

**TEACHER READING GUIDE**

This book is from the **My Weird School Fast Facts** series.

***My Weird School Fast Facts:  
Pizza, Peanut Butter, and Pickles***

written by Dan Gutman  
illustrated by Jim Paillot

**Essential Question:** How does explaining the development of an author's purpose help the reader better understand the text?

**BOOK SNAPSHOT**

Selected from the New Worlds Reading Initiative Booklist

**Text Type:** Nonfiction

**Genre:** Informational, Comedy

**Themes/Topics:** Food Facts

**Lexile:** 850L

**SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS**

- Word Work** **ELA.3.F.1.3 (a)**  
Decode words with common Latin roots. (*cent*)
- Vocabulary** **ELA.3.V.1.1**  
Use grade-level academic vocabulary. (Tier 2)
- Comprehension** **ELA.3.R.2.3**  
Explain the development of an author's purpose.

**BUILDING BACKGROUND**

- Share facts to build excitement for reading *My Weird School Fun Facts: Pizza, Peanut Butter, and Pickles*:
  - People in Europe and the American colonies wouldn't eat tomatoes until the late 1800s because they thought they were poisonous. Pizza with tomato sauce helped to end that fear.
  - It takes about 540 peanuts to make a jar of peanut butter.
  - July is National Pickle Month.
- Discuss why the author may have chosen these three foods for the title.
  - How are they related?
- Revisit why the author chose the title *My Weird School Fun Facts: Pizza, Peanut Butter, and Pickles*.

**STUDENT LEARNING TARGETS**

**Today I am:** identifying the author's purpose.

**So that I can:** explain how the author develops their purpose and better understand the text.

## WORD WORK – DECODE AND UNDERSTAND WORDS WITH COMMON LATIN ROOTS (*CENT*)

Students will use **morphology**, the knowledge of meaningful word parts in a language, to decode and understand words with the Latin root *cent*.

- Write *cent* on the board or chart paper. Say:
  - “This is the Latin root *cent*, which means *one hundred*.”
  - “By identifying the Latin root *cent*, you can read and understand other words with this root.”
- Recreate the table below on the board or chart paper. Write *centenarian* in the first box.
  - Point to the *cent* in *centenarian*. Say, “How do we pronounce this root?”
  - Say, “The pronunciation /sɛnt/ is correct.”
  - Guide students in applying knowledge of letter-sound correspondences to pronounce the rest of the word.
  - Say, “The word is *centenarian*. Many *centenarians* eat healthy foods such as nuts, fish, and berries. What do you think *centenarian* means?”
  - Say, “A *centenarian* is a person who is one hundred years old or older.”

- **ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.**
  - a. Decode words with common Greek and Latin roots and affixes.
- **ELA.3.V.1.2: Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.**

| Word with Latin Root <i>cent</i> | Meaning   |
|----------------------------------|---|
| centenarian                      | a person who is <u>one hundred</u> years old or older |
|                                  |   |

Continue to decode and understand words with the Latin root *cent* from the text:

|                          |                        |                 |
|--------------------------|------------------------|-----------------|
| percent (multiple pages) | cents (multiple pages) | century (p. 57) |
|--------------------------|------------------------|-----------------|

### B.E.S.T. Standards Connection

On p. 200 of Florida’s ELA B.E.S.T. Standards, there is a 3rd – 5th grade sample list of **Greek and Latin Roots**. Each root includes its definition, examples, and its origin. The resource can be printed and used as a reference for students.

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:



**prevent** (p. 6): To **prevent** something means to keep it from happening. Superfoods are full of nutrients and antioxidants that help **prevent** cancer.



**insisted** (p. 69): If someone **insists** on something, they say firmly that it must be done or provided. Napoléon **insisted** that chocolate be given to him during battles because of how much he loved it.



**ambitious** (p. 141): Someone who is **ambitious** has a strong desire to be successful. Colonel Sanders had four struggling KFC restaurants and decided to hire an **ambitious** man named Dave Thomas to turn them around.



**substitute** (p. 167): A **substitute** describes something you have or use instead of something else. Cool Whip™ and Reddi-Wip™ are both **substitutes** for whipped cream.

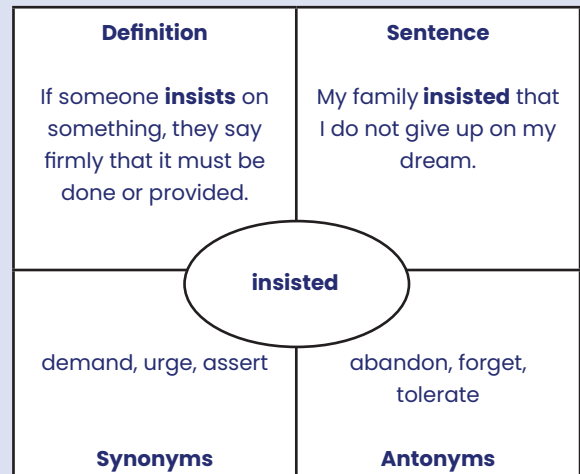
**ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

### Vocabulary Extension Activity

Students will work in groups to complete Frayer Models to reinforce their understanding of the vocabulary words.

