

Unit 3 Why do we get sick?

Fiction: “A Virus Story”

Genre: Graphic Novel

A graphic novel is a story that is similar to a comic. It has pictures, text and speech bubbles that work together to tell the story.

Summary

“A Virus Story” is a graphic novel about Rhona and her sister Lucy. They are both viruses. They visit Tommy’s nose, but Tommy sneezes and they leave. Next, they go to Clara’s nose. Luke and his family live in Clara’s body. They are her immune system and they help keep Clara healthy. Unfortunately, Rhona and her sister make Clara sick. Luke and his family work hard to get the viruses out. When Clara rests and eats more healthy foods, her body is able to defeat Rhona and Lucy so that she can get better.

Key Words

air (n.) the mix of different gases that surrounds us

immune system (n.) a system in the body that protects the body from germs

sneeze (v.) to suddenly expel air from the mouth and nose

stuffy nose (n.) a blocked or congested nose

throat (n.) the back of the mouth

virus (n.) a living thing that causes people, plants or animals to get sick

Reading Comprehension Skill

Sequencing Events

What is it? Sequencing events is a way of ordering what happens in a story. We use sequence words like *first*, *next*, *after that* and *last* to show the order of events.

What will students do?

Students will order the events of the story.

Reading Analysis Skill

Identifying Characters’ Points of View

What is it? The characters are the people, animals or figures in a story. Their points of view are what they want and how they feel.

What will students do? Students will identify the characters’ points of view in the story.

Writing: A Letter

Model Text Summary

The model text is an informal letter sent by one friend (Lisa) to another friend (Max), who has moved to a different school. The purpose of the letter is to share news. Lisa asks Max questions about his new school and shares her news, explaining that she is currently sick. She tells Max what she is doing to feel better.

Structure and Features

All letters have certain features that include the date, a greeting, the body, the closing and a signature. An informal letter should have a friendly style and can use informal language, but it should have a clear focus and either refer to a previous letter or encourage a future reply.

Writing Skill

End Punctuation

What is it? End punctuation comes at the end of sentences. The type of end punctuation varies according to the function of the sentence and helps readers understand the meaning. Periods are used at the end of statements; question marks at the end of questions; and exclamation points at the end of exclamations.

What will students do? Students will look at sentences and identify what their function is to decide which end punctuation is correct. Students will then incorporate these rules into their own writing. They will use statements for giving news, exclamations to express strong emotions and questions to ask for news.

Nonfiction: “Why Should You Wash Your Hands?”

Genre: Persuasive Text

Persuasive texts try to change the reader’s mind or convince the reader to do something.

Summary

“Why Should You Wash Your Hands?” is a text about how germs are small, but mighty! Despite their size, they can make people very sick. For this reason, it is important for people to wash their hands to stay healthy. In the text, the author wants readers to wash their hands thoroughly so as to prevent the spread of germs. While people cannot avoid germs completely, they can stay healthy by washing their hands correctly and often. Correct handwashing involves scrubbing thoroughly with soapy water.

Key Words

fingernails (n.) a thin hard layer that covers the ends of each finger

rinse (v.) to wash something with clean water

scrub (v.) to clean something by rubbing

soap (n.) a substance that helps remove germs and dirt

towel (n.) a piece of cloth for absorbing water

warm (adj.) having a pleasant feeling of slight heat

Reading Comprehension Skill

Using Visuals

What is it? Using visuals in a text helps us to understand it. Visuals in nonfiction texts often include maps, diagrams and illustrations (particularly photos).

What will students do? Students will use photos to complete information about the text.

Reading Analysis Skill

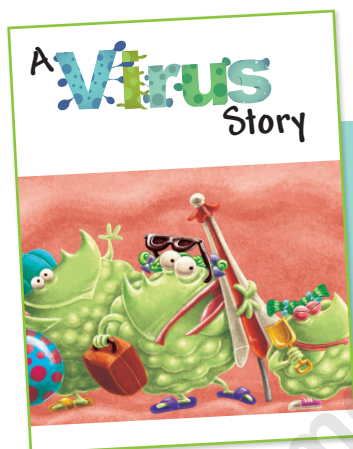
Identifying the Author’s Purpose

What is it? An author writes for different purposes: to inform, to persuade or to entertain. Authors use features such as word choice and text content to achieve their purpose. The author’s purpose with this text is to persuade readers to wash their hands often.

What will students do? Students will identify both why the author is writing, and ways the author tries to persuade readers.



Why do we get sick?



Reading

pp. 52–61

Fiction

Genre: Graphic Novel

A graphic novel is a story that is similar to a comic. It has pictures, text and speech bubbles that work together to tell the story. “A Virus Story” is the story of what happens in the body of a girl who gets sick.

Writing

pp. 62–65

A Letter



Why Should You Wash Your Hands?



Reading

pp. 66–73

Nonfiction

Genre: Persuasive Text

Persuasive texts try to change the reader’s mind or convince the reader to do something. “Why Should You Wash Your Hands?” is about the reasons why we should wash our hands often.

Before Reading

Objectives Students learn the key words for the fiction text and use visuals to predict what the story is about. Students listen to and read the story.

Teaching Resources Literacy Log 2 pp. 52–58, Digital Flashcards 3.1, Track 3.1

Session 1

Lead into the Lesson (5 min.)

- Draw a large speech bubble on the board.
- Write: *AAAAH-CHOO!* in the speech bubble. Pretend to sneeze into a tissue and say: *Ahhh-choo!*
- Say: *I'm sneezing! Maybe I have a cold!* Tell students they are going to read a story about a character who gets a cold.

1 Look at the story title and the pictures on page 53. Answer the questions. (5 min.)

- Tell students to look at page 53. Ask: *What are the characters?* Have them describe the characters they see. Tell students to look for the names of the characters in the text (Rhona and her family, Luke and his family).
- Have students answer the questions in pairs.
Suggested Answers 1 viruses, germs 2 inside the body 3 going to the beach, going to the park, going on holiday, working

2 Discuss. What happens when we get sick? (5 min.)

- Ask: *What happens when we get sick?* (We don't feel good.) Then ask: *What do you do when you are sick?* (Sleep, drink juice, take medicine, go to the doctor.)

Present the Key Words (5 min.)

- Use the flashcards to elicit or teach the key words. As you teach a word, write it on the board.
- Read the words aloud and have students repeat each word.

3 Complete the sentences with the key words. (5 min.)

- Have students complete the sentences using the correct words. Do the first item together. Then ask volunteers to share the answers for the remaining sentences with the class.
- **Manage Your Class:** Students can do this individually or orally in pairs. If in pairs, they can then write the answers individually before checking each other's work.
Answers 1 virus 2 immune system 3 throat 4 air 5 stuffy nose 6 sneeze

4 Look at the pictures in "A Virus Story." Choose what the story is about. (5 min.)

- Have students look at the pictures in pairs and predict which sentence best describes the story. Do not check students' answers yet.

▶ 3.1 Listen and follow the story to check. (10 min.)

