Teaching ideas for *Reading texts*

**Teaching idea:** Reconstructing a text

**Purpose:** to engage with the content of an article to reconstruct how the article may have looked in its original form

**Procedure:**

1. Explicitly teach content related to the respiratory system.

2. Hand out ‘Respiratory article cut and paste’ worksheet to students.

3. Discuss the various sections of the article. Ask for student feedback regarding what the purpose of each identified section is.

4. Discuss why the text is difficult to read and understand in its current form.

5. Ask students to cut out the individual sections and rearrange them in a more appropriate way. This will require students to read the boxes of text and determine where they fit as well as in what order they make sense.

6. Students can then show their reconstructed article to the class, justifying their choice of placement of the various sections.

7. Show students the real article and compare to their choice of placement.
Diagram B shows apparatus that can be used to model what happens when you breathe. In science, we often use models to help explain a process or a concept.

### Composition of inhaled and exhaled air

<table>
<thead>
<tr>
<th>Gas</th>
<th>Inhaled air (%)</th>
<th>Exhaled air (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nitrogen</td>
<td>78.0</td>
<td>76.0</td>
</tr>
<tr>
<td>Oxygen</td>
<td>21.0</td>
<td>15.0</td>
</tr>
<tr>
<td>Carbon dioxide</td>
<td>0.04</td>
<td>4.0</td>
</tr>
<tr>
<td>Water vapour</td>
<td>0.96</td>
<td>5.0</td>
</tr>
</tbody>
</table>

The table below shows the difference in the composition of the air you breathe in (inhale) and the air you breathe out (exhale).

Diagram A shows what happens when you breathe in and out.

Breathing movements involve the combined action of the chest muscles and the diaphragm.

You breathe between 15 and 20 times per minute without thinking.

When you breathe in, you take in a mixture of gases called air.