

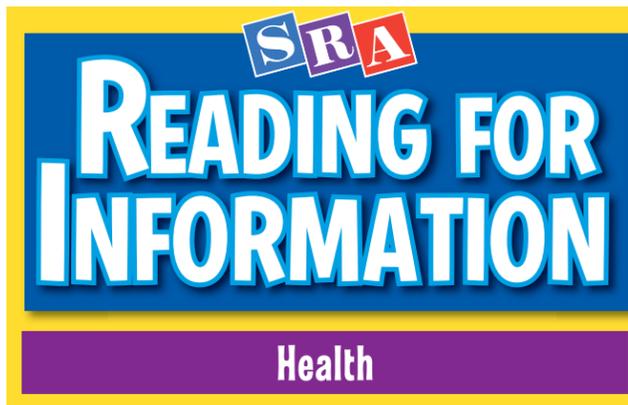
SRA
**READING FOR
INFORMATION**

Health

Healthful Habits

SAMPLE ONLY

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Healthful Habits



Columbus, OH

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Healthful Habits

Table of Contents

Before You Read	4
<i>The Checklist</i>	6
Section 1: Preventing Communicable Diseases	8
Section 2: Preventing Noncommunicable Diseases	12
 Reading a Pamphlet	
<i>Getting Better</i>	16
After You Read	20
Glossary	24
Index	



Before You Read

You can do these things to help you read for information.

Features **Bulleted and Numbered Lists**

Look for bulleted or numbered lists. Bulleted and numbered lists give important information.

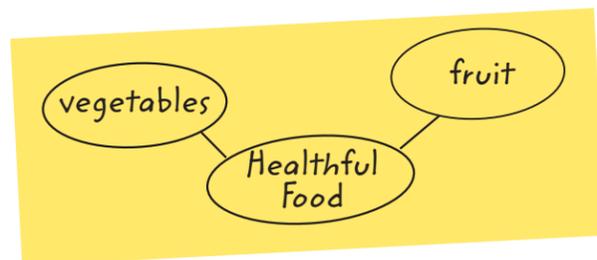
- A bulleted list gives important information that does not need to be in order.
- A numbered list has a specific order. The list might show a ranking, the order of steps showing how to do something, or how something happened.



A numbered list can show you the order of steps in a process.

Structures **Description**

Look for descriptions when you read. Descriptions give important details about something. You can draw a web like the one below to help you remember important details about what you read.



Vocabulary **Words to Know**



communicable disease a sickness that spreads from person to person



development the process of changing or growing gradually

immune to be protected from a disease



improvement the process of getting better

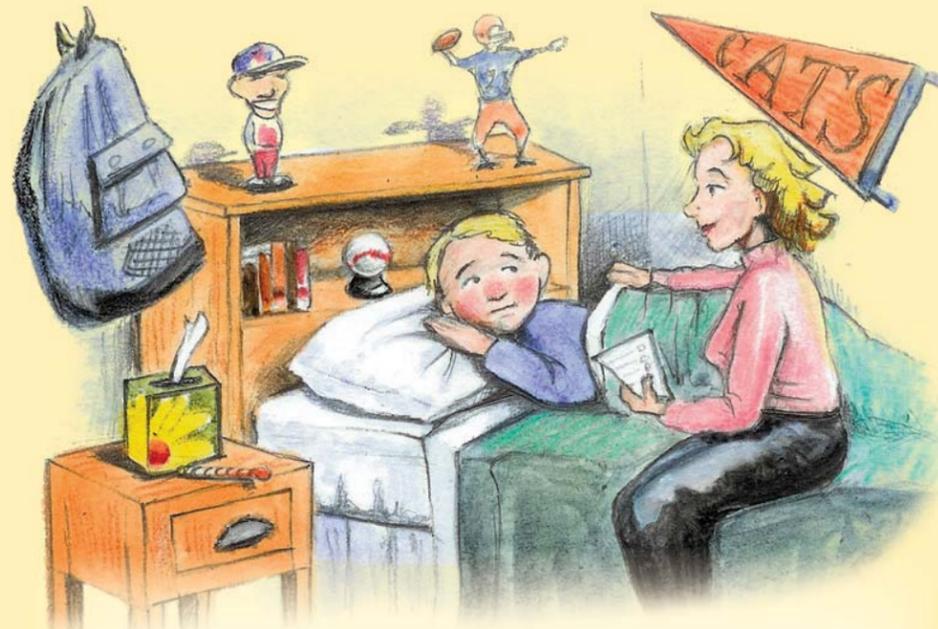


personal hygiene things you do to keep yourself clean and healthy



treatment the care given to a sick or injured person

The Checklist



Have you ever filled out a checklist before? A checklist helps you remember to do things. Will has to fill out a checklist in which he promises to do things to stay healthy. Pay attention to the checklist. These are promises you can make too!

Will's mother knocked on his bedroom door.

"Hi, Mom," he said.

"Are you feeling better?" she asked.

"A little," Will answered.

"Luis dropped off your homework. He hopes you get well soon," Will's mom said. "He said that your class is discussing healthful behaviors and ways to prevent diseases at school. I made a checklist for you to show your class. You should put a checkmark next to the things that you promise to do."

