

Tips:

● Anatomy Icons

The stories in this *Imagine That!* book are all images of the science of anatomy. You will find examples of the circulatory, digestive, integumentary, immune/lymphatic, muscular, nervous, respiratory, and skeletal systems, as well as birth, death, and genetics. The principles in these stories align with many state science curriculum standards. Look for the icons near the title of each story to see which principle it demonstrates best. Some stories are examples of several different principles, but we have chosen to use the icon that best fits the main idea of the story.



**Birth, Death,
and Genetics**



**Muscular
System**



**Circulatory
System**



**Nervous
System**



**Digestive
System**



**Respiratory
System**



**Immune/Lymphatic
System**



**Skeletal
System**



**Integumentary
System**

● Story Arrangement

Although all the stories in this volume are written at a sixth- to eighth-grade *decoding* level, the goal is to improve *comprehension*. Therefore, you may wish to read the stories with or to students struggling with decoding at these levels. The story content is appropriate for middle school. Within each section, stories have been sequentially ordered to increase in conceptual difficulty.

38 Asthma Attack!



A breeze lifts tiny specks of pollen off some flowers as a panting boy runs down the street. The specks are sucked down his throat and into his sensitive lungs. The pollen bits get into his bronchial tubes, which spread out in the lungs like tree branches. The tubes tighten, get inflamed, and fill with goo. The boy wheezes and fumbles in his pocket. He places the plastic inhaler's round opening to his lips and squeezes on a button to shoot a powerful gust of medicine into his lungs. The bronchial tubes relax and dry out, and the boy can breathe again.

From what you pictured...

1. How do you think the boy's lungs are sensitive? Explain.
2. Why do you think the boy wheezes?
3. Why do you think it might be important that the inhaler's gust is powerful?
4. Do you think the boy has had an asthma attack before? Why or why not?
5. Do you think it is important that the medicine affects the bronchial tubes quickly? Why or why not?

