

Name _____



Listen.

1.



2.

squeezed tighter

disgusting decay

jam-packed

3.

She cleaned up the city.

She lived in the city.

She healed the Mayor.



Speak.

1. How can you tell the food in Fridge-opolis is unhappy?

2. What happens when food is expired or rotten?



Read.

Reread *Fridge-opolis*.

1. Where is the city of Fridge-opolis?

in the microwave

in the refrigerator

in the dishwasher

2. What is the problem in Fridge-opolis?

It is crowded and polluted.

It is cold and wet.

It is dark and gloomy.

3. Where did the rotten and expired food go?

Dishwasher Downs

Microwave Meadows

Recycling Ridge and Compost Town



Write.




1. How did Mayor and Doctor Baking Soda help Fridge-opolis?

2. Using information from the back of the book, make a poster about food waste.



Listen.

1. Which food turned moldy and bleu?

- 
- 
- 

2. Which words do NOT mean the same as crammed?

- squeezed tighter
- disgusting decay
- jam-packed

3. Why did Doctor Baking Soda get the key to the city?

- She cleaned up the city.
- She lived in the city.
- She healed the Mayor.



Speak.

1. How can you tell the food in Fridge-opolis is unhappy?

2. What happens when food is expired or rotten?



Read.

Reread *Fridge-opolis*.

1. Where is the city of Fridge-opolis?

- in the microwave
- in the refrigerator
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- Dishwasher Downs
- Microwave Meadows
- Recycling Ridge and Compost Town



Write.

1. How did Mayor and Doctor Baking Soda help Fridge-opolis?

2. Using information from the back of the book, make a poster about food waste.

How to Use this Resource:

Page 1 = Student Copy, Page 2 = Teacher Copy

- **Target Audience:** 1st – 3rd Grade
- **Book:** Fridge-Opolis, written by Melissa Coffey and illustrated by Josh Cleland
- **Start**
 - Read the book aloud to students.
 - If you have enough copies for each student, allow them to read along or reread independently.
- **Listen**

This section is intended to assess the students' listening comprehension.

 - Read the prompts and answer choices on the teacher sheet out loud.
 - Repeat as needed. The students do not have the questions written on their sheet.
- **Speak**

These prompts can be used for whole group or small group discussion. I recommend talking about using illustrations and other context clues. Allow students time to think and look back at the book, if needed. Encourage speaking in complete sentences. Sentence stems are great scaffolds. Example: I can tell the food is unhappy because...The text states...The illustration shows... The second prompt may require you to teach or revisit the suggested vocabulary.
- **Read**

Since this is the reading comprehension portion, have students read and answer these questions independently. Encourage and allow students to reference the book as needed.
- **Write**

Use these prompts as you see fit. Scaffold the writing for students with different levels of English proficiency. Some may choose to draw pictures and label them, others may write 1-2 sentences, and other students will write a paragraph. I recommend having students with higher proficiency levels write a paragraph that includes a topic sentence, a few supporting sentences, and a concluding sentence, especially if you change the question to include the problem and solution of the story. For the poster, check out Common Core Standard for writing 1.3. The poster should have a topic, some facts, and give some closure (ex: what can you do now that you know facts about food waste?).

Credits:

- Hot dog, lettuce cheese icon by Flaticon