

The Human Body

Tell It Again!™ Read-Aloud Supplemental Guide

Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

GRADE 1





The Human Body

Supplemental Guide to the
Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 1

Core Knowledge Language Arts®



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Table of Contents

The Human Body

Supplemental Guide to the
Tell It Again!™ Read-Aloud Anthology

Preface to the <i>Supplemental Guide</i>	v
Alignment Chart for <i>The Human Body: Supplemental Guide</i>	xvii
Introduction to <i>The Human Body: Supplemental Guide</i>	1
Lesson 1: Everybody Has a Body.	18
Lesson 2: Bones and Muscles.	34
Lesson 3: Balanced Diet and Digestion	66
Pausing Point	96
Lesson 4: My Heart and Brain	100
Lesson 5: Five Keys to Health	131
Lesson 6: What a Complicated Network!	156
Domain Review	168
Domain Assessment	171
Culminating Activities	175
Appendix	179



Preface to the Supplemental Guide

The Human Body

The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies*, of which there is one per domain. This preface to the *Supplemental Guide* provides information about the guide's purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies*.

Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. The use of this guide is flexible and versatile and is to be determined by teachers to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing, and encourages education professionals to pause and review when necessary. A number of hands-on activities are included in the lessons, as are graphic organizers to assist students with learning the content presented in the lessons.

Supplemental Guide Contents

The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas, and introduces language and knowledge needed for more complex text. The *Supplemental Guide*'s focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills who may not be exposed to the kind of academic language found in written texts outside of a school setting.

Modified Read-Alouds

The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. You may notice that not all of the read-alouds in the *Tell It Again! Read-Aloud Anthology* appear in the corresponding *Supplemental Guide*. Some of the read-alouds were omitted to provide ample time for teachers to review read-aloud content and language, and to engage students in extended dialogue about the text. Nonetheless, students who listen to the *Supplemental Guide* read-alouds will learn about the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology*.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations—where students can engage in meaningful, collaborative discussions with their teacher and peers—is an important catalyst to oral language development.

Tips and Tricks for Managing the Flip Book During the Read-Alouds

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson. It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image, without fumbling through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next:

- Number the Flip Book thumbnails in each read-aloud lesson of the *Supplemental Guide*. Place correspondingly numbered sticky notes, staggered, and in the order Flip Book images will be shown, projecting from the side of the Flip Book (i.e., if the number “3” is written next to an image thumbnail in the read-aloud, write the number “3” on a sticky note, and then place this on the appropriate image so the sticky note projects from the side of the Flip Book).
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the Supplemental Guide (e.g. 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible on the sides.
- If you need to show images from two separate, non-consecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers, which are generally categorized as follows:

- Tier 1 words are those that are likely in the basic repertoire of native English speaking students—words such as *baby*, *climb*, and *jacket*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *analysis*, *create*, and *predict*.
- Tier 3 words are content-area specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words like *photosynthesis*, *alliteration*, and *democracy*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and they may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model

the use of these words as much as possible before, during, and after each individual lesson. The Vocabulary Chart could also be a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, interrelations between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in complex written texts. Vocabulary Instructional Activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of

these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, as well as the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom. Further, it outlines teaching strategies that address those challenges.

English Language Learners

The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology* and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English, but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an education setting.

Language Acquisition Stage	Comprehension and Production	Accommodations and Support Strategies
Preproduction (“The Silent Period”)	<ul style="list-style-type: none"> • Produces little or no English • May refuse to say or do anything • Responds in nonverbal ways • Has a minimal receptive vocabulary in English 	<ul style="list-style-type: none"> • Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use Total Physical Response (TPR) to indicate comprehension (point, nod, gestures) • Use lessons that build receptive vocabulary • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content • Use simple questions that require simple nonverbal responses (e.g., “Show me . . . ,” “Circle the . . . ”) • Use a slow rate of speech and emphasize key words • Model oral language, but do not force student to produce oral language
Early Production	<ul style="list-style-type: none"> • Responds with one- or two-word phrases • Understands basic phrases and words • Uses abundant fillers (e.g., “er” and “um” when speaking) • Includes frequent, long pauses when speaking • Has basic level of English vocabulary (common words and phrases) 	<ul style="list-style-type: none"> • Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses • Use small-group activities • Use charades and linguistic guessing games • Use role-playing activities • Use lessons that expand receptive and expressive vocabulary • Use increasingly more difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> • Yes/no questions • Either/or questions • Questions that require short answers • Open-ended questions to encourage expressive responses • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content • Allow for longer processing time • Continue to allow participation to be voluntary

Speech Emergence (Low Intermediate)	<ul style="list-style-type: none"> • Speaks in short phrases and simple sentences • Makes multiple grammatical errors • Begins to use context to infer the meanings of unknown words heard or read • Can produce some narratives and understand some details of a story • Uses many fillers (e.g., “um” and “like” when speaking) • Repeats individual phrases multiple times • Has a much larger receptive than expressive vocabulary in English 	<ul style="list-style-type: none"> • Model correct language forms • Use more complex stories and books • Start to focus on Tier 2 vocabulary • Pair with high-level English speakers for activities and discussions focused on the English language • Provide some extra time to respond • Use increasingly difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> • Questions that require short sentence answers • <i>Why</i> and <i>how</i> questions • Questions that check for literal and abstract comprehension • Engage students in producing language
Intermediate Fluency (High Intermediate)	<ul style="list-style-type: none"> • Engages in conversations • Produces connected narrative • Makes few grammatical errors • Uses some fillers when speaking • Shows good comprehension • Has and uses expanded vocabulary in English 	<ul style="list-style-type: none"> • Model correct language forms • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Pair with native English speakers • Use questions that require opinion, judgment, and explanation
Advanced Fluency	<ul style="list-style-type: none"> • Uses English that nearly approximates the language of native speakers • Understands most conversations and can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences. • Has and uses an enriched vocabulary in English 	<ul style="list-style-type: none"> • Continue to build background knowledge • Build high-level/academic language • Expand figurative language (e.g., by using metaphors and idioms) • Focus on high-level concepts • Pair with students who have a variety of skills and language proficiencies • Use questions that require inference and evaluation

(Adapted from Hirsch and Wiggins 2009, 362–364; Smyk et al. forthcoming)

Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on needs of the class, and then follow each portion of the lesson with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

Goals and Expectations

Make sure students know the purpose and the desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance the retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, storymaps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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Alignment Chart

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Lesson

Alignment Chart for The Human Body

Core Content Objectives	Lesson					
	1	2	3	4	5	6
Explain that the human body is a network of systems	✓					✓
Identify the five body systems: skeletal, muscular, digestive, circulatory, and nervous	✓					✓
Identify the skeletal system		✓				
Recall basic facts about the skeletal system		✓				
Identify the muscular system		✓				
Recall basic facts about the muscular system		✓				
Define the heart as a muscle that never stops working		✓				
Explain the importance of a balanced diet			✓			
Identify the component food groups in a balanced diet			✓			
Identify the digestive system			✓			
Recall the basic facts about the digestive system			✓			
Identify the circulatory system				✓		
Recall basic facts about the circulatory system				✓		
Explain the importance of exercise and a balanced diet for a healthy heart				✓		
Identify the nervous system				✓		
Recall basic facts about the nervous system				✓		
Identify the brain as the body's control center				✓		
Explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health					✓	✓

Alignment Chart for The Human Body

Lesson

		1	2	3	4	5	6
Explain the importance of regular checkups						✓	
Explain that germs can cause disease in the body						✓	
Reading Standards for Informational Text: Grade 1							
Key Ideas and Details							
STD RI.1.1	Ask and answer questions about key details in a text.						
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational read-aloud			✓			
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships			✓			
STD RI.1.2	Identify the main topic and retell key details of a text.						
CKLA Goal(s)	Identify the main topic and retell key details of a nonfiction/informational read-aloud			✓			
STD RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.						
CKLA Goal(s)	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud	✓	✓	✓	✓	✓	
Craft and Structure							
STD RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.						
CKLA Goal(s)	Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions			✓			
Integration of Knowledge and Ideas							
STD RI.1.7	Use the illustrations and details in a text to describe its key ideas.						
CKLA Goal(s)	Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas			✓			
STD RI.1.8	Identify the reasons an author gives to support points in a text.						
CKLA Goal(s)	Identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud		✓	✓	✓	✓	✓
STD RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).						
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds		✓				✓

Alignment Chart for The Human Body

Lesson

		1	2	3	4	5	6
Range of Reading and Level of Text Complexity		Lesson					
		1	2	3	4	5	6
STD RI.1.10	With prompting and support, read informational texts appropriately complex for Grade 1.						
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3			<input checked="" type="checkbox"/>			
Writing Standards: Grade 1							
Text Types and Purposes							
STD W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.						
CKLA Goal(s)	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that includes mention of a topic, some facts about the topic, and some sense of closure		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Research to Build and Present Knowledge							
STD W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds			<input checked="" type="checkbox"/>			
	With assistance, categorize and organize facts and information within a given domain to answer questions		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Speaking and Listening Standards: Grade 1							
Comprehension and Collaboration							
STD SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.						
STD SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).						
CKLA Goal(s)	Use agreed-upon rules for group discussion (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)			<input checked="" type="checkbox"/>			
STD SL.1.1b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.						
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	

Alignment Chart for The Human Body


Lesson

		1	2	3	4	5	6
STD SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.						
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud			<input checked="" type="checkbox"/>			
STD SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.						
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud			<input checked="" type="checkbox"/>			
Presentation of Knowledge and Ideas							
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.						
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly			<input checked="" type="checkbox"/>			
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.						
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
STD SL.1.6	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 on page 36 for specific expectations.)						
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation			<input checked="" type="checkbox"/>			
Language Standards: Grade 1							
Vocabulary Acquisition and Use							
STD L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
STD L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).						
CKLA Goal(s)	Use personal, possessive, and indefinite pronouns orally and in own writing		<input checked="" type="checkbox"/>				
STD L.1.1f	Use frequently occurring adjectives.						
CKLA Goal(s)	Identify and use adjectives orally and in own writing.	<input checked="" type="checkbox"/>					
STD L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.						
CKLA Goal(s)	Build simple and compound declarative, interrogative, and exclamatory sentences orally in response to prompts.			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Alignment Chart for The Human Body

Lesson

		1	2	3	4	5	6
STD L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.						
STD L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.						
CKLA Goal(s)	Use sentence-level context as a clue to the meaning of a word or phrase	✓	✓	✓	✓	✓	
STD L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.						
CKLA Goal(s)	Use frequently occurring affixes as a clue to the meaning of a word		✓	✓	✓		
STD L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.						
STD L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.						
CKLA Goal(s)	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent		✓			✓	
	Provide examples of common synonyms and antonyms			✓	✓		
STD L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).						
CKLA Goal(s)	Identify real-life connections between words and their use						✓
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).						
CKLA Goal(s)	Learn the meaning of common sayings and phrases					✓	
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)						✓


 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



The Human Body

Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching *The Human Body* domain. The *Supplemental Guide* for *The Human Body* contains six lessons. The first and last lessons are one instructional day each. The four lessons in between span two instructional days.

Lesson Structure

Instructional Day 1

On the first instructional day Parts A and B of the lesson (60 minutes total) are to be covered at different intervals during the day. Part A (40 minutes) includes:

- Introducing the Lesson
- Presenting the Interactive Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening and 25 minutes for Purpose for Listening, Presenting the Interactive Read-Aloud, and Discussing the Read-Aloud.

Note: The following lessons contain combined read-alouds: “Bones and Muscles” (Lesson 2), “Balanced Diet and Digestion” (Lesson 3), and “My Heart and Brain” (Lesson 4). You may wish to split the read-aloud and its accompanying comprehension questions into two sessions. Look for the dashed lines in the read-aloud and comprehension questions for the logical lesson break.

Later in the day, Part B (20 minutes) will be covered and includes the activities unique to the *Supplemental Guide*:

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

Each activity may take up to 5 minutes to complete. The Multiple Meaning Word Activity helps students to determine and clarify the different meanings of words. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity focuses on building students' general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an End-of-Lesson Check-In; this is a dual opportunity for the teacher to focus on a select group of students to directly assess the students' language and content knowledge in a low-stress environment; moreover, the teacher can gauge which students may be in need of additional language or content support.

Instructional Day 2

On the second instructional day, Parts C and D of the lesson (60 minutes total) are to be covered at different intervals during the day. Part C (40 minutes) includes:

- Reviewing the Read-Aloud
- Presenting the Informational Read-Aloud
- Discussing the Read-Aloud

If necessary, Part C can be divided into two sessions with 10 minutes for Reviewing the Read-Aloud up to Purpose for Listening and 30 minutes for Purpose for Listening, Presenting the Informative Read-Aloud, and Discussing the Read-Aloud.

Note: The following lessons contain combined read-alouds: “Bones and Muscles” (Lesson 2), “Balanced Diet and Digestion” (Lesson 3), and “My Heart and Brain” (Lesson 4). You may wish to split the read-aloud and its accompanying comprehension questions into two sessions. Look for the dashed lines in the read-aloud and comprehension questions for the logical lesson break.

Later in the day, Part D (20 minutes) will be covered and includes the extension activities of the related lesson in the *Tell It Again! Read-Aloud Anthology for The Human Body*.

This domain contains a Pausing Point after Lesson 3. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fourteen days total on this domain.**

Week One: Read-Aloud Anthology				
Day 1	Day 2 #	Day 3	Day 4	Day 5 #
Lesson 1A: “Everybody Has a Body” (40 min.)	Lesson 2A: “The Body’s Framework” (40 min.)	Lesson 3A: “Marvelous Moving Muscles” (40 min.)	Lesson 4A: “Chew, Swallow, Squeeze, and Churn” (40 min.)	Lesson 5A: “The Body’s Superhighway” (40 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.
Week One: Supplemental Guide				
Day 1 # 10	Day 2 # 10	Day 3 # 10	Day 4 # 10	Day 5 10
Lesson 1A: “Everybody Has a Body” (40 min.)	Lesson 2A: “Bones and Muscles” (Day 1 of 2) (40 min.)	Lesson 2C: “Bones and Muscles” (Day 2 of 2) (40 min.)	Lesson 3A: “Balanced Diet and Digestion” (Day 1 of 2) (40 min.)	Lesson 3C: “Balanced Diet and Digestion” (Day 2 of 2) (40 min.)
Lesson 1B: SG Activities (20 min.)	Lesson 2B: SG Activities (20 min.)	Lesson 2D: Extensions (20 min.)	Lesson 3B: SG Activities (20 min.)	Lesson 3D: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two: Read-Aloud Anthology				
Day 6	Day 7 # 10	Day 8	Day 9 #	Day 10
Lesson 6A: “Control Central: The Brain” (40 min.)	Pausing Point (60 min.)	Lesson 7A: “Dr. Welbody’s Heroes” (40 min.)	Lesson 8A: “Five Keys to Health” (40 min.)	Lesson 9A: “The Pyramid Pantry” (40 min.)
Lesson 6B: Extensions (20 min.)		Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.
Week Two: Supplemental Guide				
Day 6 # 10	Day 7 10	Day 8 10	Day 9 # 10	Day 10 10
Pausing Point (60 min.)	Lesson 4A: “My Heart and Brain” (Day 1 of 2) (40 min.)	Lesson 4C: “My Heart and Brain” (Day 2 of 2) (40 min.)	Lesson 5A: “Five Keys to Health” (Day 1 of 2) (40 min.)	Lesson 5C: “Five Keys to Health” (Day 2 of 2) (40 min.)
	Lesson 4B: SG Activities (20 min.)	Lesson 4D: Extensions (20 min.)	Lesson 5B: SG Activities (20 min.)	Lesson 5D: Extensions (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three			
Day 11 #	Day 12 #	Day 13 10	Day 14 #
Lesson 6A: “What a Complicated Network” (40 min.)	Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)
Lesson 6B: Extensions (20 min.)			
60 min.	60 min.	60 min.	60 min.

10 Lessons include Student Performance Task Assessments.

Lessons requiring advance preparation and/or additional materials; please plan ahead.

Use this chart to see how lessons in the *Tell It Again! Read-Aloud Anthology for The Human Body* correlate with the lessons in the *Supplemental Guide*.

Lesson Match-up for The Human Body	
Anthology	Supplemental Guide
Lesson 1: Everybody Has a Body	Lesson 1: Everybody Has a Body
Lesson 2: The Body's Framework	Lesson 2: Bones and Muscles
Lesson 3: Marvelous Moving Muscles	Lesson 2: Bones and Muscles
Lesson 4: Chew, Swallow, Squeeze, and Churn	Lesson 3: Balanced Diet and Digestion
Lesson 5: The Body's Superhighway	Lesson 4: My Heart and Brain
Lesson 6: Control Central: The Brain	Lesson 4: My Heart and Brain
Lesson 7: Dr. Welbody's Heroes	Culminating Activities
Lesson 8: Five Keys to Health	Lesson 5: Five Keys to Health
Lesson 9: The Pyramid Pantry	Lesson 3: Balanced Diet and Digestion
Lesson 10: What a Complicated Network!	Lesson 6: What a Complicated Network!

Lesson Implementation

For the lessons that are two instructional days each, it is highly recommended to do the interactive read-aloud on the first day. During the interactive read-aloud, the teacher facilitates discussion and active exploration of the different body systems to activate students' curiosity about the body's systems and their functions.

Note: Students are not expected to have prior knowledge about their body systems. The purpose of the interactive read-aloud is to give students exposure to lesson-related images and vocabulary.

The interactive read-aloud on Day 1 is to prepare students to take in the facts and information during the informational read-aloud on Day 2. During the informational read-aloud, the teacher takes on the central role as the “ideal reader” to present information and model proper language use.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances a group of three would benefit beginning ELLs and an older student or adult volunteer may be a better arrangement for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers and Domain-Wide Activities

Several different organizers and activity suggestions are included to aid students in their learning of the content in *The Human Body* domain.

- Songs and Chants for *The Human Body* (Instructional Master 1A-1) can be used to help students remember facts about the five body systems. Each rhyme has its own gestures and can be sung to the

familiar tune of “Row, Row, Row Your Boat.” You may want to write up these rhymes, attach the related image card of the system, and hang them up around the room.

- Response Cards for *The Human Body* (Instructional Master 1B-1) are a set of body system images that students can hold up in response to questions. You may wish to have students use these Response Cards during the End-of-Lesson Check-In or find other opportunities to use them throughout this domain. The images should be cut out and placed in a zip-top bag when they are not being used.
- *The Human Body Know-Wonder-Learn* Chart will be used throughout this domain for the class to show what they already know (K), what they wonder (W), and what they have learned (L). This chart can be used during discussions about the different body systems. It also includes a question for each body system which highlights the use of certain question words (e.g., *how many* and *which*). (See Instructional Master 2A-1 for a template of this KWL Chart. You may wish to use the Response Cards for *The Human Body* for the left-most column of the chart.)
- *Body Systems Charts* (one per body system, five total) and image sheet (Instructional Master 2D-3) can be used to help students organize information about each body system. Students can refer to their *Body System Charts* during discussions. They may also work together with home-language peers to fill them in. You may wish to supply additional relevant images for each chart.
- *My Body Systems Booklet* (Instructional Master 2D-4) is an informational writing project students will work on for most of the domain. Make sure that students understand the goal is not for them to draw the systems perfectly but to become more aware of the system and its parts. Have students choose *one* body system to draw each time the class does this activity. You may wish to have students take a page home to draw one of the other body systems. A cover page for this booklet is included (Instructional Master 2B-5).
- *Five Keys to Health* (Instructional Master 5A-1) can be used to help students remember information for each key to health. Students may refer to it during discussion and use it during Part 3 of the Domain Assessment.

Anchor Focus in The Human Body

This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of focus
Writing	W.1.2	“My Body Systems” booklet: Informational text: <i>booklet, model, sketch, sentence</i>
	W.1.8	Human Body KWL chart: Recall and review information to answer a question Body Systems chart & Six Keys to Health chart: Categorize and organize facts from the read-alouds: <i>chart, recall, I already know . . . , update, review, record, I learned. . . , check for accuracy</i>
Speaking and Listening	SL.1.1c	Ask questions to clarify information about the read-aloud: <i>I have a question about . . . , I’m not sure about . . . , Can you please tell me . . . , I am confused about . . .</i>
	SL.1.5	Add drawing or other visual displays to “My Body Systems” booklet: <i>sketch, drawing, description</i>
Language	L.1.1d	Use personal, possessive, and indefinite pronouns
	L.1.1f	Use frequently occurring adjectives
	L.1.1j	Produce and expand different types of sentences

Domain Components

Along with this Supplemental Guide, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *The Human Body*
- *Tell It Again! Image Cards* for *The Human Body*
- *Tell It Again! Read-Aloud Anthology* for *The Human Body* for reference

*The *Tell It Again! Multiple Meaning Word Posters* for *The Human Body* are found at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Grade 1 Teacher Handbook*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

Why The Human Body Is Important

The primary focus of the first half of this domain is to provide students with a basic introduction to the human body. An interactive approach is taken throughout this domain. Students will be asked to explore and make discoveries about their own bodies. The narrator of these read-alouds, a rhyming pediatrician, will share rhymes that reinforce basic facts that students are expected to learn. They will be introduced to a network of body systems, comprised of organs that work together to perform a variety of vitally important jobs. They will learn the fundamental parts and functions of three out of the five body systems addressed in this domain—the skeletal, muscular, and digestive systems. Students will learn the importance of a well-balanced diet along with the digestive system; a balanced diet will be reinforced in the second part of the domain.

