

Traditional Foods

These traditional foods come from different areas of the world. People have made (and eaten!) them for hundreds of years.

Since the days of the Mayans, Mexicans have eaten enchiladas. They are tortillas wrapped around meat or fish.



MEXICO

MOROCCO



In Morocco, the pasta called couscous is served with meat or vegetables.

Weekly Question

How does food help make a tradition?

MY TURN Look at the pictures of food from different parts of the world. On a sticky note, draw a picture of a traditional food you like to eat. Place it on the map and draw a line to the country it comes from.




In China, families eat dumplings for Chinese New Year.

CHINA

INDIA

In India, people enjoy a flat wheat bread called chapati.



 **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society. **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing. **Social Studies** TEKS 2.5.a; TEKS 2.6.c

Vowel Teams oo, ue, ew, ui

The vowel teams **oo**, **ue**, **ew**, and **ui** can make the vowel sound in **moon**. These vowel teams are called digraphs.



MY TURN

Read, or decode, the words in the chart and listen for the vowel sound in each word.

oo	ue	ew	ui
zoo	blue	crew	suit
boot	true	jewel	juice



TURN and TALK

Reread the words in the chart with a partner. Underline the vowel team in each word. Then pick a word. Have your partner use it in a sentence. Take turns until you have used two words each.



Vowel Teams oo, ue, ew, ui



MY TURN

Underline the words in the sentences with the vowel teams **oo**, **ue**, **ew**, and **ui**. There are two vowel team words in each sentence. Then write the words in the correct column in the chart.

1. Glue the pictures of fruit to the poster.
2. Charlie lost his front tooth, but he will grow a new one.
3. We found a clue to tell us what animal likes to chew on the plants.
4. Tina fell at the pool and got a bruise.

oo	ue	ew	ui

My Words to Know



MY TURN

Read the high-frequency words in the box. Then identify and underline them in the sentence.

hear

idea

enough

Do you have enough time to hear my idea?

Write a sentence that uses each word.



TURN and TALK

Read each sentence aloud with a partner. Have your partner find and name the high-frequency word in your sentence. Take turns.



Sue's New School

Sue stopped outside the classroom. Sue's family had just moved, and it was her first day at a new school. "Moving was not my idea!" she thought. "I liked my old school."

Sue sighed and went into the room. She saw fruit and other food on the desks. A girl gave her a big card. It said, "Yay for Sue! We hope you'll like it here!"

Sue smiled. She knew she would.

1. Why does Sue stop outside the classroom?

2. Why is there food on the desks?

3. Write one word from the story with each vowel team:
oo, ue, ew and ui.




My Learning Goal

I can learn more about traditions by reading a story about traditional foods.

Procedural Text

My Food, Your Food is a realistic fiction story that ends with a recipe. A recipe is an example of **procedural text**. A procedural text has **instructions**, or orders to follow, for completing a task. It often includes:

- **numbered steps**, or a related sequence of actions that tell you what to do first, next, and last.
- **headings** and **pictures** to help you understand the steps.

 **TURN and TALK** Preview the recipe in *My Food, Your Food*. Name two types of text features in the text. Tell a partner how you think the text features will help you follow what the recipe says to do.



Procedural Text Anchor Chart

Purpose: to tell how to do something

Text Features in Procedural Text

- Ⓒ Headings
- Ⓓ Labels for pictures
- Ⓔ Numbered steps

How to eat yogurt

1. Open the container of yogurt.
2. Use a spoon to put some yogurt in a bowl.
3. Enjoy eating the yogurt!



My Food, Your Food

Preview Vocabulary

Look for these words as you read *My Food, Your Food*.

sauce

plain

products

spicy

ingredients

First Read

Read to learn about foods from different cultures.

Look at illustrations to help you understand the text.

Ask questions to clarify information.

Talk about what you found interesting.

Meet *the* Author



Lisa Bullard writes everything from informational books to mysteries. She also teaches children and adults how to write their own books. She has written books about people around the world, including *My Clothes, Your Clothes* and *My Language, Your Language*.



My Food, Your Food

By Lisa Bullard

Illustrated by Christine M. Schneider



AUDIO

Audio with
Highlighting



ANNOTATE

Chapter One

It's Food Week!

