# Lesson 1 Teacher’s Guide

## The Cafeteria Contest

by Mary Bendix

Fountas-Pinnell Level O
Humorous Fiction

### Selection Summary
To commemorate the school cook’s retirement, fifth grade classes compete to develop a tasty dish. The cook combines all the dishes entered in the contest to create one winner.

### Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>• Humorous fiction</th>
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| Text Structure | • Third-person continuous narrative, with the action taking place during a single day  
• Action takes place during the day of the contest  
• Problem of the story established in first paragraph |
| Content | • Honoring a retiring school cook  
• Classroom competition  
• Cooking skills and terms  
• Compromising and sharing |
| Themes and Ideas | • It is possible for there to be more than one winner.  
• Compromise, collaboration, and cooperation are skills that teams need to work together. |
| Language and Literary Features | • Conversational narrative; some figurative language: *Quentin caught Elisa’s eye; Friday Surprise*
|   | • Playful and memorable characterizations  
• Surprise ending |
| Sentence Complexity | • A mix of short and complex sentences  
• Multiple items in series  
• Italics for emphasis; dashes and exclamations |
| Vocabulary | • Many cooking terms, some of which may not be familiar: *casserole, bubbling, ziti*  
• Many multisyllable words, some of them challenging, such as *zucchini, macaroni*
| Illustrations | • Color illustrations support the text.  
• Captions for illustrations |
| Book and Print Features | • Thirteen pages of text, illustrations on every page  
• Only 10 to 17 lines of text per page |

The Cafeteria Contest by Mary Bendix

Build Background
Help students use their knowledge about cooking and contests to visualize the story. Build interest by asking a question such as the following: What kinds of things do you like to cook? Read the title and author and talk about the cover illustration. Tell students that this story is humorous fiction, so the characters will probably do something funny.

Introduce the Text
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 2: Explain that this is a story about three classes who compete to create a dish that will honor the school's cook, Mrs. Hill.
Suggested language: Look at page 2 of this book. Read these sentences: Each fifth-grade class would make a tasty dish. Mrs. Hill would sample each one and choose a winner. Since this story is humorous, what can you expect to happen during the cooking competition?

Page 5: Have students look at the illustration. Explain that Amy struggled to hold her temper after Alexi mistook zucchini for ziti. Ask: Why do you think it was a struggle for Amy to control her temper? Have students find the word substitutes in the last paragraph. Ask: What do you think it means to make a substitution when cooking?

Page 6: Have students look at the illustration and read the caption, which says Rob, Chima, and Diego make macaroni and cheese. Suggested Language: The text says Mr. Trueblood’s class was busy making a specialty worthy of their favorite cook. What is the specialty this class is making? One of Mr. Trueblood’s students, Diego, tells another, Chima not to add more cheese or she’ll bury the macaroni. How would cheese bury the macaroni?

Now go back to the beginning and read to find out what happens when the classes compete to honor Mrs. Hill.
Read

Have students read silently while you listen to individual students read aloud. Support their problem solving and fluency as needed.

Remind students to use the Summarize Strategy and to identify the most important events and details of the story in their own words.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the book.

Suggested language: Have you ever worked in a group with other students to accomplish a task? What do you think that the students in the three fifth-grade classes learned about working as part of a group?

Ways of Thinking

As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
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<tbody>
<tr>
<td>Three teams of fifth-grade students compete in a cooking contest, but they make mistakes during the competition.</td>
<td>It’s possible to make mistakes, but also to learn from them and create something new.</td>
<td>The dialogue sounds very realistic, the way that fifth-grade students talk among themselves.</td>
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<tr>
<td>Mrs. Hill judges the cafeteria contest, but instead of picking just one winner she uses the best features from each recipe to create a new dish called Mrs. Hill’s Choice.</td>
<td>Good sportsmanship and a sense of humor are key aspects of successful collaboration.</td>
<td>The humorous situations inspire readers to keep reading.</td>
</tr>
<tr>
<td>It’s possible to make mistakes, but also to learn from them and create something new.</td>
<td></td>
<td>The author includes interesting details about creating recipes to appeal to the reader’s senses.</td>
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Choices for Further Support

- **Fluency** Invite students to choose scene from the story to act out in a readers’ theater. Remind them to pay attention to voice projection and to emphasize humor in the situation.

- **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that learning common prefixes found in words such as *undercook*, *overcook*, and *midair* can help them determine the meaning of the new word.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 1.7.

Responding
Have students complete the activities at the back of the book, using their Reader's Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Story Structure ▶️ Target Skill Remind students that they can analyze and evaluate the development of the plot, or sequence of events, problem/conflict, and solution/resolution. They can also generate alternative endings to the story. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud

The problem is the judge will need to choose a winning dish. One of the events is that all of the students make mistakes in their recipes. Add that in the Events space. This event leads to Louisa’s interesting solution: to mix the dishes together.

Practice the Skill
Encourage students to share their examples of another book that features humorous situations in its story structure.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the writing prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts

• Which sentences on page 3 show that the students use humor to overcome their cooking mistakes?
• What is the meaning of staggered on page 7?
• What can the reader conclude about Mrs. Hill? Why do you think that?
Critical Thinking
Read and answer the questions. Possible responses shown.