The second half of this domain presents two more body systems, the circulatory and nervous systems, then focuses upon care and maintenance of the human body. Students will be taught five keys to health—eat well, exercise, sleep, keep clean, and regular checkups. This domain will provide students with the rudimentary lessons they need in order to develop healthy living habits.

Note: Lessons in this domain refer to several key body parts. It is highly recommended that you verify students’ knowledge and ability to locate key body parts, such as: head, eyes, mouth, neck, back, stomach, heart, arm, hand, fingers, wrist, leg, knee, and foot. At the beginning of this domain and throughout the lessons, you may wish to play a quick game of “Dr. Welbody Says” (a variation of “Simon Says”) and have students touch or do some action with the body parts related to a particular lesson.

What Students Have Already Learned in Core Knowledge

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten

The following Kindergarten domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *The Human Body*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

The Five Senses

- Identify and describe the five senses: sight, hearing, smell, taste, and touch
- Identify the body parts associated with the five senses
- Provide simple explanations about how the eyes, ears, nose, tongue, and skin work
- Describe how the five senses help people learn about their world
- Describe some ways the five senses help protect people from harm
- Describe ways people take care of their bodies and protect them from harm
- Describe the experiences and challenges of someone who is blind or deaf

Note: Teachers should not expect a great deal of carry-over from this Kindergarten domain. Please scaffold and explain the five senses as they pertain to this domain, in particular, Lessons 3 and 4.

Core Vocabulary for The Human Body

The following list contains the core vocabulary words in *The Human Body* in the form in which they appear in the read-alouds. All instances where core vocabulary is used are boldfaced to make apparent the context in which core vocabulary appears and to provide a quick way for teachers to identify these words. The inclusion of the words on this list does not mean that students are expected to immediately be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

human
network
organs
oxygen
systems

Lesson 2

joint
skeletal system
skeleton
skull
spine
support

involuntary
muscles
muscular system
tendons
voluntary

Lesson 3

balanced diet
nutrients
pyramid

digestion
digestive system
esophagus
intestine
stomach

Lesson 4

blood
blood vessels
circulatory system
heart
pulse

brain
nerves
nervous system

Lesson 5

exercising
healthy
nutritious
germs

Lesson 6

complicated

In addition to this core vocabulary list, every lesson includes its own Vocabulary Chart. Words in this chart either appear several times in the Read-Aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the General Service list of the 2000 most common English words or part of the Dale-Chall list of 3000 words commonly known by Grade 4. Moreover, a conscious effort has been made to include words from the Primary Priority Words according to Biemiller’s (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for Bones and Muscles			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	ankle elbow joint knee muscle skeleton skull	<i>attach</i> control curved/straight <i>explore</i> first, next, finally protect support* voluntary/ involuntary*	bone heart hidden large/tiny muscle thumb
Multiple meaning	<u>spine</u>		move stand
Phrases	muscular system skeletal system	work together come in all shapes and sizes	
Cognates	esqueleto sistema esquelético sistema muscular	control curvo(a) <i>explorar</i> finalmente proteger voluntario* involuntario*	músculo

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford.

2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus, OH: SRA/McGrawHill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.
4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

Comprehension Questions

In the *Supplemental Guide* for *The Human Body*, there are three types of comprehension questions.


Literal questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.1.1) and Reading Standards for Informational Text 1 (RI.1.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.1.2–RL.1.4) and Reading Standards for Informational Text 2–4 (RI.1.2–RI.1.4).


Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.1.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.1.9) and Reading Standards for Informational Text 9 (RI.1.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.1.7) and Reading Standards for Informational Text 7 (RI.1.7) are addressed as well.


Student Performance Task Assessments

In the *Supplemental Guide for The Human Body*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities, like the End-of-Lesson Check-In and some Extension activities, to more formal written assessments, like the Domain Assessment. Student Performance Task Assessments (SPTA) are identified with this icon: . There is also an end-of-domain summative assessment that evaluates each student's retention of vocabulary and core content targeted in *The Human Body*. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Supplemental Guide for The Human Body*, there are numerous opportunities in the lessons and the Pausing Points to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled "Above and Beyond" and are identified with this icon: .

Supplemental Guide Activities

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities and are identified with this icon: . These activities afford all students additional opportunities to acquire a richer understanding of the English language. In addition, several multiple-meaning words in the read-alouds are underlined with accompanying sidebars explaining some of the more common alternate meanings of these words.

Recommended Resources for The Human Body

Trade Book List

The *Supplemental Guide* includes a number of opportunities in Extensions, Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *All About Scabs*, by Genichiro Yagyu (Random House Adult Trade Publishing Group, 1998) ISBN 0916291820
2. *The Busy Body Book*, by Lizzy Rockwell (Random House Children's Books, 2008) ISBN 0553113747
3. *The Circulatory System (Human Body Systems)*, by Helen Frost (Capstone Press, 2006) ISBN 0736887768
4. *The Digestive System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000) ISBN 0736806490
5. *Eat Healthy, Feel Great*, by William Sears, M.D., Martha Sears, R.N., and Christie Watts Kelly (Little, Brown and Company, 2002) ISBN 0316787086
6. *Eating Well (Looking After Me)*, by Liz Gogerly and Mike Gordon (Crabtree Publishing Company, 2009) ISBN 0778741176
7. *Exploring Health (A Sense of Science)*, by Claire Llewellyn (Sea-to-Sea Publications, 2009) ISBN 1597711296
8. *First Encyclopedia of the Human Body (Usborne Internet-Linked)*, by Fiona Chandler (Usborne Books, 2004) ISBN 079450695X
9. *Germs Make Me Sick!*, by Melvin Berger (Scott Foresman, 1995) ISBN 0064451542
10. *Healthy Eating*, by Claire Llewellyn (QEB Publishing, 2006) ISBN 1595661920

11. *Healthy Eating (Science Everywhere!)*, by Helen Orme (New Forest Press, 2010) ISBN 1848982895
12. *Hear Your Heart (Let's-Read-and-Find-Out Science: Stage 1)*, by Paul Showers (Perfection Learning, 2001) ISBN 0812458206
13. *How Bodies Work (I Know That!)*, by Claire Llewellyn (Sea-to-Sea Publishing, 2007) ISBN 1597710237
14. *How Does Your Brain Work? (Rookie Read-About Health)*, by Don L. Curry (Children's Press, 2004) ISBN 0516278533
15. *How to Stay Healthy (I Know That!)*, by Claire Llewellyn (Sea-to-Sea Publishing, 2007) ISBN 1597710244
16. *The Human Body*, by Gallimard Jeunesse and Sylvaine Peyrols (Scholastic Reference, 2007) ISBN 0439910889
17. *It's Catching: Colds*, by Angela Royston (Heinemann, 2001) ISBN 1588102270
18. *Louis Pasteur*, by Kremena Spengler (Capstone Press, 2003) ISBN 0736834419
19. *The Magic School Bus Inside the Human Body*, by Joanna Cole (Scholastic Press, 1990) ISBN 0590414275
20. *Me and My Amazing Body*, by Joan Sweeney (Dragonfly Books, 2000) ISBN 0375806237
21. *The Muscular System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000) ISBN 0736806504
22. *My Body (Science Books S)*, by Patty Carratello (Teacher Created Resources, 2004) ISBN 1557342113
23. *My First Visit to the Doctor*, by Eve Marleau and Michael Garton (QEB Publishing, 2009) ISBN 1595669872
24. *My Healthy Body*, by Bobbie Kalman (Crabtree Publishing Company, 2010) ISBN 9780778794714
25. *The Nervous System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000) ISBN 0736806512
26. *Oh, the Things You Can Do That Are Good for You!*, by Tish Rabe and illustrated by Aristides Ruiz (Random House, Inc., 2001) ISBN 0375810986

27. *The Skeletal System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000) ISBN 0736806539
28. *Stay Fit (Snap Books: Healthy Me)*, by Sara R. Hunt (Capstone Press, 2011) ISBN 1429672935
29. *Think, Think, Think: Learning About Your Brain (Amazing Body)*, by Hill Nettleton (Picture Window Books, 2006) ISBN 1404805036
30. *Tiny Life on Your Body*, by Christine Taylor-Butler (Children’s Press, 2006) ISBN 0516254804
31. *Under Your Skin: Your Amazing Body*, by Mick Manning (Albert Whitman & Company, 2007) ISBN 0807583138
32. *What Happens to a Hamburger? (Let’s-Read-and-Find-Out Science, Stage 2)*, by Paul Showers and illustrated by Edward Miller (HarperCollins, 2001) ISBN 0064451836
33. *Your Insides*, by Joanna Cole (Price Stern Sloan, 1992) ISBN 0399221239

Websites and Other Resources

Student Resources

1. **Children’s Museum of New York**
http://www.cmom.org/explore/exhibits/eat_sleep_play_building_health_every_day
2. **Digestive System Video**
http://kidshealth.org/kid/htbw/_bfs_DSmoviesource.html
3. **Food Plate “Blast Off Game”**
http://www.fns.usda.gov/multimedia/Games/Blastoff/BlastOff_Game.html
4. **Kids’ Biology**
http://www.kidsbiology.com/human_biology/index.php
5. **A Kid’s Guide to Shots**
http://kidshealth.org/kid/stay_healthy/body/guide_shots.html
6. **Kids’ Health Skeletal System Video**
http://kidshealth.org/kid/htbw/_bfs_SSmoviesource.html
7. **Muscular System Video**
http://www.makemegenius.com/video_play.php?id=100
8. **Nervous System Video**
http://kidshealth.org/kid/htbw/_bfs_NSmoviesource.html

Teacher Resources

9. Circulatory System Video

<http://www.neok12.com/php/watch.php?v=zX760b6c717d557e72515c02&t=Circulatory-System>

10. Heart and Healthy Living

http://www.mplsheartfoundation.org/kids/lets_learn.html

11. The Human Brain

http://www.learner.org/series/discoveringpsychology/brain/brain_flash.html



Everybody Has a Body

1

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Explain that the human body is a network of systems
- ✓ Identify the five body systems: skeletal, muscular, digestive, circulatory, and nervous

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between organs and systems that form the network called the human body (RI.1.3)
- ✓ Carry on and participate in conversations by responding to the comments of others (SL.1.1b)
- ✓ Use sentence-level context as a clue to the meaning of *organs* (L.1.4a)
- ✓ Use adjectives to add detail to nouns in sentences created orally in shared language exercises (L.1.1f)
- ✓ Identify real-life connections between words—*human*, *rhyme*, *organ*, and *system*—and their use (L.1.5c)

Core Vocabulary

human, *adj.* Relating to or characteristic of people

Example: Sometimes it seemed as if her dog had human emotions.

Variation(s): none

network, *n.* A group of interconnecting parts or systems that work together as a unit

Example: The boy created a network of roads for his toy car.

Variation(s): networks

organs, n. Body parts that perform specific functions
Example: All of the organs in your body work to keep you healthy.
Variation(s): organ

oxygen, n. A gas in air and water that is necessary for life on Earth
Example: Humans take oxygen into their lungs from the air they breathe.
Variation(s): none


systems, n. Groups of organs that work together in the human body
Example: Human body systems include the digestive system and the circulatory system.
Variation(s): system

Vocabulary Chart for Everybody Has a Body			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	human lungs oxygen stomach	alike/different although job network next/finally systems*	brain heart hobby <i>rhyme/rhyming</i> stomach
Multiple meaning	<u>organs</u>	like	
Phrases	skeletal system muscular system digestive system circulatory system nervous system	work together	
Cognates	humano(a) el oxígeno estómago <u>el órgano</u> sistema esquelético sistema muscular sistema digestivo sistema circulatorio sistema nervioso	diferente finalmente el sistema*	hobby <i>rimar</i>

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that this image sequence includes images from two lessons and is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 1A-1: Meet Dr. Welbody
2. 1A-2: Dr. Welbody
3. 1A-3: Diverse People
4. 1A-4: Diagram of the human body
5. 1A-6: Diagram of the full human body
6. 10A-4–10A-8: [Images of the body systems; show one by one]
7. 1A-6: Diagram of the full human body
8. 1A-8: Meet Dr. Welbody

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Domain Introduction		15
	Body Systems Overview	Images 10A-4–10A-8; example “My Body Systems” booklet	
	Vocabulary Preview: Human, Rhyme		
	Purpose for Listening		
Presenting the Read-Aloud	Everybody Has a Body	Instructional Master 1A-1	15
Discussing the Read-Aloud	Comprehension Questions		10
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Organs	Poster 1M (Organs)	20
	Syntactic Awareness Activity: Conversations		
	Vocabulary Instructional Activity: Systems	pictures of different systems: bus system, library system, highway system, telephone system, heating system	
	End-of-Lesson Check-In	Instructional Master 1B-1	
Take-Home Material	Family Letter	Instructional Masters 1B-2–1B-4	

Advance Preparation

Prepare a completed example of a “My Body Systems” booklet for students to preview before making their own booklet. Make five copies of Instructional Master 2D-4 and draw a rough sketch of a body system on each copy.

For Vocabulary Instructional Activity, find pictures of different kinds of systems (e.g., bus system, library system, highway system, telephone system) to help students recognize that different parts of a system work together to do a job.

Prepare a copy of Instructional Master 1B-1 for each student. Refer to them as the Response Cards for each body system. Students can use these Response Cards for discussion, review, and to answer questions.

Note to Teacher

Use images of the different body systems in Lesson 10 as a preview of the different systems and to help students become familiar with the way each system looks.

Cover the labels on Image 1A-6 and reveal them one by one as the organs are introduced in the lessons.

At the end of the read-aloud, you may wish to draw three concentric circles on chart paper or the board. Write *organs* in the center, *systems* in the middle, and *network* in the outer circle. Refer back to these circles as you talk about these terms.



Everybody Has a Body

1A

Introducing the Read-Aloud

15 minutes



Domain Introduction

← Show image 1A-1: Meet Dr. Welbody

- Point to the picture of Dr. Welbody. Ask students who they think Dr. Welbody is. Some may answer “doctor.” Explain that there are many different kinds of doctors with different jobs like dentists for teeth, obstetricians for delivering babies, and dermatologists for skin. Then tell students that the doctor who cares for children is called a pediatrician. Dr. Welbody is a pediatrician.
 - Have students repeat *pediatrician* three times.
 - Tell students to ask their partners the following questions:
 - What is your pediatrician’s name?
 - Is your pediatrician a man or a woman?
 - Why do you go to your pediatrician?
 - What kinds of things does your pediatrician’s office have?
- [Have students ask and answer these questions one at a time. Encourage them to use *pediatrician* in their questions and answers.]
- Tell students that Dr. Welbody takes care of sick children but that she also knows how to help children stay healthy.
 - Tell students that with the help of Dr. Welbody, they will learn about their own bodies and how their bodies work. Explain to them that their bodies are made up of many parts. Some parts are visible—or can be seen, while others are hidden inside their bodies.



Body Systems Overview

← Show images 10A-4–10A-8 one at a time

- Display each body system image one at a time. Have the students repeat each body system’s name with you. Allow students to take a good look at each picture and then tell you or their partner what they see in each picture. Tell them that they will learn about each of the five body systems: the skeletal, muscular, digestive, circulatory, and nervous systems.
- Tell students that throughout this domain, they will make their own “My Body Systems” booklet. Explain that each page of the booklet will be about a body system. Students will draw what the body system looks like and write a sentence about it. Show students a completed “My Body Systems” booklet.

Vocabulary Preview

Human

1. Dr. Welbody is going to help us learn about the *human* body.
2. Say the word *human* with me three times.
3. *Human* means a person or acting like a person.
4. All people are human.
Humans can learn and use language.
5. Tell your partner some examples of what it is to be human. For example, “To be friends with one another is human.” Or, “[A student’s name] is human.” Then tell your partner some examples of what is not human. For example, “To have wings is not human.” Or, “Dogs are not human.” Each person gets three turns. Remember to use complete sentences.

Rhyme

1. Dr. Welbody likes to *rhyme*.
2. Say the word *rhyme* with me three times.
3. *Rhyme* means that the words end with the same sound. When you put rhyming words together, that makes a short poem.
4. The word *cat* and the word *hat* rhyme.
5. Tell your partner words that you know that rhyme. For example, “*Map* and *lap* rhyme.” Each person gets three turns. Remember to use complete sentences.

Purpose for Listening

Tell students that they will listen to this read-aloud one time to introduce them to their different body systems. The main purpose of this read-aloud is to show students that all their body systems work together to form the network called their human body. Tell them to listen carefully to find out what is hidden inside their bodies.

By the end of the lesson, students should be able to:

- ✓ Explain that the human body is a network of systems



Everybody Has a Body

← Show image 1A-1: Meet Dr. Welbody

Hello! I'm Dr. Welbody.

[Point to Dr. Welbody and tell students to say, "Hi, Dr. Welbody."]

I am a rhyming pediatrician. Being a pediatrician is my job like being a student is your job. A job is the work someone does. Although being a pediatrician is my job, rhyming is my hobby—it's what I like to do for fun when I have free time. I think it is fun to make up rhymes! Do you remember what *rhyme* means?

[Call on two students to answer.]



← Show image 1A-2: Dr. Welbody

Here is a rhyme I made up about my favorite thing: the **human** body.

[Have students repeat after you.]

Ev'ry body has a body

[Point to your body.]

All folks from A to Z

[Point across the room to all students.]

I have one, you have one, she has one, he has one;

[Point to self, other, a girl, and a boy.]

*Our **systems** are so neat!*



← Show image 1A-3: Diverse people

What do you see in this picture?

[Call on several students to answer.]

Now ask your partner: "What parts of my body can you see?"

[Tell students to look at their partner to see what parts of their partner's body they can see. Allow thirty seconds for students to talk.]

[Point to different examples in the picture as you give the description.]

You can see skin, hair, and eyes. Skin comes in different colors. Hair can be curly, wavy, or straight. Eyes can be brown, blue, or green. **Humans** are all different sizes and ages, too.

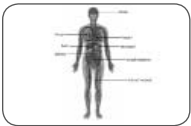


← **Show image 1A-4: Diagram of the human body**

Although people may look different from one another on the outside, on the inside all **humans** are alike. All **humans** have **organs**, like a stomach and a heart, inside of them. **Organs** are body parts that have a special job. Your stomach is an organ; it helps to digest the food you eat. Your heart is an organ, too. It helps to pump blood throughout your body.

[Point to the stomach and heart in the picture. Ask students to look at their partner to see if they can see their partner’s stomach or heart.]

The **organs** work together in **systems** to keep each person alive and healthy. **Systems** are more than one **organ** in your body working together to do a job. Your **organs** and **systems** are mostly hidden inside your body where you cannot see them.



← **Show image 1A-6: Diagram of the human body**

Can you touch your stomach or tummy?

[Have or help students locate their stomachs.]

This is where food goes after you swallow it.

[Point to the stomach in the diagram.]

Next, put your hands on your chest and take a deep breath.

[Have or help students locate their chest area. Have students put their hands on their chest and take a deep breath.]

When you do this your lungs inside your chest are filling up with air. In the air there is **oxygen**. We need **oxygen** from the air to stay alive.

[Ask students to breathe in deeply and say, “Oxygen.”]

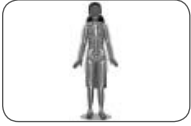
Finally, gently put your hands on your head. Do you know what important thing is hidden inside your head?

[Pause for student responses.]

Inside your head is your brain. Your brain helps you do many, many things like learn, see, and talk.

What else do you think your brain helps you to do?

[Call on a few students to share.]

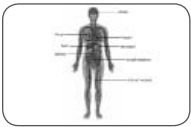


← **Show images 10A-4–10A-8 one by one**

[Have students repeat the name of each system with you as you show the image for each system.]

During our time together, I am going to teach you about the skeletal **system**, muscular **system**, digestive **system**, circulatory **system**, and nervous **system**.

These **systems** do a lot for us. They help us to grow, move, feel, and think.



← **Show image 1A-6: Diagram of the human body**

The five **systems** you will learn about work together as a **network**. This **network** is called the **human** body. A **network** is a group of **systems** that work together. Your body is a **network** that is made up of all the body **systems** that you saw in the pictures of Dr. Welbody. So the **human** body is a **network** of different **systems** that work together; each **system** is made up of **organs** that help it do a special job.