1 Hi, I'm Manuel. My teacher, Ms. Chen, says we're learning about food this week. We each get to tell about **something special that our family eats.**





2 I whisper to Ms. Chen what I want to talk about. I'm going to surprise our class!

This week:
**Foods of
the World**

borscht



kimchee



Ms. Chen

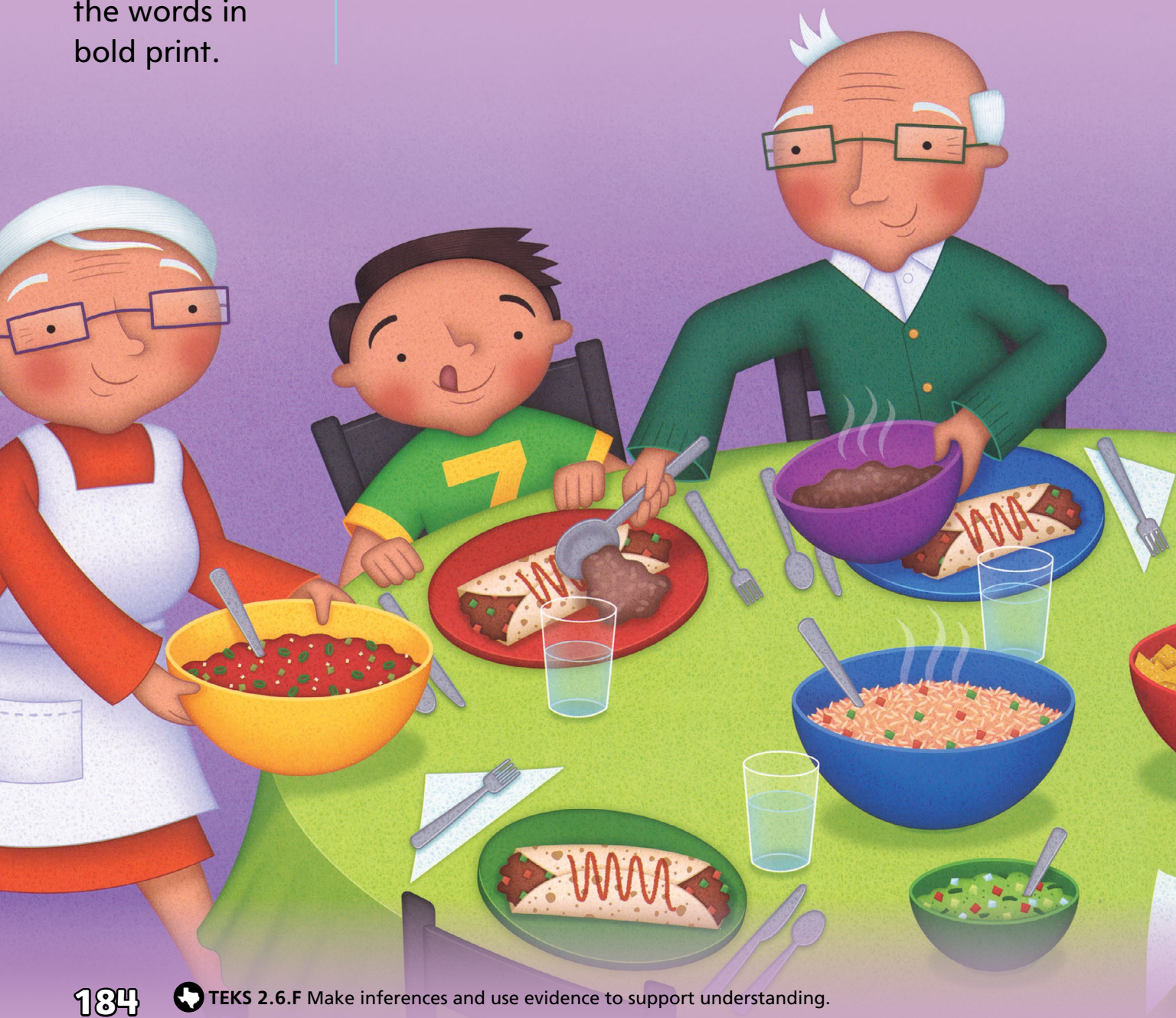
Underline the label for a kind of soup that is one of the foods the students are learning about.



Make Inferences

Highlight the words that help you infer, or figure out, what foods Manuel may be thinking of when he says the words in bold print.

- 3 Tonight, Abuela is making a **tasty dinner**. Abuela means “Grandmother.” She cooks the kind of food she grew up eating, first in Mexico and then in California.



4 Her burritos and salsa make my stomach happy! Now I can't wait for my turn to talk on Friday.



Does your family
have a favorite
dinner?



