



Note: You may want to focus only on a spread or a specific feature of the text rather than covering this info-fiction text in its entirety.

TEXT FEATURES

- bolded words
- text boxes
- information insets

VISUAL LITERACY

- illustrations

TEXT SUPPORTS

- illustrations
- pronunciation instructions
- definitions of some scientific vocabulary

POSSIBLE TEXT CHALLENGES

- combination of fact and fiction
- nature of the subject matter
- pronunciation of some words

THAT'S GROSS!

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TEXT TYPE: Info-fiction: Description—Explanation
GUIDED READING LEVEL: S

SUMMARY: The human body can be really gross! Both inside and out, the body provides a home for microscopic creatures, creates strange gases, and produces different liquids and materials. Some of the processes which occur in the human body can seem really nasty, but they are also very interesting and important.

FOCUS COMPREHENSION STRATEGY

- analyzing

FURTHER COMPREHENSION STRATEGIES

- synthesizing
- evaluating

ORAL LANGUAGE OPPORTUNITIES

- Think/Timed-Pair-Share strategy
- discussing with a partner
- sharing ideas
- doctor and patient role play (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: using chunking and syllabication
- language predictability: using a variety of strategies to solve word meaning
- high frequency words: recognizes words linked to health and science

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- find main facts
- compare and contrast facts
- find supporting details
- connect facts and ideas to create a complete picture

ASSESSMENT TOOLS

Select from the following:

- Analyzing Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 3–21)

BEFORE READING

Making Connections: Text to Text

Activate and build prior knowledge

- Display the front cover and read the title. Ask students what the word ‘gross’ means and allow for student responses. Read the blurb on the back cover of the book. Ask, *Have you ever read books about the human body before?* Discuss with students books they might have read previously, and ask if they were fiction or non-fiction.
- Explain to students the book they are about to read is an info-fiction book. Discuss how this type of book differs from a fiction or non-fiction book (elements of both types of writing are contained in the book). Ask students to recall examples of books they have read that may have been info-fiction. Allow students to provide reasons and examples from the books to support their answers.

Text Features and Word Solving and Building

Introduce supports and challenges

- Direct students to page 9 and read the text ‘box’ together. Ask students how the pronunciation instructions for scientific words might help them when they come to a new word they are not familiar with.
- On the same page, direct students’ attention to the word ‘**Cheyletus**.’ Ask, *Have you ever seen words broken into small chunks, in parentheses, like this before? Can you use the information in the text box we just read to help you pronounce this word?* If students experience difficulty chunking the word, choose another example from the text and allow students the opportunity to practise using the strategy.

Evaluating

- Read page 5 together, including the text box. Ask students which portions of the reading could be fiction and which parts were facts. Ask, *Why do you think the author chose to use characters like Floyd (e.g., to add humour and someone students can identify with)?* Continue, *Could the author have written the book just using the facts?* Remind students as they read to pay attention to the text so as to determine which parts are fiction and which parts are facts.

Analyzing

Set a purpose for reading

- Provide students with the BLM, Just the Facts! Explain to students as they read they will be looking for scientific words which are new to them. Ask, *How can you identify scientific words?* Direct students’ attention to the fact many of the scientific words are bolded. Along with each word selected, students must provide interesting facts about the word.

TEACHING TIP:

Modelling a task for students provides them with the understanding and strategies needed to complete task independently. Model the process of writing information in one's own words by highlighting the word 'mites' on page 6. Copy the word onto a blank copy of *Just the Facts!* Read the first two paragraphs on page 6. Think aloud, demonstrating to students how you would take the information you read and write it in your own words. Say, *I just read, and learned, that mites are like spiders. I also found out from my reading that mites are tiny and you need a microscope or strong glasses to be able to see them. I can write this information in my own words by saying 'Mites are related to spiders and they are microscopic.'* Encourage students to write facts about the body processes in their own words as they complete the BLM during the reading.

Provide for early finishers

- Any students who finish early can share, with a partner, the new words and facts they have found about body processes.

DURING READING

Monitor reading

- Ask each student to read independently to the end of page 21. Listen to individual students read aloud to you. Assist students with word solving and comprehension based on individual needs. Provide students with appropriate prompts, e.g., *Do you think this part of the book is fact or fiction? Is it a combination of both? Why do you think so? What strategy can you use to solve the word?*
- Some students can take turns listening to others read as well, particularly any students who finish early. Encourage students to provide supports to other students they listen to by reminding them of various reading strategies discussed.

TEACHING TIP:

Peer observation is a good method of providing additional support to some students.

Observe

- Make observations regarding students reading all of the information presented (main text and text boxes). How do students view and read the text boxes in comparison to the main text?
- Make observations on your assessment tools. (See the Analyzing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)
- Commend students who are successfully using reading strategies. For example, say, *I noticed you looked at the smaller chunks of the word, in the parentheses, to help you pronounce the word. Good job!*

AFTER READING

Analyzing

Revisit the purpose for reading

- Allow students to share the words and facts they placed on the Just the Facts! BLM. Did most students select the same words or different words? Were most of the words selected bolded? Provide the opportunity for students to share the facts about the words they chose. Commend students for not copying the facts directly from the text, but for writing them in their own words.

ESL NOTE: Give out sentence strips for students to record their facts. Place the different sentence strips in a pocket chart and ask students to read them aloud. The ESL students can then refer to these sentences and use them as models for their own work.

- Discuss ways to help students who may have had difficulty in writing the facts using their own words. Allow students who have successfully written the facts in their own words the opportunity to model the process they used.

