

Week beginning: 27.4.20

- Overall LO to create an explanation / information text about the lungs.
- Session 1
- LO to revise the features of explanation/ information texts and consider the intended reader of a piece of writing.

## A quick recap on formal/informal language.

Formal language is words or phrases that you use when you want to sound official and you would use it with people you don't know.



Informal language is words or phrases that you would use everyday with your friends and family or people you know.



You will need to decide who the audience is for your information / explanation sheet.

What age will you aim for?

How do you want to get their attention?

This will affect the formality of the language you use.

Imagine you have met someone for the first time; what would you say if you were using formal language? What would you say if you were using informal language?

*Can you spot any similarities between an information text and an explanation text?*

Information text checklist

In my information text I have...	Self-assess	Teacher assessment
Written a title		
Included an introduction		
Separated my work into paragraphs		
Included sub-headings		
Started each paragraph with a topic phrase		
Written in present tense and third person		
Included technical vocabulary in my writing		
Included generalisers in my writing		
Included a range of facts		
Punctuated sentences accurately		
Expanded paragraphs with detail		
Written a short conclusion		

You can see how closely they are related.

Your sheet about Lungs will need to both explain and give information.

**Success criteria for writing an explanation**

I have written a title

I have used an opening sentence introducing what is being explained

I have written in the present tense

My paragraphs for each key point, explain how the subject works or what happens

I have included technical words

I have used cause and effect connectives e.g. because, therefore, so, as a result of, consequently

I have used time connectives e.g. firstly, then, after, once, next

I have written a summary paragraph

For the rest of this lesson you need to read the information on this PowerPoint up to the next session.

Also, before the next lesson complete the science sessions.

This may take you to tomorrow or the day after.

This will give you the set of notes and the understanding of the lungs you will need to create your lungs information sheet.

The rest of your work in English will guide you through the process.

You all did well with your elephants sheet, but some of you needed to write with more detail and more information. This will give you the opportunity to do this!