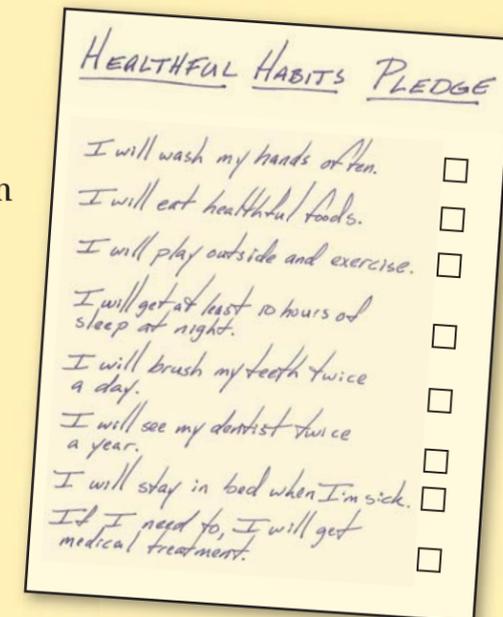
Will's mom handed him a small, white piece of paper and then she sat down. The paper had a list on it with a check box next to each item on the list.

Will smiled. "I wish I had gotten this checklist before!"

Will's mom reminded him that everyone gets a cold from time to time. She told him that the list shows ways to make **improvements** to his **personal hygiene** and habits.

Will read the checklist.

"Well, let's get started!" Will's mom said cheerfully.



Structures Description

What did Will's checklist look like?

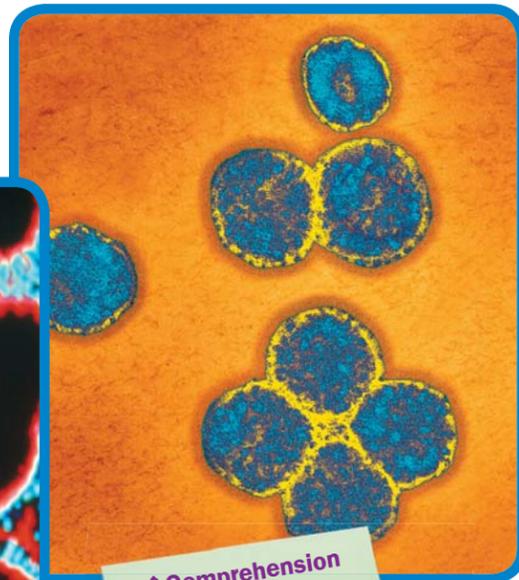
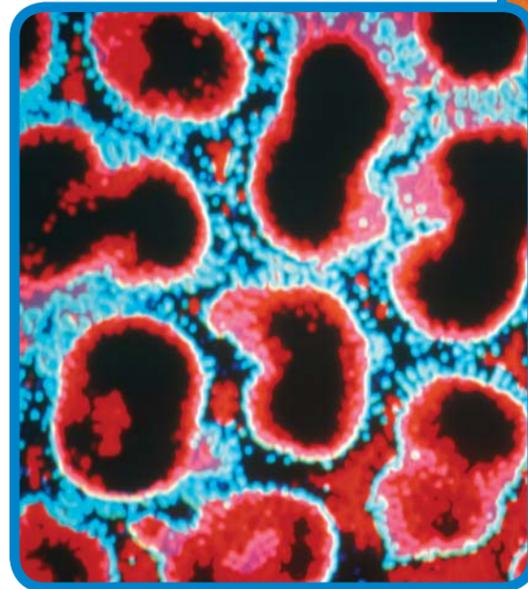
SECTION **1** **Preventing Communicable Diseases**

A sickness that can spread from person to person is a **communicable disease**. Colds are one kind of communicable disease. Colds can spread easily in places where many people are close together, such as in homes and in schools. Colds and many other illnesses can be spread by touching. Coughing and sneezing can also spread illness. It's important to cover your mouth and nose when you cough or sneeze. If you do not, the germs from your body can spread into the air.

The Common Cold

Germs are so small that they can be seen only under a microscope.

Influenza



✓ Comprehension
What is a communicable disease?

Practicing Good Personal Hygiene

To stay healthy, you need to practice good personal hygiene. Your **personal hygiene** is what you do to keep yourself clean and healthy.

Practicing good personal hygiene means doing the following things.

- Keeping your hands, body, and clothes clean.
- Keeping your teeth clean.
- Keeping the spaces you live in clean.



Germs can enter your body through your eyes, nose, and mouth.

Washing Your Hands

One of the easiest ways to help prevent illness is by simply washing your hands.

Your hands touch many different things every day—food, sinks, other people, and so on. Germs you cannot see live on these surfaces. Your

hands carry those germs to your face and to the food that you eat. Then the germs enter your body through your eyes, nose, or mouth. If you wash your hands, you can decrease the spread of germs and your chances of getting a communicable disease.

How to Wash Your Hands

1. Wet your hands with warm water.



2. Add enough soap to your hands to make suds. Scrub both sides of your hands and between your fingers for 20 seconds.



3. Rinse your hands completely.



4. Dry your hands with a clean towel.



Vaccines Prevent Disease

Some communicable diseases, such as influenza and polio, can be controlled with a vaccine. A vaccine is a substance that makes a person **immune**, or protected from, a specific disease. A vaccine will protect a person from getting a disease but will not cure a disease. For this reason, many people are vaccinated when they are very young. Almost all vaccines are given by injection.

What do the dates stamped on food packages tell you?