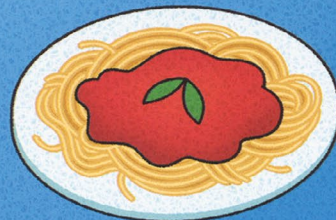
sauce a liquid served with food to make the food taste better

Chapter Two

Noodles from Different Places

Italy

spaghetti



5 At school on Tuesday, it's Tony's turn to talk. "My great-grandparents came here from Italy," he says. "My family loves **spaghetti with marinara sauce**. That's a kind of tomato sauce."



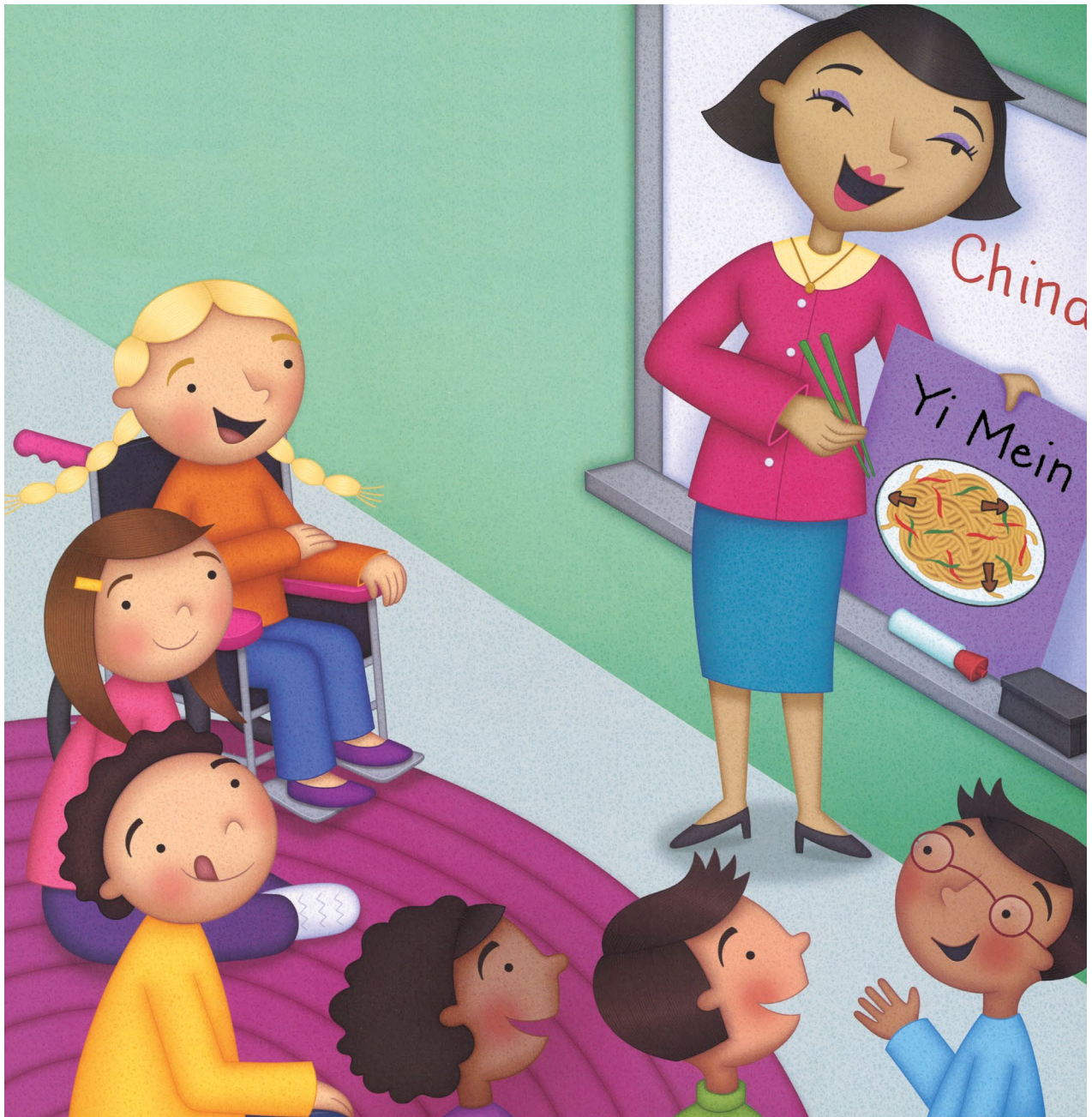
- 6 Ms. Chen tells us that people have moved to the United States from all over the world. They still make many of the foods from their home countries. **Spaghetti and marinara sauce are Italian foods.**

Understand Text Features

Look for the feature in a box that asks you questions. Underline the first question in the box.

