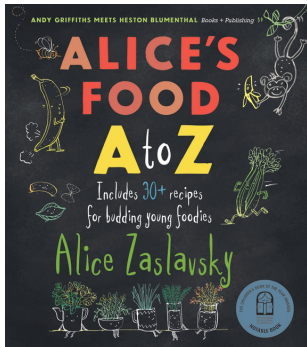




# Walker Books Classroom Ideas



## Alice's Food A-Z

Alice Zaslavsky  
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ISBN: 9781760654856  
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\*Notes may be downloaded and printed for regular classroom use only.

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## Outline:

Culinary correspondent Alice Zaslavsky's first book for young foodies takes readers on an edible adventure; packed with delicious facts, clever cooking tips and kid-approved recipes.

Alice Zaslavsky has been described as "Andy Griffiths meets Heston Blumenthal," and this book brims with her trademark energy and enthusiasm for all things food. Young readers will be captivated by a feast of information: from avocados to zucchini and everything in between. Alice aims to inspire a love of food in kids with her tasty book that's full of all the things you ever wanted to know about food - and also some things you probably didn't!

## Author/illustrator Information:

Alice Zaslavsky is a fresh voice in food, with a bright, inclusive tone that brings people into the kitchen and invites them to stay. Her modern, accessible approach to cooking has been honed through a career that spans champion food judge, critic, writer, television host and food literacy advocate. As a bestselling cookbook author, creator of Phenomenom.com.au, a free digital toolkit for teachers and parents to help kids fall in love with food, regular contributor to ABC News Breakfast, ABC Radio and Good Food and with a wide array of other television and media appearances; Alice is a high-profile media personality and established authority on food.

Kat Chadwick was born in Pahiataua, New Zealand. She completed a Diploma in Fine Arts (majoring in print making), then spent a few years exhibiting and travelling the world. In 1995 she moved to Melbourne to study Graphic Design at Swinburne University. After gaining an Honours degree, she worked at various Melbourne design studios before establishing her own business, Designland, with her partner in life and design, Andrew Budge.

## How to use these notes:

This book works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly.

**These notes are for:**

- Ages 8-12

**Key Learning Areas:**

- Food • Cooking
- Science
- Design and Technology

**Example of:**

- Non-fiction Picture Book

**Themes/ Ideas:**

- Cooking
- Food



# Walker Books Classroom Ideas

## Discussion Questions and Activities

### English - Language

#### Text Structure and Organisation

Before reading *Alice's Food A-Z*, examine the cover of the book. Identify the following:

- The title
- The subtitle
- The author
- The publisher
- The blurb

Based on the cover, what do you think this book is about? What sort of content do you think it will include?

Who do you think the intended audience of this book is? What is the purpose of this book? Give reasons and evidence for your answer. Compare this book to a textbook on food, a cookbook and a food magazine. Discuss the audience and purpose of each text and compare how each text tries to achieve this purpose. How are they similar and how are they different?

Discuss the humour that the author uses in the text. What do you think the effect of humour is on the reader? How does humour affect the tone of the book? Compare this text to another book about food or a recipe book and compare and contrast the tone. How does it affect you as the reader of both of these books?

#### Expressing and Developing Ideas

Examine several spreads of the book and make a note of all the different visual elements on the page including: fonts, colour choices, photographs, illustrations and patterns. Why do you think the book has been designed this way? Imagine the book was designed in black and white with no images. What effect would this have on the reader?

Keep a vocab journal when reading *Alice's Food A-Z*. Make a note of any word you don't understand. Use a dictionary to look up the definition of those words. Also use your vocab journal to make a note of any words or phrases that you particularly like. Try to use these words in your writing.

What is an index? In what kind of book would you normally find one? How does it assist the reader in finding information in a book?

What is a glossary? Using your definitions from your vocab journal, create a glossary for this book. Make sure you include the word, the definition and the page reference.

On page 84, there is a table showing different types of meat. Why do you think the information has been displayed in this way? How would it be different if the text from the table was written as a normal paragraph?

On page 130, there is a diagram of kitchen utensils. Why do you think this page has been designed this way rather than just listing the utensils? Create a similar diagram for materials needed for another task; for example, the materials you need for school, painting a picture or playing a game of cricket. Experiment with displaying information in different formats and have a discussion in small groups about which format presents the information most effectively.

