

## Food Around the World

**Focus Lesson:** Ethnic Cuisine

**Materials:**

*Gazpacho for Nacho* by Tracey Kyle  
*Dragons Love Tacos* by Adam Rubin  
*The World in Your Lunchbox* by Claire Eamer  
*Round is a Tortilla* by Roseanne Greenfield Thong

Whiteboard  
 Dry erase markers  
 Pencils  
 Lined paper  
 Erasers  
 Poster paper  
 Scissors  
 Glue sticks  
 Printer abilities

**Grade:** 2-4

**Time:** 1-1 ½ hours

**\*Common Core Standards:**

**CCSS.ELA-LITERACY.RI.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RI.4.3**

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text

**Thinking Skill:**

Reading informational text  
 Explain

**Objective:**

Students will read informational text on different types of ethnic cuisine.  
 Students will explain the aspects of an ethnic cuisine in writing.  
 Students will report on the information they found.

**Connection:**

Has anyone ever had a food that originated from another country? I've had Chinese food. What other types of foods have you tried? (pizza, spaghetti, stir fry, gyros, shepherds pie, etc)  
 Today we are going to research these types of foods-called ethnic cuisine.

**Explicit Instruction:**

Write ethnic cuisine on the whiteboard and explain to students. Sometimes we can get into a meal-planning rut. We might have the same thing for lunch or dinner almost every day. We are going to learn about new foods so that we can have more recipes to make!

Has anyone ever eaten a taco before? What about guacamole with your taco? What kinds of food are used to make tacos? (hamburger, taco shells, tomatoes, peppers, onions, avocados, cheese)

What country do tacos come from? Mexico. Tacos are a type of Mexican food. Today we are going to read some stories about a variety of Mexican foods. Some of you may know a lot about Mexican food like tacos. Others may unfamiliar with the tasty variety of Mexican foods.

Read/review *Dragons Love Tacos*. Reiterate that tacos are a type of Mexican food. Sometimes Mexican foods are spicy, such as these tacos in the story. They had small pepper flakes in the salsa, which made them very spicy.

We talked about tacos and guacamole. What other kinds of Mexican foods have you eaten?

The next book we are going to read is all about Mexican foods. We might learn some types of foods that we didn't know existed before.

Read *Gazpacho for Nacho* by Tracey Kyle to learn more about gazpacho. Discuss the book with students and their reactions to the story.

Read page 85 in *The World in Your Lunch Box* to learn more about tortillas.

These foods come from different countries. Most of us have probably eaten at Chinese restaurants before. You've also probably had other ethnic foods without even thinking about it, like Italian and Mexican foods. Brainstorm the variety of 'ethnic' foods that children have eaten.

Explain to students that they will separate into groups and explore different types of ethnic foods. Share the CNN healthiest ethnic cuisines page with students.

(<http://www.cnn.com/2010/HEALTH/08/25/healthiest.ethnic.cuisines/>)

Explain that they will use the internet pages and books to research their cuisine. They will be required to find out what types of spices and ingredients are common in their cuisine, and explain some recipes from the cuisine.

**Guided Practice:**

If possible, reserve computer lab. Assist students in researching their ethnic foods. Encourage students to research alone if possible. After finding some information, tell students to print their pages, highlight important information and get together with their group to share their findings.

Support students in organized discussions about what each group member found, and what information they should take from the pages.

**Independent Practice:**

Students will create a poster on their cuisine. Assist if needed in printing or cutting photos of the foods and creating labels or captions. Help them organize their information into areas, i.e. ingredients, unique spices or sauces, recipes, pictures of their food.

Students will put their posters together by drawing, writing, and pasting their findings on the poster paper.

**Reflection – Group Share:**

Students will discuss their findings with the class and share posters. Select 1-2 recipes for each cuisine. Be ready to explain them as each group is sharing to give the class an example.

Lead a discussion in how the ingredients differ, how they might taste differently. Invite students to share their experiences in eating or cooking different kinds of foods.

**Reading list:**

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**Teacher Note:**