What parts of the world does your family come from? Do they like to eat any special foods from those places?





- 7 Ms. Chen shows us another kind of noodle dish. It's called yi mein. "Many cultures eat noodles," she says. "My parents moved here from China. They use **chopsticks** to eat their noodles."



CLOSE READ

- 8 A cafeteria worker brings in plain noodles so we can try using chopsticks. Ms. Chen shows us how.
- 9 **Noodles sure are sneaky!**

Make Inferences

Highlight the sentence that helps you know how Manuel feels about using chopsticks.

plain simple; nothing on it



Chopsticks are very common in parts of Asia. Do you know how to use them?



Chapter Three

Flat Bread, Puffy Bread

10 On Wednesday, Marit and Raj share different breads. I can see that the breads are both flat and round like Abuela's tortillas.





- 11 Raj's bread is called roti. His dad ate it growing up in India. It's chewy and good.
- 12 Marit's bread is called lefse. It's from Norway. That's where her family comes from.

13 **It melts in my mouth.**

Make Inferences

In the sentence shaped like a hill, **highlight** the words that help you know if Manuel likes lefse.





CLOSE READ

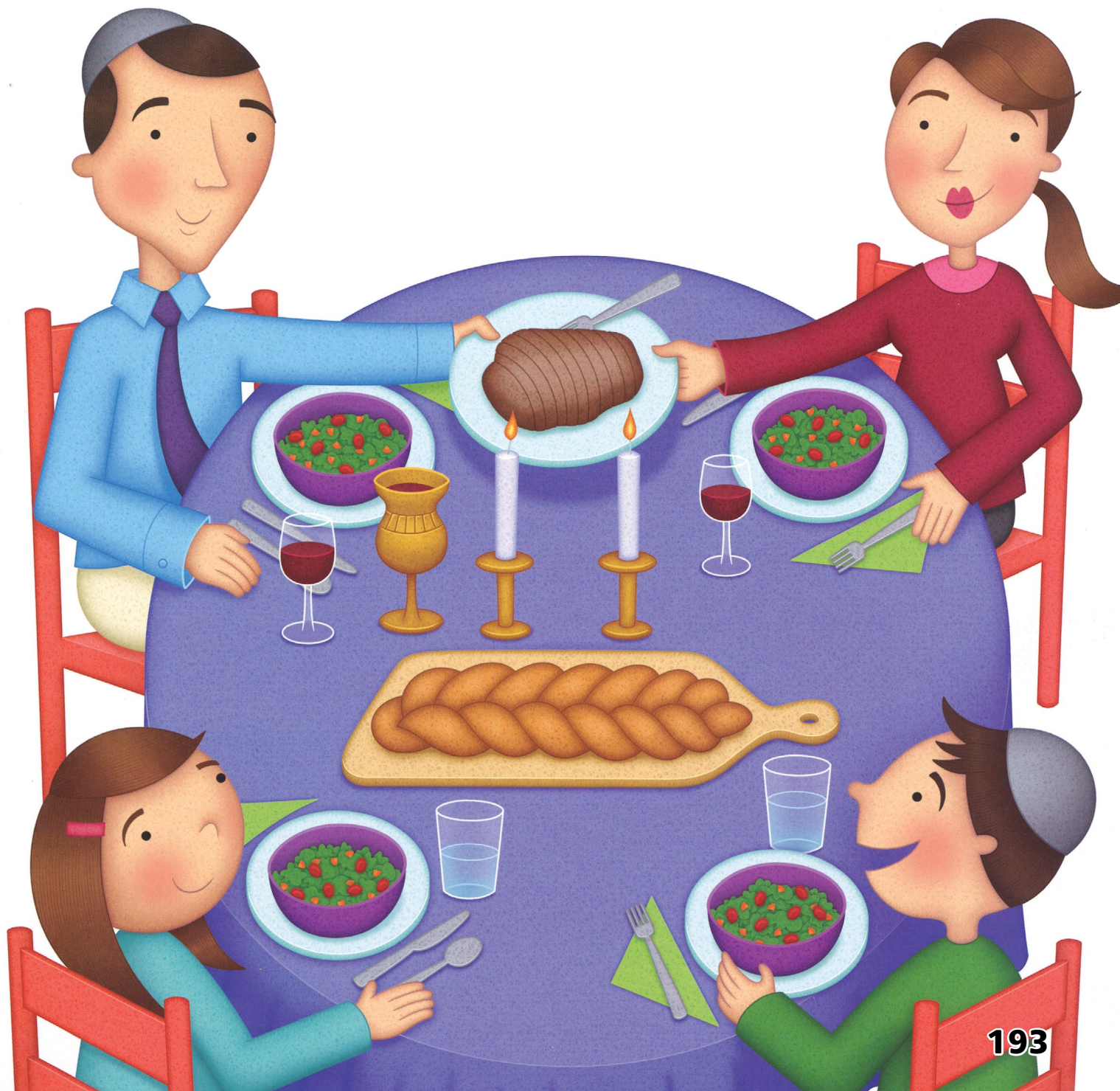


Vocabulary in Context

Underline words that help you understand what **Shabbat** means.

- 14 Then Lara shows us a braided bread called challah. It's puffy instead of flat.
- 15 Lara's family is Jewish. They eat challah every Friday night. It's part of their religious tradition called **Shabbat**.

16 Ms. Chen tells us that many religions have traditions with food. For example, some people don't eat pork because of their religion.





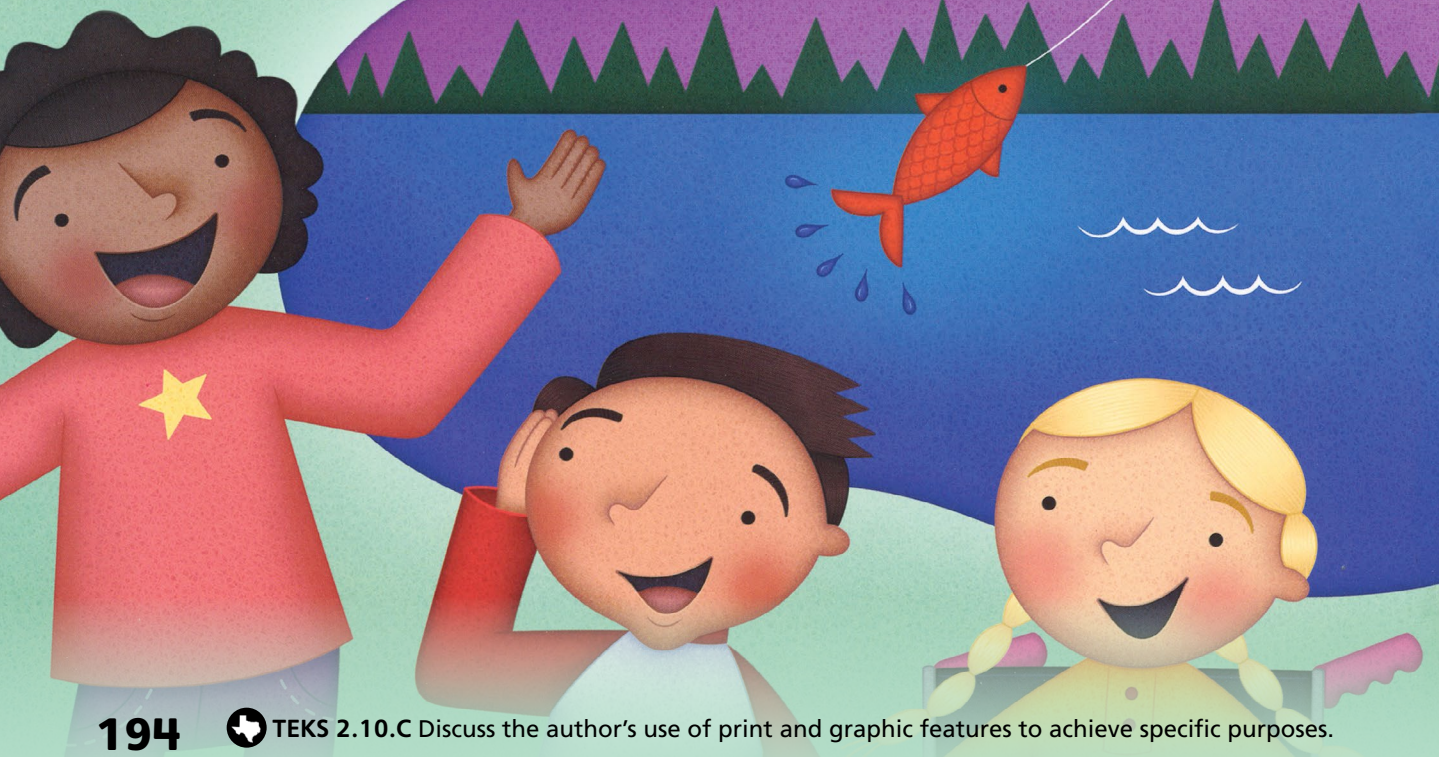
Understand Text Features

Underline the heading that tells you the topic of this chapter.

