

Fresh Juice

written and illustrated by Robert Liu-Trujillo

About the Book

Genre: Juvenile Fiction

Format: Hardcover
32 pages, 8-1/2 x 10-1/2

ISBN: 9781643791135

Reading Level: Grade 3

Interest Level: Grades PreK-5

Guided Reading Level: M

Spanish Guided Reading Level: M

Accelerated Reader® Level/Points:
N/A

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: African/African American Interest, Childhood Experiences and Memories, Diversity, Empathy/Compassion, Families, Fathers, Fiction, Food, Kindness/Caring, Neighbors, Realistic Fiction, Spanish

Resources on the web:

leeandlow.com/books/fresh-juice

leeandlow.com/books/jugo-fresco

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

SYNOPSIS

What makes a great juice that keeps everyone healthy? Art and his dad discover it takes carrots . . . collards . . . cayenne . . . and community!

When Art's father can't get over a cold, Art knows exactly what his daddy needs: some delicious sick-fighting juice! After looking through the fridge and cupboards, they discover they're missing a key ingredient--ginger. But finding some ginger will take them downtown, to the farmer's market, to the food co-op, to the West African grocery . . . to an unexpected encounter that brings everyone together, and results in a tasty celebration.

Author-illustrator Rob Liu-Trujillo's warm and vibrant watercolor illustrations are a celebration of mixed families and the many individuals who help make a neighborhood feel like a community. *Fresh Juice* is a delightful, kid- and community-centered picture book that will leave you thirsty for more!

Also available in Spanish as *Jugo fresco!*

BACKGROUND

Importance of Vegetables & Vegetable Gardens

The United States Department of Agriculture ChooseMyPlate program has a list of resources, lesson plans, and other activities for educators to use with students to get them actively involved with food education and learn about how fruits and vegetables are healthy and necessary for our bodies (<https://www.choosemyplate.gov/resources/toolkits/myplate-mystate-toolkit-teachers>).

The American Heart Association Fruit & Veggie Toolkit also has important facts and information about fruits and vegetables for parents, educators, caregivers, librarians, and more. Find out about servings, when specific fruits and vegetables are in season, and how to approach children's selective eating (https://www.heart.org/-/media/data-import/downloadables/9/8/9/fc-fruit-and-veggie-toolkit-for-kids-ucm_480006.pdf).

Farmers Market Lesson Plans & Resources

NYC Health has a compilation of resources and lesson plans, "Farmers Markets for Kids Curriculum" that provides additional information about nutrition education and culinary demonstrations at farmers markets. Students learn about the importance of fruit, vegetables, how they grow, and where our food comes from and how it gets to the farmers market NYC Health (<https://www.nyc.gov/assets/doh/downloads/pdf/cdp/farmers-markets-education-kids-lessons.pdf>).

ASAP's Growing Minds Farm to School program has farm to school and preschool resources, lesson plans, ideas for field trips and classroom activities, and more. Check out their resources page for lesson plans, resource lists, children's book lists, recipes, videos, and more on how to incorporate farming and gardening into your school's curriculum (<https://growing-minds.org/teaching-resources/>).

Teaching Students about Colds & Viruses

The CDC's "Teaching Children About the Flu" introduces students to the importance of handwashing, coughing and sneezing etiquette, how we get viruses, and more (<https://www.cdc.gov/flu/pdf/freeresources/updated/teachingchildrenflu.pdf>). The Rainforest Learning Centre also has a list of resources and ideas on how to educate students about germs, hygiene, and preventing the spread of illnesses (<https://rainforestlearningcentre.ca/how-to-teach-preschoolers-about-viruses-bacteria-and-sickness-prevention-cold-and-flu-teaching-tips/>) and KidsHealth has a series on colds and flus for older students (grades 3 to 5) (https://classroom.kidshealth.org/classroom/3to5/problems/conditions/colds_flu.pdf).

Recipe from *Fresh Juice*

Check out Robert Liu-Trujillo's recipe provided in the back of *Fresh Juice*. Encourage students' involvement with the recipe, but always with an adult's supervision and presence at home, in the classroom, or any other relevant setting.