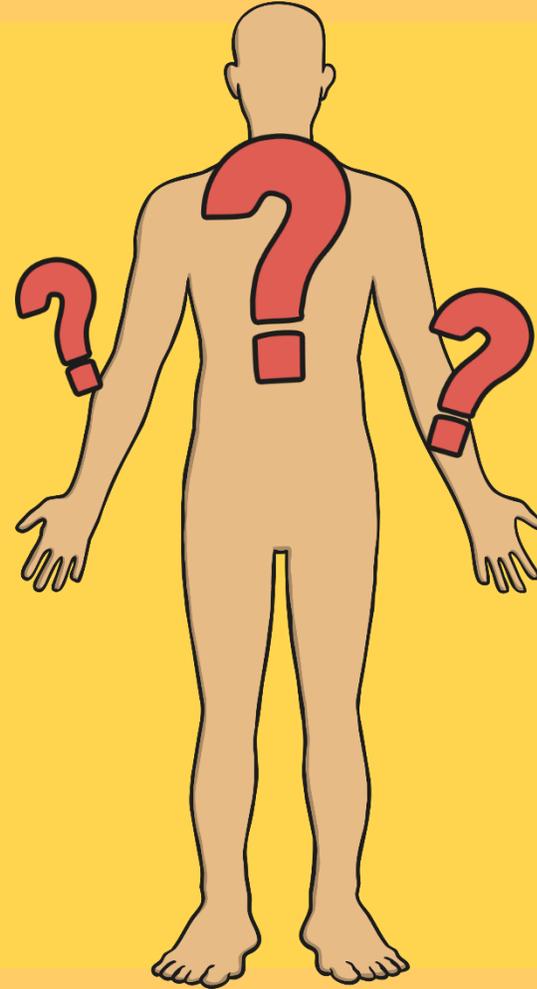
# Systems in Your Body



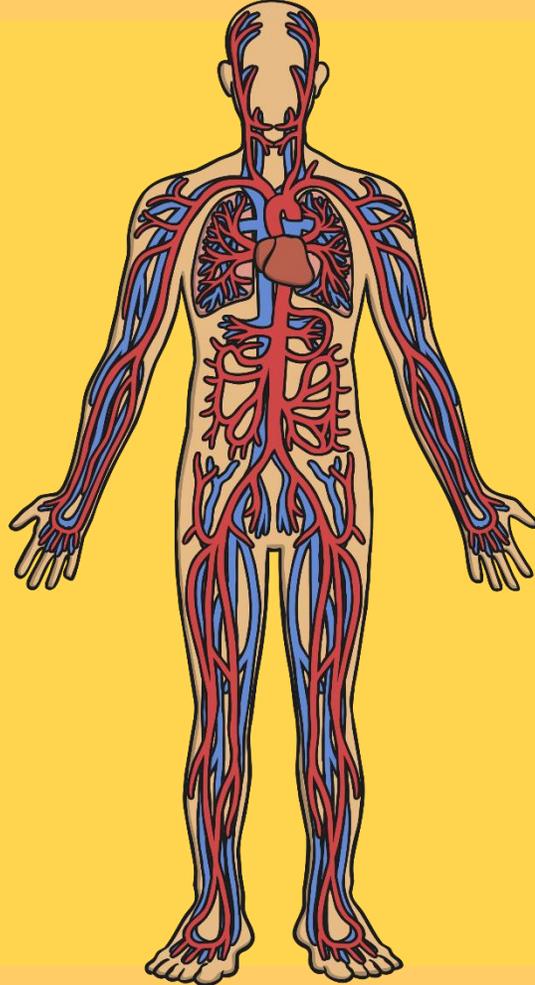
The system we have looked at is called the:

**'Circulatory System'.**

The word **circulation** means 'the movement to, fro or around something'.



# The Circulatory System



What can you see?

Is this what you expected?

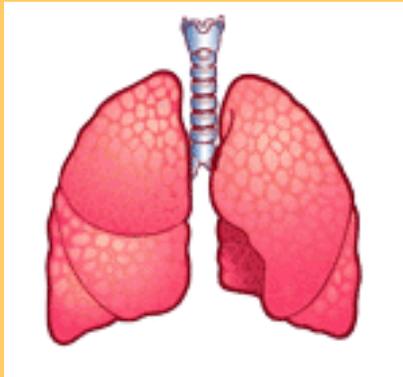
Are there parts you did not expect to be in the circulatory system?

# **The Lungs in the Human Body**

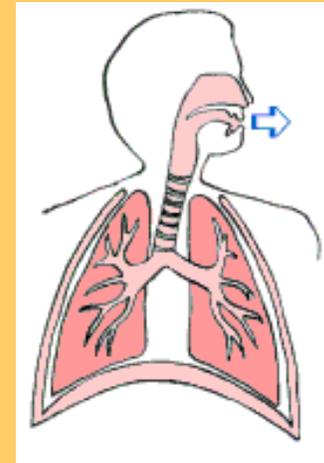


# What do the lungs do?

About 20 times a minute, we all do something without even thinking about it. In fact, we do it on average around **20,000** times a day! Can you think what it is?



**BREATHE**



The lungs are the organ in your body that allow you to breathe.

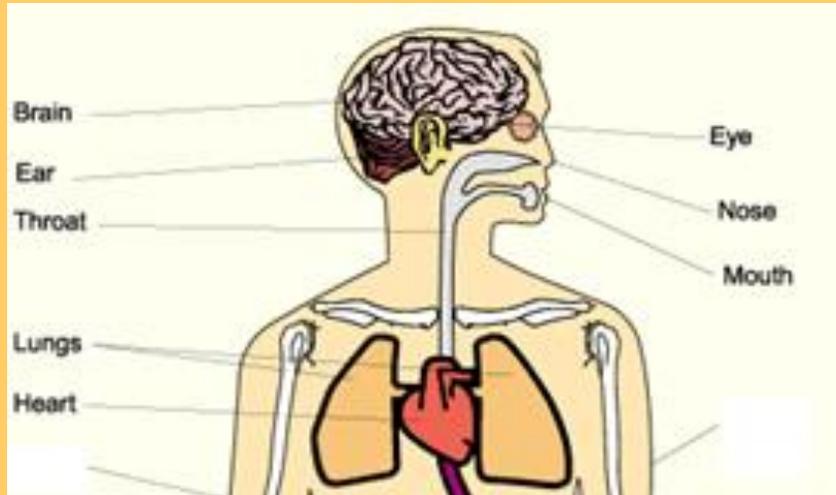
# Why do we breathe?