1. Think within the text. Which ingredients are missing when each class prepares the dishes?
   - Tuna and pasta

2. Think within the text. What does Mrs. Hill think of the dishes?
   - Mrs. Hill praises each of the dishes, saying that they are all winners.

3. Think beyond the text. Identify other ways the school could have honored Mrs. Hill.
   - The school could have given her a plaque.

4. Think about the text. What examples did the author use to show that Mrs. Hill is kind and wise?
   - Mrs. Hill praises each of the dishes, saying that they are all winners.

Making Connections
Each team makes a favorite dish. Describe a favorite dish of yours. Include the ingredients and how to prepare the dish.

Write your answer in your Reader’s Notebook.

Oral Language Development
Check student comprehension, using a dialogue that best matches your students’ English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
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<tbody>
<tr>
<td>Speaker 1: Who competes in the contest?</td>
<td>Speaker 1: Why does the principal decide to hold a cooking competition?</td>
<td>Speaker 1: Why does Mrs. Hill say that the third dish was made by children who “had hearts just filled with love”?</td>
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<tr>
<td>Speaker 2: the fifth-grade classes</td>
<td>Speaker 2: He wants to honor Mrs. Hill with a special dish.</td>
<td>Speaker 2: Mrs. Hill can tell that the students wanted to honor her by making a special macaroni and cheese dish.</td>
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<tr>
<td>Speaker 1: What does Ms. Silverman’s class forget to add?</td>
<td>Speaker 1: What do you think that Mrs. Hill’s Choice tastes like?</td>
<td></td>
</tr>
<tr>
<td>Speaker 2: the tuna</td>
<td>Speaker 2: Mrs. Hill’s Choice sounds like it’s tasty and healthy.</td>
<td></td>
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<tr>
<td>Speaker 1: What did Principal Graves eat every week for 16 years?</td>
<td>Speaker 1: Why does Mrs. Hill say that the third dish was made by children who “had hearts just filled with love”?</td>
<td></td>
</tr>
<tr>
<td>Speaker 2: chicken noodle soup</td>
<td>Speaker 2: He wants to honor Mrs. Hill with a special dish.</td>
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</table>

Responding

Story Structure: What problem must be solved in The Cafeteria Contest? What are the important events? What is the solution? Copy and complete the diagram below.

Problem

Luisa Hill, the cook, must choose a winner for her macaroni and cheese dish made in her honor by the fifth graders.

Events

1. She selects the winning entry.
2. She names the winning dish.
3. She serves the winning dish to the principal.

Solution

Luisa mixes together the students’ dishes to make a fancy dish called Mrs. Hill’s Choice.

Write About It
The students in The Cafeteria Contest work in teams to cook for Mrs. Hill. Think about a time when you were in a contest as part of a team. Write a paragraph telling what happened.

Critical Thinking

Read and answer the questions. Possible responses shown.

1. Think within the text. Which ingredients are missing when each class prepares the dishes?
   - Tuna and pasta

2. Think within the text. What does Mrs. Hill think of the dishes?
   - Mrs. Hill praises each of the dishes, saying that they are all winners.

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   - Mrs. Hill praises each of the dishes, saying that they are all winners.

Making Connections
Each team makes a favorite dish. Describe a favorite dish of yours. Include the ingredients and how to prepare the dish.

Write your answer in your Reader’s Notebook.
Thinking Beyond the Text

Think about the question below. Then write your answer in one or two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

On page 10, Mrs. Hill says: “Well, you children have certainly been creative in making these dishes.” What do you think Mrs. Hill means by “creative”? What does being creative mean to you? Do you agree with Mrs. Hill that the students are creative? Why or why not? What other words might you use to describe the student cooks in the story?
Critical Thinking

Read and answer the questions.

1. **Think within the text** Which ingredients are missing when each class prepares the dishes?

2. **Think within the text** What does Mrs. Hill think of the dishes?

3. **Think beyond the text** Identify other ways the school could have honored Mrs. Hill.

4. **Think about the text** What examples did the author use to show that Mrs. Hill is kind and wise?

**Making Connections** Each team makes a favorite dish. Describe a favorite dish of yours. Include the ingredients and how to prepare the dish.

**Write your answer in your Reader's Notebook.**
Meanwhile, Mrs. Trang’s class was cooking, too. Sophia and Amy stirred sauce while they waited for Alexi to arrive with the ziti.

“Keep stirring,” said Sophia. She handed the spoon to Amy.

“I’ll fill the big pot with water and put it on to boil. It will be ready to go when Alexi gets here with the …”

Just then Alexi burst through the doors and interrupted Sophia in the middle of her sentence. “Never fear, I’m here!” he said, swinging his bag up onto the counter.

Sophia looked at the bag. “What in the world are those?”

“Ziti,” said Alexi.

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### Behavior Codes

- **Read word correctly**: ✔️
- **Repeated word, sentence, or phrase**: ☞
- **Omission**: ❌
- **Substitution**: cut
- **Self-correction**: cut sc
- **Insertion**: the
- **Word told**: ☞

### Accuracy Rate

\[
\text{Accuracy Rate} = \left( \frac{\# \text{ words read correctly}}{100} \times 100 \right) \%
\]

### Comments:

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**Lesson 1: The Cafeteria Contest**

Grade 5

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