- Play track 3.1. Have students follow the story on pages 53–58. Pause the track at the bottom of page 53. Point out the speech bubbles. Explain that in graphic novels, speech bubbles show what the characters say. Make sure students know that the

Before Reading

1 Look at the story title and the pictures on page 53. Answer the questions.

- 1 What are the characters?
- 2 Where are they?
- 3 What do you think they are doing?

2 Discuss. What happens when we get sick?

3 Complete the sentences with the key words.

- 1 A _____ is something that can make you sick.
- 2 Your _____ protects your body when you get sick.
- 3 Your _____ is at the back of your mouth.
- 4 We need to breathe _____.
- 5 When you have a _____, you can't breathe easily.
- 6 You should cover your mouth and nose when you _____.

Key Words

- air
- immune system
- sneeze
- stuffy nose
- throat
- virus

4 Look at the pictures in "A Virus Story." Choose what the story is about.

- a your body when you get sick
- b getting sick at school
- c places to visit on vacation

▶ 3.1 Listen and follow the story to check.



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tail/point of the speech bubble extends from the character or characters who are speaking.

- Have students look at page 54. Tell them to find the text that is in rectangles: *Rhona and her sister Lucy are visiting Tommy's nose. / Tommy and Clara are in art class.* Explain that this type of box shows narration, a description of what is happening in the story.
- Continue the track. Tell students to raise their hands whenever they hear narration in the story. Point out that the time references at the top of pages 57 and 58 (*The next day...*, *Two days later...*) are also narration.
- Continue the track and finish the story.
- Check students' predictions from activity 4.
- **Know Your Students:** Some students may struggle to follow the text while listening. Play the audio for students to listen first and then tell students to read the story quietly after listening.

Answer a

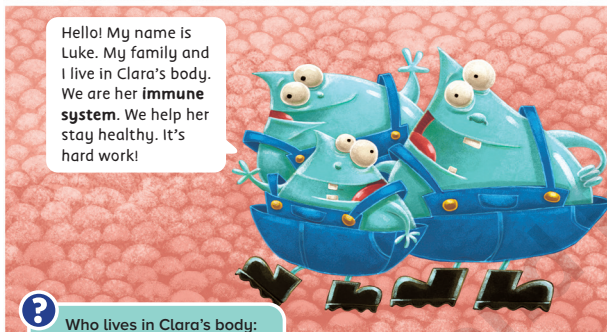
Take the Lesson Further (5 min.)

- Invite students to work in pairs. Have students look through the story on pages 53–58. Ask: *Which characters do you think are the viruses? Which characters are sick? How do you know?*

Wrap Up the Lesson (5 min.)

- Have students stay in their pairs. Ask: *Which picture or scene is your favorite? Why?*
- Encourage volunteers to share their ideas with the class.

A Virus Story



? Who lives in Clara's body: Rhona or Luke?

A Virus Story 53

Comprehension Check (25 min.)

p. 53 Who lives in Clara's body: Rhona or Luke?

- Have students focus on the two frames of the graphic novel on page 53 and identify who Rhona is, and who Luke is.
- Play track 3.1 and pause at the end of page 53. Have students focus on the "While you read" question and answer.

Answer Luke lives in Clara's body.

p. 54 What happens to the viruses?

- Have students focus on the frames of the graphic novel on page 54 and describe what happens.
- Play track 3.1 and pause at the end of page 54. Have students focus on the "While you read" question and answer.

Answer They are pushed out of Tommy's body when he sneezes.

pp. 55–57 What is happening in Clara's body?

- Have students focus on the frames of the graphic novel on page 55. Ask: **Where are Rhona and her sister?** (In Clara's nose.) **Where are Luke's family and the muscles?** (In the heart, lungs, muscles and brain.)
- Have students focus on the frames of the graphic novel on page 56. Ask: **Why do Luke and his family have an emergency meeting?** (Because Clara is getting sick.)
- Have students focus on the frames of the graphic novel on page 57 and describe what the different parts of the immune system are doing.
- Play track 3.1 from page 55 as students follow along. Pause at the end of page 57. Have students focus on the "While you read" question and answer.

Answer The immune system is working to fight the viruses.

p. 58 What happens to the viruses at the end?

- Have students focus on the frames of the graphic novel on page 58 and what happens to the viruses when Clara sneezes.
- Play track 3.1 and pause at the end of page 58. Have students focus on the "While you read" question and answer.
- Know Your Students:** Young learners need breaks in order to remain focused. Take a break once or twice as students read and answer the questions. Have students stand, stretch their "wings" and pretend to fly like butterflies around the classroom.

Answer They leave Clara's body when she sneezes.

Reading

Objectives Students answer comprehension questions about the story.

Teaching Resources Digital Flashcards 3.1, Literacy Log 2 pp. 53–58, Track 3.1

Session 2

Lead into the Lesson (15 min.)

- Use the flashcards to review the key words. Show the flashcards and say the words for students to repeat.
- Have students find the key words in the story (they are highlighted in bold) and in the glossary at the back of their Literacy Log. Invite volunteers to read the definitions aloud. Help with meaning.
- Invite students to work in pairs. Have students look at the pictures on pages 53–58. Ask: **Where do you see a sneeze?** (on pages 54 and 58) **Where do you see a throat?** (on pages 56 and 57)
- Explain that the pictures can give us a lot of information about a story. Encourage students to look at the pictures as they follow the story during the lesson.

Wrap Up the Lesson (10 min.)

- Invite students to work in pairs. Have students take turns telling each other what happens in the story.
- Encourage pairs to share their ideas with the class.

RHONA AND HER SISTER LUCY ARE VISITING TOMMY'S NOSE.

I don't like this nose.
There's no space to move.
And there's no **air**.

Uh oh! What's
that noise?

Oh, no! Tommy is
going to **sneeze**!

Ah...ah...
AHH-CHOO!

TOMMY AND CLARA ARE
IN ART CLASS.

Ew! Tommy! You should
cover your mouth and
nose when you sneeze.

Sorry, Clara. I forgot.
I feel sick. I should go home.



What happens to the viruses?

NEXT, RHONA AND HER
SISTER VISIT CLARA'S NOSE.

I like this nose!

Yes, there is a lot of space!
Let's go see everything!

INSIDE THE HEART...

Everyone, we
have a problem!

Luke! There are viruses
in the nose. What's
happening?

INSIDE THE LUNGS...

I'm in the lungs.
They're OK.

INSIDE THE MUSCLES...

There aren't any viruses
here, but we're worried.
Clara is getting tired.

INSIDE THE BRAIN...

We're in trouble! Clara
should rest so we can
make the viruses leave.



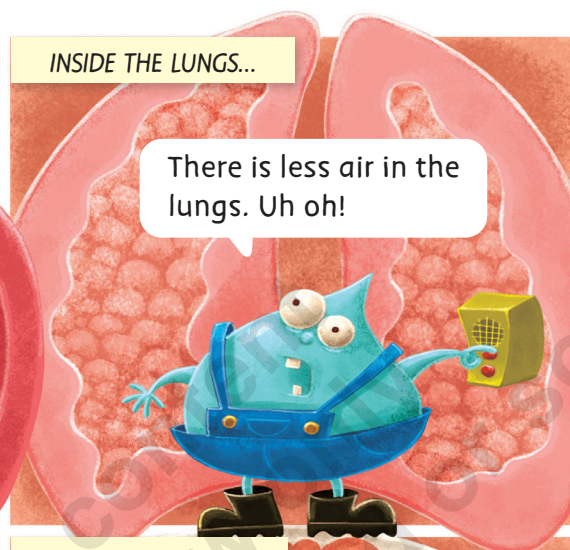
The next day...