Our lungs are there to make sure 'good' air (oxygen) is delivered to the heart and that 'bad' air (carbon dioxide) is delivered back out again through your mouth or nose.

Through breathing we are guaranteeing that our muscles and organs have enough oxygen to keep them working properly.

**Q:** When we exercise, why do we get out of breath?  
What happens to our breathing when we get out of breath?

# Where are your lungs?

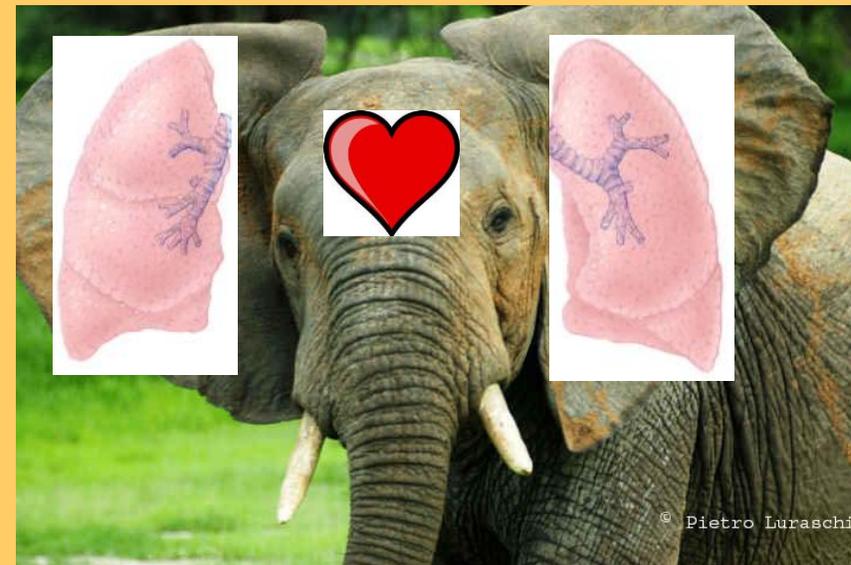


Your lungs are very close to your heart, one lung sits either side and are protected by your rib cage.

Picture an elephant:

Pretend its face is your heart and its ears are your lungs.

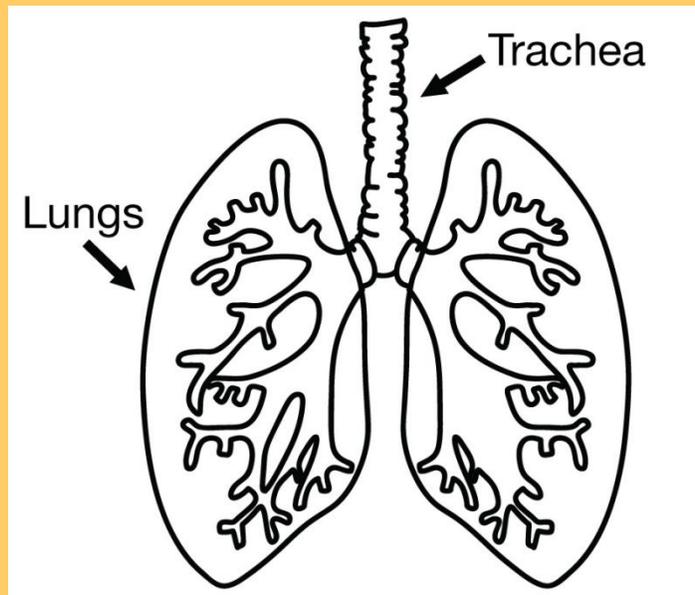
Your lungs are bigger than your heart, much like an elephants ears are larger than its face, and they take up most of the room in your chest.