[Point to the different organs of the body systems and then signal by moving your hands from the top of the body to the bottom that these systems make up the network that is the human body. If necessary, review the definitions of organs, systems, and network. Point out how organs, systems, and network are related.]



← **Show image 1A-8: Dr. Welbody**

Now, before I go, let's say (or sing) the body rhyme together again.

[Using Songs and Chants from Instructional Master 1A-1 for guidance, this rhyme can be sung to "Row, Row, Row Your Boat."]

Ev'ry body has a body

[Point to your body.]

All folks from A to Z

[Point across the room to all students.]

I have one, you have one, she has one, he has one;

[Point to self, other, a girl, and a boy.]

Our **systems** are so neat!

I hope you are excited to learn about your body **systems**.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. To the extent that they are able, ask students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Who is Dr. Welbody?
 - Dr. Welbody is a pediatrician.
2. *Literal* What will Dr. Welbody help you learn about?
 - Dr. Welbody will help me learn about the human body. She will help me learn about different body systems.
3. *Literal* Name two of the systems you heard about in today's lesson.
 - Answers may vary.
4. *Literal* What do all your systems work together to form?
 - All my systems work together to form my human body.
5. *Inferential* Dr. Welbody said that although humans may look different on the outside, we are the same on the inside. How are people alike on the inside?
 - We all have organs like a stomach and a heart.
6. *Inferential* What are some parts of your body you can see?
 - I can see my skin, arms, and legs. Answers may vary.
7. *Inferential* What are some organs that are hidden inside your body?
 - My stomach, lungs, and brain are hidden inside my body. Answers may vary.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Is the _____ system important to you? (yes/no)

The _____ system is important to me.

The _____ system is important because . . .

8. *Evaluative Think Pair Share:* [Show the image for each body system as you name it. Have students repeat the name of the body systems after you.] Dr. Welbody showed us five of our body systems: the skeletal, muscular, digestive, circulatory, and nervous systems. Choose one system and tell your partner how that system is important.
 - Answers may vary.
9. After today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]



Complete Remainder of the Lesson Later in the Day



Everybody Has a Body

1
B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Associated Phrase: Organs

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Organ).] In the read-aloud you heard, “[A]ll humans have *organs*, like a stomach and a heart, inside them.” Which picture shows this?
 - one
2. *Organ* also means something else. Organ also means a musical instrument with keyboards and pipes of different lengths coming out from it. Which picture shows this?
 - two
3. [Point to the organs of the body.] With your partner, talk about what you think of when you see this kind of *organ*. I will call on a few of you to share your response. Try to answer in complete sentences.
 - Answers may vary (e.g., When I see this kind of organ, I think of body parts, stomach, heart, brain, systems, etc.).
4. [Point to the organ that is a musical instrument.] Now with your partner, talk about what you think of when you see this picture of an organ. I will call on a few of you to share your response. Try to answer in complete sentences.
 - Answers may vary (e.g., This picture of organ makes me think of a keyboard, music, church, pipes, etc.).

↔ Syntactic Awareness Activity

Adding Detail to Nouns

Directions: I will point to a part of this picture and say a sentence about it. Then you will think of one detail you could add to my sentence. I will call on some of you to share your sentence with the added detail.

Note: There may be variations in the different types of sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence. Point to the person in the picture as you say a sentence about him/her.



← **Show image 1A-3: Diverse people**

1. The girl is sitting down.

The little girl is sitting down.

2. The man is wearing a T-shirt.

The man is wearing a white T-shirt.

3. She has hair.

She has curly hair.

4. She is wearing a dress.

She is wearing a black dress.

Extending the Activity

- Add more than one detail to the nouns in the sentence.
- Have one partner describe a person in the image while the other partner guesses who that person is. Then have students switch roles.

↔ **Vocabulary Instructional Activity**

Word Work: Systems

1. In the read-aloud you heard, “The [body] *systems* work together as a network that is called the human body.”
2. Say the word *systems* with me three times.
3. Systems are made up of parts that work together to do the same job.
4. When I put the key in my car, it starts the engine, part of the system that makes the car go. My car is a machine made up of parts that work together in systems.
5. What’s the word we’ve been talking about?

Use a *Terms* activity for follow-up.

Directions: The word *system* refers to groups of things that perform the same job together. For example, our school is one of many schools. It

is part of a school system. I am going to give you clues and ask you to tell me what kind of a system I am describing. Be sure to use the word *system* in your answers and remember to answer in complete sentences. I will do the first one with you.

[If available, also show them the pictures of the various systems.]

1. Many buses bring children to school each day.
 - That’s the school bus system.
2. Books are checked out of different libraries around town.
 - That’s the library system.
3. Highways connect towns and cities to one another.
 - That’s the highway system.
4. Telephone wires run from one house to another all over the country.
 - That’s the telephone system.
5. The temperature inside the school stays warm in the wintertime because the heater is turned on.
 - That’s the heating system.

10 End-of-Lesson Check-In

Everybody Has a Body

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students’ understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about their human body.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Students may use this time to ask questions to clarify information about the read-aloud and to ask about unknown words from the read-aloud.
- Students may also choose to draw and label or orally explain a few things that they learned.

Items to look and listen for:

- The word *human*
- The words *rhyme/rhyming*
- The word *organs*
- The word *systems*
- Any information about the human body and its organs and systems
- Variation: Using images 10A-4–10A-8, show each body system one at a time. Have students find their matching Response Card (Instructional Master 1B-1) and hold it up. Say the name of the body system together.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-2–1B-4.



Bones and Muscles

2

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✔ Identify the skeletal system
 - ✔ Recall basic facts about the skeletal system
-

- ✔ Identify the muscular system
 - ✔ Recall basic facts about the muscular system
 - ✔ Define the heart as a muscle that never stops working
-

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✔ Describe the connection between voluntary muscles and motions such as throwing a ball, wiggling thumbs, and smiling (RI.1.3)
- ✔ Identify reasons and facts the author gives to support points in “Bones and Muscles” by drawing, writing, or cutting and pasting images and by conversing with partners on topics related to the skeletal and muscular systems (RI.1.8)
- ✔ Compare and contrast differences between voluntary and involuntary muscles (RI.1.9)
- ✔ Create the pages of an informative/explanatory booklet, “My Body Systems” for the skeletal and/or muscular systems (W.1.2)
- ✔ With assistance, categorize and organize facts about the skeletal and muscular systems (W.1.8)

- ✓ With guidance and support from adults, recall what is known about the skeletal and muscular systems and record it on the KWL chart (W.1.8)
- ✓ With guidance and support from adults, review facts about the skeletal and muscular systems and record them on the KWL chart (W.1.8)
- ✓ Add drawings to the pages of the “My Body Systems” booklet for the skeletal and/or muscular systems (SL.1.5)
- ✓ Identify differences in pronoun use in shared language exercises (L.1.1d)
- ✓ Use sentence-level context as a clue to the meaning of *spine* (L.1.4a)
- ✓ Use frequently occurring affixes, such as *in-*, as a clue to the meaning of a word, like *involuntary* (L.1.4b)
- ✓ Sort pictures and/or words into categories to gain a sense of the concepts *voluntary* and *involuntary* (L.1.5a)
- ✓ Identify real-life connections between words—*spine, voluntary, involuntary, explore, attach, and support*—and their use (L.1.5c)

Core Vocabulary

joint, n. The point where two bones meet

Example: The ballerina used her hip joint to lift her leg high into the air.

Variation(s): joints

skeletal system, n. Bones linked together to support the body, give it shape, protect its organs, and help make movement possible

Example: There are about 206 bones in the adult skeletal system.

Variation(s): skeletal systems

skeleton, n. The frame of bones that supports the body and gives it shape

Example: At the Halloween party a skeleton sat at the snack table.

Variation(s): skeletons

skull, n. The bones of the head that protect your brain and support the muscles in your face

Example: The girl touched the skull of the classroom skeleton and found it was very smooth.

Variation(s): skulls

spine, n. The column of bones that forms the backbone of some skeletons

Example: The boy felt a shiver go up his spine as he moved through the haunted house.

Variation(s): spines

support, v. To hold up something or somebody so that it/he will not fall down

Example: The beams of the house support the roof.

Variation(s): supports, supported, supporting

■ ■ -----
involuntary, adj. Done without choice or thought

Example: Breathing is an involuntary action.

Variation(s): none

muscles, n. Tissues that enable your body to move

Example: Her muscles flexed as she lifted the weights.

Variation(s): muscle

muscular system, n. The body system that helps the body and organs inside the body move

Example: There are three types of muscles in the muscular system.

Variation(s): muscular systems

voluntary, adj. Done by choice

Example: His participation in the race was voluntary.

Variation(s): none

Vocabulary Chart for Bones and Muscles			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	ankle elbow joint knee skeleton skull	<i>attach</i> control curved/straight <i>explore</i> first, next, finally protect support* voluntary/ involuntary*	bone heart hidden large/tiny muscle thumb
Multiple meaning	<u>spine</u>		move stand
Phrases	muscular system skeletal system	work together come in all shapes and sizes	
Cognates	esqueleto sistema esquelético sistema muscular	control curvo(a) <i>explorar</i> finalmente proteger voluntario* involuntario*	músculo

Image Sequence


This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that this image sequence includes images from three lessons and is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 1A-8: Dr. Welbody
 2. 2A-1: Dr. Welbody showing skeleton
 3. 2A-2: Skeleton protecting bones
 4. 2A-4: Joints
 5. 2A-5: Spine
 6. 2A-6: Dr. Welbody's skeleton
-
- ■ -----
7. 3A-2: Muscular system
 8. 3A-3: Three views of the knee
 9. 3A-4: Arm muscles at work
 10. 3A-5: Muscles in hand
 11. 3A-6: Child smiling widely
 12. 3A-7: Heart
 13. 3A-8: Dr. Welbody's muscular system



Bones and Muscles

2A
Day 1 of 2

<i>At a Glance (Parts A & B)</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Lesson Introduction	Songs and Chants for <i>The Human Body</i> ; images 10A-4, 10A-5	15
	What Do We Know?	Instructional Master 2A-1	
	Vocabulary Preview: Explore, Attach		
	Purpose for Listening	Human Body KWL	
<i>Presenting the Interactive Read-Aloud</i>	Bones and Muscles	rag doll(s)	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Spine	Poster 2M: (Spine)	15
	Syntactic Awareness Activity: What Changed?		
	Vocabulary Instructional Activity: Voluntary/Involuntary	pictures of voluntary activities; pictures of involuntary activities; chart paper; markers; glue or tape	
	End-of-Lesson Check-In	Images 10A-4, 10A-5; Response Cards for <i>The Human Body</i>	

Advance Preparation

Create a KWL (**K**now, **W**onder, and **L**earn) chart on a large piece of chart paper. (Use Instructional Master 2A-1 as a template.) This chart will be used throughout this domain to help you determine what students may already know (K), what they wonder (W), and what they have learned (L) about their body systems and how their bodies work.

For Presenting the Read-Aloud, bring in a few rag dolls for students to see and understand that their bones form a framework for their bodies.

For Vocabulary Instructional Activity, find pictures of voluntary activities (e.g., throwing a ball, blowing bubbles, eating, swimming). Find pictures of involuntary activities (e.g., heart pumping, blinking, sweating, digestion). Students will categorize these activities onto a two-column chart.

Note to Teacher

This lesson presents the skeletal system and muscular system together. You may wish to split this lesson into two parts. Please find the dashed lines to see where this lesson can be split.

Introducing the Read-Aloud

15 minutes

Lesson Introduction

- Remind students that Dr. Welbody, the rhyming pediatrician, said that she was going to teach them about their body systems. Review the rhyme from yesterday's read-aloud. You may choose to sing it with the students to help them remember the words.

Ev'ry body has a body

[Point to your body.]

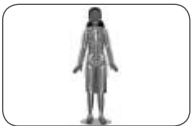
All folks from A to Z

[Point across the room to all students.]

I have one, you have one, she has one, he has one;

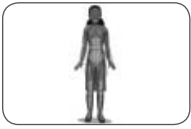
[Point to self, other, a girl, and a boy.]

Our systems are so neat!



← Show image 10A-4: Dr. Welbody's skeletal system

- Point to Dr. Welbody's skeletal system and have students repeat *skeletal system* after you. Tell students that Dr. Welbody's skeletal system is made of bones.
- Have students feel their wrists, fingers, and cheek bones. Tell them that the hard thing they feel is bone.
- Ask them to show their partner how they would use motions to refer to *bones*. Point out a few examples from the students and choose one to represent *bones*.
- Have students practice their motion for *bone*. Tell students that this motion for *bone* will represent the skeletal system.



← Show image 10A-5: Dr. Welbody's muscular system

- Explain to students that in order for bones to move, they need the help of muscles.
[Have students move their arms and hands around.]
- Point to Dr. Welbody's muscular system and have students repeat *muscular system* after you. Tell students that Dr. Welbody's muscular system is made out of muscles.
- Ask them to show their partner how they would use motions to refer to *muscle*. Point out a few examples from the students and choose one to represent *muscles*.
- Have students practice their motion for *muscle*. Tell students that this motion for *muscle* will represent the muscular system.

What Do We Know?

- Tell students that today, Dr. Welbody will teach them about their skeletal system and muscular system. Tell students that you will write what they say on the class's Human Body KWL Chart.
- Tell students that Dr. Welbody would like to know what they already know about their skeletal system and muscular system.
- For each system, give students thirty seconds to think about what they already know about the system. [This can be done in partner pairs or with home-language peers.] Then have volunteers share what they already know. Record all student responses in the K column, even inaccurate ones. Tell students to listen carefully to the read-aloud to hear if what you have written is correct.

Note: Prior to recording the students' responses, point out that you are going to write down what they say, but they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don't forget, and that you will read the chart to them.

Vocabulary Preview

Explore

1. Today we will *explore* our skeletal and muscular systems.
2. Say the word *explore* with me three times.

3. *Explore* means to study carefully to see what something is like in order to know more about it.
4. Today we will explore our bones and muscles.
Columbus travelled by ship to explore new lands.
5. Tell your partner something you would like to explore. Use the word *explore* when you tell about it. Remember to use a complete sentence.

Attach

1. Today you will learn that bones are *attached* together by joints.
2. Say the word *attach* with me three times.
3. *Attach* means to join one thing to another.
4. The bones in my arm attach to my elbow.
You can attach a basket to the front of a bicycle so there is a place to put your things.
5. Tell your partner about two things that can be attached together. For example, you can attach a basket to the front of a bicycle. Use the word *attach* when you tell about it. Remember to use a complete sentence. [You may wish to prompt students with the name of an object and ask students what can be attached to that object.]

Purpose for Listening

Tell students that you are going to introduce them to their skeletal and muscular systems.

Point out and read the questions in the **W** column of the Human Body KWL chart: *How many bones do I have? What muscle never stops working?* Tell them that they may find out the answers to these questions.

By the end of the lesson, students should be able to:

- ✓ Identify the skeletal system
- ✓ Recall basic facts about the skeletal system



- ✓ Identify the muscular system
- ✓ Recall basic facts about the muscular system



Bones and Muscles

◀ Show image 1A-8: Dr. Welbody

Hello again! Today we will explore two systems in our bodies: the **skeletal system** and the **muscular system**.

Do you remember the motions *bone* and *muscle*?

[Pause and allow students to do the motions for *bone* and *muscle*.]

These two systems work together to help us move. First, let's explore the **skeletal system**.



◀ Show image 2A-1: Dr. Welbody showing skeleton

We all have **skeletons** hidden underneath our skin. Remember, *hidden* means we cannot see it.

Take a good look at your partner. Do you see his or her skeleton?

Where is your partner's skeleton?

[Pause for student responses.]

That's right. The skeleton is hidden. You cannot see it, but you can feel it.

Feel your arm. Do you feel something hard in there?

The hard things inside your arm are bones. Our **skeletons** are made up of many, many bones.

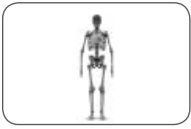
[Have students say *bone* while touching the bones on their arm. Invite different students to come up to the image of the boy and point out the bones in his legs, chest, arms, and hands.]

Our skeletons are so important to us. You know what? If we did not have a hard **skeleton** to **support** us, our body would be as soft and floppy as a rag doll's.

[If available, show students how the rag doll is floppy. Pass the rag doll(s) around, so students can feel what floppy is like.]

With your partner, think of ways you and this rag doll are different.

[Allow fifteen seconds for students to talk. Call on several partner pairs to share. Reinforce that the skeleton supports the body.]



← **Show image 2A-2: Skeleton protecting organs**

What do you see in this image? (a skeleton)

Does it look like there are just a few bones on this skeleton or many, many bones on this skeleton? (many, many bones)

Guess how many bones you will have on your skeleton by the time you grow up—or become an adult?

[Pause for student responses.]

By the time you are all grown up, you will have 206 bones in your skeleton!

Do you see some things behind this skeleton?

[See if students are able to name some of these organs. Point to each organ—brain, heart, and lungs—and have students name them with you.]

Your skeleton protects your brain, heart, and lungs. Your skeleton keeps them safe.

Now tap lightly on your head. Do you feel something hard?

You are feeling the bones in your head called your **skull**.

[Invite a student to point to the skull in the picture. Have the students say *skull* with you.]

Your **skull** is like a helmet to protect your brain.



← **Show image 2A-4: Joints**

Bones cannot bend by themselves. Bones are attached together at a joint. A **joint** is where two bones meet or join together.

[Point out several joints in the picture. Have the students say *joint* with you.]

Now let's stand up and bend our knees.

The bones in your leg are attached to the **joint** at your knee, so you can bend your legs.

[Point to the knee joint in the picture. Then point to your own knee and have students locate their knees.]

With your partner try to locate some joints on each other's skeleton. Find the places on your body where bones are attached at a joint.

[Monitor students as they locate the joints on their bodies. Help them to locate their knees, elbows, hips, wrist, and ankles. Tell them that all these parts of their bodies have joints.]



← **Show image 2A-5: Spine**

Finally, move your hand down the middle of your back. Do you feel the line of small bones that runs up and down your back? These small bones are attached together to make up your **spine**.

[Have students say *spine* with you. Ask students if they can feel the line of small bones and the places where they are attached together.]

Your **spine** is also called your backbone.



← **Show image 2A-6: Dr. Welbody's skeleton**

Which body system do you see here? How do you know?

[Pause for student responses. You may wish to write student guesses on the board to see who came the closest.]

Would you like to hear a rhyme about my **skeleton**?

[Have students repeat the rhyme line by line after you. Then, using Songs and Chants for *The Human Body* for guidance, sing this rhyme to “Row, Row, Row Your Boat.” Have the students sing with you line by line.]

Without my hidden skeleton,

I could not stand up tall.

[Stand up really tall with back straight.]

And so, “Hurray for bones!” I say,

[Jump up with your hands in the air. Do the motion for *bone*.]

Two hundred six in all!

Now let me see each of you stand up and move your **skeleton**!

■ **Lesson Break**

We just explored our **skeletal system**.

Next, let's explore our **muscular system**.



← **Show image 3A-2: Muscular system**

Our muscular system is also hidden—that means we cannot see it.

Tell me, can you see your partner’s muscular system?

If bones make up our skeletal system, what do you think our muscular system is made up of?

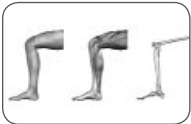
[Pause for student responses.]

Our **muscular system** is made of **muscles**.

Our **muscles** help us do many things like move, walk, breathe, and speak.

Even though our muscles are hidden, we can feel them.

[Have students feel the muscles on their arms and legs. Point out that the squishy parts between their skin and bones are their muscles.]



← **Show image 3A-3: Three views of the leg**

What part of the body is this? (the leg)

Tell your partner what you see in these three pictures. How are these pictures different?

[Allow fifteen seconds for students to talk. Call on two partner pairs to share.]

On the outside, we see the skin of the leg. Underneath the skin are the leg muscles. And behind the leg muscles are the bones.



← **Show image 3A-4: Arm muscles at work**

What part of the body is this? (the arm)

For many of your muscles, you tell them what to do.

What is the man playing basketball telling his arm muscles to do?

[Pause for student responses.]

The muscles that you control and tell what to do are called **voluntary muscles**. There are large **voluntary muscles** in your arms.

[Have students say *voluntary muscles*. Ask students what word they know that sounds like *voluntary*. (volunteer—someone who does something because he or she wants to do it) Help students to remember that voluntary muscles move because they want them to move.]



← **Show image 3A-5: Muscles in hand**

There are also tiny **voluntary muscles** in your hands.

What can you do with the **voluntary muscles** in your hands?

[Invite students to make the number zero, one, two, and three, pretend to knock on a door, write, etc. Reinforce that students are telling their muscles to do those actions.]



← **Show image 3A-6: Child smiling widely**

Finally, smile! **Muscles** also help you to smile.