Cold-Clobbering Juice

Makes 2-3 servings

INGREDIENTS

2 apples
2 oranges
6-7 carrots
1-2 tablespoons of ginger
½ bunch of collard greens
cayenne pepper to taste

EQUIPMENT

Peeler, knives, cutting board, juicing machine, measuring spoons, drinking cups

DIRECTIONS

Wash the fruits and veggies. With an adult's help, peel the apples, oranges, carrots, and ginger. Mince the ginger and cut the apples, oranges, carrots, and greens into pieces that will fit in the juicer. Run the juicer, according to its instructions. Once all ingredients have been juiced, add the cayenne. Stir well and serve.

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- What do you like to eat or drink when you're sick? What helps you feel better?
- What foods are good for your body when you're sick? What kinds of foods do your families give you when you're sick?
- What kinds of minerals, vitamins and antioxidants are in your food? Are minerals, vitamins and antioxidants good for your body? Why or why not?
- What kinds of foods do you like? What about fruits and vegetables? Which fruits and vegetables do you like?
- What kinds of fruits and vegetables do you see in gardens? Do you see fruits and vegetables growing in your community? What kinds?
- Have you ever been to a farmer's market? What was it like? If you haven't been to farmer's market, what do you imagine it to look like? What do you think you can buy at a farmer's market?

- Are there places or stores in your neighborhood that you like to visit? What are those places? Why do you like to go to those places?
- Do you like to cook with your family? Do you help in the kitchen? What do you like to do?
- What do you like to do with your family? Are there certain things that you like to do with someone at home, like going to the market or the park? How do these activities make you feel?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book, *Fresh Juice*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- **Read Robert Liu-Trujillo's biography:** Read about author and illustrator Robert Liu-Trujillo prior to reading the book. Encourage students to think about how he came up with the idea to write and illustrate *Fresh Juice*, and what could have been his inspiration for writing this story.
- Encourage students to stop and jot down thoughts and questions in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction, have an idea, have a question, or hear new words.
- Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote down that feeling and have them write a journal entry about it.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- what Art and his dad want to make to help Art's dad feel better
- where Art and his dad go to make their cold-clobbering juice
- what a farmer's market is and what you can find there
- what fruits and vegetables have vitamins, antioxidants and minerals and why they're good for your body
- how communities and families support each other in times of need

Encourage students to consider why the author and illustrator, Robert Liu-Trujillo, would want to share this story about Art, his dad, and their quest to make their cold-clobbering juice with young people.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Many words can be found in the glossary at the end of the book, but there are also some that are not included. Students could be encouraged to create a log of these words—they will not be listed here.

Content Specific

stuffed up, cold, sick-fighting, refrigerator, farmer's market, ginger, collard greens, cayenne pepper, Mexico, co-op, juicing, West African, vitamin C, stepfather, juicer, goodies, generator, electricity

Academic

grumbles, germs, downtown, herbs, treasures, vitamins, minerals, antioxidant, superhero, unwelcome, handkerchief

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. How does Art's dad feel after Art asks him to go to the park?
2. What does Art suggest they do to help his dad feel better?
3. Where do Art and his dad look for ingredients for their sick-fighting juice? What do they decide to do after?
4. What ingredient does Art want to find at the farmer's market? What does his teacher say about it?
5. What does Art see when he and his dad arrive at the farmer's market?

6. What's their first stop at the farmer's market? What do they get?
7. What's their second stop? What do they get? What's special about it?
8. What's their third stop? What ingredient do they get? What's special about it?
9. What's their fourth stop? What ingredient do they get?
10. What's their last stop to try and find ginger? Do they find it?
11. What happens at the train station? What sign do Art and his dad see?
12. Who sees Art and his dad waiting at the train station? What does he offer to Art and his dad?
13. How do Art and his family start to prepare the juice?
14. How does Dhillon's bike run the juicer?
15. What does Art decide to call the sick-fighting juice at the end of the story?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

