



# THIS IS THE WAY WE EAT OUR FOOD

By Laine Falk

## Before Reading



5 min

**Theme:**  
**Health and Wellness**

**LINK TO COMMON CORE INFORMATIONAL STANDARD 1 (Grades K-2):**

Know and use various text features to locate key facts or information in a text.

**OBJECTIVE:**

Children will use text features such as a table of contents, chapter headings, and maps to gain information about eating tools, and use a graphic organizer to chart information.

**MATERIALS NEEDED:**

- *This Is the Way We Eat Our Food*
- Chart paper
- 12" x 18" colored construction paper
- Glue
- Crayons and Markers
- Glitter
- Safety Scissors

**VITAL VOCABULARY:**

- chopsticks
- Mango
- Pita

1. Invite children to look at the cover of the book. While tracking the print, read the title and author aloud. Say: *This Is the Way We Eat Our Food* by Laine Falk. Ask:

- What does the title and photograph tell you about the book? (*The book is probably about different ways people eat food.*)
- What is the boy using to eat his food? (*chopsticks*)

2. Create a chart like the one below. Say:

- As we read, we'll record the tool, or what people use to eat their food, and the kind of food they are eating with that tool. We can also add other information we know from our experiences.

**How Do You Eat Your Food?**

Tool	Foods Eaten With a Tool

## During Reading



20 min

1. Read aloud the title, "How Do You Eat Your Food?" and then read the text on page 4. Ask:

- What is the boy in the photo using to eat pizza? (*his hands*)
- What other foods do you eat with your hands? (*Answers will vary.*)
- Does everyone eat pizza with their hands? (*No, some people use a fork and a knife.*)
- Why wouldn't you use a spoon to eat pizza? (*It's not soft or a liquid.*)

## During Reading (continued)

- What is the child using to eat his breakfast? (*a fork*)
- What is the girl using to eat sushi? (*chopsticks*)
- Have children add the information to the chart.

### 2. Read the chapter title on page 6: “Eating With Tools.” Ask:

- What tool is this girl using to eat spaghetti? (*a fork*)
- Look closely at the photograph.
- Why is a fork a good choice to eat this food? (*Possible answers: The fork has prongs to pick up the spaghetti. You can also easily twist the spaghetti around the fork.*)
- Would chopsticks be a good choice for eating spaghetti? Why or why not? (*Yes. Spaghetti can be twisted around them.*)

### 3. Point out the caption in the box on page 7 and read it. Then say:

- This girl lives in Italy. Let’s find Italy on a map. (Help children locate Italy on pages 20–21.) **Say:**
- Many people eat spaghetti in the United States, too. Let’s find the United States on this map.

### 4. Read pages 8-13, including the captions. Ask:

- What tool did the boys from Ethiopia use to eat their bread? (*their hands*)
- When people don’t use forks, what tool do they use? (*chopsticks*)
- What is the information from this part of the book that we should add to our chart? (*chopsticks, rice and noodles; hands, bread; hands, banana leaf*)

### 5. Read pages 14-19. Say:

- Name the kind of tool and the foods that we should add to our chart. (*hands: mango, pita, corn, watermelon, hot dog, and broccoli*)
- On the map, let’s find each of the places that we read about in this section of the book.

### 6. Turn to pages 20-21. Ask:

- Can you match the pictures and names of places on the top of the page with the places on the map?

### 7. Read the title of pages 22-23, “Your New Words”. Review the words and definitions with children.

- Have children choose one of the words and use it in a sentence.

## After Reading



30 min

### CONNECT TO ART: Create a Placemat

Provide large (12" x 18") colored construction paper, glue, glitter, safety scissors, and crayons. If you have young children in your group, show them how to fringe the edges of the placemat. Encourage children to be creative in their use of colors, shapes, patterns, and images. For older children in your group, invite them to create woven placemats using 2- or 3-color patterns:

1. Take one sheet of construction paper. Fold it in half horizontally.
2. Make cuts in the paper, so they are parallel and 1-inch apart. There should be a 1-inch border at the edge.
3. Next, take a sheet of another color of construction paper and cut it horizontally in strips that are 1 inches wide and 12 inches high.
4. Help children weave the strips so they go over and under the paper.
5. If you have a snack time, invite children to use their placemats.

## wrap up



5 min

Refer the children to the “How You Eat Your Food” chart and discuss their discoveries: What did we learn about the ways in which we eat our food? In what ways are we the same? In what ways are we different?