Chapter Four

Families Make Different Choices

- 17 On Thursday, Jayla shows us her fishing pole. She tells us about fishing with her dad. They **cook** and **eat** the fish they catch.
- 18 “People have hunted and fished for food for thousands of years,” Ms. Chen says.





19 She also says some families choose not to eat meat or fish. Others don't eat anything from animals.

20 That means no meat, eggs, or dairy products.

products things people use or eat



Ms.



Understand Text Features

Underline the bold words that tell what is happening.

- 21 Thursday after school, Abuela and I get busy in the kitchen. **We're making the food I'm going to talk about in school.**





Do you help your family cook meals? What food would you like to learn how to make?



Vocabulary in Context

Underline the words that help you know what **salsa** means.

spicy having a strong, sharp flavor

Chapter Five

Finally, Friday

- 22 It's finally Friday. Have you guessed my food? "**Salsa** is a Mexican sauce," I say. "Abuela and I make ours with tomatoes. I like it spicy."





23 Ms. Chen brought salsa for everyone.
“There are tomatoes in lots of foods,” she says. “Remember, they’re in Tony’s Italian marinara sauce too.”

24 Here’s what I learned this week: **even when food is different, it still can be alike!**





Understand Text Features

Underline the numbered step that describes what the picture shows.

ingredients foods you use to make a dish

25 Make Your Own Salsa

Ingredients

1 can (28 ounces, or 794 grams) diced tomatoes

1 can (4 ounces, or 113 g) diced green chiles

2 green onions, thinly sliced

1 clove minced garlic

1 tablespoon lemon or lime juice

1/8 teaspoon salt

1/8 teaspoon pepper

Directions

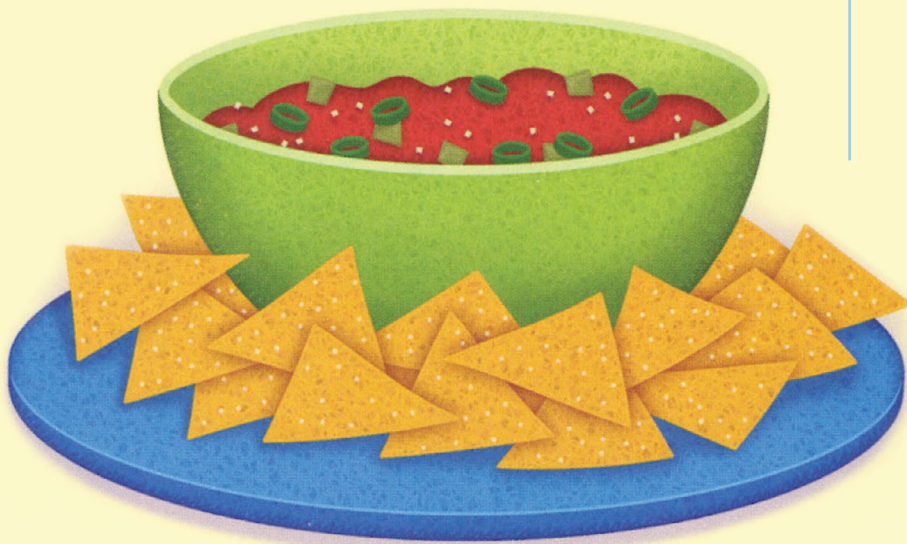
You can make salsa just like Manuel did! You'll need an adult to help you with some tasks, such as opening cans, chopping, and using a blender.

- 1) Wash your hands.
- 2) Drain the tomatoes. Set aside 1/4 cup of the tomato juice.





- 3) In a large bowl, mix together 1/4 cup tomato juice, drained tomatoes, and the other ingredients. You can leave out the green chiles if you don't like spicy food.
- 4) For chunky salsa, stir together and enjoy!
- 5) For smoother salsa, put everything into a blender. Blend on the slowest setting for just a few seconds. Continue blending a few seconds at a time until the salsa is as smooth as you like.
- 6) Serve the salsa with tortilla chips or with Mexican dishes like tacos or burritos.



Vocabulary in Context

Antonyms are words with opposite meanings. Underline a word that is the opposite of **chunky**.

Develop Vocabulary



MY TURN

Answer the questions in the chart.

Use the vocabulary words in your responses.