# How does oxygen get in to your blood?

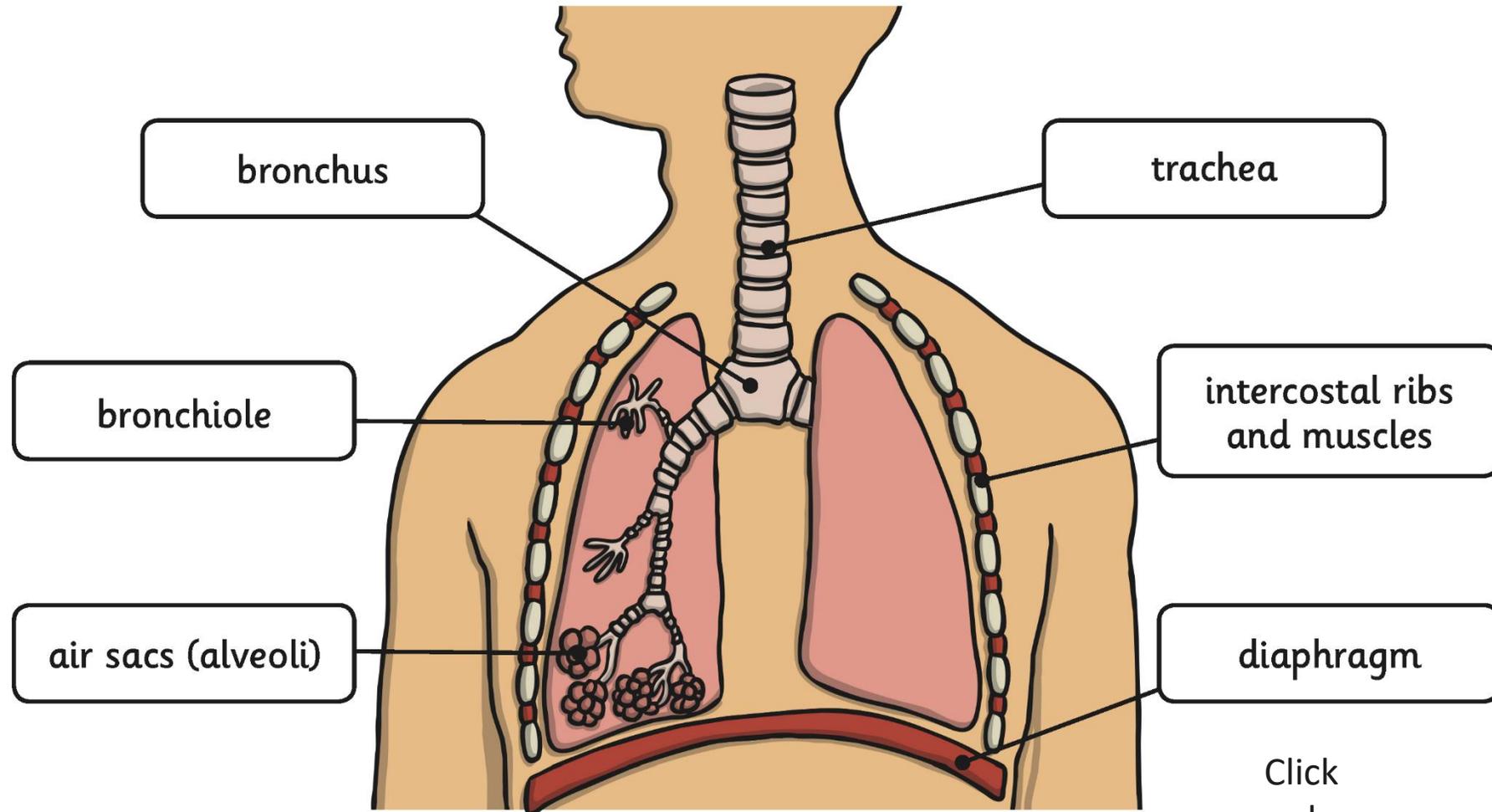
This is known as: **RESPIRATION**

When you breathe in through your nose or mouth, air travels down your windpipe, scientifically known as the trachea, and enters your lungs. Your trachea is divided into two passages, one headed to your left lung and one to your right lung.



Inside your lungs, oxygen is removed from the air you have just breathed in, and it is this oxygen that is then transported round your body by the heart.

