



## About the Book

**Text Type:** Nonfiction/Informational **Page Count:** 24 **Word Count:** 972

### Book Summary

*Foods Around the World* is about the fascinating variety of foods enjoyed by cultures around the globe. The book introduces an array of ethnic foods and provides examples of fun recipes for students to try. Maps and pictures support the text as readers travel on a culinary trip around the world in search of the delicious (to some) and the disgusting (to others).

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge

### Objectives

- Use the reading strategy of making connections to prior knowledge to understand nonfiction text
- Correctly distinguish fact and opinion
- Recognize and use commas in a list
- Identify compound words

### Materials

Green text indicates resources available on the website

- Book—*Foods Around the World* (copy for each student)
- Chalkboard or dry erase board
- [Fact and opinion, commas worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

Content words:

**Story critical:** *cacao (n.), delicacy (n.), game (n.), rich (adj.), specialty (n.), sushi (n.)*

**Enrichment:** *borscht (n.), cannoli (n.), escargot (n.), flying fox (n.), fragrant (adj.), regions (n.)*

## Before Reading

### Build Background

- Ask students what their favorite foods are. Talk about the national origins of some of their favorite dishes.
- Discuss different types of regional foods (Italian, Chinese, German, American, and so on). Ask students if they have ever visited another country, and if so, if they liked the food there.

### Preview the Book

#### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Model making a connection to prior knowledge.  
*Think-aloud: The title of this book remind me of the first time I ate sushi and realized I liked it! Because I already know a little about different foods from around the world, I'm looking forward to learning even more. I can flip through the pages of this book to see what kinds of things I might learn as I read.*
- Have students preview the pages of the book, looking at the maps and photos throughout. Direct them to the table of contents and invite them to review the section titles.
- After reviewing the table of contents, model using it as a way to make connections to prior knowledge. For example, say: *The fourth section, "Asia: From Spicy to Sweet," makes me think about what I already know about Asian food.* Ask students if they know anything about popular Asian dishes. Ask if they have ever eaten at an Asian restaurant and used chopsticks.

### Introduce the Vocabulary



- As students preview the book, point out any vocabulary words that you think might be difficult for them.
- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words and prefixes and suffixes. They can use context clues within a sentence to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to page 9. Point to the word *cannoli*. Model how to use context clues to figure out the meaning of the unfamiliar word. Explain that the sentences before it states that Italy is known for all kinds of pasta. The sentence containing the unfamiliar word explains that a *cannoli* is a thin, little dessert pastry filled with sweet, creamy cheese. Tell students that this sentence gives the definition of cannoli. Have students follow along as you reread the sentence on the page to confirm the meaning of the word.
- Remind students that they should check whether words make sense by rereading the sentence.

### Set the Purpose

- Have students think about what they know about different kinds of food as they read the book.

## **During Reading**

### Student Reading

-  **Guide the reading:** Have students read to page 11. Tell them to underline the words and interesting information in the book that identify different countries' favorite foods. If they finish before everyone else, they can go back and reread.
- When they have finished reading, have students tell the interesting information they underlined so far.
- Model making connections using prior knowledge.  
*Think-aloud: When I saw a picture of a croissant on page 10, it made me remember when I first tried a croissant at a restaurant. It made my mouth water when the author described it as a buttery, flaky bread shaped like a crescent.* Ask students if any of them have eaten a croissant and, if so, if they ate it with jam, with meat, or plain. Ask students if they agree with the author's description.
- Tell students to read the rest of the story. Remind them to think about what they already know about foods around the world as they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Discuss how making connections with information in the text that they already know something about keeps them actively involved in the reading process and helps them understand and remember what they have read.

