

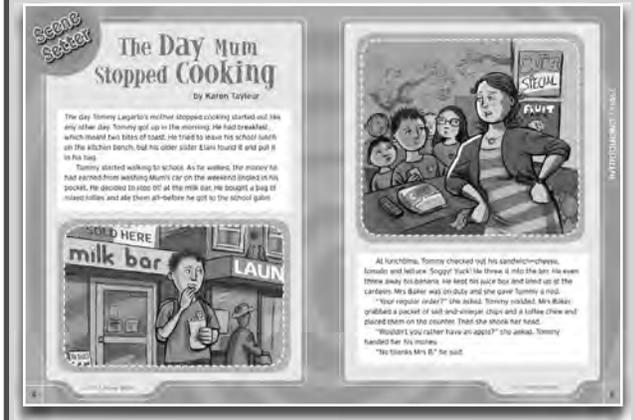
# Nutting out Nutrition

## Introducing Phase

### Scene Setter:



**The Day Mum Stopped Cooking**  
(narrative) pp. 4–11



## Preparing for the Text

### Orientation

- Ask: Who cooks most of the meals in your home? Has there ever been a time when that person was unable to cook the meals? What happened?
- Ask: Who decides what to cook in your home?
- Have students discuss the types of meals cooked in their homes.

### Visual Literacy

- Ask: What type of text do you think this is? What elements on the page make you think this?
- Ask: Why do you think the mum in this story is going to stop cooking?
- Ask: Who do you think will be the main characters in this text?

## Reading the Text

### Purpose of the Text

- Ask: Who do you think the author's intended audience for this text is? What key information do you think the author was trying to get across to the reader?

## Modelled Reading

- Read the first page of the text. Ask: What do you already know about Tommy?
- Read the second page of the text. Model using punctuation marks to assist fluency and expression. Focus on the use of exclamation marks, commas and question marks.
- Have students complete reading the text with a partner.

## Making Connections

- Relate concepts in the story to students' experiences. Ask: Has there been a time when you didn't feel hungry because you had eaten snacks before dinner?
  - Ask: How would you feel if you had prepared a meal for your family and they didn't want to eat it because they had eaten lots of snacks beforehand?

## Speaking & Listening

- Ask: Do you think Tommy is a responsible person? Why or why not?
- Look at structure of this text. Discuss writing for the audience. Ask: Is it written from the child's perspective or the mother's perspective?
- Ask: What would you expect to read if the text was written from the perspective of another adult in the home?

## Responding to the Text

### Spelling

- Investigate the term *nutrition* using a dictionary. Brainstorm related words. Group words that have a *tion* ending. Discuss pronunciation.
  - Begin a word bank of nutrition words. Brainstorm words that are related to nutrition. Focus on plurals of words e.g. *lolly/lollies, tomato/tomatoes*. Make families of words that have the same plural endings e.g. *tomatoes, potatoes*. Add to it throughout the unit.
- Look up the word *nutrient* in the dictionary. It derives from the Latin word *nutriens* meaning *nourishing*. Have students list related words e.g. *nutriment, nutrition, nutritious*.

## Grammar

- Investigate the use of paragraphs. Ask: Why has the author grouped the sentences in these paragraphs? What is the main idea of each?
  - Focus on the use of punctuation in conversations. Identify the use of speech marks and the use of exclamation marks.



## Writing

### Modelled Writing

- Review structure of a narrative text and discuss how the text fits this structure. Brainstorm ideas of how the text could be continued.
- Select an idea for continuation and write points that need to be included. Model sequencing the points, verbalising decisions to be made. Model writing a paragraph, verbalising the use of vocabulary to expand on the main idea.

### Collaborative Writing

- Have students jointly construct a paragraph using the vocabulary to expand the main idea.

### Independent Writing

- Students write a conclusion to the text.
- Students rewrite the text from Elani's perspective.



### Guided Reading

- Text A: *Nutrition Spelled Out* p. 4
  - Text B: *Hamburger Hassles* pp. 5–7
  - Text C: *The Stomach Song* p. 8
- (See the Guided Reading Notes on pp. 80–81.)

