

Taking Care of Ourselves

PM Levels 16/17

Orange

Text Type Information Report / Poetry

Running Words 375



Preparing for Guided Reading

Orientation to the text

- Discuss the title, and cover and title page photographs. Record on a chart what students already know about the topic.

Prior knowledge

- This is the first of six non-fiction books centred on the theme 'Looking at Ourselves'. The text encourages students to value themselves and make informed choices.

Building the Balanced Reader

Vocabulary

Key vocabulary

everyone, keep, middle, together

Content Words

brush, ourselves, should, sometimes, sunscreen, tires, together, trousers, warm, wash

Decoding

- 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.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations, attending to print details.

Focusing on the story – guided reading

- Read the information on the contents page and discuss how the corresponding page numbers specify where the information is located in the text. Link students' ideas about what they already know with these chapter headings. There may now be further information they wish to record on the chart. Explain the purpose of a glossary and an index.
- Notice that the title for the chapter on pp. 4–5 is the same as the book title. These two pages provide an overview of the information within the book. Discuss the importance of children learning to take care of themselves.

- Name the foods and relate them to the healthy food pyramid. Ask, *Why do you think we need to drink lots of water every day?*
- Discuss why it is essential to always wash our hands before eating. Reinforce the routines students can be responsible for.
- Encourage students to share what they do to keep fit. Discuss the information in the *Did you know?* box. Ask students how they feel when they laugh.
- Talk about what happens to an individual's body during rest and relaxation. Study the photographs. Have students give examples of other ways to rest and relax.
- Revisit pp. 4–5. Confirm that the text summarises the information read throughout the book.
- Revise adjectives as a means of adding meaning to the nouns in the text, e.g. *good, clean, tired, long, warm, hot, fit*.

Comprehension

- What does drinking milk help to make? (*Literal*)
- What effects can the weather have on our bodies? (*Inferential*)
- What will happen if we take good care of ourselves? (*Inferential*)

Follow-up activities

- Show students how to write an acrostic poem about themselves. Ask them to write their name vertically in capital letters. Then have them write words that describe how they take care of themselves.
- Talk about the benefits of a healthy breakfast. Ask students to write breakfast menus. Demonstrate this text form. Ensure that students understand they have choices about what they eat – some foods are better for them than others.
- Talk about the decisions that students can now make for themselves. Have students write about these and make them into a group book entitled, *We Can Care for Ourselves*.

Taking Care of Ourselves

Date _____

PM Levels 16/17

Orange

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.

• _____

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.

• _____

Guided Reading Notes

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