

Springboard 6

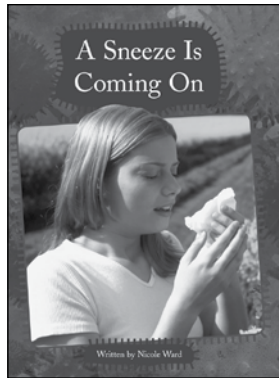


A Sneeze Is Coming On

Fact

Text Type	2400–3000 words	3100–3500 words	3500+ words
Discussion	Do You Like Fast Food?	Do You Like Watching TV?	Would You Travel in Space?
Exposition (Proposition/ Support)	Cars! Cars! Cars!	Litter at the Top of the World	The Polar Bear Problem
Information Report (Cause/Effect)	Bushfires!	The Piece of Paper Path	A Sneeze Is Coming On
Survival Story	Trapped in the Tube	Against All Odds	I Survived a Shark Attack

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



A SNEEZE IS COMING ON

Upper level fact

**Text type: Information Report
(Cause/Effect)**

Reading age 12–12.5

Word count 3500+

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students what an information report is. Tell students that an information report presents the facts in a clear, concise manner. The subject of the report is introduced at the start, and the rest of the book contains information, pictures, and photos, with labels or captions that describe the subject or topic.

COVER

Before Reading

Read the title and the blurb and examine the cover photograph. Discuss what the book may be about. Identify the subject and examine the contents page. Build understandings that the contents in the book are subheadings of the main topic. Browse through the illustrations and discuss how they help the reader to understand the topic.

Have students discuss what they expect to learn as they read this book.

Invite students to make inferences about why we sneeze, what happens in the nose when we sneeze, and how sneezing might protect us from harm.

CONTENTS PAGE

Open the book. Discuss the features of the contents page. *Where would I go to find information about allergic reactions?* Students should respond quickly with the page number. Repeat for other pages. Encourage quick responses. *What do you know about information books?* Students should indicate that the reader can choose where they would like to start.

Students should mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Revisit the contents page. Discuss the term *introduction*. *What does this mean?* Lead students to acknowledge that an introduction will provide background information about the topic which will help us read the book.

INTRODUCTION

Before Reading

Discuss the photo and caption on page 5. Ask students to infer which parts of the body might be involved when we sneeze. *What do you feel when you are about to sneeze? What does the sneeze feel like?*

Read the introduction and find out what you can about sneezing.

After Reading

What does your muscles tighten mean?

What is a network of nerves? What are nerves and what do they do?

What do you expect to learn from this book?

WHY DO PEOPLE SNEEZE?

Before Reading

Invite students to offer thoughts on why people sneeze.

Invite students to look at the photos and diagram and read the captions on pages 6 to 9 to build knowledge of this chapter. Discuss.

What is a reflex action? Discuss.

Have students identify the bold word *irritants*, discuss possible meanings, and check the glossary definition.

Read this chapter and jot down some ideas about what makes us sneeze.

After Reading

Invite students to share what they have discovered.

What makes the body sneeze?

What is the technical term for sneezing?

What are some of the irritants that our body is trying to get rid of during a sneeze?

What else does sneezing get rid of?

Do we have control over a sneeze?

What are some of the reflexes that we cannot control during sneezing?

WHAT IS HAPPENING IN YOUR NOSE?

Before Reading

What do the title, photos, and flow chart in this chapter tell you? Discuss the support material to build content knowledge prior to reading.

Have students identify the bold word *cilia*, discuss possible meanings, and check the glossary definition.

Have students predict what they might learn from this chapter. Instruct students to read this chapter. *As you read, jot down interesting points about what happens in your nose.*

After Reading

Clarify any tricky or unusual words before discussing this chapter.

Why do we sneeze?

What might happen if you did not filter the air before it goes into your lungs?

What helps to filter the air?

At what point in this filtering process does a sneeze occur?

How many germ-filled droplets enter the air when we sneeze? What should we do to contain them?

Are humans the only animals that sneeze?

Which animal sneezes more than any other?

THE NERVOUS SYSTEM

Before Reading

Read the title and discuss the diagrams. Invite students to share what they know about the nervous system. Draw students' attention to the connections with the brain and spinal cord.

Have students identify the bold words, discuss possible meanings, and check the glossary definitions.

Read these pages and be ready to share the interesting things you learn about your nervous system.

After Reading

Invite students to share their interesting facts.

What does the nervous system control?

What happens in the nervous system when we sneeze?

What does the author of this book compare the nervous system to?

Which nerve tells the brain what we see/smell?

What parts of the body are involved when we sneeze?

How fast does the air fly out of the mouth during a sneeze?

ALLERGIC REACTIONS

Before Reading

Read the title. *What is an allergic reaction? Does anyone have any allergies? What happens?* Walk through this chapter and discuss the photos and captions to build knowledge prior to reading.

Prompt students to infer why these things might cause allergies in some people but not in others.

Discuss the words *allergens*, *immune system*, and *symptoms* and check the glossary meanings.