Be Food Smart

Communicable diseases can be spread when certain foods are not cooked to a high enough temperature or have not been handled properly. Many foods, such as meat, fish, eggs, and dairy products, must be refrigerated. The dates stamped on food packages tell people when food is no longer safe to eat.



Structures Description

What details describe vaccinations?

SECTION 2

Preventing Noncommunicable Diseases

Some illnesses are not spread from person to person. These are noncommunicable diseases. You can be born with a noncommunicable disease or develop one over time.

Some noncommunicable diseases include

- cancer
- asthma
- diabetes
- tooth decay

You can do some things to lower your chances of developing some noncommunicable diseases.



People with asthma may have to use an inhaler to help them breathe regularly.

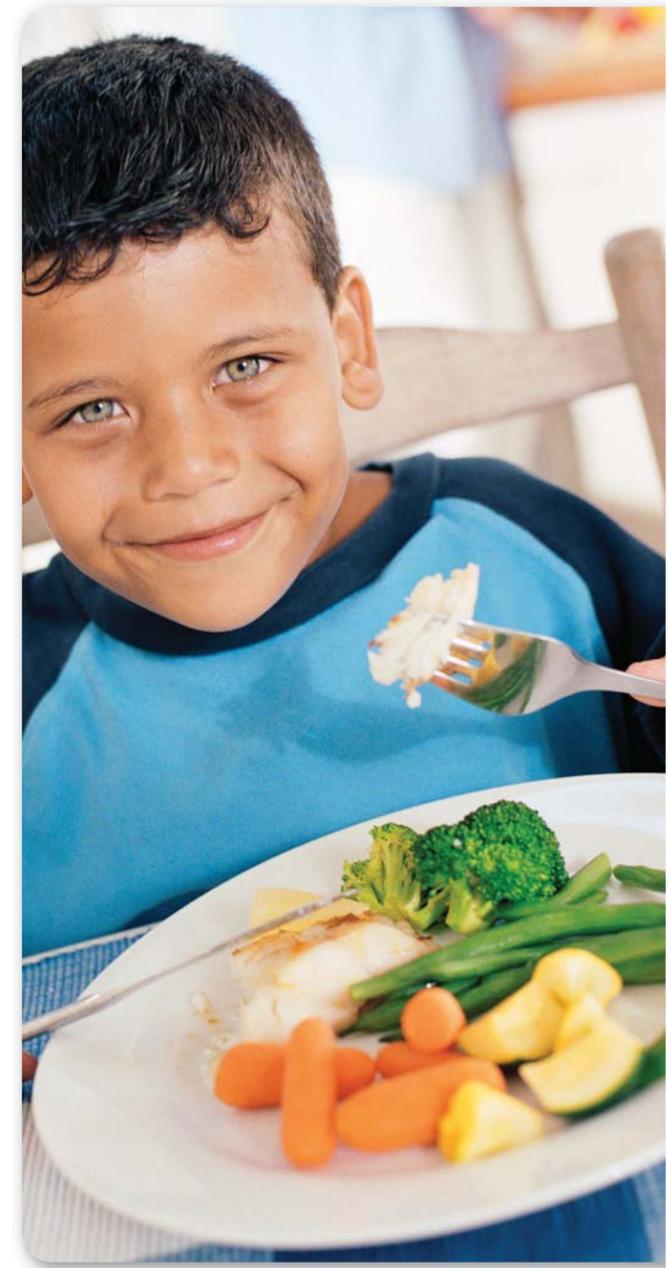
Structures Description

What are some diseases that can be described as noncommunicable?

Eat Healthy

Junk food gets its name because it has little nutritional value. Junk food often contains a lot of salt, sugar, fat, and is high in calories. Eating too much junk food, and not eating enough healthful foods, can lead to noncommunicable diseases such as obesity, heart disease, malnutrition, and diabetes.

It's important to eat the right amount of healthful foods from different food groups. Every day you should eat protein, such as lean meats, beans, milk, or cheese. You should also eat fresh vegetables, fruits, and bread. These foods give you nutrients to help fight off many types of communicable and noncommunicable diseases.



People with asthma often need to use an inhaler like this one to help them breathe normally.

Exercise

Exercise helps keep you healthy. Sunshine also helps you fight disease because sunshine helps your body produce Vitamin D. Vitamin D is necessary for your body to grow strong bones and muscles. Playing outside more often is one easy **improvement** you can make to stay healthy.

Rest

Sleep doesn't just make you feel better; it also helps you stay healthy.

You should get at least ten hours of sleep each night. When you sleep, your body builds the energy it needs for the next day. If you are sick, sleep helps your body heal. Sleep helps your body grow and fight off diseases.

✓ **Comprehension**
How does sunshine help you stay healthy?

How does sleep help you stay healthy?



Make brushing part of your morning routine.

Brush Away Tooth Decay

Healthy teeth not only protect you from disease but also help you feel good about yourself.

Tooth decay starts when bacteria in the mouth break down bits of food that stick to teeth. The bacteria produce an acid that damages the protective layer of the teeth. Then bacteria get into teeth, and the teeth begin to decay.

The bacteria in decaying teeth can lead to the **development** of other illnesses. It is important to brush and floss your teeth every day. You should also see your dentist at least once each year.

✓ **Comprehension**
What is tooth decay? How does it happen?



