



**Summary**

The foods you eat often depend on where you live. Where do you live? What do you eat?

\*Make a Paired Reading Connection with the fiction title *Eating Around the World*.

Fountas & Pinnell	Lexile Level	Total Word Count
E	340L	51

**Standards:**

**Common Core Language Arts**

- Ask and answer questions about key details in a text.
- Explain how specific images contribute to and clarify a text.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**Lesson Focuses for Guided Reading (Select lesson focus based on Student’s needs)**

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Use facts Capitals/punctuation Focus on topic	Asking Questions Compare/contrast Making connections Text features	Repeated reading for fluency Alphabetic principle Using illustrations	beet crepes pretzels seaweed

**Lesson**

1. Warm up for reading – Students read familiar books.
2. Introduction of **What We Eat** – Introduce **What We Eat** by looking at the cover photo and starting a discussion about what people around the world eat.  
Suggested questions to facilitate introductory conversation:
  - Let’s look at the front cover of the book and read the title together.
  - What is your favorite food? Explain.
  - Have you ever eaten food from another country? Explain.
3. Skimming and Scanning **What We Eat** – Use this time to introduce or review your lesson focus strategies and/or skills.  
Suggested skimming and scanning prompts:
  - Let’s look at the flags throughout the book. Do they help you understand the text? Explain.
  - As students are skimming and scanning, encourage them to look at the details in each picture.
4. Reading **What We Eat** – Students read independently or with a partner.
5. After reading **What We Eat** – Open the conversation with a question that relates to the comprehension strategy of making connections. After a brief conversation about the contents of the book move to questions that support your lesson focus.  
Suggested after reading lesson focus prompts:
  - What strategies did you use to help you decode words that you did not know automatically?
  - Did you check the pictures for information when you were stuck?
6. After reading **What We Eat** – Have students complete the Text-Self-Connections Reproducible.
7. Have students complete the **Assessment** questions. (Answers)
  1. (b) pretzels
  2. (d) Japan
  3. Central America
  4. (a) cold
  5. crepes
8. Suggested Paired Reading Connections questions:
  - How are the books alike and different?
  - How are the pictures in the titles alike and different?

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Directions:**

In the first column write or draw a sentence, phrase, or picture from the book you read. In the second column write about the connection you made to what you put in the first column. Was it a text – text connection, text-self connection, or text-world connection?

Connections

Sentences, phrases, photos, and graphics from the text	My connections Text-Text, Text-Self, Text-World