

Key Question

Why are doughnuts a popular part of American culture?

Vocabulary

Academic vocabulary: *amounts (n.), available (adj.), considered (v.), history (n.), opportunity (n.), process (n.)*

Discuss each academic vocabulary word with students. Point to the use of each 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. 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. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

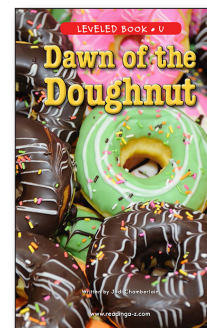
Story words

- *doughnut (n.), inexpensive (adj.), ingredients (n.), invention (n.), pastries (n.), recipe (n.)*

Enrichment words

- *delicatessens (n.), efficient (adj.), humble (adj.), immigrant (n.), profitable (adj.), staple (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Dawn of the Doughnut*.



Ask and answer questions

Before reading, preview the table of contents with students. Annotate the page with questions, reactions, or wonderings in the margins. Before they read, have students develop a question they have related to each of the topics. Have students record them in the margin or on sticky notes. While they are reading, encourage students to answer their original questions or pose new ones. After they read, have students discuss their annotations with a partner.

Text features: Headings

Explain that headings are helpful in locating certain information about a topic within a text. Have students look at the headings throughout the text. Have students locate which heading and section would give them information about the history of doughnuts, what section(s) might provide information about different doughnut stores, and so on. Discuss what clues they used to determine which heading they might find the information under, including the heading and images and captions within the sections.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *Compare how doughnuts today are different from the original doughnuts?* (level 3)
- *What is one story about how doughnuts got their holes?* (level 1)
- *What does it mean to call someone a "doughboy"?* (level 2)
- *Why were doughnuts so popular during wartime?* (level 3)
- *What part did the automobile play in making doughnuts so popular?* (level 2)
- *How many doughnuts were in the largest stack of doughnuts? Why?* (level 1)

Graphic organizer: Cause and effect

After reading, students can complete the [graphic organizer](#). Model and discuss how to complete the graphic organizer by locating evidence within the text.

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: As you read, list causes in the left-hand column and their effects in the right-hand column. After finishing the book, choose two cause-and-effect relationships and rewrite them on the other side of this page.



C A U S E



E F F E C T



Dawn of the Doughnut • Level U



Common Core Supplement

