



EDUCATOR GUIDE

EAT UP! An Infographic Exploration of Food

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GENRE: Children’s non-fiction

THEMES: health, environment, data management, media literacy

SUITABLE FOR: Grade 4–7, Ages 9–13

GUIDED READING LEVEL: Fountas and Pinnell V

LEXILE: Illustrated Guide 1040L

COMMON CORE STANDARDS: RI.5.1,2,3,4,5,7,8,9,10
L.5.3,4,4a,4b,4c,5,6
RF.5.3,3a,4,4a,4c

SL.5.1,1a,1c,1d,2,3,4,5,6
W.5.4,6,7,8,9,9b,10

SUMMARY:

Filled with fascinating facts delivered visually, this infographic book explores the topic of food from every aspect. Written for middle-grade readers, *Eat Up!* is a colorful infographic look at the many surprising and fascinating facts about food.

Information is presented in easy-to-understand graphics and clear explanations. Each spread explores a different aspect of the topic. Readers will find answers to a wide range of questions, including: Who grows our food? Where does our meat and fish come from? How does it get to us? What’s the difference between a hybrid and a genetically-modified crop? How do companies advertize to children? Who are the “Big 10” food companies? How much farmland is there across the world?

Weightier topics (for example, farming and pollution, or child labor in agriculture), are balanced out by fun facts, such as “extreme foods” and how our sense of taste works (and sometimes deceives us). Other topics include how food production has an impact on the local and global economy, access to food and food insecurity around the world, and conventional vs. organic farming.

Vibrant, dynamic illustrations, diagrams and photos and small chunks of text make this book ideal for reluctant or struggling readers.

Please remember that the suggested questions and activities within this educator guide are meant to serve as a starting point. Educators are encouraged to select items from each part of the guided inquiry process that work best for their style of teaching and will help them meet their goals when covering the topics in this book. Activities and prompts should be tweaked and/or reformatted to best fit your students, context, and community to ensure equity and inclusion.

ABOUT INFOGRAPHICS

Eat Up! uses a mixture of artwork, photography, and infographics (charts, graphs, etc.) to present information visually. The text is brief, to convey the basic concepts quickly. Each infographic illustrates a larger idea, and so can be the starting point for longer discussions. A reading list and a detailed bibliography are provided for students or teachers who are interested in looking deeper into a topic.

Classroom Discussion Questions and Activities

HEALTHY EATING

1. Using your most recent meal as an example, can you identify a protein, starch, and fat? (See p 30-31)
2. What is a micronutrient? (See p 32-33, and glossary)
3. Can you identify five different foods that contain micronutrients? Try to name foods of different colors. (See p 32-33)
4. If you can't digest fiber, why is it important part of our diet? Can you name three foods that contain fiber? (See p 31)



MAKING HEALTHY CHOICES

1. What are some alternatives to sugar? (See p 35)
2. Using a recent meal as an example, can you guess which foods are unprocessed, or basically, minimally, or highly processed? (See p 20)
3. What is one change that you could make to eat more healthy food? (See p 58-59 for some ideas. The organizations listed on p 69 also have ideas on their websites.)



MEDIA LITERACY

1. Think of a time when you've asked your parent or guardian to buy a favorite food. Have you ever seen an advertisement for that food? Did that ad influence your feelings about that food? (See p 26–27)
2. Think of a “disguised” ad you've seen, such as a game, infomercial, or social media site. What did you think about the product, both before and after you realized it was an ad? (See p 27)

ENVIRONMENT

1. What are some ways power is used to grow and produce food? (See p 38-39)
2. What is a carbon footprint? (See p 39)
3. How does the food industry affect water? (See p 40-41 and 43)
4. What are some ways farming can contribute to pollution? What are some ways farmers can reduce their impact on the environment? (See p 43)

DATA MANAGEMENT

A lot of information in *Eat Up!* is shown in charts or graphs. Students will have to know how to read these infographics to fully understand the information.

1. Look at the double bar graph on p 51. What is the relationship between the orange bars and the white bars? What are the implications of this relationship? Compare the data given for two different countries.
2. The infographic on p 12 shows the percentage of small and large family-owned and corporate-owned farms in the US, and the amount of food produced by each type of farm. Can you think of another way to present these figures? (ie. bar graph, pie charts, etc.) You can also try this exercise with the infographic on the bottom of p 12.
3. Pages 52 to 53 show information taken from several studies about typical eating habits. Most of the data is given as percentages and averages. Take one example (such as how often we eat fast food, spending on groceries vs eating out, etc.) and track your family's habits for a week. How do they compare to the data given here? Can you illustrate your findings as a chart or graph?