← **Show image 3A-7: Heart**

What do you see in this picture? (a heart)

Some muscles in your body move without you telling them to. These muscles are called **involuntary muscles**. **Involuntary muscles** move automatically—right away, on their own.

[Have students say *involuntary* with you. Ask them how involuntary is related to voluntary. (They are opposites.)]

Think about these two actions: kicking a ball and blinking your eyes. Which do you think is **voluntary** and which is **involuntary**?

Do you have to tell your heart to beat?

[Pause for student responses.]

No! Your heart is an **involuntary muscle** that beats automatically and on its own. Your heart is working day and night.



← **Show image 3A-8: Dr. Welbody's muscular system**

Now I have a rhyme about a body system. Can you guess which one?

- the muscular system

[Have students repeat the rhyme line by line after you. Then, using Songs and Chants for *The Human Body* for guidance, sing this rhyme to “Row, Row, Row Your Boat.” Have the students sing with you line by line.]

*My **muscles** are so good to me,*

[Do the motion for *muscle*.]

They help me to have fun,

To jump and kick a soccer ball,

[Mime jumping and kicking a soccer ball.]

To smile and speak and run.

[Mime smiling, speaking, and running.]

Before I go, show me your **muscles!**

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. To the extent that they are able, ask students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is the name of the body system that includes all your bones?
 - The skeletal system includes all my bones.
 2. *Literal* Which bones protect your brain?
 - My skull protects my brain.
 3. *Literal* Where do your bones attach so they can bend?
 - My bones attach to my joints, so they can bend.
-

4. *Literal* Where are your muscles located?
 - My muscles are located between the skin and bones.
5. *Literal* What is the name of the body system that includes all your muscles?
 - The body system that includes all my muscles is my muscular system.
6. *Literal* What kind of muscle is your heart? Do you have to tell it to beat?
 - My heart is an involuntary muscle. I do not have to tell it to beat.
7. *Literal* Which two systems help your body move?
 - The muscular system works with the skeletal system to help my body move.

8. After today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]



Complete Remainder of the Lesson Later in the Day



Bones and Muscles

2B
Day 1 of 2

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Spine

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Spine).] In the read-aloud you heard, “[A] line of small bones are attached together to make up your *spine*.” Which picture shows the spine that goes up and down your back?
 - one
2. *Spine* is also a part of a book that faces out when you put it on a shelf. Which picture shows the spine of a book?
 - three
3. *Spine* can also mean other things. *Spine* also means something sharp and pointed like a porcupine quill. Which picture shows a sharp spine?
 - two
4. Now that we have gone over the different meanings for *spine*, quiz your partner on these different meanings. Remember to use complete sentences. For example, you could say, “I know the title of that book from its spine.” Your partner should respond, “That’s number three.”

↔ Syntactic Awareness Activity

What Changed? Pronouns

Directions: I will say one sentence. Listen to that sentence carefully because the next time I say it, something about it will be different. I will change one word in my sentence. Tell me what changed. Tell me whether the change in words makes my sentence different or keeps my sentence the same.

[Follow up on student responses and get their explanation of what has changed. Make restatements or clarifications whenever necessary.]



← Show image 3A-2: Muscular system

1. Dr. Welbody shows us a boy's muscular system.

She shows us a boy's skeletal system.

- The words *Dr. Welbody* have changed to *she*. The meaning of the sentences are the same. [Explain that *she* is a pronoun that refers to a female or girl.]

2. Dr. Welbody shows us a boy's muscular system.

Dr. Welbody shows *them* a boy's muscular system.

- The word *us* has changed to *them*. The meanings of the sentences are different. [Explain that *us* is a pronoun that refers to more than one person, including the speaker. *Them* is a pronoun that also refers to more than one person, but does not include the speaker.]

3. Dr. Welbody shows us a boy's muscular system.

Dr. Welbody shows us *his* muscular system.

- The words *a boy* have changed to *his*. The meaning of the sentences are the same. [Explain that *his* is a pronoun that refers to a male or boy.]

Extending the Activity

- Continue this exercise with a focus on changing the pronouns in a sentence, like "Dr. Welbody shows _____ a boy's muscular system." (*me, you, him, her*)

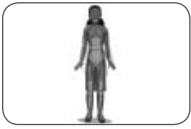
- ↗ Above and Beyond: Have students do this activity in partner pairs. One partner says a sentence and changes a word or part of a word, and the other partner figures out how the sentence has changed. Then have students switch roles.

↔ **Vocabulary Instructional Activity**

Word Chart: Voluntary/Involuntary

Materials: chart paper; different pictures showing voluntary or involuntary actions; glue or tape

Draw a line down the middle of the chart paper and label the left side *voluntary* and the right side *involuntary*. Place a picture of a voluntary activity on the left column and a picture of an involuntary activity on the right column.



← **Show image 3A-8: Dr. Welbody’s muscular system**

1. In the read-aloud you heard, “Skeletal muscles are *voluntary* muscles.”
2. Say the word *voluntary* with me three times.
3. *Voluntary* means thinking and choosing to do something rather than doing it automatically. For instance, smiling is voluntary because I choose to smile when I want to. The opposite of *voluntary* is *involuntary*.
[Put stress on the *in-*.]
Involuntary means that something is done automatically; you do not have to think about doing it.
4. We will make a two-column Word Chart for the words *voluntary* and *involuntary*.
5. [Show a picture of a voluntary action.] Is this voluntary or involuntary? In which column should it go?
[Have a student place the picture in the correct column.]
6. [Show a picture of an involuntary action.] Is this voluntary or involuntary? In which column should it go?
[Have a student place the picture in the correct column.]
[Show students the different types of pictures you have prepared. Ask them if it shows something voluntary or involuntary. Then ask in which column the picture belongs. Have different students place the pictures in the correct column.]
7. Talk with your partner using the words *voluntary* and *involuntary* and what you have learned about these words from the chart. Remember to use complete sentences.
[Throughout this domain, encourage students to continue thinking about the words *voluntary* and *involuntary* and add additional pictures to the Word Chart.]

Word Chart Template

example	non-example

10 End-of-Lesson Check-In

Bones and Muscles

Choose up to four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about their skeletal and muscular systems.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Students may use this time to ask questions to clarify information and to ask about unknown words from the read-aloud.


Items to look and listen for:

- The word *support*
- The words *voluntary/involuntary*
- The word *spine*
- The word *attach*
- The terms *skeletal system* and *muscular system*
- Any information about bones and muscles
- Variation: Make up a few riddles about the skeletal and muscular systems to check for understanding. For example, you could say, "There are 206 bones in this system." The students should hold up their skeletal system Response Card.



Bones and Muscles

2c
Day 2 of 2

<i>At a Glance (Parts C & D)</i>	Exercise	Materials	Minutes
Reviewing the Read-Aloud	What Have We Learned?	Human Body KWL Chart	10
	Making Connections		
	Vocabulary Review: Explore, Attach		
	Purpose for Listening		
Presenting the Informational Read-Aloud	Bones and Muscles	Songs and Chants for The Human Body	20
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Support		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Body Systems Chart	Instructional Masters 2D-1, 2D-2, 2D-3 (optional)	20
	My Body Systems Booklet	Instructional Masters 2D-4, 2D-5; glue or tape	

Advance Preparation

Prepare copies of Instructional Masters 2D-1 and 2D-2 for each student. This will be the Body Systems Charts for the skeletal and muscular systems. You may wish to copy the image sheet (Instructional Master 2D-3) so that students can cut and paste body parts onto their charts.

Assemble a “My Body System” booklet for each student. [See assembly instructions in the lesson.]

Note to Teacher

This lesson presents the skeletal system and muscular system together. You may wish to split this lesson into two parts. Please find the dashed lines to see where this lesson can be split.

Have students choose one of the body systems to draw for their “My Body Systems” booklet. You may wish to send the other page of the booklet for students to complete at home.

What Have We Learned?

- Remind students that they have started to explore the skeletal and muscular systems with Dr. Welbody.
- Tell students that together they will review what they have learned so far about the skeletal and muscular systems and fill out parts of their Human Body KWL chart.

Note: Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

- Point to the box under **W** that asks *How many bones do I have?* Say the question and emphasize that when they hear *how many*, the answer will be a number. Ask volunteers for answers; if necessary, say the skeletal system rhyme together and have students listen for the answer. Write, “I have 206 bones.” in the **L** column for the skeletal system.
- Ask students to share anything else they learned about their skeletal system and add responses to the **L** column.
- Point to the box under **W** that asks *What muscle never stops working?* Say the question and emphasize that when they hear *what*, the answer usually relates to the word that comes after *what* like *muscle* in *what muscle*. Ask volunteers for answers. Write, “My heart never stops working.” in the **L** column for the muscular system.
- Ask students to share anything else they learned about their muscular system and add student responses to the **L** column.

Making Connections

- Have students share with their partner if they know how to say *bone* in a different language.
- Have students share with their partner if they know how to say *muscle* in a different language.
- Ask for volunteers to share how they say *bone* and *muscle* in a different language.

Vocabulary Review

Explore

1. You have heard the word *explore* before, like in this sentence, “Today we will *explore* two systems in our bodies.”
2. *Explore* means to study carefully to see what something is like in order to know more about it.
3. Taking turns with your partner, use the word *explore*, *exploring*, or *explored* in a sentence. Talk about something you like to explore or something that you actually explored. Each person gets three turns. Remember to use complete sentences.

Attach

1. You have heard the word *attach* before, like in this sentence, “Bones need to be *attached* together at a joint in order to move and bend.”
2. *Attach* means to join one thing to another.
3. Taking turns with your partner, tell one another about parts of your body that attach together. Use the word *attach* when you tell about it. Each person gets three turns. Remember to use complete sentences.

Purpose for Listening

Tell students that they will listen to this read-aloud to learn more about their skeletal and muscular systems.

By the end of the lesson, students should be able to:

- ✓ Identify the skeletal system
 - ✓ Recall basic facts about the skeletal system
-
- ✓ Identify the muscular system
 - ✓ Recall basic facts about the muscular system
 - ✓ Define the heart as a muscle that never stops working



Bones and Muscles

◀ Show image 1A-8: Dr. Welbody

Hello again! Today we will explore two systems in our bodies: the **skeletal system** and the **muscular system**.

Do you remember the motions for *bone* and *muscle*?

[Pause and allow students to do the motions for *bone* and *muscle*.]

These two systems work together to help us move. First, let's explore the **skeletal system**.



◀ Show image 2A-1: Dr. Welbody showing skeleton

We all have **skeletons** hidden underneath our skin. Remember, *hidden* means we cannot see it.

Take a good look at your partner. Do you see his or her skeleton?

Where is your partner's skeleton?

[Pause for student responses.]

That's right. The skeleton is hidden. You cannot see it, but you can feel it.

Feel your arm. Do you feel something hard in there? What is it?

The hard things inside your arms are bones. Our **skeletons** are made up of bones. Bones come in all shapes and sizes. Some are mostly straight like the bones in the arm, and some are curved like the bones across our chest.

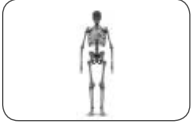
[Point to the bones in the arm and say *straight*. Point to the bones in the chest and say *curved*. Then point to your own arm and chest and encourage students to find their arm and chest.]

Some are large like the hip bone and some are tiny like some bones in the hand.

[Point to the hip bone and say *large*. Point to the bones in the hand and say *tiny*. Then point to your own hip and hand and encourage students to find their hip and hand.]

If we did not have a hard **skeleton** to **support** us, our body would be as soft and floppy as a rag doll's.

[If available, show students how a rag doll is floppy. Pass the rag doll(s) around, so students can feel what floppy is like.]



← **Show image 2A-2: Skeleton protecting organs**

Bones **support** us, and they also protect the organs inside our bodies. Touch the bones on your chest. The bones on your chest protect your lungs and heart.

Now tap lightly on your head. What do you feel?

You can feel the bones called your **skull**. Your **skull** is like a helmet to protect your brain.

[Point to the skull in the picture. Have the students say *skull* with you. Remind them that their brain is protected by their skull.]



← **Show image 2A-4: Joints**

Bones cannot bend by themselves. They need to be attached together at a **joint** in order to move and bend. A **joint** is where two bones meet or join together.

[Point out several joints in the picture. Have the students say *joint* with you.]

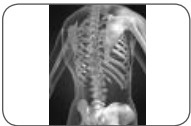
Stand up and bend your knees. The bones in your leg are attached to the **joint** at your knee, so you can bend your legs.

[Point to the knee joint in the picture. Then point to your own knee and have students locate their knees.]

Next, touch your wrist. Your wrist contains lots of tiny bones attached to lots of different **joints**.

[Point to the joints of the wrist in the picture. Then point to your own wrist and have students locate their wrists.]

These **joints** let you draw, write, and throw a ball.



← **Show image 2A-5: Spine**

Finally, move your hand down the middle of your back. Do you feel the line of small bones that runs up and down your back? These small bones are attached together to make up your **spine**. Your **spine** is the column—or line—of bones that forms a line down your back and makes up your backbone.



[Point up and down the spine in the picture. Then point up and down your spine. Have students say *spine* with you.]

← **Show image 2A-6: Dr. Welbody's skeleton**

Your **skeletal system** is made up of bones that are attached together at the **joints** to **support** your body, protect your organs, and help you move.

Can you find these important bones: your skull and your spine?

[Have or help students locate these parts of their skeletal system.]

Would you like to hear a rhyme about my **skeleton**? Sing or say it with me:

Without my hidden skeleton,

I could not stand up tall.

[Stand up really tall with back straight.]

And so, "Hurray for bones!" I say,

[Jump up with your hands in the air. Do the motions for *bone*.]

Two hundred six in all!

Now let me see each of you stand up and move your **skeleton**!

■ **Lesson Break**

We just explored our **skeletal system**.

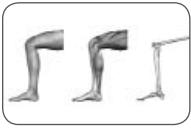
Next, let's explore our **muscular system**.



← **Show image 3A-2: Muscular system**

Our **muscles** help us do many things like move, walk, breathe, and speak. All our **muscles** make up our **muscular system**. And **muscles** come in all shapes and sizes. Some **muscles** are big like the ones in our legs, and some **muscles** are small like the ones in our hands.

[Point to the leg muscles and the hand muscles in the picture. Then point to your own legs and hands and encourage students to feel the muscles in their legs and hands.]



← **Show image 3A-3: Three views of the knee**

Muscles that move your skeleton are called **voluntary muscles**.

[Have students say *voluntary muscle* with you.]

They are **voluntary** because we can control them with our brain by thinking. We can control our leg **muscles** by telling them to bend or be straight.

[Ask students to bend their legs and then make them straight.]



← **Show image 3A-4: Arm muscles at work**

Pretend you are throwing a ball. Your brain tells your arm **muscles** to move back and then forward. Your brain also tells your hand **muscles** when to grab the ball and when to let go of the ball.

Let's practice moving our muscles! Be sure to pay attention to what your muscles are doing.

[Have students mime three actions: throwing a ball, kicking a ball, and sitting. Remind them that they are using voluntary muscles because their brain is telling those muscles what to do.]



← **Show image 3A-5: Muscles in hand**

Next, let's try wiggling your thumb. Wiggling your thumb is **voluntary** because your brain is telling your thumb to move. Your brain also controls the direction your thumb moves and how fast your thumb moves.

[Give students directions on how to move their thumb, like up and down, side to side, in a circular motion, fast and slow, etc.]



← **Show image 3A-6: Child smiling widely**

Finally, smile! You need **muscles** to help you smile, frown, and raise your eyebrows.

[Have students smile, then frown, then raise their eyebrows.]

Muscles that help you do these things are also **voluntary muscles**.



← **Show image 3A-7: Heart**

What do you see in this picture? (a heart)

Other **muscles** in our bodies are **involuntary**. That means we do not have to think about telling those **muscles** to do something.

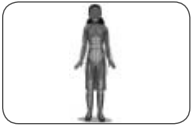
Involuntary muscles move automatically—right away, on their own.

[Have students say *involuntary* with you. Ask them how *involuntary* is related to *voluntary*. (They are opposites.)]

Think about these two actions: doing a jumping jack and breathing.
Which do you think is **voluntary** and which is **involuntary**?

[Allow students to answer. Encourage them to use the words *voluntary* and *involuntary* in their answers.]

Do you have to tell your heart to beat? No! Your heart is an **involuntary muscle** that beats automatically. And your heart is a very important **involuntary muscle** that is needed for your body to live because it pumps blood all around your body. Your heart is an **involuntary muscle** that never stops working.



← **Show image 3A-8: Dr. Welbody's muscular system**

Now I have a rhyme about a body system. Can you guess which one? (the muscular system) Sing or say this rhyme with me:

*My **muscles** are so good to me,*

[Do the motion for *muscle*.]

They help me to have fun,

To jump and kick a soccer ball,

[Mime jumping and kicking a soccer ball.]

To smile and speak and run.

[Mime smiling, speaking, and running.]

Before I go, show me your **muscles**!

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. To the extent that they are able, ask students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Which two body systems did you explore today?
 - I explored the skeletal and muscular systems.
2. *Literal* What are some of the names of the bones you heard about in the read-aloud?
 - I heard about my skull and spine.
3. *Inferential* Why do you have a skeleton?
 - Answers may vary, but should be similar to: I have a skeleton to support me, so I can stand up and move. I have a skeleton to protect the organs inside my body.
4. *Literal* What is the body system that works with your skeletal system to help you move?
 - The muscular system works with my skeletal system to help me move.
5. *Literal* What is the name of the very important muscle that is working day and night?
 - My heart is the very important muscle that that is working day and night.
6. *Evaluative* Why is your heart so special?
 - Answers may vary, but should be similar to: My heart is special because it never stops beating and keeps me alive.
7. *Literal Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your partner about the read-aloud that starts with the word *where*. For example, you could ask, "Where is your spine?" Turn to your partner and ask your *where* question. Wait for your partner to answer. Then your partner will ask a new *where* question, and you

Sentence Frame

Where is/are your _____?

Can you tell me where is/are your _____?

will get a chance to respond. I will call on several of you to share your questions with the class.

8. After today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Support

1. In the read-aloud you heard, "If you did not have a hard skeleton to *support* you, your body would be as soft and floppy as a rag doll's."
2. Say the word *support* with me three times.
3. To support something or somebody is to keep them from falling over; it is to help hold them up.
4. The training wheels support my brother's bike; they keep my brother's bike from falling over.
5. Tell your partner about something that supports people or things. Look around the room for things that would fall over without support. (chairs, tables, charts, chalkboards, etc.) Try to use the word *support* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ supports _____."]
6. What's the word we've been talking about?



Complete Remainder of the Lesson Later in the Day



Bones and Muscles

2D
Day 2 of 2

Extensions

20 minutes

10 Body Systems Chart (Instructional Masters 2D-1 and 2D-2)

- Hand out the Body Systems Chart for the skeletal and muscular systems. Tell students they will use this chart to draw or write down the organs that make up the body's systems and what each body system does.
- Have students fill out their Body Systems Chart, either drawing, writing, or cutting out images from the body systems image sheet. Show students that the first row is *What are the system's parts?* And the second row is *What does the system do?*

Note: You may choose to have students work on one chart now and the other chart at a separate time. Or you may wish to split the class in half and have one half complete the chart for the skeletal system and the other half complete the chart for the muscular system. Then have students who created a chart for the skeletal system share about their chart to students who created a chart for the muscular system and vice versa.

"My Body Systems" Booklet

Note: Before you begin this extension, you will need to prepare one booklet for each student in the class.

Instructions for Compiling the "My Body Systems" booklet

Materials:

- Instructional Master 2D-4, five copies per student
- Instructional Master 2D-5
- Two letter-sized sheets of construction paper for each student

Preparation:

- Use five copies of Instructional Master 2D-4 for each student.
- The identical image of the child will be used for each of the five systems in Lessons 2–4, and will be differentiated by filling in the

empty blank at the side of each page with the name of each system: skeletal, muscular, digestive, circulatory, or nervous.

- Staple five copies of Instructional Master 2D-4 between two sheets of construction paper, forming a booklet. Paste, or have students paste, the cover page to the front of their booklet.
- Repeat the process, compiling one booklet of five pages each for each student.

Today students will write the title “My Body Systems” and their name on the front cover of their booklet.

Assist students in writing the title “My Body Systems” and remind them to write their name on the front cover.

Note: Have students choose one body system to draw.



← **Show image 2A-6: Dr. Welbody’s skeleton**



← **Show image 3A-8: Dr. Welbody’s muscular system**

- Assist students in filling in the blank at the side of the page: My *Skeletal/Muscular* System. Remind them to write their name.
- Ask students to use Dr. Welbody’s skeletal or muscular system as a model for sketching their own skeletal or muscular system within the body shape on the first page. It should be emphasized that students’ drawings need not be a perfect depiction of Dr. Welbody’s skeletal or muscular systems. The goal of this activity is for students to become more aware of the details of these systems through the activity of drawing it. Later in the domain, when students’ knowledge of the body’s systems is assessed, they will be asked to recognize, rather than draw, the various systems.
- When they have finished drawing, instruct them to use the lines on the side to write a sentence about the system. For students who are not yet ready to do this independently, have them dictate their sentences to an adult.
- Make sure to allow a few minutes for students to share their drawings and writing, even if they are not finished with them. They will have a chance to finish them during the Pausing Point.



