

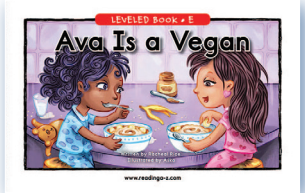
### Focus Question:

*What does it mean to be a vegan?*

### Book Summary

Text Type: Fiction/Realistic

Have you ever thought about how other people may not eat the same foods as you? All people eat different food according to their lifestyle and beliefs. In *Ava is a Vegan*, students will learn what vegans do and do not eat. This story supports emergent readers by providing colorful illustrations and high-frequency words. Students will also have the opportunity to practice connecting to their prior knowledge to better understand the story as well as comparing and contrasting details from the text.



### Lesson Essentials

#### Instructional Focus

- ☐ Connect to prior knowledge to better understand text
- ☐ Compare and contrast details in a text
- ☐ Discriminate information provided by illustrations
- ☐ Discriminate medial long vowels
- ☐ Identify VCe pattern
- ☐ Recognize and use compound subjects
- ☐ Categorize words

#### Materials

- ☐ Book: *Ava Is a Vegan* (copy for each student)
- ☐ Compare and contrast, VCe pattern, compound subjects 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).

- **High-frequency words:** *eat, like, some*
- **Words to Know**  
**Story critical:** *dairy (n.), grains (n.), ground (adj.), oatmeal (n.), tofu (n.), vegan (n.)*
- **Academic vocabulary:** *different (adj.), same (adj.)*

### Guiding the Reading

#### Before Reading

##### Build Background

- Discuss with students their favorite foods. Invite students to share their favorite food with the class and write these foods on the board.
- Discuss with students the types of foods listed on the board and what they are made of. Have students work with a partner to sort the foods into different food groups (fruits, vegetables, meat, and so on). Explain to students that when people follow certain diets, they may not eat certain foods or types of foods.

##### Introduce the Book

- Give students their copy of *Ava is a Vegan*. 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, illustrator's name).

##### Introduce the Reading Strategy:

#### Connect to prior knowledge

Explain to students that engaged readers connect information they already know to the information in the story. This is called *connecting to prior knowledge*. Explain that making these connections can help students improve their understanding of the story. Have students work with a partner to preview the story and discuss any connections they made. Invite volunteers to share their connections with the class.

##### Introduce the Comprehension Skill:

#### Compare and contrast

- Explain to students that one way they can organize information in a story is by explaining how objects are alike and different. This is called *comparing and contrasting*. Write these words on the board.

### Guiding the Reading (cont.)

- Draw a Venn diagram and invite two students to each share their favorite food, and write one food above each circle. Explain to students that there can be several ways the two foods are alike and different. Have students compare and contrast the foods with a partner. Invite students to share their answers with the class and model how to correctly fill out the Venn diagram.

### 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 the vegan diet. 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.

- *What are two types of food that both girls eat?* (level 1) page 3
- *What do dairy, meat, and eggs have in common?* (level 3) pages 5 and 6
- *What does it mean to be a vegan?* (level 1) page 6
- *How do the girls eat their fried rice? Is it the same or different?* (level 2) pages 8 and 9
- *What kind of burger does Ava like? What makes it vegan-approved?* (level 3) page 11
- *What ingredients do both girls like to add to their oatmeal?* (level 1) page 12

#### Text Features: Illustrations

Explain to students that illustrations are pictures in a story that are drawn, and point out that the pictures in this story are all illustrations. Explain that illustrations can help assist readers by giving them additional details and information as well as by helping them decode the text. Have students look at page 3 and

explain that by looking at the picture they can see that both girls are eating fruits and vegetables. Have students find the word *vegetables* and point to it. Explain that looking at the illustration may help them decode the word *vegetables*. Have students work with a partner to review other illustrations from the story and discuss how they may help decode the text.

### Skill Review

- Model for students how to connect to prior knowledge while reading a story by turning to pages 3 and 4. Invite students to share what they know about fruits, vegetables, meats, dairy, and eggs. Remind students that connecting to their prior knowledge may help them categorize the foods and lead to a better understanding of what foods are included in a vegan diet.

- Model how to compare and contrast the different foods in the story.