### Introducing Phase Further Activities

## CD-ROM

- Scene Setter Information Text: Students listen to the story of Astro and Zippo as they investigate the Healthy Living Pyramid and record themselves reading one of the parts.
- Scene Setter Interactive Activity: Students match nutrition words with their correct meaning.

## Listening Post

- Text: *When One More Is Too Much* (Susie has a stomach-ache after eating too much junk food)
- BLMs: LP1, LP2, LP3

## Reflection & Assessment

### Assessment

- Students complete a Like and Unlike activity (see p. 35) using the keyword *nutrition*.
- Collect samples of students' writing. Focus on the use of appropriate punctuation, such as conversation marks and the use of paragraphs.

### Reflection

#### Student Self-assessment

- Introduce the Student Response Journal and/or Reading Checklist (see pp. 110–112 of this book). Have students record their achievements and the keywords and phrases they have noticed.

#### Whole-class Activities

- Have students work in pairs to write the cause and effect of not eating breakfast before school.
- In mixed-ability reflection groups, have students share their story endings.

### INTRODUCING THE CHALLENGE

Discuss the *Challenge*. Students consider:

- what they already know about nutrition
- what they need to find out
- what resources they can use to locate the information.

### Teacher Evaluation

- Have I introduced the main learning goals for *Nutting out Nutrition*?
- Have I shared with students the value of the unit learning and its relevance to their lives?
- Has the classroom talk ensured students are aware of what is expected of them for *Challenge* achievement?
- What additional skills do students need to learn to be able to plan the family menu?
- What additional lessons do I need to plan to develop these skills?

# Nutting out Nutrition

## Investigating Phase Section 1

### Pacing Text 1:



*Why You Are What You Eat*  
(information report) pp. 13–19



## Preparing for the Text

### Orientation

- Ask: What did you have for breakfast this morning?
- Ask: What are you having for lunch?
- Ask: How much food do you think you need?
- Ask: What types of food do you need? Why?
- Have students discuss their preferences for different foods and what they know about a balanced diet.

### Visual Literacy

- Ask: What type of text do you think this is? What elements on the page make you think this?
- Ask: What does the author mean by 'You Are What You Eat'?
- Look at the illustrations on p. 13. Ask: Who do you think the two characters with speech bubbles are? Do you think they are important to the text? Why or why not? Discuss students' responses.

## Reading the Text

### Purpose of the Text



- Ask: What key information do you think the author wants to get across to the audience?



- Ask: Who do you think the author's intended audience for this text is?



- Ask: Why do you think the author wanted to give this information?

## Modelled Reading

- Read the text on p. 13. Focus on the use of a question to introduce the text. Ask: Why do you think the author started the text with a question? Have students predict what they think will be in the rest of the text. Ask: What words or phrases do you think you are going to read in this text?
- Read the text box. Have students discuss their understanding of nutrition.
- Model using the cartoons on p. 14 to predict what the text could be about. Read p. 14, focusing on chunking words to assist decoding. Have students find other words in the text where chunking is useful in decoding.
- Identify with students some of the important words or phrases used in the text and discuss why they are important.
- Have students complete reading the text in pairs.

## Making Connections

- Discuss the analogy the author has used to describe why your body needs and uses food in 'Your Body the Building'.
- Discuss the analogy likening fuel for the car to fuel for the body. Have students relate how they feel when they are 'running down on fuel'.
- Discuss the effect of having too much junk food e.g. discuss how eating lots of sugary foods doesn't provide enough fuel for sustained energy and can harm teeth.



## Responding to the Text

### Questioning

- Ask: Does the author believe we should never eat junk food? What foods do you think the author would say you should eat? Why?
- For some people reading the nutrition facts on labels is really a matter of life and death e.g.

people who are allergic to peanuts. Ask: What instances do you know of when reading the labels of food products is vital for some people?

- Some foods contain different nutrients that are particularly helpful in building strong bones and teeth. Ask: What foods have you heard about that have these nutrients? Have you heard of other foods that particularly assist in building certain parts of the body?