INSIDE THE HEART...



The heart is working hard.
It's warmer now.

INSIDE THE LUNGS...



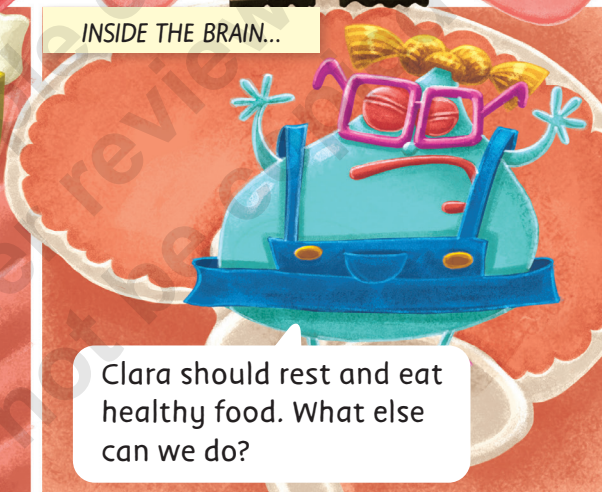
There is less air in the
lungs. Uh oh!

INSIDE THE MUSCLES...



The muscles are getting
tired, and they hurt.

INSIDE THE BRAIN...



Clara should rest and eat
healthy food. What else
can we do?

INSIDE THE NOSE...



She has a **stuffy nose**.
The viruses don't like that!

INSIDE THE THROAT...

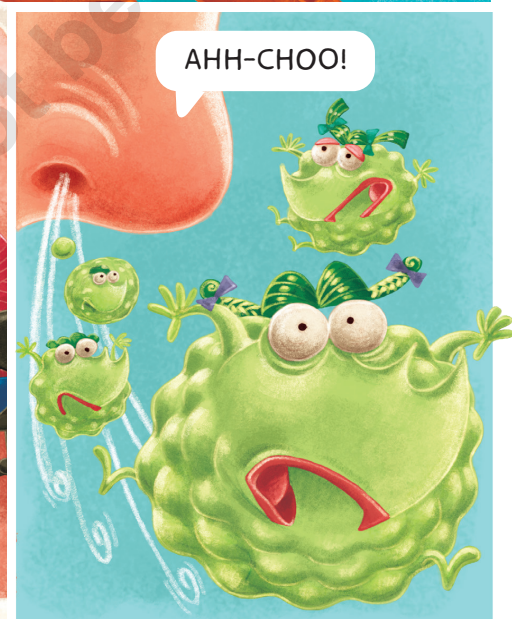


When Clara coughs, the
viruses can't slide down
the throat.



What is happening in Clara's body?

Two days later...



What happens to the viruses at the end?

1 3.1 Listen and follow the story again. Choose the correct answers.

- 1 Who are the main characters in the story?
 - a Tommy and Clara
 - b Rhona and Luke
 - c Clara and her mom
- 2 How does Clara get sick?
 - a She eats unhealthy food.
 - b She goes to bed early.
 - c Tommy sneezes on her.
- 3 Where do the viruses visit?
 - a the nose
 - b the heart
 - c the muscles
- 4 What do Luke and his family do?
 - a They visit Clara's nose.
 - b They make Clara sick.
 - c They make the viruses leave.

2 Read and number the sentences in order.

- a Luke asks Rhona to leave. _____
- b Clara feels sick. _____
- c Tommy sneezes. _____
- d Rhona and Lucy leave. _____
- e Clara rests and eats healthy food. _____



Sequencing Events

A story happens in an order. As you read, think about the order of events:

- What happens **first**?
- What happens **next**?
- What happens **after that**?
- What happens **last**?

3 Write two sentences. What can Clara do to help her immune system?

A Virus Story 59

Take the Lesson Further (5 min.)

- Tell students you are going to describe a character for them to guess. Say: *She has light blue bows in her hair.*
- Have students look at the pictures in the story and identify the character (Rhona).
- Continue with the guessing game. Say: *She has circle-shaped glasses.* (Luke's mom.) *He has a red and pink striped shirt.* (Tommy) *She has a blue shirt with buttons on it.* (Clara)

Present the Skill (5 min.)

- Read the entry while students follow along. Tell students we use sequencing words to show the order of events in a story: Words like *first*, *next*, *after that* and *last* show order.

2 Read and number the sentences in order. (5 min.)

- Tell students that they are going to put the events in the correct order. Have students read the sentences quietly.
- Have students work in pairs or individually to number the sentences.
- Know Your Students:** Some students may have difficulty putting five sentences in the correct order. Consider telling them the first event in the story sequence (c Tommy sneezes.) to help them get started.

Answers a 3 b 2 c 1 d 5 e 4

3 Write two sentences. What can Clara do to help her immune system? (10 min.)

- Remind students that Clara's immune system helps her get better when she is sick. Say: *We can help our immune system stay strong so that it can help us when we need it.* Ask: *What can Clara do to help her immune system?*
- Tell students to write their two ideas on the lines provided.
- Know Your Students:** For students who struggle with writing, elicit some ideas and write them on the board (for example: eat healthy food, rest). Then ask students to write their sentences in pairs. More advanced students can write an additional sentence and share it with a partner.

Wrap Up the Lesson (5 min.)

- Have students think and write about the viruses after the end of the story. Ask: *Where do Rhona and her family go after they are in Clara's body? Do they visit someone else's nose?*
- Alternatively, students can write about Clara. Ask: *What happens to Clara? Does she feel better? What are Luke and his family doing?* Have students share their sentences in small groups.

Reading Comprehension

Objective Students answer questions about the story. Students sequence the events in the story.

Teaching Resources Printouts of the story pages (1 set per small group of students), Literacy Log 2 pp. 53–59, Track 3.1



Session 3

Lead into the Lesson (10 min.)

- Invite students to work in small groups. Circulate a set of story printouts to each group, ensuring the pages are not in the correct order.
- Invite students in their groups to order the pages of the story and then tell the story.

1 3.1 Listen and follow the story again. Choose the correct answers. (10 min.)

- Tell students to read the questions and choose the correct answers. Play track 3.1 for students to listen and follow. Check answers as a class.
- Know Your Students:** Many students will say the answers from memory. Encourage students to find where the answers are in the text so that they practice their reading skills.

Answers 1 b 2 c 3 a 4 c

Reading Analysis

Objectives Students will learn about some features of a graphic novel and about characters' points of view.

Teaching Resources Literacy Log 2 pp. 53–60, Track 3.1

Session 4

Lead into the Lesson (10 min.)

