

Lesson Plans and Teaching Resources for Fry Bread

5 COMPREHENSION STRATEGY LESSON PLANS & PRACTICE PAGES

Asking Questions Lesson Plan

Fry Bread
By: Kevin Noble Maillard
Grade Level: 3 / Guided Reading Level: N

Asking Questions

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you read

Summary
Fry Bread: A Native American Family Story tells about the tradition of fry bread, a yummy treat enjoyed by many Native American families. The story begins by showing how fry bread is an important food, but as the story goes on, you'll learn that it is much more than a tasty bread. It is also about love, history, and being proud of who you are. With beautiful pictures and simple words, the book shows how fry bread brings families and communities together.

Link to What You Know

- What food do you like to make at home?
- When you see new foods, what do you wonder about them?

Important Words to Know and Understand

Blazes - Burns or shines very brightly or strongly

Heritage - Features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance

Why Readers Ask Questions While Reading
Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a lead into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where and when the story takes place.

It's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

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Asking Questions

3
Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions will help you better understand the text

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 6 - Fry bread is many things. What do you know about fry bread so far? What other things do you think fry bread may be? Why do you think this?

Page 9 - Fry bread is flavor. What are some ways that fry bread can be eaten? How does answering this question help you to better understand what fry bread is?

Pages 10 to 11 - How can fry bread "be time"? What details from the text and illustrations help you with your answer?

Page 14 - What more are you wondering about the history of fry bread? How will your answer help you to better understand the story?

Page 19 - Using the text on this page, what does it mean that "fry bread is nation"? How does this page help you to better understand the story?

Time to Reflect

Think - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *Fry Bread*?

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect - Think about the questioning work you did while reading *Fry Bread*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Fry Bread*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Fry Bread
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Determining Importance

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- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you read

3
Determine Importance While Reading

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 1 - This book tells about the tradition of fry bread, a yummy treat enjoyed by many Native American families. The story begins by showing how fry bread is an important food, but as the story goes on, you'll learn that it is much more than a tasty bread. It is also about love, history, and being proud of who you are. With beautiful pictures and simple words, the book shows how fry bread brings families and communities together.

Page 13 and 14 - In these illustrations, we do not see any food. How can you tell that fry bread is important? Why is this information important to you?

Page 18 - Fry bread is history. What more do you know about fry bread from the story? Why is this information important to you?

Page 20 - This chapter tells many Native American things on this page. It's an important question: why or why not?

Author's Note - The author's note helps us understand more about the story of fry bread. Read these pages and name three important facts that you learned.

4
Notice the Work You Did While Reading

Think - Think about the text you read

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect - Think about the determining importance work you did while reading *Fry Bread*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Fry Bread*. (Remember to include examples from the book!)

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Fry Bread
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Making Inferences

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- Know what to do when you read

3
Make Inferences While Reading

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 1 and 2 - These pages tell us that fry bread is made from flour, sugar, and oil. How does this information help you to better understand what fry bread is?

Page 7 and 8 - On these pages, we learn that fry bread is history. Make an inference based on the text and illustrations. How do you think the history of fry bread and Native Americans is a part of the story?

Pages 23 and 24 - Use the illustrations to make an inference about the author trying to tell you on these pages? How do you know?

4
Notice the Work You Did While Reading

Think - Think about the text you read

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

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Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Fry Bread*. (Remember to include examples from the book!)

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Answer Key for Asking Questions with Fry Bread

Page 6: Fry bread is many things. What do you know about fry bread so far? Fry bread is many things. What do you know about fry bread so far?

Page 9: Fry bread is flavor. What are some ways that fry bread can be eaten? Fry bread is flavor. What are some ways that fry bread can be eaten?

Pages 10 to 11: How can fry bread "be time"? Fry bread is many things. What do you know about fry bread so far?

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Page 19: Using the text on this page, what does it mean that "fry bread is nation"? Fry bread is history. What more do you know about fry bread from the story?

Answer Key for Determining Importance with Fry Bread

Page 1: This book tells about the tradition of fry bread, a yummy treat enjoyed by many Native American families. The story begins by showing how fry bread is an important food, but as the story goes on, you'll learn that it is much more than a tasty bread. It is also about love, history, and being proud of who you are. With beautiful pictures and simple words, the book shows how fry bread brings families and communities together.

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Author's Note: The author's note helps us understand more about the story of fry bread. Read these pages and name three important facts that you learned.