Balanced Diet and Digestion

3

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain the importance of a balanced diet
 - ✓ Identify the component food groups in a balanced diet
-

- ✓ Identify the digestive system
 - ✓ Recall basic facts about the digestive system
-

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between the five food groups and making healthy food choices (RI.1.3)
- ✓ Identify reasons and facts the author gives to support points in “Balanced Diet and Digestion” by drawing, writing, or cutting and pasting images and by conversing with partners on topics related to balanced diet and digestive system (RI.1.8)
- ✓ Create a page of an informative/explanatory booklet, “My Body Systems,” for the digestive system (W.1.2)
- ✓ With assistance, categorize and organize facts about the digestive system (W.1.8)
- ✓ Create a page of the informative/explanatory booklet, “My Body Systems,” for the digestive system (W.1.2)
- ✓ With guidance and support from adults, recall what is known about the digestive system and review facts about the skeletal, muscular, and digestive systems and record them on the KWL chart (W.1.8)

- ✓ Describe different foods from each food group and discuss whether they are nutritious food choices, expressing ideas and feelings clearly (SL.1.4)
- ✓ Add drawings to the page of the “My Body Systems” booklet for the digestive system (SL.1.5)
- ✓ Add drawings to description of favorite meal to clarify ideas, thoughts, and feelings (SL.1.5)
- ✓ Produce and expand complete sentences through questioning in shared language activities (L.1.1j)
- ✓ Use sentence-level context as a clue to the meaning of *bottom* (L.1.4a)
- ✓ Use frequently occurring affixes, such as *in-*, as a clue to the meaning of a word, such as *indigestion* (L.1.4b)
- ✓ Provide examples of *digestion* and its antonym—*indigestion* (L.1.5a)
- ✓ Identify real-life connections between words—*nutrients, energy, bottom, balanced diet, and digestion*—and their use (L.1.5c)

Core Vocabulary

balanced diet, n. A diet that includes a variety of foods from each of the five food groups—grains, fruits, vegetables, protein, and dairy

Example: Jeannette’s father made sure she had a balanced diet by serving a variety of foods throughout the day.

Variation(s): balanced diets

nutrients, n. The parts of food that provide nourishment for the body to stay healthy

Example: Nutrients include minerals, vitamins, and water.

Variation(s): nutrient

pyramid, n. A shape with triangular sides

Example: At the beach the children built a pyramid in the sand.

Variation(s): pyramids

digestion, n. The bodily process by which food is broken down into a usable form

Example: The digestion of food takes the body several days to complete.

Variation(s): none

digestive system, n. The system that processes energy-giving food in the body

Example: The digestive system uses special juices to turn solid foods into liquids.

Variation(s): digestive systems

esophagus, n. A muscular tube that connects the mouth to the stomach

Example: He could feel the warm milk move down his esophagus.

Variation(s): esophagi

intestine, n. An organ, connected to the stomach, that continues the digestive process

Example: Food passes from your stomach into your small intestine.

Variation(s): intestines

stomach, n. The place in your body where food goes to be partially digested

Example: While humans only have one stomach, cows have four.

Variation(s): stomachs

Vocabulary Chart for Balanced Diet and Digestion			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	digestion* esophagus grain intestine protein pyramid saliva	delicious first/next/how/ finally nutrients nutritious	but choose fruit rainbow stomach vegetable
Multiple meaning	dairy	<i>energy</i> waste	<u>bottom</u> group
Phrases	balanced diet* digestive system refined grains whole grains	instead of same amounts	not all good choices
Cognates	digestion* esófago grano intestine proteína pirámide sistema digestivo granos refinados	delicioso(a) nutriente finalmente <i>energía</i>	fruta estómago grupo

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that this image sequence uses images from two lessons and is different from the sequence used in the *Tell it Again! Read-Aloud Anthology*.

1. 9A-1: Chef Stef
2. 9A-4: Grains
3. 9A-5: Vegetables
4. 9A-6: Fruit
5. 9A-8: Meat and beans
6. 9A-7: Milk
7. 9A-9: Food Pyramid
8. 9A-1: Chef Stef




-
9. 4A-2: Child eating a cracker
 10. 4A-3: Esophagus and stomach
 11. 4A-4: Stomach
 12. 4A-5: Small intestine
 13. 4A-6: Small intestine to large intestine
 14. 4A-7: Dr. Welbody's digestive system



Balanced Diet and Digestion

3A
Day 1 of 2

<i>At a Glance (Parts A & B)</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Songs and Chants for The Human Body; Human Body KWL	15
	Lesson Introduction	Image Cards 8, 15; Human Body KWL	
	Vocabulary Preview: Nutrients, Energy		
	Purpose for Listening	Human Body KWL	
Presenting the Interactive Read-Aloud	Balanced Diet and Digestion	sample crackers; yarn	15
Discussing the Read-Aloud	Comprehension Questions		10
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Bottom	Poster 3M (Bottom)	20
	Syntactic Awareness Activity: Expanding Sentences		
	Vocabulary Instructional Activity: Balanced Diet	drawing paper, drawing tools	
	End-of-Lesson Check-In		

Advance Preparation

Bring in samples of crackers for students to eat as you describe the digestive process. In addition, having healthy foods such as fruits, vegetables, or whole-grain crackers in the classroom during this lesson are an easy way of reinforcing eating a balanced diet.

Note: Please check with your school’s policy regarding food distribution and allergies.

Note to Teacher

This lesson presents a healthy diet and the digestive system together. You may wish to split this lesson into two parts. Please find the dashed lines to see where this lesson can be split.

What Have We Learned?

- Remind students that they have learned about their skeletal and muscular systems.
- Review the K Column of the Human Body KWL chart to check to be sure the information for the skeletal and muscular systems are accurate. Reread small sections of the read-aloud text as necessary to help students check the accuracy of their responses. Cross out inaccurate information.
- Review the rhymes from yesterday’s lesson. You may choose to sing it with the students to help them remember the words.

*Without my hidden skeleton,
I could not stand up tall.*

[Stand up really tall with back straight.]

And so, “Hurray for bones!” I say,

[Jump up with your hands in the air. Do the motion for *bone*.]

Two hundred six in all!

My muscles are so good to me,

[Do the motion for *muscle*.]

They help me to have fun,

To jump and kick a soccer ball,

[Mime jumping and kicking a soccer ball.]

To smile and speak and run.

[Mime smiling, speaking, and running.]

Lesson Introduction

- [Show Image Card 15.] Tell students that today Dr. Welbody’s friend, Chef Stef will talk to them about different kinds of foods and eating a balanced diet.
- [Show Image Card 8.] Then Dr. Welbody will introduce them to the digestive system.

- Say to students, “Talk to your partner about the different kinds of food you enjoy eating. Then discuss whether those foods are healthy and nutritious food choices.”

[Allow thirty seconds for students to talk. Call on two students to share what their partner said.]

- Tell students that Chef Stef will help them make healthy food choices by showing them which types of food have more nutrients.
- Explain to students that the nutrients in foods become energy to their bodies through digestion and that some, but not all, of digestion happens in their stomach.
- Then ask them to *show* their partner how they would use motions to refer to *stomach*. Point out a few examples from the students and choose one to represent *stomach*.
- Have students practice their motion for *stomach*. Tell students that this motion for *stomach* will represent the digestive system.

Human Body KWL

- Tell students that Dr. Welbody would like to know what they already know about their digestive system. Give students thirty seconds to think about what they already know about the system. [This can be done in partner pairs or with home-language peers.] Then have volunteers share what they already know. Record all student responses in the **K** column, even inaccurate ones. Tell students to listen carefully to the read-aloud to hear if what you have written is correct.

Note: Prior to recording the students’ responses, point out that you are going to write down what they say, but they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don’t forget, and that you will read the chart to them.

Vocabulary Preview

Nutrients

1. Today we will learn that foods have *nutrients* our bodies need to give us energy to play and learn.
2. Say the word *nutrients* with me three times.

3. Nutrients are things found in food that humans, animals, and plants need to be strong and healthy. Some examples of nutrients are proteins, minerals, and vitamins.
4. Not all foods have the same amount of nutrients. If your vegetables are fried, like French fries, they lose a lot of their nutrients.
5. Tell your partner which food you think has a lot of nutrients. Use the word *nutrients* when you tell about it. Remember to use a complete sentence.

Energy

1. Today Dr. Welbody will show us how our digestive systems work to turn food into *energy* for our bodies.
2. Say the word *energy* with me three times.
3. *Energy* means power for your body to do something without getting tired.
4. Food gives children the energy to grow.
You need a lot of energy to play tag.
5. Tell your partner why you need energy. Use the word *energy* when you tell about it. Remember to use a complete sentence.

Purpose for Listening

Tell students that they are going to discuss different kinds of food and their digestive system. The main topic of this read-aloud is a balanced diet and the digestive system.

Tell them to listen and learn which kinds of foods have more nutrients in them. Point out and read the question in the **W** column of the Human Body KWL chart: *How long does it take for food to travel through my body?* Tell them to listen for the answer in the read-aloud.

By the end of the lesson, students should be able to:

- ✓ Identify the component food groups in a balanced diet
-

- ✓ Identify the digestive system
-

- ✓ Recall basic facts about the digestive system



Balanced Diet and Digestion

← Show image 9A-1: Chef Stef

Hi, I'm Chef Stef. Welcome to my restaurant, the **Pyramid Pantry!**

[Explain that a pyramid is a shape with triangular sides. Use your finger to outline a triangle around the Pyramid Pantry.]

Dr. Welbody is my friend, and she eats lunch here every day. The food we serve is delicious and nutritious. That means it is yummy and it is good for you!

Today I am here to talk to you about the five different food groups. Eating healthy foods from the five food groups is eating a **balanced diet**.

[Have students say *balanced diet* with you three times.]

Tell your partner about foods you think are delicious and nutritious. I will write what you say on the board. We will see if any of these foods appear during the lesson.

[**Note:** Prior to recording the students' responses, point out that you are going to write down what they say, but they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don't forget, and that you will read the chart to them. Be sure to refer back to this list if an item on this list is shown during this read-aloud.]

Nutritious foods have **nutrients** your body needs. **Nutrients** give your body the energy it needs to play and learn. But not all foods have the same amounts of **nutrients**. And that is why I'm here to tell you all about food and eating a **balanced diet**.



← Show image 9A-4: Grains

What do you see in this picture?

[Invite different students to come up to the image and point to and name a different item.]

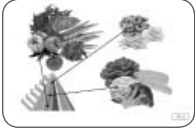
These foods are made from grains and are part of the grains food group.

[Have students say *grains* with you.]

Which foods made from grains do you think are healthy?

[Pause for student responses.]

These foods are part of a **balanced diet**.



← **Show image 9A-5: Vegetables**

What do you see in this picture?

[Invite different students to come up to the image and point to and name a different item.]

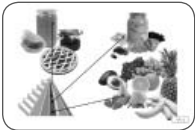
These foods are vegetables and foods made from vegetables. They are part of the vegetables food group.

[Have students say *vegetables* with you.]

Which vegetables and foods made from vegetables do you think are healthy?

[Pause for student responses.]

These foods are part of a **balanced diet**.



← **Show image 9A-6: Fruit**

What do you see in this picture?

[Invite different students to come up to the image and point to and name a different item.]

These are fruits and foods that are made from fruits and are part of the fruit foods group.

[Have students say *fruits* with you.]

Which fruits and foods made from fruits do you think are healthy?

[Pause for student responses.]

These foods are part of a **balanced diet**.



← **Show image 9A-8: Meat and beans**

What do you see in this picture?

[Invite different students to come up to the image and point to and name a different item.]

These foods are made from meat or proteins. They are part of the protein food group.

[Have students say *protein* with you.]

Which foods made from proteins do you think are healthy?

[Pause for student responses.]

These foods are part of a **balanced diet**.



← **Show image 9A-7: Milk**

What do you see in this picture?

[Invite different students to come up to the image and point to and name a different item.]

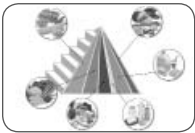
These foods are made from milk and are part of the milk food group.

[Have students say *milk* with you.]

Which foods made from milk do you think are healthy?

[Pause for student responses.]

These foods are part of a **balanced diet**.



← **Show image 9A-9: Food Pyramid**

We have explored all five groups of food. Can you name them with me? Grains, vegetables, fruits, protein, and milk.

[Point to each group as you say them. Have students say the food groups with you again.]

There is one more thing I want to tell you, and that is to remember to eat a **balanced diet**. That means you must choose different foods from each food group at every meal: breakfast, lunch, and dinner. Your body needs three balanced meals plus some healthy snacks every day.



← **Show image 9A-1: Chef Stef**

I had a great time telling you about food and eating a **balanced diet**. Now Dr. Welbody will tell us how the foods we eat become the energy we need through **digestion**.

■ **Lesson Break**



← **Show image 4A-2: Child eating a cracker**

[You may wish to distribute crackers to every student before beginning this part of the read-aloud.]

Pretend that you just took a bite out of a yummy cracker. What are you going to do now?

[Pause for student responses.]

Chew!

Your teeth are crushing the cracker and saliva is making your food softer. Saliva is a kind of liquid in your mouth that helps to soften your food.

Can you feel the saliva in your mouth as you chew your cracker?

[Pause for student responses. Have students say *saliva* with you.]



← **Show image 4A-3: Esophagus and stomach**

Where do you think the cracker will go next?

[Invite a student to trace a path from the mouth to the stomach.]

The cracker will go from your mouth, down a tube called your **esophagus** and into your **stomach**.

[Point to the mouth, have students say *mouth*. Point to the esophagus, have students say *esophagus*. Point to the stomach, have students say *stomach*.]



← **Show image 4A-4: Stomach**

What is this? (a **stomach**)

Can you find where your **stomach** is located on your body?

What do you think is happening to the cracker in your **stomach**?

[Pause for student responses.]

Your stomach turns the mushy food into liquid.



← **Show image 4A-5: Small intestine**

[Point to the small intestine and accentuate how it twists and turns.]

The food leaves the **stomach** bit by bit and enters the small **intestine**.

[Invite a student to trace the twisty path of the small intestine.]

Do you think food travels a long way in your small **intestine**?

[You may wish to demonstrate this with a long piece of yarn. Show students a scrunched piece of yarn. Then straighten out the yarn. Emphasize that the small intestine is scrunched inside their body, but the small intestine is actually very, very long.]

[Point to the large intestine that surrounds the small intestine.]

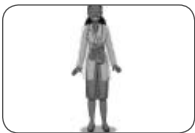
Food that is left over in your small **intestine** goes into a shorter and wider tube called your large **intestine**.



← **Show image 4A-6: Small intestine to large intestine**

Finally, the left-over food gets pushed out of your bottom when you go to the bathroom.

[If necessary, you can review the digestive process with this picture, starting from the mouth, down the esophagus, in the stomach, through the small intestine, left-over waste in the large intestine, and out the bottom.]



← **Show image 4A-7: Dr. Welbody’s digestive system**

What system do you see?

Guess: How long does it take for food to travel through your whole **digestive system**?

[Pause for student responses.]

It may take up to two days! That means the cracker you just ate might take two days to digest.

Digestion is happening while you work, play, and even while you sleep.

Here is my rhyme about the **digestive system**:

[Have students repeat the rhyme line by line after you. Then using Songs and Chants Instructional Master 1A-1 sing this rhyme to “Row, Row, Row Your Boat.” Have students sing with you line by line.]

Eating healthy foods I love,

[Mime eating.]

***Digestion** leads the way,*

[Motion stomach.]

To give my body energy,

It needs to work and play.

[Mime writing and do a jumping jack.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. To the extent that they are able, ask students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What did you talk to Chef Stef about?
 - I talked to Chef Stef about food.
2. *Literal* Name the five food groups.
 - Grains, vegetables, fruits, protein, and dairy.
3. *Evaluative* [Show image 9A-4: Grains.] What food group is this?
 - This is the grains group.

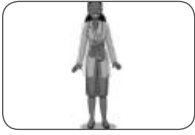
What are some examples of food from the grains group?

- Answers may vary, but should be similar to: Noodles, bread, and rice are in the grains group.
4. *Evaluative* [Show image 9A-8: Meat and beans.] What food group is this?
 - This is the protein group.

What are some examples of food from the protein group?

- Answers may vary, but should be similar to: Meats, eggs, and beans belong to the protein group.).
-

5. *Literal* What did Dr. Welbody talk to you about?
 - Dr. Welbody talked to me about the digestive system.
6. *Literal* How long does it take for your body to digest food?
 - It takes my body about two days to digest food.



← **Show image 4A-7: Dr Welbody's digestive system**

7. *Literal* Invite students to come up to the image and point to the various parts of the digestive system. Make sure that the mouth, esophagus, stomach, small intestine, and large intestine are identified.
8. After today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]



Complete Remainder of the Lesson Later in the Day



Balanced Diet and Digestion

3B
Day 1 of 2

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Definition Detective: Bottom

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard the word *bottom* in, “[F]inally, waste gets pushed out from your *bottom* when you go to the bathroom.”
2. With your partner, think of as many meanings for *bottom* as you can or discuss ways you can use the word *bottom*.
3. [Show Poster 3M (Bottom).] Identify how the word *bottom* is used in the lesson.
 - one
4. *Bottom* can also mean other things. *Bottom* can mean the lowest part of something. Which picture shows this?
 - two
5. *Bottom* can also mean the ground under the water. Which picture shows this?
 - three
6. Now quiz your partner on the different meanings of *bottom*. For example you can say, “I see Clara sitting on her *bottom*. Which *bottom* am I?” And your partner should point to the picture of a person sitting on his *bottom*. Or you can say, “The library books are at the *bottom* of the staircase. Which *bottom* am I?” And your partner should point to the picture of a person at the *bottom* of a mountain.

↔ Syntactic Awareness Activity

Expanding Sentences

Directions: I will show you a picture. Then I will ask one question at a time. Each time a question is answered, we will add it to our sentence to make our sentence expand.

Note: that there may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.



← Show image 4A-2: Child eating a cracker

1. Who? (girl)

A girl.

2. How old is the girl? (seven years old)

A seven-year-old girl.

A girl who is seven years old.

3. What is her name? (Jane)

A seven-year-old girl named Jane.

Jane is seven years old.

4. What is she doing? (eating)

A seven-year-old girl named Jane is eating.

Jane, who is seven years old, is eating.

A young girl named Jane is eating.

5. What is she eating? (a cracker)

A seven-year-old girl named Jane is eating a cracker.

Jane, who is seven years old, is eating a cracker.

Extending the Activity

- You can continue this activity by asking additional questions like: What kind of cracker? Why is Jane eating a cracker? How does Jane feel while eating her cracker? Where does she eat the cracker?
- Students ask questions to the class.

↗ **Above and Beyond:** Students work with their partner to ask questions and expand their own sentence. Call on a few partner pairs to share their expanded sentence.

↔ Vocabulary Instructional Activity

Word Work and Picture: Balanced Diet

Materials: Flip Book images 9A-10–9A-12; drawing paper and drawing tools

1. In the read-aloud you heard, “Remember to eat a well-*balanced diet*.”
2. Say the words *balanced diet* with me three times.
3. A balanced diet is one that includes a healthy mix of foods from each of the five food groups.
4. Grains, vegetables, fruits, protein, and milk are all part of a balanced diet.

[Show images 9A-10–9A-12 one by one. Explain to students that these pictures show examples of a balanced diet. Encourage students to talk about the food they see in the pictures and tell why they are nutritious.]

5. Can you name some foods that are part of a balanced diet? Try to use the words *balanced diet* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is/are part of a balanced diet.”]

6. What are the words we’ve been talking about?

Use a *Drawing and Writing* activity for follow-up. Ask students to draw quick sketches of their favorite meals. Then have them label or write sentences describing their meals. Lastly, have students share their pictures and writing in small groups or with home-language peers, and discuss whether their choices reflect balanced diets.

10 End-of-Lesson Check-In

Balanced Diet and Digestion

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students’ understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about having a healthy diet and their digestive system.
- Ask them to talk to their partner about what they have learned today using as many new words and new information as they can.
- Students may use this time to ask questions to clarify information about the read-aloud and to ask about unknown words from the read-aloud.


Items to look and listen for:

- The word *nutrients*
- The word *energy*
- The terms *balanced diet* and *digestive system*
- Any information about eating healthy or digestion



Balanced Diet and Digestion

3c
Day 2 of 2

<i>At a Glance (Parts C & D)</i>	Exercise	Materials	Minutes
Reviewing the Read-Aloud	What Have We Learned?	Human Body KWL Chart	10
	Making Connections		
	Vocabulary Preview: nutrients, energy		
	Purpose for Listening		
Presenting the Informational Read-Aloud	Balanced Diet and Digestion	Songs and Chants for The Human Body	20
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Digestion		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Body Systems Chart	Instructional Master 3D-1	20
	"My Body Systems" Booklet	"My Body Systems" booklet	

Advance Preparation

Prepare a copy of Instructional Master 3D-1 for each student. This will be the Body Systems Chart for the digestive system.

