



WHERE DOES YOUR FOOD COME FROM?

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TEXT TYPE: Non-fiction: Description—Magazine Article
GUIDED READING LEVEL: R

SUMMARY: Eating is an everyday activity for most people in Canada. People seldom think about the origins of their food. Many common foods have a long and colourful history. The article highlights the histories of some of the most popular foods in Canada.

TEXT FEATURES

- headings
- horizontal layout

VISUAL LITERACY

- photographs
- varying fonts and colours of print
- map

TEXT SUPPORTS

- introduction provides a purpose for reading
- text is divided into specific sections
- quotation marks within the text
- pronunciation guides

POSSIBLE TEXT CHALLENGES

- pronunciation of place names, e.g., 'Damascus,' 'Mesopotamia,' 'Indonesia'
- some difficult vocabulary, e.g., 'domesticated,' 'originated,' 'cultivated'

FOCUS COMPREHENSION STRATEGY

- analyzing

FURTHER COMPREHENSION STRATEGIES

- synthesizing
- predicting

ORAL LANGUAGE OPPORTUNITIES

- Think-Pair-Share strategy
- discussing with a partner
- TV or radio advertisement
(option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: using chunking and syllabication
- language predictability: using a variety of strategies to solve word meaning

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- analyze to find facts
- retrieve information from text and visual features
- identify the most important pieces of information

ASSESSMENT TOOLS

Select from the following:

- Analyzing Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Predicting

Activate and build prior knowledge

- Display the title of the article to students. Ask the students to predict what the answer to the question is. Provide students with the opportunity to discuss their ideas and answer the question.

ESL NOTE: Allow students to discuss and share information about foods from the places they come from.

Text Features

Introduce supports and challenges

- Identify the different headings in the text and each section that follows the heading. Ask, *How do you think this layout might help you as you read this article?*

Visual Literacy Features

- Point out the map at the end of the article. Discuss the purposes of a map. Ask, *What do you think the purpose of this map is?* Remind students the map can be used as a support as they read the article. Explain they can refer to the map at any time to help them as they are reading.

Word Solving and Building

- Identify for students a number of the challenging place names they will encounter as they read, e.g., ‘Mesopotamia,’ Malaysia,’ ‘Indonesia.’ Review with students how they can break these words into chunks or syllables to decode them.
- Direct students’ attention to the word ‘Haudenosaunee.’ Explain to students this is the name of a confederacy of six First Nations in Canada. Highlight the other First Nations in the article, ‘Mi’kmaq’ and ‘Anishinaabe.’ Ask students to look at the pronunciation guides provided in the parentheses following each word and use these to help correctly pronounce the names of these First Nations.

Analyzing

Set a purpose for reading

- As students read each section of the article, ask them to answer the question, *Where does this food come from?* Along with finding where each of the foods came from, have students find interesting facts about each food. Provide the students with sticky notes to record their findings.

Provide for early finishers

- Have early finishers list their favourite foods from the article.

DURING READING

Monitor reading

- Ask students to read the text independently. Have each student read a portion of the text aloud to you. Aid students who require any assistance. Ask comprehension questions that highlight analysis, such as, *Why do you think this food became popular? What is an interesting fact about this food?*

TEACHING TIP:

Modelling how to jot down a piece of important information on a sticky note will help students to include only the essential information on a particular topic. It will aid them in identifying important facts and key points in a text. Think Aloud, demonstrating to students how you would take the information you read and write it briefly, in your own words, on any of the foods presented in the article.

Observe

- Make observations on your assessment tools. (See the Analyzing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)
- Observe how the students use word solving and building strategies when encountering place names that are new to them. Pay attention to how students use the pronunciation guides when decoding the names of the First Nations. Note any successful reading strategies you observe.

AFTER READING

Revisit the purpose for reading

- Involve students in a Think-Pair-Share strategy to discuss the following questions: *Where did each food presented come from? What is one fact you found interesting about each food?* Place students in pairs. Have each pair exchange the answers to the questions presented. Then have each pair share their best ideas with the rest of the group.

Check on outstanding challenges

- Discuss with students any difficulties they experienced while reading the text. Are students having problems pronouncing place names? Can they effectively use pronunciation guides? Do students present facts using their own words or is the information still directly from the text?

Note successful strategy use

- Explain a successful reading strategy you observed, e.g., *When Addy came to the word Mi'kmaq, she could not pronounce it. She remembered how we discussed the pronunciation guides were contained in the parentheses following the word. Addy used this to help her with the word. It was a really good example of using a strategy we discussed today.*

Analyzing

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 5 Literacy Support Guide*.

Analyzing

Written

- Have students select their favourite food from the ones presented in the text and do further research on it. Have them write three to four paragraphs containing new facts about the food they selected.

Synthesizing

Artistic

- Have students create a comic strip, with six frames, illustrating the information presented about one of the foods in the article. Review the elements of a comic strip, including speech balloons, thought balloons, illustrations, and so on, with students.

Synthesizing

Oral/dramatic

- Have students create a TV or radio advertisement about one of the foods presented in the text. The ad should include some of the historical facts presented about the food. The ad can be recorded and played to the group or presented 'live.'