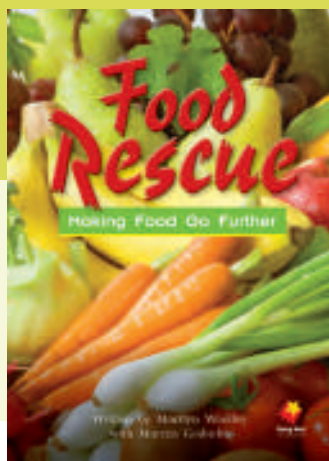


Lesson Plans

Fluent Plus
reading stage

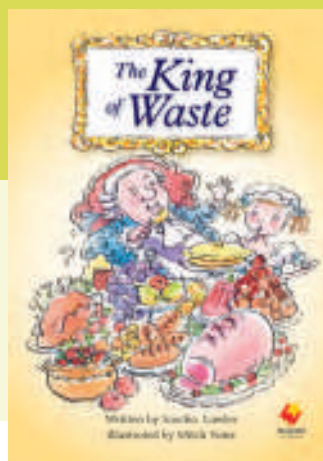
Level 26



Food Rescue: Making Food Go Further reports on the amount of usable food that is wasted daily, and how this food can be used.

Running words: 1496

Text type: Report/interview



In *The King of Waste*, Estelle goes to live at the Royal Palace and is shocked by the amount of food that is wasted. Meanwhile her own family is starving. She comes up with a plan to share the food more evenly.

Running words: 1744

Text type: Narrative

Content vocabulary

adopt atmosphere charities compost creations donations edible France fundraisers government manufacturers marble perishable pheasant portions refugees recycling royal palace rescue volunteers wheat

Phonics

- Exploring the prefix “re” as in *recycle*, *research*
- Identifying the /ar/ sound made by “uar” as in *guard*

Text features

Food Rescue: Making Food Go Further

The King of Waste

- Contents page, glossary
- Fact boxes, dot points
- Third-person narrative with dialogue
- Contents page, chapter headings

Reading strategies

- Using context to understand the meanings of content words
- Identifying characters’ feelings and motives

ELL support	Key concepts	Curriculum links
• Photographs support and extend the written language. • Glossary explains specialised vocabulary. • Illustrations provide support for the historical setting.	• A lot of usable food is wasted. • Some people use food that would have been wasted to feed people in need.	• Science • Health and Physical Education: Food and nutrition • History: The past in the present

Lesson 1 Food Rescue: Making Food Go Further



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask students to each turn to a partner and describe what they ate for dinner the night before. Ask: *Did your family have any leftover food? If so, what did you do with this leftover food?* Discuss students' responses.

★ Ask students to take turns showing each other what food they have in their lunch box. Ask: *Do you always eat everything you bring to school each day? What happens to the food you don't eat?* Discuss students' responses. Say: *Food that is not eaten and is thrown away is called waste. Each day people throw out lots and lots of wasted food.*

Vocabulary building

★ Show students the pictures on pages 4 and 5 of the book. Ask: *What do you think is happening in these photographs?* Discuss students' responses. Say: *We are going to read a book about wasted food and how some people are using it to feed other people who don't have enough food.* Ask students to each turn to a partner and talk about the words they predict will be in the book. Invite students to share their ideas. Compile a class list.

Introducing the book

Give each student a copy of *Food Rescue: Making Food Go Further*. Direct the students to use the cover, title page and contents page to get themselves ready to read. Ask: *What do you already know about this book? What do you expect to find out by reading this book?*

Ask students to browse through the book. Discuss the content of each chapter as they do. For example, for chapter 1 say: *This chapter talks about the food that is wasted each day and why it is thrown away.*

During reading

As each student reads the text independently, monitor and support the students where appropriate. Ask the students to stop reading and remind them to use the reading strategies you are focused on. Ask: *What is this word? What is the sentence about? What might the word mean?*

After reading

Talking about the book

Have the students talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their thinking by referring to the photographs and the text in the book.

What happens to food that is thrown away? What does the organisation called FareShare do with food they collect? (Literal)
What does Marcus Godinho believe about wasted food? Why do you think the name FareShare was given to Marcus's organisation? (Inferential)

Do you think it is important to be careful with the amount of food you and your family waste? Why?/Why not? How might our school be able to reduce food waste? (Synthesising)

What do you think the author's opinion is on wasting food? What is your opinion? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *I noticed that you were able to work out the meaning of new words in the text. How did you do this? What else could you do to find out what a word means?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could practise reading the text aloud in pairs. Encourage them to read fluently. Say: *When you read, try to make your voice smooth, as if you are talking.*

Word work

Phonics

Write the word *recycle* on a card and circle *cycle*. Ask: *What does cycle mean? How does the meaning of cycle change when the prefix “re” is added to it?* Discuss students’ responses. Ask: *What other words begin with the prefix “re”?* Compile a list (e.g. *rewind, reuse, restart, revise, restore*). Discuss the meaning of each word and how the prefix “re” changes the meaning. Ask: *What can you say about adding “re” to the start of a word? Draw out that the prefix “re” means to repeat.*

Exploring words

Refer to the list of words compiled during the Vocabulary building section. Ask students to compare this list with the words in the glossary on page 27.

