**Summary**

This is a fantasy about how a group of children learns about different cultures when they magically travel around the world to buy ingredients for a popular meal—pizza. This story also shows how different people can have things in common.

**Lesson Vocabulary**

- awnings
- bazaar
- confused
- garlic
- ingredients
- oregano
- vendors

**Introduce the Book**

**Introduce the Title and Author**

Discuss with students the title and the author of *With a Twist*. Based on the cover and the title, have students speculate what this book will be about.

**Build Background**

Discuss with students what it means to give something a “twist.” Make sure students understand how the figurative meaning of *twist* is related to its literal meaning. Ask: What kinds of things can you twist literally (for real)? What kinds of things can you twist figuratively (in a manner of speaking)? Explain that many foods that we eat in the United States originated in other countries, and invite students to compare and contrast how their family’s version of a common meal like pasta might differ from someone else’s. How might different spices or ingredients add a “twist” to the meal?

**Preview/Use Illustrations**

Invite students to look at the illustrations and see if they can gain clues as to what this story might be about and where it might take place. Ask students what details help them with their answers.

**Read the Book**

**Set Purpose**

Have students set a purpose for reading *With a Twist*. Students’ interest in pizza and their natural curiosity about what the “twist” in the story might be should guide this purpose. Suggest that students think about how changing, or “twisting,” things can make them more interesting.

**Strategy Support: Story Structure**

As students read the story, suggest that they make notes about the sequence of events in the story. Ask them to consider whether any of the events could happen in any other order and how that might change the story.

**Comprehension Questions**

**Pages 4, 12, 15**

List some of the different settings of this book. *(Possible responses: a Russian street, a Greek market, Jake’s house)*

**Pages 8–9**

Do you think Bo, Ruby, and Jake have a good time on their journey through different cultures? Why do you think so? *(Possible response: Bo says he is really enjoying the trip; characters are smiling in the illustrations.)*

**Page 15**

Why do Bo, Ruby, and Jake cross items off their list? *(to make sure they have everything they need)*

**Pages 18–19**

Write out the way Bo, Ruby, and Jake make pizza. Use the text structure of a recipe. *(Prepare pizza dough in the pan. Grate Parmesan cheese and slice mozzarella. For the sauce, chop tomatoes, basil, oregano, and garlic and cook them in a pan. Separately slice olives and pineapple. Spoon sauce over pizza dough, add the two cheeses, and arrange olives and pineapples on top. Place in oven and bake until done. Take out of oven, using mitts. Allow to cool slightly before cutting.)*
REVISIT THE BOOK

READER RESPONSE
1. Possible response: curious, adventurous, and responsible
2. Peru—tomatoes; Italy—cheeses; India—basil; Russia—garlic; Greece—oregano and olives; Brazil—pineapple
3. Unwrapped means “removed the covering.”
4. Possible response: I would visit Italy because I love Italian food.

EXTEND UNDERSTANDING Remind students that fantasy is an element in a story that isn’t real. Discuss with students what elements of With a Twist are fantasy and why. Ask students how the addition of fantasy added to their enjoyment of the story and what information they learned through the fantasy that they wouldn’t have learned otherwise.

RESPONSE OPTIONS
WRITING Suggest that students write about the places they would visit if they could snap their fingers the same way Jake does. Direct students to provide lots of sensory details to set their scenes.

SOCIAL STUDIES CONNECTION
Suggest that students think of their favorite food, such as pasta or Chinese noodles, and research the country where the food originated. Direct students to write a few sentences about their findings.

Skill Work

TEACH/REVIEW VOCABULARY
Review the vocabulary words. Discuss how the word confused has a suffix, –ed, that changes the meaning of the word. Ask students how the other vocabulary words can change their meanings by adding or removing suffixes and prefixes or by making them plural or singular.

ELL Have students write the definitions of the vocabulary words and use each word in a sentence.

TARGET SKILL AND STRATEGY
Author’s Purpose Tells students that an author’s purpose is the reason an author writes a story, such as to inform, to entertain, to express, or to persuade. Ask students to discuss why they think an author might write about pizza. Ask: What do you think the author might like you to know?

Story Structure Remind students that story structure is how a story is organized, with one event leading to another. To illustrate story structure, go through the book with the students and point out two events that are related. Then have students work in pairs to find other examples of related events.

ADDITIONAL SKILL INSTRUCTION
Sequence Remind students that sequence is the order in which things happen. Suggest that as they read the story, students pay attention to how events happen. Give students a story outline in which the beginning, middle, and end are out of order, and invite them to restructure it.
Author’s Purpose

• The author’s purpose is the reason or reasons an author has for writing.
• An author may have one or more reasons for writing. He or she may want to inform, persuade, entertain, or express a mood or feeling.

Directions Read the passages and write the purpose you think the author had for writing each.

1. Jake snapped his fingers loudly, and suddenly everything was dark. The children felt like they were spinning through the air. After a few seconds it was light and they felt their feet back on the ground.

2. The vendors were preparing to open the market. Children helped hang cloths from wooden frames around each stand. The vendors placed their goods on the tables in the stands.

3. “I’m really enjoying this shopping trip,” Bo said excitedly, as Jake snapped his fingers again. The children disappeared from the Italian food market.

Directions Write a short paragraph about a topic of your choice. Choose one purpose for your paragraph. Write so that your purpose will be easily understood.
Vocabulary

Directions: Fill in the crossword puzzle by using the correct vocabulary word for each clue.

Check the Words You Know

awnings  bazaar  confused  garlic
ingredients  oregano  vendors

ACROSS
2. a strong-smelling bulb used as seasoning
6. pieces of cloth stretched out to shade people from the sun
7. people who sell things in an open market

DOWN
1. parts that make up a recipe
3. not sure what is going on
4. a tasty herb used in pizza sauce and other Italian dishes
5. an open market in India