Reading a Pamphlet

This pamphlet provides easy-to-read information about what to expect when you have get **treatment**, which is the care given to a sick or injured person, from a doctor.

Getting Better

This pamphlet will answer the questions you might have when you are sick and need to see a doctor.

What will happen before I see the doctor?

- 1 A nurse might measure your height and weight.
- 2 A nurse might take your temperature.
- 3 A nurse might measure your blood pressure.
- 4 A nurse might ask you and your parent or guardian questions about how you are feeling.

- 5 A nurse will bring you to the room where the doctor will see you.



What will happen when I see the doctor?

- 1 The doctor might ask you and your parent or guardian again how you are feeling. It's important to try to be specific about how you feel and what parts of your body aren't feeling well.
- 2 The doctor might listen to your heart and your breathing with a stethoscope. The doctor might look into your eyes, nose, ears, and mouth with a special light.
- 3 The doctor will tell you and your parent or guardian what might be causing your illness.

- 4 The doctor will discuss the treatment you need with your parent or guardian.
- 5 The doctor may give your parent or guardian a prescription.

What will happen after I see the doctor?

- It depends on the type of illness you have and its treatment.
- You might have to stay in bed and take medicine.
- The doctor might give you other instructions about what to eat, drink, and whether you should come back to see the doctor again.

Healthful Habits

Your development is the way you grow and change. How you develop depends on your health. Making improvements to your personal habits is something everyone can do.

Review the checklist on page 7. You can improve most of the items on the “Healthful Habits” checklist on your own. Trusted adults can help you work on the others, such as seeking a doctor when you’re sick. Together, all of the items help your body defend itself against disease.

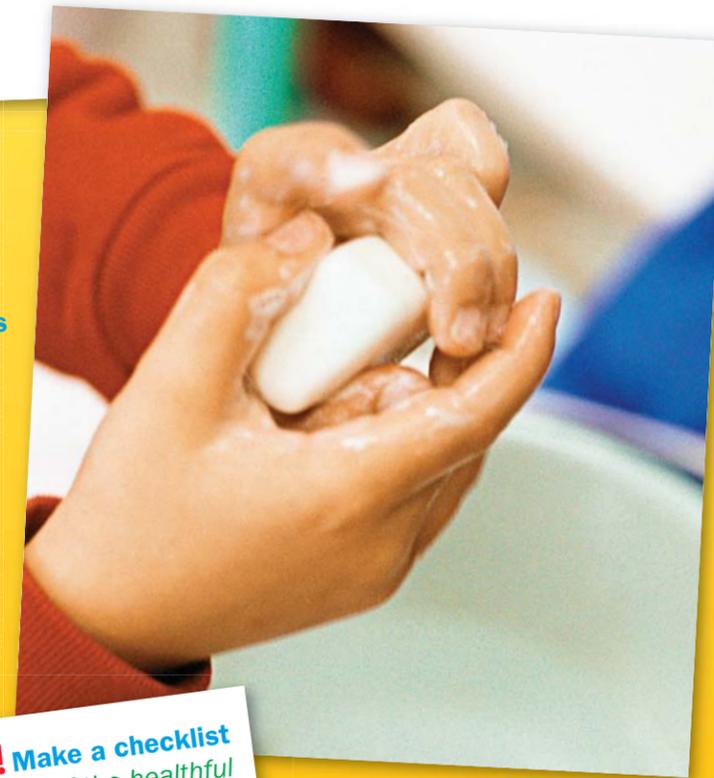


It's important to practice healthful habits every day.



Health & you

Knowing how diseases develop and are spread will help keep you healthy. Practicing good personal hygiene and healthful habits will give you the foundation you need to live a healthy life.



Washing your hands often is one item that you should include on your checklist.

Think about It! Make a checklist for yourself. Which of the healthful habits on the list are you best at? Which healthful habit needs the most improvement?

After You Read

Complete these activities on a separate piece of paper.

Vocabulary Words to Know

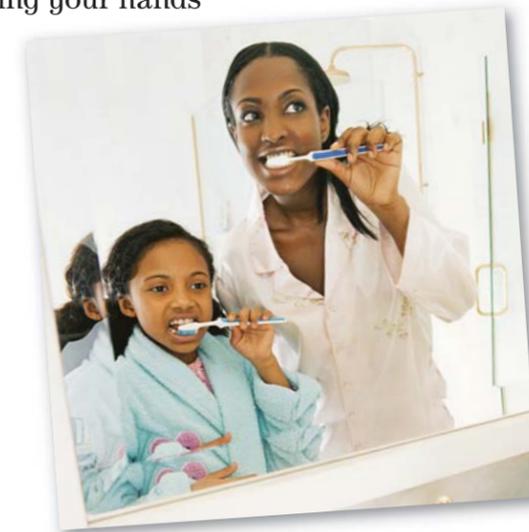
Write the letter of the sentence in which the vocabulary word is used correctly.

1. a. The doctor said my treatment should include plenty of rest.
b. A treatment can be spread from person to person through germs.
2. a. Your development depends on how well you take care of your body.
b. You can help the development of illness by washing your hands.
3. a. You can help prevent spreading a personal hygiene if you cover your mouth when you sneeze.
b. Good personal hygiene includes brushing your teeth every day.
4. a. A vaccination makes you immune to certain diseases.
b. Practicing good immune helps you avoid communicable diseases.
5. a. A communicable disease can be passed from person to person.
b. Diabetes is a communicable disease.
6. a. If you exercise, you will feel an improvement in your health.
b. Getting improvement from a doctor is important if you are sick.

