

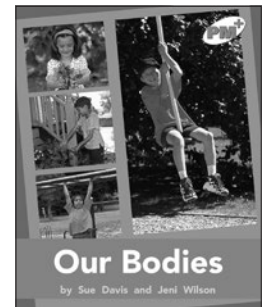
Our Bodies

PM Levels 16/17

Orange

Text Type Information Report / Poetry

Running Words 366



Preparing for Guided Reading

Orientation to the text

- Read the title together and talk about the cover and title page photographs. Introduce the concept that each person is a unique individual, and although we are alike in many ways, there are a number of differences that are important, too.

Prior knowledge

- This text helps students to understand their bodies and how the different parts work. Other text forms include poetry.

Building the Balanced Reader

Vocabulary

Key vocabulary

body, clap, people, together

Content Words

bodies, colours, each, hear, know, many, noises, parts, senses, shapes, smell, soft, sounds, stand, taste, through, tongue, years

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the information on the contents page. Use the corresponding page numbers to identify the location of specific information. Encourage students to predict the type of information they will find in the text. Recall that the glossary contains simple meanings for words featured in the text.
- Study the photographs on pp. 6–7. Discuss the information contained in each sentence. Mime some of the actions.
- Ensure that students understand how their senses help them to know what is going on around them. Draw a simple diagram that explains how the body parts send messages along the nerves to the brain, which in turn responds to what has been seen, heard, touched, tasted or smelt.

- Discuss the labels on the diagram on pp. 20–21. Students may be able to name other internal body parts. Read the *Did you know?* statement. Remind students that there will be a question at the back of the book about this fact.
- Invite students to give their own explanations as to why it is important for their bodies to work and feel well. Read the verse together. Role-play actions that reinforce the meaning of the words.
- Confirm that the text summarises the information read throughout the book.
- Discuss the index on the inside back cover. Have students select key words and then use the page references to find the words in their books.
- Discuss opposites used in the text, e.g. *hard, soft; wet, dry; hot; cold*.
- Explain the meaning and use of *questions, contents, glossary, index*.

Comprehension

- What do we do with our feet and legs? (*Literal*)
- What are some of the differences between our bodies? (*Inferential*)
- What are the similarities between our bodies? (*Inferential*)

Follow-up activities

- Discuss how information reports can be presented. Notice that key words are often written in bold type. Talk about how this reinforces meaning. Point out that the photographs support the meanings of these key words. Discuss ways in which labels and pictures convey information.
- Discuss the features of verse. Recall that verse is rhythmic language that pleases the ear and stimulates the mind. Read and enjoy the verse on p. 23. Talk about how the rhythmical patterns of the language help recognition of unknown words. Identify and discuss punctuation features, i.e. commas, full stops and line arrangements. Recall how punctuation informs the reader of the intonation intended. Reinforce this concept by finding similar examples in other verses.
- Provide students with small mirrors. Ask them to look at their faces in the mirrors as they draw detailed sketches of themselves. They can paint in their eyes, hair, etc. Frame each portrait and display. See if students can recognise each other.

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Learning Intentions

- We are learning that different text types have different structures and purposes.
- We are learning to combine our knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Success Criteria

- I can use my knowledge of the structure and purpose of different text types to make predictions about the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up