Bread!

SUMMARY Students read about the many breads that originated from countries around the world.

VOCABULARY

Concept Words

<table>
<thead>
<tr>
<th>Country</th>
<th>Bread</th>
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<tbody>
<tr>
<td>Poland</td>
<td>bagel</td>
</tr>
<tr>
<td>Mexico</td>
<td>tortilla</td>
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<tr>
<td>Israel</td>
<td>pita</td>
</tr>
<tr>
<td>Italy</td>
<td>pizza</td>
</tr>
<tr>
<td>India</td>
<td>roti</td>
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INTRODUCE THE BOOK

BUILD BACKGROUND Talk with students about the origins of food. Encourage students to suggest foods they know that come from other countries.

Provide a world map for the students. Have them draw each bread on the map near the country from which it originated.

PREVIEW Invite students to take a picture walk to preview the text and illustrations. Discuss with students the bread shown on each page and whether they have eaten it.

READ THE BOOK

SET PURPOSE Have students set a purpose for reading Bread! Ask them to think about how various countries have contributed to the types of bread available in America.

COMPREHENSION QUESTIONS

PAGE 3 Have you ever eaten a bagel? What did you eat with it? (Possible responses: cream cheese, butter, jam, lox)

PAGE 4 Describe the tortilla on this page. (white, wrapped around meat and vegetables, dry)

PAGE 6 What other foods from Italy do you enjoy eating? (Possible responses: lasagna, spaghetti, sausage, gelato)

TEXT-TO-SELF QUESTION

What other breads do you enjoy eating that come from another country?

REVISIT THE BOOK

READER RESPONSE

Answers

1. Responses will vary but should refer to a type of bread.
2. Responses will vary but should refer to international foods.
3. Possible response: The many different foods we eat in America show the many different cultures represented here.

EXTEND UNDERSTANDING Discuss with students what it means for something to be authentic. For example, pizza may have originated in Italy, but the way we make it probably is not considered authentic because of its evolution in American culture. Discuss other international foods that students eat that may not be considered authentic.

RESPONSE OPTIONS

SPEAKING Have students share why and how they think other cultures have added to their lives. Or, if their families originate from another country, ask them to share how that culture has contributed to the American culture.

SOCIAL STUDIES CONNECTION

Write a list of countries students know on the board. Have students create a menu for a restaurant they might open in their neighborhood that offers foods from a few or all of the countries. Provide a variety of food magazines for students to use for research. Display the menus in the classroom.

GRAPHIC ORGANIZER, PAGE 56

Have students complete the T-chart by listing the countries and the types of bread each contributed. Students can also add countries and breads not mentioned in the book. (Possible responses: Poland—bagel; Mexico—tortilla; Israel—pita; Italy—pizza; India—roti)
List the country and the type of bread that came from it.

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