

Teacher Edition

Good to Eat

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How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- Informative illustrations are provided
- Captions provide additional information and interesting facts
- A contents page is provided
- Technical language is used: vitamins, minerals, carbohydrates, protein, fat

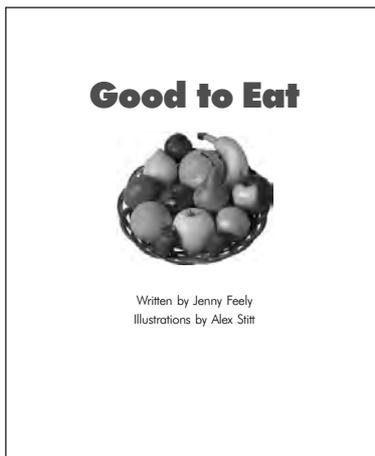
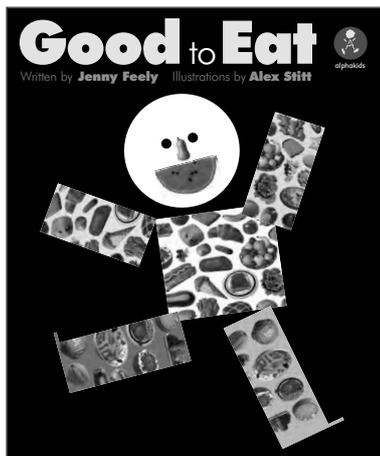
Vocabulary

calcium, carbohydrates, energy, fat, function, healthy, litres, minerals, protein, starch, substance, vitamins, water

Setting the context

What did you have for breakfast (or lunch) today? Was it good for you? How could you find out?

You could ask the children quickly to list the food they have eaten today for future reference.



Front cover and title page

What is this book called?

Why do you think the person on the front cover is made up of food? What does this tell us about food?

What sort of book do you think it will be?

Why do you think so?

● **Predict**

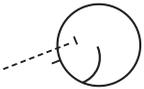
What is a table of contents? Why would the author include one? What is the purpose of a table of contents?

● **Read** to the end of page 3.

● **Reflect**

*How is this table of contents organised?
Why are there pictures of so many different foods on this page?*

*Read through the heading list with the children.
Does any one know what these words mean? How could we find out?*



Observe and support

Can the child explain the purpose of a table of contents?

What is this page called? What is it for? Can you tell me where I would find information about fat?



Contents

Introduction 4

Water 6

Vitamins and minerals 8

Carbohydrates 10

Protein 12

Fat 14

Glossary 16

● **Predict**

What is an introduction?

How might a report about food begin?

The next section you will read is about water. What information do you expect to find? Why is water important?

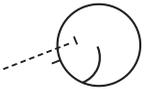
● **Read** to the end of page 7.

● **Reflect**

Tell me something you learnt by reading these two sections.

What can you say about the illustrations in this book?

Show me a picture that you found interesting. What does it tell you about food/ water?



Observe and support

Ask a child to read aloud to you while the others are reading silently.

Can the child read the text fluently?

Try to make it sound as if you were talking to someone.

Introduction

Every person in the world needs to eat.



The foods that people eat look, taste and smell different, but they all contain things that help our bodies to grow and stay healthy.



People around the world eat many different foods.



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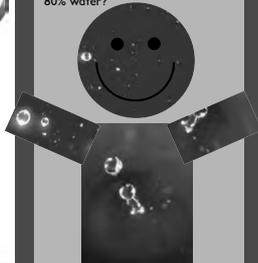
Water

Water has no taste, colour or smell, but no one can live without it.



Water helps your body to use the food that you eat. It takes your food around your body. It also helps your body to get rid of things it doesn't need.

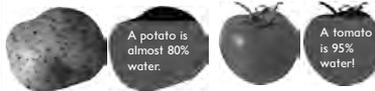
Did you know that your body is almost 80% water?



During their lives, most people will drink more than sixty thousand litres of water.



Your body gets water when you drink. But there is also a lot of water in the food you eat.