Read this section and be ready to share some interesting things you learn about allergic reactions.

After Reading

Clarify tricky words as needed.

Invite students to share their interesting facts and prompt them to elaborate on what they have learned.

What sorts of things are allergens?

What causes an allergic reaction?

How does the immune system try to protect the body?

Describe some of the symptoms people suffer from food allergies.

What is the allergen that makes people allergic to animals like dogs and cats?

What allergen do insects have?

Where does the pollen allergen come from?

What are other common allergens?

Describe what it might be like to be allergic to something. How could this impact on your life?

Invite inferences.

OTHER CAUSES OF SNEEZING

Before Reading

Read the title and walk through the photos, illustrations, and diagram from pages 28 to 33.

Discuss the bold words and invite students to infer the meanings of these words, and then check the glossary definitions.

What other causes of sneezing might there be?

Read this chapter and find out about the other causes of sneezing.

After Reading

Have students share what they learned about other causes of sneezing.

What other things can irritate the nose?

How do infections play a part in sneezing? How does a common cold cause sneezing? Revisit the diagram on page 29 and discuss in greater detail.

How is a cold passed on from person to person?

How do we prevent the spread of virions?

Where do people think the phrase Bless you or God bless you comes from?

Describe what happens to photic sneezers. Is this catching?

AVOIDING A SNEEZE

Before Reading

Invite students to infer how to avoid a sneeze. Walk through the photos in this chapter and discuss what can help keep sneezes at bay.

Read this chapter and jot down some ways to avoid sneezing.

After Reading

Encourage students to share their responses.

What are some ways you can avoid sneezing if you are allergic to pollen?

What do you need to be careful of if you suffer from food allergies?

How does living in a clean house or apartment help a person avoid allergens? What does vacuuming do?

What is a virus? How does washing your hands and staying clean help avoid cold viruses?

▲ CODE BREAKER

Scientists use a lot of words that we do not use in our daily conversations. Many specialty fields have a collection of words that are used regularly. For people who don't work in these fields, understanding these words or vocabularies can be difficult. To make this book easier for us to understand, some of the technical words are explained in the glossary.

Go through the book with a partner and find other words that could have been included in the glossary. Record these words, write what you think they mean, and then check their dictionary meanings and write these down.

Compare your list with that of a friend to see how many words you have in common.

● MEANING MAKER

Focus on the diagram on page 17. Ask students to identify the parts of the diagram that give them important information. List them as they are identified: title, words, numbers, lines, background image.

Discuss words or terms that are new or unfamiliar. Students should identify *irritants*, *facial nerve*, *sneeze centre*, and *diaphragm*. Discuss these words and reread the text on page 16 to put them into context.

What do the numbers tell us? Guide students to respond that they tell us the order in which to read the parts of the diagram. A diagram is easier to understand if you read the labels in the correct order.

◆ TEXT USER

Tell students that the illustrations and images chosen for information books are carefully selected to help readers understand the text.

Explain that this book contains a photo essay. A photo essay is a number of photographs arranged in a sequence that helps tell the story.

Walk through the book with students, stopping at each photograph to discuss the information presented and how it is organized into the overall sequence to support the main ideas.

● TEXT CRITIC

Look at the photographs in this book. They have been carefully chosen to build a picture of each chapter topic. Look through each chapter and decide what the publishers of this book might want you to think and feel as you look at each photo.

Do you think the author wants you to feel sorry for people with allergies? Does she want you to take any action from reading this book? Or is she just giving you the facts?

USING MULTIPLE INTELLIGENCES

Pair or small group activity

Create: Create a product that helps people with allergies to stop sneezing. (S)

Market: Market your product. Write an ad and a jingle to sell your product. (V, M)

Present: Present your advertisement and jingle to the rest of the class. Explain how your product works. (V, M)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/
reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence
– body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

A Sneeze Is Coming On Name _____

Graphic Organizer (before and during reading)

	What I know	What I want to know	What I have learned
Why Do People Sneeze?			
What Is Happening in Your Nose?			
The Nervous System			
Allergic Reactions			
Other Causes of Sneezing			
Avoiding a Sneeze			

