

# Healthy Food

PM Level 14/15

Green

**Text Type** Exposition

**Running Words** 173



## Preparing for Guided Reading

### Orientation to the Text

- Talk about healthy food options. Write students' ideas on a chart. Encourage them to give reasons to support their ideas.

### Prior Knowledge

- A family's visit to a supermarket encourages students to think, reason, and express their knowledge and views about healthy food. This book further reinforces the non-fiction theme 'Food and eating'.

### Key Language Structures

- Some sentences have two independent clauses joined with a conjunction, e.g. *Food helps children to grow and play, and to do their school work.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*every, need, orange, sometimes*

#### Content Words

*everyone, fruit, grow, vegetables, Yoghurt*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts

### Fluency and Phrasing

- 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; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

### Focusing on the Book – Guided Reading

- Read the title together. Discuss the photograph and its setting.

- Discuss the content of this exposition, i.e. it is divided into parts with an opening statement, followed by information to support the opening statement, and ends with a photographic diagram summarising the authors' views.
- Encourage discussion as students check the accuracy of the information in the text.
- Hide the last page and have students fill in a blank pyramid where the foods should go, using the text. Reveal the pyramid to see if they were correct.
- Ensure that students understand that the Healthy Food Pyramid on p. 16 represents a simple visual concept of healthy food choices in an increasingly complex food market.
- Identify key statements. List the healthy food guidelines recommended by this text.
- Discuss the verbs often used when expressing an opinion: *believe, think, agree, disagree.*
- Use knowledge of oral language patterns when checking or confirming text structure.
- Talk about meaning reinforced by visual cues.

### Comprehension

- How does food help children? (*Literal*)
- Why is fruit good to eat every day? (*Inferential*)
- Why shouldn't we eat biscuits every day? (*Inferential*)

### Follow-up Activities

- Encourage students to write and draw about their own experiences of shopping at a supermarket.
- With students, write statements supporting the following sentence: *Treat foods are fun to eat on special occasions.*
- Make a collage of the Healthy Food Pyramid. Cut out appropriate pictures from food pamphlets or brochures.
- Visit the fruit and vegetable section of the local supermarket. Plan the visit together, e.g. seeking permission, making arrangements to get there, etc.

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## Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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## Success Criteria

- I can use word parts to help me decode fluently e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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## Guided Reading Notes

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