

# Essay Sundae

## MATERIALS

**FOR STUDENT:** (one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam Balls, three 3" diameter
- Felt, 9" x 12" sheet, brown
- Pom pom, 1" diameter, red
- Brads (paper fasteners), nine (approx. 1/4" diameter), asst. bright colors
- Red plastic spoon
- Clear plastic cup, 4 3/4" diameter x 3" tall
- Small napkin, approx. 5" square, white
- Toothpicks, two
- Pencil
- Scissors (good quality to cut felt)
- Glue stick
- Paper plate
- Plastic zip-sealed bag (to hold when finished)



## FOR TEACHER:

- Copy paper (for patterns and key)
- Double-sided tape
- Glue gun (for teacher only)
- Computer and printer
- Scissors
- Paper cutter

## LANGUAGE ARTS

GRADE LEVEL

**FOURTH – FIFTH**

## COMPLETION TIME

- 55 minute session

## OBJECTIVES

Students learn to:

- Identify what makes an organized essay
- Recognize how the parts fit together
- Create an ice cream sundae that reinforces the information in a visual way

## STANDARDS

**Conventions of Standard English:**  
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

**Knowledge of Language:** Choose words and phrases to convey ideas precisely - expand, combine, and reduce sentences for meaning, reader/listener interest, and style

**Text Types and Purposes:** Read/write opinion pieces on topics or texts, supporting a point of view with reasons and information

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose
- Provide reasons that are supported by facts and details
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)
- Provide a concluding statement or section related to the opinion presented

## LESSON INTRODUCTION

- Discuss the purpose of essays and their logical structure: Intro., Body with Topics, supported by Data and Conclusion. Transitions occur between paragraphs. Use the Essay Sundae as a visual reminder of these parts and their relationships to one another.

## TEACHER PREPARATION

*Note: Read through all the instructions first and check out the TIPS! 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. It is also recommended that you make a sample first, before preparing the materials for any others, since knowing how the parts fit, might affect how you prepare the rest of them.*

**[1]** Remove three foam balls from the packages for each student.

**[2]** Photocopy the Essay Sundae Key page, one page per three students. Use a paper cutter to cut off the excess paper on the right. Then cut apart the three Keys.

**[3]** Photocopy the Chocolate Syrup Pattern, one page per two students. Use a paper cutter or scissors to cut them apart. Also trim off the excess paper.

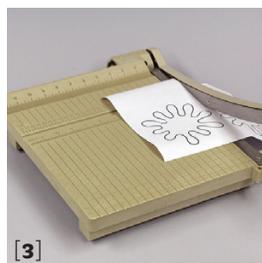
**[4]** For each student, set the materials on a paper plate: Three foam balls, pencil, scissors, spoon, glue stick, clear plastic cup with pom, brads and toothpicks in it. Also place under the plate: Sheet of felt, napkin, Essay Sundae Key and Pattern. On the edge of each plastic cup, set five half-inch pieces of double-sided tape.



[1]



[2]



[3]



[4]



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# INSTRUCTIONS

**[1]** Call to the students' attention the double-sided tape on the edge of the clear plastic cup and ask them not to bend the ends down onto the side of the cup. Review with students the information on the Key, explaining what each part of the Essay Sundae represents.

**[2]** Have the students use scissors to cut out one chocolate syrup paper pattern. Demonstrate and have them put one piece of double-sided tape on every other "drip" on the pattern. Then have them place the pattern with the tape down, into one corner of the brown felt, explaining that, by keeping the pattern close to the corner this time and the next time, there will be room on the felt for the third chocolate syrup pattern.

Have the students cut close to the edge of the paper pattern, remove the pattern, reposition, and cut two more times, for a total of three chocolate syrup felt pieces.



