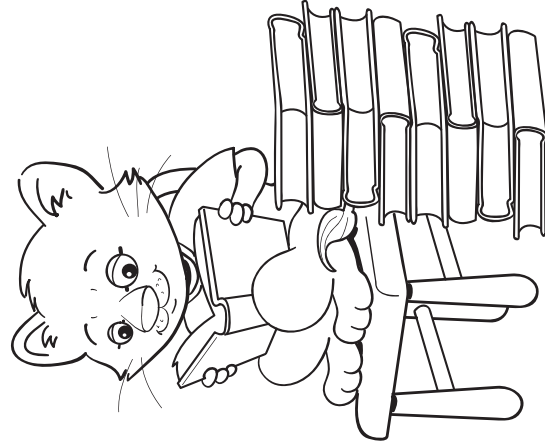


Congratulations!



(Student's Name)

Food Lion is proud to present you with this certificate of merit for completing 10 hours of independent reading. We are delighted that you are Roaring to Read!



(Teacher's Signature)

(Date)

Dear Educator,

Get your students excited about literacy! Food Lion, one of the largest supermarket chains in the U.S., and Weekly Reader Corporation Consumer & Custom Publishing share a commitment to children's literacy. That's why we have joined together to bring you this educational program that encourages children to read for fun. **Roaring to Read** offers students the opportunity to be rewarded for extracurricular reading.

Share this program with your colleagues! Although the material is protected by copyright, we encourage you to make as many copies as you need for educational purposes.



To supplement the goal of getting your students to read more, this program contains activities and teachers' guides designed for grades K-1, 2-3, and 4-6 that enhance your language arts curriculum. These activities and lesson ideas meet national curriculum standards for Language Arts that are appropriate for each grade level. We've also included extension ideas and a suggested reading list for each grade bracket.

Encourage your students to feed their minds!

Food Lion and WRC Consumer & Custom Publishing

Food Lion "Roaring to Read" Rewards

Food Lion is pleased to offer your students rewards for reading. Students in grades K through 6 are eligible to take part in this reading incentive. To participate, students must read on their own for fun, and keep a record of when, how long, and what they read. (Emergent readers can be read to or can read with an adult.) The amount of time students must spend reading depends on their grade levels:

- Grades K-1: 5 hours or more of reading
- Grades 2-3: 8 hours or more of reading
- Grades 4-6: 10 hours or more of reading

To get started, review the enclosed cover letter for information on deadlines and rewards, and for details about submitting your students' reading logs to request rewards for your class. Then, review the reading log found in this packet and fill in the date students need to return their forms to you. Choose a date that gives you enough time to collect the forms and submit them to Food Lion to receive the students' rewards. Copy and distribute the reading log to your students and review the instructions with them. Please note that there are different reading logs for each grade level. *Remind students that reading for homework or school work to earn this reward does not count — it has to be reading they do for fun!*

Encourage your students to take part in this incentive by bringing them to the library to select books, organizing an after school book club, scheduling quiet reading time each afternoon, arranging to have older students read to the younger classes, or allowing students to have

informal discussions to talk about and recommend the books they are reading independently.

Use the reproducible certificate included in this guide to present to your students who successfully complete the reading goal.

Here are some tips and suggestions for implementing the reading incentive and using the reading logs:

- Copy and distribute the reading log and ask students to return the sheets to you when they have completed the necessary reading requirements (noted here and on each reading log). Be sure you give yourself enough time to submit the forms to Food Lion by the deadline provided on the cover sheet that came with this package in order to receive your students' rewards.
- Set smaller weekly reading requirements and distribute new reading logs each week. This will enable students to achieve smaller goals that you can monitor. For example, they might have to read for two hours a week. If you follow this process, be sure to let the students know that they are still required to complete the reading requirements for their grade to be eligible for their rewards. You will need to send in all of the reading logs for each student in order to verify that the reading was completed.
- Send reminder notes to families to keep them posted on the program deadlines.

