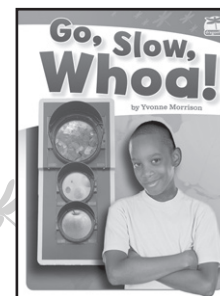


Go, Slow, Whoa!

by Yvonne Morrison



Overview

This book encourages us to eat a balanced diet. The phrase “Go, Slow, Whoa!” reminds us about foods we can eat all the time (Go), some of the time (Slow), and occasionally (Whoa). (Big idea: People take care of themselves by eating a balanced diet.)

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text **MC**
- identifying the main ideas **MI**
- summarising the main ideas. **SUM**

It supports the following **non-fiction strategies**:

- using photos to get information
- using a chart to organise information
- using captions and labels
- using a contents page and index
- using a glossary (boldface type).

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *balanced diet, energy, grow, learn*
- Content words – *blood, body, bones, energy, fat, fibre, food, fruits, juice, milk, muscles, nutrients, salt, soft drinks, sugar, vegetables, water*
- High-frequency words – *about, eat, feel, first, give, know, last, long, next, think, yourself*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (healthy food), which expands on pages 10 and 11 of the anchor book *Taking Care of Yourself*
 - preview question on the back cover
 - contents page, glossary (boldface type), and index
 - questions in titles
 - pinboard effect on photographs
 - captions
 - labels
 - chart
- Word study:
 - initial consonant blends – “tr-”, “sl-”, “pl-”, “fr-”, “br-”, “dr-”, “str-”, “gr-”, “sp-”
 - final consonant blend – “st”
 - digraphs – “th”, “sh”, “wh”
 - contractions – *it’s, they’re, don’t, doesn’t, wouldn’t*
 - compound words – *everything, sometimes, wholegrain, breakfast*
- Speech marks
- Exclamation marks and question marks



Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Taking Care of Yourself*), you can review the discussion and show the students pages 10 and 11 of the anchor book.

Talk about the food we eat. *What are some healthy foods? What are some unhealthy foods?* List the students' ideas and review them after reading the book.

ELL support here

Posting labels in the classroom is a supportive way to help ELL students learn the language and vocabulary of school. Labels can be simple words, phrases, or sentences. Labels can also be pictures. Changing the labels during the year will encourage the students to stop and read them.

Introducing the book

Front cover – Look at the photograph. *What do you think this book is about? What clues does the photo give you?* Read aloud the title. Explain that a horse rider says “whoa!” to slow down a horse. *What do you think “Go, Slow, Whoa!” means?*

Back cover – Read aloud the preview question. Lead a discussion to build the students' background knowledge.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Taking Care of Yourself*. Read aloud the anchor words on the other side. Tell the students that they can point out the anchor words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Discuss the photograph. *What clues tell you what the book is about?*

The first reading

Page 2 – Skim the headings on the table of contents page. *Which headings give you clues about the book? Which headings don't? How do they spark your curiosity?*

MC **Page 3** – Look at the photograph. (**Making connections**) *What is the girl eating? Is this similar to what you have for lunch? Why is “healthy” in bold? (important idea, defined in glossary) Look up “healthy” in the glossary.*

Pages 4 and 5 – Look up “balanced diet” in the glossary. *Which foods are healthy? Which foods taste good, but aren't so healthy? Why? (contain sugar and fat)*

Pages 6 and 7 – Explain that these pages have information about different kinds of food. *What do you think the “Go” foods are? What will the book do? Make a list and add to it during the lesson. Repeat for the “Slow” and “Whoa” foods.*

MI **Page 8** – Identify the labels. *Why has the author included labels? (to name the images) Look up “energy” in the glossary. (Main idea) What are some “Go” foods? Tell a partner.*

Page 9 – *What “Go” foods have you eaten today? Read the caption. What is the purpose of the caption? (adds information, links image to text)*

Pages 10 and 11 – *What is the mother doing? Why do you think she is doing this? Look up “nutrients” in the glossary. Why has the author used a table? (organises and provides information in a small space, easy to read) Explain how to read a table. (Summarising) Have the students practise finding information in the table. Why do you need protein? Which foods contain vitamins? Why do you need minerals?*

SUM

Pages 12 and 13 – *What do you notice about the layout of these pages? (use of yellow) Why do you think the author has used this colour? What does a yellow traffic light mean? Read the caption on page 12. (Summarising) What can we say about slow foods? (Slow foods have both good and not so good nutrients.) Ask the students to tell a partner two “slow” foods they like.*

SUM

Pages 14 and 15 – *The caption on page 14 gives you advice. What is it? Ask the students to tell a partner two “whoa” foods they like.*

Pages 16 and 17 – Read aloud the heading on page 16. Look at the photographs. *How do these children feel about drinking milk and water? How do you feel about drinking them? What do you notice about the middle photograph? (close-up, makes drink look inviting) What does the caption do? (gives an interesting fact) (Summarising) What have you learned about drinking water and milk?*

SUM

Pages 18 and 19 – (Summarising) You have read about five different drinks (water, milk, juice, flavoured milk, and soft drinks). *How do these drinks fit the “Go, Slow, Whoa” model?* The students can discuss their ideas with a partner.