### Try This!

The **Frayer Model** is a graphic organizer used to effectively teach targeted vocabulary. It focuses on studying one word at a time by relating the new word to the students' prior knowledge. It helps students to build deep, meaningful connections to the previously unknown word.



## READ FOR MEANING – AUTHOR'S PURPOSE

- **ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.**
- **ELA.3.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.**



### Before:

Students will identify and explain the development of the **author's purpose** in *My Weird School Fast Facts: Pizza, Peanut Butter, and Pickles*.

- Explain **author's purpose**.
  - **Author's purpose** refers to *why* the author wrote the text.
  - Review the three main purposes:
    - Persuade, Inform, Entertain
  - Refer to p. 213 of Florida's ELA B.E.S.T. Standards for additional information about each purpose.
- Clarify that the author's purposes are overlapping in this text.
- Read both the front cover and disclaimer that appears after the table of contents. Students will predict and infer which two of the three author's purposes best fit the text.

## READ FOR MEANING – AUTHOR’S PURPOSE



### **During:**

Recreate the table below on the board or chart paper.

| <b>Overall Author’s Purpose:</b> |  |  |  |
|----------------------------------|--|--|--|
| <b>Chapter</b>                   | <b>What is the author’s purpose for writing the chapter?</b> | <b>Text evidence supporting the author’s purpose for writing the chapter</b> | <b>How does the chapter support the overall author’s purpose for writing the text?</b> |
|                                  |  |  |  |

- Identify the overall author’s purpose for writing the text.
  - Read “The Beginning.” (p. 1 – 4)
  - Revisit students’ predictions and inferences.
  - Discuss and write the overall author’s purpose in the space provided.

### **Model (I do):** Chapters 1 – 2

Think aloud to identify the author’s purpose and supporting text evidence. Explain how the purpose of the chapter supports the overall purpose of the text.

- For example:
  - Read ch. 1. Say:
    - “The author wrote this chapter to inform and entertain readers about foods that are good for us.”
    - “The author **informs** readers by providing facts, such as, *They [superfoods] help prevent cancer, heart disease, and other diseases.*” (p. 6)
    - “The author also **entertains** readers by providing funny comments, such as, *I bet they even hate it [brussel sprouts] in Brussels!*” (p. 13)
    - “This chapter provides both facts and funny comments to inform and entertain readers about food.”
- Continue thinking aloud while completing the table for ch. 2.

**Overall Author’s Purpose:** The author wrote *My Weird School Fun Facts: Pizza, Peanut Butter, and Pickles* to inform and entertain readers about food.

| <b>Chapter</b>       | <b>What is the author’s purpose for writing the chapter?</b>  | <b>Text evidence supporting the author’s purpose for writing the chapter</b>  | <b>How does the chapter support the overall author’s purpose for writing the text?</b>   |
|----------------------|---|---|--|
| Chapter 1<br>(Model) | The author’s purpose for writing chapter 1 is to inform and entertain readers about foods that are good for us. | <u>Inform:</u> “They [superfoods] help prevent cancer, heart disease, and other diseases.” (p. 6)<br><u>Entertain:</u> “I bet they even hate it [brussel sprouts] in Brussels!” (p. 13) | The chapter provides facts to <i>inform</i> readers about foods that are good for us. It also <i>entertains</i> readers with funny comments about the foods. |
| Chapter 2<br>(Model) |   |   |  |

## READ FOR MEANING – AUTHOR’S PURPOSE

### **Guided Practice (We do):** Chapters 3 – 4

- Use the following questions to guide students in identifying and recording the author’s purpose and supporting text evidence for each chapter:
  - What is the author’s purpose for writing the chapter?
  - What text evidence supports the author’s purpose for writing the chapter?
    - How do you know the author’s purpose is to \_\_\_\_\_?
  - How does the chapter support the overall author’s purpose for writing the text?
    - How does the chapter impact what the readers learn about in the text?

### **Guided Practice (We do):** Chapters 5 – 6

- Students will work in groups of 3 – 4 to identify and record the author’s purpose and supporting text evidence for each chapter.

### **Independent Practice (You do):** Chapters 7 – 8, “The Ending”

- Students will work independently to identify and record the author’s purpose and supporting text evidence for each chapter.



### **After:**

- Review the table and discuss the development of the author’s purpose.
  - How does the author develop the purpose for *informing* readers about food?
  - How does the author develop the purpose for *entertaining* readers about food?
- **Writing prompt:** Write a two-paragraph essay explaining how the author develops each purpose (informing and entertaining) for writing *My Weird School Fast Facts: Pizza, Peanut Butter, and Pickles*.
  - Each paragraph should include:
    - sentence stating the author’s purpose;
    - two examples of how the author develops their purpose;
      - examples include but are not limited to facts, photographs, jokes;
    - text evidence supporting each example; and
    - a concluding sentence restating how the author develops their purpose.