

# Rigby Blueprints Australian Curriculum Correlations Middle Primary Series B

Sample: Year 4 Teacher's Resource Book, pages 50–51; 82–83; 55

- 'Literature in Context' is covered in the Beginnings unit.
- 'Examining Literature' is covered across all units through different texts, but particularly through the topic books.
- 'Creating Literature' is covered by the units in which students are required to change particular aspects of the storyline in the topic books and create different endings, characters, settings, etc.




# Nutting out Nutrition

## Investigating Phase Section 1

### 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.

**Orientation and Visual Literacy:** language for interaction—using verbs to express opinion, e.g. I think

**Visual Literacy:** interpreting, analysing, evaluating—making connections between print and images

**Purpose of the Text:** interacting with others—discussing purpose of text, participating in collaborative discussions

**Modelled Reading:** interpreting, analysing, evaluating—word identification strategies, decoding strategies

**Making Connections:** interacting with others—discussing, speaking and listening situations

**Questioning:** responding to literature—sharing and discussing ideas; interacting with others—discussion

# Nutting out Nutrition

## Investigating Phase Section 1

Spelling: expressing and developing ideas—building subject-specific words

Grammar: expressing and developing ideas—identifying adverbs and adverbial phrases to enhance writing

Modelled Writing: text structure and organisation—identifying the structure of information reports; interpreting, analysing, evaluating—using graphic organisers to order information

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).

### 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](http://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?

Independent Writing:  
creating texts—writing an  
information report

# Nutting out Nutrition

## Section 1 Guided Reading Notes

### Nutting out Nutrition

#### Section 1 Guided Reading Notes

##### Synopsis

###### **Text A: Good Food** (information report) pp. 9–10


- **Text Focus:** presenting information about foods that are good for us
  - **Teaching Focus:** use of photographs and captions to present information on the foods in the five essential food groups
- This text describes why we need a healthy diet. It gives examples of foods in the five main food groups and gives advice on the amounts that we should eat from each food group.

###### **Text B: What's So Bad About Junk Food?** (discussion) pp. 11–12

- **Text Focus:** use of a discussion to present information
  - **Teaching Focus:** presenting information in a discussion to give the reader a choice
- This text looks at foods that can be classified as junk food and provides information on what these foods contain that can cause problems in people's health. It encourages readers to decide what type of food they should be eating.

###### **Text C: What Is in the Food You Eat?** (information report) p. 13

- **Text Focus:** using dot points in an information report
  - **Teaching Focus:** looking at the common additives that are listed in foods and explaining their purpose
- This report helps readers to understand the numbering used in Australia to indicate common additives in foods. It also gives some examples of why these additives are included.

 Pacing Text 1:  
*Why You Are What You Eat* pp. 13–19

##### **Text A** *Good Food*

###### **Orientation**

- Discuss concept of *good* foods. Ask students to explain the reasoning behind their statements.

###### **Meaning Maker**

- Look at the photograph on p. 9. Ask: What statements can we make about eating good food?
- Focus on the photographs on p. 10. Ask: What foods from each group do you eat regularly? What foods don't you eat very often?
- Ask: Why do our bodies need good food?
- Ask: What is the best type of food for our bodies?
- Ask: What reasons might there be for eating more of the foods at the top of the list and less of the foods at the end of the list?

###### **Code Breaker**

- Focus on foods that may be unfamiliar to students. Ask: What are legumes?
- Ask: What does 'raw state' on p. 9 mean? What foods are good to eat raw? Are there foods that could be harmful or that would taste awful if they were raw?

###### **Text User**

- Ask: What was the purpose of this text?
- Ask: What audience do you think the text was written for? Why?

###### **Text Critic**

- Ask: Are there foods that you eat that are not shown in the pictures? Why might these foods be missing?
- Cakes, biscuits and lollies are not shown anywhere on the list. Ask: Does that mean that you shouldn't eat them at all?
- Look at the two titles used on each page of the text. Ask: Which title is better suited to the content of the text?

