

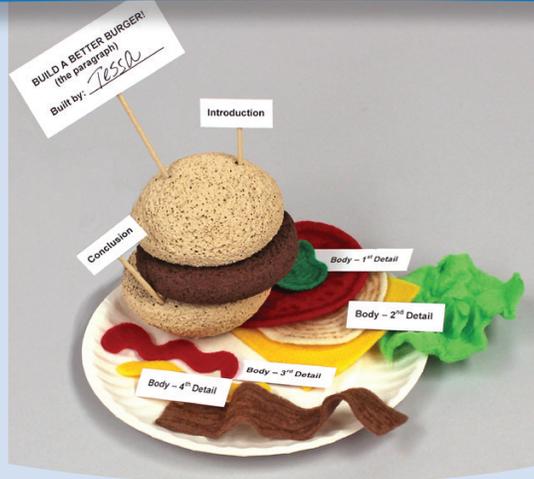
Building Better Burgers

MATERIALS

FOR STUDENT:

(one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam Ball, 3" diameter
- Felt, 3" squares: Two red (tomato and ketchup), two yellow (cheese and mustard), one off-white (onion), one kelly green (pickles); one 1 1/2" x 5" brown (bacon) and one 3 1/2" x 4" bright green (lettuce)
- Toothpicks, three
- Rubber band, medium
- Washable black and brown fine line markers
- Paintbrush, medium
- Plastic cup of water
- Scissors (good quality that can cut felt)
- Thick white tacky glue
- Paper plate
- Paper towel
- Ziploc bags, two
- Paint apron



FOR TEACHER:

- Acrylic paint: Toffee (bread) and Espresso (hamburger patty)
- Serrated knife
- Scissors
- Ruler
- Pencil
- Rubber bands, two medium
- Permanent black felt tip marker
- Glue gun (for teacher only)
- Plastic-lined garbage can
- Old newspapers or plastic tablecloth (optional)
- Paper towels
- Bucket of water
- Small empty squeeze bottle
- Wet wipes
- Drying area
- Copy paper
- Computer and printer

LANGUAGE ARTS

GRADE LEVEL

SECOND – THIRD

COMPLETION TIME

- 45 minute session (2 hours minimum drying time)
- 45 minute session



OBJECTIVES

Students learn to:

- Organize thoughts into sentences on the same topics.
- Think creatively, about how sentences combine to make a paragraph
- Apply the guidelines to their own writing

STANDARDS

- Writing Standards: Production and Distribution of Writing
- Produce writing in which the development and organization are appropriate to task and purpose
- Create an organizational structure with an introduction, three strong supports and a conclusion

TEACHER PREPARATION

Note: Read through all the instructions first and check out the TIPS! Plan for two class sessions with drying time in between them. Have a glue gun plugged in and ready to use (ideally set on low temperature) but out of student reach. This can give you immediate adhesion when you're in a hurry to help students. Be sure that the glue has cooled before returning the projects to students (takes a minute or so.) It is also recommended that you make a burger first, before preparing the materials for any others, since knowing how the parts fit, might affect how you prepare the rest of them.

[1] Use a serrated knife to trim off a 1" diameter slice from the bottom of a foam ball. To make a guide for cutting it into thirds (for the top and bottom bread and the middle hamburger patty), wrap two rubber bands around the foam ball, dividing it into three equal parts. Adjust the rubber bands as needed to be straight. Then cut next to the rubber bands, using the serrated knife. Put the pieces into a plastic bag to keep the foam parts together. Repeat for all students.

[2] Use a paper cutter or scissors to cut the felt according to the materials list, for each student. On the computer type and print the following words and cut them apart for each student: Introduction, Body – 1st Detail, Body – 2nd Detail, Body – 3rd Detail, Body – 4th Detail, and

Conclusion. Trim all to approx. 1/2" x 1 3/4". Also create a 1 1/4" x 2 3/4" sign for the top:

BUILD A BETTER BURGER!
(the paragraph)

Built by: _____

[3] Use a permanent marker to write student names on the plastic bags. Fill each bag with the felt pieces, word labels, rubber band, three toothpicks, black and brown markers, paper plate and scissors. Set the plastic bags aside to distribute after painting.

[4] At each student's place, set two small plates, cup of water, a paintbrush and paper towel.

LESSON INTRODUCTION

- The class has studied the construction of sentences. Explain that now it's time to talk about how to put together five to six sentences to create a paragraph. We can think of a paragraph as being like a hamburger. It's important to start with a sentence that is an introduction to what the paragraph is about. (Provide an example and show the top bread.) Then, there is the body, that should be about three sentences long and give more information about the same topic. (Provide examples and show the hamburger patty and the felt items that go on it.) Last, there should be a conclusion that summarizes the information first presented in the introduction. (Give an example and show the bottom bread.) Now each student can build a burger!



[1]



[2]



[3]



[4]



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INSTRUCTIONS

[1] When students arrive, have them wear their aprons and roll up their sleeves, explaining that this paint will not wash out of clothes. Show them how you cut the ball into burger pieces. Explain that before painting, you want to show them how to compress the cut edges of the foam.

Place the foam hamburger patty (middle piece) at an angle, on the table. Press the edge down, to round it, rocking it back and forth a little and rolling it all around to get a nice, rounded hamburger patty. Similarly hold the cut edge of the top bread on the table and gently press, rotating it all around to make it a nice even, circular edge. Repeat with the bottom bread. Distribute the bags of foam pieces and have students compress the foam into shape.



[2] Squeeze the two colors of paint onto the paper plates. Explain that students need to start with the lighter color first. Demonstrate and have students hold the foam bread top while they paint it. When the painting gets close to their fingers, have them put the foam down onto their plate to finish painting. Similarly, paint the foam bread bottom.

Wash the brush in the water, explaining that they should start with the light color because their water would get too dirty if they started with the dark color. Gently dry off the brush on the paper towel. (Caution them not to squeeze and pull the brush bristles.) With the clean brush, have them paint all sides of the hamburger patty.

While they paint, squeeze more paint onto their plates and distribute wet wipes as needed.

When they are finished, collect the brushes and put them into the bucket of water (until after class when they can be washed



CONTINUE OR DO IN NEXT SESSION

[3] Distribute the plastic bags of felt. To make felt condiments, explain to students that the cheese can be left square. Show them your tomato and onion slices, explaining that they can round corners on a red piece and the off-white piece of felt to make them circles and

then lightly draw details with a brown marker.

Explain that they can cut pickles from the Kelly green felt and squiggles of ketchup and mustard from the other red and yellow pieces. From the brown felt, they can make bacon by trimming off wiggly lines on both long edges and drawing detail lines with the brown marker.

They should also round the bright green felt into an oval lettuce leaf by cutting a wiggly line all around the edge. Then to wrinkle the lettuce, they can crumple it up and secure it with a rubber band for a day or so. When they remove the rubber band, it will be wrinkled.



[4] Have students use their black marker to write their names on the large white tag. Then use the tacky glue to attach a toothpick to the back. Similarly, attach toothpicks to the backs of the Introduction and Conclusion tags.



[5] If you continued on and the painted foam pieces are not dry, take a break now so that they can be completely dry before proceeding.

Then, have students collect their plate of painted pieces and take them to their work areas. Have them use the clean plate from their bag on which to assemble their burger. Explain that just like the paragraph, they will need to pick three or four detail sentences for the body (condiments and the meat) to go between their introduction (bread top) and their conclusion (bread bottom). Have them build their burgers. (No glue is needed.)

Explain that they may carefully insert their large tag and the Introduction tag toothpicks just a little way into the top, and the Conclusion tag toothpick into the bottom. The Body Detail tags may be set on top of the felt condiments and the meat, inside the paragraph (burger).

[6] Practice writing paragraphs on paper, relating them to their burgers, observing that, as with the burger condiments, they'll need to make choices on the details to put into the paragraph body.

MODIFICATIONS

To simplify project:

- You can spray paint all of the bread and hamburger patties so that students don't paint.
- Choose fewer condiments to make.

To expand project:

- Have students analyze paragraphs that you give them to break down into the burger parts.
- Have students create a chart with the burger parts drawn on it. Ask them to write a paragraph and put each sentence on the chart, in the proper place.

For multiple ages:

- Younger and older students can work side-by-side with younger students painting and the older students doing the detail work.
- Simplify paragraphs for younger students and give more difficult paragraphs to the older ones.

ADDITIONAL IDEAS

- As a class or group, make a jumbo hamburger, using a large foam ball and full-size pieces of felt.
- If students take home their hamburgers, send along an explanation sheet with an example paragraph so that parents can understand the concept.
- Ask students if they can think of other studies they have for which the hamburger model could be relevant.



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TIPS

- Have photos or drawings of slices of tomato, onion, pickles and bacon so that students can see the details to draw on the felt shapes using their brown (not black) markers.
- Prepare the painting area, covering the tables if needed. Allow for plenty of space for each student. Have a large plastic-lined garbage can ready.
- If the acrylic paint seems too thick, walk around with a squeeze bottle (not a squirt bottle) of water and put a few drops of water on each student's puddle of paint. Or, if you know it in advance, add a little water to the paint in the container and shake well, to thin the paint to the consistency of cream. This will go down into the pores of the foam more easily.
- If students see this project sheet and ask why there are some one-sentence paragraphs, please explain that instruction writers are allowed to cut a few corners. (Thanks and whew!)

REFERENCES

- Dissect paragraphs from popular books:
Third Grade Angels by Jerry Spinelli
Charlie and the Chocolate Factory by Roald Dahl
Charlotte's Web by E.B. White
A Detailed Guide to Writing Narratives; Grades 3-5 by Michelle Thom