Roaring to Read

Target Audience
Grades 4 through 6

Grades
4-6

Roaring to Read Program Components

- This teacher's guide, including a reproducible certificate on the back
- Five reproducible student activities consisting of the following:
 - ✓ A map reading activity
 - ✓ A sequencing activity using a recipe
 - ✓ A persuasive writing exercise
 - ✓ A comprehension exercise using food labels
 - ✓ A vocabulary activity featuring idioms
- A reproducible reading log for students to track their reading
- A wall poster

Using the Wall Poster

The enclosed wall poster is designed to serve two purposes: 1) to encourage your students to read for fun; 2) to provide your class with a chart to list the books they read. The chart can be used in several different ways. You might:

- List the titles and authors of books you read as a class to keep a running record.
- Have the students vote on their favorite books and then write their top choices on the chart.
- Invite students to fill in the chart by listing the names and authors of books they read independently. As students finish their books, they can add the titles to the chart and rate the books based on whether or not they would recommend them to friends.

Place the poster in a visible area so that students can view the reading list. You might also use it to create a "Roaring to Read" bulletin board by placing the poster in the center and surrounding it with your students' book reports, pictures about books they read, or other reading-related activities.

Activity One: The State of Food

Objective: To strengthen students' map reading skills and provide practice interpreting information

Copy Activity One and distribute it to your students. Point out the small map of the United States and explain that Activity One features a selection of states on the eastern coast of the country. Ask students why they think the compass rose shown on the map is an important map reading tool.

Ask students to locate their home state on the map and read the icons. Challenge students to name additional foods grown there.

Have students complete the questions in Activity One as an in-class project or homework assignment. To determine the answers, students will have to examine the map in a variety of ways. Review the answers as a class.



Answers: 1. Kentucky 2. Delaware 3. Georgia
4. Maryland 5. Pennsylvania 6. Tennessee 7. apple
8. Florida 9. Virginia 10. North Carolina 11. South Carolina.

As a follow-up activity, ask students to look carefully at their maps and write their own questions about regional foods. The answers to the questions must involve using the map. Have students take turns reading their questions aloud so that members of the class can look at their maps to find the answers.

If a student comes from a farming family, ask the student to tell the class about how the farm works and where the food goes once it leaves the farm. Consider inviting a person from the farming or food manufacturing industry to speak with your class.

To extend the lesson, students may research local farms and food festivals and write "press releases" highlighting a special event at one of these locations. Press releases should inform readers about the who, what, when, and why of the event. Have students create a bulletin board mixing images of local foods, pictures of local farms and festivals, and the press releases they have written. If possible, children should visit local farms or festivals as part of class or family trips.

Activity Two: A Crazy, Mixed-Up Recipe

Objective: To help students understand the concept of sequence and the value of recipes



After distributing Activity Two to your class, ask how many students have used a recipe or watched another person use a recipe. Ask students to suggest reasons why recipes are important, as well as why it is necessary to read a recipe in advance of using it. Finally, tell students that cookbooks are often on best seller lists and ask why they think cookbooks are so popular.

Brainstorm with students to compile a list of the important components included in recipes and write them on the board or chart paper. Next, have students take turns reading the activity page aloud. Then ask them to work by themselves to number the steps correctly. Afterward, have students describe the key words and activities that helped them determine the correct sequence.

Answers: 1. Stir the yogurt well and pour it into the paper cups. Fill each cup almost to the top. 2. Stretch a piece of plastic wrap over the top of each cup. 3. Poke a popsicle stick through the plastic wrap of each cup so it stands straight up in the middle. 4. Put the cups in the freezer for 1 to 2 hours. When the yogurt is frozen solid, remove the cups from the freezer. 5. Lift off the plastic wrap. Carefully peel the paper cup away from the frozen yogurt. Eat your pop! Store uneaten pops in the freezer.

Discuss with students the reason why many foods must be cooked before they are safe to eat, while others can be eaten "raw" (as in fruits and vegetables), straight from a package, or from the refrigerator (as in foods that have been precooked).

As a follow-up activity (and if you have access to a freezer), make frozen yogurt pops in your class using students' favorite yogurt flavors. Ask students to bring to class other nutritious recipes that don't require cooking and create a class cookbook.

Activity Three: Food for Thought

Objective: To deepen students' understanding of the writing process by composing outlines to write persuasive essays

Begin by explaining that people have different tastes in clothing, movies, and especially in food. Ask students to show respect for each other's opinions as you proceed with the upcoming discussion.



Next, ask students to name unusual, nutritious foods that they like, and write them on the board or chart paper. When you have a substantial list, take an informal vote to discover who likes the foods that are listed. Choose a food that several students like and ask students in that group to describe to the class why they enjoy the food. Repeat this discussion with another food and another group of students.

