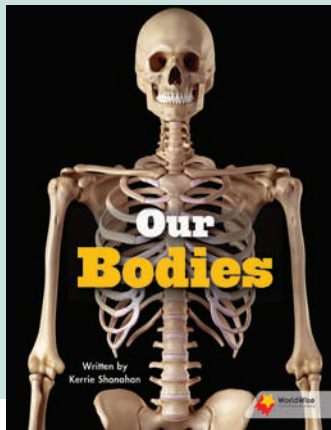


Lesson Plan

**Advanced Fluent
Upper Primary
reading stage
Level T**



Our Bodies looks at the systems in the human body, including the skeletal, nervous, circulatory, respiratory and digestive systems. It also examines the structure and purpose of teeth, skin, hair, nails and the body's senses.

Informative text types:

Report/Explanation/Recount

Science Curriculum links

Australia

- **NDS (ACSHE061)** Ways in which scientists gather evidence for their ideas and develop explanations
- **UIS (ACSHE062)** Science knowledge helps people to understand the effect of their actions

New Zealand

- **LW:** The key structural features and functions to the life processes of plants and animals

Key concepts

- The body has different systems that have specific roles
- The body's systems work together to keep a person healthy
- Bodies need fuel to convert into energy for the body to use

Content vocabulary

arteries, carbon dioxide, cartilage, cells, dermis, digestive system, energy, epidermis, gallbladder, gastric juices, glands, hormones, joints, keratin, lens, liver, muscle, nervous system, nutrients, optic nerve, organ, oxygen, pancreas, pulse, pupil, respiratory system, retina, saliva, skeleton, tendon, trachea, veins

Text features

- Diagrams, tables, text boxes, illustrations, sidebars, captions, glossary

Reading strategy

- Synthesising visual and written information

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Our Bodies*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about your body. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about how your body works?* Have students work with a partner and make a list of their words. Say: *When you are finished, read out your list and we will make a group list.*

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Have the students turn to pages 6 and 7. Say: *Look at these pages. There is writing, photographs and a labelled diagram. You can use all of these things to get information. When you put together the information from the writing and the information in the visuals you are able to fully understand all the information on a page.*

Reading with teacher support

Say: *Read the introduction and chapters 1 and 2 to yourselves. As you read, think about the information in the text and the information that is presented in the visuals.* Have the students discuss their thinking with their partner and then have a group discussion. Ask: *What are the functions of the skeleton and muscles in the body? How did the diagrams help you understand these functions?* Discuss the function of the body parts. Have the students record their ideas on the first two rows of the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about what you noticed with the whole group.*

Second reading session

Building understanding

Choose to have students either read independently or, if they need more support, to meet with you in a small group.

Independent and partner work

Have the students read chapters 3, 4 and 5 independently. Say: *As you read, use the same process we used with chapters 1 and 2. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss how the information in the writing and in the visuals helps you understand the ideas in the text.*

Have the students meet as a group to share and talk about what they have read and what they recorded on their Graphic Organiser. Monitor the group's progress and support them, if necessary.

Have the students read the rest of the book and complete their Graphic Organiser. On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reading with teacher support

Ask: *What have we learned so far about our bodies? Share your ideas with a partner.* Have the students read chapters 3 and 4 to themselves. Review what the students have read. Ask: *What new information do you have about our bodies? Why is the brain such an important organ? What does the diagram on page 15 help you to understand?* Invite the students to talk about their understandings. Have the students read chapters 5, 6 and the conclusion to themselves. Say: *Now add your thinking about our bodies to your Graphic Organiser.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *Why do authors use diagrams, photos and illustrations? Find an example where you put the visual and written information together and explain how they work together.*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

What happens to your body if one of the body systems is not working properly? How are all body systems similar? How are they different? How are the systems in your body interrelated? Give some examples. (Inferential)

What information surprised you? Explain why. Was there information in this book that inspired you to find out more? If so, what was it? Has reading this book made you think or feel differently about your body? If so, in what ways? Will you change how you look after your body? (Synthesising)

Why do you think the author included so many labelled diagrams? Do you think this helped you to understand the information? Why? What other information could be included in a book about how your body works? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

Speaking and listening

Have students work in a group where each student becomes an “expert” on a different body system. Have each expert prepare a set of facts about their body system and present these to the group.

Vocabulary

Have students choose four words related to four different aspects of the body (e.g. the eye – retina, lens, optic nerve, iris) and write these onto cards. Students give their sixteen cards to another student who tries to place them into the correct four groups of four, according to the body part the words relate to.

Visual literacy

Have students draw a labelled diagram to explain how an aspect of the body works. Encourage them to use appropriate scientific words to label their diagram.

Writing

Have the students write an explanation about how a body part or body system works. Provide the students with a template detailing how to plan and write an explanation. Remind them to introduce the topic (what is being explained) and then outline how that body part or system works.

Planning to write an explanation

Name: _____

Getting started

What is my topic? _____

What do I want to explain? _____

Who am I writing for? _____

Where will I find information? _____

Planning my explanation

1. General statement

What am I explaining? _____

2. Explanation of the process

First _____

Next _____

Then _____

Finally _____

 **Hint:** Explanations tell *how* and *why* things happen. They use words like *as*, *because* and *result*. They use phrases that describe time.

Additional features I could use

- ☐ Maps to show location
- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support text
- ☐ Captions and labels to explain photographs and diagrams
- ☐ Time line to show history of key events

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Say: *Include labelled diagrams in your explanation to reinforce what you are writing about.* Encourage the students to talk about their ideas with a partner, then write their explanation. Say: *You will need to research the body part or body system you are writing about.*

Alternatively, the students could choose to use a flow chart to make a poster that tells how to take care of a body part.

Graphic Organiser: Using all the information on the page

Name/s: _____

Words Photos Illustrations Diagrams

Page/s	Written information	Visual information	Summary Putting it all together

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