

# Keep Us Clean



**Text Type:** Non-fiction: Procedure — Instructions

**Guided Reading Level:** J

**Summary:** The rules for hand washing are outlined through words and pictures, in the form of a brochure. Visual literacy is strongly emphasized.

**Word Count:** 171

## Text Features

### Visual Literacy

- ▶ diagrams
- ▶ text boxes
- ▶ labels
- ▶ speech bubbles
- ▶ inset illustrations

## Text Supports

- ▶ large, clear print
- ▶ supportive illustrations

## Possible Text Challenges

- ▶ brochure format: back-to-back card
- ▶ arrangement of text on the page
- ▶ point of view: hands as characters
- ▶ some difficult vocabulary: *lather, different, fingernails, spreading, bracelets*

## Reading Strategies

### Comprehension

- ▶ analyzing
- ▶ sequencing

### Working with Words

- ▶ cross-checking across cueing systems
- ▶ using context and picture cues to aid in reading unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ analyze information in the text
- ▶ sequence: explain the steps involved in proper hand washing
- ▶ use strategies, such as context and picture cues and cross-checking to aid in reading unfamiliar words

## Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ introducing the posters to classmates or others in the school

**Teaching Tip:** When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



## BEFORE READING

### Analyzing

#### **Activating and Building Prior Knowledge**

Say to students, *You are going to be reading a different kind of material today.* As you pass out copies of the brochure, ask students to think about how it might be different from other things they have read during Guided Reading in the past. Allow time for students to view the brochure.

**ESL Note:** Explain the use of the imperative form of words.  
Review contractions.

### Print concepts

Say, *There's something unusual about today's reading material. I wonder why it's different from the books that we normally read.* Encourage students to notice that it is a single-folded card rather than a book, and that it has short bits of text, numbered sections, and sketch-like drawings.

### Text features

#### **Overcoming Text Challenges**

Invite students to look at the front illustration, with particular attention paid to the faces on the hands. If necessary, suggest that this may be similar to cartoons they might have seen. The hands have faces and the speech bubble might mean that the hand is speaking. Invite them to choral-read the speech bubble with you.

Ask what the little drawings on the hands under the magnifying glass might be. Point to the magnified inset and ask, *Why do you think this might be here?*

### Sequencing

Read the sequenced steps in order, as indicated by the numbers. Invite students to tell you which is the next step to read by telling you the number, pointing at the appropriate picture, or reading the first word in the instruction.

### Analyzing/predicting

Ask, *Why is it important for us to keep our hands clean?* Discuss. It may be necessary to explain the relationship between germs and illness.

### Sequencing

#### **Setting a Purpose**

Say, *As you read the brochure, I'd like you to find out what steps we need to take to keep our hands clean.*



## DURING READING

Ask each student to read independently, thinking about the purpose that has been set. Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem-solve as they read. For example, through individual questioning, determine whether or not students understand how to navigate the text on the inside page.

Note students' use of successful strategies and any difficulties they encounter. If students finish before others have completed the reading, ask them to go back and reread, then share with a partner what they learned or were surprised to find out about germs.



## AFTER READING

### Sequencing

When all students have finished reading, invite them to retell the steps, in order, that should be taken to keep their hands clean. As needed, model how to revisit the text to clarify the steps and their sequence.

### Word solving and building

Ask students if they had difficulty with any words or ideas as they read and, if so, how they solved their problems. Discuss accordingly, encouraging students to explain their strategies and why they chose the ones they did.

### Analyzing

Direct students to the last page of the brochure. Ask, *What do you think is the reason for this page?* If necessary, explain that it tells readers when to wash their hands, but in a rule format, rather than in sentences. Be sure students understand each of the scenarios listed. If necessary, explain the circumstances. Ask, *Is there anything you learned, or that surprised you about germs in this reading?* Discuss.

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose the ones that meet the needs of your students.

### Analyzing

#### **Role-play**

Select several students to role-play, in turn, the sequence of steps required for appropriate hand washing. Let students choose whether they want to sing or to count out 20 seconds as they do the actual washing part.

### Analyzing/sequencing

#### **Designing a Poster**

Focusing on the last page of the brochure, ask students to identify appropriate places to post hand washing posters. For example, in washrooms, near garbage cans, in the lunchroom, etc. Have students work individually, in pairs, or in small groups.

Posters may outline the steps for hand washing, or the reasons for hand washing, or both. During the project, refer to the original text of *Keep Us Clean* to analyze how the author used text features to assist the reader, for example, the use of colour, bold print, numbered steps, and simple drawings. If possible, bring in, or invite students to bring in, examples of other brochures to use as reference for design.

### Sequencing

#### **How to Brush Your Teeth**

Using the BLM, have students answer the questions with statements and pictures in sequence.

# How to Brush Your Teeth

Name: \_\_\_\_\_

**1.**

**How much toothpaste should you use?**

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**Where do you put the toothpaste?**

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**2.**

**How do you brush your teeth?**

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**How long should you brush your teeth?**

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**3.**

**What should you do with your toothbrush and your mouth afterwards?**

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