Distribute Activity Three. Explain to students that their mission is to write a short, persuasive essay to convince a friend or relative to taste a nutritious food they like. They will use Activity Three to create an outline that will help them write their essays.

Have each student use a separate sheet of paper to jot down their favorite foods, focusing on those that are unusual and nutritious. Students should also brainstorm the names of possible people to be their "audience." After several minutes, have students enter their choice of food and audience on their activity sheets.

Next, explain that a persuasive essay has several parts: 1. A clear opening statement that describes an opinion; 2. A three-paragraph body which contains three reasons that support the opinion; 3. A closing statement that summarizes the viewpoint and asks for action.

Also, describe to your students the difference between fact and opinion: facts are statements that can be proved; opinions are how someone feels about a topic. Remind students that facts are generally more persuasive. Explain also, that when writing an essay to persuade, it is important to choose reasons that will appeal to the intended audience and to reserve the best "reason" for last.

Using scratch paper, have students create an opening statement and list a variety of reasons supporting their idea. Have them select their three strongest ideas and transfer them to their activity sheets. Finally, have students brainstorm several closing statements on their scratch paper and transfer their best one to their activity sheet.

Instruct students to exchange their activity sheets with classmates who should read the outlines carefully and decide whether they find the statements clear and the reasons convincing. Ask them to suggest simple ways the outline components might be made more compelling. To finish the lesson, have students write their essays on separate papers.

To extend the lesson, have students illustrate the foods they wrote about.

Suggested Reading List

Encourage your students to "feed their minds" by reading for fun. They may enjoy reading some of the books listed here. Or, use the books in class to supplement your language arts lessons. We suggest you review the books before recommending them to your students to ensure the reading levels are appropriate.

Eat Your Words: A Fascinating Look at the Language of Food by Charlotte Foltz Jones (Delacourt Press, 1999). Food and language facts that amuse and inform.

The United States Cookbook: Fabulous Foods and Fascinating Facts from All Fifty States by Joan D'Amico and Karen Eich Drummond (John Wiley & Sons, 2000). A cookbook for kids that celebrates regional foods.

Charlie and the Chocolate Factory by Roald Dahl (Alfred A. Knopf, reprint 2005). An unforgettable and outrageous tale about what happens when some very disagreeable people visit Willy Wonka's Chocolate Factory.

Cupcaked Crusader by David Lawrence and Barry Gott (Penguin Young Readers Group, Horace Splattly Series, 2002). It's tons of fun as Horace Splattly, the smallest kid in town, hunts for his sister's stolen recipe in order to save Earth from destruction by cheesy villains.

Activity Four: Be a Smart Cookie

Objective: To encourage students to read food labels for safety information as well as reinforce the importance of following safe practices when buying, storing, and eating food



Explain to your class that the Food and Drug Administration (FDA) and the U.S. Department of Agriculture (USDA), both government agencies, help keep our food safe to eat by conducting tests, setting standards, and enforcing laws to regulate food quality and processing. However, bacteria and viruses pose the largest threats to food safety. As consumers, we must do our part to (1) follow safe practices to protect food from becoming hazardous and (2) protect ourselves from consuming food that has become hazardous through unsafe handling.

Distribute Activity Four to your students and review as a class the food information provided on food labels, shown on the activity sheet. As a class, discuss the questions posed about Derek and Joanna on the activity sheet. Be sure students explain where on the charts they have found their answers when they respond to the questions.

Answers: 1. The use-by date is 10/23/06 and there are no peanuts included in the list on the waffle package, so these waffles are safe for Derek to eat; 2. Storage instructions are listed on the waffle package. The waffles have thawed on the counter for many hours so Joanna should put them in the garbage and find something else to eat; 3. The "use by" date has passed. Derek should not eat the eggs; 4. Derek should check the "sell by" and "use by" dates. You might also add that Derek should be sure the eggs are free of cracks before he buys them. He should carry the eggs home carefully and store them immediately in the refrigerator.

As a follow-up, ask students to bring clean labels and empty food packages to class. Have them compare the variety of information that is available on the labels and discuss why safety information varies according to the food product.

