

The Heart



Before Reading

This book forms the factual reading record for Level 14

Text Type

Draw students' attention to the:

- title
- labelled illustrations
- photographs
- fact boxes.

Ask "What type of book is this?" (Explanation) Ask students to suggest the possible content of the book.

Visual Literacy

Browse the illustrations and photographs. What visual clues tell you that this text is about the heart?

Describe the borders around the pages. Discuss the use of background colours and headings. How do they reflect the subject matter of the text?

Discuss why the text uses illustrations of the heart, rather than photographs.

Background Knowledge

Ask students if they know how blood moves through their body.

How does it travel? What is its purpose? How is the heart involved?

Where can you feel the heart beating?

Phonological Awareness

Ensure students know this phonological pattern:

- **short/u/ sound:** discuss which letters can make this sound. Locate examples in the text, and add to the list:
 - u - bunch, lungs (p.13), muscle (p.4), pump (p.4), rush, truck, uncle;
 - oo - blood (p.4), flood;
 - o - comes (p.12), cover, dozen, front, love, money, other, worry;
 - oe - does, doesn't (p.11)

Say these words to the students. Ask them to identify which part of the words sounds the same.

Say a sentence which includes a word containing this pattern. Ask students to identify the word and the appropriate letters that make up the sound.

Vocabulary:

atrium, beat, billion, blood, cell, chest, exercise, healthy, million, muscle, organs, oxygen, pump, ribs, valves, ventricle

High Frequency Words

about, around, away, behind, called, every, like, one, small, there

Discuss various ways of learning high frequency words. Many are visual and cannot be spelt or read phonologically. Divide the list of words into two groups: 'visual' words and words that can be sounded out. Allow students time to establish criteria for breaking the high frequency words into two groups, and discuss their reasoning, e.g. number of letters, known/unknown, number of syllables.

Motivation / Purpose

The purpose of the text is to show how the heart works to pump blood around the body. The text links with the *Science* theme *Life Science*.

During Reading

Vocabulary in Context

Discuss the meaning of each vocabulary word. Assist students to decode unknown words by encouraging them to identify an appropriate strategy:

- **million** (p.11), **billion** (p.23): Use phonological knowledge to decode these words. Discuss other large number words (e.g. thousand) and rank them in order of size
- **atrium** (p.8), **oxygen** (p.11), **exercise** (p.21): Use phonological knowledge to decode these words.

Draw students' attention to the following:

- **organs** (p.4), **ribs** (p.6), **valves** (p.16): Discuss plurals. Locate other examples to demonstrate that most words form the plural by adding 's'
- **muscle** (p.4): Discuss the silent 'c'. List other words that have a silent 'c' (e.g. scissors, science).

Checking for Meaning

Literal:

What is the most important job done by the heart? (p.4)

Where is the heart located and why? (p.6)

What is carried in the blood to other parts of the body? (p.11)

Inferential:

What are other important organs in the body, besides the heart?

What would happen if the heart stopped pumping?

Why does your heart slow down when you are asleep?

Response:

What do you think happens to people who don't look after their heart?

What advice would you give them?

How could people be better educated to look after their heart?

Grammatical Patterns

Ensure students understand the following components of an explanation:

- Identifying statement about what is to be explained.
The heart is one of the most important organs in the human body. (p.4)
- Series of events, known as the explanation sequence (pp.4-22)
- Concluding statement (p.22): *The heart is an amazing organ that works day and night.*
- General nouns: *heart* (p.4), *organs* (p.4), *ribs* (p.6), *valves* (p.9), *oxygen* (p.11), *exercise* (p.21), *lifetime* (p.23)
- Action verbs: *pump* (p.4), *stop* (p.9), *takes* (p.11), *die* (p.11), *pushes* (p.13), *leaves* (p.14), *listen* (p.17), *beats* (p.23)
- Simple present tense: *The heart is an amazing organ that works day and night.* (p.22)
- Conjunctions of time and cause: *after* (p.12), *When* (p.13), *so* (p.13)
- Noun groups: *the human body* (p.4), *the four valves inside the heart* (p.16), *oxygen-filled blood* (p.20)
- Adverbial phrases: *in the human body* (p.4), *behind the ribs* (p.6)
- Technical language: *organs, muscle, blood* (p.4), *cell* (p.5), *ventricle* (p.8), *atrium* (p.8), *oxygen* (p.11)
- Glossary and Index (p.24)

Fluency / Punctuation Patterns

Commas are used to separate independent and dependent clauses: *It's a muscle that works like a pump, / sending blood to every part of the body.* (p.4) Model pausing at the comma, and encourage students to do the same when reading.

These punctuation patterns occur in the text:

- Use of a colon to introduce more details; in this case, a list: *Here are three ways to keep the heart healthy: don't smoke, eat healthy food, get lots of exercise.* (p.21)
- Use of apostrophes of possession: *A child's heart* (p.7), *body's cells* (p.22)
- Use of numerals, or numerals and words, to express large numbers: *19 000* (p.15), *35 million* (p.19), *2.5 billion* (p.23)

Critical Literacy

How do you think the author knew these facts about the heart? Why does he want us to know them?

What should we do as a result of reading this book?

Linking Visual and Written

Have students look closely at the illustrations on pages 8-9 and 10-15. Explain that the text must be read in conjunction with looking at the illustrations.

Discuss the effectiveness of presenting the information in the box and illustration at the foot of pages 6-7.

Have students consider whether the text, photographs and illustrations work well together. Ask students for examples to prove their points.

After Reading

Discuss things you do on a daily basis that are good for your heart. What things do you do that might be bad for your heart?

Without referring to the text, see if students can recall the journey of the blood through various parts of the body.

Activities

Students will:

- rearrange groups of words to complete sentences about the text
- group words according to common sounds made by different letter combinations
- insert words to complete a simple crossword
- write sentences about the text, based on an illustration and key words.

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