1. After reading the book, what do you think is the significance of the title *Fresh Juice*? How does the title reflect the themes of the story?
2. How does Art use persistence to achieve his goal of making sick-fighting juice for his dad? What does he accomplish? What are the different strategies they use to try and find the ingredient ginger? Are they successful? Why or why not?
3. What does family mean in *Fresh Juice*? How do Art, his dad, his mom, and his stepfather, Dhillon, all support each other? Why is this important?
4. How does community play a role in *Fresh Juice*? How are communities important, and how do communities help to support one another?
5. How would you describe Art's relationship with his family? How do Art and his family show that they care for one another?
6. What do Art and his dad find at the farmer's market? How do the vendors at the farmer's market help them on their quest to find ginger and make sick-fighting juice? What do they teach Art along the way?
7. How did this story connect to your life? What moments did you identify with? Why?
8. How does *Fresh Juice* demonstrate teamwork? Have you ever wanted to make something but needed help from others? What was that experience like?
9. Why are farmer's markets important? What can you find at a farmer's market? How are they essential to communities?
10. What is the message of this story? How do the themes apply to your own life? What has your family made for you when you're sick? Have you ever worked together to make a certain recipe?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. What is one big thought you have after reading this book? What is your takeaway from *Fresh Juice*? What would you tell a friend about this book?
2. What do you think is Robert Liu-Trujillo's message to the reader? Think about possible motivations behind the author's intentions for writing the book. What do you think he wanted to tell her readers?
3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? How do Art's thoughts and feelings relate to issues that you've had? Why?
4. Have students make a text-to-text connection. Did you think of any other books while you were reading *Fresh Juice*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world or on the news? Why did *Fresh Juice* make you think of that?
6. What does family mean to you? Think of the people in your life who you look to for guidance and support. How do these people support you and help you achieve your goals?
7. How does your community play a role in your life? Are there special places in your community that are important to you? What do you enjoy about them?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading: 1) Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing. 2) Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, or opinion about what they have read.
4. Have students give a short talk about what foods make them feel good and why.
5. Have students illustrate a particular fruit or vegetable that they like and any dishes that they enjoy with that specific fruit or vegetable.

6. Have students give a short talk about what they think Robert Liu-Trujillo's message is in *Fresh Juice*.
7. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of a word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
8. Keep a list of all of the fruits and vegetables mentioned or shown in *Fresh Juice*. Consider displaying a chart in the classroom for students' reference.
9. *Fresh Juice* is also available in a Spanish edition, *Jugo Fresco* (<https://www.leeandlow.com/books/jugo-fresco>) if this is applicable to your classroom or relevant setting. This high-quality dual language text presents ample opportunity to encourage students to engage with both languages. Have one student read the Spanish text and another student read the English text (if applicable in your classroom). Both students who are reading should be biliterate in both Spanish and English. Ask students to compare their experiences. What was it like reading the story in Spanish? What was it like reading the story in English? Have students discuss the texts in both languages and how they are similar and/or different.

Actividades en Español para apoyo en programas bilingües y de inmersión dual

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

For the CCSS in Spanish, please check out <https://commoncore-espanol.scoed.net/CCSS-en-Espanol/SLA-Literacy>

Estas estrategias se pueden usar en su clase de español o en su clase de inmersión dual igual cómo el resto de la guía de actividades.

1. Asigne el libro *Jugo Fresco* a sus estudiantes. Coloque dos estudiantes juntos para leer el libro en voz alta. Compare las palabras en inglés y en español. ¿Cómo se comparan las palabras? Pida que sus estudiantes practiquen las palabras que tengan dificultad en pronunciar. Estudiantes pueden tener un cuaderno con las palabras difíciles para hacer referencia en el futuro.
2. Durante el tiempo de cuentacuentos, haga preguntas de comprensión a los estudiantes en inglés y en español para medir el nivel de comprensión en los dos idiomas. Preguntas pueden incluir: ¿de qué se trata el cuento? ¿Conectaste con uno de los personajes en el cuento? ¿Por qué sí o no? ¿Qué parte te gusta más en el cuento?
3. Elija palabras de vocabulario. Los libros ilustrados bilingües son una excelente manera para que sus estudiantes aprendan nuevas palabras de vocabulario porque el idioma se presenta en contexto. Mire a través del libro y asigne las palabras de vocabulario a las ilustraciones del libro. Si es posible, haga fotocopias de las páginas. Estudiantes pueden usar subrayadores en un color para inglés y un color para español para las palabras nuevas. También, puede recordar las palabras en un póster para referencia. Reflexione con sus estudiantes sobre cual palabras ya sabían y cuales palabras aprendieron.