Features Bulleted and Numbered Lists

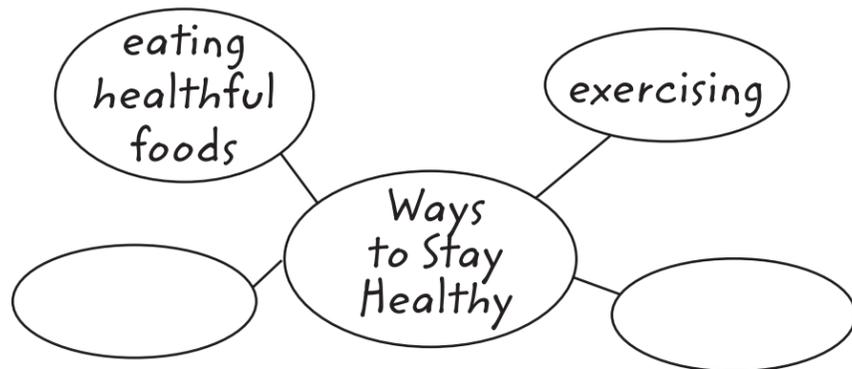
Write the letter of the correct answer.

7. If you need to put things in order in a list, which should you use?
 - a. a numbered list
 - b. a bulleted list
 - c. a description web
8. Which of the following information is most likely to appear in a numbered list?
 - a. steps for putting together a bicycle
 - b. a bicycle's important safety features
 - c. reasons to practice bicycle safety
9. Which of these items belongs in a bulleted list?
 - a. directions on how to brush your teeth
 - b. important facts about the flu
 - c. directions for washing your hands



After You Read

Structures Description



10. Which of the following belongs in the web?
- staying up all night
 - handling raw food
 - washing my hands
11. Which of the following belongs in the web?
- getting enough rest
 - eating junk food
 - watching television

Write about It

Write a paragraph about why a checklist of healthful habits might be useful to you. What are some items you would include on the checklist?

HEALTHFUL HABITS PLEDGE

I will wash my hands often.

I will eat healthful foods.

I will play outside and exercise.

I will get at least 10 hours of sleep at night.

I will brush my teeth twice a day.

I will see my dentist twice a year.

I will stay in bed when I'm sick.

If I need to, I will get medical treatment.

Go To



Interactive Skills Handbook

For more practice with

- **bulleted and numbered lists**, see pages 6–9.
- **description**, see pages 62–69.
- **questioning**, see pages 94–97.

Glossary

communicable disease (kə mū' ni kə bəl di zēz') *n.* a sickness that spreads from person to person. *Chicken pox is a communicable disease because it spreads from person to person.*

development (di ve' ləp mənt) *n.* the process of growing and changing over time. *It is important to your development to practice good health habits.*

immune (im ūn) *adj.* to be protected from a disease. *Vaccines make people immune to certain diseases.*

improvement (im prōv' mənt) *n.* the process of becoming better. *Marie has seen an improvement in her health since she started exercising more.*

personal hygiene (pûr' sə nəl hī' jēn) *n.* things that you do to keep yourself clean and healthy. *Washing my hands is part of my personal hygiene routine.*

treatment (trēt' mənt) *n.* the care given to a person who is sick or injured. *I have to take a special medication as part of my treatment.*

Pronunciation Key

a	at	i	it	ou	out	ch	chair
ā	late	ī	kite	u	up	hw	which
ä	father, ox, mop	ō	rose	ū	use, mule	ng	ring
âr	care	ô	law, bought	ûr	turn, learn	sh	shop
e	set,	oi	coin	ə	about, chicken,	th	thin
ē	me	ōō	book, pull		pencil, cannon,	th	there
îr	ear, pier	ōō	food, rude		circus	zh	treasure
		or	form				



Learn It

Look for lists as you read. Lists are a simple way to show information.

Bulleted lists and **numbered lists** are the two most common types of lists.

Bulleted lists can be in alphabetical order or random order.

Childrens' Names

- Damien
- Juan
- Latoya
- Nathan

Grocery List

- fruit
- pasta sauce
- eggs
- milk

Numbered lists show the order of steps or the order of importance.

A Day in the Life of a Dog

1. Eat breakfast.
2. Go for a walk.
3. Sleep.
4. Greet family at the door.
5. Eat dinner.
6. Sleep.

Favorite Movies

1. *Toy Story*
2. *Superman*
3. *Batman*
4. *The Wizard of Oz*
5. *Charlie and the Chocolate Factory*



Read lists carefully, and pay attention to their order.



Try It

Read the passage below. Use the list to answer the questions.

Measuring Earthquakes

An earthquake is measured using the Richter scale. The Richter scale measures how powerful earthquakes are. The higher the number, the stronger the earthquake.

The Five Most Powerful Earthquakes Since 1900

1. Chile (9.5)
2. Alaska, United States (9.2)
3. Alaska, United States (9.1)
4. Russia (9.0)
5. Indonesia (8.9)

1. What order is the above list written in?
 - a. alphabetical
 - b.** order of importance
 - c. random
2. If a 9.3 earthquake struck, where would it be placed on this list?
 - a.** between Chile and Alaska
 - b. between Indonesia and Russia
 - c. between Tibet/India and Russia

Practice It

List the states below in alphabetical order. Then list each state by the date of its statehood.