Word	Questions
products	What dairy products have you tried?
sauce	What kind of sauce do you like on spaghetti?
plain, spicy	Which foods do you like better, plain or spicy? Why?
ingredient	What is your favorite ingredient on a pizza? Why?



Check for Understanding

**MY TURN**

Look back at the text to answer the questions. Write the answers.

1. What part of the text is realistic fiction? What part of the text is procedural, or has instructions that tell how to do something?



2. Why do you think the author included a salsa recipe? What is the recipe's first step?

3. How do the children feel about sharing their special foods with the class? How do you know?

Understand Text Features

Authors use **text features** to help readers locate and understand information.

- **Headings** tell what parts of the text will be about.
- **Illustrations**, or pictures, give extra information.
- **Labels** give more information about a picture.
- **Texts in boxes** ask questions or tell facts.
- **Numbered steps** tell how to do parts of a task in order.



MY TURN

Go to the Close Read notes. Underline text features. Complete the chart.

Text Features the Author Used	Information It Helped Me Understand



Make Inferences

When you make inferences, you use evidence and what you already know to support your understanding of a text.



MY TURN Go back to the Close Read notes.

Highlight words that help you figure out what Manuel is thinking. Use what you highlighted to complete the chart.

What I Highlighted	What I Know	My Inference

Reflect and Share

Talk About It

You read about some traditional foods. Talk about your own traditions. What traditional foods does your family enjoy? Choose one, and tell how it is prepared.



Give and Follow Oral Instructions

Here are some tips for giving clear instructions.

- Tell what to do in order.
- Use words like **first**, **then**, and **last**.

When your partner tells you a recipe, repeat it back.

First, put 2 cups of water in a pot.
Then add 1 cup of rice.

- Restate the instructions. That way you will know if you understood.

Weekly Question

How does food help make a tradition?



I can use language to make connections between reading and writing.

