



COOKING UP MEMORIES

Unit 8 Lesson 5

Standards & Objectives

- **Reading** - I can describe the events of "How to Eat a Guava." [RI.4.2]
- **Speaking and Listening** - I can present a memory to a partner. [SL.4.4]
- **Writing** - I can outline a sequence of events. [W.4.3]

I CAN...

- **Reading** - I can describe the events of "How to Eat a Guava." [RI.4.2]

Core Vocabulary

- **grimace**, n. facial expression that indicates pain or distaste
- **castor oil**, n. a kind of vegetable oil
- **fragrant**, adj. having a strong, often pleasant, smell
- **tempting**, adj. appealing, attractive

"How to Eat a Guava"

(page 12)

1. What happens in the first paragraph?
2. What happens in the second paragraph?
3. Is the guava the narrator describes in this paragraph the guava in her hand or another guava? How do you know?
4. Is the guava at the Shop & Save the first guava the narrator has ever seen? How do you know?

"How to Eat a Guava"

(page 13)

1. What happens in the third paragraph?
2. Based on what she says, do you think the narrator is experienced at eating guavas? Why?
3. What happens in the fourth paragraph?
4. Is a rainy year a good year for guavas? How do you know?

"How to Eat a Guava"

(page 13 - 14)

1. What do you think the author means by "you know for sure that you're a child and she has stopped being one"?
2. What happens in this section?
3. Does the author like eating green guavas?

"How to Eat a Guava"

(page 14 - 15)

1. What other words does the author use to describe eating a green guava? Is it surprising that she likes eating it?
2. Does the author think castor oil tastes good?
3. Does the mother agree with her?
4. Where does this paragraph take place?
5. Does it take place in the past, present, or future?

I CAN...

- **Speaking and Listening** - I can present a memory to a partner. [SL.4.4]

- C. In this section you will work with a partner. Each partner should take a turn being speaker and listener.

As a speaker, describe your experience to your partner. Use the list of events in part A as a guide, but feel free to add more details.

As a listener, use the left-hand column to type the details of your partner's experience that you find most interesting, memorable, or funny. In the right-hand column, type parts of the experience you would like to know more about.

Details I liked	I would like to know more about

I CAN...

- **Writing** - I can outline a sequence of events. [W.4.3]

Planning

Revise and organize your list of events from Activity Page 5.2. Use the sensory details on Activity Page 4.3 to help you with the details column.

Event	Details (what did you see, hear, smell, touch, and taste?)
1.	
2.	



EXIT TICKET

Why do authors need to think
about the sequence of events?