbs
- ☐ Identify and use synonyms and antonyms

#### Materials

- ☐ Book: *Sugar, Sugar, Everywhere* (copy for each student)
- ☐ KWLS / ask and answer questions, fact or opinion, synonyms and antonyms 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](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *fuels* (v.), *glucose* (n.), *homemade* (adj.), *ingredient* (n.), *prepared* (adj.), *strain* (v.)

- **Academic vocabulary:** *amount* (n.), *average* (adj.), *control* (v.), *energy* (n.), *probably* (adv.), *source* (n.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Place on the board pictures of different types of food, such as cookies, grapes, ketchup, bread, and carrots. Ask students to work in groups to sort the foods into different groups. Invite volunteers to share their answers with the class. Next, ask groups if there is one category in which all the foods can be placed. Invite volunteers to share their ideas with the class.
- Write the word *sugar* on the board. Explain to students that one way to place all of these foods within one group would be to label the group *sugar*. Explain that all of these foods contain sugar and students will be learning more about how eating sugar affects their body.

##### Introduce the Book

- Give students their copy of *Sugar, Sugar Everywhere*. 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, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

##### Introduce the Reading Strategy:

##### Ask and answer questions

Explain to students that engaged readers ask and answer questions while reading in order to better understand a text. Pass out the [KWLS / ask-and-answer-questions worksheet](#) and explain what each section on the KWLS chart stands for. Have students think about sugar and fill out the "What I Know" section on their worksheet. Then, have students think

### Guiding the Reading (cont.)

about what questions they have about sugar and fill out the “What I Want to Know” section on their worksheet. Explain that students will look for the answers to these questions while reading in order to better understand the text.

### Introduce the Comprehension Skill:

#### Fact or opinion

- Explain to students that books can include both facts and opinions. Write the words *Fact* and *Opinion* on the board. Point out that a fact is a detail that is true and can be proven and an opinion is a belief or judgment about a subject. Explain that facts can be checked, or verified, while opinions express how a person feels or believes.
- Refer back to the food pictures on the board. Write an example sentence on the board, such as *Cookies are delicious*. Have students work in groups to determine whether this statement is a fact or an opinion. Have volunteers share their answer and justify their reasoning.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

### Set the Purpose

- Have students read to find out more about how sugar affects their body. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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.

- *What is sugar? Why is it important for our bodies?* (level 2) pages 5–6
- *How would food taste without sugar?* (level 1) page 9

- *How much sugar is in one cup of corn flakes?* (level 1) page 10
- *What happens to our bodies when we eat too much sugar? Why can that be harmful?* (level 2) pages 11–12
- *Why is cooking at home better than eating out?* (level 1) pages 13
- *What would happen to our bodies if we didn’t eat any sugar?* (level 3) multiple pages
- *How can the foods in this book be sorted into different groups?* (level 3) multiple pages

### Text Features: Glossary

Explain that a glossary helps readers define the words in the book. Have students work in small groups to review the glossary on page 16. Ask students: *How are the vocabulary words arranged in a glossary? Can you define the word strain? On which page can you find the word glucose? What part of speech is fuels?* Have students review other vocabulary words in the book and discuss in groups where they would be found and how students know. Invite volunteers to share their thoughts with the rest of the class.

### Skill Review

- Review with students the questions from the “What I Want to Know” section of their KWLS chart. If any questions have been answered, have students write the answers in the “What I Learned” section. Periodically review this chart while students are reading.
- Model how to determine fact or opinion.  
**Think-aloud:** *This book is telling me about how sugar affects my body. Some of the sentences from the book are stating facts, and some are sharing the author’s opinion. For example, on page 5, I read: Apples, pears, and grapes contain sugar. I know this a fact because it can be checked, or verified. Determining fact or opinion is one way for me to better understand what I read.*
- Model how to complete the [fact-or-opinion worksheet](#). Have students determine whether each sentence is a fact or an opinion.

### 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: Ask and answer questions

Have students answer all of the questions from their KWLS chart in the “What I Learned Section.” If any questions remained unanswered, have students circle them. Have students brainstorm a list of new questions they have based on the book and list them

### Guiding the Reading (cont.)

in the “What I Still Want to Know” section. Encourage students to investigate the answers to these questions to continue learning about this topic.

### 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. Sample: *When we eat sugar, our body breaks it down into glucose, which goes into our blood and becomes a source of energy. However, if we have too much sugar, our body cannot use it all, and the excess turns into fat.*)

### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

## Book Extension Activities

### Build Skills

#### Phonics: Initial consonant *gl*-blend

- Write the word *glucose* on the board and read it aloud with students.
- Have students say the /gl/ sound aloud. Then, run your finger under the letters in the word *glucose* as students say the whole word aloud. Ask students to identify which letters represent the /gl/ sound in the word *glucose*.
- Say the words *glide* and *glow* aloud, emphasizing the initial sounds, and have students write the words on a separate sheet of paper. Have students compare their words with a partner’s, recognizing that each word begins with the /gl/ sound.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *glove, glum, glass, and glare*. Invite volunteers to come to the board and add the initial consonant blend.

#### Grammar and Mechanics: **Adverbs**

- Review or explain to students that *adverbs* are describing words that provide details about verbs by telling *how, when, or where* an action occurred. Point out that many, but not all, adverbs end in *-ly*. Explain that writers often use adverbs to make their writing more accurate, factual, and precise.
- Write the following sentence on the board: *I quickly ate my breakfast cereal*. Have students work with a partner to identify the adverb (*quickly*) and the verb being described (*ate*) in this sentence. Invite volunteers to share their answers with the class. Repeat with multiple sentences on the board about the information from this book.

- **Check for understanding:** Have students work with a small group to look through the book to circle the adverbs and underline the verbs that each adverb describes. Ask them to share whether each adverb describes *how, when, or where* an action occurred.

### Word Work: **Synonyms and antonyms**

- Write the word *sweet* on the board. Ask students to suggest a word that means almost the same thing (*delicious, sugary, and so on*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Ask students to suggest a word that means the opposite of *sweet* (*bitter, tart, and so on*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- **Check for understanding:** Have students turn to page 9 to find the word that describes how tomatoes can taste when they are cooked (*bitter*). Ask students to suggest a synonym (*sour, harsh, and so on*). Ask students to suggest an antonym (*bland, sweet, and so on*).
- Use a thesaurus to look up the word *bitter* and show how a thesaurus is used. Put students into groups and give each group a thesaurus. Ask them to find the word *bitter* and have them confirm the synonyms suggested. If the thesaurus lists antonyms, have them find antonyms for the word. Point out that some dictionaries also list synonyms and antonyms for words.
- **Independent practice:** Introduce, explain, and have students complete the **synonyms-and-antonyms worksheet**. If time allows, discuss their answers.

### Connections

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