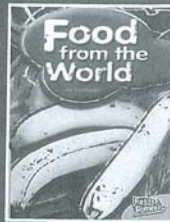


# Food from the World



## Before Reading

### Text Type

Point out and discuss the:

- title
- illustrations
- maps.

Ask, "What type of book is this?" (Information Report)

### Visual Literacy

Discuss the map of the world on page 5. Make sure the students understand that different products come from different countries.

Look at the maps on pages 7, 9, 10 and 13. Explain that some products are produced in more than one country. Make sure students understand how to read the key for the map on pages 14–15.

### Background Knowledge

Ask students to list products that are produced locally. Discuss why some products are brought from other countries, and how this affects our food choices.

### Phonological Awareness

Make sure students know these phonological patterns:

- **-ook** (p.4): book, cook, hook, look, nook, shook, took
  - **-un** (p.6): bun, fun, gun, nun, run, stun, sun
  - **-ice** (p.8): dice, ice, mice, nice, rice, spice, twice
- Say three words in one pattern to the students (e.g. book, cook, hook). Ask them to identify the part of the words that sounds the same. Repeat for the other patterns. To further develop this understanding, use letter tiles to build words.

Have the students use letter tiles to make the word 'look'. Then give them another consonant (e.g. 'c') and ask them to take away the 'l' and put in the 'c' to make a new word (i.e. 'cook'). Repeat for other words.

Model the process of stretching out the sounds in a word (e.g. s - u - n). Have the students choose the letter tiles that make up the word and then say each sound in the word. Repeat for other words.

### Vocabulary:

Australia, banana, countries, dates, food, kiwifruit, pineapples, raisins, rice, tea, world

### High Frequency Words

all, are, come, from, here, lot, over

Make a set of cards with one word on each card. (Use the words above and other known words.) Place the cards face up. Ask the students to select the card that says 'come'. Repeat for other words you say.

Use four sets of the cards described above. Shuffle and divide the cards evenly between a pair of students to play Snap. The players start with the cards face down in a pile. They take turns to turn over one card and place it on a central pile. If two cards match, the first player to say "Snap" collects the pile of cards. The player who collects all the cards wins.

### Motivation / Purpose

The purpose of this text is to explain that some foods we eat are produced in other countries. This text links with the Social Studies theme *Global Environment*.

The *Fast Forward* books in the *Global Environment* theme are: *Food from the World* (Level 6); *Antarctic Animals* (Level 9); *National Parks* (Level 12); *Heating Up* (Level 15); *World Heritage* (Level 18); *Locust plague* (Level 21).

## During Reading

### Vocabulary in Context

Discuss the meaning of each vocabulary word. Help the students to decode unknown words by identifying and using an appropriate strategy. For example:

- **pineapple** (p.10): Compound word: use the known parts of the word (pine, apple) as clues
- **dates** (p.12): Use the long vowel, consonant, silent 'e' rule
- **raisins** (p.13): Use phonological knowledge.

### Checking for Meaning

**Literal:**

Which countries does our food come from? (p.6)

How do bananas grow? (p.6)

What colours can tea be? (p.9)

Which countries grow pineapples? (p.10)

### Inferential:

Why do we get products from other countries rather than growing them here?

How do you think these products are transported here?

Make sure students understand the difference between literal and inferential information.

### Response:

What is your favourite food from another country?

Where do you shop for foods from other countries?

### Grammatical Patterns

Make sure the students understand the following components of an information report:

- Table of contents
- Opening general statement defines the topic: *Look at all this food. Some of the food comes from Australia. But a lot of it comes from countries all over the world.* (pp.4–5)
- Passages of description relate to various foods (pp.6–13)
- Use of general nouns: *food* (p.4), *countries* (p.5), *bananas* (p.6), *rice* (p.8), *pineapples* (p.10)
- Use of action verbs: *grow* (p.6), *came* (p.11), *see* (p.12), *come* (p.15)
- Use of connectives to join clauses: *When the bananas are green, it is time to take them off the tree.* (p.7) *Grapes grow in lots of countries, but the raisins you see here come from the USA and Australia.* (p.13)
- Use of timeless present tense: *Some of the food comes from Australia.* (p.4) *Here are some of the foods we eat in Australia.* (p.5)
- Use of technical terms: *palm trees* (p.6), *kiwi fruit* (p.11), *raisins* (p.13)
- Use of paragraphs with topic sentences to organise information: *Raisins are grapes that have been dried in the sun. Grapes grow in lots of countries, but the raisins you see here come from the USA and Australia.* (p.13)
- Glossary and index

### Fluency / Punctuation Patterns

Some sentences are simple, i.e. they contain only one idea: *Some of the food comes from Australia.* (p.4) *Bananas grow on banana palm trees.* (p.6)

Some sentences are compound, i.e. they contain more than one idea: *Grapes grow in lots of countries, but the raisins you see here come from the USA and Australia.* (p.13) Demonstrate how to read these sentences, using / to indicate phrasing; eg. *Grapes grow in lots of countries / but the grapes you see here come from the USA and Australia.*

Some sentences are complex, i.e. they contain a simple sentence and a dependent clause: *When the bananas are green, it is time to take them off the tree.* (p.7)

These punctuation patterns occur in the text:

- Capital letters to begin sentences and full stops to end sentences: *Rice grows all over the world.* (p.8) *Tea grows in a lot of countries.* (p.9)
- Capital letters for names of countries: *USA, Australia, South America, Africa, New Zealand*
- Comma in a series: *Bananas come from South America, Australia and Africa.* (p.6)

### Critical Literacy

Why are we reading this text? What does the author want us to know? What is the structure of the text?

### Linking Visual and Written

Discuss how the maps support the information provided in the text by showing exactly where each product comes from.

Use the maps to reinforce the concept that products come from all over the world. Note the use of arrows to point to specific countries. Students should look at each map immediately after reading the names of the countries and the products.

## After Reading

What have we learnt from this text?

What is good about getting food from other countries? How does this affect the food we eat? What things affect where crops are grown?

### Activities

Students will:

- make sentences about facts in the text
- choose correct word meanings
- make words with common phonemic patterns
- write three sentences about foods from other parts of the world.

Comprehension (meaning)    Vocabulary (structure)    Phonics (visual)    Writing (structure)