### Teach the Comprehension Skill: **Fact and opinion**

- **Discussion:** Ask students what they think the author's purpose was for writing the book and what they learned about foods from different countries that they didn't already know.
- **Introduce and model:** Review or explain that a fact is something that a person can prove to be true in real life. An opinion is a belief based on a personal feeling. Talk about the many different kinds of food mentioned in the book, some of which may seem unappetizing to one person, but delicious to another.
- **Think-aloud:** *When I read about the people of Europe eating borscht, I thought I've only eaten hot soup and that I could not imagine eating cold soup. I personally like to eat hot soup. That is my opinion based on a personal feeling. The author can prove that people of Europe enjoy eating borscht. Therefore, the information shared with us is a fact. Write on the board: Fact: People in Europe enjoy borscht. Opinion: I think hot soup is better.*
- Ask students to turn to page 10. Review the facts about the special delicacies enjoyed in France, including escargot (snails). Ask students for their opinion of escargot as a delicacy. Write on the board: *Fact: People in France enjoy eating snails. Opinion: I think eating snails might be chewy. (Or: Opinion: Stacy thinks eating snails sounds interesting.)* Share different opinions and write them on the board. Discuss how there may be only one fact but several different opinions.
- **Check for understanding:** Ask students to turn to page 5 and reread the facts about favorite African foods. Ask a volunteer to share the facts (lots of dishes made from peanuts, dried caterpillars are eaten, and wild game). Ask students to share their opinions about those foods. Write the facts and opinions on the board.
- **Independent practice:** Introduce, explain, and have students complete the **fact-and-opinion worksheet**. Have students share their answers when they're done.



Instruct students to circle different facts throughout the book and write their opinions in the margins. Allow time for students to turn to a neighbor to share their opinions about some of the facts they located.

### Build Skills

#### Grammar and Mechanics: **Commas in lists**

- Review or explain to students that whenever a list of three or more items is made, a comma must be placed between the items. Listed items can be nouns, verbs, adjectives, or, as here, entire phrases or clauses. Remind students that this is only one of the many uses for a comma.



Have students turn to page 4 and circle all of the commas on the page. Point out the list of phrases in the second paragraph (crunchy caterpillars in Africa, raw fish in Asia, or honey ants in Australia). Talk about the location of the commas within the list. Point out that the last item (honey ants) is joined to the list by the word *or* following the comma.

- Have students turn to page 5. Ask them to find the list of three things in Africa (incredible wildlife, amazing forests, and all kinds of interesting foods). Ask them to circle the commas and notice that the last item is added to the list after the word *and*.
- Reinforce by directing students to page 7 and asking them to identify the list that contains commas (yams, squash, sweet potatoes, and honey).


## Lesson Plan *(continued)*

## Foods Around the World

- Introduce, explain, and have students complete the [commas worksheet](#). Discuss the answers aloud after students finish.

### Word Work: **Compound words**

- Review or explain that two words can be combined to form a new word, called a *compound word*.
- Write the words *wildlife*, *world-famous*, and *New Zealand* on the board. Tell students that these are examples of different types of compound words. Explain that each word has two parts that combine to make one word meaning; some compound words are joined, some are separated by hyphens, and some are separate.
- Ask students to identify the two separate words that make up each compound word and write them on the board next to the corresponding compound (*wild* and *life*, *world* and *famous*, *New* and *Zealand*).
- Discuss how knowing the meanings of the words *wild* and *life* can help them understand the meaning of the word *wildlife*. Explain that this is a good strategy students can use to help them understand the meanings of unfamiliar compound words.

 Have students turn to page 10 and find one compound word (*leftovers*). Tell them to circle the word and write “*compound word*” in the margin to help them remember the terminology. Repeat the exercise, looking for other compound words in the book. (Other examples from the text are: *everyone*, *seaweed*, *nearby*, *wingspans*, *northwest*, *rattlesnakes*, *Midwest*, *everyone*, *West Africa*, *sweet potatoes*, *sour cream*, *ice cream*, *South Pacific*, *Latin America*.)

### **Build Fluency**

#### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

### **Extend the Reading**

#### Writing and Art Connection

Have students create acrostic poems about their favorite foods. Acrostic poems spell the topic word vertically, then use each letter of the word to start a new line of poetry. For example, here is an acrostic poem about a melon:

Mouth-watering  
Easy to eat  
Luscious taste  
Out of the garden  
Nice in hot weather

Students may also draw a picture of their favorite food to illustrate their poem.

#### Social Studies Connection

Have students use a world map to locate the different countries that were mentioned in the book. Then have them cut out pictures from magazines or draw and label the different foods that were described. Pin the pictures or drawings of each food to the corresponding country. For example, pin a picture of a caterpillar to Central Africa.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

**Monitor students to determine if they can:**

- use the reading strategy of making connections to prior knowledge to understand nonfiction text
- correctly distinguish fact from opinion in text and discussion
- recognize and use commas effectively in a list
- identify compound words and use them to work out word meaning

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**