**Think-aloud:** *This book is about how different people eat different kinds of foods. When I think of the foods I like to eat, I can think of the similarities and differences to the vegan diet; I compare and contrast. When I compare, I think of the similarities. I like to eat a lot of fruit, and I know that Ava can eat fruit, too. However, when I contrast, I think of the differences. I really like to eat tacos, but I know tacos can be made with beef or chicken. Therefore, I know that tacos are not part of the vegan diet.*

- Have students work with a partner to discuss what types of food they like to eat, and then compare and contrast those foods with the foods Ava can eat.
- Have students brainstorm to think of other foods not listed in the book. Draw two columns on the board and label them *Vegan* and *Non-Vegan*. As students share their new foods, discuss with students whether or not those foods are part of the vegan diet. Fill in the chart on the board.
- Model how to complete the [compare-and-contrast worksheet](#). Have students determine whether foods are vegan or non-vegan.

### 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 in groups. Invite volunteers to share with the rest of the class the similarities and differences of each food.

### Comprehension Extension

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

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary but need to include the following: *Being a vegan means not eating any foods that are made from animals.*)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Discriminate long vowel sounds

- Say each short vowel aloud and have students repeat after you. Explain to students that vowels can have two sounds: *short* and *long*. Demonstrate to students each vowel with both its short and long sounds. Explain that the long vowels say their name.
- Say the word *tone* aloud and explain to students that *tone* has the long medial vowel /o/ sound. Repeat with the word *name*.
- Continue saying the following words aloud: *bake, hope, these, cone, tune, phone, game, fire, pole, time*. Have students say the long vowel sound as a group after each word.
- Check for understanding: Have students work with a partner and brainstorm to create a list of other words with a medial long vowel sound. Invite students to share their words with the class.

##### Phonics: VCe pattern

- Write the word *hop* on the board. Then, run your finger under each letter as students say the whole word aloud. Remind students that the vowel in the word *hop* is the short /o/ sound.
- Write the letter e at the end of the word *hop*. Explain to students that when the letter e is added to the end of the word, it makes the medial vowel long. Say the sounds in the word *hope* aloud, emphasizing the long vowel /o/ sound.
- Write the following partial words on the board: *cap, fin, bon, mut, min, mop*. Underline the vowel in each word, and then read the words aloud as a class. Next, at the end of each word, write the letter e and remind students that the e changes the medial vowel sound to a long vowel. As a class, read the new words aloud.
- Check for understanding: Write the following partial words on the board, leaving off the final letter e: *vin, cut, pin, and lat*. Have students copy the words on a separate sheet of paper and add the final letter e. Have students decode and read the new words aloud with a partner.

- Independent practice: Introduce, explain, and have students complete the [VCe pattern worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Compound subjects

- Have students turn to page 3 and read the sentence aloud. Remind students that the narrator is the person who is telling the story and refers to himself or herself as *I*. Next, have students find and point to the words *Ava* and *I* in the sentence. Explain that sentences have subjects and the subjects are who or what the sentence is about. Point out that the sentence on this page is about two people; therefore, there are two subjects. Explain that when there are two subjects in a sentence, the subject is called a *compound subject*.
- Guide students to locate and underline all of the compound subjects throughout the story.
- Check for understanding: Write the following sentence on the board, leaving the compound subject blank:        and        like to play. Have students copy the sentence on a sheet of paper and write their name and their partner's name in the blanks. Have students practice reading the sentence with their partner. Invite students to read their sentence aloud.
- Independent practice: Introduce, explain, and have students complete the [compound subjects worksheet](#). If time allows, discuss their answers.

#### Word Work: Categorize words

- Write the following words on the board: *eggs, rice, chicken, tofu, beans, ground beef, oatmeal, and bananas*. Invite volunteers to share what the words have in common. Explain to students that they can categorize words by sorting them into common groups. Remind students that they already know that some of the foods belong in the vegan diet and some don't, but there are other ways foods can be categorized. Have students brainstorm to think of two new ways to categorize the words. Invite students to share the two new categories. Write the categories on the board and invite students to share where the words should be written.
- Have students cut out the pictures of food from extra copies of the book and categorize them into groups.
- Check for understanding: Individually discuss with students how they categorized the pictures. Encourage them to share their categories and pictures with a partner.

#### Connections

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