4. En casa sus estudiantes pueden pre-leer el libro con sus familias y pueden sugerir que lean el libro juntos. Esto ayuda a practicar en leer y en el aprendizaje del vocabulario de los dos idiomas, inglés y español.
5. El uso de cognados puede ser útil en libros bilingües, en español y en inglés. En esta actividad estudiantes pueden buscar cognados en el libro. Los estudiantes pueden trabajar en parejas para identificar y formar una lista si las palabras son cognados verdaderos o falsos. Al final de la actividad es importante distinguir cómo clase la lista de los cognados verdaderos o falsos.

Estas actividades solo son sugerencias y puede encontrar más recursos para apoyar a sus clases de inmersión dual y bilingües. Puede leer más en (<https://blog.leeandlow.com/2013/11/04/using-dual-language-and-bilingual-books-in-third-and-fourth-grade/>).

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. How does Art demonstrate persistence and perseverance? Keep track of his actions throughout the book and reflect on them afterwards. Why do you think Art was successful?
2. How does *Fresh Juice* show positive family relationships? What are the qualities of a positive family relationship? How does Art interact with his dad? How does he interact with Dhillon, his stepfather? What are the different ways that Art, his mom, his dad, and Dhillon show respect to one another? Students can brainstorm ideas on chart paper that can be presented and accessible for the whole class. Alternatively, students can create a word cloud and see what qualities come up the most and are the largest (<https://www.wordclouds.com/>).
3. Which illustration in *Fresh Juice* best shows an emotion? Explain which emotion you think it is. How does it portray that emotion?
4. How do you feel when you're sick? What are some things that give you comfort? How did Art show his dad love when he wasn't feeling well? Is there a friend or someone in your family who helps you feel better when you're sick?
5. What are the different ways that you can create a welcoming environment at school, in your home, and in your community? Think about Art's community, especially at the farmer's market when everyone is helping Art and his dad. Create a chart in the classroom so that students can refer to it throughout the year. Why do students think those things are helpful?
6. Choose an emotion that interests you: happiness, fear, hope, and so on. Illustrate or act out what that emotion looks like in *Fresh Juice*.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Conduct a food literature study with Lee & Low titles such as *George Crum and the Saratoga Chip* (<https://www.leeandlow.com/books/george-crum-and-the-saratoga-chip>), *Cora Cooks Pancit* (<https://www.leeandlow.com/books/cora-cooks-pancit>), *Rainbow Stew* (<https://www.leeandlow.com/books/rainbow-stew>), *Ghosts for Breakfast* (<https://www.leeandlow.com/books/ghosts-for-breakfast>), and *Nacho's Nachos* (<https://www.leeandlow.com/books/nacho-s-nachos>).** What do students learn from each of the books? How is food represented in each of the texts? How do the characters show their passion for food? Why is food important to the characters? What are their goals and why are they determined to achieve them? Have students write a reaction essay answering these guiding questions after finishing the picture books.
- **Read *Zombies Don't Eat Veggies* (<https://www.leeandlow.com/books/zombies-don-t-eat-veggies>) and *Los zombis no comen verduras!* (<https://www.leeandlow.com/books/los-zombis-no-comen-verduras>) alongside *Fresh Juice* and *Jugo Fresco*.** Students can compare the two main characters, Art and Mo. What are their problems in their respective stories? What is their relationship like with their families? How does food play a role in both texts? How do they use problem solving throughout the story? If applicable, have students read both complementary Spanish titles alongside their English counterparts. What was it like to read the Spanish version of the story? What were the similarities? Differences?
- **Have students write about a time that they solved a problem creatively.** Students can think about a moment where they were looking for something (like Art in the story), or any other problem that they needed to solve. What were the steps they took to solve the problem? Did they ask friends or family for help? How did they use creative thinking skills to resolve the issue? Students can accompany their writing with an illustration, and present to a partner, small group, or whole class.
- **Have students come up with a list of questions to ask author and illustrator Robert Liu-Trujillo.** What do students want to know about the process behind writing a children's book? How did he come up with the idea to write *Fresh Juice*? What does it mean to him to have a Spanish edition of the book, *Jugo Fresco*? What was it like to write and illustrate this book at the same time? Consider contacting Robert and inviting him to your school, library, or other relevant setting for an author visit in person or virtually (<http://work.leeandlow.com>).