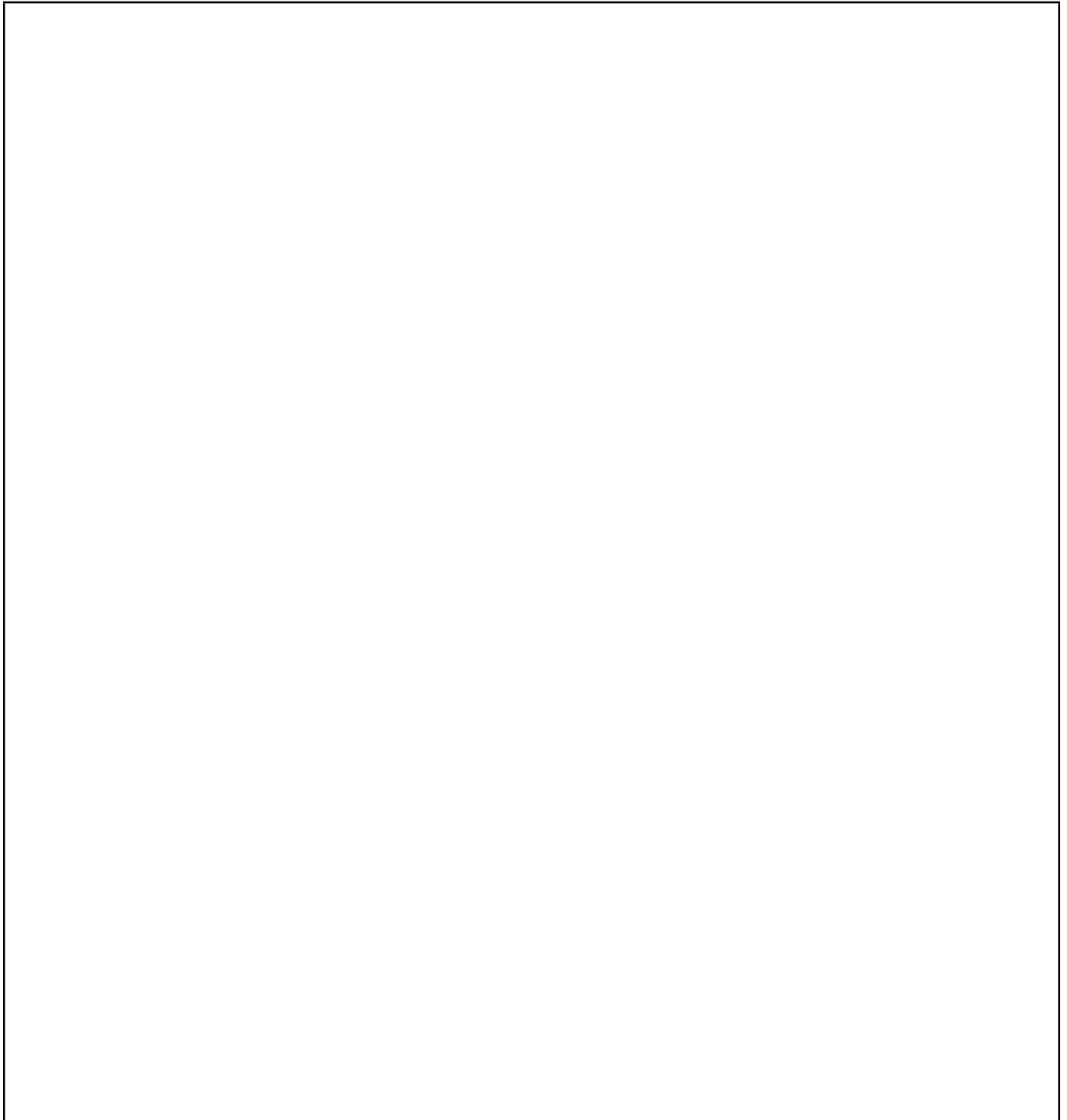
A Sneeze Is Coming On

Name _____

Multiple Intelligences

Spatial

Design a diagram to show the causes and effects of sneezing. Use the book to help you.



A Sneeze Is Coming On

Name _____

🕒 Code Breaker

Write some compound words from the book.

Write five adjectives to describe a sneeze.

Write five adjectives to describe how someone might feel about their allergy.

Choose five topic words from the book and write an interesting sentence for each.

A Sneeze Is Coming On

Name _____

🕒 Meaning Maker

Think of all the things you would need to be careful about if you suffer from allergies.

Allergy	Things I would need to be careful about
Pollen	
Peanuts/other foods	
Dogs/cats	
Insect venom	
Dust mites	
Mould	

A Sneeze Is Coming On

Name _____

⦿ Text User

Use the photos, captions, diagrams, and charts to help you answer the questions.

1. What is one example of a reflex action?

2. Which reflex action occurs when we are sleepy?

3. Which animal sneezes more than any other?

4. What is the third step in the chain reaction of a sneeze?

5. What appears on the skin when a person has a food allergy?

6. What is one of the worst allergens in the world?

7. What is the worst thing that could happen to someone with a venom allergy?

8. What do people who are allergic to dogs or cats usually have an allergy to?

9. How do common cold virions enter the body?

10. What can make people with ACHOO syndrome sneeze?

11. What is the best way to prevent dust allergies?

12. What is the best way to avoid cold viruses?

A Sneeze Is Coming On

Name _____

● Text Critic

The information in this book is presented as true and accurate and not just one person's opinion. How might our understandings of sneezing be different if the information had been presented as an interview with a doctor?

Write a question to ask these people about sneezing.

Doctor

Food allergy sufferer

Pollen allergy sufferer

Dust mite sufferer

Write two questions to ask a marine iguana.

How do you think scientists can be sure this animal sneezes more than any other animal?
