

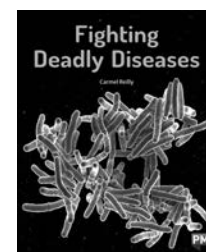
# Fighting Deadly Diseases

PM Level 28

Ruby

**Text Type** Information Report

**Running Words** 2043



## Preparing for Guided Reading

### Prior Knowledge

- Invite students to share their memories of Covid-19 and the health measures during the pandemic. Talk about the measures you have in place at school to stop the spread of disease, such as air purifiers and the use of hand sanitiser.

### Orientation to the Text

- Throughout history, humans have struggled against the invisible threat of infectious diseases. While many people have become ill or even died due to different illnesses, medical breakthroughs and improved hygiene have helped save lives and even eradicate some diseases.

## Building the Balanced Reader

### Grammatical Conventions

- As you read, guide students to notice how the author has used dependent clauses and phrases to give extra information in complex sentences, e.g. *Infectious diseases are caused by germs, which are tiny life forms that can only be seen with a microscope, such as bacteria, viruses and parasites.*

### Vocabulary

#### Key Vocabulary

antibacterial, antibiotic, antiviral, bacteria, blisters, bubonic plague, cancer, cells, coronavirus, Covid-19, deadly, disease, fever, germ, hygiene, illness, immune, immunity, infectious, influenza, malaria, medicine, natural, pandemic, parasite, sewerage, smallpox, stagnant, strain, symptoms, treatment, tuberculosis, vaccination, vaccine, virus

### Spelling

- Discuss the difference in spelling and meaning between the use of verbs in the text, such as *affect* and *practising*, and the related nouns *effect* and *practice*.

### Visual Literacy

- Examine the different types of images used throughout the text, such as photographs and diagrams, and the different time periods and locations these come from. Ask students how these have enhanced their understanding of the content of the book.

## Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *How does the image on the front cover connect with the title? Why do you think the author chose this image?*
- Read page 2 with students and point out the word *disease*. Ask, *What is the base of this word? What does the prefix mean? How does this relate to the meaning of the word 'disease'?*
- Continue to page 4. Remind students what topic sentences are and where they are usually located. Ask, *Which sentence contains the main idea in the first paragraph? How do you know?*
- Talk with students about what they understand of the word *antibiotic* on page 9. Ask, *What does the prefix 'anti-' mean? What do you think the base 'biotic' means? Confirm that 'biotic' means 'pertaining to life' and discuss how this relates to what an antibiotic is.*
- Read on to the section on tuberculosis on pages 14–17. Invite students to find the topic sentence in each paragraph and explain why this is the main idea. Ask, *How do the subheadings help you to identify the main idea?*
- Point out the word *antiviral* on page 21. Ask, *What do you already know about this word that could help you work out its meaning? What do you think the base is?*
- Read page 24 together. Ask, *What are the two main ideas on this page? Where are the topic sentences located in the paragraphs?*
- Finish reading the text and then revisit the explanation of the origin of the word *vaccination* on page 12. Ask, *What other words in the text share this base? How are their meanings similar and different?*

## Comprehension

- What causes malaria? (*Literal*)
- Why do you think Zhang Yongzhen did not keep the information he found about Covid-19 to himself? (*Inferential*)
- Why are certain diseases more common in some countries than in others today? (*Applied Knowledge*)

## Follow-up Activity

- Revise what the prefix 'anti-' means. Have students work in pairs and challenge them to list as many words starting with 'anti-' as they can think of. Make a master list as a group.

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## Learning Intentions

- We are learning to identify the main idea of a paragraph.
- We are learning to read and understand longer words.

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## Success Criteria

- I can find the topic sentence in a paragraph and explain my choice.
- I can identify the base of words such as *antiviral* and *disease*.
- I can explain how prefixes and suffixes change the meaning of the base.

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## Guided Reading Notes

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