

# Aspirin

## Vocabulary:

advertised, aspirin, billion, cancer, chemical, company, drug, fever, headaches, heart, medicine, pain, powder, salicin, scientist, stomach, tablet, tasted, willow bark



## Before Reading

### Text Type *Date .../.../...*

Draw children's attention to the:

- chapter titles
- photographs
- timeline
- visual communicators: labels
- glossary and index.
- Ask "What type of book is this?" (Non-fiction) How do you know? What type of non-fiction book is this? (Recount)

### Visual Literacy *Date .../.../...*

Browse the photographs and illustrations. What visual clues tell you that this text is set in the past? How are changes in time shown? e.g.: compare the illustrations of ancient people (pp.6-7) with the 1800s (pp.8-13) and the 1900s with the present day.

### Background Knowledge *Date .../.../...*

What medicine do you take to help you to feel better? Have you thought about how your medicine was invented? What do you think people used to make themselves better before chemical medicines were invented?

### Phonological Awareness *Date .../.../...*

Make sure students are able to break words into syllables and identify the number of syllables in words: pain: 1 syllable; medicine: med / ic / ine: 3 syllables; company: com / pan / ny: 3 syllables. Say the word 'company'. Ask students to say the word, breaking it into syllables, and clapping the syllables as they hear them. Give students practice in breaking key words from the text into syllables as a listening and oral activity only.

Break medicine into syllables. Clap each syllable i.e.: med / i / cine. Students repeat the word. Say and clap the word, omitting a syllable. The students must guess what syllable was left out e.g.: medicine: med / i / \_\_\_ - Students reply 'cine'. Powder: \_\_\_ I der. Students reply 'pow'.

### High Frequency Words *Date .../.../...*

added, anything, away, awful, believed, father, gave, problem, sold, some, stop, things, thousands, too, used, widely, wonder, world, yellow

Use the words for 'Look, Say, Cover, Write, Check'. Write a high frequency word. Students look at and say the word. Cover the word. Students write the word. Check the word. If it is correct, move onto another word. If the word is incorrect, students look at and say the word again, then cover and write the word again.

- Write two high frequency words and one technical word from the text that can be used to make a sentence about aspirin and how it was invented e.g.: aspirin, sold, world. Students read the words, then use them in < sentence e.g.: Aspirin is sold widely around the world:

### Motivation / Purpose *Date .../.../...*

The purpose of the text is to recount the events that led to the invention of aspirin. The text links with the *Science* theme *Science and Society*.

## During Reading

### Vocabulary in Context *Date .../.../...*

Discuss the meaning of each vocabulary word. Define less familiar words using the glossary. Read *In 1828, Johann Buchner found that it had a yellow chemical in it. He called this yellow chemical salicine.* (p.9) (say: sal / i / cin) Why would this word be broken into syllables? What other words in the text do you think could be broken into syllables to help you decode the words? Does breaking the words into syllables help you to understand the meaning of the word or how to say the word? Ask students to use lines to separate the syllables in the glossary words, to help decode them.

### Checking for Meaning

Literal: *Date .../.../...*

What did people use as medicines thousands of years ago?

How did people use willow bark?

What did willow bark have in it that stopped pain?

What were the disadvantages of willow bark?

Why didn't Gerhard continue to make his medicine?

What did Felix Hoffman do to help his rather when he was ill?

When was the name aspirin first used? Why do people take aspirin today?

Inferential: *Date .../.../...*

Who contributed to the invention of aspirin?

What improvements were made to aspirin along the way?

Why would aspirin have been advertised in a big way in 1915?

Why is aspirin called a wonder drug?

Make sure students understand the difference between literal and inferential information.

Response: *Date .../.../...*

What would people's lives be like if aspirin had not been invented?

Why is it important for people to keep finding better medicines?

What medicines do you think people still need to invent?

### Grammatical Patterns *Date .../.../...*

Make sure students understand the following components of a factual recount:

- An orientation providing information about 'who', 'what' and 'where': *Aspirin is a widely used medicine. No one person invented 0spirin - a lot of people played a part.* (pp.4-7)
- A record of events in chronological order (pp.8-23)
- A reorientation to 'round off' the series of events. *Today, all over the world, one billion aspirin tablets are taken each week.* (p.22) *It is no wonder aspirin has been called a wonder drug!* (p.23)
- Use of particular nouns to refer to particular people, animals and things: *Aspirin* (p.4), *scientists* (p.8), *Johann Buchner* (p.9), *salicin* (p.9), *medicine* (p.14)
- Use of past tense action and thinking verbs and verb groups: *been taking* (p.4), *invented* (p.6), *believed* (p.14), *has been called* (p.22)
- Use of adverbs and adverbial phrases of time: *For thousands of years* (p.6), *Today, all over the world* (p.22)

### Fluency and Punctuation Patterns *Date .../.../...*

Exclamation marks are used to emphasise the importance of facts: *This was another great idea!* (p.20), *It is no wonder aspirin has been called a wonder drug!* (p.23) Demonstrate how to read this sentence for effect.

Brackets and hyphens are used to show pronunciation of a word: (*sol-kin*) (p.9) Demonstrate how to read pronunciation guides.

These punctuation patterns occur in the text:

- Use of commas to separate words and phrases of time *In 1853, Charles Gerhard added some other chemicals to the salicin.* (p.12)
- Years written as numbers: 1883
- Use of capital letters in proper nouns: *Johann Buchner* (p.9), *Charles Gerhard* (p.12), *Felix Hoffman* (p.16)

### Critical Literacy *Date .../.../...*

In what way is this book organised like a timeline? How does a timeline help to recount events in the past?

### Linking Visual and Written *Date .../.../...*

What visual clues show where aspirin was invented and how it was used in the past? What elements help to set the recount in place and time? Why are some images illustrations rather than photographs?

## After Reading

Recall the main events that led to the development of aspirin. What key words did the author need to know to write this book? What questions about aspirin does the book answer?

### Activities

Students will:

- make connections between key words to show their understanding of the text
- break words into syllables and locate words in the text using clues based on meaning and syllables
- select words to fill gaps in sentences, then use the words to make a word find
- write research questions, factual statements and key words based on their reading.

Comprehension (meaning)    Phonics (visual)    Vocabulary (structure)    Writing (structure)

