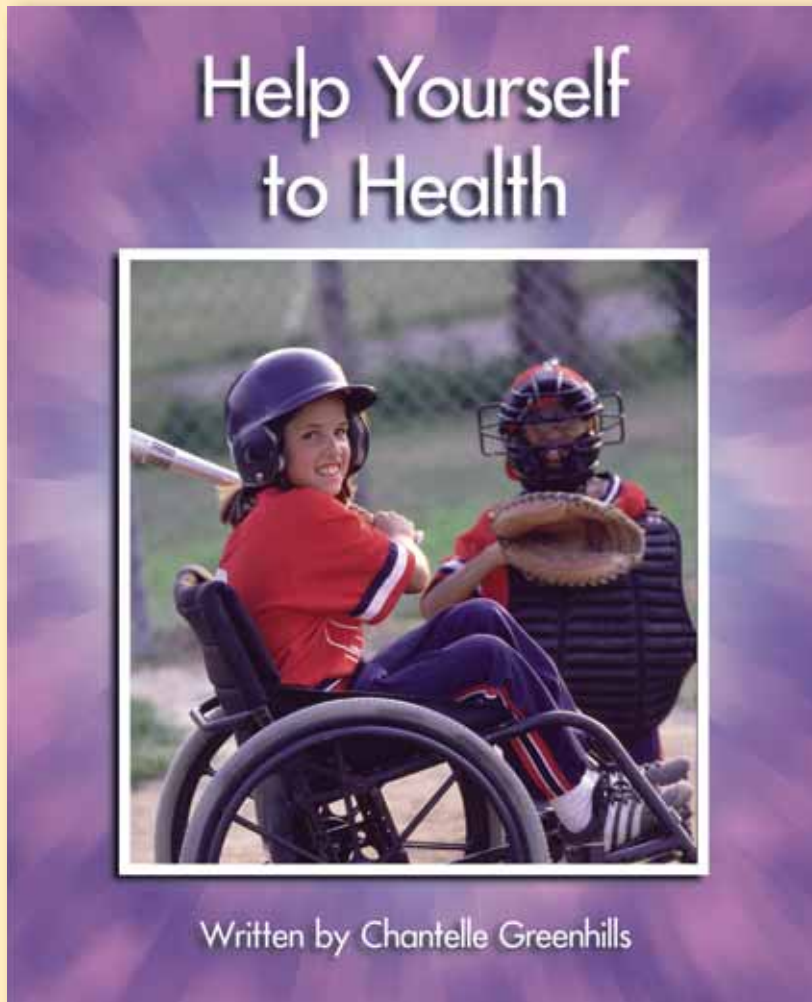




# Level 22

## Book b



Level	22
Word Count	541
Text Type	Information report
High-Frequency	every, keep
Word/s Introduced	



MACMILLAN

The New Clubhouse

Help Yourself  
to Health

Whisker's Excuses

Magnets Quiz

Munga,  
the Bush Monster

All About Dogs

The Red Flyer

Jump, Trundle,  
Climb, Sticker,  
Flap, Snap!

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



*This symbol relates to critical analysis  
(text critic or analyser)*

## BEFORE READING

Discuss the front cover with students. Ask how the photograph links with the title.

Brainstorm the topic with students by writing the title on the board, and creating a topic web with their responses.

Turn to the contents page, read the headings, and compare with the topic web.

Introduce and explain the *Personal Health Planner* BLM to students.

## DURING READING

Ask students to read the introduction and then return to the contents page to count the headings that give the five ways to keep yourself healthy.

Explain that you will set purposes for them to read on each page to help them focus on the key information. Tell students you expect them to respond at the end of each page, or pages, with the information.

**Pages 4–5** Tell students that there are five groups of food for a balanced diet. How are the group 1 foods good for you?

**Pages 6–7** Read to find out how vegetables are good for your body.

**Pages 8–9** How is fruit good for your body?

**Pages 10–11** What do group 3 foods do for your body?

**Pages 12–13** How do group 4 foods help your body, and why should you have small amounts of group 5 foods?

Continue through the book, guiding students' reading for information. Observe and note students' independent reading skills.

## AFTER READING

Discuss with students information that is new to them. Ask how the book has extended information they already had.

Ask students to reread the book independently, remembering to read the captions and table on page 14.

Have students use the information in the book to complete the *Personal Health Planner* BLM.

## CODE BREAKER



### **Developing Specific Skills**

Opposites – remember/forget, sweet/sour, strong/weak, healthy/unhealthy

Syllables – sort the names of fruit and vegetables into syllables

Suffix – y – every, healthy, energy, plenty, variety

Theme-related vocabulary – cells, nutrition, energy, healthy, digestive system, exercise, germs, cavities, sleep

## TEXT USER



Interpret a food group analysis table.

Locate and extract information.

Have students read the text and use text features to find and record information on their *Personal Health Planner*.

## MEANING MAKER



Ask students to prepare writing their Personal Health Planner by writing two headings – *How I Help Myself to Health Now*/*How I am Going To Help Myself to Health*.

Have students make a healthy food display.

Write a *How To Clean Teeth* instruction book.

Research for exercise information in the library and on the Internet.

## TEXT CRITIC



Ask students which features in the book were the most significant to helping their health.

Have students consider if they now have all the information they require from the book, or do they now need to search elsewhere.

**I. Match the opposites.**

before	unhealthy
night	dirty
sweet	after
quick	awake
remember	day
clean	sour
good	weak
healthy	forget
asleep	slow
strong	bad

**2. Write sentences about health that include both a word and the opposite of that word.**

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_

# 22b Help Yourself to Health

Name \_\_\_\_\_

## Personal Health Planner

Write your plan under each heading. Use your book for help.

Foods					
	Group 1	2	3	4	5
Drink					
Sleep					
Exercise					
Keeping Clean					

## 22b Help Yourself to Health

Name \_\_\_\_\_

Sort the names of fruit and vegetables into sets according to the number of syllables. Tick or circle the ones you like best.

carrots lettuce beans cabbage broccoli eggplant peas

cauliflower spinach apples bananas pawpaws plums

pomegranates peaches oranges pears mangoes

1	2	3	4