As the heart drops off oxygen, it also picks up any carbon dioxide and we remove it from the body by breathing out again.



bronchus

trachea

bronchiole

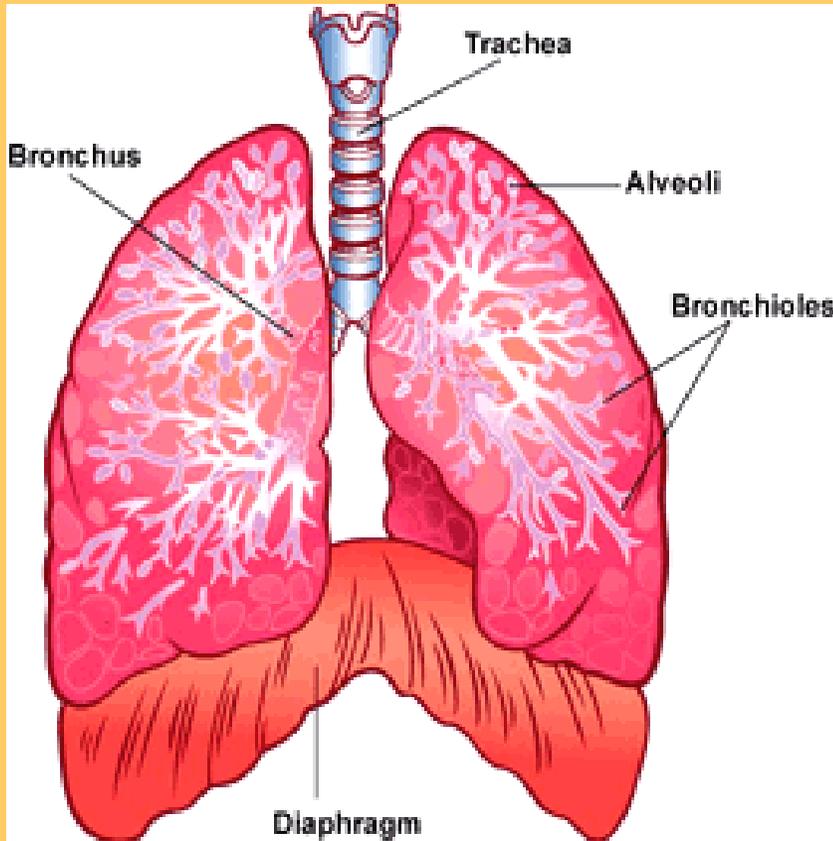
intercostal ribs  
and muscles

air sacs (alveoli)

diaphragm

Click  
anywhere  
to hide.

# Inside your lungs

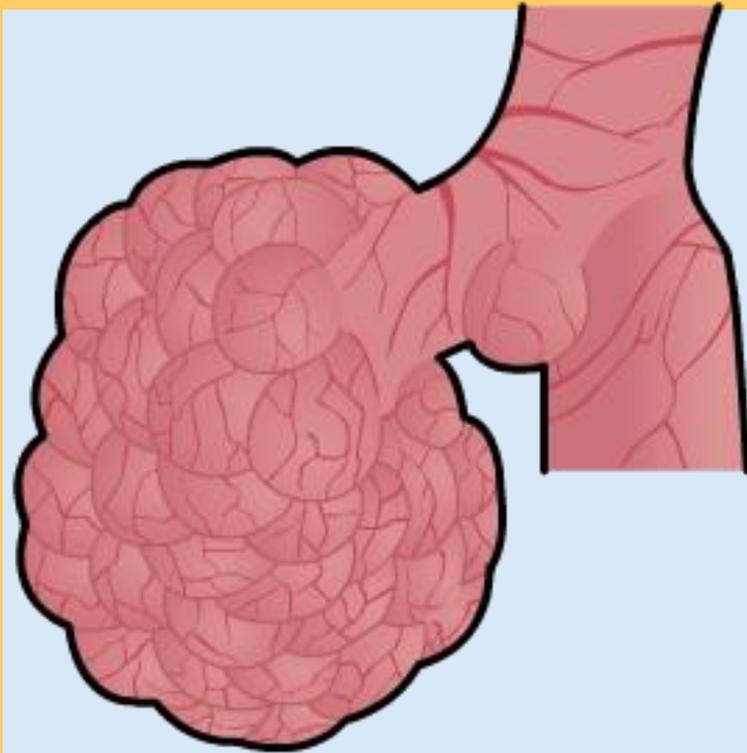


Inside your lungs, there are lots of little tree like stems. However, instead of having leaves on the end of their branches, there are lots of little sacks of air that connect your lungs with the blood being pumped from the heart in tiny blood vessels called capillaries. These air sacks are known as **Alveoli**, and the branches that they are attached to, **Bronchioles**.