Answer Key for Identifying the Author's Purpose with Fry Bread

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Answer Key for Making Connections with Fry Bread

Page 1 and 2: These pages tell us that fry bread is made from flour, sugar, and oil. How does this information help you to better understand what fry bread is?

Page 7 and 8: On these pages, we learn that fry bread is history. Make an inference based on the text and illustrations. How do you think the history of fry bread and Native Americans is a part of the story?

Pages 23 and 24: Use the illustrations to make an inference about the author trying to tell you on these pages? How do you know?

Determining Importance

Making Inferences

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Identifying the Author's Purpose

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Think - Think about the text you read

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

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Notice the Work You Did While Reading

Think - Think about the text you read

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

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Author's Purpose

Making Connections

Practice Pages and Answer Keys

WRITING ABOUT READING (WITH OPTIONAL CCSS ALIGNMENT)

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Fry Bread: Making Inferences

Select one illustration from the story that tells the reader more about fry bread. What details are in the picture? What colors are used? What is the illustration telling you?

I can explain how the author uses illustrations to show the meaning in the story. CCSS: RL.3.7

Fry Bread: Making Inferences

Select one illustration from the story that tells the reader more about fry bread. What details are in the picture? What colors are used? What is the illustration telling you?

I can explain how the author uses illustrations to show the meaning in the story. CCSS: RL.3.7

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I can explain how the author uses illustrations to show the meaning in the story. CCSS: RL.3.7

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Fry Bread: Asking Questions

Based on the story, name three things that fry bread is. Then, choose one of those things and explain how fry bread is that thing.

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Fry Bread: Asking Questions

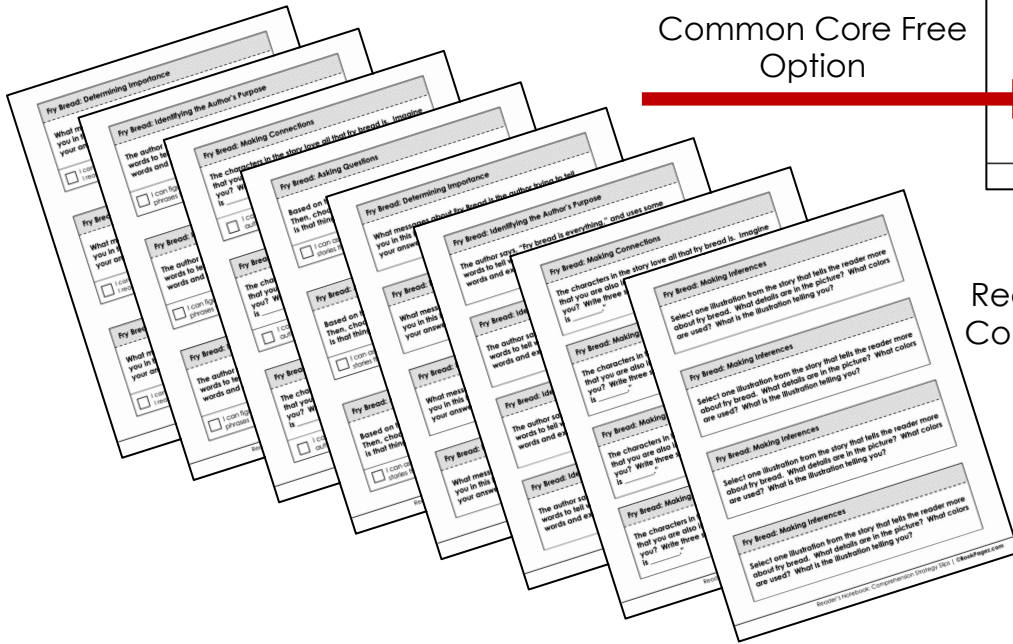
Based on the story, name three things that fry bread is. Then, choose one of those things and explain how fry bread is that thing.

Fry Bread: Asking Questions

Based on the story, name three things that fry bread is. Then, choose one of those things and explain how fry bread is that thing.

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Asking Questions

Title: _____

Question Sentence Starters

| | | |
|------------------------|-----------------------|----------------------|
| I wonder... | Why didn't...? | How does...? |
| I am confused about... | I am curious about... | I am not sure why... |

| | |
|----------|--------|
| Question | Answer |
| | |
| Question | Answer |
| | |
| Question | Answer |
| | |

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or stick into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or stick into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or stick into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Identifying the Author's Purpose

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?

Text-to-Self Text-to-Text Text-to-World

Draw a picture of your connection in the box below.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or stick into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Making Inferences

Title: _____

| | | |
|--|---|--|
| What the Text Says Look for clues in the text or picture. | What I Know What do you know about the text? | What I Can Infer Inferences, thoughts, conclusions. |
|--|---|--|

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or stick into your reader's notebook.

