 Read aloud think aloud – Healthy food habits

This teaching idea uses the Read Aloud, Think Aloud\* strategy to deconstruct text. The strategy is be modelled to deconstruct the [Australian Guide to Healthy Eating poster](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating). Students then work in pairs to use a guided approach to deconstruct the [Healthy eating for children](https://www.eatforhealth.gov.au/guidelines) and [Healthy eating for adults](https://www.eatforhealth.gov.au/guidelines) brochures to gather additional information.

This document references the [PDHPE 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) © 2003 [Copyright Board of Studies NSW](http://syllabus.nesa.nsw.edu.au/copyright/) for and on behalf of the Crown in right of the State of New South Wales.

PDHPE syllabus outcomes and content

4.6 describes the nature of health and analyses how health issues may impact on young people.

* Individual and community health – Healthy food habits

Literacy continuum markers

Cluster 13 – Comprehension

* Identifies different interpretations of and perspectives in texts.
* Analyses and evaluates the impact of visual images on the meaning of texts.
* Locates and synthesises information to draw conclusions from a variety of sources.

Purpose

To use the three texts to create a weekly food plan for a family that demonstrates their understanding of healthy food habits and nutritional requirements for individuals.

Procedure

1. Teacher models the Read Aloud, Think Aloud strategy to deconstruct the Australian Guide to Healthy Eating poster.

View an example of the [Read Aloud, Think Aloud strategy](https://www.youtube.com/watch?v=uEK0zfDdT8c&t=) used to deconstruct the text.

| Focus of script | Text modelling read aloud, think aloud strategy deconstructing text |
| --- | --- |
| Purpose   * Reinforce the purpose of reading | To explore more about healthy food habits and nutritional requirements, we will use three related texts. The Australian Guide to Healthy Eating food plate shows us the wide variety of foods people can consume to maintain health. It will guide us in making healthy food choices and help us to gather information about the food groups. The Healthy Eating for Children and Healthy Eating for Adults brochures will tell us more about the amount and types of foods we should eat for health and wellbeing.  We will use the information from these texts to create a weekly food plan for a family.  We will make judgements about whether these texts are reliable sources of information and whether they can help to locate the information needed. |
| Context   * Identify the source * Who is it directed to (audience) * What do you think is the purpose for why it was developed? | Australian Guide to Healthy Eating poster  The first thing we need to look at is where the information comes from. At the top left corner I can see there is a logo. I recognise this logo. This logo represents the Australian Government. There is a website address next to the logo. The website ends in .gov.au. This tells us it is from the Australian Government. Is this enough to know this is a reliable source of information?  The title tells us that this is an Australian Guide to Healthy Eating. So the audience for this text is all Australians including children, adolescents and adults. I know that Australia is made up of many cultural groups so I will expect to see that this guide will include healthy eating and foods which reflect this diversity. I will need to check this for evidence. The title indicates that the information within the poster will tell us more about healthy eating. This is information we are looking for to complete our task.  From the title we know that the purpose of the text is to give Australians a guide to healthy eating. |
| Text features   * Whole text * Part text/ Chunks * Key words * Images * Tables * Graphs | The text is a poster made up of a combination of text and images. The use of images and a small amount of text makes the poster easy to read.  The main feature of the poster is the diagram or image in the middle of the page. This image looks like a plate. We can call this the food plate.  I can see that the food plate is broken up into 5 sections, which are five different colours. There are labels that are the same colour as each section. These labels are located on the outside of the section of the same colour. Each section represents a different food group. I can see from this image that there are 5 different food groups that make up the food plate. The five sections are different sizes. This represents how much of that food group people should eat each day or the portion that should make up our overall daily intake. The food groups that should make up the largest portion of our daily intake are the grains group and the vegetables, legumes and beans group. This is something I already knew.  The labels for each section explain the food that is pictured in each group. These labels identify the names of the five food groups. The images within each group are made up of a mixture of fresh and packaged food. For example, in the vegetables and legumes/ beans group there are images of a variety of vegetables, legumes and beans. These images include fresh, canned, frozen and dried food products. I can see that there are two groups that contain legumes/beans. I wonder why. What is it about these foods that place them in two groups?  Below the food plate there are images of oils and margarine. I wonder why these foods are outside the food plate. The heading above these images explains that we should only use these in small amounts. What is a small amount? I can see that the food plate shows us portions but these images are not part of the portions. I am unable to tell from this poster whether the portion of these foods to be consumed is smaller than the fruit group. There are also images of food and drinks, which should be consumed only sometimes and in small amounts. Some examples are cordial, chips, chocolate, soft drink and ice cream. These foods are all different amounts and I wonder if the 9 lollies pictured are the same as a whole hamburger when it comes to energy intake.  From looking at the text below the title, I know that I should eat a wide variety of foods from the five food groups every day and only consume the things below the food plate in small amounts and sometimes. I wonder how often ‘sometimes’ is?  The other information that I get from the text below the title is to drink plenty of water. There is an image of a tap and a glass full of water above the food plate to highlight this. I wonder why the image of the tap and glass of water is not within the food plate when I know that it is important to drink water every day. I wonder how much plenty is and if all Australians need the same amount of water every day. I wonder whether tap water and bottled water is different and whether bottled water is as healthy for me as tap water.  There is more information I need to complete my task. From this poster I am unable to find out how much of each food group I should eat each day and how much water individuals need. |