- Draw a speech bubble on the board. Remind students that this is a speech bubble. Say: *Authors use speech bubbles to show who is speaking in a graphic novel.* Draw a rectangle on the board. Remind students that narration often appears in rectangles above the pictures in a graphic novel. Say: *The narration describes what is happening, and sometimes where or when.*
- Point to the speech bubble. Tell students that you are going to read a line from the story aloud. Students should find the speech bubble in the story and identify the character who is speaking. If you feel it is appropriate or necessary, remind students that the tail/point of the speech bubble extends from the speaker.
- Play this game two or three times. Do the same with narration boxes, reading content from the narration boxes for students to find in the story.
- Have students work in small groups. Tell students to play the same game in their groups. Monitor and help as needed.

1 Find the sentences in the story. Choose S (speech) or N (narration). (5 min.)

- Have students read the sentences quietly and then find them in the story. Ask: *Are the sentences examples of speech or narration?* Students choose S or N. Don't check students' answers yet.
- **Manage Your Class:** Students can do this activity individually or in pairs.

▶ 3.1 Listen and follow the story again to check. (10 min.)

- Play track 3.1 again for students to listen and check their answers.

Answers 1 S 2 N 3 S 4 N 5 S 6 S

Present the Skill (5 min.)

- Read the entry while students follow along.
- Explain: *The characters are the individuals who are in the story. Each character feels and talks differently.* Ask: *How do Rhona and her sister feel when they are in Tommy's nose?* (They aren't happy.) *How do they feel when they are in Clara?* (They are happy.) *How does Clara feel when the viruses are inside her?* (She isn't happy because she's sick.)

2 Complete the sentences with Rhona, Luke or Clara. (5 min.)

- Have students read the sentences and write *Rhona, Luke or Clara.*
- **Know Your Students:** Encourage students who struggle with reading to go back and look at the story to find the parts that give the answers. Suggest that they use the pictures to help guide their answers.

Answers 1 Rhona 2 Clara 3 Rhona 4 Luke 5 Clara 6 Luke

Reading Analysis

1 Find the sentences in the story. Choose S (speech) or N (narration).

- | | |
|---|-------|
| 1 Uh oh! What's that noise? | S / N |
| 2 Tommy and Clara are in art class. | S / N |
| 3 You should cover your mouth and nose when you sneeze. | S / N |
| 4 Two days later... | S / N |
| 5 Mom, I feel sick! | S / N |
| 6 AHH-CHOO! | S / N |

▶ 3.1 Listen and follow the story again to check.

2 Complete the sentences with Rhona, Luke or Clara.



Rhona



Luke



Clara

Identifying Characters' Points of View
When you read, think about what the characters in the story want and how they feel. Try reading a story aloud with a different voice for each character.

- _____ is unhappy in Tommy's nose.
- _____ doesn't like Tommy sneezing.
- _____ is happy in Clara's nose.
- _____ wants the viruses to leave.
- _____ doesn't understand why she is sick.
- _____ is happy Clara has a stuffy nose.

3 In groups, read the story aloud. Decide who reads each character.

- | | | |
|---------------|---------------------|---------------|
| • Narrator | • The immune system | • Tommy |
| • The viruses | • Clara | • Clara's mom |

▶ Listen to another group. Do they express the characters' points of view well?

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3 In groups, read the story aloud. Decide who reads each character. (5 min.)

- Invite students to form groups of six. Have each student choose one of the characters, or groups of characters, listed in the activity.
- Tell them to read the story aloud using different voices for the characters. For groups of characters (for example: Luke and his family), students can change their voice for each character. The narrator should read all the narration.

▶ Listen to another group. Do they express the characters' points of view well? (5 min.)

- Groups listen to each other pretending to be the different characters. They give feedback to the groups on how well they expressed the different characters' points of view.

Wrap Up the Lesson (5 min.)

- Say: *Reading a character's lines can help you understand the character better.*
- Have students work in pairs. Tell students to practice reading aloud the scene between Clara and Tommy on page 54, and the scene between Clara and her mom on page 58. Encourage students to imitate the voices they heard on the track as they listened to the story. Monitor and help as needed.

1 Look and label the pictures of Clara.

fever healthy food resting in bed stuffy nose



- 1 _____
- 2 _____
- 3 _____
- 4 _____

2 Think about the questions. Draw yourself and label your picture.

- What do you do when you get sick?
- How do you feel?
- What helps you feel better?



3 Share your picture with your classmates.

A Virus Story 61

Take the Lesson Further (5 min.)

- Have students work in pairs and think of other ways you can feel sick. Ask volunteers for answers and write them on the board (for example: sore throat, dizziness, stomachache, headache, coughing, tired).

2 Think about the questions. Draw yourself and label your picture. (10 min.)

- Ask: *What do you do when you are sick? How do you feel? What helps you feel better?*
- Tell students to draw a picture of themselves when they are sick, and to include what they do to feel better. Encourage them to add a speech bubble. Then encourage students to label their picture (for example: they may label their stuffy nose, themselves sneezing and the medicine they take to feel better).
- Monitor and help students with vocabulary.

3 Share your picture with your classmates. (10 min.)

- Have students share their pictures with the class.
- **Manage Your Class:** As an alternative, and to add some movement to the lesson, invite students to display their drawings around the classroom. Students can then walk around the room to look at them. Have them report back three different ways to feel better when you get sick.

Wrap Up the Lesson (15 min.)

- Remind students how Clara got sick. (Tommy sneezed on her.) Ask: *How do germs spread at school?* (Students sneeze or cough and they don't cover their mouths. Students don't eat healthy foods or get enough sleep. Students don't wash their hands.)
- Tell students to draw a picture in their notebooks showing how germs can spread at school.
- Ask: *What can you do to stop germs from spreading at school?* Tell students to write two phrases or sentences below their picture. Monitor and help as needed. (I can wash my hands regularly. I can cover my mouth/nose when I cough/sneeze. I can make sure I put used tissues in the trash. I can help wipe surfaces like door handles/doorknobs/desks. I can avoid sharing my school supplies.)

Students are now ready to do EPA 3.1.

Over to you!

Objectives Students label a drawing with words related to being sick. Students draw and write about how they feel when they get sick.

Teaching Resources Literacy Log 2 p. 61

Session 5

Lead into the Lesson (5 min.)

- Review the key words by playing a game. Divide the class into two teams. Say a word from the vocabulary set and invite students from one team to either mime the word or point at the relevant picture from the story. Repeat the game several times, alternating teams.

1 Look and label the pictures of Clara.. (5 min.)

- Have students read the words, look at the pictures and write the correct words in the spaces.
- **Know Your Students:** Consider forming pairs and matching more confident students with students who may struggle with this activity.

Answers 1 resting in bed 2 stuffy nose 3 fever 4 healthy food

MAX HENDON
242 ROVER STREET
SAN ANTONIO
78015

POST STAMP

November 5

Hi Max,

How are you? I hope you're well. Are you having fun at your new school? I'm not at school today. I'm sick. I have a fever and a sore throat. Mom says I should stay home and rest. I'm watching TV in bed and writing a letter to you. It's not all bad - I'm eating a lot of ice cream!

Please write and tell me your news.

From,
Lisa

1: Address
2: Salutation
3: Date
4: Body
5: Closing
6: Signature

Planning My Letter

Objective Students will plan their letter and use *should* and the present continuous.