Note to Teacher

This lesson presents a healthy diet and the digestive system together. You may wish to split this lesson into two parts. Please find the dashed lines to see where this lesson can be split.

What Have We Learned?

- Remind students that they learned about eating healthy food and having a balanced diet with Chef Stef.
- Ask students if they thought about what Chef Stef had said when they ate dinner last night or breakfast this morning.
- Have a few students share which healthy food choices they made. You can frame their response, “I chose to eat [name of healthy food] instead of [unhealthy food].”

Human Body KWL

- Tell students that they will fill out parts of the Human Body KWL together.

Note: Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

- Point to the box under **W** that asks *How long does it take for food to travel through my body?* Say the question and emphasize that when they hear *how long*, the answer will be a length of time like seconds, minutes, hours, etc.
- Ask volunteers for answers. Write, “It takes about two days.” in the **L** box for the digestive system.
- Have students share anything else they learned about their digestive system, and record their responses in the **L** column.

Making Connections

- Have students share with their partner if they know how to say *healthy* or *nutritious* in a different language.
- Have students share with their partner if they know how to say *stomach* in a different language.
- Ask for volunteers to share how they say *healthy* or *nutritious* and *stomach* in a different language.

Vocabulary Review

Nutrients

1. You have heard the word *nutrients* before, like in this sentence, “Not all foods have the same amounts of nutrients.”
2. *Nutrients* are things found in food that living things need to be strong and healthy. Some examples of nutrients are proteins, minerals, and vitamins.
3. Taking turns with your partner, talk about foods that have nutrients in them. Use the word *nutrients* when you tell about them. Each person gets three turns. Remember to use complete sentences.

Energy

1. You have heard the word *energy* before, like in this sentence, “Dr. Welbody will tell us how the foods we eat become the energy we need through digestion.”
2. *Energy* is power for your body to do something.
3. Taking turns with your partner, tell one another which activities need a lot of energy to do. Use the word *energy* when you tell about it. Each person gets three turns. Remember to use complete sentences.

Purpose for Listening

Tell students that they will listen and learn more about eating a balanced diet and their digestive system.

By the end of the lesson, students should be able to:

- ✓ Explain the importance of a balanced diet
 - ✓ Identify the component food groups in a balanced diet
-

- ✓ Identify the digestive system
- ✓ Recall basic facts about the digestive system



Balanced Diet and Digestion

← Show image 9A-1: Chef Stef

Hi, I'm Chef Stef. Welcome to my restaurant, the **Pyramid Pantry**!

[Explain that a pyramid is a shape with triangular sides. Use your finger to outline a triangle around the Pyramid Pantry.]

Dr. Welbody is my friend, and she eats lunch here every day. The food we serve is delicious and nutritious. That means it is yummy and it is good for you! Nutritious foods have nutrients your body needs to give you energy to play and learn. But not all foods have the same amounts of **nutrients**. And that is why I'm here to tell you all about food and eating a **balanced diet**.



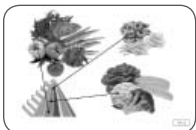
← Show image 9A-4: Grains

First, let's explore grains. Grains are types of grass that have seeds that we can eat, like wheat, rice, and corn. Some foods made from grains are bread, tortilla, and noodles. Remember I said not all foods have the same amounts of **nutrients**? Foods made from *whole grains* have more **nutrients** than foods made from *refined grains*.

[Point out the food products made from whole grains (whole wheat bread and granola bar). Point out the food products made from refined grains (donut and pretzel).]

[Point to the different foods as you say them.]

Refined grains have most of their **nutrients** taken out when they are made, but whole grains keep all their **nutrients**. Whole wheat bread, brown rice, whole wheat spaghetti, whole wheat crackers, oatmeal, rice cakes, and popcorn are all good whole-grain food choices.



← Show image 9A-5: Vegetables

Next, look at the picture and tell me what kind of food we are going to explore. That's right—it's vegetables!

Vegetables come in a rainbow of colors—red, orange, yellow, green, blue, purple, and white. Remember I said not all foods have the same amounts of **nutrients**?

[Point to the different foods as you say them.]

If your vegetables are fried like onion rings, French fries, and potato chips, they lose a lot of their **nutrients**.

So choose a rainbow of vegetables, mostly raw or cooked—and only sometimes fried—and your body will get the **nutrients** it needs.



← **Show image 9A-6: Fruit**

What other food also comes in a rainbow of colors? Does anyone see one of your favorite fruits in the picture?

Not all types of fruits have the same amounts of **nutrients**. Fresh fruits are more nutritious than dried or canned fruits.

[Point out the fresh fruit and the dried and canned fruits.]

Just like vegetables, it is important to choose a rainbow of fresh fruits to get all the **nutrients** your body needs.



← **Show image 9A-8: Meat and beans**

Now, let's look at protein.

[Have students say *protein* with you.]

Meat, eggs, and beans all belong to this group.

[Ask students what other types of protein they see.]

Protein is a nutrient that helps your body move and grow. If you get hurt, protein helps your body to heal—or get better. Not all types of proteins have the same amounts of **nutrients**. It is better to choose to eat your meat grilled or roasted instead of fried in fatty cooking oil or butter.

[Point out and name the healthier protein options as well as the fried and fatty protein options.]



← **Show image 9A-7: Milk**

Finally, look at this picture and tell me what you see.

[Call on three students to answer.]

This is the milk group. It includes milk, cheese, and yogurt. These foods provide your body with **nutrients** like calcium and protein to keep your teeth and bones strong. It's best to choose low-fat milk foods like low-fat milk and low-fat cheese and eat fewer sweet foods made from milk like ice cream and milkshakes.

[Point out and name the healthier milk options as well as the fatty and sweet dairy options.]



← **Show image 9A-9: Food Pyramid**

We have explored all five groups of food. Can you name them with me? Grains, vegetables, fruits, protein, and milk.

[Point to each group as you say them. Have students say the food groups with you again.]

There is one more thing I want to tell you, and that is to remember to eat a **balanced diet**. That means you must choose different foods from each food group at every meal: breakfast, lunch, and dinner. Eating only grains—especially refined grains—will not provide your body with the **nutrients** it needs to be healthy. Your body needs three balanced meals plus some healthy snacks everyday.



← **Show image 9A-1: Chef Stef**

I had a great time telling you about food and eating a **balanced diet**. Now Dr. Welbody will tell us how the foods we eat become the energy we need through **digestion**.

■ **Lesson Break**



← **Show image 4A-2: Child eating a cracker**

Pretend that you just took a bite out of a yummy cracker. What are you going to do now? Chew! Your teeth are crushing the cracker and saliva is making your food softer. Saliva is a kind of liquid in your mouth that helps to soften your food.



← **Show image 4A-3: Esophagus and stomach**

Next, it is time to swallow. Mushy food goes into a tube called your **esophagus**. The muscles in your **esophagus** squeeze the food into your **stomach**.

[Point to top of the esophagus and run your finger down to the stomach in the picture. Then have your students start at the top of their throat, where their esophagus would be, and run their finger down to where their stomach is.]



← **Show image 4A-4: Stomach**

Powerful muscles in your **stomach** move the food around in your **stomach**. **Stomach** juices help turn the mushy food into liquid.



← **Show image 4A-5: Small intestine**

Then the liquid moves from your **stomach** a little bit at a time into a long, narrow, twisty tube called your small **intestine**.

[Point to the small intestine and accentuate how it twists and turns.]

In the small **intestine** all the nutrients from the liquid food gets taken to the rest of your body through your blood to give you energy.

But there are still some bits of food that are not used up and are left behind in the small **intestine**. This left-over food is called waste. The waste gets pushed into a shorter and wider tube called your large **intestine**.

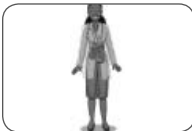
[Point to the large intestine that surrounds the small intestine.]



← **Show image 4A-6: Small intestine to large intestine**

Finally, waste gets pushed out of your bottom when you go to the bathroom.

[If necessary, you can review the digestive process with this picture, starting from the mouth, down the esophagus, in the stomach, through the small intestine, left-over waste in the large intestine, and out the bottom.]



← **Show image 4A-7: Dr. Welbody's digestive system**

It may take two days for food to travel through your whole **digestive** system. **Digestion** is happening while you work, play, and even while you sleep.

Here is my rhyme about the **digestive system**:

[Have students repeat the rhyme line by line after you.]

Eating healthy foods I love,

[Mime eating.]

***Digestion** leads the way,*

[Motion stomach.]

To give my body energy,

It needs to work and play.

[Mime writing and do a jumping jack.]

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. To the extent that they are able, ask students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What are the five food groups?
 - The five food groups are grains, vegetables, fruits, proteins, and milk/dairy.
2. *Inferential* What does it mean to eat a balanced diet?
 - I must choose different foods from each food group at every meal.
3. *Evaluative* Why do you need to eat a balanced diet?
 - I need to eat a balanced diet because my body needs nutrients to help it grow.
4. *Evaluative* What is an example of “not all foods have the same amounts of nutrients” that Chef Stef talked about?
 - Answers may vary.
5. *Inferential* How does the food you eat become the energy you need to learn and play?
 - The food I eat becomes energy through digestion.
6. *Evaluative* [Show Image Cards 1–5] Put these pictures about digestion in order and talk about what is happening to the food in each one.
7. *Question Pair Share*: Asking questions after a read-aloud is one way to see how much everyone has learned. In a moment you are going to ask your partner a question about the read-aloud. Begin your question with the question word *who*, *what*, *when*, *where*, *why*, or *how*. For example, you could ask, “Where does food go after it gets pushed down the esophagus?” Turn to your partner and ask your question. Wait for your partner to respond. Then your partner will ask a new question, and you will get a chance to respond. I will call on some of you to share your questions with the class.

Sentence Frames

Who taught ...?

What helps ...?

When will ...?

Where do/does ...?

Why do/does ...?

How do/does ...?

8. After today's read-aloud and questions and answers, do you have any remaining questions? (If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.)

Word Work: Digestion

1. In the read-aloud you heard, "*Digestion* is happening while you work and play and sleep."
2. Say the word *digestion* with me three times.
3. Digestion is the process of breaking down food into something that your body can use.
4. Eating slowly and drinking lots of water helps to make digestion easier.
5. Tell about one of the organs or fluids in your body that helps with the digestion of your food. Try to use the word *digestion* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ helps digestion by . . ."]
6. What's the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: Digestion is a natural process that we hardly notice in our bodies. Sometimes the process gets interrupted. When this happens we sometimes burp or have a stomachache. These are signs of *indigestion* [emphasize the *in-*] and it can feel very unpleasant to our bodies. I will read five sentences to you. If the sentence tells about a normal part of digestion, say, "That's digestion." If it is not a normal part of digestion say, "That's indigestion."

1. I chewed my apple into tiny bits before swallowing it.
 - That's digestion.
2. I had stomach pains after lunch yesterday.
 - That's indigestion.
3. I began to burp at the dinner table.
 - That's indigestion.
4. I used the bathroom after breakfast.
 - That's digestion.
5. I swallowed a whole grape and began to cough.
 - That's indigestion.



Complete Remainder of the Lesson Later in the Day



Balanced Diet and Digestion

3D
Day 2 of 2

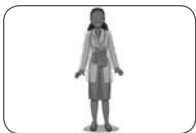
Extensions

20 minutes

10 Body Systems Chart

- Hand out a Body Systems Chart (Instructional Master 3D-1) to each student.
- Tell them that they will use this chart to draw or write down what each body system does and the organs that make up the body system. You can use this chart to give students an observational *Tens* score.
- Have students fill out their Body Systems Chart, either drawing, writing, or cutting out images from the body systems image sheet.
- Show students that the first row is *What are the system's parts?* And the second row is *What does the system do?* Students can work with their partners or home-language peers to discuss what they will put in each row for digestive system.

"My Body Systems" Booklet



← Show image 4A-7: Dr. Welbody's digestive system

- Assist students in filling in the blank at the side of the page: My *Digestive System*. Remind them to write their name.
 - Ask students to use Dr. Welbody's digestive system as a model for sketching their own digestive system within the body shape on the third page. Go over the steps of the digestive system with them and remind them to include the *mouth, esophagus, stomach, and small and large intestines*. (Write these words on the board.) It should be emphasized that students' drawings need not be a perfect depiction of the digestive system. The goal of this activity is for students to become more aware of the details of the digestive system through the activity of drawing it. Later in the domain, when students' knowledge of the body's systems is assessed, they will be asked to recognize, rather than draw, the various systems.
- Above and Beyond: When they have finished drawing, instruct them to use the lines at the sides of the page to write a sentence

about their digestive system. For example, “Food gets churned up in my stomach.” For students who are not yet ready to do this independently, have them dictate their sentences to an adult.

- Have students share their sentence and drawings with each other.



Pausing Point

PP

Note to Teacher

Your class has learned about three body systems: skeletal, muscular, and digestive, as well as the importance of eating a balanced diet. You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of the human body. The activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Addressed up to This Point

Students will:

- ✓ Explain that the human body is a network of systems
- ✓ Identify five body systems: skeletal, muscular, digestive, circulatory, and nervous
- ✓ Recall basic facts about the skeletal system
- ✓ Recall basic facts about the muscular system
- ✓ Define the heart as a muscle that never stops working
- ✓ Recall basic facts about the digestive system
- ✓ Identify the component food groups in a balanced diet
- ✓ Explain the importance of a balanced diet for bodily health

Student Performance Task Assessment

10 Image Card Review

Materials: Image Cards 6–8; Response Cards for skeletal, muscular, and digestive system

Note: Use this activity as an observational *Tens* opportunity.

Hold Image Cards 6–8 in your hand, fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or say a clue about the picture s/he is holding. For example, for the digestive system, a student may pretend to be eating or drinking. The rest of the class will guess which body system is being described by holding up the respective Response Card. Proceed to another card when the correct answer has been given.

10 Riddles for Core Content

Note: Use this activity as an observational *Tens* opportunity.

Ask the students riddles such as the following to review core content:

- I push food through my long tube from the mouth to the stomach. What am I?
 - esophagus
- I am the body's special framework, supporting it so that it doesn't fall over into a heap. What am I?
 - skeleton
- I help the body move. What am I?
 - muscles
- I am the parts of food that provide nourishment for the body. What am I?
 - nutrients
- I am where two bones attach. What am I?
 - joint
- I am the liquid in your mouth that helps soften your food. What am I?
 - saliva
- Yogurt, and cheese are included in my food group. What am I?
 - milk
- Chicken, tofu, and nuts are included in my food group. What am I?
 - protein

- I am an important muscle that never stops working. What am I?
 - heart
- I am the bones that protect your brain. What am I?
 - skull

Activities

My Plate Magic (Instructional Master PP-1; red, green, orange, purple, and blue crayons for each student)

Distribute a copy of Instructional Master PP-1 (taken from ChooseMyPlate.gov) to each student. Ask students, “How does this plate look different from the plate you may use for your dinner each night?”

- Answers may vary, but may include the fact that there is no food on the plate, and it is divided into four segments.

Explain to students that they will be coloring in the segments of the plate as a class. Ask students to take their green crayons and color in the segment on the bottom left portion of the plate, labeled *vegetables*. Ask students what they notice about the size of that segment compared to the other parts of the plate.

When they note that the vegetables segment is larger than the others, ask students why that is the case.

Proceed, as a class, with coloring in the remaining three segments and the circle labeled *milk*, using the following colors for each segment: red for fruit; orange for grains; purple for protein; and blue for milk. It is important to have students use those colors for those segments, as this is consistent with the MyPlate symbol created by the United States Department of Agriculture. As students color in each segment, review information from today’s read-aloud about that food group.

When students complete the MyPlate symbol, explain that if they follow the directions on the plate for a balanced diet, they will be on their way to living a healthy life!

“My Body Systems” Booklet

You may wish to have students continue working on their booklets.

Image Review

You may show the Flip Book images from any read-aloud again and have students retell the read-aloud using the images.

The Human Body Songs and Chants (Instructional Master 1A-1)

Review and sing Dr. Welbody’s rhymes from Lessons 1–3. You may choose to write these rhymes on chart paper and hang it around the class. Different groups of students can travel around the classroom to sing and do the motions for the different rhymes.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book to review a particular domain concept; refer to the books listed in the Introduction. You may also choose to have the students select a read-aloud to be heard again.

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from Websites and Other Resources in the Introduction for further exploration of the human body.

Chef Stef’s Assistants

If you have access to a kitchen, you may want to have students bring in vegetables and stock to make a healthy soup one day. Alternatively, you could make simple pizzas using English muffins, tortilla shells, or another prepared dough. This would also be a good opportunity to involve parents in a fun activity with their children.

Note: Be sure to check with your school’s policy regarding food distribution and allergies.

Guest Presenter

Invite the school nurse to come to the class and read a book or give a presentation on a topic related to the first three read-alouds in this domain. Parents who work in the health care profession (doctors, nurses, nurses’ aides) would also be good sources.



My Heart and Brain

4

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify the circulatory system
 - ✓ Recall basic facts about the circulatory system
 - ✓ Explain the importance of exercise and a balanced diet for a healthy heart
-

■ -----

- ✓ Identify the nervous system
 - ✓ Recall basic facts about the nervous system
 - ✓ Identify the brain as the body's control center
-

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between being active and having an increase in heart rate (RI.1.3)
- ✓ Describe the connection between the five senses and the nervous system (RI.1.3)
- ✓ Identify reasons and facts the author gives to support points in “My Heart and Brain” by drawing, writing, or cutting and pasting images and by conversing with partners on topics related to the circulatory and nervous systems (RI.1.8)
- ✓ Create the pages of an informative/explanatory booklet, “My Body Systems,” for the circulatory and nervous systems (W.1.2)

- ✓ With assistance, categorize and organize facts about the circulatory and nervous systems (W.1.8)
- ✓ With guidance and support from adults, recall what is known about the circulatory and nervous systems, review facts about the digestive, circulatory, and nervous systems, and record them on the KWL chart (W.1.8)
- ✓ Add drawings to the pages of the “My Body Systems” booklet for the circulatory and/or nervous systems (SL.1.5)
- ✓ Produce complete declarative, interrogative, imperative, and exclamatory sentences in response to prompts in shared language activities (L.1.1j)
- ✓ Use sentence-level context as a clue to the meaning of *pumps* (L.1.4a)
- ✓ Use frequently occurring affixes, such as *un-*, as a clue to the meaning of a word, such as *uncontrollable* (L.1.4b)
- ✓ Identify examples of actions that are controllable and uncontrollable (L.1.5a)
- ✓ Identify real-life connections between words—*circulate*, *messages*, *pumps*, *control*, and *nerves*—and their use (L.1.5c)

Core Vocabulary

blood, n. A liquid that circulates throughout the body, transporting nutrients, oxygen, and waste to and from all parts of the body
Example: A little bit of blood broke through the skin when he scraped his knee.
Variation(s): none

blood vessels, n. Passageways (arteries, veins, and capillaries) through which blood circulates within the body
Example: Blood vessels can be as big as jump ropes or smaller than the hairs on your head.
Variation(s): blood vessel

circulatory system, n. The body system made up of the heart and blood vessels responsible for moving blood throughout the body
Example: The heart is one part of the circulatory system.
Variation(s): circulatory systems

heart, n. The organ responsible for pumping blood through the body
Example: Each person has a heart that keeps him/her alive.
Variation(s): hearts

pulse, n. The regular beat of the blood in your arteries as the heart pumps it through your body

Example: You can take your pulse by pressing two fingers against your wrist.

Variation(s): pulses

brain, n. The command center of the body that controls how you think and move

Example: Without her brain, the girl wouldn't be able to play or do her homework.

Variation(s): brains

nerves, n. Thin fibers that connect your brain to all parts of your body

Example: The tips of your fingers are full of nerves that allow you to feel.

Variation(s): nerve

nervous system, n. The system made up of the brain, spine, and nerves that makes it possible for people and animals to sense the world around them

Example: Your brain and nerves are parts of your nervous system.