###### **Follow-up Activities**

- Using the food listed in the captions on p. 10, ask students to evaluate what they ate for breakfast or lunch. Have them list the foods and write comments about whether this was a good food choice and why they think this.

**Orientation:** interacting with others—discussing and explaining reasoning

**Meaning Maker:** interpreting, analysing and evaluating—finding literal meanings

**Code Breaker:** expressing and developing ideas—building vocabulary

**Text Critic:** interpreting, analysing and evaluating—identifying inferred meanings

**Follow-up Activities:** creating texts—writing appropriate sentences

**Synopsis Text C:** *What Is in the Food You Eat?*: text structure and organisation—language features of information report

# Nutting out Nutrition

## Section 1 Guided Reading Notes

### Text B *What's So Bad About Junk Food?*

#### Orientation

- Discuss what foods students consider to be junk food and the reasons for their choices.

#### Meaning Maker

- Ask: Why is junk food bad for you?
- Ask: Why are potato chips considered to be junk food?
- Ask: What are some of the problems that can occur if you eat too much junk food?
- Ask: Why do people like to eat junk food?

#### Code Breaker

- Ask: What does *addictive* mean? How could being *addicted* to junk food harm you?
- There are words in the text with apostrophes. Ask: Why are they used?

#### Text User

- Look at the layout of the title. Ask: Why is the word *junk* larger and in a different colour to the other words in the title? What does the layout imply about junk food?
- Look at the illustrations of the different types of junk food. Ask: How do they reinforce the idea that junk food is bad?

#### Text Critic

- Ask: What steps can a person take to prevent becoming obese?
- Refer back to the statements students made about junk food prior to reading the text. Ask: Are there any choices you made about junk food that you would change after reading the text? Are there any foods you would now add, that you hadn't considered before?

#### Follow-up Activities

- Ask students to evaluate what they ate for breakfast or lunch. They can list the foods and write comments about whether this was a good food choice and whether the foods contained any sugar, fat, salt, additives and colourings.

### Text C *What Is in the Food You Eat?*

#### Orientation

- Display a selection of different packaged foods and ask students what ingredients they think could be in them. Discuss why it is important to know what is in the food you eat.

#### Meaning Maker

- Ask: Why do you think chemicals are added to packaged foods?
- Ask: Why are the numbers listed confusing? How can you find out what the numbers mean? Why do you think companies have used numbers instead of writing out the ingredients in full?
- Ask: Why is it important that a list of ingredients be included on the label of packaged food?

#### Code Breaker

- Ask: What does an emulsifier do?
- Ask: What shows the reader that there is a list in this text?

#### Text User

- Focus on the background images behind the heading, which show a variety of processed foods. Ask: Why are there no fruits or vegetables shown in the photograph?
- Ask: Why are some of the words in the title bigger and bolder than the others?

#### Text Critic

- Ask: How could the labelling of ingredients on packaged foods be improved?
- Ask: What are some places where the food you buy may not have a list of ingredients? What are the potential problems with this? How could this be resolved?

#### Follow-up Activities

- Ask students to look at a variety of labels and to list the foods that have the most ingredients. Have students make a menu for two meals. One can contain natural foods without additives and the other can contain foods that have a lot of ingredients with additives.

Text User:  
expressing and  
developing ideas—  
examining visual  
effects

INVESTIGATING PHASE SECTION 1

Follow-up  
Activities: interacting  
with others—making  
notes and lists

# Nutting out Nutrition

## Investigating Phase Section 1

- 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*?

HAS SECTION 1

CD-ROM: interacting with others—listening to and interpreting an audio text to gather information

Assessment: creating texts—using technology to create multimodal texts

#### The Challenge

- Language for interaction—discussions
- Text structure and organisation—features of procedural texts
- Expressing and developing ideas—building vocabulary and spelling strategies
- Interacting with others—making notes
- Creating texts—planning a family menu; reflecting on choices