



### About the Book

Text Type: Fiction/Persuasive Page Count: 14 Word Count: 319

### Book Summary

*Healthy Me* explains many ways to keep healthy. The girl in the story shares several of the ways she keeps her body and brain healthy with exercise, nutrition, hygiene, sleep, and relaxation. The illustrations are whimsical and fun.

### About the Lesson

#### Targeted Reading Strategy

- Visualize

#### Objectives

- Visualize to understand the story and remember information
- Compare and contrast items
- Segment onset and rime
- Identify open vowel y
- Recognize and use verbs
- Categorize words

#### Materials

Green text indicates resources available on the website

- Book—*Healthy Me* (copy for each student)
- Chart paper and markers
- Chalkboard or dry erase board
- Word journal (optional)
- Compare and contrast, open vowel y, verbs worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *each, like, more, when*
- Content words:
  - Story critical: **active** (adj.), **cavities** (n.), **energy** (n.), **favorite** (adj.), **germs** (n.), **healthy** (adj.)
  - Enrichment: *body* (n.), *breakfast* (n.)

### Before Reading

#### Build Background

- Discuss some things we do to keep ourselves healthy. Ask students to name some activities they do after school and the types of sports they play. Ask them what kinds of food they eat. Ask students how much time they spend watching TV or playing on the computer. Ask them what time they go to bed and what time they get up in the morning. Have students calculate the number of hours they sleep.
- Ask students why it is important to stay healthy.
- Write student responses to the questions on chart paper.

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called *Healthy Me*. (Accept any answers students can justify.) Ask what the girl in the pictures is doing and why her actions are good for her health. Encourage students to share other things they might do to stay healthy.
- Ask students to think about their favorite outdoor activities and how these activities help keep them healthy.
- Show students the title page. Discuss the information on the page (title of the book, author's name, illustrator's name).

### Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or make pictures in their mind, as they read. Readers often use what they know about a topic to make the pictures in their mind. By making pictures in their mind, or visualizing, they can remember new information they read and understand the story better.
- Model how to visualize.  
*Think-aloud: As I read this book, I am going to look at the pictures and think about what I have read. Then I will make a picture in my mind about what I have just read. For example, when I read the word Healthy in the title, I picture some of the things I do to stay healthy, such as get plenty of rest and exercise. I will visualize all the things I can do to be healthy as I read. This will help me understand and remember what I read.*
- Read page 3 aloud to students. Have them close their eyes and listen as you read. Ask them to make a picture in their mind, or visualize, as you read. After you have read the first page, ask students to share what they visualized. Make a list on the board or chart paper. Then show students the picture in the book and explain that the pictures in their mind might be different from the pictures in the book. The pictures in the book don't always show everything that the words tell about.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Use the book preview to introduce the language patterns in the story and new vocabulary. For example, on page 3, ask students to look at the girl in the picture and tell how she might be feeling. Say: *What does the girl's face tell us about her mood? Is she using a lot of energy or a little to play tennis? How can you tell?* On pages 11 and 12, say: *The girl is washing her hands to keep germs from getting into her body and brushing her teeth so she doesn't get cavities.* Continue by having students repeat the language you used. Ask: *Why is the girl washing and brushing?* Repeating the book language will support students when they come to difficult parts of the text.
- While previewing the book, reinforce vocabulary words students will encounter in the text. Model how students can help themselves to read the word by masking from left to right using familiar word parts or syllables. For example, point to the word *cavities* on page 12. Have them use a finger to mask the word so that only the first syllable *cav* is showing; unmask the middle syllable *i*; finally, unmask the last syllable *ties*. Invite students to blend the syllables together. Then read the sentence to students and ask whether the word *cavities* makes sense and looks right.
- Encourage students to add new vocabulary words to their word journals.

### Set the Purpose

- Have students read to find out what the girl does to stay healthy. Remind them to make pictures in their mind, or visualize, to help them remember new information and understand the story as they read.

## During Reading


### Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number at the bottom corner of page 3. Have them read to the end of page 8, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Ask students to share the pictures they made in their mind as they read. Then revisit the chart made prior to reading. Ask: *Were some of the things we visualized and listed on our chart in the story? How did you use them to help you understand the story better?*

- Model how to visualize.

**Think-aloud:** *As I was reading and came to page 7, I visualized myself eating a healthy breakfast and how breakfast helps me think during the morning at school. Then I thought about the healthy choices I would make for lunch. I thought about what the story said about computer games. I made a picture in my mind of the girl at the computer with a clock above it. The girl looked at the clock and then she got up and went outside. I used the words in the story and what I know to make a picture in my mind to help me better understand and enjoy what I was reading.*

- Have students read the remainder of the story. Encourage them to continue to visualize as they read.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Reinforce that using the pictures they create in their mind helps them understand the story and remember new information.
- Model the strategy of visualizing.