Teaching Resources Literacy Log 2 p. 64

Session 7

Lead into the Lesson (5 min.)

- Review the different features of a letter by drawing a letter with boxes for the features.
- Invite volunteers to come up to the board to write each feature.

1 Read and answer the questions. (10 min.)

- Read question 1 aloud. Tell students to decide who they are writing to. Elicit some ideas (for example: a friend, a family member).
- Have students read question 2 individually and write the address for the person they have chosen.
- Read question 3 aloud. Elicit the answer from the class.
- Review the conventions for writing dates and the correct use of punctuation. Return to the sample letter on page 63 and have students find the date. Write the date on the board (November 5). As an alternative, write November 5, 2025 on the board. Discuss the inclusion of the comma.
- Have students answer question 3, writing the date for their letter.

2 Write three ideas for the body of your letter. (10 min.)

- Write *Ideas for Letter* on the board. Elicit what we want to include in the letter and write students' ideas on the board (for example: our news, what we are doing now).
- Encourage students to imagine a time when they were sick. Ask students to think about what was wrong and what they did on that day. Ask: *How did you feel better?* Review language for common illnesses and write them on the board.
- Have students work in small groups to write their ideas.
- Manage Your Class:** Have students list their ideas individually or in pairs. Alternatively, have students brainstorm ideas. They can race to write as many ideas as possible in one minute in their notebook or on the board.

➤ Which ideas do you want to include in your letter? (5 min.)

- Invite students to review the ideas they wrote in activity 2. They then decide what to include in their letter. Monitor as needed.

3 Complete the structure of your letter. (15 min.)

- Tell students they are going to write the main ideas for their letters.
- Point out the sections in the letter structure.
- Ask: *What do you write in the greeting?* (A greeting or salutation.) *What words can you use to say hello in a letter?* (Hi, Hello, Dear.) *Who are you writing to?* (Answers will vary.)
- Tell students to complete the Greeting section.
- Have students find the Date section. Ask: *What is today's date?* Have students write the date.

Planning My Letter

1 Read and answer the questions.

1 Who is your letter to?

2 What is their address?

3 What is the date today?

2 Write three ideas for the body of your letter.

Idea 1	Idea 2	Idea 3

➤ Which ideas do you want to include in your letter?

Idea 1 ☐ Idea 2 ☐ Idea 3 ☐

3 Complete the structure of your letter.

Greeting	Date
Body	
Closing	Signature

64 Writing

- Ask: *What do you write in the body section of a letter?* (What you want to say in the letter.) Have students complete the body section with the ideas they wrote in activity 2.
- Ask: *What do you write in the closing section of a letter?* (A way to say goodbye.) Elicit ways to end a letter and say goodbye (Yours sincerely, Yours truly, Love.) Ask: *When do you use Yours sincerely?* (When the letter is a little more formal.) *When do you use Love?* (For family members or very good friends.)
- Ask: *What do you write in the signature?* (Your first and last name in your own handwriting.) Have students write their signatures.

Wrap Up the Lesson (5 min.)

- Have students form small groups. They then share the structures for their letters.

My Draft

- 1 Use your plan to write your letter.
- 2 Exchange letters with a classmate. Choose Yes or No about your classmate's letter.

1	The letter is about sharing news.	Yes ☐	No ☐
2	The letter has a date and a greeting.	Yes ☐	No ☐
3	The letter has a closing and a signature.	Yes ☐	No ☐
4	The end punctuation is correct.	Yes ☐	No ☐

- 3 Write about your classmate's letter:
 - 1 One thing you think is great about the letter.
 - 2 One thing you think can make the letter better.

My Edit

- 4 Look at your classmate's answers in activity 2. Correct your draft.
- 5 Read your draft again. Answer the questions.
 - 1 Are your spellings correct? ☐
 - 2 Do you have capital letters in the correct places? ☐
 - 3 Is your handwriting neat? ☐

My Final Text

- 6 Rewrite your letter.
 - ▶ Put your letter in an envelope and write the address. Share it with a classmate.

A Letter 65

- Have students look at their classmate's comments. All the items should be marked Yes. If they are not, have students raise their hands so you can review the items to see what, if any, information is missing from the letters.

3 Write about your classmate's letter: (10 min.)

- Read aloud the first sentence, then write on the board: *I like Maria's letter because...* Have students write why they like their classmate's letters in their notebooks.
- Read aloud the second sentence, then write on the board: *Maria can make her letter better if she...* Brainstorm different ways this sentence could be completed with students. Then have them write a sentence about how their classmate's letter can be improved.

Wrap Up the Lesson (10 min.)

- Have students form small groups. Ask students to swap their draft letters and report back what they liked about them.

Session 9

Lead into the Lesson (5 min.)

- Write the different parts of a letter on the board. Ask students to describe what information goes in each section.

4 Look at your classmate's answers in activity 2. Correct your draft. (10 min.)

- Have students go through their classmate's comments and make corrections to their draft letter.

5 Read your draft again. Answer the questions. (10 min.)

- Have students read the questions quietly, then read their drafts and check the points mentioned.

6 Rewrite your letter. (5 min.)

- Tell students to refer to their texts and corrections to write their final versions. Monitor and help as needed.
- **Know Your Students:** Some students respond better to visual learning. With this in mind, suggest that students decorate their letters using pictures or drawings.

▶ Put your letter in an envelope and write the address. Share it with a classmate. (5 min.)

- Provide students with an envelope. Review the correct position for the address and stamp, if necessary, before inviting students to write the address on the envelope.

Wrap Up the Lesson (5 min.)

- Ask students to display their letters around the classroom. They can then walk around the room to read the letters. Invite them to report back on which was their favorite and why.

Students are now ready to do EPA 3.2.

Writing My Letter

Objective Students write a letter.

Teaching Resources Literacy Log 2 p. 65

Session 8

Lead into the Lesson (5 min.)

- Elicit the sections of a letter and write them on the board (address, date, greeting, closing and signature).

1 Use your plan to write your letter. (15 min.)

- Refer students to the plan they made in the last session (activity 3 on page 64).
- Using their plan and the model letter on page 63 to guide them, have students write their draft letter.
- **Manage Your Class:** Students should work independently to write their letter. Alternatively, you could guide students step by step and as a class to write the the address, date, greeting, body, closing and signature in this order.

2 Exchange letters with a classmate. Choose Yes or No about your classmate's letter. (10 min.)

- Invite students to work in pairs. Have students exchange books. Tell them to read the letters.
- Guide students through the items in the list. Have them choose Yes or No. Tell students to return the books to their classmates.

Before Reading

Objective Students identify the ways germs are spread. Students learn the key words for the nonfiction text.

Teaching Resources Digital Flashcards 3.2, Literacy Log 2 pp. 66–70, Track 3.2

Session 10

Lead into the Lesson (5 min.)

