

Feeling Great!

Title	Genre	Summary	Aspects of theme explored
A Balanced Diet? Try It!	Report	Why can't you eat whatever you like? This report explains the concept of a balanced diet.	<ul style="list-style-type: none"> a balanced diet why the body needs different foods
Joseph Lister – A Medical Pioneer	Biography	Doctor Joseph Lister made an important medical discovery that saved many lives.	<ul style="list-style-type: none"> medical breakthroughs antiseptics and antibiotics
Medicine through the Ages	Report	A timeline showing the developments in medicine from the sixteenth century to today.	<ul style="list-style-type: none"> medicine and public health history of medical discoveries
Tug of War	Narrative	When Dad becomes a vegetarian, it affects everyone in the household. Dad's girlfriend and his kids try to make him change his mind.	<ul style="list-style-type: none"> healthy eating vegetarianism
Watch Out for That Sneeze!	Explanation	The symptoms and causes of measles, a common childhood disease.	<ul style="list-style-type: none"> childhood illness disease and germs
Staying Home	Poem	A child in bed with a temperature views the things around her in unusual ways.	<ul style="list-style-type: none"> being sick in bed personal experience, thoughts and feelings

Suggestions for using Feeling Great!

Guided reading

See the following lesson plans.

Theme studies

This book could be used as part of a theme study on personal and public health and to look at the changes in medicine through history.

- Introduce the theme and look at the contents page with the students. Discuss the range of genres. Ask the students to read the item summaries and discuss the way each piece relates to the main theme. The students could choose one of the items to begin the theme study.
- Use the whole book or items from it in your content-area teaching.
- Use the biography 'Joseph Lister – A Medical Pioneer' and the report 'Medicine through the Ages' to discuss the different ways of presenting information about health and disease.
- Use the Find Out More section as a springboard for further independent research.

Text comparisons

Use the explanation 'Watch Out for That Sneeze!' and the poem 'Staying Home' to encourage the students to discuss their own experiences of and feelings about being sick.

Shared reading

The Healthy Food Pyramid on page 6 of the report 'A Balanced Diet? Try It!' and page 28 of 'Watch Out for That Sneeze!' are suitable to enlarge for shared reading.

Independent reading

'Joseph Lister – A Medical Pioneer' can be used for independent reading for pleasure or to explore the features of the biography genre.

A Balanced Diet? Try It!

This article explains the importance of knowing about the food we eat and how it affects our bodies.

Features of the text

- Explanation
- Cause and effect
- Diagrams and illustrations
- Use of style features – quotation marks, italics, parentheses

Purpose

'A Balanced Diet? Try It!' can be used to introduce and reinforce the following skills:

- identifying the features of an explanation;
- making personal connections with the text;
- exploring the use of style features in non-fiction;
- identifying the author's purpose.

Introducing the text

Select one or more of these discussion starters:

- *What is an explanation? What kinds of things would you like to have explanations for?*
- *Why do you think it's important to know about the food we eat?*
- *Why do you think we have to watch what we eat?*
- *What kinds of foods give you energy to play or work?*

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Look at the words 'quick energy' and 'hyper'. Why do you think there are quotation marks around these words?*
- *Which food group on the Healthy Food Pyramid do you think that you eat mostly from?*
- *Who do you think should read this article? Why?*

Following up

The students can:

- keep a journal of their food intake for a week
- identify the food groups that they need to eat more or less from, using the information in the article
- explain how this will affect their energy levels or health.

Joseph Lister – A Medical Pioneer

Joseph Lister was the doctor who discovered the importance of using antiseptics in operations. His work meant that many people survived their operations.

Features of the text

- Biography
- Third person
- Explanation
- Timeline
- Diagram and photographs

Purpose

'Joseph Lister – A Medical Pioneer' can be used to introduce and reinforce the following skills:

- establishing the setting in non-fiction writing;
- making inferences;
- forming and supporting opinions;
- identifying the features of a biography.

Introducing the text

Select one or more of these discussion starters:

- *Why is it important for a hospital to be kept clean?*
- *What do you think hospitals were like a hundred and fifty years ago?*
- *How do you stop infections from spreading?*

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Read the first page and look at the illustration. What were hospitals like in the mid-1800s?*
- *How did Doctor Lister develop his theory? Do you think he was always successful?*
- *Why does this biography start with an explanation of an infection? How does it help you to understand Lister's work?*
- *What kind of information is included on the timeline? Why do you think the author included a timeline in this report?*

Following up

The students can:

- write a diary entry as a patient or nurse describing the conditions in a hospital in the 1800s
- interview the school nurse about fighting germs and infections in their school and present the information on a poster
- research other medical pioneers and create a timeline of their major achievements.

