**Healthy and Delicious**

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| Level | M |
| Content Area | Science |
| Reading Focus | Students will learn to use the comprehension strategy of Drawing Inferences as they read, think, talk, and write in response to the text. |
| Text Type | Informational |
| Academic Vocabulary | blood, diet, energy, exercise, fat, food, government, water |

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| **Topic Talk** | * Ask students to think, pair, share about what they eat. Ask: “What is the healthiest and unhealthiest food you think you eat?” and “Why do you think it is healthy or unhealthy?” * Read aloud the title of the book, and show students the cover. * Model how to make a prediction about the book from the cover and the text: “I’m going to make a prediction of what this book is about. I can see clues such as food, and an ant eating food, and it’s called healthy and delicious. I have seen a lot of cookbooks that have food on the front. My prediction is that it is a book of healthy recipes.” * Read the blurb aloud. Remind students that inferences can change each time you read more about the book. * Ask students to make a prediction (a type of inference) about the book after reading the blurb. |
| **Contents** | * Read the contents page and the titles of the chapters aloud. * Have students think, pair, share what new things are in the chapter titles that were not on the cover. * Introduce students to “Nat the Ant” at the bottom of the page, and read the speech bubble aloud. |
| **Opening Chapters** | * Read the chapter 1 title and pages 2 and 3 aloud. * Have students look closely at the text on page 3 and think, pair, share. Ask: “Using your background knowledge and text clues, what things might make you sick if you eat too much?” * Explain that they are drawing an inference, and looking for what the author is saying, but hasn’t written in words. * Discuss that sometimes drawing an inference is called “reading between the lines”, which is reading between the lines the author has written, to figure out the meaning they are hinting at. * Read pages 4 and 5 together. * Have students look closely at the diagram. Ask: “What inferences can you make from this diagram? What is the author using it to show you?” Encourage students to think, pair, share with a partner. * Ask: “What do you think the author is hinting at about dairy?” Have students draw an inference. * Have students think, pair, share about why the people at MyPlate used a diagram and not just words to get their message across. * Read aloud the chapter 2 title and pages 6 and 7. * Have students look closely at the part under the title. Ask: “What do you think the MyPlate guide means by ‘plate’?” Have some students share their ideas. * Explain (or confirm) that “plate” is referring to all the food you eat in a day. * Point out the word “barley” in the second line. Ask: “Why is this word bolded?” * Explain that if there is a word you might not know, it might be bolded to show you that it is in the glossary at the back of the book. * Have students look at the list of words. Discuss that they can draw an inference about what barley means from “context” – text clues around the word. * Model how to use context: “I can see ‘barley’ is in a list of other things I know about, like rice and oats. They are both foods with lots of small grains. I also know that this is in a chapter called grains. So, I can draw an inference that barley is a type of grain, similar to the others in the list.” * Have students practise flipping to the back of the book to use the glossary and check if their understanding of “barley” is correct. * Read pages 8 and 9, and have students think, pair, share about the ant questions. * Set purposes for reading from Chapter 3 through to the end of the book:   + When there are confusing words, or confusing parts, try to think about the “context”, the text clues around them that might help you to draw an inference and figure out what they mean.   + Try to draw inferences about what the author is hinting at (but not writing). Use your knowledge along with clues from the text.   + Pause at the ant questions to answer them, and read the Ant Tunnel carefully. |

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| As students read on independently, you can check in with them to discuss the ant questions, or personalise learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.  Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Ask: “What was something new you learned about food from reading this book?” Have students share with a partner. 2. Have students think back to the prediction they made before reading. Ask students to think, pair, share: “Was your prediction on track, or was the book different from your prediction?” 3. Discuss the idea of “reading between the lines” and how authors don’t always write all their ideas in full, but leave enough clues for readers to infer them. | |
| **Writing Prompts** | *Fiction* | Write a story about packing supplies for a journey to Mars. It’s a long way from Earth and there won’t be any doctors there, so you have to stay healthy! What food do you take with you? |
| *Informational* | Design a menu for your family that includes all the foods you need for a balanced diet. Make sure you say why you are including the different foods. |
| *Letter writing* | Write a letter to a fast-food restaurant. Explain why eating well is important, and include some ideas to make their food healthier. |
| *Opinion* | Do you think there are some foods that are just bad for you, or is the problem that people eat too much of some foods and *that* makes them unhealthy? |
| *Research* | Do some research with the heading “The Troublesome Tomato”. It’s a problem because some people call it a vegetable and some people call it a fruit. Find out why. |