

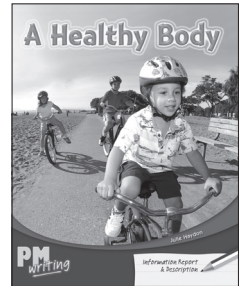
A Healthy Body

PM Levels 20/21

Purple

Text Type Information Report/Description

Running Words 280



Preparing for Guided Reading

Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also understand what it means to be healthy and have a basic understanding of how people look after their bodies.

Orientation to the Text

- We only get one body, and it is important to understand it and to take care of it. This book features an information report about how to be healthy, as well as a description that explains the function of the human brain and heart.

Building the Balanced Reader

Vocabulary

Key vocabulary

brain, exercise, healthy, heart, protect, protected

Content Words

accidents, balance, information, messages, muscle, skull

Decoding

- Prompt students to be aware of words from the same word family in the text – *protect* and *protected*; *keep* and *keeps*; *exercise* and *exercising*.
- Together, look at the word *accidents*. Talk about the two different sounds that 'c' makes within the word. Ask, *Can you think of any other words with the same letter-sound pattern at the start?*

Fluency and Phrasing

- Read the information report to students, then invite them to participate in choral reading of the text to practise fluency and expression.

Focusing on the Book – Guided Reading

- Look carefully at the cover photo and read the title of the book together. Before reading the book together, ask students what they do to keep their bodies healthy and why this is important.
- Look at pages 2–3 together. Ask, *What do you notice about the green words at the top of each of these pages? Why is the font and the font size different?*
- Look at page 3 together. Read the text and then ask, *What else is on this page? What extra information do the images give you?*

- Continue to page 8. Purposely read the page with one or two errors. Ask, *Did what I read make sense? How can I check that what I read matches the text?*
- Look at page 9. Discuss why the author didn't include any text on this page and what the images tell the reader.
- Continue to page 10. Ask, *What are the different elements on this page? What information does each element give?*
- Read to page 12. Instruct students to find the labels on the image. Ask, *What information do the labels give that is not in the text?*
- Continue to page 14. Invite students to read the text aloud and support them to monitor the accuracy of their reading.
- Read page 16 together. Ask students to share one thing that they learned from the text.

Comprehension

- What are three ways that healthy people look after their bodies? (*Literal*)
- Why do you think it is important that healthy people get lots of sleep? (*Inferential*)
- What sort of messages do you think the brain gets from your senses? (*Inferential*)

Follow-up Activities

- Learn about another part of the human body together, such as skin or kidneys. Ask students to show their learning in the form of a diagram with labels.
- List the actions from the book that people can take to stay healthy and invite students to add anything else they can think of. Explain that it is also important to look after your mental health. Brainstorm ways to do that together and ask students to choose one action they can take to nurture their mental health. Model meditation as one possible technique that can help them feel relaxed.
- Provide a large selection of non-fiction books for students to look through. Give them some sticky notes and ask them to find examples of titles, subheadings, diagrams, labels and tables of contents. Partner students up to share what they found. Discuss any additional non-fiction text features they find, such as an index or a glossary.

A Healthy Body

Date _____

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Purple

Learning Intentions

- We are learning to understand how non-fiction texts are organised.
- We are learning to read with accuracy.

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Success Criteria

- I can use the contents page to help me find information.
- I can find the title, subheadings, diagrams and picture labels and describe what they are for.
- I can check whether what I have read looks right, sounds right and makes sense.

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Guided Reading Notes

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