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Making Inferences

VOCABULARY CONNECTIONS RESOURCES

Important Words to Know and Understand in Fry Bread Word List

Vocabulary Connections
By: Kevin Noble Maillard
Grade Level: 3 / Guided Reading Level: N

Important Words to Know and Understand in Fry Bread

Blazes
Burns or shines very brightly or strongly

Foreign
Belonging or connected to a country that is not your own

Fortune
A large amount of money, goods, property, etc.

Heritage
Features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance

Mold
To form or shape something

Nation
A country, especially when thought of as a large group of people living in one area with their own government, language, traditions, etc.

Powwows
A meeting of native Americans for making decisions or for having spiritual ceremonies or celebrations

Sienna
A type of soil that is used to color paint







Skillet
A large, heavy pan with a long handle, used for frying food

Tribes
A group of people, often of related families, who live together, sharing the same language, culture, and history, especially those who do not live in towns or cities

Vocabulary Word List | ©BookPagez.com

Word and Picture Sorting Cards

Vocabulary Connections
By: Kevin Noble Maillard
Grade Level: 3 / Guided Reading Level: N

| | | |
|--|---|--|
| Blazes  | Foreign  | Fortune  |
| Heritage  | Mold  | Nation  |

Picture Vocabulary Sorting Cards | ©BookPagez.com

Vocabulary Connections
By: Kevin Noble Maillard
Grade Level: 3 / Guided Reading Level: N

| | | |
|--|---|---|
| Powwows A meeting of Native Americans for making decisions or for having spiritual ceremonies or celebrations | Sienna A type of soil that is used to color paint | Skillet A large, heavy pan with a long handle, used for frying food |
| Tribes A group of people, often of related families, who live together, sharing the same language, culture, and history, especially those who do not live in towns or cities | | |

Definition Vocabulary Sorting Cards | ©BookPagez.com

Word and Definition Sorting Cards

Vocabulary Connections
By: Kevin Noble Maillard
Grade Level: 3 / Guided Reading Level: N

| Blazes is a/an | Foreign is a/an | Fortune is a/an |
|-------------------------------|-------------------------------|-------------------------------|
| noun verb adverb adjective | noun verb adverb adjective | noun verb adverb adjective |
| Definition of Blazes: | Definition of Foreign: | Definition of Fortune: |
| | | |
| Blazes look like this: | Foreign looks like this: | Fortune looks like this: |
| | | |
| Blazes remind me of: | Foreign reminds me of: | Fortune reminds me of: |
| | | |
| I saw this word in | I saw this word in | I saw this word in |
| | | |

Interactive Vocabulary Notebook Cards | ©BookPagez.com

Word Games with Words from Fry Bread

Directions: Choose the correct vocabulary word from the word bank to complete each sentence and write it in the blank.

blazes fortune mold skillet nation

- Let's use clay to _____ a new sculpture.
- She inherited a _____ from her grandparents.
- The sun _____ in the sky during the day.
- Mom cooked pancakes in the _____ for breakfast.
- The _____ celebrates its independence every year.

Directions:

- Read each word in the box.
- Clap once for each syllable as you read the word aloud.
- Color the correct number of syllables in each word.

Clapping while reading helps you count and recognize the syllables in each word. Have fun!

| | | |
|----------------------------|---------------------------|--------------------------|
| Foreign 1 2 3 4 | Powwows 1 2 3 4 | Tribes 1 2 3 4 |
| Heritage 1 2 3 4 | Sienna 1 2 3 4 | |
| Heritage 1 2 3 4 | Sienna 1 2 3 4 | |

Name: _____

Answer Key | ©BookPagez.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections
By: Kevin Noble Maillard
Grade Level: 3 / Guided Reading Level: N

Fry Bread
By Kevin Noble Maillard

A new word that I learned in this book is: _____
It looks like...
It means...
Name: _____

Step by Step Directions: 1. Fold on the solid line. 2. Complete the Vocabulary Card. 3. Add your Vocabulary Card to your notebook or learn it in a notebook.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPagez.com

Vocabulary Word Extension Activities

Vocabulary Connections
Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it? Heard it? Tasted it, smelled it, or felt it?

| Word | What I Think the Word Means | Context Clues | Real Definition | ✓ |
|------|-----------------------------|---------------|-----------------|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Independent Word Exploration | ©BookPagez.com

Personalized Vocabulary Bookmark

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

Word Work
By: Kevin Noble Maillard
Grade Level: 3 / Guided Reading Level: N

Instructional Focus:
Double Consonants (Syllable and Final)

Background:
Double consonant words are words in which a consonant occurs twice consecutively within the word. The double consonants can occur somewhere in the middle of the word.