robdontstop.com/).

- **Conduct a “how-to” unit featuring something that students like to eat or make when they are sick.** Art and his dad collect ingredients for their cold-clobbering juice. Have students write about their food that they like to eat when they're sick and instructions on how to make it. Students can think about the following: what are the most critical instructions? How do I write the directions so people will know exactly how to do make my recipe? What makes an effective how-to writing piece? Students can also come up with a creative name like Art's “cold-clobbering juice.” ReadWriteThink has a lesson plan for more information about how-to writing (<http://www.readwritethink.org/classroom-resources/lesson-plans/writing-motivating-students-write-871.html>). After students write their piece, if possible, they can also record a video on how to make their recipe. Students can also accompany their pieces with illustrations or pieces of artwork.
- **Help students describe or draw their family in as much detail as possible.** To be inclusive, draw parents, siblings, or someone else who doesn't live with them. Reassure students that they can include anyone they consider family in their pictures. What do you like to do together? Why? What do they mean to you?
- **What makes your family unique?** What activities do you do, or interests do you share with one member in your family? Describe a time you spent with a family member in your life and why that memory is special to you.

Social Studies

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Conduct a geographical food study.** First, have students research what fruits and/or vegetables grow in their state. Where can they find farms close to their school or neighborhood? Where are fruits and/or vegetables grown in their communities? What about their whole state? What are the best conditions and seasons for specific fruits and/or vegetables in their state? Why? Students can share their findings with photographs, maps, or other resources. Refer to the USDA Snap-Ed Connection for their Seasonal Produce Guide and overall library for more information and resources (<https://snaped.fns.usda.gov/seasonal-produce-guide>) (<https://snaped.fns.usda.gov/library/materials?lib%5B0%5D=setting%3A45>).
- **After students have researched the fruits and/or vegetables that grow in their state, have students investigate the different vegetables in the following regions of the United States: Northeast, Southeast, Midwest, and West.** Divide students into groups and have them look at the vegetables that grow in their particular region and what time of year. Students can then present their findings in a visual format of their choosing and share their answers to the following questions: how does this region's climate help these fruits and/or vegetables grow? What are the specific conditions that are critical for the fruits and/or vegetables' growth? (<https://www.hunker.com/12003881/the-best-areas-in-the-united-states-to-grow-vegetables>)