Much like trees have roots to keep them in the ground, **Bronchioles** are secured to the trachea by the **Bronchus**.

Beneath your lungs is your **Diaphragm**, a dome shaped muscle that works with your lungs to allow you to breath in and out.

# *Gas exchange at the alveoli*



*The alveoli are bunches of tiny air sacs inside the lungs.*

*When you breathe in, they fill with air.*

# **What happens when we breathe in and out?**

- Lungs fill with air and increase in size
  - Diaphragm stretches to allow for the lungs to increase in size
  - Ribs move upwards and outwards to allow for the lungs to increase in size
- 
- Lungs shrink as the air is exhaled
  - Diaphragm tightens and the lungs get smaller
  - Ribs move downwards and inwards as the lungs shrink in size

<http://www.smm.org/heart/lungs/breathing.htm>

## 28.4.20

- LO: To compose an introduction to an explanation/information text.

Introductions can be very difficult. A lot of children find it hard to generalise information and present it in a way that grips the reader and gives them a very general idea of what the whole text is about. Your tone needs to be informal if your audience is young people.

Remember- informal, not wacky!

Before we start, we need to be sure of one thing. Informal writing does not mean wacky. Which of the two sounds best?

Hey hey people, this text about lungs is going to blow you away- get it?

**or**

Can you think of something you do 20 times a minute without even thinking about it?

**Which one has the most appropriate tone?**

Introductions to explanation/information texts. What do they have in common?

Have you ever wondered how plants grow? They are all around us and are the beginning of almost all food chains. In this text...

Sharks have a reputation as one of the most dangerous creatures in our ocean, but do they deserve this fearsome reputation? This text will...

Have you ever looked up into the night's sky and wondered how the stars were made? The science behind it can seem baffling at first, but...

Our steps to success for writing an introduction:

- Rhetorical questions are an easy way to address/engage the reader.
- Address/engage the reader in other ways, e.g. "You know that..."

Introductions should be between 2 to 4 sentences long.

The next slide shows two examples of introductions.

Right now you are doing something without even thinking about it. In fact, you do it at least 20 times a minute- every minute- every day. Everyday you take around 20,000 breaths. If you have ever wondered how your lungs work, this text will provide some answers.

Have you ever been out of breath after exercise? Lungs are essential in keeping you alive, but do you know how they work? This text will teach you everything you need to know about these amazing body parts.

These are both short and address the reader; they make it clear why the text will be good to read.

## TASK:

Compose an introduction for your explanation/information text about lungs. Try to keep any information general and avoid over technical words or phrases, (they come later). It should be an absolute maximum of 4 sentences and can be as short as 2 or 3.

Make sure you edit your work.

Perhaps someone could read it through for you, ask them if they have any comments or suggestions.

Tomorrow you will be organising your information under different sub headings, if you have any extra time left of this session you could begin to think what these could be.

## 29.4.20

- LO to begin organising information into paragraph groups.

Sometimes an information text has a fact that won't fit neatly into a paragraph theme. What clever device do they use to include these interesting facts?



FACT BOXES are a great way to include interesting facts that don't quite fit into your main text. They are like a little lovely scoop of ice cream after your main meal.

What subheadings could we use for what we have learnt so far?

Some ideas:

The purpose of lungs.

Brilliant breaths

What are lungs?

Livin' lungs

The main parts of lungs.

Awesome air pumps.

Where are your lungs?

Lungcation, lungcation, lungcation.

Make a list of the sub headings you plan to use on your explanation/information sheet.

Look at the notes you have taken from the films, PowerPoint, and information sheets.

