

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Go to Scope  
Online to listen  
to the words  
and definitions  
read aloud.

# Vocabulary:

## "Does Chocolate Milk Belong in the Cafeteria?"

1. **added sugar (AD-ehd shuh-ger)** *noun*; There are two types of sugars in our diets: natural sugars and added sugars. Natural sugar occurs naturally in foods—like the sugar found in an apple or in plain milk, for example. Added sugar is any sweetener that is added to food when it is being produced or prepared. For example, sugar might be added to applesauce to make it sweeter. Doctors recommend that we all limit how much added sugar we eat.
2. **consume (kuhn-SOOM)** *verb*; As it is used in the article, *consume* means "to eat or drink." If you've consumed your lunch, you've eaten it.
3. **consumption (kuhn-SUHMP-shuhn)** *noun*; As it is used in the article, *consumption* means "the act of eating or drinking something." If you're outside on a hot day or doing something that makes you sweat a lot, you should increase your water consumption.
4. **extensive (ik-STEN-siv)** *adjective*; *Extensive* means "very full or complete" or "large in size or amount." If you have an extensive knowledge of wolves, you know a lot about them. If a museum has an extensive collection of rocks and minerals, it is a large collection that includes many different types of rocks and minerals. If your school has extensive playing fields, the fields cover a large area.
5. **nutrient (N00-tree-uhnt)** *noun*; A nutrient is a substance that plants, animals, and people need to live and grow. Plants get nutrients from the soil. People and animals get most of their nutrients from food. (Vitamins, minerals, water, protein, carbohydrates, fiber, and fats are all examples of nutrients that people need.)
6. **perspective (per-SPEK-tiv)** *noun*; As it is used in the article, *perspective* means "a particular way of thinking about a situation or topic; a point of view." In other words, your perspective is the way you see something. For example, your perspective on year-round school might be different from someone else's perspective on that topic; you might view having three months of summer vacation as the greatest tradition ever, while someone else might think it's better to have shorter breaks spread throughout the year.

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**Directions:** In the space below, list any other words from the letters whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

# Vocabulary Practice

## "Does Chocolate Milk Belong in the Cafeteria?"

**Directions:** Answer each question below.

**1. Which comment is an example of a perspective?**

- Ⓐ "The sun is a star."
- Ⓑ "Thanksgiving is a wonderful holiday."
- Ⓒ "There are four seasons in a year."
- Ⓓ "There are seven days in a week."

**2. If your teacher says the library has an extensive collection of books about Mexico, what does he mean?**

- Ⓐ The books the library has about Mexico are old and tattered.
- Ⓑ The library has many books about Mexico, covering a wide range of topics.
- Ⓒ The library has very few books about Mexico.
- Ⓓ The library's collection of books about Mexico can be found online.

**3. Which might a student consume at lunch?**

- Ⓐ a plastic tray
- Ⓑ an apple
- Ⓒ a fork
- Ⓓ a broom

**4. Which has no added sugar?**

- Ⓐ a freshly picked orange
- Ⓑ chocolate ice cream
- Ⓒ grape soda
- Ⓓ frosted cookies

**5. What do nutrients do?**

- Ⓐ They keep food fresh longer.
- Ⓑ They make food taste good.
- Ⓒ They help you stay healthy.
- Ⓓ They give food color that makes it look more appealing.

**6. Which sentence uses *consumption* correctly?**

- Ⓐ "Tulips were blooming as far as the eye could see; the consumption was breathtaking."
- Ⓑ "It takes a lot of consumption to play the piano well."
- Ⓒ "More farmers are trying consumption when planting tomatoes."
- Ⓓ "Spinach consumption increased after a new report said how healthy it is."

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# Write an Argument Essay

**Directions:** Read "Does Chocolate Milk Belong in the Cafeteria?" Complete the scavenger hunt on page 23.  
Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Does chocolate milk belong in school?

Consider what you read in the article, as well as your own viewpoints.  
Check the box next to the point of view you will argue in your essay.  
Or write your own opinion in the space provided.