### Spelling

- Add words to the nutrition word bank created in the Introducing Phase.
- Find the word *digestion* in a dictionary. Discuss its meaning. Ask: What is the base word? Have students find other words that have the same base word.

### Grammar

- Have students locate the words in the text that are adverbs ending in *ly* e.g. *constantly*, *smoothly*. Have students brainstorm other *ly* adverbs they know. Focus on using an adverb to describe the verb. Ask students to provide adverbs for verbs on p. 16 of the text e.g. *move around quickly*, *breathe deeply*.
- Discuss the use of hyphens to connect and extend information. Have students find the hyphens in the text and explain why the hyphen has been used e.g. where the author wants to give more information about a word or concept.

### Writing

#### Modelled Writing

- Review the structure of an information report and discuss how this text fits the structure. Discuss use of headings, photographs and captions, and the use of paragraphs to organise information.
- Select one idea for an information report e.g. the vegetable garden. Model drawing a concept map and brainstorm information that may need to be included. Write the title. Model writing a general statement to identify the subject, then writing a topic sentence to begin a paragraph on one concept to be described.

### Independent Writing

- Ask students to write one paragraph describing an aspect of the information report previously modelled. Focus on the use of the topic sentence to introduce the concept of the paragraph, and the use of descriptions that are exact and precise.
- Have students complete BLM 1 on p. 96 (content: purpose of text, visual literacy, writing a slogan, words with prefix *re*, explaining a phrase, writing an information report).

### GRB Guided Reading

- Text A: *Good Food* (information report)
  - Text B: *What's So Bad About Junk Food?* (discussion)
  - Text C: *What Is in the Food You Eat?* (information report)
- (See the Guided Reading Notes on pp. 82 to 83 of this book.)

**Pacing Text 1 Related Text:**  
**goodfoods.com**  
 (webpage) pp. 20–22

### Preparing for the Text

#### Orientation

- Ask: Have you been on the Internet and found a webpage? What sort of information can you find on a webpage? How is a webpage different from other sources of information?

## Visual Literacy

- Ask: What type of text do you think this is? What can you see that makes you think this?
- Ask: What information does the bar across the top contain?
- Ask: How does the panel down the side help you to find information?

## Reading the Text



- Look at the different sections of the webpage on p. 20. Ask: What information can you find out about on this website?
- Ask: Why do webpages have links? Why isn't all the information on the page so that you simply scroll down? Discuss the amount of information that can be contained on a webpage.
- Read the 'Welcome!' text. Ask: Does the webpage say that you should never eat junk food? What advice do you think they will give to readers?
- Read 'Down It Goes: the Lowdown on Digestion'. Discuss the analogy of comparing the members of a sports team with the parts of the digestive system. Ask: How well does the webpage explain this?
- Read 'Good and Bad Food Facts'. Ask: Does this page give you information on what good and bad foods are? Is there other information that should be provided? Is this a good title for this link? What other title could be used?

## Responding to the Text

### Grammar

- Focus on the use of dot points to highlight information in a clear, concise way.

### Writing

- Discuss the features of a webpage. Point out the use of a true or false question to attract the reader's attention and allow them to quickly see what the information will be about. Discuss the use of concise sentence structure and language.

### Guided Writing

- Provide explicit instruction on writing dot points to give concise information.
- Model writing other 'Good and Bad Food Facts' using dot points and concise language.

## Collaborative Writing

- In pairs, students select one of the remaining links and design an information page for it.

## Independent Writing

- Students write an entry to the chat room talking about an aspect of healthy eating.

## Pacing Text 1 Related Text:



*Five Food Groups Plan*  
(visual text) p. 23



## Preparing for the Text

### Orientation

- Ask: What food groups do you know about? What foods are contained in those food groups?

### Visual Literacy

- Ask: What type of text is this? How do you know?
- Ask: Who do you think would be interested in reading this text?

## Reading the Text



- Have students discuss the text in pairs.



- Ask: What are the five food groups presented here? What other foods could also be represented in this text?



- Review the features of a pictorial chart to give information. Discuss how this is different from a written chart.