- Remind students of the Big Question: *Why do I get sick?* Encourage students to share what they know.
- Ask: *What are some things you can do to avoid getting sick?*

1 Look at the door to your classroom. Answer the questions. (5 min.)

- Point out the doorknob or door handle on the classroom door. Ask: *What do you think is on it?* Invite students to stand up and look. Ask: *How many times do you think people have touched the doorknob/door handle today? Did you all wash your hands before you touched it?*
- Lead students to conclude that the doorknob/door handle is probably covered in germs.
- Know Your Students:** Some students might find it troubling that they are surrounded by germs. In this case, it is helpful to explain that our bodies have defenses to protect us from bad germs. Remind students of “A Virus Story,” and how Luke and his family got the viruses out of Clara’s body.

Present the Key Words (5 min.)

- Use the flashcards to elicit or teach the key words. As you teach each word, write it on the board.
- Read the words aloud and have students repeat each word.

2 Label the pictures with the key words. (5 min.)

- Have students look at the pictures and write the correct key words under the pictures. Students can do the task individually or in pairs.

Answers 1 fingernails 2 soap 3 towel 4 scrub 5 rinse 6 warm

3 Look at the pictures of some germs on page 67. Read the sentences and choose *T* (true) or *F* (false). (5 min.)

- Have students look at the germs on page 67. Then have students read the sentences and choose *T* (true) or *F* (false).
- Know Your Students:** Some students might struggle to do the task on their own. Pair them with a stronger student to complete the task.
- Manage Your Class:** Don’t check answers yet as you will do this in the next exercise.

▶ 3.2 Listen and follow the text to check. (10 min.)

- Play the track. Have students listen to the text and follow along in their books. Check students’ answers to activity 3.

Answers 1 F 2 T 3 F 4 T

Before Reading

1 Look at the door to your classroom. Answer the questions.

- How many times do people touch it every day?
- What do you think is on it?
- Does everyone wash their hands before they touch it?

2 Label the pictures with the key words.

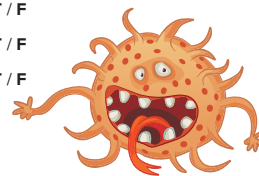


Key Words
fingernails
rinse
scrub
soap
towel
warm

3 Look at the picture of some germs on page 67. Read the sentences and choose *T* (true) or *F* (false).

- It’s easy to see germs on your hands. T / F
- Germs can spread to other people easily. T / F
- Only dirty hands have germs. T / F
- There is a right way to wash your hands. T / F

▶ 3.2 Listen and follow the text to check.



66 Reading: Nonfiction

Take the Lesson Further (10 min.)

- Invite students to work in small groups. Ask: *How do you wash your hands?*
- This is an opportunity to get students moving and working together. Have each student demonstrate handwashing to their partner or group. Pairs or groups should then discuss what they think is the correct way to wash hands, adding in things they may have learned from their partner or group.
- Invite volunteers to share their ideas with the class.
- If it seems appropriate, and if time allows, encourage the volunteers to demonstrate their handwashing to the class side by side, working in unison.

Wrap Up the Lesson (10 min.)

- Invite students to return to their small groups. Ask students to think about which parts of their hands they might forget to scrub. Encourage pairs to share their ideas with the class.

Why Should You Wash Your Hands?



Germs are too small for you to see, but they can make you sick. Germs spread from person to person. They can spread by touch. Toys and books can have germs on them. A table can, too. Germs can also float in the air when we sneeze or cough. It's very important to wash your hands often. It can help you stay healthy.

? How do germs spread?

Why Should You Wash Your Hands? 67

Comprehension Check (30 min.)

p. 67 How do germs spread?

- Have students focus on the picture on page 67. Identify the characters as germs. Ask: *Do all of the germs look the same? What do you know about germs?*
- Play track 3.2 and pause at the end of page 67. Have students focus on the "While you read" question and answer.
Answer From person to person.

p. 68–69 What should you do after you sneeze?

- Have students focus on the pictures on pages 68–69 and identify those that include hands. Ask: *What are the hands doing in the pictures?*
- Play track 3.2 and pause at the end of page 69. Have students focus on the "While you read" question and answer.
Answer You should wash your hands.

p. 70 What is the right way to wash your hands?

- Have students focus on the numbered frames on page 70. Invite seven students to read the numbered steps aloud. Ask: *Do you follow these seven steps when you wash your hands? Is there one step that you sometimes forget?*
- Play track 3.2 and pause at the end of page 70. Have students focus on the "While you read" question and answer.
- Remind students to use sequencing words (*first, next, after that, last*) and review the skills box on page 59 as necessary. Introduce *then* as an alternative to *next*, and *finally* as an alternative to *last*.
- Know Your Students:** Encourage students to find and underline the parts of the text that give the answers.
Answer First, you wash the palms of your hands. Then, you scrub between your fingers. Next, you scrub the back of your hands and the backs of your fingers. Then, wash your thumbs and scrub your fingernails. Finally, you wash your wrists.

Take the Lesson Further (5 min.)

- Have students work in pairs or small groups. Ask: *When do people wash their hands?*
- Encourage volunteers to share their ideas with the class.

Wrap Up the Lesson (5 min.)

- Invite students to work in pairs. Have students take turns describing the main points of the text. Encourage pairs to share their ideas with the class.

Reading

Objective Students answer comprehension questions about the text.

Teaching Resources Literacy Log 2 pp. 67–70, Track 3.2

Session 11

Lead into the Lesson (10 min.)

- Have students look again at the pictures in the text. Ask: *Are the germs in this text good or bad?* (bad)
- Invite students to form small groups. Ask: *What do you think the purple hands show? What do you think the apple shows? What does page 70 show? Why are there so many pictures?*
- Encourage volunteers to share their ideas with the class.

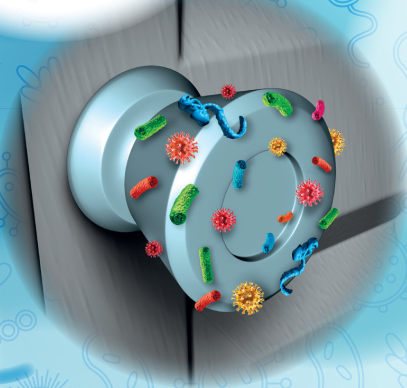
But My Hands Look Clean!

Washing your hands is important. When you touch something, you get germs on your hands. You need to get the germs off so you don't get sick. Your hands can look clean, but they can have germs on them. Look at the picture of these hands. The dark parts show places people often miss when they wash their hands. That's a lot of places!



Why Are Germs So Bad?

Some germs can infect your nose, throat and lungs. Then you cough and sneeze. You should cover your nose and mouth when you cough or sneeze. But then the germs are on your hands. If you touch a door, those germs can live there for two days! Anyone who touches the door in the same place now has the germs on their hands, and could get sick. You should wash your hands to keep yourself and everyone else healthy.



Is It Really That Easy for Germs to Spread?

Yes! For example, imagine you are sitting with your friend at lunchtime. Your friend sneezes. He covers his mouth with his hands. A few minutes later, your apple starts to roll off the table. Your friend catches it. Now the germs from his hands are on your apple. If you eat the apple, you can get sick, too.

So I Can't Avoid Germs?

Not completely. That's why it's a good idea to wash your hands often. And it's important to wash them the right way. If you just wet your hands and dry them, germs will still stick to your hands.