**Think-aloud:** *On page 11, I read how the girl washes her hands before eating and after going to the restroom. I pictured her using a pretty bar of soap and rubbing her hands together to get lots of soap on them. Then I pictured her rinsing off the soap and going into the kitchen to find a lovely red apple to eat. Stopping to visualize as I read the story helped me understand and remember information from the story. It even helped me figure out words I didn't know. It helped me be more involved with what I was reading.*

### Teach the Comprehension Skill: **Compare and contrast**

- **Discussion:** Ask students to tell their favorite form of exercise and why. Discuss what things they do to stay healthy that the girl in the story didn't do.
- **Introduce and model:** Show students the back cover of the book. Ask students if they play soccer. Ask if they can tell some of the differences between soccer and football. Make a list on the board under the heading *Different*. Ask students to identify some characteristics shared by both games. Make a list on the board under the heading *Same*. Explain to students that when we compare and contrast items in a story it helps us understand the story because we are thinking about the text in a different way.
- Draw a large Venn diagram on the board. Say: *One way to write down information about what is the same and different about something is to use a Venn diagram. I make two circles that overlap like this. On one side I will write Soccer and on the other side I will write Football. I will put things that are the same, or shared, about the two games in the overlapping circle in the middle. I will write the things that are unique to football in the part of the circle labeled Football that does not overlap. I will do the same for soccer.*

- **Check for understanding:** Ask students to look at the lists on the board of things that were the same and different about soccer and football. Have them use the lists to help you fill in the diagram. Encourage students to suggest additions to the appropriate sections of the diagram.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). If time allows, discuss their responses.



Instruct students to use the last page of their book to draw a picture of something new they will do to help them stay healthy. Ask students to write what they will do under the picture. Share with the group when the pages are completed.

## Build Skills

### Phonological Awareness: Segment onset and rime

- Say the word *play* aloud to students. Demonstrate breaking the word apart by saying /pl/ then /ay/. Explain that listening to the sounds in words will help students read and spell new words.
- Say the following and have students respond orally: Stay *without the /st/* is? (/ay/); Skip *without the /sk/* is? (/ip/); Think *without the /th/* is? (/ink/).
- Repeat the process above using the following words: *lunch, school, hike, take, move, good*.

### Phonics: Open vowel y

- Write the word *body* on the board and say it aloud with students.
- Have students say the long /e/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which letter stands for the long /e/ sound in the word *body*.
- Write the word *my* on the board and say it aloud with students.
- Have students say the long /i/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which letter represents the long /i/ sound in the word *my*.
- Explain to students that the letter *y* at the end of a word can stand for both the long /e/ sound and the long /i/ sound. Have them practice writing the letter *y* on a separate piece of paper while saying the long /i/ sound and long /e/ sound.
- Write the following words that end with *y* on the board: *body, cry, very, happy, try*. Say each word one at a time with students. Have them give the thumbs-up signal if the word ends with the long /e/ sound or the thumbs-down signal if the word ends with the long /i/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [open vowel y worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Verbs

- Review or explain that some words tell *actions*. Tell students an action is something you can do, and these words are called *verbs*.
- Point out that the story has many verbs, or action words, in it. For example, on page 4, the girl tells what she likes to do (*run, swim, ride her bike, take walks*). Have students find other examples in the book. List the examples on the board or on chart paper.



**Check for understanding:** Have students work with a partner to locate more verbs in the story. If the books are not reusable, encourage students to highlight the verbs as they find them. Have students share the verbs they found and add them to the list on the board or chart paper. Have students act out the verbs they find in the story without using words or sounds. Let the group guess what verb they are acting out.

- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their answers.

**Word Work: Categorize words**

- Ask students what the book is about (ways to stay healthy). Review the activities the girl likes to do (run, swim, ride her bike, take walks). Ask students what these words have in common. (They can be put into a group called *Ways to Stay Healthy*.)
- Cut out and label the pictures from an extra copy of the book. Ask students to think of other ways to group the girl's actions (outdoor games, keeping clean, eating healthy food). Use the pictures to sort her actions into groups.

**Build Fluency**
**Independent Reading**

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

**Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

**Extend the Reading**
**Writing and Art Connection**

Ask students to think about what they have learned about living a healthy life. Ask them to use the visualizing strategy to see a picture of one or two things they have learned. Tell them to draw what they visualized and write two sentences about their picture. When students have finished, put the pages together to form a class book titled *Healthy Living Habits*.

**Science and Art Connection**

Discuss the food pyramid with students. Give each student a paper plate. Have them draw pictures of foods on the plate to create a healthy meal. Ask students to include one food from each food group. Invite students to share their meals and explain why it is a healthy meal.

**Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

**Assessment**
**Monitor students to determine if they can:**

- consistently use visualizing to help them understand a story and remember new information
- correctly use a Venn diagram to compare and contrast items during discussion and on a worksheet
- correctly segment onset and rime
- accurately identify open vowel y during discussion and on a worksheet
- accurately identify verbs in the book during discussion and on a worksheet
- correctly categorize words into groups during discussion

**Comprehension Checks**

- **Book Quiz**
- **Retelling Rubric**