☐ **Yes!** Chocolate milk belongs in school. ☐ **No!** Chocolate milk doesn't belong in school.

☐

\_\_\_\_\_  
\_\_\_\_\_

## STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the letters support your opinion? What other information supports your opinion?  
List at least three supporting details on the lines below.

**Here's an example: If you think chocolate milk does belong in school, one of your supporting details might be that it's filled with important nutrients for kids, including calcium and vitamin D.**

**1.** \_\_\_\_\_  
\_\_\_\_\_

**2.** \_\_\_\_\_  
\_\_\_\_\_

**3.** \_\_\_\_\_  
\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think chocolate milk DOES belong in school, summarize the strongest arguments against allowing chocolate milk in school that Michael presents in his letter. If you think chocolate DOES NOT belong in school, summarize the strongest arguments in favor of keeping chocolate milk on the menu that Lizzy presents in her letter.

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### STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell readers what your essay is going to be about. The thesis should be a clear, strong statement of the opinion you gave in Step 1. The rest of your essay will support this thesis.

**Your thesis:** \_\_\_\_\_

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### STEP 5: WRITE YOUR HOOK

The beginning of your essay is called the hook because it "hooks" your readers' attention. The hook should relate to the topic of your essay, but it can take many forms. It can be:

- 1. An anecdote** (a very short story): Describe sitting down for lunch at your school. Does your meal include chocolate milk?
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question:  
"Is chocolate milk really \_\_\_\_\_?"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

**Choose one of the ideas above, or use your own idea, and write a hook on the lines provided.**

**Your hook:** \_\_\_\_\_

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Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Finish the summary of the debate over chocolate milk in school that begins below.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

On the next page, you'll find guidelines for how to organize your essay.

# Argument Essay Outline

**Directions:** Use the outline below to write your essay. You will use what you wrote on the first three pages of this activity.

<b>1</b>	<h2>INTRODUCTION</h2> <p><b>Open with your hook from Step 5.</b></p> <p>↓</p> <p>Write a transition sentence that relates your hook to the question of whether chocolate milk belongs in school.</p> <p>↓</p> <p>(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p>↓</p> <p>Write your summary of the issue from Step 6.</p> <p>↓</p> <p>Finish with your thesis from Step 4.</p>
<b>2</b>	<h2>BODY PARAGRAPH(S)</h2> <p><b>Now write your supporting points from Step 2.</b> <b>For each one, write 1-3 sentences that provide additional details.</b></p> <p>You can put your supporting points and detail sentences together in one paragraph or you can split them into several paragraphs. It depends on how much you want to write about each point.</p> <div data-bbox="1185 913 1526 1207" style="border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center;"> <p><i><b>Hint!</b> Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.</i></p> </div>
<b>3</b>	<h2>ACKNOWLEDGE THE OTHER SIDE</h2> <p><b>Now it's time to recognize the other side of the argument.</b></p> <p>Use what you wrote in Step 3.</p> <p>Then explain why you think the opposing point of view is wrong.</p>
<b>4</b>	<h2>CONCLUSION</h2> <p><b>Write 2-3 sentences to remind your readers of your main points.</b></p> <p>Finish with a strong final sentence.</p> <div data-bbox="1209 1564 1526 1764" style="border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center;"> <p><i><b>Need an idea?</b> Refer to your hook, find a quote, or give a call to action.</i></p> </div>
<b>5</b>	<h2>READ AND REVISE</h2> <p><b>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</b></p>

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# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the letters in "Does Chocolate Milk Belong in the Cafeteria?" develop their arguments. We filled in some information for you.

	Lizzy Brewer	Michael Wilson
line(s) that expresses the central idea, or central claim	"Chocolate milk clearly deserves a place in our cafeteria."	
two pieces of evidence that support the central idea, or central claim	1.  2.	1.  2.
line(s) that expresses the counterargument		"It's true that chocolate milk contains calcium and protein . . ."
line(s) that contains the rebuttal to the counterargument		



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line(s) that expresses the central idea, or central claim	"Chocolate milk clearly deserves a place in our cafeteria."	
two pieces of evidence that support the central idea, or central claim	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>