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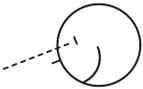
Predict

*Look at the illustrations on pages 8 to 11.
What information do you think will be in the sections called 'Vitamins and minerals' and 'Carbohydrates'?
Why?*

 **Read** to the end of page 11.

Reflect

*How do vitamins and minerals help to make your body healthy and strong?
What foods contain vitamins and minerals? How do you know?
What is calcium and what is its job in the body?
What kinds of food are carbohydrates? How do they give you energy? What is another name for carbohydrates?*



Observe and support

Is the child able to point out different text features on the page?
*Where are the captions on these pages?
How did you know they were captions?
What is the purpose of a caption?*

Vitamins and minerals

Vitamins and minerals are found in many foods, especially fruit and vegetables.

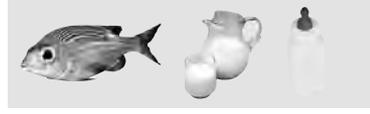
Vitamins and minerals help to make your body healthy and strong.



8

Calcium is a mineral. It is found in milk, fish, beans and some vegetables.

Calcium helps to keep your teeth and bones strong and healthy.



There are more than 500 different kinds of bananas. If you ate a different kind of banana every day, it would take you almost a year and a half to try them all!



Did you know that eating carrots can help you to see at night? Carrots contain vitamin A. Eating vitamin A helps people to see better in the dark.



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Carbohydrates

Carbohydrates are also called starch. Starch is found in many foods like rice, wheat and potatoes.

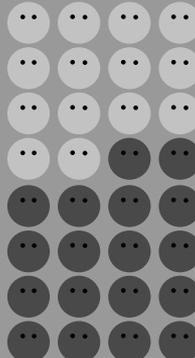
Sometimes we cook and eat these foods by themselves. Sometimes we use them to make other foods like noodles, pasta and bread.

Starch gives your body energy.

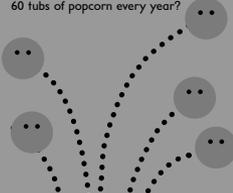


Rice, wheat, barley, corn, oats, beans and potatoes all contain starch.

10



Did you know that each person in America eats an average of 60 tubs of popcorn every year?



More than half the people in the world eat rice everyday.



11

● **Predict**

What do you know about protein and fat?

What information might the author feel it is important to include? Why?

● **Read** to the end of page 15.

● **Reflect**

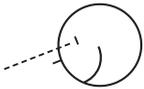
Tell me a fact you now know about protein or fat.

What sorts of food contain protein?

What foods contain fat?

What sticks in your mind most clearly about the pages you just read? Why?

Do the diagrams and illustrations help you understand the information? How?



Observe and support

Can the child interpret what the author might mean?

Is it necessary to eat foods that contain protein and fat ? Why?

What foods should we eat as part of a healthy diet?

Protein

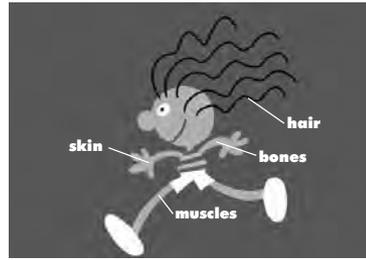
Protein is found in many foods that come from animals, like meat and eggs. It is also found in some foods that come from plants, like nuts and beans.



Eggs, milk, cheese, fish, meat, nuts, beans and grains contain protein.

Snails are a popular food in France. They contain protein and minerals. The French eat about 500 million snails each year!

Protein helps to build and repair your bones, muscles, skin and hair.



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Fat

Many foods contain fat.

Your body needs some fat to grow and work properly. Fat gives your body more energy than grains or protein, but you don't need very much to stay healthy.



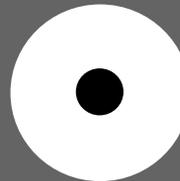
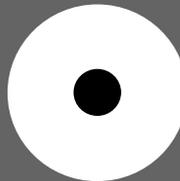
Butter, milk, cream, coconuts, meat, corn, soybeans, olives, avocados, nuts and some fish all contain fat.

Avocados have more fat than any other fruit. They also contain many vitamins and minerals.



In Taiwan you can eat avocado desserts made with milk and sugar.

