



Human body fact file

Susan Frame

Focus phonics

c written as ch as in stomach, toothache

l written as le as in little, responsible, particles, ossicles, puzzle

Tricky words

because, could, eye, many, people, their, there, thought, through, two, who, would

Book summary

This book tells us odd and interesting body facts about the human brain, our feet and everything in between.

Learning intention

Phonics: To decode words with the focus phonemes of /c/ spelt ch and /l/ spelt le, that feature in the text and extend to other known words with the same phonemes, e.g. echo, school, headache; middle, muddle, puddle.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the cover and read the title together. Ask: What does "fact file" mean? (information) What is the picture of? (a girl with a sketch of a brain) Compare this photograph to the title page illustration. What do you see? (two boys playing wheelchair basketball) Who is the author? (Susan Frame) Share knowledge and views of any other books written by Susan. (in the Reading Road series Susan has written Look at the tails!, On your feet, Dot and Dash, Landmarks, Spies) Invite students to share any prior knowledge of the topic of the

book, and make predictions about what kind of information might be given in the text. Keep a note of predictions and return to them later. Read and discuss the blurb on the back cover. Look at the pictures around the blurb. What do they tell you about the human body? Flip through the book to get a sense of the contents. Do you think this is a fiction or non-fiction text and say why.

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phonemes of /c/ written as ch and /l/ written as le. Flip through the text to locate and read words with these same focus phonemes. Discuss the meaning of these words. The grapheme ch has two sounds. Sort these words into the way the ch sounds - as /ch/ or /c/, e.g. chest, stomach, chemistry, chair, chin, Christmas, chocolate, technology, echo. Then read the words.

Vocabulary check:

swallow p 18 make food or water go down your throat

sweat p 24 moisture coming through the pores of the skin – this happens when we have a fever or when we get hot

Morphology: harmless p 27 means without harm. The suffix -less means “without” if attached to an adjective or noun (e.g. harmless, careless).

Etymology: transmit p 13 means to send from one person or place to another; the origins are “send over, onward, or along”, c1400, from Latin transmittere “send across, cause to go across, transfer, pass on”, from trans “across, beyond” (see trans-) + mittere “to release, let go; send, throw”.

Tricky word practice: Display the tricky words *because* and *thought*. Ask: What are the tricky parts of these words?

because – the tricky part is au which says /o/ and se which says /z/.

thought – the tricky part is ough which says /or/.

Practise reading and spelling these tricky words.

During reading

Read the story: This book may not fit into a single reading session. The end of p 15 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. On p 2, ask: Where is your strongest bone? (in your leg – your thigh bone) On p 3, ask: What does your skull do? (protect your brain) On p 5, ask: What do you know about fingerprints? (no two are the same) Students carry on reading.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between groups or pairs of students; they read a section each and then summarise the main ideas and report back on it.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially words with the focus phonemes of /c/ written as ch and /l/ written as le in the text.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 9, ask: What is the best food to help your brain? (walnuts) What shape is your brain? (like a walnut) On p 10, ask: What does "I spy with my little eye" remind you of? (it's a game people play when they guess what someone else is looking at) On p 11, ask: What size and texture is an eye? (size of a pingpong ball and soft like jelly) On p 13, ask: What are the smallest bones in your body called and what do they do? (ossicles are in the ear – they transmit sound to your brain) On p 14, ask: What part of your body keeps your lungs clean? (hairs in your nostrils)

After reading

Apply learning: Discuss the text. What new information have you learned about the human body? Do you think having "fact file" in the title was a good idea for this text? Which fact is your favourite? Why do you say that? What did you think of the fact boxes? Did they help you understand things? What did Susan (the author) need to know before writing this text?

Comprehension: Return to the predictions and discuss if students were correct or how the text differed. Were there any surprises? On p 16, ask: How many teeth will you have when you are an adult? (32) What do you notice about the girl's teeth in the picture? (she has a gap – she has lost a baby tooth) On p 17, what is enamel? (it's on the outside of teeth and is harder than bone) On p 22, what is the size of a stomach when it is empty and when it is full? (a plum and a football) What is the fact you liked the least?

Ask students to choose a heading and retell that part of the text.

What could you learn from this text? Is there a message? (we are not all the same, but our bodies all do an amazing job)

Notice on pp 20-21 there are two words that rhyme, *globe* and *lobe*. What do they mean? *Globe* is another word for our world or earth. *Lobe* is the name for the parts of our lungs. Our left lung has two lobes, the right side has three lobes. Lobes are like balloons that fill with air when we breathe.

On p 18 there are examples of assonance (where the vowel sound is repeated in the same sentence) – "drool is cool" and "pool of drool"? What is drool? (spit) How much spit can you make in a lifetime? (two swimming pools full)

On pp 24-25, how far might your feet walk in a lifetime? (five times around the globe) Why do feet smell bad sometimes? (they sweat when they work hard) How much sweat do feet make in a day? (a mug full) How do you stop the smell? (wash feet each day)

Fluency: Choose a passage from the book and model how to read it fluently/with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it fluently/with expression to their partner, then swap over. Read parts of the text together (choral-read) to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 8)

Your brain sits inside your skull and is like your body's own computer.

The growth of your brain is not complete until you are about 25 years old.

For your brain to operate well, you need to drink lots of water and eat good foods like leafy greens, eggs and nuts – walnuts are the best. They look like a brain, too!

(page 9)

Everything that you do, think and feel starts in your brain. Wow! What a big job it has. You must look after it well.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/l/ spelt le. /c/ spelt ch.

Sort words.

Write sentences.

Worksheet 2: Comprehension

Answer true or false questions.

Find information in the book and write about it.

Worksheet 3: Science/Biology

Complete a graphic organiser.

Label a body outline.

Worksheet 4: Science/Biology

Complete sentences about the body.

Name body parts.