## Responding to the Text

- Students list the foods they can see in the chart, and other foods that could be included in each group. Separately, they list foods that do not fit into any of the groups, such as lollies.
- Ask: How does this representation differ from the food pyramid that is regularly seen? Which representation is better in your opinion? Why?

### Pacing Text 1 Related Text:



*Smart Food Choices* (table) p. 24

Type of Food	Choose Regularly	Choose Occasionally
<b>Meat, Poultry, Fish and Seafood</b>	Meat with fat trimmed, poultry without skin, fish and seafood	Red meat, butter and margarine (high fat), cream and lard
<b>Eggs and Dairy Products</b>	Egg whites, low fat milk, low fat cheese and yoghurt	Egg yolk, high-fat products
<b>Fats and Oils</b>	Margarine similar to margarine made with vegetable oils, low-fat fat spread, Avocado. Small cooking oils, seeds and nuts	Butter, lard, cream, butter, high-fat margarine, coconut
<b>Breads, Cereals, Pasta, Rice, Dry Peds and Nuts, Soy Products</b>	Wholegrain bread, oatmeal, pasta and other dry goods and cereals	White bread, soft rolls
<b>Vegetables</b>	Public food, frozen or canned vegetables	Ingredients of products with sodium added to vegetables
<b>Fruits</b>	Fruit, frozen, canned or dried (fruit, fruit powder)	Soft drink or fruit spread with added sugar, fruit-flavoured sweet
<b>Sauces and Snacks</b>	Low-fat salad dressing, low fat dressing, reduced sodium and reduced fat products	High-fat salad dressing, high-fat dressing, high-fat dressing, high-fat dressing

## Preparing for the Text

### Orientation

- Have students discuss the choices they have for different meals. Ask: Who decides what you will have for breakfast, lunch and dinner? What sort of foods do you have most regularly?

### Visual Literacy

- Look at the table layout. Focus on the use of different colours for the headings and the shading for each column. Ask: How does this help you follow the chart?

## Reading the Text

- Have students read the table individually or in pairs. Discuss why it is best to read across each food group rather than down each column.
- Ask: Which food group is least important for a healthy diet? Why?

- Ask: What is one way of preparing vegetables that the author believes is not a healthy alternative? How do you know this?

## Responding to the Text

### Questioning

- Ask: Is the information in this table different from the information in the *Five Food Groups Plan* diagram? What different information is included? Why has the author presented the information in a table instead of an information report?

### Writing

- Students select a food group and write about what foods from the group should be eaten regularly and what should be eaten only occasionally.

### Topic Book 1:

*A Healthy Life Is a Balancing Act*



## Preparing for the Text

### Orientation

- Discuss the title and the front cover picture. Ask: What does 'a balancing act' mean?
- Have students read the contents page and predict what type of information might be in each section.
- Brainstorm predictions about what information might be included in the first section: *What Is Good Health?* Retain the responses to compare with the information in the text.

## Visual Literacy

- Explain that this is an information report. Focus on the features such as headings, bolded words, photographs, captions, the use of dot points, glossary and index.

## Reading the Text

- Some students may be able to read this text independently, or in pairs or small groups, while others will need assistance.
- Create a Before and After Chart (see p. 33) using the keywords located in the glossary. Have students independently or in pairs write what they think each word means before reading the text. After reading, have students confirm or modify their definitions.

## Responding to the Text

### Questioning

- *What Is Good Health?* section—Ask: Why do you need to be healthy? What can a healthy person do that an unhealthy person would find difficult to do? What activities do you do that require a lot of energy? What do you think is the most important benefit of a healthy lifestyle? Why do you think that is most important?
- *Callum's Day* section—Ask: Why do you think there is a time line on these pages? Do you think Callum should be watching television at 8:15 a.m.? Do you think Callum is having a healthy breakfast? Why or why not? What is your opinion about the snack Callum has at 11:30 a.m.? How healthy do you think Callum's lunch is? Can you suggest an alternative snack for Callum to have after school? Are fish and chips a good choice for Callum to have for dinner? Why or why not? Do you think Callum is doing enough exercise? Give reasons for your answer. How much sleep do you think Callum would be getting each night? How is Callum's day similar to yours? How is it different?
- *What Do Our Bodies Need?* section—Ask: Why are nutrients important to us? What are the signs of good health? Do you eat a wide variety of foods? What do you think about junk food? How much exercise do you get each day? What do you think would happen if the air you breathed was very

smoggy? Why do you think it is important for us to have time to relax? How many hours of sleep do you get each night?

