

Lesson Plan

Fluent Plus
reading stage

Level 25

PERSPECTIVES



What's good? What's bad? Do you know what you're eating?

Contents

- 10 superfoods
- Speak out!
- Natural sugar vs. added sugar

Paired connected texts



Corn Crazy explains different ways corn can be eaten and used, and how and where it grows. It describes the history of corn and its importance globally.



In *The Great Corn Invention*, The Inventors Club members enter the invention competitions at the local corn festival. But when their inventions go wrong, they go home disappointed. Then a surprise visit by King Corn changes everything.

Content vocabulary

allergic artificial bacteria chemicals dairy digest/ing energy fat fibre germs gluten grains minerals processed protein sugar superfoods vegetarian vitamins

Key concepts

- Some foods contain the things we need to have a healthy body.
- Some foods contain things that are not good for our bodies.
- We can make healthy choices when selecting foods.



Initiate ideas

Introduce the book

Ask: *What foods are good for you? What foods are bad for you?*

Have students talk about this with a partner. Show the students the front cover of *PERSPECTIVES: Food: What's Good? What's Bad?*

Say: *This book is about food. It has several texts that discuss different points of view about foods and what we think is healthy and not healthy to eat.*

Read the title and ask: *What would you like to find out? What do you wonder?* Discuss students' ideas.

Read the text

Give each student a copy of *PERSPECTIVES: Food: What's Good? What's Bad?* Have them browse through the book.

Have students turn to page 4, and read the introduction aloud to them. Ask: *What do you think about these questions?*

Have students share their ideas with the group.

Have students turn to pages 6 and 7. Read the title and introduction aloud to the students. Say: *As you read the text on pages 6, 7, 8 and 9, think about what you notice about the foods.*

Have students read the text independently. Ask: *So, what did you notice about the foods?* Have students talk with a partner and then share their ideas. Discuss and draw out that all of the foods in the text are natural.

Respond to the text

Introduce the Graphic Organiser: Know and Wonder.

Ask: *What do you now know about good and bad food? What do you still wonder?* Have students talk with a partner.

Say: *Work with your partner to write one or two points on your graphic organiser.*

Collect students' graphic organisers to revisit later.

Explore further

Read the text

Have students turn to the "Speak out!" section on pages 10 and 11, and read the introduction.

Invite a student to read aloud one of the "speak outs" to the group. Ask: *What is your view on this opinion?* Where necessary, discuss the meaning of any content-specific words such as "allergic", "gluten" and "dairy".

Continue reading and discussing each "speak out" opinion in a similar manner.

Ask: *Which opinion did you most relate to and why?* Have students talk about this with their partner.

Respond to the text

Ask: *What sort of things might affect the choices a person makes about the foods they eat?* Discuss as a group, and use students' ideas to record reasons on a chart (e.g. allergies, price of foods, being a vegetarian, what you like the taste of, etc.)

Ask: *How do you know if the food you eat is "good" or "bad" for you?* Have students talk with a partner and then share their ideas as a group.

Have pairs of students revisit their graphic organisers. Say: *Think about what you have read. Use this information to add to your Know and Wonder charts.*

Collect students' graphic organisers to revisit later.

Draw conclusions

Read the text

Ask: *Is sugar bad for you? Do we need sugar? How much sugar do you think you eat?* Have students talk with a partner about this.

Have students turn to pages 12 and 13 and read the title to them. Ask: *What do you think might be the difference between natural and added sugar?* Discuss as a group.

Have students read the text on pages 13, 14 and 15 independently. Ask: *What do you now know about sugar? What new information did you learn?* Use students' ideas to formulate a list of facts about sugar.

Respond to the text

Ask: *How much sugar would you have had if you ate a muffin and a fruit smoothie? How much sugar is recommended per day? How do you feel about this?* Discuss as a group.

Have pairs of students revisit their graphic organisers. Say: *Think about the information you now have. Think about the things you still wonder about. Work with your partner to add points to your Know and Wonder charts.*

Bring it all together

Have students meet with their completed graphic organisers. Invite students to share their Know and Wonder charts at a group discussion. Use the students' ideas to record points on a chart.

Discuss the various points of view and opinions that arise. During the discussion, encourage students to draw on information in the texts to back up their opinions.

Express opinions

Setting the task

Students can choose one or both of the following options as a way to show their thinking or express their opinion.

Writing

Have students respond by writing about their opinion. Say: *Think about what you have learnt about “good” foods and “bad” foods and how you feel about this information.*

Present the Graphic Organiser: *How to write about your opinion* (see *PERSPECTIVES: Food: What's Good? What's Bad?*, page 16). Support students by guiding them through the steps involved.

1. Have students revisit the questions posed in the introduction on page 4. Ask: *What is your opinion now about food? What's important to you?* Have students discuss with a partner.
2. Model how to find further information about the topic, or, if appropriate, students could do independent research.
3. Say: *Now that you have the information you need, you can write a plan. Use the graphic organiser to help you.*
4. Have students publish their writing. Say: *Think about the graphics or images you can include to support your written opinion.*

Planning a menu

Have students work with a partner to plan a “good food” menu for a day. Have them decide on meals for breakfast, lunch and dinner.

Pairs could use digital technology to “publish” their menus. Compile the menus into a book. Each student can take home a copy of the book to share with their family.

Think tank

If students are passionate about the issue, they may like to think about it further and take action.

Have small groups of students investigate the foods sold at the school canteen. Groups can brainstorm suggestions for healthy foods that could be added to the list of choices.

Alternatively, groups could organise a healthy food day on which everybody in the class brings in only healthy food. Groups would need to compose a letter for parents that informs them about the healthy food day.

Graphic Organiser: Know and Wonder

What do you know about “good” and “bad” foods? What do you wonder?

Know	Wonder

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