- **Research farmer's markets and their importance in communities.** Consult the resources in the Background section of this guide for more ideas on incorporating farmer's market lesson plans into your curriculum from NYC Health has a compilation of resources and lesson plans, "Farmers Markets for Kids Curriculum" that provides additional information about nutrition education and culinary demonstrations at farmers markets. Students learn about the importance of fruit, vegetables, how they grow, and where our food comes from and how it gets to the farmers market. NYC Health (<https://www.nyc.gov/assets/doh/downloads/pdf/cdp/farmers-markets-education-kids-lessons.pdf>), ASAP's Growing Minds Farm to School program (<https://growing-minds.org/teaching-resources/>) and Johns Hopkins' article, "Health Benefits of Farmer's Markets" (<https://www.hopkinsmedicine.org/health/wellness-and-prevention/health-benefits-of-farmers-markets#:~:text=For%20instance%2C%20farmers%20markets%20help,prepare%20them%2C%E2%80%9D%20Cater%20says.>) also provide additional details on why they're essential to communities. Have students reflect on what they learned about why farmer's markets are valuable to everyone.
- **If possible, go on a field trip to a nearby farmer's market.** The University of Maryland has an example lesson plan that features resources and ideas on how to conduct a field trip to a local farmer's market for students (<https://mdteachertoolkit.org/wp-content/uploads/2017/06/farmer-market-field-trip-final.pdf>). If a physical trip is not possible, consult PBS' "Farmer's Market Virtual Field Trip" for students to watch and learn about different foods that are found at local stalls (<https://www.youtube.com/watch?v=E1GrO6UbaXY>). Have students reflect on the following questions: what was it like to visit or watch a video of a farmer's market? What did students learn? What kinds of foods were featured at the farmer's market? Why is it called a farmer's market? Why are farmer's markets important? How do they compare to the farmer's market featured in *Fresh Juice*? Students can write a reflective essay detailing their findings and what they learned.

Science/STEM

(Next Generation Science Standards 2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties; 2-PS1-3: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object).

- **If the weather and time of year allow, plant an outdoor garden box.** Find lots of information about gardening with children at the Let's Move Initiative Gardening Guide (<https://letsmove.obamawhitehouse.archives.gov/gardening-guide>). Other organizations that offer suggestions for starting school gardens can be found at the following websites (<https://kidsgardening.org/designing-a-school-garden/>) and (<https://growing-minds.org/school-gardens/>). Encourage students' participation and the entire school to come together to create a garden that the whole community can enjoy.
- **If possible, prepare the cold-clobbering juice from the back of *Fresh Juice* to prepare in the classroom.** Then, go on a field trip with students to acquire the ingredients. Consider a visit to the local supermarket or store to purchase the vegetables needed for the recipe. At the supermarket, find a manager in charge of purchasing and ask where the vegetables came from. Were the fruits and/or vegetables sourced locally, or did they come from out of the state? How often do they receive shipments of fruits and/or vegetables? Where do their fruits and/or vegetables typically come from? When they return to the classroom,

students can reflect on their findings with a partner, small group, or the whole class.

- **Learn about electricity generating bikes** (<https://in.nau.edu/clean-energy-research/bicycle-generator-project/>). Dhillon, Art's stepfather, uses a bike to generate electricity from the bicycle to power the juicer for their cold-clobbering juice. Have students learn more about electricity generating bikes and what they're used for. How can these bikes be beneficial for our environment? Students can reflect in an essay or prepare an informational poster using different photographs and findings from their research. Maker Spaces are also opportunities for students to get creative with making things, using creativity, and hands-on experimentation. Resources for Maker Spaces include (<https://www.nationofmakers.us/>) and (<https://makerspaces.make.co/>).
- **Research vitamins, antioxidants, and minerals in fruits and vegetables and how they're helpful for our bodies. See Harvard's The Nutrition Source "Antioxidants" (<https://www.hsph.harvard.edu/nutritionsource/antioxidants/>) to get started on learning how the different beneficial properties in fruits and vegetables.** The organization Produce for Better Health has an extensive list of fruits and vegetables and their nutrient content claims and how they're good for our bodies (https://fruitsandveggies.org/stories/fruits/?gclid=Cj0KCQjw4NujBhC5ARIsAF4lv6f005mat-2Nm5PaKtdqb73MP3eV2weOMdZ3nUppgXZ6kLTIYh8PHYaAo-iEALw_wcB). Have students create a chart, starting with the fruits and vegetables and their different properties in *Fresh Juice*, about all of the different helpful elements in fruits and vegetables to display in their classroom.
- **Have students learn about the immune system and how it works** (<https://www.nationalgeographic.org/activity/helping-hurting-our-immune-systems/>). National Geographic has a lesson plan that helps students understand the importance of the immune system and why we develop different sicknesses like colds and viruses. Students can prepare informational posters detailing their findings about what they learned about immune systems. Ask the following guiding questions: what is the immune system? How can we support our immune systems? What happens to our immune systems when we get sick? Can different foods help our immune systems? Students can share their poster with a partner, small group, or the whole class.