Consider having students visit the Web sites of the government agencies listed under "resources" to gather more information about safe food practices. Have the class select the safety tips that they feel are most important and assemble a class list. As a class, compose a take-home letter describing to parents what the group has learned about safe food practices.

Activity Five: Eat My Words

Objective: To increase students' vocabulary by having them read, interpret, and use common idioms

Distribute Activity Five to your students and explain that English, as other languages, is filled with everyday "expressions" or "idioms" that do not make "literal" sense. Even if we are familiar with the words they contain, we usually cannot understand the meaning of an idiom until we hear or read it used in context.

Encyclopedia Brown Takes the Cake by Donald Sobol, with Glenn Andrews (Scholastic, Inc., Encyclopedia Brown Series #15, 1991). The famous young detective solves a food mystery.

Granny Torrelli Makes Soup by Sharon Creech (HarperCollins, 2005). Filled with secret recipes, this warm and comforting book details the friendship between Rosie and Bailey who is visually impaired.

Holy Enchilada by Henry Winkler and Lin Oliver (Penguin Young Readers Group/The Hank Zipzer Series, #6, 2004). When Hank's class in P.S. 87 has a Multi-Cultural Day lunch, he tries to hide his dyslexia from a visiting student.

Justin and the Best Biscuits in the World by Mildred P. Walter (Lothrop, Lee, and Shepard, 1986). Justin learns from his grandfather what it takes to be a modern-day cowboy.

The Story of George Washington Carver by Eva Moore and Alexander Anderson (Scholastic, Inc., 1990). This biography follows the life of George Washington Carver who was born into slavery and grew up to become one of America's most important scientists.

Strawberry Girl by Lois Lenski (HarperCollins Children's Books, reprint 1995). A Newbery Medal winner, this action-packed story describes what happens to Birdie Boyer and her strawberry farming family when they move to Florida.

Many idioms have been in our language for so long that most people do not know what they originally meant. Only by doing research can we learn their history!

Name a few idioms that students might understand such as: to start off on the wrong foot; to play it by ear; or to tune out. Ask students to take turns explaining what they think the expressions mean. If any class members speak languages in addition to English, ask them to explain to the class the literal meanings of a few common idioms in those languages.

Next, have students complete Activity Five by selecting idioms from the word bank to fill in the blanks. Discuss the answers as a class.



Answers: 1. couch potato; 2. piece of cake; 3. egg on my face; 4. eat my words

Ask students to suggest additional food idioms and write them on the board or chart paper. The list may include: that's the way the cookie crumbles (that's life); to bring home the bacon (to earn money to support the family); to walk on egg shells (to be very careful about what you say or do to avoid creating a problem); to dish it out (to criticize freely); to cook with gas (to make progress).

Then, in the space provided on the activity sheet, ask students to use food idioms to create a very short story called "What a Pickle!" They may choose unused expressions from the word bank or use those they know from their own experiences.

As a follow-up, students may research the history of their favorite idioms. You might also have students identify additional non-food idioms and discuss their meanings as a class.

"Roaring to Read" Reading Log

Objective: To provide students with a chart to track their reading as they work to accomplish the ten hour Roaring to Read goal

See the cover letter and the "Food Lion 'Roaring to Read' Rewards" section of this teacher's guide for more details.

Extension Activities

- Have a class food festival in which students bring their favorite local dishes to share with the class.
- Invite a parent to class to give a cooking lesson about a popular recipe.
- Ask students to bring in food labels showing that the package contained local produce.
- Create a display with food labels designed by students for cans or packages that contain local ingredients.
- Tour a local farm, packaging plant, or your local Food Lion. Have students to keep journals describing their visits.

Web Resources

www.foodlion.com – Food Lion, LLC, offers high quality grocery products in over 1,200 stores located in 11 Southeast and Mid-Atlantic states.

www.cfsan.fda.gov – The U.S. Food and Drug Administration provides this site to promote our understanding of health and food issues and to protect the public health.

www.foodsafety.gov – In addition to food safety information, there are a wealth of links here to other sites about food safety education.

www.infoplease.com – A free, online encyclopedia, almanac, and more.

www.usda.gov – Web site for the U.S. Department of Agriculture providing the latest news and information about agriculture, food, and nutrition.

www.agclassroom.org – Find here the latest state-by-state statistics about agriculture, as well as sections with kid-friendly facts and activities.