

Focus Question:

Why is there an epidemic of hunger in the United States, and how can kids help to fight it?

Book Summary

Text Type: Nonfiction/Informational

One in five children in the United States lives in a food-insecure household, which means these children are hungry and struggling to thrive. While federal food programs work to diminish the hunger epidemic, the efforts of local communities to ensure that all citizens receive bountiful and nutritious food are paramount. *Hungry Right Here?* provides students with a comprehensive explanation of the causes and effects of the hunger epidemic. The author also provides concrete and inspirational examples of how students throughout the country are taking action to help meet the food needs of their local communities. The book can also be used to teach students how to determine an author's purpose and to summarize.

The book and lesson are also available for levels Y and Z1.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Determine author's purpose
- ☐ Describe information provided by graphics
- ☐ Recognize and use commas in a series
- ☐ Identify and use content vocabulary

Materials

- ☐ Book: *Hungry Right Here?* (copy for each student)
- ☐ Author's purpose, commas in a series, content vocabulary worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *epidemic* (n.), *food assistance* (n.), *food banks* (n.), *food stamps* (n.), *nutrition* (n.), *poverty* (n.)

Enrichment: *budgeted* (v.), *census* (n.), *charities* (n.), *Congress* (n.), *federal* (adj.), *funding* (n.)

- **Academic vocabulary:** *average* (adj.), *community* (n.), *enough* (adj.), *plan* (n.), *provide* (v.), *support* (v.)

Guiding the Reading

Before Reading

Build Background

Write the word *community* on the board and read it aloud with students. Have students work in small groups and provide each group with a piece of chart paper. Invite students to discuss the meaning of the word *community* and specific examples of how they support their local community. Have each group share their discussions with the class. Then, provide students with a lined sheet of paper and invite them to write several paragraphs about why it is important to support our local communities. Have students return to their small groups to share their writing. Follow up small-group discussions with a class discussion regarding the importance of community involvement.

Introduce the Book

- Give students their copy of *Hungry Right Here?* Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: Summarize

Explain to students that engaged readers summarize, or create a brief overview, as they read. Ask students to preview the book, looking at photos, captions, and other text features. Explain to students that when readers summarize what they read, it helps them remember the information in the book. Point out

Guiding the Reading (cont.)

that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read page 6 aloud to students and model how to summarize the information. Write the summary on the board and discuss how to use the information from the chart to organize the summary.

Introduce the Comprehension Skill:

Author's purpose

- Explain to students that when authors write about a topic they often express their attitude and opinion about a subject while simultaneously writing to *inform*, *persuade*, and/or *entertain* the reader. Explain that to *inform* means to provide information, to *entertain* means to amuse, and to *persuade* means to convince. Point out that the reason an author writes a book is called the *author's purpose*. Explain that often an author will have more than one purpose for writing and that details and clues in the book, including graphics and captions, will help the reader understand this purpose.
- Explain to students that, as they read the book, they should pause often to think about the author's purpose for writing this book about the hunger epidemic.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about the hunger epidemic. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is a food-insecure home, and how does it affect kids?* (level 1) page 5
- *Why can some people not afford food?* (level 1) page 6
- *What are federal food assistance programs, and how have they changed over time?* (level 2) pages 7 and 8
- *What can be done when government funding is not enough to meet the needs of hungry Americans?* (level 3) multiple pages
- *What is a food desert?* (level 1) page 10
- *How can kids help make a difference in the hunger epidemic?* (level 3) multiple pages
- *How can you support hungry people in your local community?* (level 3) multiple pages

Text Features: Graphics

Have students turn to page 8. Point out that the chart is provided by the author to expand upon and clarify the text. Ask a volunteer to explain what information the author is conveying through this graphic. Explain that this diagram includes a caption that helps clarify the chart. Point out that such features are often present in nonfiction books. Have students work with a partner to view the graphic on page 14. Have students discuss the following questions with their partner: *How does this diagram help you better understand the text? What information is included in the diagram that is not included in the text?* Have students share their discussions with the class.

Skill Review

- Review how to summarize with students. Have students reread the section "The Politics of Hunger" with a partner. Provide each group with a blank sheet of paper. Ask students to answer the questions *who*, *what*, *where*, *when*, and *why* on the basis of the information found in this section. Then have students use this information to create a written summary of the section with their partner. Pair up groups and have them read the summaries aloud. Then, invite volunteers to share their summaries with the class.
- Review with students that an author of a nonfiction book often expresses a purpose or multiple purposes for his or her writing. Have students turn to pages 12 and 14 to review the titles of each section.
- Model evaluating details to determine the author's purpose.
Think-aloud: *As I read a nonfiction book, I pause often to consider the details and clues in the text that help me to determine the author's purpose or purposes. For example, on page 12, the author included the section titled "Kids Can Make a Difference." As I read this section, I can see that the author is informing me about different ways kids have offered support to hungry community members. I know that the purpose of this section*

Guiding the Reading (cont.)

is to inform the reader. The next section, however, is titled "What Can I Do?" She provides many examples of how kids can help the hunger epidemic and then asks readers how they can help. These clues lead me to believe that the author also wants to persuade readers to get involved and help fight hunger in their local communities.

- Model how to complete the [author's purpose worksheet](#).

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: **Author's purpose**

Review the author's purpose worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary but should include the following information: *There are many things that contribute to the hunger epidemic in America. For example, the rising costs of food, childcare, housing, and so on make it difficult for many people to afford food. Kids can help fight the epidemic in any number of ways, including starting a community garden, raising money for local food banks, not wasting food, and so on.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Grammar and Mechanics: **Commas in a series**

- Explain to students that in a list of three or more items a *comma* must be placed between the items. Discuss with students that listed items can be nouns, verbs, adjectives, or entire phrases or clauses. Remind students that this is only one of the many uses for a comma.

- Have students turn to page 8 and read the following sentence aloud: *It provides specific nutritious foods such as milk, baby formula, and baby food.* Explain that, when a sentence is read aloud, the commas create pauses between the words or phrases. Point out the list of food, the commas used to separate each item, and the word *and* before the last phrase.
- **Check for understanding:** Invite students to reread page 9 and locate a sentence that includes commas in a series. Have them circle each comma and underline each item in the series. Point out that other commas are used on the page, but not to separate a list of words.
- **Independent practice:** Introduce, explain, and have students complete the [commas-in-a-series worksheet](#). If time allows, discuss their answers.

Word Work: **Content vocabulary**

- Explain to students that many of the words they read in *Hungry Right Here?* will better help them understand how the hunger epidemic is monitored and addressed, at both the local and federal levels. Point out that many of these vocabulary words will also help them understand the structure and nature of federal assistance programs in general.
- Have students turn to page 9 and locate the word *Congress*. Point out that the word is in boldface print because the author feels that it is important for the reader to understand the meaning of the word. Have students turn to a partner and locate the part of the text that defines the word *Congress*. Point out that oftentimes the author will either provide a direct definition of a boldface word or will give clues as to its meaning.
- **Check for understanding:** Write the following words on the board: *insecure, funding, census, federal*. Invite students to work in small groups and provide each group a piece of chart paper. Have them fold the chart paper into four sections and label each section with one of the content vocabulary words on the board. Have students draw or write a definition for each word and then share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the [content vocabulary worksheet](#). If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.