# Lesson 1 FRUITASTIC LIFE

### **ESSENTIAL QUESTION:**

How can you build a story based on a mange's life as it travels from farm to table?



### CCSS Skills:

CCSS.ELA-LITERACY.W.2.3 CCSS.ELA-LITERACY.SL.2.5 CCSS.ELA-LITERACY.W.3.3 CCSS.ELA-LITERACY.W.4.7 **GOAL:** Conduct basic research on mangos and organize information in a table. Write a diary entry from the point of view of a mango, paying special attention to details that describe what a mango sees, hears, and feels as it travels from farm to table.

TIME: Three class periods (approximately 80 minutes)

MATERIALS: An assortment of mangos; student worksheet; pencils; Internet access

**PREPARATION:** Bring in an assortment of 6–8 mangos and put them in a bag.

- 1 Invite each student (or one student from each small group) to select a mango. Ask students to look at their fruit and imagine what it might want to tell people about its life as it travels from farm to table if it could talk. Share with students that today they will learn about their fruit and write a diary entry from the point of view of their mango.
- 2 Create a table on the board with these columns: mango variety, country of origin, color, shape, peak availability, flavor, and texture. In small groups, conduct basic research on mangos using an online encyclopedia or <a href="mango.org/varieties-and-availability">mango.org/varieties-and-availability</a>. Have groups complete the information table with their findings. Locate each country on a map and trace out travel routes their mango might have taken in order to get to the grocery store or farmers' market.
- Once the information table is complete, hand out the student worksheet and pencils. As students prepare to write their piece about the life of their mango, inspire creative thinking with questions, including: What do you think your mango remembers about living on a farm and the country it came from? Do you think your mango rode on a boat, airplane, or truck in order to get to the grocery store? What might that trip have been like? Did it meet mangos from other countries along the way? What do you imagine your mango was thinking as it traveled to a new country on its way to the grocery store? How did it feel when it was chosen to go home with a family? What is its new environment like? Encourage students to include details about what their mango sees, hears, and feels in their piece.
- 4 Allow students time to write their own series of diary entries from the first-person point of view of a mango. Once students have finished writing, have them pair up with a friend and take turns reading their pieces aloud. Encourage students to ask questions of each other if something is unclear in the diary and then work together to rewrite the piece to make it clearer. Finally, have students read their edited piece aloud once more, paying particular attention to reading with fluency, energy, and emotion in their voice.
- **EXTENDED LEARNING:** Send home <u>Mangos 101: Select, Slice, and Enjoy</u> and <u>Mmm, Mmm, Mangos</u> family activities with your students.



NAME:	

## FRUITASTIC LIFE

## Things to think about:

- \* If you asked a mango to tell you about its life, what do you think it would say?
- \*What do you think it remembers about growing on its tree in its original country?
- ★ Do you think it rode on a boat, airplane, or truck in order to get to the grocery store?
- \*What do you imagine it was thinking as it traveled from its country of origin to a new country, a grocery store, and a family's home?

	Date:
Dear Diary,	
My name is	(your fruit's name)  from (country name)
Here's my story a	as I traveled from farm to table:



Mangos are one of the most popular fruits in the world and were first grown in India more than 5,000 years ago. Mango seeds traveled with humans from Asia to the Middle East, East Africa, and South America beginning around 300 or 400 A.D. A basket of mangos is considered a gesture of friendship in India, and mangos are related to cashews and pistachios