

Where Can You Eat This Food?



Level: F1 Word Count: 121

Little Books of Answers

Curriculum Connection	Families
Content Vocabulary	America, anywhere, beans, burrito, cheese, China, chow mein, cream, eat, England, France, fruit, mashed, meat, Mexico, mushy, New Zealand, noodles, pastrami, pavlova, pickle, peas, pie, potatoes, Reuben, sandwich, snails, tortilla, vegetables, wrapped
Visual Literacy Element	table
Critical Thinking	further research
Comprehension Strategy	connecting self to text and world
High-Frequency Words	a, and, are, but, can, has, if, in, with, would, you

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss food. Explain that many foods we eat daily originate from other countries around the world. Ask which students eat nachos? Did they know which country first had nachos? Invite ethnic minority students to discuss the food that their family eats that is more traditional in the country that they came from.

- Give each student a copy of the book *Where Can You Eat This Food?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? What food is this? Has anyone ever eaten snails? Does anyone know a country where snails are a traditional dish?*
- Have the students turn to the title page. Ask questions similar to those that you asked about the cover photo.
- Discuss the cover and the title page. Have the students connect their own experiences to eating either of these foods. Elicit a personal response about eating snails.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions and labels as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the labels and captions with you. Point out that each time the caption asks the students to further investigate the photo.
- To ensure and enrich understanding say things such as – *Pastrami is a kind of meat like ham. Pickles taste tart like vinegar. Mushy peas are peas that have been mashed up together. A burrito is a tortilla wrapped around meat and beans. Many people eat chow mein with chop sticks. Some people use chopsticks instead of knives and forks. Pavlova is a very sweet desert made mostly from sugar and egg whites.*
- Discuss the table on page 15. Explain to the students that table summarizes the information in a way that is easy to understand.

Read the Book

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
What do you eat with a meat pie?
Which food has vegetables and noodles?
What is in a reuben sandwich?
What is on top of a pavlova?
- Check inferential comprehension by asking these questions:
Where would you most likely eat chow mein with chopsticks?
Which of these foods is the sweetest?
Which of these food would you rather eat? Why?
Which food would you most like to eat on a very cold day? Why?
- Have the students make further connections between themselves, the text and the world. Ask questions such as, *Which foods that you eat at home could be in a book like this? Do you know what gelato is and where it comes from?*

Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell the students that their task is to find out what this food is in it and where it originated.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students write about themselves eating one of these foods. Assist with spelling where necessary. Have the students illustrate their story.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Write in the country to complete the table.

Food	Country
Burrito	
Chow mein	
Meat pie	
Pavlova	
Reuben	
Snails	

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Level: F I

Name:



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Draw and write.

I like the part about

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