

Lesson 6: HEALTH VOCABULARY

Essential Question: What new words and ideas do you need to understand as you read?

Overall goal: For students to understand and internalize health-related terms when reading newspaper articles.

Target skills: Explore and understand Tier 2 and 3 vocabulary.

Objectives for Beginning Health Advocates

SWBAT:

- Learn vocabulary terms (teacher's choice) found in healthy newspaper articles.
- Reinforce and cement their meaning using Frayer model graphic organizers.

Beginning Health Advocates activity outline

1. Choose a Healthy NewsWorks newspaper article that you think your students will find interesting.
2. Select a few words that you want students to know and understand (and spell— optional goal for upper grades). Choose whatever words your students need—maybe common Tier 1 terms (e.g., house, book, brave), more academic Tier 2 terms (e.g., reduce, involve, creative), or specialized Tier 3 health terms found in the article (e.g., hygiene, diet, resuscitation).
3. Distribute Frayer model worksheets and show students how to use them: Put the term to be understood in the center, and use each of the four corners of the sheet to draw and explore the term's meaning. Have students complete a number of these, using a mix of words and pictures for each term and for each chosen vocabulary word.

Healthy NewsWorks-provided resources

1. Frayer model handout

Select CCSS/PA Core ELA Alignment

- CCSS.ELA-LITERACY.R1.2.4/ PA CC.1.2.2.F VOCABULARY

National Health Standards Alignment

- Depends on chosen articles

Objectives for Advanced Health Advocates:

SWBAT:

- Learn vocabulary terms (teacher's choice) found in healthy newspaper articles.
- Reinforce and cement meaning using Frayer model graphic organizers.

Advanced Health Advocates activity outline

1. Choose a Healthy NewsWorks newspaper article that you think your students will find interesting.
2. Select a few words that you want students to know and understand (and perhaps spell). These can be either useful, general academic Tier 2 terms found in the article (e.g., arguable, relevant, nurturing), or specialized Tier 3 health terms found in the article (ex: pediatric, cardiovascular).
3. Distribute Frayer model worksheets and show students how to use them: Put the term to be understood in the center, and use each of the four corners of the sheet to define and give examples of the term; also supply characteristics and "non-examples." Have students complete a number of these, using words, pictures, or a mix, for each article.

Healthy NewsWorks-provided resources

1. Frayer model handout

Select CCSS/PA Core ELA Alignment

- CCSS.ELA-LITERACY.R1.6.4/ PA CC.1.2.6.F VOCABULARY

National Health Standards Alignment

- Depends on chosen articles