How can you get them off? You should use **warm** water and **soap**. It takes time, but it's worth it! **Scrub** between your fingers. Clean the back of your hands. Clean your **fingernails**. Germs can be on all the different parts of your hands. Next, **rinse** your hands. Then dry them with a clean **towel**. A dirty towel can put germs back onto your hands.



What should you do after you sneeze?



Why Should You Wash Your Hands?

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How Can I Stop Spreading Germs?

Germs are everywhere. But you can stop them from spreading. Wash your hands often. Do it the right way. Tell your friends to do it, too. Remember, it's better to wash now than to be sick later!

Hand Washing Steps



Wash the palms of your hands.



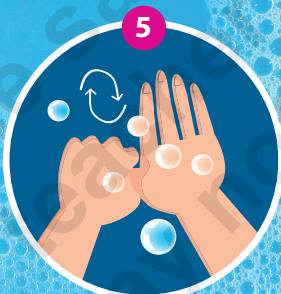
Scrub between your fingers.



Scrub the back of your hands.



Scrub the backs of your fingers.



Wash your thumbs.



Scrub your fingernails.



Wash your wrists.



What is the right way to wash your hands?

1 Listen 3.2 Listen and follow the text again. Choose Yes or No.

- | | |
|--|----------|
| 1 You can see germs on toys and books. | Yes / No |
| 2 If your hands look clean, they don't have germs on them. | Yes / No |
| 3 Germs can live on a door for two days. | Yes / No |
| 4 You should wash your hands often. | Yes / No |

2 Look and complete the sentences.

scrub soap towel warm



Using Visuals

Visuals help us understand a text better.

- Maps show where things happen.
- Diagrams show information in a simple picture.
- Photos show real people and places.

- You should use _____ water to wash your hands.
- You should use _____ to get the germs off.
- Rub your hands together to _____ the different parts.
- Dry your hands with a clean _____.

3 Match the sentences with the pictures.

- People miss places when they wash their hands. _____
- Germs are on things people touch. _____
- You can spread germs through simple actions. _____
- Wash your hands the right way. _____



Why Should You Wash Your Hands? 71

Present the Skill (5 min.)

- Read the entry while students follow along. Elicit different types of visuals used in texts, for example photos, illustrations, maps and diagrams.
- Encourage students to look and describe the visuals they can see in the text.

2 Look and complete the sentences. (5 min.)

- Have students look at the pictures. Point out the sentences below the pictures. Tell students to complete the sentences. Complete the first sentence together.

Answers 1 warm 2 soap 3 scrub 4 towel

3 Match the sentences with the pictures. (5 min.)

- Have students read each sentence and write the letter of the corresponding picture. Do the first one together.

Answers 1 b 2 c 3 d 4 a

Take the Lesson Further (5 min.)

- Ask: *When should you wash your hands?* Brainstorm situations, for example: after playing with a pet, after riding the bus, after using the bathroom, after blowing your nose, after touching something dirty or sticky, before eating, before preparing food.

Wrap Up the Lesson (10 min.)

- Invite students to work in pairs. Have them practice teaching each other how to wash their hands. They should use the steps on page 70 as a guide.
- Invite volunteers to demonstrate the steps for the class. Encourage students to show friends and family members what they have learned.

Reading Comprehension

Objectives Students answer questions about the text. Students use visuals to better understand a text.

Teaching Resources Literacy Log 2 pp. 67–71, Track 3.2

Session 12

Lead into the Lesson (10 min.)

- Write *Wash your hands* in the center of the board. Invite volunteers to come up to the board and write things they learned about washing their hands from the last session. Invite other students to write (ideally in a different color) when people should wash their hands on the board.
- **Know Your Students:** Students who are shy or who do not feel confident in their understanding of the text may hesitate to share what they have learned. They may be more willing to write when people should wash their hands.

1 Listen 3.1 Listen and follow the text again. Choose Yes or No. (10 min.)

- Play track 3.2. Have students follow the text on pages 67–70.
- Have students choose Yes if the sentences are true, and No if the sentences are false.
- **Know Your Students:** Some students may struggle to follow the text in order to choose the correct answers. Have students read the text quietly to themselves after playing the track.

Answers 1 No 2 No 3 Yes 4 Yes

Reading Analysis

Objective Students identify an author's purpose in a text.

Teaching Resources Literacy Log 2 pp. 67–72, Track 3.2

Session 13

Lead into the Lesson (5 min.)

- Elicit why the author wrote the text: to convince people to wash their hands correctly and often.
- Ask: *Did the author convince you? What was the most surprising piece of information in the text?*

1 Label the parts of the text. (5 min.)

- Have students look at the parts of the text and read the words in the box. They then write the words in the correct place to label the parts of the text.

Answers 1 title 2 heading 3 photo 4 diagram

Present the Skill (5 min.)

- Read the entry while students follow along. Explain that authors have a purpose when they write a text, and that different types of texts will have different purposes.
- Elicit different types of visual texts and what the authors purpose is, for example:
stories and poems → to entertain
newspaper articles → to inform
advertisements and some essays → to persuade.

2 Read the text again. What is the author's purpose? (10 min.)

- Have students read the text and choose which is the best sentence to describe the author's purpose.

Answer c

3 Read the sentences from the text. When does the author persuade the reader to do something? (5 min.)

- Read the first sentence aloud and elicit what the author's purpose is (to inform). Have students read the remaining sentences quietly and decide if the author is persuading the reader to do something.

Answers 2, 4, 6

Take the Lesson Further (5 min.)

- Play track 3.2 for students to listen to the text again. Invite them to raise their hands whenever they hear a reason why people should wash their hands.

4 Are you going to wash your hands more often now? (5 min.)

- Students choose Yes or No. Invite them to discuss the question and their response in small groups. Encourage groups to share their ideas with the class.

Reading Analysis

1 Label the parts of the text.

diagram heading photo title

Why Should You Wash Your Hands?

But My Hands Look Clean!



1 _____ 2 _____ 3 _____ 4 _____

2 Read the text again. What is the author's purpose?

- a to entertain us with a story about germs ☐
- b to give us information about schools ☐
- c to persuade us to wash our hands ☐

3 Read the sentences from the text. When does the author persuade the reader to do something?

- 1 Germs spread from person to person. ☐
- 2 You need to get the germs off so you don't get sick. ☐
- 3 For example, imagine you are sitting with your friend at lunchtime. ☐
- 4 You should use warm water and soap. It takes time, but it's worth it! ☐
- 5 Germs can be on all the different parts of your hands. ☐
- 6 Remember, it's better to wash your hands now than to be sick later! ☐

4 Are you going to wash your hands more often now? Yes ☐ No ☐

5 Complete the sentence.

I'm going to wash my hands more often because _____.

Identifying the Author's Purpose

When you read a text, think about why the author is writing.

- Some texts are to **entertain** us, like a story or a poem.
- Some texts are to **give us information**, like a newspaper article.
- Some texts are to **persuade** or convince us to do something, like an ad or an essay.

72 Reading: Nonfiction

5 Complete the sentence. (5 min.)

- Read out the sentence starter and elicit answers. Have students complete the sentence, and then share their sentence with a classmate.