Pages 20 and 21 – *What is the purpose of the “Now you know” pages?* (states the main idea, reinforces the message)

Page 22 – *What does the photograph show? What links can you make between the food and the traffic lights? How does the girl show that she’s making a choice?* Explain that it is the students’ choice whether they eat healthy foods. *What choices would you make?*

Page 23 – Ask the students to find words they are unsure of. Have them check their meanings in the glossary.

Page 24 – Discuss the purpose of an index (enables the reader to cross-check and gather more information about a topic). *Which word has the most pages?* (nutrients) *This shows that nutrients is an important topic in this book.*

Vocabulary activity

Focus word: treat

- Turn to page 14. Read: *Save foods like these for treats.*
- Say “treat” with me.
- Explain that a treat is something that you eat occasionally. *Chocolate is a treat.* Explain that these types of treats have a lot of fat, sugar, or salt. *It’s not good to eat them all the time. If we do, they are no longer treats.* Treats can also be something you do sometimes. *I took the children to the zoo as a treat.*
- Explain that “treat” can be a verb (doing word). It can be used in different ways.
 - The doctor who treated me told me I was getting better.*
 - I treat my dog very well.*
 - My mum treated me to some popcorn.*
- Ask the students to turn to a partner and discuss:
 - treats they like (include food treats and treats such as going to the movies)
 - a time when they saw a person treating someone well.
- What is the word we’ve been learning that means something you eat or do occasionally? Say “treat” with me.*

ELL activity

Language objective: Developing content vocabulary

- Tell the students that they will reread the book. As they read, they can write down the words in boldface type and other words that they don’t know.
- Share the words in boldface type (energy, fibre, nutrients, healthy, balanced diet). The students can share the words they didn’t know.
- Turn to page 11. Read “vitamins”, “minerals”, and “protein”. *Which words are new to you?*
- Compile a list of the words in bold, those the students didn’t know, and the three words from page 11.
- Select one word from the list. Model how to create a word map with this word. On the board, write the word in a circle. Draw four circles around it. Label each circle with one of the following words – “same”, “opposite”, “example”, “non-example”. For example, if “treat” is the word in the centre circle, a word that means the same could be “dessert”, a word that means the opposite could be “vegetable”, an example could be “ice-cream shake”, and a non-example could be “broccoli”.
- Assign each student a word from the list. The students can work in pairs or groups to create word maps for their words.
- They can share their word maps with the class.

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies.
- Review the anchor and content words. Check that the students know what the words mean and how they are used.

2. Stop and learn

a. Decoding/word attack activities

Practising using blends

- Identify “r” blends and write them on the board. (traffic, treats, fruit, breakfast, broccoli, bread, brain, drinks, grow, great, strong). Practise saying them together.
- What do these words have in common?*
- Talk about their meanings.

BLM – Practising using “r” blends

The students can find the words with “r” blends that match the pictures. They can write the word and page number, then answer three questions.

b. Comprehension activity

Discuss how the book persuades us to eat a healthy diet. Ask the students to find the important facts and organise them under the main ideas. They can reread the contents page to help them review the main ideas.

As you read each heading, what key facts do you remember?

Write the headings on separate sheets on paper. Ask the students how they might arrange the headings.

Explore a few options. Model selecting relevant information to put under one of the headings.

BLM – Identifying and summarising the main ideas

The students can list the key facts from the book using headings. Cut out the headings and organise them on another piece of paper. Place “Balanced diet” in the centre of the paper. They can add key facts under the headings.

c. Writing activities

Have the students write:

- a list of Go, Slow and Whoa foods
- a menu for a day that reflects a balanced diet
- a poster advertising Go, Slow, and Whoa foods
- a list of top tips for eating a healthy diet
- a healthy food quiz.

3. Suggestions for further activities

- Sort foods into Go, Slow, and Whoa categories.
- Investigate food labels to find out more about the ingredients in food.
- Find out more about healthy eating on the Internet.
- Plan and cook a healthy meal.