**[3]** Have the students pour the contents of the clear cup onto the plate. Set one foam ball into the cup. With the second ball, press the lid-end of the glue stick down onto the top of the ball and press down about 1/4" in. Gently press all around the first impression to flatten the top of the ball. Turn it over and press that area on the table to smooth the flattened area. Repeat with the third ball.

In order for the flat area on the foam balls to nestle onto the rounded tops of the other foam balls, hold the ball with the flat side up. Press the glue stick into the center of the flat area and roll just a little to round a concave shape. Set the ball on another ball to see if it's the right shape to fit. Adjust as needed. (Note: The bottoms of only two foam balls need to be concave.)



**[4]** Demonstrate and have the students use the glue stick to attach the center of one chocolate syrup felt piece to the top of one foam (ice cream) ball. Lift up each felt "drip", apply glue stick to the ball and set the felt "drip" into it. Set the ball straight down into the cup, noticing the contact area between the ball and the cup. Remove the ball, apply glue stick to the contact area on the ball and press it back down into the cup.

Similarly, glue the chocolate syrup felt pieces to the rounded tops of the other two foam balls.

To assemble, twist a toothpick halfway down, into the top center of the first ball in the cup, (going through the felt into the foam). Apply the glue stick into the concave bottom of the second ball and press it onto the toothpick and down on top of the first ball. Repeat with the third ball.



**[5]** Ask the students to tuck their spoon in between the bottom scoop and the cup. Insert three brads into each foam ball.



**[6]** Have the students apply glue stick to the pom and attach it to the top of the foam ball.



**[7]** Ask the students to write their names in pencil on their Key paper and set it on their napkin next to the Essay Sundae. Review the parts of an essay while looking at the Sundae to reinforce the lesson. Store the Sundae, napkin, and Key in the plastic bag.



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## MODIFICATIONS

### To simplify project:

- Use one or two foam balls (scoops), as long as it can still relate to the essay lesson.
- Pre-cut the chocolate syrup felt pieces.

### To expand project:

- Have the students expand the essay and add other ice cream toppings made from felt.
- Have the students work together to create longer writing units – such as a book chapter and have them combine their sundaes using larger bowls to correspond with the longer format.

### For multiple ages:

- Younger and older students can work side-by-side, with younger students making one ice cream scoop and simplifying the details. (Remember to change the key for them.)
- Younger students can tell a story, while the older students write them down and use the ice cream model to explain the parts.

## ADDITIONAL IDEAS

- Locate and make copies of an essay that you can give to the students for them to dissect, finding the various parts as identified on the Key. Then have them discuss with one another.
- Have the students write their own essay, following the Key.
- Adapt this concept to learn the parts of a paragraph, friendly letter, or other language arts lesson.
- If you want students to be able to remove and adjust parts, don't glue anything. All can be assembled temporarily to illustrate each specific essay that you assign, or that they write.



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### Essay Sundae

Intro – Main Idea listing 3 Topics	Cherry
Body – Topic 1 Support Data A,B,C	Top Scoop 3 Sprinkles on Scoop
– Topic 2 Support Data A,B,C	Middle Scoop 3 Sprinkles on Scoop
– Topic 3 Support Data A,B,C	Bottom Scoop 3 Sprinkles on Scoop
Conclusion – Summary of Idea/Topics	Bowl and Spoon
(Transitions between Paragraphs – Chocolate Syrup)	

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#### TIPS

- If the double-sided tape isn't sticky enough to attach to the last felt piece, distribute new pieces of tape, as requested.
- If the toothpicks aren't pointed enough to go down through the felt, you can use the point of a craft knife to make a small slit, but support your arm on the table when you do, so that you don't slip and make a larger cut than intended. Also keep the students' hands out of the way.
- If a student misjudges and doesn't leave enough room for the third chocolate syrup pattern, just fit it as best you can by making one or two of the drips shorter. Then, put them toward the back side of the project.
- Have paper towels ready to distribute to any messy fingers.

# PATTERN

CHOCOLATE  
SYRUP  
Print at 100%



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