Use different colours, if you have them, to start grouping them, e.g. mark all the facts that are to do with the structure of your lungs in **green**.

You do not have to highlight all of the facts, (the bits that are left can go in a fact box).

Use post its or paper to write short notes under your sub headings to help organise your planning.

eg

Introduction  
(You have already written this)

What are your lungs?

Where are your lungs?

How do your lungs work?

I thought about how the information might flow from one paragraph to another, but I will still need a diagram, extra facts, how to be healthy etc. Also, my sub headings are very, very boring!

By the end of this session you need to have organised all the sub headings and which lung facts will go under each one.

## 30.4.20

LO: To start composing subject specific paragraphs for an information/explanation text.

We have facts and we have a basic plan- the challenge now is making your text an individual piece of work.

How many different ways can you structure a sentence with the same facts. Let's try:

The lungs are protected by the rib cage.

The rib cage protects...

If something bumps into your chest, ...

Your lungs are soft like a sponge, so...

Do the same with this fact:

70% of your body's waste is expelled through breathing.

Breathing is responsible for...

Did you know...

## TASK FOR THE REST OF THE WEEK:

Compose the first paragraph after your introduction, (It should be the one that is easiest for the reader to understand).

Write all the other paragraphs you have planned in rough, then edit carefully.

Next week you will put it altogether into your information/explanation sheet.

**The next few slides give you pointers for your writing, read them carefully, remember you can go backwards and forwards with the slides as you write to remind yourself and to support your work.**

Go through the facts on your plan and make sure there is sentence variation. We do not want texts that are just a list of facts.

Steps to success.

- Keep it informal, but not 'wacky'
- Use sentence variety.

Do not over-use any single sentence type, e.g. every other sentence should not start with "Did you know..."

Here is a **bad** example of a factual paragraph about lungs. Can you think of the things you might see in a **bad** factual paragraph.

Your lungs are located in your chest. They are protected by the ribcage and sit either side of your heart. Did you know that 70% of your body's waste is expelled by your lungs?

What is wrong?

Continue onto next slide.

This sentence is just plain boring! too simple and no fun at all. The second sentence is the same- try using similes to help the reader imagine what it looks like

Your lungs are located in your chest. They are protected by the ribcage and sit either side of your heart. Did you know that 70% of your body's waste is rejected by your lungs?

This fact is interesting, however it isn't in the right place. We should get rid of it or replace it with a fact that has more to do with location/structure of the lungs.

Your lungs take up most of the room in your chest and sit either side of your heart. Imagine an elephant's face; the heart is in the middle and the lungs are like the giant ears either side. Unlike an elephant's ears, your lungs are not symmetrical; the left lung is smaller than the right one to make room for the heart. These two vital organs are protected by your rib cage- so if you have an accident, the soft, spongy lungs are safe from harm. The tubes that run through your lungs are structured a little like a tree, (see the diagram below). Your trachea, (pronounced tra-kee-ah) is like the trunk and your bronchus, (pronounced bron-cus) and bronchioles (pronounced bron-kee-oles) branch out from it into your lungs. We know where they are and what they look like, but how do lungs get oxygen into our blood?

Notice the technical vocabulary – remember you can add a glossary if you choose, or add information in brackets as it is here with the pronunciation.

Also notice that the final sentence point to the next sub heading and paragraph – this add cohesion and flow.

## The dos and don'ts of factual writing.

### DO:

- Present your facts in an interesting way using sentence variety, similes and informal language.
- Keep your paragraphs subject specific.
- Try to link paragraphs-  
COHESION!

### DON'T:

- Randomly insert facts because you want to extend your paragraph- it breaks up the COHESION.
- Use "Did you know..." more than once or twice.
- List facts in simple sentences. It. Is. Very. Boring.

## The Conclusion.

Your conclusion does not need to be long, but it should sum up the whole text. A lot of conclusions end with the stem phrase: "Next time you... think about..."

Sometimes conclusions end with a summery of a few facts: "Your lungs are vital organs made up of... so it is a good idea to take care of them."

Fact box

Present any left over facts in a Fact Box

Make sure they are short and snappy.

This is the one place you could make use of bullet points.

Next week we will write your information into the finished piece.