



## Before Reading

### Motivation / Purpose

The purpose of this text is to provide the reader with information and examples of how vaccinations were developed to help prevent the outbreak of disease. It links with the *Science* theme, *Science and Society*.

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

- Draw students' attention to the:

- photographs
- definitions
- glossary
- index.

- Ask "What type of book is this?" (Report). How do you know the information in this text is true? How is it organised?

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

What does the blue border on pages 6-9 represent? Why would the author have chosen this?

Explain how the images on pages 8-9 are created. Make sure students understand they are the results of magnifying an image an increasing number of times to show how the smallpox disease looks under a microscope. Examine the style of illustrations on pages 10-18. How and why are they different from other pages in the book?

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

Ask students to name some diseases. Sort these into those that are considered serious and those that are not.

Discuss what happens when people get a disease. How is it treated? What happens if it is contagious? How can we prevent people from getting serious diseases?

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

Make sure students know the following phonological patterns :

/sh/: Engli (p.10). Turki (p.11), e (p.11)

/or/: war (p.4), smallpox (p.6), more (p.6),

fm (pJ) —

long e: disease (p.4), keeping (p.5), vaccines (p.5),

histol')' (p.6). people (p-16'). believe (p.9), -

Turk (p.10) —

Spell out one of the above sounds (e.g. 'ea' as in 'disease'). Ask students to write three words which

## Vocabulary

antibiotics, challenges, disappeared, disease, experiment, famine, immunisation, immunity, injected, smallpox, vaccination, vaccines

contain that sound made by the same combination of letters (e.g. 'please', 'teacher' and 'read').

Say one of the above sound groups. Ask students to list possible letter combinations for making that sound. The students may prefer to write words to give examples.

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

better, die, disease, huge, most, over, people, person, used, work, world

Write each word on a card. Ask students to divide the words into groups and justify these groupings. (e.g. those that can be 'sounded out' and those that can't; those that have one syllable and those that have two; those which contain long vowel sounds and those that don't.)

Each student then selects a word card and says something about the word. (e.g. 'die' is the root word for 'dies', 'died' and 'dying'; 'used' is a past tense verb; 'world' and 'work' both have the /er/ sound made by 'or'.)

## During Reading

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

Look at words which have had 'tion' or 'ation' added to the root word. e.g. inject - injection, vaccine - vaccination, immunise - immunisation. Discuss with students how these word families are developed and how they make a new noun form of the root word. List other possible words for each family. For example:

inject. injects, injected, injector, injection

• vaccine. vaccines, vaccinate. vaccinated. vaccination

• immunise, immunised, immunising. immunisation

Refer to the text on page 4 and discuss the meaning of 'taken'.

How is this word usually used? What does it mean here?

### Checking for Meaning

literal: **Date./.../...**

What are some ways people have lost their lives in the past? (War, famine, accidents and disease have taken millions of lives.)

How does vaccination work? (A mild form of a disease is injected into a person and this protects them from the disease.)

In the 1700s. what did some people do to protect others from getting smallpox? (They immunised themselves or their families.)

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

Why would disease have been a greater challenge than war or famine?

What risks did Edward Jenner take in experimenting with the eight-year-old boy?

Why do you think it took so long after the introduction of vaccinations for smallpox to be completely wiped out?

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

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

Whose responsibility is it to see that young children are vaccinated?

Other than injections, how can people be vaccinated?

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

Make sure students understand the following components of a report :

- Opening general statement defining the topic:

*People have always faced ... has always been disease. (p.4) Passages of description relating to the development of vaccinations for smallpox and other diseases: (pp.5-23)*

- Use of general nouns: *antibiotics* (p.5), *diseases* (p.6). *Immunisation* (p.14), *vaccines* (p.22)

- Use of relating verbs to describe features:

*Vaccination was one of the first big steps in beating disease. (p.6) Action verbs: taken (p.4), faced (p.4), tried (p.5), killed (p.6), injected (p.7), used (p.14), found (p.20), worked (p.21), protected (p.22)*

- Use of timeless present tense: *This gives the person immunity from the disease. (p.7)*

- Use of technical terms: *disease* (p.4), *vaccines* (p.5). *antibiotics* (p.5), *immunity* (p.7)

- Use of paragraphs with topic sentences to organise information: *Smallpox was one of the most terrible ... (p.6). In the 1790s, Edward Jenner ... (p.16)*

- Repeated naming of the topic as the beginning focus of the clause: *Vaccination was one of the ... (p.6), Vaccination is when ... (p.7)*

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

These punctuation patterns occur in the text:

- A colon is used to introduce a list: (p.5, p.23)

- Bullet points are used to list items in a text: (p.5, p.23)

A comma is used to separate the dependent and independent clauses in a sentence: *Although this mode the well people sick, they usually got better quickly ... (p.13)*

- A comma is used to separate the adverb or adverbial phrase from the rest of the sentence: *Over this time, doctors ... (p.21), Now, people are protected ... (p.22)*

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

Oh you think there is a message in this text? What do you think the authors viewpoint is regarding immunisation? What view of the world is the text presenting?

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

Which challenges mentioned in the text are depicted on page 4?

Why is the woman on page 5 washing her hands? What else is she doing to help prevent the spread of disease?

Compare the emotion shown by people on page 22 with the child on page 4. Why are their expressions different?

## After Reading

Use the list of diseases on page 23 and try to find out who was responsible for developing the vaccinations for each one.

Ask your parents for which diseases you have been immunised. When did this happen? Check to see if and when you may need a 'booster' injection.

## Activities

Students will:

- make decisions about what the author said and what the author meant
- select the correct word to complete sentences
- write words from the text to match meanings
- complete paragraphs by sorting sentences to match topic sentences.

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