STATE	DATE OF STATEHOOD
Oregon	Feb. 14, 1859
Washington	Nov. 11, 1889
Alaska	Jan. 3, 1959
Idaho	July 3, 1890
Montana	Nov. 8, 1889

Bulleted List

- Alaska
- Idaho
- Montana
- Oregon
- Washington

Numbered List

1. Oregon
2. Montana
3. Washington
4. Idaho
5. Alaska

3. How did you order your bulleted list?

I put them in alphabetical order.

4. How did you order your numbered list?

I ordered them by date of statehood.

Apply It

Think of three ways you use water every day. Write them in a bulleted list.

Ways I Use Water

• Answers will vary but should include three ways students use water.

- _____
- _____

Now sort those items into a numbered list based on when you use water throughout the day. Put the activity you do first at the beginning of the list.

How I Use Water

1. Answers will vary but should reflect a sequence.

2. _____
3. _____

Which type of list do you prefer? Why?

Answers will vary but should reflect students' preferences.

- _____
- _____

Learn It

Asking questions is a way to help you understand what you read.

Glowing Fish

There is no sunlight in the deep ocean, but anglerfish make their own light. Part of the fish's body glows in the dark. Anglerfish have a glowing bulb on the end of a long, skinny fin called a rod. Smaller fish see the light. Then they swim up to the lure and get eaten by the anglerfish.

As you reread the passage, ask yourself questions.

- Sometimes the answer is right in the text: *What is it like in the deep ocean?* There is no sunlight in the deep ocean.
- Sometimes the answer is in more than one place: *How do anglerfish catch fish?* Anglerfish have a glowing bulb. Smaller fish swim near the lure and get eaten.
- Sometimes you need to use your own knowledge to answer the question: *Do all fish have glowing bulbs?* No. I know this because my goldfish does not have a glowing bulb.
- Sometimes a question asks what you think or what you like. *Do you like learning about different animals?*



Asking questions can help you understand what you are reading.

Try It

Read the following passage. Use what you know about asking questions to answer the questions below.

What Does Your Governor Do?

America's leader is the president. All 50 states have leaders too. They are called governors. Governors are elected by the people in their states.

Governors have many duties. They pass or turn down new state laws. They attend many events. Governors open new buildings and roads. They also give speeches about important news.

Governors have a big job, but they also have a lot of people who work for them to help.



1. How many governors are there in the United States?

50

Where did you find the answer?

It is right in the text; All fifty states have leaders too. They are called governors.

2. Write one question about governors that you could answer by using your own knowledge.

Possible answer: Where does the word governor come from?

Practice It

Read the passage and answer the questions.

Blackbeard the Pirate

Piracy used to be legal. During wartime, English ships were allowed to raid, or steal treasure from, enemy ships. However, pirates would raid ships even during times of peace. Blackbeard was a pirate captain.

People were afraid of Blackbeard. He grew a long, braided black beard. He also braided burning ropes into his hair to look fierce.

One legend says that Blackbeard hid a lot of the treasure he stole. But because he never told anyone where he hid it, the treasure has never been found.

3. Which question can be answered using outside information?
- When did piracy first start?
 - Who was Blackbeard?
 - When was piracy legal?
4. Which question requires you to use your own knowledge to answer?
- Who was Blackbeard?
 - Where is Blackbeard's treasure?
 - Why do people like to learn about pirates?

Apply It

Read the passage below.

River Rapids

Rapids are like flat waterfalls. Rapids form in a river when the riverbed slopes downhill. There isn't a steep drop near rapids like at a waterfall. But the river moves faster at the rapids. The water is rough and full of waves. Some rapids move around sharp rocks. The rocks make it difficult to pass through the rapids.

Some people like to ride rafts through rapids. They have to be very careful. It is very easy to get swept off the raft in rapids. Most rapid riders practice often or are taken through the rapids with river guides. Everyone wears safety gear that includes life jackets and helmets.

Write one question for each of the four types of questioning skills:

5. Right There: Answers will vary but should include the
6. Search the Passage: students' understanding of rapids.
7. Use Outside Knowledge: Answers will vary but should include the students' understanding of rapids.
8. Answer on Your Own: Answers will vary but should include the students' understanding of rapids.

Personal Hygiene and Healthful Habits

Unit Overview

Unit Objectives

3 Key Elements:

- Vocabulary** Students will learn key health words and words that end with *-ment*.
- Features** Students will understand the purpose of bulleted and numbered lists.
- Structures** Students will identify and understand the role of description.

Unit Vocabulary

Health

communicable disease
personal hygiene
treatment
immune

Words that end with *-ment*

development
improvement
announcement

Ability Level Key

- ◆ = Approaching Level
- ★ = On Level
- ▲ = Above Level

Materials:

Student readers

- *Help Your Health* ◆
- *Healthful Habits* ★
- *Good Health and You* ▲

Activity Masters #1-4

pp. 80-83

Interactive Skills

Handbook, pp. 6-9

pp. 62-69, pp. 94-97

Genre:

Pamphlets

Comprehension Skill:

Questioning

Background Information

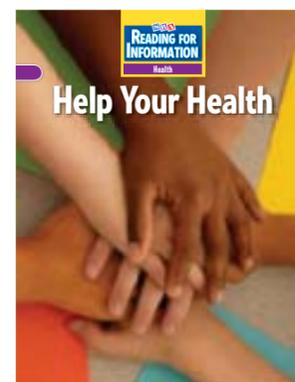
The **3 Key Elements** of this unit are **vocabulary, bulleted and numbered lists, and description**. Students will apply these elements as they read about practicing personal hygiene and healthful habits. Students will learn to distinguish between communicable and noncommunicable diseases and learn disease prevention strategies.

