

Literacy Lessons

Literacy Lesson 1: Food Waste & Hunger (Page 4-11)

Objectives:

- Students practice tier 2 and tier 3 words related to food waste.
- Students identify the central idea and supporting details in an informational text.
- Students participate in collaborative conversations with diverse partners about food waste in the United States.

Section	Description	Materials	Standards
Pre-Reading	<p>Unpack the Central Idea: Pull three items of food out of a bag one at a time. Ask students to use a Think-Pair-Share. Discuss:</p> <ul style="list-style-type: none"> • What is the central idea of the food based upon the items? • How do you know? • What clues did you use? <p>Have multiple pairs share their ideas. Summarize that the idea of the bag is food.</p> <p>Explore with students that they determined the central idea of the bag by</p> <ol style="list-style-type: none"> a) Looking carefully at the details of each item. b) Making connections that each item was a food item. <p>Explain that during this lesson students will find the central idea and details of a text to learn more about the food crisis in the United States.</p> <p>Review table of contents and key vocabulary by:</p> <ol style="list-style-type: none"> a) Context Clues: Practicing using each word in a sentence (pg 4-5) b) Looking for picture clues on what each word means. 	<p>ZINE</p> <p>Bag</p> <p>3 Items of Food</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> • RI.1.2 • RI.1.5 <p>NGSS:</p> <ul style="list-style-type: none"> • 2-LS-4-1 • K-2-ETS1-1
During Reading	<p>Read through the pages 4-11 once to model fluent reading. Work with students to identify the central idea. <i>Central Idea: America has a food crisis.</i></p> <p>Supporting Details: On the second read, stop at the end of each page to review key details that support the central idea: America has a food crisis. Below are a few examples:</p> <p>Pg 4: 40 million people in America struggle to get enough food.</p> <p>Pg 7: We grow lots of food every year, but people are still hungry.</p> <p>Pg 11: Lots of food spoils or rots on trucks and trains.</p>	ZINE	
Post Reading	<p>Where is food wasted activity - Have students review page 10-11.</p> <ul style="list-style-type: none"> • Pair students. Give each student a note card. • Have students write the name of a location where food is wasted on one side (i.e. farm). • On the other side, have them show how food is wasted in that location by drawing a picture on the other. • Have pairs show the picture and have the other guess what place it is describing and how food can be wasted. Have kids find another partner and play again. 	<p>ZINE</p> <p>Index Cards</p> <p>Crayons</p> <p>Pair-Share Game</p>	

Literacy Lesson 2: Where does our food come from? (Page 12-21)

Objectives:

- Students explain that a life cycle of a plant starts with a seed, that seeds are dispersed in multiple ways and that plants need sunlight, soil, water and light to grow.
- Students use the table of contents, photographs, charts, headings, and subheadings to locate key facts and information about where plants come from.
- Students use illustrations, charts, and labels in a text to differentiate between plant needs and plant parts.

Section	Description	Materials	Standards
Pre-Reading	<p>Prediction/Hook: Ask students where do you think food comes from?</p> <p>Use Text Features: Bring students' attention to the Table of Contents. Share with students that they will be reading the "Where does our food come from?" section of the zine during this lesson. Do a picture walk of the section with students, highlighting the headings and photographs throughout.</p> <p>Think-Pair-Share: Highlight the text features on the following pages for students:</p> <ul style="list-style-type: none"> • Page 12-13: Heading and Subheadings • Page 14-15: Heading • Page 16-17: Headings and Charts • Page 18-19: Heading and Images • Page 20-21: Heading <p>Have students use the text features to discuss the following question with a partner: What do you think this part of the zine will be about? Build on student responses to explain that during this lesson, students will read this section to help them learn more about where our food comes from, specifically how plants provide us with food.</p>	ZINE	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> • RI.1.7 <p>NGSS:</p> <ul style="list-style-type: none"> • 2-LS2-1 • 2-LS2-2
During Reading	<p>Read through pages 12-21 once to model fluent reading. After reading, conduct a class vote to have students show which section is most about the needs and parts of plants:</p> <ul style="list-style-type: none"> • Where does our food come from? • How do plants grow? • Eating Plant Parts • Ugly Foods <p>Using Illustrations: On the second read, highlight the "What Plants Need to Grow and Tree and Plant" charts on pages 16 and 17. Give students time to review these charts and lead a discussion about how the three charts are similar and different.</p>	ZINE	
Post Reading	<p>Plant Needs and Plant Parts Sort: Instruct students to cut out, sort, and glue the</p>	ZINE	

	<p>words in Plant Needs and Plant Parts categories. Needs: food, water, air, space, sunlight Parts: flower, leaf, root, stem?</p> <p>Have students share their responses with a partner and discuss how they used the charts on pages 16 and 17 to help them determine which category to place each word in.</p>	<p>Scissors</p> <p>Glue</p> <p>Student Mission Log pg. 12</p>	
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Literacy Lesson 3: What is hunger? (Page 22-29)

- Objectives:**
- Explain major differences between text that tell stories and text that give information, drawing on a range of text types.
 - Students answer questions about the causes of food insecurity.
 - Students participate in collaborative conversations about the causes and effects of hunger.