Wrap Up the Lesson (5 min.)

- Invite students to work in pairs. Have the pairs discuss three times during the school day when it is very important to wash their hands. Encourage pairs to share their ideas with the class.

- 1 Look at the pictures and write. How can germs spread at school?

1 _____



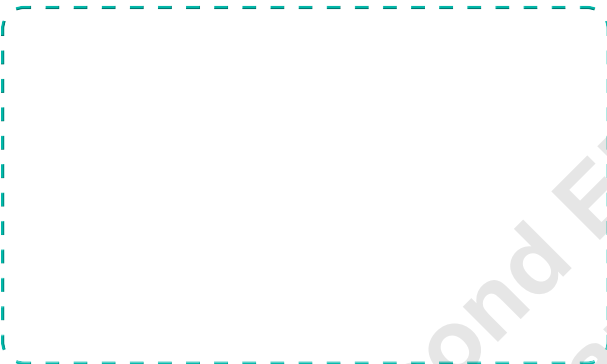
2 _____

- 2 Write two things you can do to stop germs from spreading at school.

• _____

• _____

- 3 Draw yourself doing one of your ideas.



Why Should You Wash Your Hands? 73

- 1 Look at the pictures and write. How can germs spread at school? (5 min.)

- Ask: **How can germs spread at school?** Have students look at the pictures and elicit what they can see. Have students write their sentences individually.
- Encourage students to share their ideas with the class.
- Know Your Students:** For less confident students, elicit ideas of how germs are spread at school and write them on the board.

Suggested Answers when we sneeze, when we share things, when we touch doorknobs/door handles

- 2 Write two things you can do to stop germs from spreading at school. (10 min.)

- Have students work in groups to write their ideas. Encourage students to share their ideas with the class.

Suggested Answers cover your mouth/nose when sneezing/coughing, sneeze into a tissue, place used tissues in the trash, wipe doorknobs/door handles/desks, don't share food, don't share school supplies, stay home when you are sick

Take the Lesson Further (5 min.)

- Have students think of two more ways germs can spread at school.
- Encourage students to share their ideas with the class.

- 3 Draw yourself doing one of your ideas. (10 min.)

- Have students draw themselves doing one of their ideas for stopping germs from spreading.
- Invite students to work in pairs. Ask them to look at each other's drawings and describe what they are doing there.
- Manage Your Class:** To prevent students from getting restless, incorporate some movement into this activity. Display the drawings around the classroom and ask students to walk around the room, looking at each drawing before reporting which idea was their favorite.

Wrap Up the Lesson (10 min.)

- Distribute poster paper. Tell students to draw seven circles on the paper and number them.
- Have students copy the handwashing steps from page 70 on their posters and draw pictures to illustrate each instruction.
- Encourage them to hang their poster up at home and follow the directions when they wash their hands.

Over to you!

Objective Students write and draw what they have learned in the text.

Teaching Resources Literacy Log 2 pp. 67–73, Poster paper

Session 14

Lead into the Lesson (10 min.)

- Write *Wash your hands* in the center of the board. Play “Who, What, When, Why and How” as a whole class activity. Encourage students to react to your prompts. Say: **Who?** (students) Say: **With what?** (soap and water) Say: **When?** (before eating, after using the restroom, after recess) Say: **Why?** (to prevent the spread of germs, to stay healthy) Say: **How?** Invite students to demonstrate what they have learned by acting out handwashing. Say: **And we must remember to wash...?** (Between our fingers, the back of our hands, the back of our fingers, our thumbs, our fingernails, and even our wrists!)
- Know Your Students:** Students who are shy or who do not feel confident in their understanding of the text may hesitate to share what they learned individually. They may be more willing to get caught up in a rousing group activity where they can join in on the excitement and rely on others to respond.

Reflection

Objective Students review what they learned in the unit.

Teaching Resources Literacy Log 2 p. 74, Internet access, Grade-appropriate science textbooks that include information about the immune system (optional)

Session 15

Lead into the Lesson (10 min.)

- Play a game to review the vocabulary from the unit. Divide the class into two teams. Invite each team to form a line at the board. One at a time, have each student come to the board and write a word they learned in the unit. Insist that each team member chooses a different word. Discourage and/or prevent students from looking at the other team's words. Students continue going through the line until they've run out of words. The team with the most words wins the game.

1 What do you remember? Complete the sentences. (5 min.)

- Have students look at the pictures and write the words in the sentences. Check answers as a class.

Answers 1 virus, get sick 2 immune system, healthy 3 sneeze 4 germs 5 touch 6 scrub

2 Put the parts of a letter in order. (5 min.)

- Have students put the features of a letter in the correct order.
- **Know Your Students:** Some students may not remember the features of a letter. Draw a box to represent a letter and add boxes for the relevant parts. Elicit the parts of the letter and write them in the boxes.

Answers 1 date 2 greeting 3 body 4 closing 5 signature

Connect to Science

3 Research your immune system. Answer the questions. (15 min.)

- Have students form small groups and read the questions aloud.
- Tell students to do some research about the immune system. They can use a mobile device or the school computers. Students can also use books or texts on the immune system, if available. Have students write the answers in their notebooks. Monitor and help as needed.
- Invite groups to share their ideas with the class.
- **Know Your Students:** Some students may find the vocabulary on websites about the immune system too difficult. With this in mind, it may be useful to pre-teach some relevant words before they conduct their research, for example: *white blood cells* and *disease*.

Suggested Answers 1 The immune system is a defence mechanism our bodies have to protect us against harmful germs. Different parts of the body, like the skin, nose, mouth and eyes, work together as barriers to protect the body. When germs get inside the body, the immune system sends warning messages to white blood cells so that they can fight germs and disease. 2 To help our immune system, we should eat citrus fruits and green leafy vegetables. We should drink a lot of water, honey and lemon drinks and some herbal teas. We should exercise regularly and get enough rest.

Take the Lesson Further (5 min.)

- Ask students to think of other ways our bodies protect us. Have them work in pairs to think of ideas. Encourage students to share their ideas with the class.

Wrap Up the Lesson (10 min.)

- Go back through the unit and ask questions, for example: *What is a fingernail? Why should we wash our hands? What are the parts of a letter? What does your immune system do? What is a virus?*

 **Students are now ready to do the Unit Test.**

Reflection

1



What do you remember?
Complete the sentences.

get sick germs healthy immune system scrub sneeze touch virus

1



I'm a _____ and
when I visit, you _____!

2



We are your _____ and
we help you stay _____.

3



Don't forget
to cover your
mouth when you _____!

4



Some _____ can
infect your nose, throat and
lungs.

5



Germs are on things
that people _____,
so you should wash your
hands to keep everyone
healthy.

6



Wash the palms
of your hands with
warm water and _____
between
your fingers.

2



Put the parts of a letter in order.

body closing date greeting signature

1 _____

2 _____

3 _____

4 _____

5 _____

Connect to Science

3

Research your immune
system. Answer the questions.

- 1 How does your immune system fight a cold?
- 2 How can you help your immune system? What can you eat, drink or do?