

# EAT TOGETHER

## FAMILY PICTURES DIALOGUE

# EAT BETTER



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| <b>TARGET AUDIENCE</b>  | Grades 5 & 6  |
| <b>ESTIMATED TIME</b>   | Part One 40 minutes<br>Part Two Varies depending on time taken for writing  |
| <b>NUTRITION EDUCATION LEARNING OBJECTIVE</b>                               | By the end of this activity, students will be able to: <ul style="list-style-type: none"> <li>• Observe and appreciate artwork depicting families preparing for mealtime or enjoying a meal together,</li> <li>• Consider dialogue that happens around food preparation and mealtime,</li> <li>• Discuss mealtime preparation techniques.</li> </ul>  |
| <b>CURRICULUM INTEGRATION</b>   | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Writing</li> </ul>  |
| <b>EALR/GLE INTEGRATION</b>   | <p>Communication 1.1.2 Applies listening and observation skills to recall and interpret information.<br/>2.2.2 Contributes responsibly in a group setting.</p> <p>Writing 2.3.1 Writes in a variety of forms.<br/>3.3.4 Knows and applies writing conventions appropriate for the grade level.</p>  |
| <b>CLASSROOM SKILLS</b>   | <ul style="list-style-type: none"> <li>• Cooperation.</li> <li>• Appreciation for diverse cultural traditions and foods.</li> </ul>   |
| <b>BASIC NUTRITION CONCEPTS</b>   | <ul style="list-style-type: none"> <li>• Meal preparation and mealtime are great opportunities to have meaningful family conversations.</li> </ul>  |
| <b>SUPPLIES</b><br><input checked="" type="checkbox"/> Provided with lesson | <ul style="list-style-type: none"> <li>• Book: Family Pictures/Cuadros de Familia by Carmen Lomas Garza <input checked="" type="checkbox"/></li> <li>• 6 laminated pictures from the book <input checked="" type="checkbox"/></li> <li>• 6 laminated book text cards <input checked="" type="checkbox"/></li> <li>• Large pieces of white paper for “picture walk”</li> <li>• Pencil and writing paper</li> </ul> |
| <b>ACTIVITY TASKS</b>   | See reverse.  |
| <b>SOURCE</b>   | Carolyn A. Lee, MS, RD  |
| <b>SA SUBMITTED BY</b>  | Family Meals Work Group   |

## Family Pictures Dialogue (Grades 5 & 6)

### Part One

1. Place each of the six laminated pictures from the *Family Pictures* book on a separate sheet of white butcher paper large enough for students to write ideas on.
2. Divide students in pairs and have them do a “picture walk”. Each pair should take one pencil with them. Ask students to look at the pictures carefully and discuss their observations about what they think is happening in the picture. Specifically, what do they imagine the characters in the picture might be saying to each other? Each pair should write their ideas on the white paper. Students should move around the room, taking a few minutes to look at each picture and record their ideas. Model this activity first by going to one of the pictures and giving examples of what you might discuss.
3. When all students have had the opportunity to look at all of the pictures, gather the class around each of the pictures and discuss observations. What were the various ideas students had? How did the ideas vary from one another?

### Part Two

1. Ask students to select one of the pictures to write about. Their task is to select any two people in the picture and write a story that includes dialogue that might be going on between them. The dialogue should be inspired by the details of the picture, but students should use their own creativity. The dialogue could include something that is currently happening, something that happened in the past (that brought them to where they are now), or something that will be happening in the future.
2. Give time for students to review their work and edit as necessary.
3. Display student writings by the pictures. Reinforce the idea that mealtime and preparation for mealtime are great opportunities for families to connect and talk with each other.
4. Finally, read the pages of the *Family Pictures* book that correspond to the laminated pictures. Make comparisons between what the students wrote and what the author wrote from her childhood memories. Now place the corresponding book text cards with the displayed and student writings.

## THE FAIR IN REYNOSA

My friends and I once went to a very big fair across the boarder in Reynosa, Mexico. The fair lasted a whole week. Artisans and entertainers came from all over Mexico. There were lots of booths with food and crafts. This is one little section where everybody is ordering and eating tacos.

I painted a father buying tacos and the rest of the family sitting down at the table. The little girl is the father's favorite and that's why she gets to tag along with him. I can always recognize little girls who are their father's favorites.

## LA FERIA EN REYNOSA

Una vez, mis amigos y yo fuimos a una feria muy grande en Reynosa, México, al otro lado de la frontera. La feria duró una semana entera. Llegaron artesanos y artistas de todo México. Había muchos puestos donde se vendía comida y artesanías. Esta es una pequeña parte de la feria donde todos están comprando y comiendo tacos.

Pinte un padre comprando tacos y el resto de la familia sentada a la mesa. La niña pequeña es la preferida de su papá, y por eso es que él le permite que ande siempre con él. Aún hoy, siempre puedo reconocer cuando una niñita es la preferida de su papá.

## WATERMELON

It was a hot summer evening. The whole family was on the front porch. My grandfather had brought us some watermelons that afternoon. We put them in the refrigerator and let them chill down. After supper we went out to the front porch. My father cut the watermelon and gave each one of us a slice.