Section	Description	Materials	Standards
<p>Pre-Reading</p>	<p>Image Comparison: Have students compare the two sets of images in their student mission logs (pg.22). Then lead a class discussion using the following questions:</p> <ul style="list-style-type: none"> ● What do you notice about the images in the first group? ● What do you notice about the images in the second group? ● How are the two groups of images similar and different? <p>Use the discussion to agree that the images in the first group are make believe and the images in the second group are real photographs. Explain that in this lesson, students will read two different types of text. Explain that one type of text is make believe but based on true events and the other type is based on facts.</p>	<p>ZINE</p> <p>Student Mission Log pg. 22</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> ● RL.1.1 ● RI.1.3 ● SL.1.1
<p>During Reading</p>	<p>Read through Zine pages 22-29 once to model fluent reading. Bring students' attention to the story about James on pages 26-27. Explain that although this story is based on true events, it isn't completely based on facts. However, students can still learn a lot about hunger by reading stories like this.</p> <p>Answer Questions: On the second read, stop at the end of the following pages and discuss the questions as a class:</p> <ul style="list-style-type: none"> ● Page 23: How does being hungry affect our bodies, minds, and emotions? ● Page 25: What causes people to become food insecure? ● Page 26: What caused James' family to become food insecure? ● Page 29: Who experiences food insecurity? 	<p>ZINE</p>	
<p>Post Reading</p>	<p>Causes and Effects Class Discussion: Distribute two post-it notes to each student. Instruct students to write a cause of food insecurity on one post-it note and an effect of food insecurity on the other post-it note. Then have students stick the post-it notes on</p>	<p>ZINE</p> <p>Chart Paper</p>	

	<p>class charts titled "Causes of Food Insecurity" and "Effects of Food Insecurity." Use these charts to lead a class discussion about food insecurity and why we should care about people who may be food insecure. Refer back to page 25 & 29 to use text evidence to create the chart.</p> <p>Empathy connection: Close out the lesson by naming that one way we can practice empathy is by caring about people who are food insecure and imagining how it may feel to be without food.</p>	Post-It Notes	
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Literacy Lesson 4: Who is helping and how can we help? (Page 30-37)

- Objectives:**
- Students identify the central idea by reading informational text.
 - Students answer questions about what people and organizations are doing to address food waste.
 - Add drawings or other visual displays to descriptions to clarify ideas.

Section	Description	Materials	Standards
Pre-Reading	<p>Think-Pair-Share: Bring students attention to the heading Who is Helping? at the top of page 30. Then have students use a Think-Pair-Share to discuss the following questions:</p> <ul style="list-style-type: none"> ● What might people do to reduce the amount of food they waste? ● What might people do to help others who are food insecure? <p>Explain to students that the central idea of today's reading is how people and organizations are addressing hunger during this lesson.</p>		CCSS.ELA-LITERACY: <ul style="list-style-type: none"> ● RI.1.2 ● SL.1.5 NGSS: <ul style="list-style-type: none"> ● K-2-ETS1-1
During Reading	<p>Read through the pages 30-37 once to model fluent reading. Work with students to identify the central idea. <i>central Idea: Many people work to fight hunger.</i></p> <p>Answer Questions: On the second read, stop at the end of the following pages and discuss the questions as a class:</p> <ul style="list-style-type: none"> ● Page 31: How does Imperfect Foods fight hunger? ● Page 33: How does Help for the Homeless fight hunger? ● Page 35: What are two things you can do to reduce food waste? ● Page 37: What are two things you can do to help people who are hungry? <p>Empathy connection: How do you think these creators used empathy to figure out a solution to fight hunger and reduce waste?</p>	ZINE	
Post Reading	<p>Add Drawings: Instruct students to draw two pictures in their mission logs: one showing what people can do to reduce food waste and one showing what people can do to address hunger. Have students share their drawings with a partner and invite multiple students to share their drawings with the rest of the class.</p>	ZINE Student Mission Log pg. 24	