1 Focus

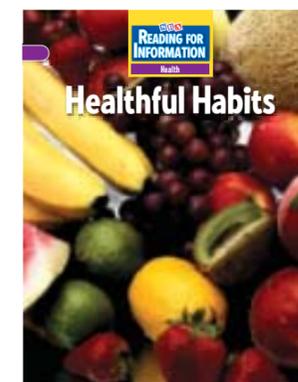
Preparing to Read

In this unit, students will read about characters who learn about disease prevention. Students will also learn how to protect their health through good personal hygiene and by making healthful decisions.

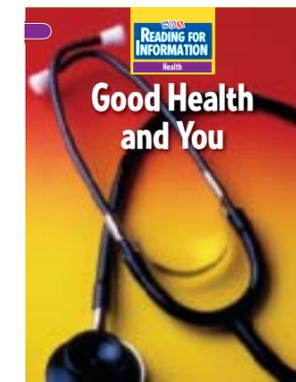
◆ Approaching Level



★ On Level



▲ Above Level



Getting Started

Connecting to Prior Knowledge

- Share the **Fun Facts!** with students to begin discussion. Ask students to think about a time when they were ill. Have students describe how they feel when they're ill. What did they do to treat their illnesses? Ask students why the Japanese might want to visit a "clean ATM." Have students describe other ways they have been taught to prevent illness.
- Ask students to share experiences they have had when visiting a doctor's office, whether for a check-up or for treatment.

Fun Facts!

- You will probably get between 50 and 100 colds in your lifetime. That's about 1 or 2 a year!
- In Japan, you can get money from a "clean ATM." The ATM kills bacteria by quickly heating money to a very high temperature for one-tenth of a second.

2 Teach

Prereading Activities

Whole Group Use the following activities with all students to introduce the **3 Key Elements** of the unit.

5 min Vocabulary

- **Science** Distribute copies of **Activity Master #1**. With the class, pronounce **communicable disease**, **personal hygiene**, and **treatment**, and read their definitions aloud.
- **Words that end with -ment** With the class, pronounce **development** and **improvement**, and read their definitions aloud. Remind students to look for the boldfaced vocabulary words as they read. Have students complete the worksheet in pairs or independently.

5 min Features

- **Bulleted Lists** Show students a page in their Student Reader that includes a bulleted list. Explain that a bulleted list shows important information that does not need an order.
- **Numbered Lists** Show students a Student Reader page that includes a numbered list. Explain that a numbered list shows information in a specific order.

5 min Structures

- **Description** Explain to students that a description contains details that help a reader form a mental picture of what is being described. Description tells students important details about a subject.
- Organize students in pairs and have them describe the classroom or an object in it. Encourage students to think about how they would describe the room or object to someone who has never seen it before.

Ability Level Key

- ◆ = Approaching Level
- ★ = On Level
- ▲ = Above Level

For more practice with

- **bulleted and numbered lists**, use Activity Master, #2 page 81.
- **description**, use Activity Master, #3 page 82.

Assign the Reading

- Distribute the Student Readers for this lesson based on students' reading levels, and have students begin reading.
- Encourage students to pay attention to **vocabulary, bulleted and numbered lists**, and **description** as they read.

Reinforcing the 3 Key Elements

Small Group Use these lessons for an in-depth treatment of the **3 Key Elements** of reading for information.

5 min

Vocabulary Words that end with -ment

- **Vocabulary** Write the words *announcement*, *development*, and *improvement* on the board. Underline the root words.
- Explain that the suffix *-ment* can show a process or action. Give students example sentences such as, "John made steady improvement in math."
- Explain that the suffix *-ment* can mean a quality or state of being. Give the students an example sentence such as, "The new curtains are an improvement."

Wrap-up Have students suggest sentences that use each word, and write them on the board.

10 min

Features Bulleted and Numbered Lists

- **Create a Bulleted List** Have students help you create a short bulleted list that contains a list of the subjects taught in school as they think of them. Write the list on the board and ask students why the list does not need an order. Agree that all of the subjects are equally important.
- **Create a Numbered List** Ask the students to put the bulleted list into the order that the subjects are taught and number the list.

Self-Check Ask students to quickly summarize why a bulleted list is helpful and why a numbered list is important.

15 min

Structures Description

- **Making a Description Web** Have students describe what they have done to treat the cold, such as getting rest, drinking fluids, eating healthful foods, and taking medicines.
- **Modeling** Show students how to use an organizational web to remember descriptions. Write the words *Cold Treatment* in the middle circle. Tell them that the outer circles will contain the details that describe the middle words.

Activity Help the students fill in the outer circles with details that summarize students' ideas.

Extending the Lesson

Small Group Use the following lessons to customize instruction according to your student's needs.