1. In pairs, students use the [Healthy eating for children](https://www.eatforhealth.gov.au/guidelines) and [Healthy eating for adults](https://www.eatforhealth.gov.au/guidelines) brochures to complete their own text deconstruction using the table below (one student deconstructs the Children brochure and the other the Adults brochure).
   1. Explain first that these texts are brochures rather than posters.
   2. Have students spend time on their own deconstructing the text they are given using the guiding questions.
   3. Students present their Think Aloud to their partner.

Purpose

* Why would someone use this text? What information would they be looking for?
* What information do you need to gather from this text?

Context

* What is the source of the information?
* Is there are logo or image to identify the source?
* Is there a website?
* Is there an author? What do you know about the author?
* Is this a reliable source? What makes it a reliable source?
* Do you think the text is reliable? How do you know the text is reliable?
* Who is the audience for the text?
* What parts of the text tells you they are the audience?
* Why was this text developed?
* What is the purpose of the text?

Text features

* Is the text easy to read?
* What are the features of the text? (images, headings, subheadings, graphs, key words, tables)
* Locate the key words. Are there key words whose meanings you are unsure of? How could you locate the meanings of these words?
* What information does the table give you?
* What information does the visual text and images give you?
* Are the images useful? When you compare the information from the images to the information in the text and the table, do the images have a purpose and add to the information?
* Does the text give you information you could not find in the other text?
* Does the text tell you how much should be eaten from each food group?
* Does the text give you information on the amount of food required each day for the different age groups in a family?
* Does the text explain what a ‘serve’ is for each of the food groups?
* Does the text tell you the amounts of sometimes foods to be eaten and how often sometimes foods can be eaten?
* Are there foods and drinks that you consume that are not within these three texts? How will you know where they fit on the food plate?
* Are there other questions you need answers to?
* Does the text give you further reading or sources for information to find these answers? Are these reliable sources?

1. Weekly meal plan - Students use the information collected from the texts to create a realistic weekly meal plan for the family below. Students will add their own context to the family, including cultural diversity and family food and eating habits when constructing a suitable plan.

The food plan should aim to:

* meet the daily food intake requirements for each family member, including water
* reflect healthy food habits
* include a wide variety of nutritious foods
* fit within a family budget of $200 per week for food
* cater for the individual needs and lifestyles of each family member.

Case study family

The family is made up of two adults aged in their 40’s who both work full time. The adolescent son is 14 years of age, attends the local high school within walking distance and is physically active 3 afternoons a week. The daughter, 8 years of age, travels via bus to school. She has swimming lessons one afternoon a week and soccer on Saturday mornings. On the afternoons where her brother has sport, she attends out of school hours care.

\*What is the Read Aloud, Think Aloud strategy?

This strategy is a technique in which teachers (and students) verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text. The reader needs to stop periodically, reflect on how a text is being processed and understood, and relate what reading strategies are being employed. This strategy is also helpful for teaching how to read critically in a particular subject. Students learn what to look for and what matters in the subject (in this case in PDHPE).

For further reading:

Oster, L. (2001). Using the think-aloud for reading instruction. The Reading Teacher, 55, 64-69.

More samples of the [Read Aloud, Think Aloud strategy](https://www.youtube.com/watch?v=vJ_ae40TgN4)

Australian Government website - [Eat for Health](https://www.eatforhealth.gov.au/)