My Learning Goal

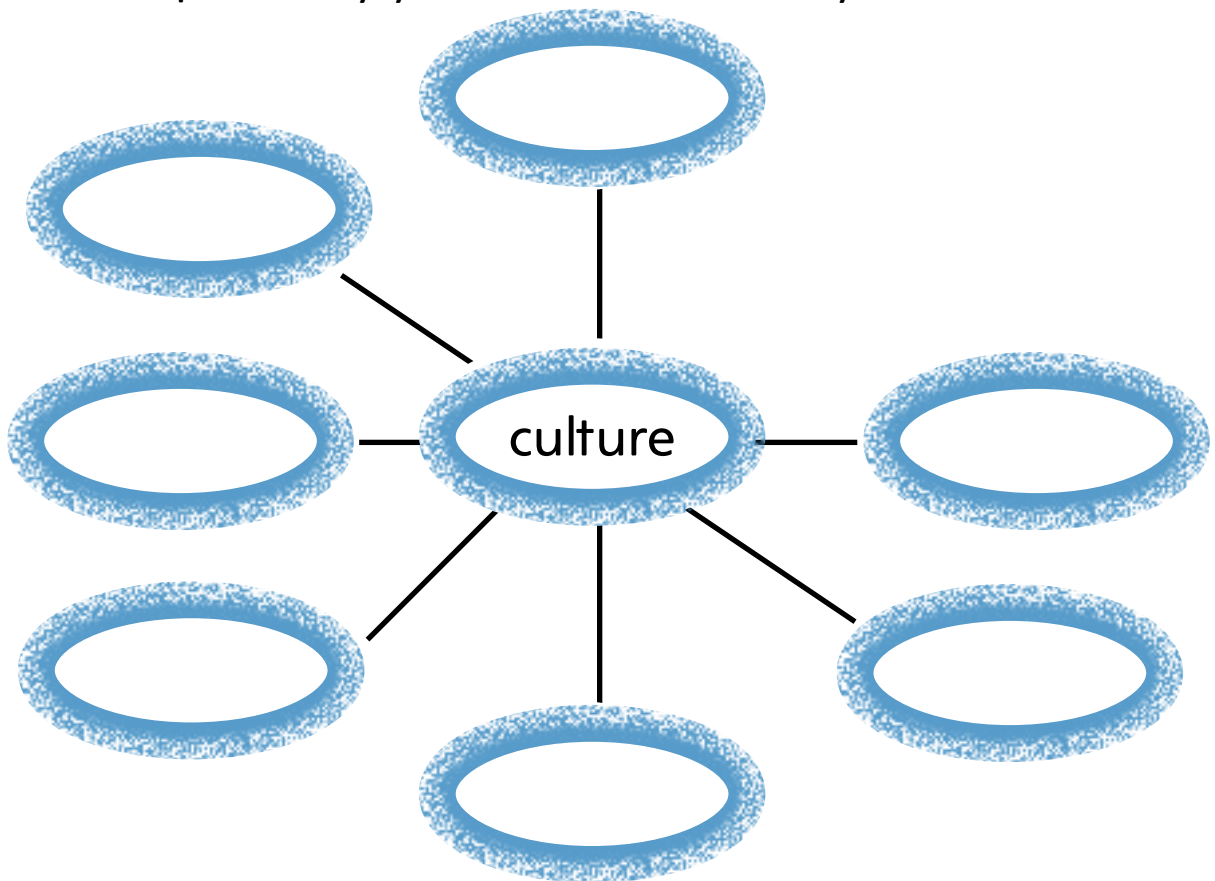


Academic Vocabulary

You have learned many different words in this unit. One word you have learned is **culture**. Complete the word web with words that have something to do with the word **culture**.



Tell your partner about your word web. Explain why you chose the words you did.



Read Like a Writer, Write for a Reader

Authors organize the information in their writing to make it clear to their readers. Look back at the recipe in the text.

Text from “Make Your Own Salsa”

What This Structure Tells Me

This part lists what you need to make salsa. It is important because you need to make sure you have everything before you begin.

This part gives the steps, in order, for making salsa. It is important because you need to follow the steps in order so that the salsa is made correctly.



MY TURN

Write a recipe that tells how to make your favorite sandwich.



Spell Words with Vowel Teams oo, ue, ew, ui



MY TURN

The vowel sound in **moon** can be spelled **oo**, **ue**, **ew**, or **ui**. Write a Spelling Word or a My Words to Know word to complete each sentence.

1. A _____ is a kind of bird.
2. The opposite of false is _____.
3. The _____ is my favorite time of day.
4. They _____ about which show to watch.
5. I fell and got a _____ on my arm.
6. There is _____ room for you.
7. I _____ a picture to go with my story.
8. Five is _____ than six.
9. There is your _____ to go on stage.
10. A _____ covers a growing butterfly.
11. Speak louder so I can _____ you.
12. A _____ on a boat is fun.

Spelling Words

fewer
true
cue
goose
drew
cocoon
afternoon
argue
bruise
cruise

My Words to Know

hear
enough



Adverbs

Adverbs tell about things that happen.

An adverb can tell	Example
how something happens.	We walk quickly .
about time , or when something happens.	We walk early .
about place , or where something happens.	We walk outside .



MY TURN

Edit this draft by adding adverbs to the sentences. You may use adverbs from the Word Bank.

Word Bank

down carefully sometime tonight outside

I helped make dinner. I filled the big pot with water and got the pasta from the shelf. I stirred the sauce. We ate on the patio. I want to cook again!



I can use figurative language and sound devices to write poetry.

**My
Learning
Goal**



Edit for Nouns

A singular noun names a person, place, or thing. Plural nouns name more than one of these. Common nouns are general names. Proper nouns name something specific and are capitalized.



Edit this draft. Read once to look for mistakes with singular and plural nouns. Read it again to look for mistakes with common and proper nouns.

Last saturday I helped mr. Chin make a fruit salad. He cut up a melon, two bananaes, three peachs, and an orange. We mixed all the fruites together in one big bowls. Then I added some grapes. We served the salad in small dishes to everyone at the summer picnic.



Edit your poem to make sure you used nouns correctly.



Edit for Prepositions and Prepositional Phrases

Prepositions are words like **in**, **on**, **by**, and **under**.

Prepositional phrases begin with prepositions.

Authors edit their writing to make sure they have used prepositions and prepositional phrases correctly.



MY TURN Edit this draft. Check that prepositions have been used correctly.

My family wanted to have pizza by dinner. We got on our car and drove above town to our favorite restaurant. We sat in a table over the door. We ordered a pizza by mushrooms. When the waiter put the pizza at the table, I couldn't wait to eat!



MY TURN Edit your poem to make sure you used prepositions and prepositional phrases correctly.



Publish and Celebrate

Read your poem to classmates.
When you read, follow these tips:

1. Speak clearly and loudly enough so that everyone can understand you and hear you.
2. Read with expression.
3. Don't pause at the end of a line unless you've placed a comma or period there.
4. Look up at your audience every now and then.

Poems are meant to be read aloud so listeners can hear the sounds of the words.



Reflect



MY TURN

Complete the sentences.

The sensory details that best created imagery in my poem are

The words or phrases I think are most interesting are
