

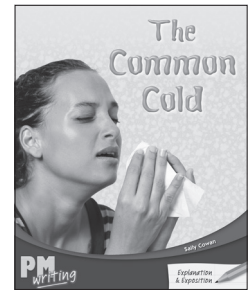
# The Common Cold

PM Level 25

Emerald

**Text Type** Explanation/Exposition

**Running Words** 231/243



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also have a basic knowledge of the measures that can be taken to reduce the spread of viruses and why this is important.

### Orientation to the Text

- Many people are afflicted with the common cold every year and, although it is not usually life-threatening, it can be very unpleasant. This book features an explanation of how a virus, such as the common cold, is spread, together with an exposition outlining how and why students at a school should take responsibility for minimising the spread of the common cold virus.

## Building the Balanced Reader

### Grammatical Conventions

- Revise what a pronoun is and discuss with students how pronouns are used to avoid repetition and help the text to flow. Ask, *What does the pronoun it on page 2 refer to?* Re-read the page, replacing the pronoun with *the virus* and discuss its effect. Repeat with other pronouns that you find throughout the text.

### Vocabulary

#### Key vocabulary

*common, droplets, fluid, infecting, virus*

### Spelling

- Make a list of the words in the text that contain 'ou', such as *cough, touch* and *mouth*. Invite students to group the words according to the sound the 'ou' makes in each. Build on each list with other 'ou' words.

### Visual Literacy

- Instruct students to find a page in the text where they thought that the visuals added to their understanding of the text, and invite them to share the reasons for their choices.

### Focusing on the Book – Guided Reading

- Look carefully at the cover photograph and read the title of the book together. Talk about the common cold as a virus and ask students what they know about the symptoms of a cold.

- Look at the text types on page 1 together. Ask, *What sort of information would you expect to find in each of these texts? What kinds of words do you think will be used in each?*
- Read to page 3 together. Make sure that students read the caption at the bottom of page 2. Ask, *What information does the caption add to the text?*
- Continue to page 5. Discuss the diagrams on pages 4–5. Ask, *What is the key? How does it relate to the other pictures?*
- Look at page 8 together. Talk about how the diagram supports the text and how the labels add extra detail to the visuals.
- Continue to page 9. Ask, *What makes this text an explanation? What message was the author trying to get across?*
- Continue to page 10. Ask, *What type of text is this? What do you think the main point of the text will be?*
- Read to page 15. Return to students' initial suggestions for the main point of the text. Ask, *What are the main arguments the author has presented?*
- Continue to page 16. Discuss how the visual summary on this page relates to the rest of the text. Ask, *Why do you think the author included this?*
- Review the main ideas of both texts and discuss how they are similar and how they are different.

### Comprehension

- Where does the common cold virus travel after entering the body? (*Literal*)
- What do you think is the most important thing you can do to stop the spread of the common cold virus? Why? (*Inferential*)
- What else could the author have included in this text to help you understand the common cold? (*Inferential/Evaluative*)

### Follow-up Activities

- Look at the chart on page 16 that summarises the information in the exposition. In pairs, ask students to make a similar chart showing the key information from the explanation text about how the common cold is transmitted. Arrange for students to share their finished work with other classes.
- Provide a range of other explanation texts. Ask students to look through some and put sticky notes to mark features of non-fiction texts, such as captions, diagrams and labels. Group students to share and discuss what they found and how these enhance people's understanding of the topic.

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## Learning Intentions

- We are learning to describe the main idea of a text.
- We are learning to identify the features of non-fiction texts.

• \_\_\_\_\_

## Success Criteria

- I can summarise the text into one sentence containing the important ideas.
- I can locate and describe pictures, captions, labels and diagrams in the text.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up