

## 5 Flavors

Story By: Andrew Frinkle

Henry was always thinking about eating. He was hungry, and he liked to cook. It occurred to him that most things that were good seemed to be a combination of flavors. Like, chocolate was good, but mixed with raisins and peanuts, it became great! Or, pineapple went great with pizza, because the sweetness worked well with the saltiness.

He thought for a while, and came up with 5 basic flavors that everything had. He came up with: salty, sweet, sour, spicy, and savory. They were the 5 S's that he tried to get in every meal. It took a while to come up with this list, and then he made a list of his favorite ingredients for each flavor.

Salty was easy, because he liked salty foods. Chips and snacks were often salty. Cheese and meats were usually salty, too.

Sour was a bit harder, because he didn't like sour stuff a lot. He liked lemons and limes in lemonade and limeade, but not a lot more. Sour candies were good sometimes, and so were grapefruits. Sour was a harder flavor to like.

Spicy was pretty fun. He loved eating hot sauce. He ate it on his eggs, on his pizza, and on his burgers. He threw pickled hot peppers on his sandwiches, too. The vinegar made them a bit sour also, which helped him get his sour flavors.

Sweet was really easy. Desserts were usually sweet, and he had no trouble with them. He could eat fruit all day, or sweet yogurts and puddings. Candy and chocolate were sweet, too.

Savory was sort of a weird flavor to think about. It wasn't something he often considered. It was usually the thing that made food smell so good and got your saliva going. It meant things like smoked cheeses, nuts, and garlic. They were the aroma makers that made a restaurant smell amazing.

So Henry had figured out all of his flavors, and started combining them. On pizza, he had sweet pineapple, spicy hot peppers, salty sausage, and savory smoked cheeses. All he was really missing was sour, so he had some lemonade. For another meal, he had sweet and spicy honey chicken with crushed almonds and salty fried noodles. A wedge of lime crushed over the top gave him all the flavors! It really rounded out the meal and made things more delicious.



# Have Fun Teaching Comprehension 5th

**Jim Greenlaw, Jazlin V. Ebenezer**



## Have Fun Teaching Comprehension 5th:

Teaching Literacy in Fifth Grade Susan I. McMahon, Jacqueline Wells, 2013-11-18 For students fifth grade is a time of increasing independence and responsibility Yet fifth graders vary widely in their reading and writing abilities and they are still young enough to require considerable teacher support Depicting an exemplary teacher in action this indispensable book presents innovative practical strategies for creating an organized motivating and literacy rich fifth grade classroom The authors show how to assess student needs and implement standards based instruction that targets comprehension vocabulary writing genre study and other crucial areas Grounded in current best practices the book includes helpful planning tips illustrations and reproducibles Journal of Reading ,1986 *Fifth Grade Reading Comprehension Workbook* Have Fun Teaching, 2014-05-25 This Fifth Grade Reading Comprehension Workbook Volume 1 includes 50 Reading Comprehension Stories Each story has 5 Comprehension Questions Answer Key Included All Reading Comprehension Passages are on a Fifth Grade Level with various difficulty levels Reading Comprehension Tests are the perfect way to check for understanding build background knowledge and prepare for standardized testing These reading comprehension worksheets are the perfect addition to any classroom and are great for homework practice summer school and homeschool English Language Arts and Reading on the Internet Jim Greenlaw, Jazlin V. Ebenezer, 2005 The purpose of this book is to introduce you to a selection of English language arts activities and resources that are available on the Internet s World Wide Web and to suggest ways in which you may most effectively make use of the websites examined in the text in order to transform your teaching of reading writing speaking listening and viewing **The Effective Teaching of Language Arts** Donna E. Norton, 2004 Effective teaching of language arts requires commitment to excellence on the part of classroom teachers The language arts include speaking listening reading and writing Excellence cannot be attained without thorough knowledge of the language arts and understanding of methods that develop language arts abilities in children *The Organized Teacher's Guide to Substitute Teaching* Steve Springer, Kimberly Persiani, 2012-05-06 Have no fear the substitute is here Be prepared with the confidence and the knowledge for any classroom situation As a substitute teacher you have the powers of a superhero Who else could teach sixth grade math one day and then transform into a sub for the kindergarten gym instructor the next What other educator bravely goes into work not knowing what subject or grade he or she will teach that day and still manages a smile But even superheroes need a little help that is where this book comes in The Organized Teacher s Guide to Substitute Teaching is the only guide that gives you the tips and strategies to not only survive a day of strangers but actually create an impact in the classroom Appropriate for grades kindergarten through six this bible for substitute teachers will get you through the entire school day even if the regular teacher did not leave lesson plans Among hundreds of valuable ideas The Organized Teacher s Guide to Substitute Teaching offers A guide to making your own Substitute Teacher Tool Kit filled with items you will need throughout your day In depth information about each grade level so you know what to expect no matter