Writing

★ Ask students to think about the food they waste each day. Ask them to talk with a partner about the ways they can limit the food they waste. Provide students with a sentence starter: *I can limit the food I waste by ...*

Ask: *How can we limit the amount of food we waste?* Discuss students’ responses and create a list of ideas. Ask students to use these ideas to write an article for the school newsletter or local newspaper. Encourage students to include information on how people can limit the amount of food they waste and why this is important.

Sharing and presenting

Ask: *What have you learned by reading this book?* Ask students to talk about this with a partner. Encourage students to draw on examples or facts they have read in the book to support their ideas.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *In most places around the world there are people who have more than enough food and people who do not have enough food.* Ask: *What do you think about this? What would you like to do about it?* Ask students to each turn and talk to a partner before sharing their ideas with the group.

★ Say: *Some people have plenty of food. There are also some people who don't have much food at all. How does this make you feel?* Discuss students’ feeling and ideas.

Vocabulary building

★ Write the following words on cards: *chef, royal palace, Your Majesty, adopt, Her Royal Highness, pheasant, leftovers, villagers*. Talk about the meaning of each word. Ask students to take turns saying a sentence containing two of the words from the list.

Introducing the book

Give each student a copy of *The King of Waste*. Direct the students to use the cover, title page and contents page to get themselves ready to read. Ask: *What do you already know about this book?* Ask students to look through the book. Say: *Look at the illustrations. What clues do they give you about where and when this story is set? What characters might be in this story?*

Say: *The book we are going to read is about a King and his family who have lots of food and the people in his village who are starving.* Ask students to browse through the book. Ask: *Do you think the problem in this story will be solved? How?*

During reading

As each student reads the text independently, monitor and support the students where appropriate. Ask the students to stop reading and remind them to use the reading strategies you are focused on. Ask: *What is Estelle feeling? How do you know? Why did she act like she did?*

After reading

Talking about the book

Have the students talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their thinking by referring to the illustrations and the text in the book.

Why did Estelle go to live at the palace? (Literal)

How did Estelle feel when she saw the amount of food that was wasted at the palace? (Inferential)

Do you think there are still people who waste food like the King in this book? What would you like to say to those people? (Synthesising)

Would all kings have responded like this King? Do you think today's leaders should help people who don't have enough food? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *You know a lot about the characters and how they feel. How did you come to these conclusions? What helps you to know what the characters are thinking and feeling? How does knowing about the characters help you to understand the book?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could practise reading different characters' parts. Ask: *How might the character say those words?*

Word work

Phonics

Write the word *guard* on a card. Ask students to work in pairs and take turns saying each sound in the word. Ask: *What letters make the /ar/ sound in this word?* Underline the "uar" in *guard*. Ask: *What other words have the /ar/ sound in them?* Compile a list (e.g. *car, star, banana, hard*). Ask: *How is the /ar/ sound represented in these words?* Draw out that the letters "uar" are an uncommon way to represent the /ar/ sound.

Exploring words

Write the word *leftover* on a card. Ask: *What do you notice about this word?* Say: *It is made up of two smaller words. This type of word is called a compound word.* Ask pairs of students to find compound words in the text (e.g. *everyone, afternoon, leftover, rubbish bin, seven-course, overflowing*).

Writing

★ Support students by providing them with a model for writing a profile of a character from the book, e.g.

Character's name
What the character is like
What the character does in the story

Have students choose a character from the book and write a profile on this character.

Sharing and presenting

In pairs, students could take turns retelling the story.

Talk about the pair

Ask: *What did you learn by reading these books?* Discuss students' responses. Students could read more about the organisations mentioned in *Food Rescue: Making Food Go Further* on the organisations' websites. Students could

then work in small groups to discuss how they could raise funds for a charity that helps to feed people. Invite students to share their ideas with the whole group.

Blackline master

Thinking hats

Use the six thinking hats* to write about the problem of food waste in different ways.

Red Hat – feelings and emotions How does the issue of wasting food make you feel?	
White Hat – the facts What facts do you know about food wastage?	
Yellow Hat – the positives What positive things are being done about the problem?	
Black Hat – the negatives What problems are caused by wasting food?	
Green Hat – creativity What other solutions can you think of for this problem?	
Blue Hat – thinking What does knowing about the food wastage problem make you think about?	

*The de Bono Hat system

Assessment

Does the student understand the main themes and issues presented in the text?

Can the student write about the issue from different points of view?

Activity card

Food rescue game



You will need: a dice and two counters.

Take turns throwing the dice and moving your counter.

The first player to reach the finish box is the winner!

21 →	22	23 You forget to recycle your rubbish. Go back 2.	24	25 Finish
↑ 20	19 You freeze leftovers to eat another time. Go forward 3.	18	17	16 ← You find rotten food in your fridge. Go back 5. ↑
↑ 11 →	12 You organise a fundraiser to collect food. Go forward 5.	13 You set up a compost bin. Go forward 4.	14	15 ↑
↑ 10	9 You throw a half-eaten apple in the bin. Go back 3.	8	7 Your school donates food to a refuge. Go forward 4.	6 ← ↑
→ 1 Start	2	3	4	5 ↑

Flying Start to Literacy Lesson Plans *Food Rescue: Making Food Go Further / The King of Waste* © 2012–2015 EC Licensing Pty Ltd.

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