Variation(s): nervous systems

Vocabulary Chart for My Heart and Brain			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	blood heartbeat oxygen pulse stethoscope	although because <i>circulate</i> control* <i>messages</i> nutrients	alive brain heart
Multiple meaning	nerves* pulse	<u>pumps</u>	color
Phases	blood vessels circulatory system five senses nervous system	laid out make up	all around lightning speed travel back and forth whichever way
Cognates	nervios* oxígeno pulso estetoscopio sistema circulatorio sistema nervioso cinco sentidos	<i>circular</i> control* <i>mensaje</i> nutriente	

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that this image sequence includes images from two lessons and is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 5A-1: Dr. Welbody with polka-dot bandage
2. 5A-2: Skinned knee
3. 5A-3: Circulatory system
4. 5A-5: Blood vessels and major organs
5. 5A-7: Doctor listening to child's heart
6. 5A-8: Child exercising
7. 5A-9: Dr. Welbody's circulatory system




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8. 6A-1: Dr. Welbody
 9. 6A-2: Child smiling
 10. 6A-4: Brain
 11. 6A-3: Skull, with brain partly visible inside
 12. 6A-5: Nervous system
 13. 6A-6: Children playing soccer
 14. 6A-10: Dr. Welbody's nervous system



My Heart and Brain

4A
Day 1 of 2

<i>At a Glance (Parts A & B)</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Human Body KWL Chart; Songs and Chants for The Human Body	15
	Lesson Introduction	Human Body KWL Chart	
	Vocabulary Preview: Circulate, Messages		
	Purpose for Listening	Human Body KWL Chart	
<i>Presenting the Interactive Read-Aloud</i>	My Heart and Brain		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Pump	Poster 4M (Pumps)	20
	Syntactic Awareness Activity: Conversations		
	Vocabulary Instructional Activity: Control		
	End-of-Lesson Check-In	Response Cards for the Body Systems	
<i>Take-Home Material</i>	Family Letter	Instructional Masters 4B-1, 4B-2	

Note to Teacher

This lesson presents the circulatory system and nervous system together. You may wish to split this lesson into two parts. Please find the dashed lines to see where this lesson can be split.

What Have We Learned?

Human Body KWL

- Remind students that they have learned about the first three body systems: skeletal, muscular, and digestive.
- Tell students that you will review the K column to check to make sure the information for the digestive system is accurate. Reread small sections of the read-aloud text as necessary to help students check the accuracy of their responses in the K column. Cross out inaccurate information.
- Review the rhymes from previous lessons. You may choose to sing it with the students to help them remember the words.

Without my hidden skeleton,

I could not stand up tall.

[Stand up really tall with back straight.]

And so, "Hurray for bones!" I say,

[Jump up with your hands in the air. Do the motion for *bone*.]

Two hundred six in all!

My muscles are so good to me,

[Do the motion for *muscle*.]

They help me to have fun,

To jump and kick a soccer ball,

[Mime jumping and kicking a soccer ball.]

To smile and speak and run.

[Mime smiling, speaking, and running.]

Eating healthy foods I love,

[Mime eating.]

Digestion leads the way,

[Motion *stomach*.]

*To give my body energy,
It needs to work and play.*

[Mime writing and do a jumping jack.]

Lesson Introduction



← Show image 5A-9: Dr. Welbody's circulatory system

- Tell students that today Dr. Welbody, the rhyming pediatrician, is going to talk to them about their circulatory system and their nervous system.
- Point to Dr. Welbody's circulatory system and have students repeat *circulatory system* after you.
- Tell them that the circulatory system is made up of the heart, blood vessels, and blood.
- Then ask them to show their partner how they would use motions to refer to *heart*. Point out a few examples from the students and choose one to represent *heart*.
- Have students practice the motion for *heart*. Tell them that this motion for *heart* will represent the circulatory system.



← Show image 6A-10: Dr. Welbody's nervous system

- Tell students that there is another body system that goes all around—or circulates through—their body.
- Point out Dr. Welbody's nervous system and have students repeat *nervous system* after you.
- Tell them that the nervous system is made up of the brain, spine, and nerves.
- Then ask them to show their partner how they would use motions to refer to *brain*. Point out a few examples from the students and choose one to represent *brain*.
- Have students practice the motion for *brain*. Tell them that this motion for *brain* will represent the nervous system.

Human Body KWL

- Tell students that they are going to explore their circulatory and nervous systems with Dr. Welbody.

- Remind them that all body systems work together in a network to keep their human body alive and healthy.
- Tell students that Dr. Welbody would like to know what they know about their circulatory system and nervous system.
- For each system, give students thirty seconds to think about what they know about the system. [This can be done in partner pairs or with home-language peers.] Then have volunteers share what they already know. Record all student responses in the K column, even inaccurate ones. Tell students to listen carefully to the read-aloud to hear if what you have written is correct.

Note: Emphasize that you are writing what they say so that you don't forget, and that you will read to them what you have written.

Vocabulary Preview

Circulate

1. Today we will learn that blood *circulates* or moves around through tubes called blood vessels.

[Move your hands in a circular motion.]

2. Say the word *circulate* with me three times.
3. *Circulate* means to move in a circle and usually return to the starting point
4. Blood starts in the heart and circulates all around the body and returns to the heart again.
The teacher circulates around the room from group to group.
5. Tell your partner about something that circulates. Use the words *circulate* or *circulates* when you tell about it. Remember to use a complete sentence.

Messages

1. Today you will hear that your five senses send *messages* to your brain.
2. Say the word *messages* with me three times.
3. *Messages* are information sent to someone or something. Messages can be spoken, written, or signaled.
4. My finger sent a message to my brain telling me that the ice on my head is cold.
Grandpa left a message for my mom on the refrigerator.

5. Tell your partner about a time you sent a message. Use the word *message* when you tell about it. Remember to use a complete sentence.

Purpose for Listening

Tell students that they are going to listen to a read-aloud to learn more about their circulatory and nervous systems. The main topics of the read-aloud are the circulatory and nervous systems.

Point out and read the questions in the **W** column of the Human Body KWL chart: *How long does it take for blood to circulate all around my body?* And *What organ controls all my senses?* Tell them to listen for the answers in the read-aloud.

By the end of the lesson, students should be able to:

- ✓ Identify the circulatory system
 - ✓ Recall basic facts about the circulatory system
-



- ✓ Identify the nervous system
- ✓ Recall basic facts about the nervous system



My Heart and Brain

← **Show image 5A-1: Dr. Welbody with polka-dot bandage**

Hello again! Dr. Welbody here to explore two more body **systems** with you. Can you guess which ones?

[Confirm that Dr. Welbody is going to tell them about their circulatory and nervous systems.]

Did you notice the bandage on my pinky? What do you think happened to me?

[Pause for student responses.]

Even a pediatrician like me sometimes gets hurt!



← **Show image 5A-2: Skinned knee**

What happened to this boy? What do you see on his knee?

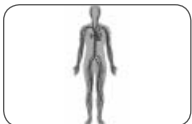
[Pause for student responses.]

Tell your partner about a time you have gotten hurt before.

[Allow thirty seconds for students to talk. Call on volunteers to share.]

Have you noticed that when you scrape your knee or cut your finger, **blood** comes out?

Blood is one part of your **circulatory system**.



← **Show image 5A-3: Circulatory system**

Blood circulates—or moves—all around your body in tubes called **blood vessels**.

[Point to the blood vessels, have students say *blood vessels* with you. Show how the blood vessels go all around the body. Remind students that blood is inside the blood vessels and circulates all around the body.]

Blood vessels are also hidden inside your body, but you can see some of them through your skin. Take a look at your wrist. Do you see some thin blue lines going from your arm into your hand? What do you think those blue lines are?

[Pause for student responses.]

That's right! They are your **blood vessels**. **Blood** moves through your body through **blood vessels**.



← **Show image 5A-5: Blood vessels around major organs**

Can you find the **heart** in this image?

The **heart's** job is to pump **blood** all through your body. Let's see if you can feel your **heart** pumping.

[Have students place their hand at the center of their chest and see if they can feel their heart beating. If not, have students do jumping jacks or run in place for thirty seconds and try to feel their heart beating again.]

Your **heart, blood, and blood vessels** make up your **circulatory system**.

[Have students say *circulatory system* with you.]

Why do you think the **circulatory system** is important to your body?

[Pause for student responses.]

Your **heart, blood, and blood vessels** carry two very important things to all the parts of your body: oxygen and nutrients.

Where do you get oxygen from?

- the air

Where do you get nutrients from?

- food and water

← **Show image 5A-7: Doctor listening to child's heart**



What is happening in this picture? What is the pediatrician listening to?

[Pause for student responses.]

When children come to me for check-ups, I always check to make sure their **circulatory system** is healthy by listening to their **heart** with my stethoscope.

Do you know what a healthy **heart** sounds like?

[Pause for student responses.]

A healthy **heart** makes a sound with each beat. A healthy heart sounds like this: *lub-dub, lub-dub, lub-dub*.

[Have students say *lub-dub, lub-dub, lub-dub* while doing the motion for *heart*.]



← **Show image 5A-8: Child exercising**

Tell your partner some ways you can keep your **heart** healthy.

[Allow thirty seconds for students to talk. Call on three partner pairs to share.]

Remember that your **heart** is the most important muscle in your body. By exercising and eating healthy foods, you will be helping your **heart** stay healthy and strong.



← **Show image 5A-9: Dr. Welbody's circulatory system**

Now, here's a rhyme for the part of our **circulatory system** that works hard all day and night. Can you guess what it is?

[Have students repeat the rhyme line by line after you. Then, using Songs and Chants (Instructional Master 1A-1), sing this rhyme to "Row, Row, Row Your Boat." Have students sing with you line by line.]

*My **heart** is always working,*

[Motion *heart*.]

It's busy night and day,

It pumps while I'm sleeping

[Mime sleeping.]

And while I work and play.

[Mime writing and do a jumping jack.]

■ **Lesson Break**



← **Show image 6A-1: Dr. Welbody**

Remember the cut on my pinky? It hurt! But how did I know that it hurt? We will find out as we explore our **nervous system**.



← **Show image 6A-2: Child smiling**

Your **brain** gets messages about the world from your five senses. Do you know the five senses and the body part you use for each one?

[Review each of the five senses: sight/eyes, hearing/ears, touch/skin, taste/mouth and tongue, smell/nose. Point to the boy's eyes, ears, skin, mouth, and nose as you review the senses.]

None of your senses would work if you did not have a **brain**.

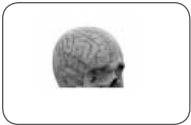


← **Show image 6A-4: Brain**

What is this a picture of?

Our **brain** looks like this. It is wrinkly and wet. What does your brain help you to do?

[Have partner pairs think of an example of how the brain helps them know something through their five senses: sight, hearing, smell, taste, and touch. Call on partner pairs to share.]

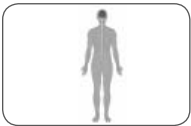


← **Show image 6A-3: Skull, with brain partly visible inside**

What part of your body did you already learn about that protects your brain?

Your **brain** is inside your **skull**.

[Have students tap lightly on their skull.]



← **Show image 6A-5: Nervous system**

What system is this?

What other system does this look like?

[Pause for student responses.]

Similar to the **blood vessels** in the **circulatory system** that travel all around the body, **nerves** in the **nervous system** also go to every part of your body.

Messages travel back and forth from your **brain** to other parts of your body by moving up and down your spine with lightning speed—that's very, very fast!

[Point from the brain and go up and down the spine.]

Attached to the spine are thin fibers that look like strings called **nerves**. Your **nerves** go to every part of your body. Your **brain**, **spine**, and **nerves** make up your **nervous system**.



← **Show image 6A-6: Children playing soccer**

Tell your partner how the different body systems help these children play soccer.

[The skeletal and muscular systems help them run and kick; the circulatory system helps pump blood to the parts of the body that are moving; the nervous system helps them to know where to run and when to kick the ball.]



← **Show image 6A-10: Dr. Welbody's nervous system**

Now, aren't you glad to have a very important organ that controls your body? Can you guess what organ that is?

[Pause for student responses.]

Here's a rhyme about our **nervous system** that we can all learn:

[Have students repeat the rhyme line by line after you. Then, using Songs and Chants (Instructional Master 1A-1), sing this rhyme to "Row, Row, Row Your Boat." Have students sing with you line by line.]

I'm so glad I have a brain,

[Motion *brain*.]

To help me think and see;

[Point to your brain, move your arms around, and point to your eyes.]

And write my name and count to three,

[Mime writing and show the number three with your hands.]

And move and read and dream!

[Mime moving, reading, and dreaming.]

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. To the extent that they are able, ask students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Which body systems are the main topics of this read-aloud?
 - The circulatory and nervous systems are the main topics of this read-aloud.
 2. *Literal* What does your circulatory system circulate all around your body?
 - My circulatory system circulates blood all around my body.
 3. *Literal* How does blood travel through your body?
 - Blood travels through my blood vessels.
 4. *Literal* What is the muscle that pumps blood through your blood vessels?
 - My heart pumps blood through my blood vessels.
-

- -----
5. *Literal* What is the name of the body system that includes your brain, spine, and nerves?
 - It is my nervous system.
 6. *Literal* Which organ controls everything your body does?
 - My brain controls everything my body does.
 7. *Literal* How do messages from your brain travel through your body?
 - Messages from my brain travel through my body through nerves.
 8. After today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]



Complete Remainder of the Lesson Later in the Day



My Heart and Brain

4B

Day 1 of 2

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Sentence in Context: Pump

Note: You may choose to have students hold up one, two, three, or four fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Pump).] In the read-aloud you heard, “The job of your heart is to *pump* blood around your body through blood vessels.” Here *pump* means to empty or fill by letting liquid or air pass through. Which picture shows this?
 - one
2. *Pump* can also mean other things. A *pump* can be something that moves fluid through a tube, like a gas pump. Which picture shows this?
 - two
3. *Pump* can mean a type of shoe that has no buckles or laces. Which picture shows this?
 - three
4. *Pump* can mean moving up and down with a steady motion, like pumping weights. Which picture shows this?
 - four
5. Now with your partner, make a sentence for each meaning of *pump*. I will call on some of you to share your sentences.

↔ Syntactic Awareness Activity

Conversations

Directions: Look at the picture. You and your partner will be making up different kinds of sentences based on what you see in the picture. Remember to use complete sentences.

Note: There may be variations in the different types of sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.



← **Show image 5A-1: Dr. Welbody with polka-dot bandage**

1. First, one of you should make up a question to ask Dr. Welbody. Then the other partner answers the question.
 - Interrogative; (e.g., How did you get your cut?)
2. Then your partner should answer that question with a complete sentence.
 - Declarative; (e.g., I got my cut while I was peeling an apple.)
3. Next, one of you should make up a question that Dr. Welbody asks the class.
 - Interrogative; (e.g., When can I take my bandage off?)
4. Then your partner should answer that question with a complete sentence.
 - Declarative; (e.g., You can take your bandage off before you go to bed.)
5. Then, each of you should make up a command or direction to give to Dr. Welbody.
 - Imperative; (e.g., Be careful.)
6. Finally, each of you should make up a sentence that either Dr. Welbody or the class says to show excitement, emotion, or happiness.
 - Exclamatory; (e.g., Ouch!)

Extending the Activity

- Partner pairs share their sentences with the rest of the class.
- Home-language peers make up the different kinds of sentences in their home language.

↔ Vocabulary Instructional Activity

Word Work: Control

1. In the read-aloud you heard, “Your brain *controls* everything your body does.”
2. Say the word *control* with me three times.
3. *Control* means to have power over something by telling it what to do.
4. Your brain controls your moods and feelings—like whether you feel happy, sad, or angry.
5. Tell about what your brain has control over in your body. Use the word *control* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My brain controls my . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: If the thing I say is something you can control, say “That’s controllable.” If the thing I say is something you cannot control, say “That’s uncontrollable.” [Put the emphasis on *un-* in *uncontrollable*.]

When you add *un-* to a word, that gives the word the opposite meaning.

1. smiling for the camera
 - That’s controllable.
2. the beating of my heart
 - That’s uncontrollable.
3. breathing while I sleep
 - That’s uncontrollable.
4. eating a balanced meal.
 - That’s controllable.
5. kicking a soccer ball
 - That’s controllable.

10 End-of-Lesson Check-In

My Heart and Brain

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about their circulatory and nervous systems.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Students may use this time to ask questions to clarify information from the read-aloud and to ask about unknown words in the read-aloud.

Items to look and listen for:

- The word *circulate*
- The word *messages*
- The word *control*
- The terms *circulatory system* and *nervous system*
- Any information about the circulatory and nervous systems and their organs and functions
- Variation: Make up a few riddles about the circulatory and nervous systems to check for understanding. For example, you could say, "The heart pumps blood in this system." The students should hold up their circulatory system response card.

Take-Home Material


Family Letter

Send home Instructional masters 4B-1 and 4B-2.



My Heart and Brain

4c
Day 2 of 2

<i>At a Glance (Parts C & D)</i>	Exercise	Materials	Minutes
Reviewing the Read-Aloud	What Have We Learned?	Human Body KWL Chart	10
	Making Connections		
	Vocabulary Review: Circulate, Messages		
	Purpose for Listening		
Presenting the Informational Read-Aloud	My Heart and Brain	Songs and Chants for The Human Body	20
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Nerves		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Body Systems Chart	Instructional Masters 4D-1, 4D-2	20
	"My Body Systems" Booklet	"My Body Systems" booklet	

Advance Preparation

Prepare a copies of Instructional Masters 4D-1 and 4D-2 for each student. This will be the Body Systems Chart for the circulatory and nervous systems.

Note to Teacher

This lesson presents the circulatory system and nervous system together. You may wish to split this lesson into two parts. Please find the dashed lines to see where this lesson can be split.

Have students choose one of the body systems to draw for their "My Body Systems" booklet. You may wish to send another page of the booklet for students to complete at home.

What Have We Learned?

- Remind students that they learned about their circulatory system and nervous system.
- Tell students that they will fill out parts of the Human Body KWL chart together for the circulatory and nervous systems.

Note: Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

- Point to the box under **W** that asks *How long does it take for blood to circle all around my body?* Say the question and emphasize that when they hear *how long*, the answer will be a length of time like seconds, minutes, hours, etc.
- Ask volunteers for answers. Write, “It takes about one minute.” in the **L** box for the circulatory system.
- Have students share anything else they learned about their circulatory system and record it in the **L** column.
- Point to the box under **W** that asks *Which organ controls all my senses?* Say the question and emphasize that when they hear *which*, the answer usually relates to the word that comes after *which*, like *organ* in *which organ*.
- Ask volunteers for answers. Write, “My heart controls all my senses.” in the **L** box for the nervous system.
- Have students share anything else they learned about their nervous system in the **L** box.

Making Connections

- Have students share with their partner if they know how to say *heart* in a different language.
- Have students share with their partner if they know how to say *brain* in a different language.
- Ask for volunteers to share how they say *heart* and *brain* in a different language.

Vocabulary Review

Circulate

1. You have heard the word *circulate* before, like in this sentence, “Your blood vessels are laid out very carefully to *circulate* blood to every part of your body.”
2. *Circulate* means to move in a circle and usually return to the starting point.
3. Taking turns with your partner, talk about things that circulate. For example, “The pelican circulates above the ocean to see if there are any fish in the water for it to eat.” Or, “The book circulated around the classroom until each student had a chance to see it.” Use the words *circulate* or *circulated* when you tell about them. Each person gets three turns. Remember to use complete sentences.

Messages

1. You have heard the word *messages* before, like in this sentence, “Your brain gets *messages* about the world from your five senses.”
2. Messages are information sent to someone or something. They can be spoken, written, or signaled.
3. Taking turns with your partner, tell one another about different kinds of messages you send or receive. Use the word *messages* when you tell about it. Each person gets three turns. Remember to use complete sentences.

Purpose for Listening

Tell students that they will listen and learn more about their circulatory and nervous systems.

By the end of the lesson, students should be able to:

- ✓ Identify the circulatory system
 - ✓ Recall basic facts about the circulatory system
 - ✓ Explain the importance of exercise and a balanced diet for a healthy heart
-

- ✓ Identify the nervous system
- ✓ Recall basic facts about the nervous system
- ✓ Identify the brain as the body’s control center

My Heart and Brain



← Show image 5A-1: Dr. Welbody with polka-dot bandage

Hello again! Dr. Welbody here to explore two more body **systems** with you. Can you guess which ones?

[Confirm that Dr. Welbody is going to tell them about their circulatory and nervous systems.]

Did you notice the bandage on my pinkie?

[Point to the bandage, explain that sometimes when we get hurt and have a wound that bleeds, we put a bandage on it.]

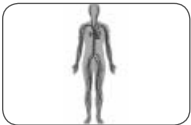
Even a pediatrician like me sometimes gets hurt!



← Show image 5A-2: Skinned knee

Have you ever cut yourself or skinned your knee?

When this happens, it usually bleeds. The **blood** that comes out is just a tiny part of all the **blood** you have in your body.



← Show image 5A-3: Circulatory system

Your **blood** is not just moving whichever way it wants inside of you. It circulates or moves around through tubes called **blood vessels**. Some blood vessels are big and some are small.

[Point to the blood vessels, have students say *blood vessels* with you. Show how the blood vessels go all around the body. Remind students that blood is inside the blood vessels and circulates all around the body. Ask students to find the big and small blood vessels.]

