

Daily Activities for Chocolate Fever

<p style="text-align: center;"><i>Day 1</i></p> <ul style="list-style-type: none"> • Gather students and do ice breaking activities • Commence literature pieces (See <i>Literature Outline</i>.) 	<p style="text-align: center;"><i>Day 2</i></p> <ul style="list-style-type: none"> • Science: <ul style="list-style-type: none"> ◦ Parent and son presented a lesson on chocolate after returning from St. Lucia where they toured a chocolate factory. ◦ Life cycle of cocoa bean and manufacturing process. Have students grind up and taste the beans. • Social Studies: <ul style="list-style-type: none"> ◦ Geography location of plants - Aztecs, Cortez ◦ Locate rain forests -world map • Language Arts: Literature connection <i>Cocoa Commotion</i> by Melissa Peterson 	<p style="text-align: center;"><i>Day 3</i></p> <ul style="list-style-type: none"> • Continue with Day 2 activities
<p style="text-align: center;"><i>Day 4</i></p> <ul style="list-style-type: none"> • Read information on chocolate shortage and discuss. • Review the history using tidbits of information (“chocolate morsels”) 	<p style="text-align: center;"><i>Day 5</i></p> <ul style="list-style-type: none"> • Taste Test: <ul style="list-style-type: none"> ◦ Set clock for 3 min. ◦ All stations staffed by an adult. ◦ Students observe candy-size, shape, noted layered ingredients, and type of chocolate. ◦ Taste candy. 	<p style="text-align: center;"><i>Day 6</i></p> <ul style="list-style-type: none"> • Examine wrappers for: <ul style="list-style-type: none"> ◦ Nutritional values, weight, ingredients, advertising suggestions, and company name. ◦ Supply work packet to students to record data. ◦ Discuss rhyming, alliteration, and

<ul style="list-style-type: none"> • Taste Test Preparation: <ul style="list-style-type: none"> ◦ Remove candy bars from wrappers carefully, and separate into serving sizes for groups. (Retain wrappers for activities throughout the unit.) ◦ Create groups for taste test. ◦ Be aware of students who may be allergic to peanuts! 	<ul style="list-style-type: none"> ◦ State a descriptive word. ◦ Move to next station- repeat, record all descriptive words for <i>Create A Candy Bar Parent Directions</i>. 	<p>onomatopoeia to encourage interesting names for bars.</p> <ul style="list-style-type: none"> ◦ Each day have an estimating jar. Use the same jar and use a variety of sized chocolate products for estimation (tootsie rolls, M&Ms, chocolate chips, malt balls, kisses.) Graph results daily giving rewards to those students with the closest guess.
<p style="text-align: center;"><i>Day 7</i></p> <ul style="list-style-type: none"> • Create own candy bar: <ul style="list-style-type: none"> ◦ List ingredients, create a name, design shape of bar, and design a cross section. 	<p style="text-align: center;"><i>Day 8</i></p> <ul style="list-style-type: none"> • Create candy bar wrapper: <ul style="list-style-type: none"> ◦ Discuss design possibilities 	<p style="text-align: center;"><i>Day 9</i></p> <ul style="list-style-type: none"> • Begin Descriptive Paragraph: <ul style="list-style-type: none"> ◦ Use writing process for a descriptive paragraph of this candy bar. (See <i>Descriptive Paragraph Rubric</i>.) ◦ Brainstorm ◦ Encourage students to use other words that they and their peers verbalize throughout the process.
<p style="text-align: center;"><i>Day 10</i></p> <ul style="list-style-type: none"> • Continue with Day 9 activities 	<p style="text-align: center;"><i>Day 11</i></p> <ul style="list-style-type: none"> • Share writing: <ul style="list-style-type: none"> ◦ Students share their creations and read paragraphs. ◦ Number the paragraphs that hang on board. Students will listen and record the numbers of the bar being described. • Look at examples of board games: <ul style="list-style-type: none"> ◦ Assign students to bring in game boards to examine. In a cooperative group, discuss the game, pieces, design, object, rules, etc. 	<p style="text-align: center;"><i>Day 12</i></p> <ul style="list-style-type: none"> • Continue with Day 11 activities

	Record brainstorming on experience charts to be shared with the whole group.	
<p><i>Day 13</i></p> <ul style="list-style-type: none"> • Continue with Day 11 activities 	<p><i>Day 14</i></p> <ul style="list-style-type: none"> • Begin working on game boards 	<p><i>Day 15</i></p> <ul style="list-style-type: none"> • Work on game boards
<p><i>Day 16</i></p> <ul style="list-style-type: none"> • Work on game boards 	<p><i>Day 17</i></p> <ul style="list-style-type: none"> • Work on game boards 	<p><i>Day 18</i></p> <ul style="list-style-type: none"> • Introduce project ideas: <ul style="list-style-type: none"> ◦ <i>Chocolate Delights</i> ◦ Allow the students two weeks to complete the project.
<p><i>Day 19</i></p> <ul style="list-style-type: none"> • Create chocolate candy using molds 	<p><i>Day 20</i></p> <ul style="list-style-type: none"> • Sharing Day: <ul style="list-style-type: none"> ◦ Games created by collaborative groups ◦ Students presented game boards and discussed how they play the game, how pieces were made, etc. ◦ Each student in the group had an active role in this presentation. 	<p><i>Day 21</i></p> <ul style="list-style-type: none"> • Chocolate Delights Projects: <ul style="list-style-type: none"> ◦ Completed individually or in pairs ◦ The students who participated in this part of the project had the opportunity to share their creations with their peers. ◦ We shared large candy bar created by parents.
<p><i>Day 22</i></p> <ul style="list-style-type: none"> • Trip to Lake Champlain Chocolate Factory: <ul style="list-style-type: none"> ◦ www.lakechamplainchocolate.com ◦ 1-800-634-8105 	<p><i>Day 23</i></p> <ul style="list-style-type: none"> • Play student-created board games 	<p><i>Day 24</i></p> <ul style="list-style-type: none"> • Continue playing games