It was fun to sit out there. The light was so bright on the porch that you couldn't see beyond the edge of the lit area. It was like being in our own little world.

## SANDÍA

Era una noche calurosa de verano. Toda la familia estaba en el porche. Mi abuelo nos había traído unas sandías esa tarde. Las pusimos en la nevera para enfriarlas. Después de la cena, salimos al porche. Mi padre cortó la sandía y nos dio un pedazo a cada uno.

Era divertido estar sentados allí afuera. La luz del porche era tan fuerte que no se podía ver más allá del espacio que estaba iluminado. Era como estar en un pequeño mundo sólo nuestro.



## PICKING NOPAL CACTUS

In the early spring my grandfather would come and get us and we'd all go out into the woods to pick *nopal* cactus. Here, my grandfather and my mother are slicing off the fresh, tender pads of the *nopal* and putting them in boxes. My grandmother and my brother Arturo are pulling leaves from the mesquite tree to line the boxes. After we got home my grandfather would cut off all the needles from each cactus pad. Then my grandmother would parboil the *nopalitos* in hot water. The next morning she would cut them up and stir fry them with chili powder and eggs for breakfast.

## PIZCANDO NOPALITOS

Al comienzo de la primavera, mi abuelo venía por nosotros y todos íbamos al bosque a pizar *nopalitos*. Aquí, mi abuelo y mi madre están cortando las pencas tiernas del *nopal* y metiéndolas en cajas. Mi abuela y mi hermano Arturo están recogiendo hajas de mezquite para forrar las cajas. Al regresar a casa, mi abuelo le quitaba las espinas a cada penca de *nopal*. Más tarde, mi abuela cocinaba los *nopalitos* en agua hirviente. A la mañana siguiente, los cortaba y los freía con chile y huevos para el desayuno.

## ORANGES

We were always going to my grandparents' house, so whatever they were involved in we would get involved in. In this picture my grandmother is hanging up the laundry. We told her that the oranges needed picking so she said, "Well, go ahead and pick some." Before she knew it, she had too many oranges to hold in her hands, so she made a basket out of her apron. That's my brother up in the tree, picking oranges. The rest of us are picking up the ones that he dropped on the ground.

## NARANJAS

Siempre íbamos a la casa de mis abuelos, así que cualquier cosa que estuvieran haciendo ellos, nosotros la hacíamos también. En este cuadro, mi abuela está colgando la ropa a secar. Nosotros le dijimos que las naranjas ya estaban listas para cortar, y ella nos respondió:—Vayan, pues, recójuelas—. En un dos por tres, tenía demasiadas naranjas para sostenerlas en las manos, así que hizo de su delantal una canasta. Ése es mi hermano en el árbol, recogiendo las naranjas. Y los otros estamos recogiendo las que él deja caer al suelo.



## BIRTHDAY PARTY

That's me hitting the *piñata* at my sixth birthday party. It was also my brother Arturo's fourth birthday. My mother threw a big birthday party for us and invited all kinds of friends, cousins, and neighborhood kids.

You can't see the *piñata* when you're trying to hit it, because your eyes are covered with a handkerchief. Here my father is pulling the rope that makes the *piñata* go up and down. He will make sure that everybody has a chance to hit it at least once. Somebody will end up breaking it, and that's when all the candies will fall out and all the kids will run and try to grab them.

## CUMPLEAÑOS

Ésa soy yo, pegándole a la *piñata* en la fiesta que me celebraron cuando cumplí seis años. Era también el cumpleaños de mi hermano Arturo, que cumplía cuatro años. Mi madre nos hizo una gran fiesta e invitó a muchos primos, vecinos y amigos.

No puedes ver la *piñata* cuando le estás dando con el palo, porque tienes los ojos cubiertos por un pañuelo. Aquí mi padre está tirando de la cuerda que sube y baja la *piñata*. Él se encargará de que todos tengan por lo menos una oportunidad de pegarle a la *piñata*. Luego alguien acabará rompiéndola, y entonces todos los dulces que tiene adentro caerán y todos los niños correrán a recogerlos.

## MAKING TAMALES

This is a scene from my parents' kitchen. Everybody is making *tamales*. My grandfather is wearing blue overalls and a blue shirt. I'm right next to him with my sister Margie. We're helping to soak the dried leaves from the corn. My mother is spreading the cornmeal dough on the leaves and my aunt and uncle are spreading meat on the dough. My grandmother is lining up the rolled and folded *tamales* ready for cooking. In some families just the women make *tamales*, but in our family everybody helps.

## LA TAMALADA

Ésta es una escena en la cocina de mis padres. Todos están haciendo tamales. Mi abuelo tiene puestos unos rancheros azules y una camisa azul. Yo estoy al lado de él, con mi hermana Margie. Estamos ayudando a remojar las hojas secas del maíz. Mi mamá está poniendo la masa de maíz sobre las hojas, y mis tíos están poniendo la carne sobre la masa. Mi abuelita está ordenando los tamales que ya están enrollados, cubiertos y listos para cocer. En algunas familias sólo las mujeres preparan tamales, pero en mi familia todos ayudan.

