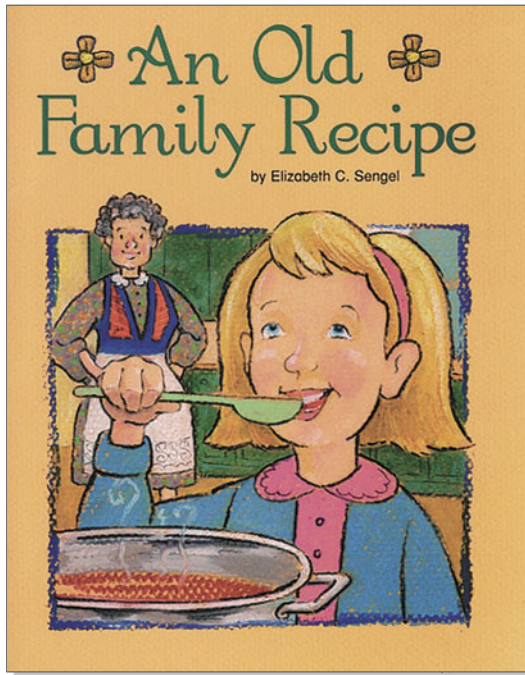


# An Old Family Recipe



**Leveling Systems**  
**Avenues:** ● Beginning  
**DRA:** 10  
**Fountas and Pinnell:** E  
**Lexile:** 260

**T**wo friends share favorite family recipes in this realistic story. The simple plot and dialogue show how the two girls learn to accept and appreciate each other's culture and traditions.

*16 pages, 378 words*

## In This Guided Reading Lesson:

## Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p><b>Cooking Words:</b>                      beef                      broth                      delicious                      fried                      recipe                      rinse                      stained                      wrinkled</p>	<p><b>Spotlight STRATEGY</b>                      Ask Questions;                      Read On</p>	<p><b>Favorite Foods:</b>                      Group Chart</p> <p><b>Create a Dialogue:</b>                      Role-Play Story                      Characters</p>	<p>Analyze Story                      Elements: Character,                      Setting, and Plot (<a href="#">PDF</a>)</p> <p>Draw Conclusions (<a href="#">PDF</a>)</p>

## Build Background

**Family Foods** Post the sentence frame:

My favorite family food is \_\_\_\_\_.

### Materials

- drawing paper
- art supplies

Read the sentence, filling in a food you like to cook and/or eat with your family. Describe the food to students, including when you eat it and who you eat it with. If possible, show a picture of the food. Then have students draw a picture of their favorite family food and label it with the sentence.

## Build Vocabulary

**Relate Food Terms** Use pictures and explanations to introduce the cooking words. Then help students sort the words into categories. Encourage them to add additional words they know for each category.

<i>Food Words</i>	
<i>kinds of food</i>	<i>beef, broth, tacos</i>
<i>how foods are prepared</i>	<i>fried, rinsed, baked</i>
<i>how used recipes look</i>	<i>wrinkled, stained</i>
<i>how foods taste</i>	<i>delicious, spicy</i>

### Key Vocabulary

- beef
- broth
- delicious
- fried
- recipe
- rinse
- stained
- wrinkled

Model how to describe a food using words from the categories: **Fried beef tacos taste delicious. I use my baked chicken recipe so often that it is stained and wrinkled.** Then have partners draw and write about a favorite food. Collect the descriptions in a group menu.



## 2 Read the Book

**Independent Reading** Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Ask Questions and Read On** Students may wonder who the woman on page 5 is, or if Carmen will stay angry at Monika. Encourage them to ask questions like these, and then read on to find the answers.

## 3 Respond to the Book

**Favorite Foods** Have each student draw and label a favorite food on a self-stick note. Then affix the drawings to chart paper to create a favorite foods chart. (Be sure to group any repeated foods together.) Create symbols to represent student responses. For example:

### Materials

- self-stick notes
- markers
- chart paper

Symbol	Meaning
✓	I have tasted it.
?	I have not tasted it.
☺	I like it!
X	I do not like it.

Then have students add their comments beside the foods on the chart. As a group, discuss what the completed chart shows about food and students' preferences.

**Create a Dialogue** Explain: **You can tell what a character is like by looking at what she says and does.** Work with students to record information about Monika and Carmen on a Character Description story map. Have groups of three role-play what it would be like for someone to introduce the two girls to a new food.