Medicine through the Ages

This report identifies some of the most important medical discoveries of the last five hundred years, using a timeline format.

Features of the text

- Report
- Timeline
- Photographs and illustrations
- Specialised vocabulary

Purpose

'Medicine through The Ages' can be used to introduce and reinforce the following skills:

- identifying the features of a report;
- locating information;
- making inferences.

Introducing the text

Select one or more of these discussion starters:

- Do you know of any important medical discoveries?
- What are some of the ways of presenting information about events in the past?
- What kind of information would be included on a timeline? Why might illustrations or photographs be included?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read to the end of page fourteen. Why is the introduction needed? Why do you think there is a timeline?
- Read the introduction to the 'Dealing With Pain' section. What do you expect the timeline entries for this section to be about?
- Think about how the text and the illustrations are laid out. How does this make it easier for you to read?

Following up

The students can:

- find out more about an inventor or a scientist mentioned in the text and present their findings on a timeline
- interview a doctor about current medical research
- write a persuasive argument about why scientists should search for a cure for a particular disease.

Tug of War

When Dad decides to become a vegetarian, his family becomes tired of their new diet. Things change when Dad helps out at the school fair.

Features of the text

- Narrative
- Humour
- Double meaning of the title

Purpose

'Tug of War' can be used to introduce and reinforce the following skills:

- forming and supporting opinions;
- making, confirming and revising predictions;
- making inferences;
- making personal connections with the text.

Introducing the text

Select one or more of these discussion starters:

- What is a tug of war?
- What is a vegetarian? Why are some people vegetarian?
- Have you ever played a trick on someone? Did it work?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read the first page. Why do you think Dad has become a vegetarian?
- Read to '... Dad frowned.' What do you think might happen at the school fair?
- Read to the end of the story. Why didn't Dad get mad at Lynda for playing the trick?
- Why is this story called 'Tug of War'? Do you think there is more than one reason? Why?

Following up

The students can:

- make a story map showing the main events in the story
- research vegetarianism and present their findings to the class
- have a class debate about the pros and cons of being a vegetarian
- create a vegetarian recipe book.

Watch Out for That Sneeze!

This article explains measles and identifies how it gets into our bodies.

Features of the text

- Explanation
- Cause and effect
- Diagrams and illustrations
- Specialised vocabulary

Purpose

'Watch Out for That Sneeze!' can be used to introduce and reinforce the following skills:

- making inferences;
- activating prior knowledge;
- making, confirming and revising predictions.

Introducing the text

Select one or more of these discussion starters:

- What is meant by a 'common' disease?
- How do you usually know that you are getting sick?
- Why would you want to read an explanation of a common disease?
- What kind of information would you expect to see in an explanation of a common disease?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- This article is about measles. What information do you expect to find? In what order do you think the information will be presented? Give reasons to support your answers.
- Read the first section on pages twenty-six and twenty-seven. What kind of information is provided here? Were your predictions correct?
- Read the section on viruses. How should you look after someone who has a virus like measles?
- Do you think the author should have included any other information?

Following up

The students can:

- find out about common diseases that children mostly suffer from
- make a poster that shows the symptoms of and treatment for measles
- invite the school nurse to talk to them about measles and other common illnesses.

Staying Home

This poem explores the feelings of a child who is sick in bed.

Features of the text

- Poem
- New idea in each verse
- First person
- Similes

Purpose

'Staying Home' can be used to introduce and reinforce the following skills:

- making personal connections with the text;
- making inferences;
- identifying the features of a poem;
- using the text as a model for writing.

Introducing the text

Select one or more of these discussion starters:

- How do you feel when you are sick?
- What annoys you when you are sick?
- Why do we compare things? How does it help to explain things?

Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read the first verse. Where is the poem set? Why is the sky being compared to a TV?
- Read the second verse. How does the sky continue to be compared to a TV?
- What sound is the brother making? How does the poet tell us this?
- How do you think the child's throat must be feeling? How does the author describe this?

Following up

The students can:

- write other similes that describe being ill
- write a poem that describes their feelings when they are sick
- find another poem that use similes and illustrate it.