

Lesson Plan

Fluent Plus
reading stage
Level P (29–30)



Keeping Well explores experiences and issues related to children's health and safety. It discusses things that we need to know about and do to keep well.

Informative text types:

Report/Argument/Recount/Procedure/Explanation

Science Curriculum links

Australia

- **DT (ACTDEK013)** Suitability of materials, systems, components, tools and equipment for particular purposes
- **UIS (ACSHE051)** Science knowledge helps people to understand the effect of their actions

New Zealand

- **LW:** There are life processes common to all living things and that these occur in different ways
- **NTTK:** The relationship between the materials used and their performance properties in technological products
- **NS:** Science is a way of explaining the world and that science knowledge changes over time
- **NS:** Scientists work together and provide evidence to support their ideas

Key concepts

- Preventing illness, allergic reaction, and staying safe
- Over time medical inventions and technology have assisted people to enjoy better health

Content vocabulary

allergen, antibiotic, antibodies, asthma, bacteria, bionic ear, blood poisoning, bronchiole, disease, electron microscope, EpiPen, immune system, impairment, injection, legume, organism, pollen, prevention, prosthesis, vaccination, virus

Text features

- Biographies, labelled diagrams, experiment, lists, news report, table, text boxes, sidebars, glossary

Reading strategy

- Asking and answering questions

First reading session

Getting started

Introducing the book

Support the students in activating their prior knowledge. Ask: *What do you know about how to keep yourself healthy and well? Do you have any questions about how to do this?* Give each student a copy of the book *Keeping Well*. Direct them to pay attention to the cover, and the title and contents pages. Have the students browse through the book. Say: *As you browse through the book, think about what you know about this topic. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about how to keep well?* Have the students work with a partner and record their words on sticky notes. Say: *When you are finished, share your sticky notes with another pair. Group these words together and make a heading note for each group.* If some words or phrases are not known to all in the group, have the student who recorded the word explain what it means.

Introducing the reading strategy focus

Say: *As readers we need to think about questions we have about a topic before we begin to read. These questions help us to focus our attention as we look for answers. Before we begin reading today, I want you to think about any questions you have about keeping well. Jot these on the Graphic Organiser.* Have the students share their questions with each other and allow time for them to add questions.

Reading with teacher support

Say: *Read chapter 1 to yourself. As you read, think about your questions. Does the author provide any answers to your questions? Do they raise new questions for you to think about? How does having questions in mind make your reading more meaningful? When you have finished reading, be ready to discuss your thinking with your partner.* Monitor the students as they read and support them where necessary. Have students share their thinking with the group. Ask: *What things do we need to stay well? How has life changed to make it easier to keep well? What answers to your questions have you found? Do you have any new questions?*

Guide the students in filling out their Graphic Organiser. Say: *Write down any answers you found in chapter 1, then add any new questions.*

Second reading session

Building understanding

Reading with teacher support

Say: *Get yourself ready to read by thinking about what you have already read about keeping well and remind yourself of the questions you have about this topic.* Have the students read chapter 2 to themselves. Invite the students to ask questions about what they have read.

Say: *Read chapter 2 to yourself. When you have finished, discuss your thinking with your partner.* Ask: *What have I learned about preventing illness? How has this changed over time?*

Have the students add to their Graphic Organiser. Say: *Talk with your partner about your questions and the answers you have found in the chapter.*

Independent and partner work

Have the students read the rest of the book without your support.

Say: *When you have finished reading, talk about your thinking with your partner, and then add to your Graphic Organiser. Share your Graphic Organiser with your partner.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Say: *Find a place where you had a wondering or a question. How did that help you understand what you were reading?*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

What things are important for keeping well? How has technology improved our chances of staying healthy? (Literal)

What are the health advantages and disadvantages of times in the past – for example, 1921? Will our ability to keep well improve in the future? What will make this happen? (Inferential)

What things would you expect to see happening in a healthy school? What about in a healthy city? (Synthesising)

The author presents a point of view about how to keep well. Do you agree with their point of view? Why or why not? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

Speaking and listening

Have students create and present short oral presentations about the health challenges their grandparents faced.

Vocabulary

Have students add to the word groups they made prior to reading the book. Ask: *What new words did you learn? Were there any words that did not appear in the book?* Have the students write sentences for each word group using more than one of the words in the group.

Visual literacy

Review the illustration on pages 8 and 9. Ask: *What information does this illustration give? How does the illustrator get the information across?* Have the students create an illustration like this one showing another piece of information from the book, for example, how allergies work.

Writing

Have the students write an opinion piece that presents their point of view, using the prompt: *Keeping well – it's up to you.* Provide the students with a template detailing how to plan and write an argument.

Planning to write an argument

Name: _____

Getting started

What is my argument about? _____

Who am I writing for? _____

Where will I find evidence? _____

Planning my argument

1. Introduction

What is my opinion? (for or against) _____

2. Evidence to support my opinion

Point 1 _____

Point 2 _____

Point 3 _____

3. Summary

A statement that repeats my opinion _____

 **Hint:** Arguments use persuasive language such as *must* and *should*. Are there other arguments about this issue? Where will I find evidence?

Additional features I could use

- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support the text
- ☐ Captions and labels to explain photographs and diagrams

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WorldWiseReading.com.au/teacherresources

Download the template at

www.WorldWiseReading.com.au/teacherresources

Say: *Follow the template to organise your writing. Think about what arguments support your point of view. What are the opposite arguments? Why do you think they are wrong?*

Encourage the students to talk about their ideas with a partner. Use the template to remind the students about the structure of an opinion piece. Say: *You will need to support your opinion with evidence. You might say: in the past ..., scientists say ..., health officials tell us that ...*

Graphic Organiser: Questions and answers

Name/s: _____

Write some questions you have about keeping well.

Add other questions that occur.

Questions I have about keeping well	Answers Chapter 1	Answers Chapter 2	Answers Chapter 3	Answers Chapter 4	Answers Other reference

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Eleanor Curtain Publishing

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Consultants: Linda Hoyt, Lyn Reggett
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