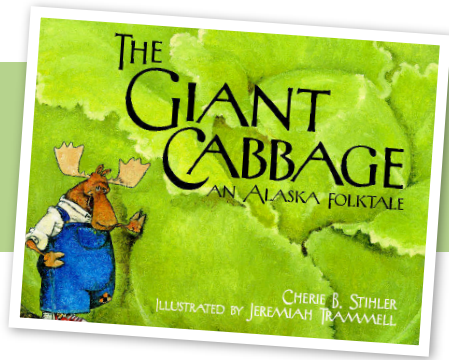


The Giant Cabbage

by Cherie b. Stihler



Grades: K - 4

Reading Level: 3.2

Objectives: Students will be able to: 1) Name 1 way they plan to try cabbage. 2) State the minimum amount of cups of vegetables they should aim to consume daily. 3) Find synonyms for words, to including the words *big* and *small*.

California Content Standards

Kindergarten – Word Analysis, Fluency, and Systematic Vocabulary Development 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). **1.18** Describe common objects and events in both general and specific language.

Grade One – Reading Comprehension 2.6 Relate prior knowledge to textual information.

Grade Two – Word Analysis, Fluency, and Systematic Vocabulary Development 1.7 Understand and explain common antonyms and synonyms.

Grade Three – Word Analysis, Fluency, and Systematic Vocabulary Development 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

Grade Four – Word Analysis, Fluency, and Systematic Vocabulary Development 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. **1.5** Use a thesaurus to determine related words and concepts.

Introduction

Before announcing the title of the book, ask students to name what they consider to be the fruits and vegetables that are largest in size. Answers might include *watermelon*, *pumpkin*, *winter squash*, etc. Write their answers on the board.

Ask students if they would consider a cabbage to be enormous in size. (If students are unfamiliar with what a cabbage is, briefly explain to them that cabbages look similar to lettuce, but while they have overlapping leaves similar to some lettuce, the most popular cabbage types have tougher leaves that are tightly wrapped, making them much more compact and solid. Types of cabbage include Green, Red, Savoy and Chinese cabbage.) Tell them you are going to read about a cabbage that was 105 pounds in real life!

Cabbage sounds cool, but how can I eat it?

After reading, discuss all the vegetables in the story and write them on the board. Ask students how the vegetables were eaten in the story and write their answers on the board. Students can also brainstorm ways cabbage is eaten...

- In tacos
- In stir-fries
- In place of a tortilla for a *wrap*
- In coleslaw
- In casseroles
- In soups of course!

Do they think they can ask their parents to buy cabbage so they can try it at home? (Check out the *Extension Activities* for a simple and healthful link to obtain a recipe for a *Mexican coleslaw*.)

How much do I need?

If students are not familiar with *MyPyramid*, the new Food Guide Pyramid, expose them to it. Information about MyPyramid is available at www.mypyramid.gov. Showing students a copy, review the food groups, explaining that the pyramid promotes balance.

Ask the class where cabbage belongs in MyPyramid. How many cups of vegetables do they need in 1 day? Students aged 5-10 years need from 1½ to 3 cups of vegetables daily depending on their age, gender and physical activity level. The range of 1½ to 3 cups takes into account 3 activity levels: *Sedentary* (< 30 minutes activity/day), *Moderately Active* (30-60 minutes activity/day), and *Active* (> 60 minutes activity/day). *Active* individuals should aim to eat the higher number of cups per day. And no, they can't use the logic of exercising less in order to eat fewer vegetables! The goal for physical activity is a minimum of 60 minutes a day!

Depending on the ages of the students in the class, using the chart below, share with them the amounts of vegetables they should be striving to consume daily. Tell them that these are *minimum* amounts; the more the better!

		MALES			FEMALES				
		Activity Level	Sedentary	Mod. Active	Active	Activity Level	Sedentary	Mod. Active	Active
AGE	5		1.5	1.5	2		1.5	1.5	2
	6		1.5	2	2.5		1.5	1.5	2
	7		1.5	2	2.5		1.5	2	2.5
	8		1.5	2	2.5		1.5	2	2.5
	9		2	2.5	2.5		1.5	2	2.5
	10		2	2.5	3		1.5	2.5	2.5

If they were to eat some cabbage, how much is considered 1 cup of vegetables? (1 cup, chopped or shredded raw or cooked). Illustrate that 1 cup of leafy greens is approximately equivalent to 2 cupped handfuls, or the size of a softball.

How many cups of vegetables in a GIANT CABBAGE?

Assuming a 1 pound cabbage a...

Filled to the brim, with synonyms

Ask the class how cabbage, the main vegetable in the story, is described. Choose students to share the describing words used to describe the size of the cabbage (big, huge, enormous, giant). Write these words on the board.

For K-1st grade: Discuss how they describe the cabbage in the story. Talk about what things they know can be described as big, huge, pretty big, enormous and giant. Have them think about objects in the classroom or on the playground that are huge and pretty big.

For 2nd-4th grade: Tell students that all these words are synonyms. Ask students if they know what a synonym is. After defining what a synonym is, tell students that *giant* is a synonym for *huge*. Ask students what a synonym would be for the word *small*. Write their answers on the board.

Recap lesson discussing the important things that cabbage provides for our body and how we should eat an array of fruits and vegetables daily.

Recap

Extension Activities

- Create *Moose's Cabbage Soup* recipe at the end of the story.
- Make the following *Mexican coleslaw* recipe: http://www.eatingwell.com/recipes/mexican_coleslaw.html
- Draw pictures of a huge, big, enormous cabbage.
- Introduce a thesaurus to the students and show them how they can use it to look up other synonyms. Pass out a card that has a common word students use in their writing. Have them find as many synonyms for that word using a thesaurus.
- Create a word wall chart with all the synonyms that are discussed.
- Speak about the healthful benefits cabbages provide:
 - * Vitamin C – helps fight infection, heal cuts
 - * Antioxidants – help prevent chemical damage to cells, keep the immune system healthy, support cardiovascular health, and help prevent cancer.
 - * Folate – a B-complex vitamin that is essential for many cells to duplicate properly (our bodies are constantly making new cells).
 - * Beta carotene — supports healthy eyes; helps protect against heart disease and cancer.
- Go into detail about what the summer and winter solstices are. Why doesn't California experience a solstice? Discuss the importance of sunlight in the growth and development of plants, including vegetables. What would California vegetables look like if we had nearly 20 hours of sunlight a day?!!
- Discuss the dynamics of what a healthy ecosystem is composed of and the important role ALL animals, big and small, play in one. Articulate the disruptive effect a missing animal would have.
- Talk about the importance of teamwork and perseverance. If the animals didn't work together, or if one creature was missing, do they think the cabbage would have made it to the fair? If they had given up do they think the outcome would have been the same?