

Different Foods, Different Cultures

Level O



Student Name: _____ Accuracy _____ %

Running Word count: 230

Page		E	S.C.	Errors MSV	Self Corrections MSV
2	<p>We All Like To Eat!</p> <p>Because Canada is home to people from so many different countries and cultures around the world, we are lucky to have so many tasty foods to feast on.</p> <p>When people move to Canada from other countries, they often keep cooking the food dishes they are used to. Then other people get a chance to try them, too.</p> <p>Many foods are made just for special occasions and holidays. When they are shared, we all learn about other' traditions and favourite foods.</p> <p>In this book, you will learn a little bit about a few foods that had their start with people of various cultures. There will be some you have eaten and some that are new to you. Maybe you will want to try them.</p>				
3	<p>As you look at and read about the foods in this book, think about how they fit into the food groups of Canada's Food Guide</p>				
4	<p>Foods with an Italian Flavour</p> <p>Minestrone Soup [min-I-STROH-nee]</p> <p>There is no special recipe for minestrone soup – it is any soup that has vegetables, beans, pasta, and herbs. Many people have their own recipe for this soup. And it's never the same way twice!</p> <p>Pizza</p> <p>Who doesn't like pizza?</p> <p>Pizza starts with a flattened disk of bread dough. Usually, there is tomato sauce and cheese on it. After that, everybody likes to personalize it with their favourite toppings.</p>				



Highlight or circle applicable statements.

Strategies Student Used	Areas of Concern
<ul style="list-style-type: none"> • Becomes familiar with story language patterns. • Uses pictures to predict/support the text • Recognizes high frequency words • Attempts to decode unknown words independently • Will read on then revisit to decode • Reads for meaning (it makes sense) • Will reread text to construct meaning • Uses contextual clues to decode unknown words • Can make reasonable predictions • Reads with fluency • Reads with expression • When reading: <ul style="list-style-type: none">omits words from text repeats words makes substitutions inserts additions self corrects 	<ul style="list-style-type: none"> • Ignores sound/letter relationships • Fails to use pictures for support • Limited eight word vocabulary • Will stop at unknown words • Depends upon teacher for support • Reads without meaning • Continues reading after meaning loss • Ignores contextual clues when reading • Hesitant to predict • Reads word for word • Reads with a lack of expression

Notes: