

New Zealand Blood Service Teacher Notes: *Amazing Blood*



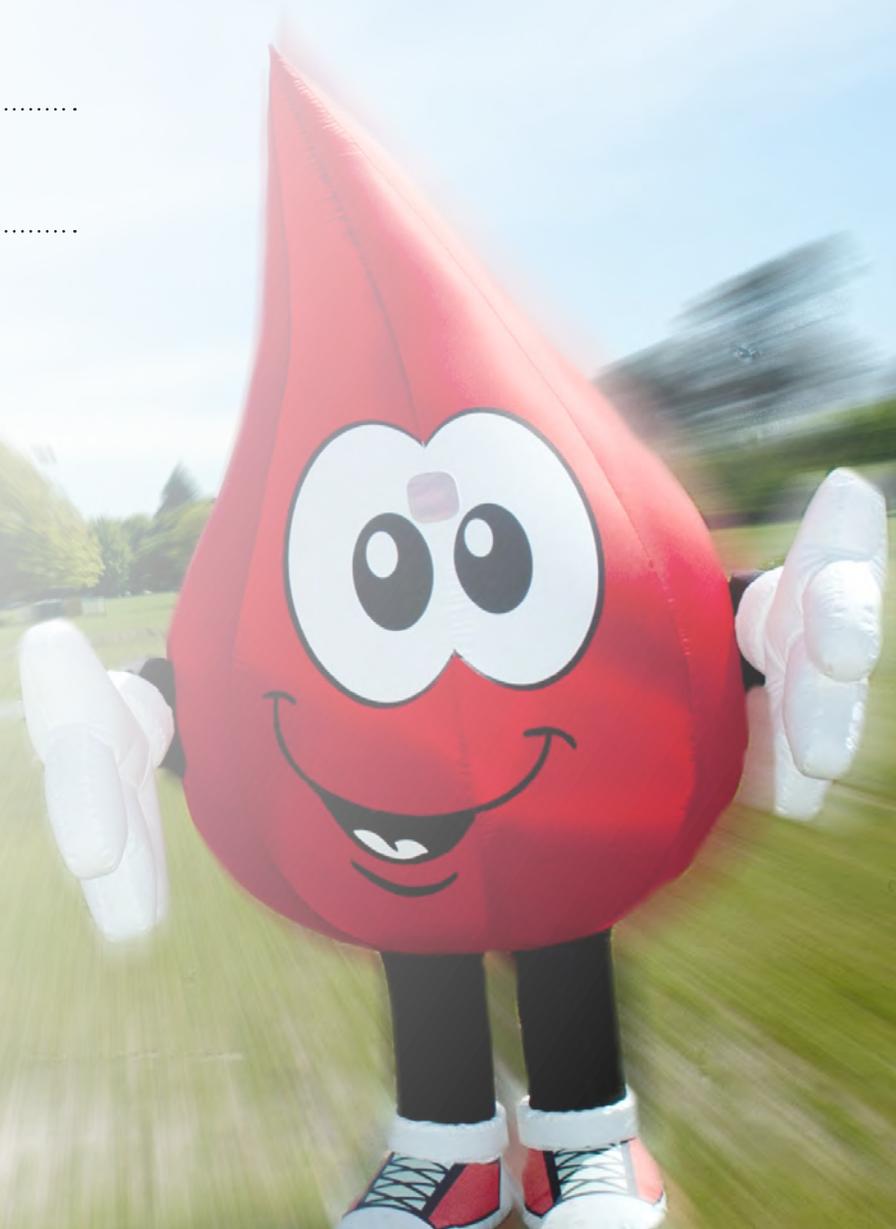
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NZBLOOD
Te Ratonga Toto O Aotearoa

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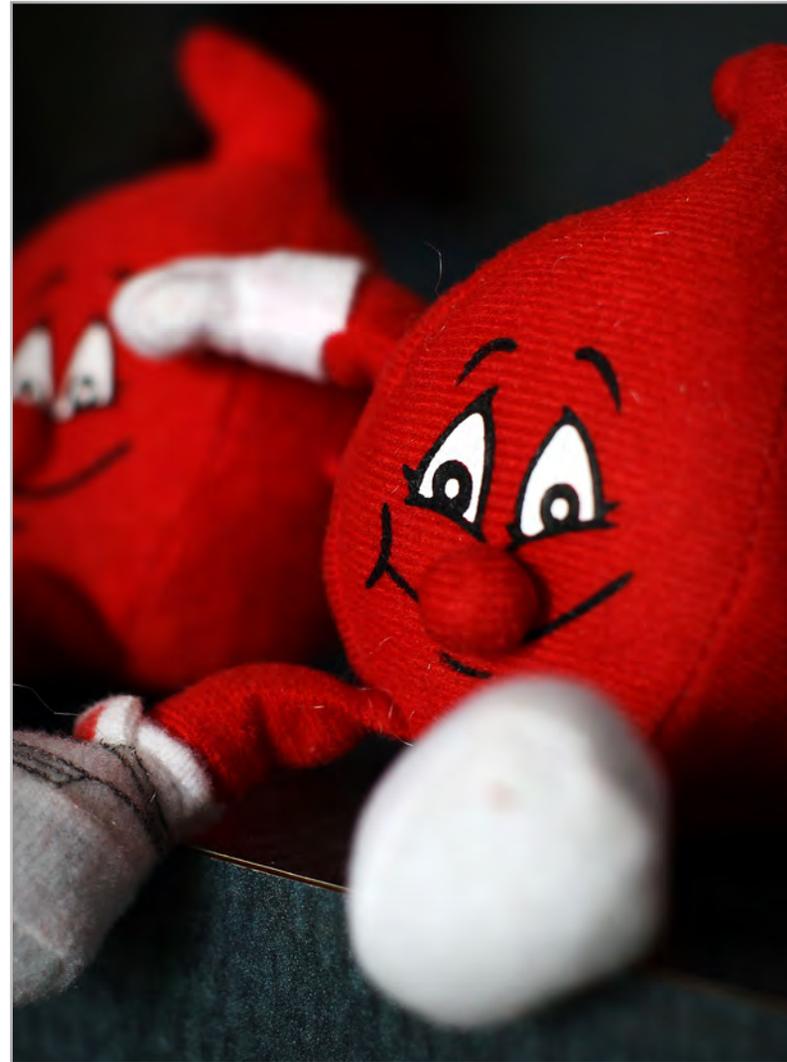


Introduction

***Amazing Blood* is part of a set of educational resources linked to the New Zealand Curriculum developed by New Zealand Blood Service (NZBS). These resources provide engaging learning experiences on NZBS topics for teachers to use in the classroom.**

The resources support teachers to develop their students' knowledge and understanding of blood and blood donation. They provide students with opportunities for personal development and social interaction, and to contribute to their community as an active member of society. They are housed on www.nzblood.co.nz/.

Amazing Blood can be used as a literacy resource for Level 5 of the New Zealand Curriculum with links to the science and social sciences learning areas. It provides opportunities to study themes and topics such as the circulatory system and the importance of blood donation to social sustainability. These teacher notes contain ideas on how to use *Amazing Blood* to explore the science and social studies content within the text.



HOW TO USE THIS RESOURCE

Amazing Blood is a digital text, so it is recommended that you familiarise yourself with the digital tools before using them in the classroom.

To use the text with a group, you will need a computer and data projector or interactive whiteboard. Students can also view the text on their digital devices.

Open the text from www.nzblood.co.nz/Education/Teaching-Resources/Digital-Resources, and use the forward and back arrows to navigate through the pages.

BACKGROUND INFORMATION FOR TEACHERS

For information on blood and blood donation, visit the NZBS website www.nzblood.co.nz/ or search the resource links in the education section of the NZBS site www.nzblood.co.nz/Education.



POSSIBLE ACHIEVEMENT OBJECTIVES AND LEARNING OUTCOMES

The suggested learning experiences in these teacher notes are linked to the New Zealand Curriculum.

Level Five	
English	Listening, Reading, and Viewing: Ideas Students will: <ul style="list-style-type: none">Show an understanding of ideas within, across, and beyond texts. They will be able to use their personal experience and prior knowledge to make meaning from <i>Amazing Blood</i> .
Science	Living World: Life processes Students will: <ul style="list-style-type: none">Identify the key structural features and functions involved in the life processes of plants and animals. They will identify features and functions of the human circulatory system.
Social Sciences	Social Studies: The economic world Students will: <ul style="list-style-type: none">Understand how people's management of resources impacts on environmental and social sustainability. They will develop an understanding of the importance of blood donation.

ASSESSMENT

As you work through the learning experiences, you will have opportunities to observe student behaviours and interactions in relation to the achievement objectives and learning outcomes suggested above. These observations will provide evidence for you to use when carrying out formative assessment.

Literacy: Shared-reading lesson

***Amazing Blood* is an expository text with descriptive and problem and solution elements. The shared-reading lesson is designed to help you scaffold your students to think critically and deepen their understanding of the text.**

The following learning experiences provide practical teaching suggestions on how to support student learning during the lesson. They should be adapted to accommodate the needs of your students.

TEXT FEATURES AND COMPREHENSION STRATEGIES

These learning experiences focus on two areas of student learning: text features and comprehension strategies. For example, they prompt critical thinking about:

- the use of informational text features and digital elements, such as pop-ups, hyperlinks and videos that support the ideas in the text and introduce new information

- the use of context, illustrations or written explanations to clarify the meanings of ambiguous or unfamiliar words and phrases
- comprehension strategies, such as making connections, asking questions, drawing inferences, determining important ideas and synthesising information
- new vocabulary – before selecting a bold (glossary) word, you could ask students to think about the word’s meaning in the context of the text and then to discuss their thinking in pairs or explain it to the group. This approach encourages a more active, engaged class.

GENERAL TIPS

Before the shared-reading lesson, preview the text for unfamiliar vocabulary, text features, concepts and ideas where your students may need support, especially English Language Learners (ELLs).

During the shared-reading lesson, encourage the students to join in the reading with you as you explore the information in this non-fiction text together. The “think-pair-share” strategy is used throughout this lesson to encourage students to respond actively to the text. You are welcome to vary this approach.

After the shared-reading lesson, have the text available so students can enjoy it independently or in small groups.

LEARNING EXPERIENCES

Ask the students to read the title and predict what sort of text they expect this to be. Ask them to give their reasons.

Ask the students what connections they can make to the title from their background knowledge or personal experience.

Ask the students to look at the whole title page. Ask the students to use the images to predict the important ideas in this text. Ask if the images match the predictions they made about the title.

Ask the students to do a 20 second skim and scan of the text, looking briefly at the text features (i.e., key words, images and captions) for information about blood. Ask them to discuss in pairs their impressions of the text and to share their thinking about the type of text it is and if it is what they expected. Ask them to compare this thinking with the predictions they made from the title page.

Read the text aloud with the students.

Stop at the bold (glossary) words. Ask the students to think-pair-share about the meaning of each word before selecting it to see the pop-up.

On page 2, it states that “blood is one of the main ‘transport systems’ in the body.” Ask the students to think-pair-share about why blood is used as a “transport system” in the body. Ask: “How else could our body get these supplies?” Ask the students to think about what else the body could use blood for. Record the students’ responses.

On page 3 select the bold words “plasma” and “platelets” and read the pop-ups. Ask: “What action do both of these parts of the blood have in common?” Ask the students to predict what would happen if the plasma and platelets were not able to stop someone from bleeding. Record their predictions. For further information on stopping bleeding, refer to the Level 5 teaching unit Graphic organiser M: Platelet paragloss factsheet, available on www.nzblood.co.nz/Education.

After reading page 7, ask the students if they know what their blood type is. Does anyone in the class have the same blood type?

Refer back to the student responses from page 2. Did the students’ ideas about blood match this information?

Select the hyperlink to read Barclay’s story. Ask the students to use Barclay’s story to explore the following questions: Who is Barclay? Why did he need transfusions? How many different blood products has Barclay received? Why might he need more blood transfusions?

The final paragraph on page 9 refers to “compatible blood”. Make a connection to the discussion on page 7 about blood types. Explain that other blood types might be compatible with your blood type, as well as your own. For further information on blood types and compatible blood types, the students can visit www.nzblood.co.nz/Give-blood/About-blood/What-are-blood-groups.

On page 10, select the hyperlink to find out how to become a blood donor. Ask: “Would you meet the criteria?”

Watch the video “Giving Blood is Super Important”. Refer back to Barclay’s story and, using the information in the text, explain how blood donors make a difference.

At the end of the text, ask students to draw an inference about the writer’s purpose in writing the text. Ask the students about examples or connections they can think of from their background knowledge that relate to the topic of blood.

Ask the students to share any information in the text that they found surprising and/or interesting.

REFLECTING AFTER READING

Ask:

- “How did the images/illustrations/pop-ups/videos help you to understand the text?”
- “As we read the text, what questions did we ask and answer about “*amazing blood*”? Which questions could we not answer? Where could we find the answers to these questions?” Suggest students seek further information or answers to their questions from search engines, websites (such as the NZBS website www.nzblood.co.nz/) and libraries, or from people in their community.

Have the students reread the text and determine the important ideas. Ask them to use this information to write a summary paragraph that could be used as the blurb for the *Amazing Blood* digital text.

Draw a thinking head in the centre of the board and write “Have you considered becoming a blood donor?” beneath it. Then draw a thought bubble on either side of the thinking head. In one of the thought bubbles write “Yes, because ...” In the other thought bubble write “No, because ...” Ask the students to suggest reasons for and against donating blood and write these in the thought bubbles. Then, using the lists, ask students to discuss in groups of three which of the reasons are based on facts and information and which are based on feelings and opinions. You may choose to do this as an individual activity.

The students may be interested in reading other stories to find out how blood donors have made a difference to people’s lives. These are available on www.nzblood.co.nz/amazing-stories/