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**The Diary of the Dundee School, Greenwich, Connecticut** Columbia University. Teachers College. Institute of Field Studies,1963

**Teaching and Computers** ,1983

**Teaching Secondary School Science** Leslie W. Trowbridge,Rodger W. Bybee,Janet Carlson-Powell,2000 For graduate and undergraduate courses in Methods of Teaching Secondary School Science Trends in Science Education Curriculum Development in Secondary Schools and Middle School Science Methods This market leading text has been updated to reflect the latest in learning theory science reform and professional development With their extensive teaching experience the authors convey principles and practices of secondary school science teaching through practical examples of successful teaching strategies

**Frindle - Literature Kit Gr. 3-4** Staci Marck,2009-12-01 Make learning about words fun again with a clever tale about a boy who invents a new word for the dictionary Our resource is ready made saving you time when preparing a lesson plan for this novel Set a purpose for reading by establishing which vocabulary words students are not familiar with Show your comprehension of the novel with multiple choice questions In a journal prompt use your critical thinking skills to predict what career Nick will have when he grows up Understand the difference between similes and metaphors by writing your own in a writing task Share your favorite part of the story by drawing a cartoon strip Aligned to your State Standards and written to Bloom s Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel Frindle is the story of a clever time wasting schemer s innovative plan to create his own word for the dictionary Ten year old Nick Allen has a reputation for developing ingenious plans that distract teachers For the first time ever his diversions fail to create the desired results in Mrs Granger s fifth grade language arts class Instead of distracting her he ends up with an extra assignment and oral presentation on how new entries are added to the dictionary Surprisingly the boring assignment leads to Nick s most clever idea yet when he decides to create his own new word frindle Nick recruits five fellow students to support his efforts in changing the name of pen to frindle Their insistence on referring to pens as frindles causes a major commotion when Mrs Granger s passion for vocabulary and strict emphasis on the correct use of language result in a battle of wills that threatens to disrupt the whole school Their war of words spreads beyond the school resulting in after school punishments a home visit from the principal national publicity economic opportunities for local businessmen and eventually inclusion in the dictionary

*Instructor* ,1999

**Journal of Education** ,1881

**The Journal of Education** Thomas Williams Bicknell,Albert Edward Winship,Anson Wood Belding,1897

**Primary Education** ,1927

**Popular Educator** ,1903

*Instructional Alignment* Suzanne Houff,2012-09-13 In response to a quagmire of

jargon based and convoluted curriculum textbooks Instructional Alignment offers a concise and basic approach to instructional design By exploring the areas of planning assessment and methodology the text explains how these three areas provide an essential framework for effective teaching and illustrates how they align in order to maximize student learning Houff guides the reader through the process of developing objectives that identify what the learners should know and be able to do at the end of the lesson Next the readers study assessment strategies and tools that correlate with the stated objective in order to accurately determine if the objective has been met Direct and indirect instructional strategies are then explored to provide the reader with a variety of options or methods to best meet the objective Final alignment is demonstrated through a project based unit example that provides a visual representation of theory into practice With the concluding glossary of current trends and terms in instructional design readers will finish this key guidebook with a thorough understanding of effective instruction as well as the capacity to adopt methodical tested lessons in the classroom The Best of Challenge ,1971

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