Examples:

| | | |
|-------|--------|--------|
| hobby | summer | ball |
| fizz | egg | better |
| doll | saddle | kitty |

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Make My Word Say
Student Directions

Directions:

- Have students stand at their desks.
- Explain that you will write a word on the board and say the word out loud, "My word is _____."
- Explain that you will then say, "Double the _____ to make my word say..."
- Students should then look at the word and figure out which consonant they can double to help turn that word into a new word.
- If a student thinks they know which consonant to double, they should raise their hand. The student may then say which consonant to double and what the new word is.
- Once a student has answered correctly, they may sit down (or line up - this is a good exit ticket activity).
- Write the new, double consonant word up on the board, next to the old word, so that students can see how the old word changed by doubling a consonant.
- If a student says to double a consonant that does not help the old word turn into a new word, they should remain standing.
- Explain to students that some of the words will be abbreviations (cal/calorie, pill/pill, mil/million, ap/apostle).
- Reference the words below for this activity:

| | |
|------------------|------------------|
| diner → dinner | holy → holly |
| cal → call | robed → robbed |
| hoping → hopping | later → latter |
| hater → hatter | mill → mill |
| of → off | desert → dessert |
| riding → ridding | ap → app |
| pill → pill | biter → bitter |
| super → supper | moping → mopping |
| taped → tapped | |

Extend Engagement Activity | ©BookPagez.com

Optional Activity to Extend Engagement

Word Work
By: Kevin Noble Maillard
Grade Level: 3 / Guided Reading Level: N

Step 3: Guided Word Work Practice (continued)

Interactive Exploration

- Set a timer for the activity (15 - 20 minutes).
- Visit each pair as they work. Discuss the correct answers at the end of the activity with the whole group.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **Double Consonant practice page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for words with **double consonants** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Double Consonant Recording Sheet

| Syllable | Final |
|----------|-------|
| | |
| | |
| | |
| | |
| | |
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| | |

Guided Word Work Practice | ©BookPagez.com

Double Consonant Picture Cards

| |
|----|
| SS |
| ff |
| SS |
| SS |
| ff |

Guided Word Work Practice | ©BookPagez.com

Independent Practice Page

Word Detective: Double Consonant Extension Activity

Directions:
Be a word detective!
Be on the lookout for **double consonant words** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

| Word | Book Title | Page | Sentence |
|------|------------|------|----------|
| | | | |
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| | | | |

Name: _____ Word Work Extension Activity | ©BookPagez.com

Double Consonant Word Work Practice Page

Directions: Find and circle the double consonant words in each sentence. If they are a syllable double consonant word, put a slash (/) between the syllables. If they are a final double consonant word, underline the final double consonants.

- The bee buzzed around in the grass.
- Her sister was not chilly in that puffy coat.
- The little puppy wiggled its tail.
- The runner dashed across the finish line.
- They saw a sudden flash of lightning in the sky.
- The kettle bubbled as it boiled on the stove.
- The kids giggled as they played with the soccer ball.
- The kitten cuddled with her owner.
- The drummer played some nice jazz music.
- He felt dizzy after spinning around in circles.

Directions: Circle each word that is a double consonant word.

| | | | | |
|-------|----------|--------|--------|--------|
| grass | goose | fizz | mitten | back |
| seen | dotted | flight | tall | rotlie |
| plays | scissors | food | school | bigger |
| match | off | wall | toss | holly |

Name: _____ Independent Word Work Practice | ©BookPagez.com

Word Detective

ASSESSMENTS

Running Record Assessment:
Use the first 100 words from
the text to assess oral reading
fluency



| Running Record | | | | | |
|--|----------------------------------|-------------------------------------|---|----------------------------|-----------|
| Title: Fry Bread | | Guided Reading Text Level: N | | Word Count: 100 | |
| Name: _____ | | | Date: _____ | | |
| Accuracy Rate: (# of words correct/100 words) _____ | | | | | |
| Error Rate: (# of incorrect words/100 words) _____ | | | | | |
| Self-Correction Rate: (# of words self-corrected/100 words) _____ | | | | | |
| Time: (in seconds) _____ | | | Words Per Minute: (100/seconds read x 60) _____ | | |
| Easy 95% - 100% Accuracy | | Instructional 90% - 94% Accuracy | | Hard 85% - 89% Accuracy | |
| E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual | | | | COUNT | |
| | | | | INFORMATION USED | |
| Page | | E | SC | E MSV | SC MSV |
| 1 | Fry bread is food | | | | |
| | Flour, salt, water | | | | |
| | Cornmeal, baking powder | | | | |
| | Perhaps milk, maybe sugar | | | | |
| 2 | All mixed together in a big bowl | | | | |
| 3 | Fry bread is shape | | | | |
| | Hands mold the dough | | | | |
| | Flat like a pancake | | | | |
| | Round like a ball | | | | |