Check on outstanding challenges

- Your observations and the comments made by students as they read will help you identify the challenges experienced by students. Are students having difficulty pronouncing the scientific words? Can students state facts using their own words or do the statements still come directly from the text?

Note successful strategy use

- Highlight a student who successfully solved a word by using an appropriate strategy, e.g., *Punit was trying to pronounce the word ‘follicles’ on page 10. The word chunks in the parentheses, following the word, were not helping him to pronounce the word. He tried a new strategy. He read on and returned to the word again. After completing the next sentence, which contained a definition for the word, Punit figured out the pronunciation because he had remembered the word from a TV show he had seen.*

Second Session (pages 22–40)

BEFORE READING

Analyzing

Activate and build prior knowledge

- Ask each student to share a fact they found particularly gross about the human body from the last session. Encourage each student to explain why they found the fact they selected interesting or gross. Ask, *Did most of us choose the same fact or a different fact?* Encourage students to discuss the differences or similarities in the facts selected.

Self-monitoring

Evaluating

Language Predictability and High Frequency Words

Introduce supports and challenges

- Ask students how they felt reading about the different body processes. It is important to listen to all the concerns students may have surrounding the subject matter. Encourage students to discuss any parts of the text they found difficult to understand, e.g., scientific explanations, or any parts of the text they felt uncomfortable about. Encourage students to think about what strategies are working for them and which are harder to use while reading and thinking about text.
- Explain that the subject matter may be difficult for some students to read about. Ask, *How did the author try to make the subject interesting and easier to read?* (using humour, giving examples) By presenting the information in a matter-of-fact manner (e.g., puberty, acne) in the upcoming session, it will help students to read and understand the text, as well as feel more comfortable with the subject matter.
- Remind students they may encounter challenging words in the text that are not bolded or broken into chunks (in parentheses) following the scientific word. What strategies will students use to solve new scientific words? Provide students with the opportunity to discuss various strategies: sounding out, reading on, rereading, context clues, and so on.
- Direct students to the word ‘chloride’ on page 22. Ask, *What strategy would you use to solve this word?* Help students to select appropriate strategies to pronounce the word. Encourage students to use multiple strategies at the same time if needed.

Set a purpose for reading

Synthesizing

- Explain to students that some of the body processes they will read about keep us healthy and/or repair our bodies when injured. Ask students to look for an example of a process which either keeps the body healthy or repairs an injury. Students will have to explain the process they selected and the purpose of the process.

Provide for early finishers

- Any students who finish early can write down a fact they learned in the second reading that they found surprising.

DURING READING

Monitor reading

- Provide support to students who require assistance. For example, say, *It seems you are having difficulty understanding the process of clotting. What are some strategies you have used to try and help you understand the section? What other strategies can you try?*

Synthesizing

Observe

- Observe as students attempt to look for examples of a body process which keeps the body healthy or repairs an injury. What are the main ideas students have discovered about the processes? Can students present the facts related to the process they are reading about?
- Record information as students read for future discussions, mini-lessons, and individual discussions with students.

AFTER READING

Revisit the purpose for reading

- Ask students to find a partner. Using the Think/Timed-Pair-Share strategy (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*) pose a question regarding the body process each student found most interesting. Ask, *What are some of the main facts about the process you selected as the most interesting process in the human body?* Students will think about a response. Each pair takes turns sharing their thinking with their partner. Each partner will have a minute to speak without interruption. Following each one-minute turn, the partners can talk for an additional minute about the ideas shared.
- Provide students with the opportunity to discuss other questions in the same timed manner. What's the most important thing students learned about the process? Do students think the process is gross? How does the process compare to other processes they read about in the first session? The questions provide students with the opportunity to connect the facts and ideas they read about in both sessions and form an understanding about body processes, how they interact, and the importance of each process. The timed component of the sharing session ensures each student receives an equal amount of time to express their ideas.

Check on outstanding challenges

- Discuss with students any difficulties they encountered while reading the text. Have students been able to use a variety of strategies to solve new scientific words they encountered during the reading? Are students comfortable in dealing with the subject matter?

Note successful strategy use

- Highlight a successful reading strategy you observed among students, e.g., *Rania did not know the meaning of the word 'spews' (page 34) so she reread the sentence. The second time she read the sentence she paid careful attention to the comparison of spews to the 'burst of lava-like pus.' By rereading and reviewing the comparison, Rania was able to determine that spews means to flow or pour out quickly.*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 5 Literacy Support Guide*.

Synthesizing

Written

- Ask students to create several shorter diary entries from the point of view of a body function (or a body system or matter, like sebum, and so on). The entries should detail what that body function did that week. Encourage humour and creative scenarios.

Synthesizing

Artistic

- Ask students to create a comic strip containing at least 6 different illustrations detailing one of the body processes presented in the text. The comic strip should contain speech balloons with text, panels, and the other elements of a comic strip.

Analyzing

Oral/dramatic

- Tell students they are going to be working in pairs. One student will be the doctor and the other student the patient. The patient will visit the doctor and explain a condition/process that the patient is experiencing. The doctor must figure out (diagnose) the problem based on the symptoms provided. The doctor must also explain the reason for the condition. Students will reverse roles for a second doctor/patient visit. Afterwards, ask students to discuss how they did in the role of a doctor and as a patient.

Just the Facts!

Name: _____

Scientific Word	Fact
1.	
2.	
3.	
4.	
5.	
6.	