### Materials

- Story Map: Character Description from **Picture It! Big Book**, page 16

Answers will vary. Sample response:

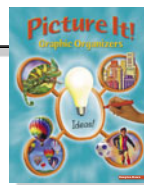
# Story Map: Character Description

An Old Family Recipe

Character	What the Character Does	What This Shows About the Character
Monika	helps make <i>czarnina</i> invites Carmen to dinner	respects tradition likes to share
Carmen	compliments the soup apologizes for being angry	is polite is a good friend

16

Use only a black dry-erase marker.



Picture It! Big Book, page 16

# from An Old Family Recipe

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	Monika was so happy. Her grandmother, Babcia Lula, was visiting from Poland.		
3	Today they were going to make a soup called <i>czarnina</i> . It was an old family recipe. Monika loved <i>czarnina</i> . Babcia Lula made the best <i>czarnina</i> in the world.		
4	Babcia Lula rinsed the duck and put it in the pot. <i>Czarnina</i> meant "duck blood soup" in Polish.		
5	In Poland, Babcia Lula would kill the duck herself. Then she would drain the blood. "I'm glad we didn't have to kill the duck!" Monika said. "We can buy everything at the store now."		
6	Babcia Lula filled the pot with water. She set it on the stove. Then she took out a recipe. It was wrinkled and stained.		
		<b>Total</b>	<b>Total</b>

**Assess Fluency**

**Student reads with appropriate:**

- expression
- intonation
- attention to punctuation
- rate
- phrasing

**Assess Strategy Use**

**Self-Monitors:**

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

**Self-Corrects:**

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

**Calculate Accuracy Rate**

( 116 words - \_\_\_\_\_ ) ÷ 116 words = \_\_\_\_\_ %  
total errors

**Determine Instructional Needs**

<p><b>If Accuracy Rate Is</b> → <b>Then Have Student</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> below 90% read a lower-level text</li> <li><input type="checkbox"/> between 90–94% continue at this level</li> <li><input type="checkbox"/> 95–100% read a higher-level text</li> </ul>	<p><b>Student needs more coaching in</b></p> <p>_____</p> <p>_____</p>
--	--

# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
<p>The rocket is going very fast.</p>	<p>The rocket is gro... going very fast.</p>	<ul style="list-style-type: none"><li>• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.</li></ul>
<p>The shuttle orbits the Earth.</p>	<p>The shuttle...?</p>	<ul style="list-style-type: none"><li>• Prompt student to find clues in pictures and/or surrounding context.</li><li>• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.</li><li>• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.</li><li>• Have student skip the word and read on.</li></ul>
<p>No one has been to Mars.</p>	<p>Nobody has been to Mars.</p>	<ul style="list-style-type: none"><li>• Ignore if the miscue does not affect comprehension.</li><li>• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.</li></ul>
<p>There is no liquid water on the Moon.</p>	<p>There is no little water on the Moon.</p>	<ul style="list-style-type: none"><li>• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.</li><li>• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.</li></ul>

# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. <b>Skips important words</b>	<ul style="list-style-type: none"><li>• Repeat and ask: <b>Does it make sense?</b></li><li>• Read together; then have student start over.</li><li>• Have student track the print and sweep a finger to the next line.</li></ul>
There are mountains on the Moon.	There...are mountains...on...the... Moon <b>Reads slowly, word-by-word, without comprehension</b>	<ul style="list-style-type: none"><li>• Assign a book at an easier reading level, allowing student to build fluency and comprehension.</li><li>• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.</li><li>• Have student paraphrase small but meaningful chunks of text, relating it to own experience.</li></ul>
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind <b>Reads aloud with poor phrasing</b>	<ul style="list-style-type: none"><li>• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.</li><li>• Relate text to student's personal experience to help student read with appropriate expression.</li></ul>
The Moon is full tonight.	TheMoonisfulltonight <b>Reads quickly, without comprehension</b>	<ul style="list-style-type: none"><li>• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.</li></ul>
The Moon is Earth's only natural satellite.	? <b>Gets stuck; is unable to use any strategies</b>	<ul style="list-style-type: none"><li>• Ask questions to discover why student is stuck.</li><li>• Suggest strategies and supply words.</li></ul>