Tested By: _____ ©BookPagez.com

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)



| Fry Bread CCSS Assessment | Name: _____ Score: / 9 |
|---|---------------------------|
| Directions: Use what you know about Fry Bread to answer each of the following questions. | |
| 1. Which list of foods below are 3 of the ingredients that you can use to make fry bread? | |
| <input type="radio"/> A Flour, cornmeal, and vegetables <input type="radio"/> B Milk, sugar, and pancakes <input type="radio"/> C Cornmeal, baking powder, and tacos <input type="radio"/> D Flour, salt, and water | |
| 2. Which of the following is not a lesson that the author of <i>Fry Bread</i> was trying to teach? | |
| <input type="radio"/> A We should love and include one another <input type="radio"/> B Fry bread is difficult to make and only Native Americans can do it <input type="radio"/> C Traditions are important for families and communities <input type="radio"/> D You should be proud of who you are and where you come from | |
| 3. Why is it important that the old woman tells the history of fry bread to the children? | |
| <input type="radio"/> A It scares them into making and eating fry bread <input type="radio"/> B It helps them learn a new recipe for fry bread <input type="radio"/> C It helps them understand where fry bread comes from, and they can tell the story to their children someday <input type="radio"/> D It teaches them to make fry bread and sell it to strangers | |
| 4. "Fry bread is art" means... | |
| <input type="radio"/> A Fry bread can be molded into beautiful pots <input type="radio"/> B Fry bread is turned into paint that can be used on paper <input type="radio"/> C Fry bread is more than bread, it is dried and used in art displays <input type="radio"/> D Fry bread is more than bread, it is a craft that is shared from student to student | |

CCSS Assessment 3rd Grade Reading Standards for Literature

| |
|---|
| 5. Which of the steps below describe what happens in order to make fry bread? (RL.3.5) |
| <input type="radio"/> A Gather ingredients, mix ingredients, and place them in the oven <input type="radio"/> B Buy the dough, mold the dough, and heat it in the microwave <input checked="" type="radio"/> C Mix ingredients, mold the dough, and cook it on the skillet <input type="radio"/> D Cook dough on the skillet, add cheese or jam, and put it on a plate |
| 6. This story is told from the point of view of... (RL.3.6) |
| <input checked="" type="radio"/> A The author <input type="radio"/> B The children in the story <input type="radio"/> C You, the reader <input type="radio"/> D An old Native American woman |
| 7. What colors does the illustrator use to help show how "fry bread is color"? (RL.3.7) |
| <input type="radio"/> A Golden brown, cream, black <input checked="" type="radio"/> B Golden brown, tan, and yellow <input type="radio"/> C Cream, blue, green <input type="radio"/> D Tan, yellow, pink |
| 8. When the author says, "fry bread is everything," he means... (RL.3.10) |
| <input type="radio"/> A Fry bread is every baking ingredient, all mixed together <input type="radio"/> B Fry bread is all that you ever need in life <input checked="" type="radio"/> C Fry bread is for everyone, no matter who you are or where you come from <input type="radio"/> D Fry bread is every flavor of bread |

CCSS Assessment 3rd Grade Reading Standards for Literature | BookPagez.com

Answer Key



WORKSHEET

Name: _____ Date: _____

Directions:
In the book *Fry Bread*, you learned about how fry bread is much more than just food – it's a family tradition that brings people together and celebrates culture.

Complete the poster below using what you know about fry bread and your family traditions. You can write or illustrate your answers.

Special Foods for Special Times

| | |
|--|--|
| What is the special food in <i>Fry Bread</i> ? | What food is special to your family? |
| Why is it important to the family in the story? | Why is it important to your family? |
| When do they make it or eat it? | When do you make it or eat it? |
| How does the family feel about their special food? | How does your family feel about your special food? |

Why do you think family traditions around food are important?

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Tradition Connections Poster Worksheet