In Brazil, you can eat avocado ice cream.



Our eyes use fat to help us to see clearly.
Your eyes need fat to help them send messages to your brain.

14

15

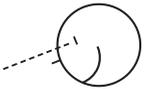
● **Predict**

What is a glossary? What is its purpose? How can we find out?

● **Read** to the end of page 16.

● **Reflect**

*What can you tell me about a glossary?
What words did the author choose to explain? Why?
Should any other words have been included?
What does the illustration on this page show? Why might it have been selected?*



Observe and support

Can the child use their knowledge of phonics to work out new words such as 'substance'?
Can you break the word up? What might that part say? What sound do you think the word will start with/finish with?

After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

Why do we need to drink water?

How much should we drink?

Do all people eat the same foods?

Does this matter?

Why do you need to eat a range of foods?

How can you be sure that your diet is healthy?

Being a code breaker

Children may like to explore the following language feature:

- letters used to represent the sound /ee/ throughout the book: protein, people, eat, meat, beans, each, year, needs, cream, litres, teeth, wheat

Being a text user

What did you learn about food by reading this book?

Where was the information?

Direct the children to consider the various visual features of the book (diagrams, graphs, etc)

What is this diagram telling you?

How do you read it?

Being a text critic

What is this author trying to make you think?

Do you think she is right?

Responding to text



Children could work in cooperative groups to plan a healthy lunch that could be held in the class. Encourage children to explain why each food should be included in the menu and what it does for their bodies.



Children could make a body picture like that shown on the cover of the book. In their picture they could show all the food they might eat in one day as part of a healthy diet. Encourage the use of labels and captions.



Children could list the words from the book that contain the sound /ee/. These could be grouped according to the letters used to represent the sound.

e	ee	ea	y	i	eo
me	need	meat	every	litre	people

Writing links

Shared writing

Review and list the features of a diagram. Study the diagram on page 13 that shows why protein is a necessary part of a healthy diet. Model drawing a diagram showing how calcium keeps you strong and healthy. Add labels and pointers. Children could then draw a diagram to show why another substance, e.g. fat or starch, is a necessary part of a healthy diet.

Independent writing

Children could make a poster showing what a child should eat each day to have a healthy diet.

Possible assessment focus

Can the child:

- Explain the information provided in graphic form, e.g. *What do the illustrations of the potato and tomato show on page 7?*
- Explain what the information in the book is telling them about diet, e.g. *What should you eat as part of a healthy diet?*



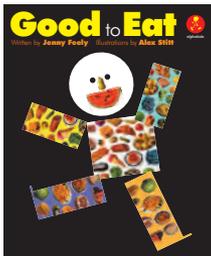
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Food

Curriculum link: Health, Physical Education

Text type: Report

Reading level: 23

Word count: 270

Vocabulary: calcium, carbohydrates, energy, fat, function, healthy, litres, minerals, protein, starch, substance, vitamins, water

Possible literacy focus

Understanding information presented in graphics.
Drawing inferences about the text.

Summary

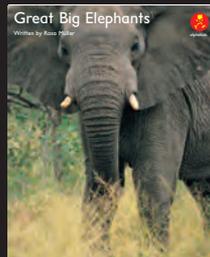
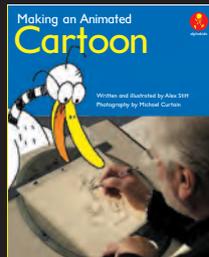
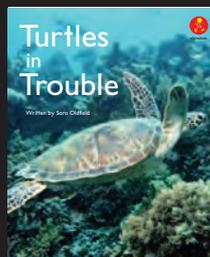
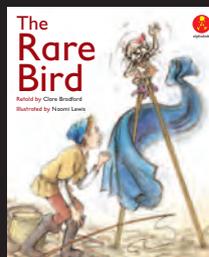
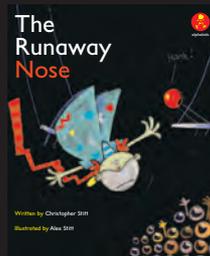
This book is about the food eaten by people all over the world and what it provides for our bodies. A range of interesting facts is provided.

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Other books at this level



alphakids