**Awesome Organs**

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| Level | M |
| Content Area | Science |
| Reading Focus | Students will learn to use the comprehension strategies of Asking Questions, and Determining Important Ideas, as they read, think, talk and write in response to the text. |
| Text Type | Informational |
| Academic Vocabulary | air, blood, emergency, energy, exercise, food, keyboard, liquid, message, mile, rest, risk, scientist, water, weight |

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| **Topic Talk** | * Ask: “What is on the inside of your body?” Brainstorm ideas as a group. * Read the title and the back cover blurb aloud. * Show students the cover of the book, and discuss what they can see on it. * Ask students to make a prediction about what important ideas might be in the book. |
| **Contents** | * Turn to the contents page, and read the titles of the chapters aloud. * Have students think, pair, share what new things they have discovered about the book from the chapter titles. * Ask: “From reading the chapter titles, what questions have you thought of?” Have a few students share their questions. * Introduce students to “Nat the Ant” at the bottom of the page, and read the speech bubble aloud. |
| **Opening Chapters** | * Read aloud the chapter 1 title and pages 2 and 3. (Pause at the ant question.) * Explain that this chapter has the same title as the book. Ask: “What do you think that means about the important ideas in this chapter?” * Ask students to find the important ideas about organs. * Have students think, pair, share their answers to the ant question. * Before reading pages 4 and 5, explain that the important idea for the page is right at the top – but there are more important ideas under each sub-heading. * Read pages 4 and 5 together. * Explain that sub-headings help us to find the important idea in the text below it – a sub-heading is like a preview of the main idea. Have students work together to find the important idea under each heading. * Ask: “Why do we group organs together like this?” Discuss ideas as a group. * Point out the three blue facts at the top of page 5. Have students think, pair, share about whether these are important ideas, or supporting details, and why. * Ask: “What are some new questions you have thought of during reading?” * Read the chapter 2 title and pages 6 and 7 aloud. * Have students think of a question each about the brain. * Discuss how asking questions helps to find out which parts don’t make sense to you, and what you would like to find out to help you understand better. * Discuss places where you could research information about the brain. * Ask students to find the important ideas in each of the brain facts. Ask: “What is the author trying to tell you?” * Discuss how the brain facts link to the important ideas on page 6. * Set a purpose for reading from chapter 3 to the end of the book:   + Try to ask questions about what you are reading as you go.   + Try to find the important idea in parts of the text as you read, and look for which parts are supporting details of the idea.   + Pause at the ant questions to answer them, and read the Ant Tunnel carefully. |

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| As students read on independently, you can check in with them to discuss the ant questions, or personalise learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.  Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Ask students to share with a partner what their favourite organ to read about was and why. 2. Have students think, pair, share about whether knowing more about our organs might help us to take better care of them, and why. 3. Ask: “How did asking questions as you were reading help you to understand better?” 4. Discuss how finding the important ideas is useful for figuring out what the author is trying to tell you. Then, ask: “How are supporting details useful?” | |
| **Writing Prompts** | *Fiction* | Imagine that you are a camera that is so small that you could explore your body from the inside! Write about exploring one organ – what do you see, hear, or feel? |
| *Informational* | Design a poster to tell people about one of your organs. Include a title and a picture of the organ, some important ideas and some interesting details. |
| *Letter writing* | Write a letter to a friend who has been sick in bed for some time, but is now getting better (Yay!). Suggest things they can do to get stronger, and back to living a healthy life. |
| *Opinion* | Which organ do you think is the most amazing? Write an article explaining what this organ does, and why you think it’s so important. |
| *Research* | There are 79 organs in your body – that’s many more than were mentioned in this book! Find out about an organ that isn’t in this book … What’s it called? Where is it? What does it do? |