**When Germs Attack**

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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, cut, disease, doctor, food, hospital, insect, machine, plant, rash, scientist, soil, water |

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| **Topic Talk** | * Have students think, pair, share about the last time they were sick. Ask: “What did it feel like? What do you think was going on inside your body? Why?” * Read the book title and the back cover blurb aloud. Show students the cover. * Ask: “What do you see on the cover of the book? What do you think the cover is telling the reader?” * Have students make a prediction about what the book might be about. |
| **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. * Discuss as a group what a germ library might be. * Explain to students that they should try to ask questions while they are reading, and remember them for later. * Introduce students to “Nat the Ant” at the bottom of the page and read the speech bubble aloud. |
| **Opening Chapters** | * Read the chapter title and pages 2 and 3 aloud. * Ask students if they have thought of any questions while they were reading. Have some students share with the class. * Explain that there are two important ideas on page 2. Have students think, pair, share about what each important idea is, and choose some students to share their ideas. * Ask: “What are the supporting details for each of the important ideas?” Have students work together to identify the supporting details for each idea. * Read aloud the chapter 2 title, and page 4 and 5. * As a group, brainstorm the important ideas from this page and use them to summarise what bacteria are. * Have students look at the ant breakout at the bottom of page 4. Ask: “Which important idea does this supporting detail link to?” * Have students look at the breakout on page 5. Ask: “Which important idea do these supporting details link to?” * Discuss how the author has included supporting details to help readers understand the important ideas more fully. * Read pages 6 and 7 together. * Discuss together how viruses are different from bacteria. * Discuss that pictures can also be supporting details for important ideas. Have students look closely at the pictures and think, pair, share about what extra detail they give. * Point out the green captions beside the images. Have students look at the images closely and explain that the captions help to describe what is in the picture. Ask: “How are the captions helpful?” and “How might the pictures be confusing if there were no captions?” * Read pages 8 and 9 together. * Model how to ask a question when you are confused: “I’ve just read about prions, but they are really confusing. I’m going to think of a question to help me research them later. My question is: How do prions make other proteins get tangled up?” * Give students a moment to think of questions from this page where they might be confused. * Read page 10 together. * Point out that there are a lot of unusual words on this page. As a group, make a list of unfamiliar words, and practise pronouncing them slowly until everyone can say them fluently. * Ask students to think, pair, share and summarise the important ideas in the book that they can remember so far. * 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. Have students think, pair, share about something new they learned about germs from reading this book. 2. As a group, discuss: “Is there anything you are going to do differently now you know more about germs? Why or why not?” 3. Ask: “How did asking questions during reading help you to understand the book better?” 4. Discuss whether students found it easy or hard to figure out the difference between important ideas and supporting details. (Optional: go over a couple of examples to model how to distinguish between them.) | |
| **Writing Prompts** | *Fiction* | Write a story about someone who is worried about getting sick before a vacation. What do they do to avoid catching any germs? Does it work? |
| *Informational* | Write an article to convince people that washing their hands is very important to stop germs from spreading. Include at least three facts, and one picture. |
| *Letter writing* | Write a letter to a friend telling them about one of the germs you’ve learned about, and how they can stop themselves from getting sick. |
| *Opinion* | Do you think people worry too much about germs, or do not worry enough? Explain why you think this, and remember to write a conclusion. |
| *Research* | Find out about where germs are mostly to be found, (this may surprise you) and what can be done to protect people against them. |