- *A Healthy Diet, Up Close* section
  - *The Five Food Groups*—Look at the photograph on p. 10. Ask: Can you find foods from each of the five food groups in the photograph? How many serves of each food group do you have in a day? How does your daily menu compare to the menu on p. 12? What foods are the same? What foods are different?
  - *What Makes a Good Snack?*—Ask: Why do you think we need snacks? Which of these snacks is your favourite? How often would you have these types of snacks? Which food groups do the ingredients of the banana smoothie belong to?
  - *What's Wrong with Junk Food?*—Ask: What are some of the problems you might have if you eat too much junk food? Have you had times when you have eaten junk food just to be like your friends? How often do you think a person should eat junk food?
  - *Water For Life*—Ask: Which body fact surprised you the most? How do we lose water from our bodies? How much water do you drink every day? Why do you think athletes always have a bottle of water with them when they are training? Apart from drinking water, how else can you get water into your body?
  - *Where Does the Food Go?*—Look at the diagrams on pp. 20 and 21. Ask: How do the numbers on the diagram help you to understand what happens to the food we put in our mouths? How long do you think it takes for your body to digest the food?
- *A Balancing Act* section—Ask: Have you changed your idea about the term 'a balancing act' after reading this text? How has it changed? What part of the 'balancing act' do you think you need to improve?

## Writing

- Using the framework of Callum's Day, have students write a time line of the previous day including what they ate, what activities they did and when they went to bed.
- Have students plan a daily menu of foods that cover each of the five food groups with the appropriate numbers of serves.

- Have students research and find a recipe for another healthy snack. Write the recipe and compile a class book of healthy snack alternatives.
- Have students write a paragraph recommending to other students the importance of drinking water, including the effect a lack of water would have on the body.
- Have students complete BLM 2 on p. 97 (content: food diary for a day, deciding on healthy and not so healthy food, writing a paragraph about plans for a healthy life, creating a collage of healthy words).

## Section 1 Further Activities

### CD-ROM

- Pacing Text 1 Information Text: Students listen to an interview with Dr Susanne Hoggarth and student radio 4BN presenter Ellen to find out about a healthy diet.
- Pacing Text 1 Interactive Activity: Students click and drag pictures of food items into the correct food group.

### Listening Post

- Text: *When One More Is Too Much* (Susie has a stomach-ache after eating too much junk food at her friend Emma's place)
- BLMs: LP1, LP2, LP3

## Reflection & Assessment

### Assessment

- Collect students' writing samples. Focus on the use of a topic sentence to introduce the concept of the paragraph and the use of precise descriptions.
- Have students complete a Let's Consider activity (see p. 35) to record information they have found out.
- Have students complete CD-ROM Assessment Task 1 by building a menu plan for their family, focusing on the choices for healthy alternatives.



## Reflection

### Student Self-assessment

- Have students continue the Student Response Journal and/or the Reading Checklist (see pp. 110–112 of this book).
- Provide anecdotal comments for students in their journals.

### Whole-class Activities

- In reflection groups, have students discuss what foods they will have tomorrow for lunch and decide if those foods will provide appropriately for their needs.

### MONITORING THE CHALLENGE

At this stage students should have:

- collected some recipes for healthy snacks
- discussed the need for foods from each food group to include in a weekly menu plan
- started to collect recipes for meals.

### Teacher Evaluation

- Is literacy learning occurring throughout the unit?
- Am I scaffolding student learning by explicitly demonstrating and modelling new skills and knowledge?
- Have I provided sufficient resources for students to find appropriate recipes?
- Do students have sufficient time to complete tasks?
- Do students understand the learning paths to achieving the *Challenge*?