#### Language for Interaction

Find examples of objective and subjective language in this book. What effect does the mixture of objective and subjective language have on the reader?

What is bias? In this book, the author talks about food that she likes. Do you think it is possible to talk about tastes without using some form of bias?

Write two versions of a book review on *Alice's Food A-Z*. One review should use objective language so you giving the reader only facts about the book. The second review should use subjective language which should show your opinion of the book and persuade the reader to agree with your opinion. Swap your reviews with a classmate so you can evaluate each other's work. Include references to the text in both of your reviews and make comparisons to other similar texts.

### English - Literature

#### Literature and Context

The "Whys Guy" section in the book is a play on words. What is a play on words? What is the double meaning of this play on words? Why do you think the author chose to use this as the title?

#### Creating Literature

The author writes about many of her favourite recipes in the book. Think of your favourite meal or snack and write a recipe for it. Design a recipe page in a similar style to the book for your meal or snack using a desktop publishing program. Include a photo of your meal or snack in your design. Compile all of the recipes from the class and bind them into a recipe book to keep in your school library, or copy the book and distribute it to other classes.



# Walker Books Classroom Ideas

## Responding to Literature

Examine the language that Alice uses when describing foods. How do you think the language would differ if the intended audience of the book was different? For example, what if this was a book intended for parents, senior citizens or very young children?

## English/Literacy

### Interacting with Others/Creating Texts

Choose one of the foods from the book (or choose a different food) and use your school library or the internet to research interesting facts and recipes that you can make using this food. Create a presentation about your food to deliver to the class. Your presentation should be informative and persuasive so make sure to use a range of techniques to achieve this. Plan, design and distribute a handout during a presentation featuring several quick facts about food and one recipe that can be made using that food. Use the below questions to help you plan your presentation:

- What food am I presenting?
- Who is my audience?
- What am I trying to persuade my audience about?
- What persuasive techniques have I included in my presentation?
- What information have I included in my handout?

At the end of your presentation, ask the class if there are any questions or comments. Invite other students to share any information they might know about the food that you presented and to share any recipes/ideas using that food.

### Interpreting, Analysing, Evaluating

Is this book an imaginative, informative or persuasive text? Is it a combination of more than one of these? Provide evidence from the book to support your answer.

Identify the structural features of this book and note the purpose of each. For example, the table of contents, headings, page numbers, “Word Wizard” sections, “Expert Mode” sections, index, credits, etc.

Identify sections in the book where the author is attempting to persuade the reader to a certain opinion. What strategies has she employed to do this? Do you think the strategies were successful? Suggest any changes that could be made to make the argument more persuasive.

## Design and Technology

### Knowledge and Understanding

Choose several ingredients from the book and make a list of the possible ways it can be cooked. Make a recommendation for what you think is the best way to cook it.

### Processes and Production Skills

Choose one recipe from the book and make a list of all the required ingredients, utensils and equipment you would need to make the recipe. Suggest alternatives for items on your list as a contingency if any of the ingredients/equipment are unavailable.

## Literacy

Try new things! Make a list of five foods or recipes in this book that you’ve never tried before. Set yourself goals over the next few weeks to try each of these five food recipes. Keep a journal that details your experiences trying them. Did you like them or were they what you expected? Does your experience with trying new things make you more or less likely to try new things in the future?

*Alice’s Food A-Z* encourages readers to be aware of and know how to use a variety of fresh and nutritious food. Create a meal plan for your family for a week using ideas for meals and snacks found in the book and by further research in your library or online. Make sure your meal plan avoids processed and fast food. Share your meal and snack ideas with your classmates.

Create your own A-Z of food by selecting foods that aren’t in the book and researching interesting facts about them. Create cards featuring an image (photo or drawing) of the food on one side and several facts on the other side. This activity can be done as a classroom group activity or an individual assignment. Use the completed A-Z cards as a game with another classmate or group where the player has to guess the name of the food depicted and described on the card.

Design a seasonal food poster to display in your classroom. Make a list of foods according to the season in which they are most readily available. Display these foods in an aesthetically pleasing and informative way on your poster, letting the reader know when they should look out for each food.