Readers' Workshop: Questioning

- Explain to students that asking and answering questions while reading helps with understanding. Students can answer questions with information that can be found in the text, from other media sources, or from personal experience.
- Have students read independently. Have students pay attention to the sticky notes on the pages of their readers and write down the answers. Sticky notes that ask

students different types of questions can be found on the following pages:

- Approaching Level 7, 9, 10, 15, 18
- On Level 8, 9, 14, 15
- Above Level 7, 8, 12

Wrap up the workshop by meeting as a class. Have students discuss the answers to the sticky note questions and discuss how they found the answers.

Differentiating Instruction: Personal Hygiene and Health

- Intervention** Have students use sticky notes or pieces of paper to mark where vocabulary words are used in the text. Review the meanings of the vocabulary words with the students as often as needed.
- Reteach** Have the students locate a description passage in their book. Make a description web on the board and fill it in with details from the paragraph.

- Challenge** Have pairs of students choose a common communicable disease, such as flu or strep throat. Have students research the illness and organize the information into a bulleted list.

 **AssignELL Activity Master #4** together or assign as independent work.

Genre Focus: Reading a Pamphlet

The pamphlet in each reader focuses on an issue related to personal health and hygiene. Discuss the following characteristics of pamphlets with students:

- Pamphlets are usually written about a single topic.
- Pamphlets offer helpful information briefly and in a friendly way.

Have students find and read the pamphlet in their readers. Ask students questions about the pamphlets, such as:

- How is the information organized?
- For whom is this pamphlet helpful?
- What did you learn from reading this pamphlet?

3 Review and Assess

Monitor Progress

Use the **Activity Masters** and **Interactive Skills Handbook** pages to monitor progress and to review.

Ability Level Key

- ◆ = Approaching Level
- ★ = On Level
- ▲ = Above Level

Name _____ Date _____

Health  **Vocabulary**

Words to Know

communicable disease a sickness that spreads from person to person

personal hygiene things you do to keep yourself clean and healthy

treatment the care given to a sick or injured person

development the process of changing or growing gradually

improvement the process of getting better

Complete these sentences with the correct word from the box.

- Washing your hands is one way to practice good _____.
- A _____ can spread quickly in places where many people are close together.
- It is important for people who are ill to get the proper _____ to get better.
- Sara saw an _____ in her health when she began exercising and eating healthful foods.
- Taking care of your health can help prevent illnesses during your _____.

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Activity Master 1, page 80

Name _____ Date _____

Health  **Features**

Bulleted and Numbered Lists

Read the following information. Then use the information to complete the bulleted list that follows it.

What is included in a healthful diet?

A Healthful Diet

To stay healthy, follow a healthful diet. Your diet should include grains and fruits and vegetables. Your diet should also include meat or beans, and dairy.

- _____
- _____
- _____
- _____

The following paragraph is out of order. Use the numbered list below to put the information in the correct order.

I had a sore throat. Third, my parents took me to the doctor. First, my parents said I should stay in bed. Finally, I began to feel much better. Next, my mother took my temperature and said I had a slight fever.

- _____
- _____
- _____
- _____

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Activity Master 2, page 81

Name _____ Date _____

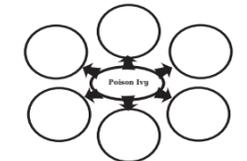
Health  **Structure**

Description

Read the following paragraph. Then use the description in the paragraph to complete the web.

Knowing Poison Ivy

Poison ivy is green in summer and turns red in fall. It grows as a vine or a shrub. Poison ivy has three leaves. Sometimes poison ivy has yellow or green flowers. You may also see white berries on a poison ivy plant. Poison ivy is common around lakes and streams in the eastern half of the United States.



©2 Reading for Information - Grade 4 Health - Activity Master 3 - Text Structures

Activity Master 3, page 82

Name _____ Date _____

Health  **ELL**

Healthful and Unhealthful Habits

Look at the pictures of the different activities. Draw a circle around each activity that is healthful. Put an X through any activity that is not healthful.



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Activity Master 4, page 83

Skills Practice

Go To  **Interactive Skills Handbook**

- For more practice with
- ▶ **bulleted and numbered lists**, see pages 6–9.
 - ▶ **description**, see pages 62–69.
 - ▶ **questioning**, see pages 94–97.

Assessment

To assess student learning in this unit, use the following resources.



To assess student progress in the **3 Key Elements**, use the *ExamView® Assessment Suite* CD-ROM to create a custom test or administer the prepared **Leveled Unit Tests**.



Use the *PuzzleMaker* CD-ROM to create fun interactive activities that measure student mastery of the unit vocabulary.

Health

Bulleted and Numbered Lists

Read the following information. Then use the information to complete the bulleted list that follows it.

What is Included in a Healthful Diet

A Healthful Diet

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1. _____
2. _____
3. _____
4. _____

Health



Words to Know

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personal hygiene things you do to keep yourself clean and healthy

treatment the care given to a sick or injured person

development the process of changing or growing gradually

improvement the process of getting better

Complete these sentences with the correct word from the box.

1. Washing your hands is one way to practice good _____ .
2. A _____ can spread quickly in places where many people are close together.
3. It is important for people who are ill to get the proper _____ to get better.
4. Sara saw an _____ in her health when she began exercising and eating healthful foods.
5. Taking care of your health can help prevent illnesses during your _____ .