Arts/Media

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10) (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Have students come up with their own creative sick-fighting juice and come up with a creative name for it.** Art named his juice the "cold-clobbering juice." Students can come up with their own sick-fighting juice after what they learned from the story, focusing on the fruits and vegetables that are full of beneficial properties. Using inspiration from the recipe in the back of the book, have students write their own recipe and explain why they included the fruits and vegetables that they selected. Afterwards, students can accompany their recipe with a drawing and a creative name, and explain their rationale. For more support on teaching recipe writing, consult ReadWriteThink's lesson plan on procedural recipe writing

(<https://www.readwritethink.org/classroom-resources/lesson-plans/cooking-words-creating>).

- **Have children create their own representation of a garden and/or farmer's market with materials available in their classroom.** Students can create a collage with various paper or magazine clippings, a painting, drawings or sketches, or a physical garden with actual materials. Have children talk about what they chose to plant or have available in their farmer's market or garden and how they plan on using those particular foods.
- **Encourage students to select the illustration from *Fresh Juice* that resonated with them the most.** Have students write a reflection about the illustration. What stood out to them? How did it make them feel? What did it make them think about?

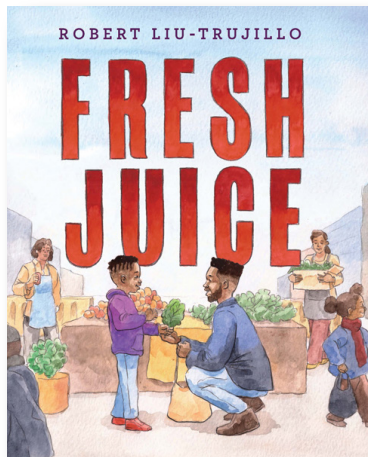
School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **If possible, have students bring home a copy of *Fresh Juice* and *Jugo Fresco* to read with their family or friends.** What did their families and friends enjoy about *Fresh Juice* (and *Jugo Fresco* if applicable)? How did they relate to the characters in this book? What do they like to eat or make when they're sick? Why?
- **Encourage students to talk with family members and/or caregivers and share a recipe with the class that involves a fruit(s) and/or vegetable(s).** Have students then bring in or find different photographs of the fruits and vegetables that are in the recipe and label them on a big display in the front of the classroom. If possible, have students prepare the recipe at home with their caregiver(s) and bring in a sampling for their whole class.
- **Similarly, have students talk with their family members and/or caregivers about a recipe that they like to make when they're sick.** Have students then bring in or find different photographs of the fruits and vegetables that are in the recipe and label them on a big display in the front of the classroom. If possible, have students prepare the recipe at home with their caregiver(s) and bring in a sampling for their whole class.
- **Create a checklist of fruits and vegetables that students generate together.** Ask students to document which ones they've tried at home and encourage them to try something new with their families. Share relevant local resources for obtaining produce (e.g., farmer's markets days and locations, information about markets that accept SNAP benefits.)



ABOUT THE AUTHOR & ILLUSTRATOR

Robert Liu-Trujillo is the author-illustrator of *Furqan's First Flat Top* and the illustrator of many picture books, including *Alejandria Fights Back*. When he was a kid, his dad made fresh wheatgrass juice and his stepfather juiced fruits and vegetables. Now as a husband and father, Robert makes *Fresh Juice* for his family. He lives in Oakland, California, with his wife and two kids. Visit him online at work.robdontstop.com.

REVIEWS

"This essential story conveys the warmth of community in just one serving." – *School Library Journal*, **starred review**

"A wonderful story of a community that takes care of its own." – *Kirkus Reviews*

"Liu-Trujillo illustrates this fun, fast-moving story with likable characters depicted in a bright, sun-washed palette with plenty of movement throughout the city scenes. Urquijo-Ruiz's translation does a wonderful job of bringing this tale to Spanish-speaking audiences, as they'll delight in watching Art and his papi problem-solve and make the tastiest, healthiest juice." – *Booklist*

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