Although the **blood vessels** in this picture look like a bunch of tangled spaghetti, your **blood vessels** are laid out very carefully to circulate **blood** to every part of your body—from the top of your head to the tips of your fingers and toes.

[Have students stand up and touch the top of their head and bend over to touch their toes.]

Blood is able to circulate through your **blood vessels** because of your **heart**. It takes about one minute—that's sixty seconds—for your **blood** to travel from your **heart**, all around your body, and back to your **heart**.

[Use the picture and start from the heart to show how blood circulates around the body through the blood vessels back to the heart.]

Your **heart** is a hard worker and is the most important muscle in your body! Its job is to pump **blood** all around your body through your **blood vessels**. Sometimes you can feel your **heart** working and pumping hard after you have been running very fast.



← **Show image 5A-5: Blood vessels around major organs**

Your **heart**, **blood**, and **blood vessels** make up your **circulatory system**.

[Have students say *circulatory system* with you.]

Blood keeps you alive. **Blood** travels through your body and carries everything your body needs to live. Your body needs two things to stay alive: oxygen and nutrients.

Oxygen is taken from the air inside your lungs.

[Point to the lungs. Have students breathe in deeply. Tell them that oxygen in the air is going into their lungs and then into their blood.]

Nutrients come from the food you eat as it moves through your intestines.

[Point to the small intestine. Remind them that the nutrients from the food they eat go from their intestines into their blood.]

Your **blood** carries the oxygen and nutrients to all parts of your body so that you can stay alive, move, think, and grow.



← **Show image 5A-7: Doctor listening to child's heart**

It is very important to have a strong, healthy **heart**. If you came to me for a checkup, I would use my stethoscope to listen to your heartbeat.

[Point to the stethoscope.]

A healthy **heart** makes a sound with each beat that sounds like this: *lub-dub*.

[Have students say *lub-dub* while doing the motion for heart.]

This sound comes from the **heart** as it pumps **blood**.

Even without a stethoscope, you can feel your **heart** working. You can feel your **pulse** in places where there is a big **blood vessel** close

to your skin. Try putting two fingers on the palm side of your wrist, just below your thumb. Press lightly.

[Show students where to locate their pulse on their wrist.]

Can you feel a small beat under your skin? Each beat is caused by the pumping of your **heart**.



← **Show image 5A-8: Child exercising**

Remember that your **heart** is the most important muscle in your body. How do we make a muscle strong? By exercising it! When you dance, play basketball, swim, or jump rope, you are exercising not just your arms and legs, but your **heart** as well.

Another way to take care of your **heart** is to eat plenty of fruits and vegetables that are good for you, instead of soda, chips, and candy. By exercising and eating healthy foods, you will be helping your **heart** stay healthy and strong.



← **Show image 5A-9: Dr. Welbody's circulatory system**

Now, here's a rhyme for the part of our **circulatory system** that works hard all day and night. Can you guess what it is?

[Confirm that it is the heart. Have students repeat the rhyme line by line after you.]

*My **heart** is always working,*

[Motion *heart*.]

It's busy night and day;

It pumps while I'm sleeping

[Mime sleeping.]

And while I work and play.

[Mime writing and do a jumping jack.]





← **Show image 6A-1: Dr. Welbody**

Remember the cut on my pinkie? It hurt! But how did I know that it hurt? We will find out as we explore our **nervous system**.



← **Show image 6A-2: Child smiling**

Your **brain** gets messages about the world from your five senses. Do you know the five senses and the body part you use for each one?

[Review each of the five senses: sight/eyes, hearing/ears, touch/skin, taste/mouth and tongue, smell/nose. Point to the boy's eyes, ears, skin, mouth, and nose as you review the senses. Point to the boy's eyes, ears, skin, mouth, and nose as you give each example of the senses working.]

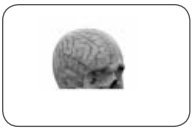
None of your senses would work if you did not have a **brain**. Your senses send messages to your **brain** to help you see the colors of a rainbow, hear a fire truck driving by, feel the pain from a cut, taste an ice cream cone, or smell cookies baking.

In fact, your **brain** controls everything your body does: your thoughts, your learning, your movements, and your memory. Your **brain** also controls your moods and feelings—like whether you feel happy, sad, or angry.



← **Show image 6A-4: Brain**

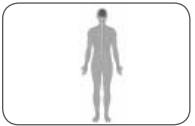
Our **brain** looks like this. It is wrinkly and wet. Your **brain** is not very big. It could be held in two hands. It weighs about three pounds, about as heavy as a big dictionary.



← **Show image 6A-3: Skull, with brain partly visible inside**

Your **brain** is inside your **skull**. The hard bones of your skull protect your **brain**.

[Have students tap lightly on their skull.]



← **Show image 6A-5: Nervous system**

Your **brain** tells your muscles what to do and how to move.

Messages travel back and forth from your **brain** to other parts of your body by moving up and down your spine with lightning speed—that's very, very fast!

[Point from the brain and go up and down the spine.]

Attached to the spine are thin fibers that look like strings called **nerves**.

Your **nerves** go to every part of your body.

[Show how nerves from different parts of the body send messages to the brain. For example, the nerves from a finger that has a cut would send a message to the brain that the finger is hurt.]

Your **brain, spine, and nerves** make up your **nervous system**.

[Have students say *nervous system* with you.]



← **Show image 6A-6: Children playing soccer**

Let's pretend that you are playing soccer. One of your teammates takes control of the ball from the other team and kicks the ball toward you. When you see the ball rolling in your direction, your **brain** sends a message down your spine to your **nerves**. Your **nerves** send a message to your muscles in less than a second to help you move and kick the ball. Goal! You scored a point for your team!



← **Show image 6A-10: Dr. Welbody's nervous system**

Now, aren't you glad to have a very important organ that controls your body? Can you guess what organ that is?

Here's a rhyme about our **nervous system** that we can all learn:

[Have students repeat the rhyme line by line after you.]

I'm so glad I have a brain,

[Motion *brain*.]

To help me think and see;

[Point to your brain, move your arms around, and point to your eyes.]

And write my name and count to three,

[Mime writing and show the number three with your hands.]

And move and read and dream!

[Mime moving, reading, and dreaming.]

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. To the extent that they are able, ask students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is your circulatory system made up of?
 - My circulatory system is made up of my heart, blood vessels, and blood.
2. *Inferential* Why is blood important to your body?
 - Blood carries oxygen and nutrients all around my body to keep it alive and healthy.
3. *Evaluative* Name some ways that you can keep your heart healthy and strong.
 - I can keep my heart healthy and strong by exercising and eating healthy foods.

-
4. *Literal* What is your nervous system made up of?
 - My nervous system is made up of my brain, spine, and nerves.
 5. *Evaluative* Why is your brain so important to your body?
 - My brain is so important because it controls everything I do.
 6. *Inferential* In order for you to understand the read-alouds, which of your five senses must send messages to your brain?
 - My sense of sight and hearing must send messages to my brain.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Imagine you take your pulse when you first wake up in the morning, after your body has been at rest all night. Then, imagine you take it again at recess after you have played a game of soccer. What difference would you expect from your pulse? Why?

Sentence Frames:

Would your heart be beating faster? (Yes/No)

My pulse would be . . . because . . .

Since I have been . . ., my pulse would be . . .

- Answers may vary, but should include that the heart beats faster with exercise, and slower with rest.
8. After today's read-aloud and questions and answers, do you have any remaining questions? If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.

Word Work: Nerves

1. In the read-aloud you heard, "Attached to your spine are thin fibers called *nerves*."
2. Say the word *nerves* with me three times.
3. Nerves carry messages to and from your brain.
4. Sometimes my nerves tingle when my cat rubs against my leg.
5. Think of a time when you were aware of your nerves. Try to use the word *nerves* when you tell about it.

Note: Ask two or three students. If necessary, guide and/or rephrase the students' responses: "My nerves sent a signal to my brain when . . ."

6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some sentences to you. If I am talking about a nerve, say, "That's a nerve." If not, say, "That's not a nerve."

1. It is wrinkly and wet.
 - That's not a nerve.
2. Its hard bones protect your brain.
 - That's not a nerve.
3. It carries messages to and from the brain.
 - That's a nerve.
4. It pumps blood to other parts of the body.
 - That's not a nerve.
5. It is a thin fiber that goes to every part of your body.
 - That's a nerve.



Complete Remainder of the Lesson Later in the Day



My Heart and Brain

4D
Day 2 of 2

Extensions

20 minutes

10 Body Systems Chart

Note: You may choose to have students work on one chart now and the other chart at a separate time. Or you may wish to split the class in half and have one half complete the chart for the circulatory system and the other half complete the chart for the nervous system. Then have students who created a chart for the circulatory system share about their chart with students who created a chart for the nervous system and vice versa.

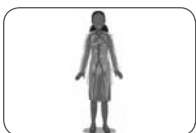
- Hand out the Body Systems Chart for the circulatory and nervous systems. Tell students that they will use this chart to draw or write down the organs that make up the body system and what each body system does.
- Have students fill out their Body Systems Chart by either drawing, writing, or cutting out images from the body systems image sheet. Show students that the first row is *What are the system's parts?* and the second row is *What does the system do?*

"My Body Systems" Booklet

Note: Have students choose one body system to draw.



- ← **Show image 5A-9: Dr. Welbody's circulatory system**



- ← **Show image 6A-10: Dr. Welbody's nervous system**

- Assist students in filling in the blank at the side of the page: *My Circulatory/Nervous System*. Remind them to write their name.
- Ask students to use Dr. Welbody's circulatory or nervous systems as a model for sketching their own circulatory or nervous systems within the body shape. It should be emphasized that students' drawings need not be a perfect depiction of Dr. Welbody's circulatory or nervous systems. The goal of this activity is for students to become

more aware of the details of these systems through the activity of drawing them.

- ✈ Above and Beyond: When they have finished drawing, instruct them to use the lines on the side to write a sentence about the system. For students who are not yet ready to do this independently, have them dictate their sentences to an adult.
- Make sure to allow a few minutes for students to share their writing and drawing, even if they are not finished with them. They will have a chance to finish them during the Domain Review.



Five Keys to Health

5

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health
- ✓ Explain the importance of regular checkups
- ✓ Explain that germs can cause disease in the body

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the contrast between healthy foods and junk foods (RI.1.3)
- ✓ Identify reasons and facts the author gives to support points in “Five Keys to Health” by drawing or writing and by conversing with partners on topics related to staying healthy (RI.1.8)
- ✓ With assistance, categorize and organize facts about the five keys to health onto a chart (W.1.8)
- ✓ With guidance and support from adults, review what is known about the circulatory and nervous systems and update the KWL chart (W.1.8)
- ✓ Carry on and participate in conversations about things that make them especially happy and what they know about germs by responding to the comments of others (SL.1.1b)
- ✓ Draw pictures to accompany description of *healthy* habits (SL.1.5)
- ✓ Produce complete *If . . . , then* sentences in response to prompts in shared language activities (L.1.1j)
- ✓ Use sentence-level context as a clue to the meaning of *brush* (L.1.4a)

- ✓ Sort pictures and/or words into categories to gain a sense of the concept *nutritious* (L.1.5a)
- ✓ Identify real-life connections between words—*especially, germs, brush, nutritious, and healthy*—and their use (L.1.5c)
- ✓ Learn the meaning of common saying and phrases, such as “the key to _____ is . . . ” and “an apple a day keeps the doctor away” (L.1.6)

Core Vocabulary

exercising, v. Participating in activity that uses physical effort, carried out especially to sustain or improve health and fitness

Example: The children are exercising on the playground.

Variation(s): exercise, exercises, exercised

germs, n. Bacteria and viruses that are harmful

Example: Washing your hands before meals helps to wash away germs.

Variation(s): germ

healthy, adj. Strong and well

Example: To stay healthy, Mimi gets plenty of sleep every night.

Variation(s): none

nutritious, adj. Full of vitamins and nutrients to keep you healthy

Example: Every day Luke eats a nutritious lunch with fruits and vegetables.

Vocabulary Chart for Five Keys to Health			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	checkups exercising germs hero	<i>especially</i> created discovered healthy invented nutritious*	first/second/third/ fourth/fifth water sleep washing scientist
Multiple meaning	shot	<u>brush</u>	keys
Phrases	fight [germs, disease]	If . . . , then keep you from	once in a while
Cognates	ejercicio <i>germen</i>	<i>especialmente</i> descubrir inventar nutritivo(a)*	científico(a)

Image Sequence


This is the order in which Flip Book images will be shown for this read-aloud. Please note that it is the same sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 8A-1: Dr. Welbody
2. 8A-2: Collage of healthy foods
3. 8A-3: Junk food
4. 8A-4: Water for plants and animals
5. 8A-5: Child drinking water
6. 8A-6: Children exercising
7. 8A-7: Child sleeping
8. 8A-8: Child in bubble bath
9. 8A-9: Child washing hands
10. 8A-10: Child brushing teeth
11. 8A-11: Child at the doctor



Five Keys to Health

5A
Day 1 of 2

<i>At a Glance (Parts A & B)</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Image Cards 6–10; Songs and Chants for <i>The Human Body</i> ; Human Body KWL Chart	15
	Lesson Introduction		
	What Do We Know?		
	Vocabulary Preview: Especially, Germs		
	Purpose for Listening	Instructional Master 5A-1	
Presenting the Interactive Read-Aloud	Five Keys to Health	Five Keys to Health graphic organizer; learning clock	15
Discussing the Read-Aloud	Comprehension Questions		10
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Brush	Poster 5M (Brush)	20
	Syntactic Awareness Activity: Sentence Builder		
	Vocabulary Instructional Activity: Nutritious	chart paper; Image Card 15; different pictures showing nutritious and non-nutritious foods; glue or tape	
	End-of-Lesson Check-In		

Advance Preparation

Prepare a copy of Instructional Master 5A-1 for each student. Refer to it as their Five Keys to Health graphic organizer.

For Presenting the Read-Aloud, bring in a learning clock to show time.

For Vocabulary Instructional Activity, find pictures showing nutritious and non-nutritious foods. Students will categorize these pictures onto a two-column chart.

Have healthy foods such as fruits, vegetables, or whole-grain crackers available in the classroom for students to eat during this lesson to reinforce the first key to health—eating healthy.

Note: Be sure to check with your school’s policy regarding food distribution and allergies.

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Tell students that they have learned about five of their body systems. To review the names of the body systems, hold up Image Cards 6–10 and ask students to say the name of the body system they see. You may choose to mix up the order of the Image Cards after going over them in order the first time.
- Hold up an Image Card and recite or sing its associated body systems rhyme.
- Tell students that you will review the **K** column to check to make sure the information is accurate and correct. Review any information that students shared for the circulatory and nervous systems on the KWL Chart.
- Reread small sections of the text aloud as necessary to help students check the accuracy of their responses in the **K** column. Then cross out the inaccurate information in the **K** column.

Lesson Introduction

- Tell students that now they know about their body systems, but they need to keep their bodies healthy in order for their body systems to work properly. Dr. Welbody will tell them about five ways—or keys—to care for their body and keep it healthy.
- Explain to students that *key* means something you open a door or a lock with, but it has a deeper meaning. It means something that is important or something that is a solution or explanation. For example, one key to a healthy heart is exercise.

What Do We Know?

- Remind students that a healthy body is one that is strong and well. Tell them to try and think of five different ways to stay healthy.
- Repeat and expand upon each response using richer and more complex vocabulary.

Vocabulary Preview

Especially

1. Today we will learn that we not only need to eat nutritious foods, we *especially* need to drink lots of water. [Put emphasis on *especially*.]
2. Say the word *especially* with me three times.
3. *Especially* is something you say to show that it is important or a main thing to notice.
4. It is important to take care of your body, especially your heart. Delores loves to play sports, especially soccer.
5. Tell your partner about something you especially like to do. Use the word *especially* when you tell about it. Remember to use a complete sentence.



Germs

← Show image 7A-2: Germs

1. Today you will hear about how to fight *germs* that can make you sick.
2. Say the word *germs* with me three times.
3. *Germs* are very tiny living things that cause diseases in plants and animals. Germs are so small that you can only see them by looking through a microscope. But even though you cannot see them, germs are everywhere—in the air we breathe, in the water we drink, in the food we eat, and on our skin. Most of the time germs do not hurt us. Some germs even help us. But other germs can make us sick. Bacteria, viruses, and fungi are types of germs.
4. Germs are so tiny that you cannot see them with just your eyes; they can only be seen through a microscope. Most of the time germs do not hurt us, but sometimes germs make us sick.
5. Tell your partner one thing you know or learned about germs. Use the word *germs* when you tell about it. Remember to use a complete sentence.

Purpose for Listening

Tell students that they are going to talk about the five keys to health. The main topic of this read-aloud is staying healthy.

Tell students to listen to Dr. Welbody's five keys to health. Give students the Five Keys to Health graphic organizer. They can use this to follow along as each key to health in the read-aloud is presented.

By the end of the lesson, students should be able to:

- ✓ Explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health
- ✓ Explain the importance of regular checkups



Five Keys to Health

← Show image 8A-1: Dr. Welbody

Hi everybody. It's your friend, Dr. Welbody. We've been learning a lot about the human body. We've explored our skeletal, muscular, digestive, circulatory, and nervous systems.

Now I'm back to talk with you about the five keys to taking care of your body and keeping it **healthy**. There is only one you, and that makes you special.

Here are five keys for you to do

To take care of special you:



← Show image 8A-2: Collage of healthy foods

The first key to staying **healthy** is to EAT WELL.

[Point out the first key in the student's Five Keys to Health graphic organizer.]

Tell your partner about the foods you see in this picture. Are they healthy foods?

[Allow fifteen seconds for students to talk. Call on two partner pairs to share.]

Energy comes from food, and you need energy to work and play. Remember Chef Stef taught us that not all foods have the same amounts of nutrients. The best foods that give you energy are **nutritious** foods that have lots of nutrients, especially protein and vitamins. **Nutritious** foods include fruits, vegetables, whole wheat bread, and grilled chicken.

Take turns with your partner to finish this sentence, "If I eat well, then I will be able to . . ." I will call on some of you to share your sentence.

[Allow thirty seconds for students to talk. Call on four students to share their sentence.]



← Show image 8A-3: Junk food

Tell your partner about the foods you see in this picture. Are they healthy foods?

[Allow fifteen seconds for students to talk. Call on two partner pairs to share.]

Take turns with your partner to finish this sentence, “If I eat too much junk food, then I will . . .” I will call on some of you to share your sentence.

[Allow thirty seconds for students to talk. Call on four students to share their sentence.]

Remember, these foods are only good to eat once in a while as a special treat.



← **Show image 8A-4: Water for plants and animals**

Not only do we need to eat **nutritious** foods, we especially need to drink lots of water. Every plant and animal needs water, and humans need water too.



← **Show image 8A-5: Child drinking water**

Ask your partner, “Why do I need to drink lots of water?”

[Allow students to talk for thirty seconds and call on a partner pair to share their answer.]

- Our bodies are made of mostly water. There’s water in our blood, sweat, saliva, and around our brain.



← **Show image 8A-6: Children exercising**

The second key to staying **healthy** is **EXERCISE**.

[Point to the second key in the graphic organizer.]

Tell your partner about your favorite ways to **exercise**. I will call on a few partner pairs to share about their favorite ways to **exercise**.

[Allow thirty seconds for students to talk. Call on two partner pairs to share their favorite exercise.]

Take turns with your partner to finish this sentence, “If I **exercise**, then . . .” I will call on some of you to share your sentence.

[Allow thirty seconds for students to talk. Call on four students to share their sentence.]



← **Show image 8A-7: Child sleeping**

The third key to staying **healthy** is **SLEEP**.

[Point to the third key in the graphic organizer.]

Sleep gives your body rest and helps clear your mind. Tell your partner about a time you did not get enough sleep. What happened? How did you feel?

[Allow thirty seconds for students to talk. Call on two students to share their experience.]

You need between ten and twelve hours of sleep every night. Do you know your sleep schedule?

[Call on a few volunteers to share the time they go to bed and when they wake up. If available, show the times on a learning clock.]

Getting enough sleep at night especially helps to keep you from getting sick.



← **Show image 8A-8: Child in bubble bath**

The fourth key to taking care of your body is to **KEEP CLEAN**.

[Point to the fourth key in the graphic organizer.]

Washing with soap and water will get rid of **germs** that could make you sick.



← **Show image 8A-9: Child washing hands**

Ask your partner, “Why do I need to wash my hands?” and “When do I need to wash my hands?” I will call on two partners to share their answers.

[Allow thirty seconds for students to talk. Call on a partner pair to share their answers.]



← **Show image 8A-10: Child brushing teeth**

And don't forget to brush, brush, brush, your teeth at least twice a day. Use dental floss in between your teeth. This washes away the **germs** that cause cavities. Then you will have a bright, clean smile that says, “I take good care of my body!”



Show image 8A-11: Child at the doctor

The fifth key to taking care of your body is to **HAVE CHECKUPS** with your pediatrician at least once a year to make sure you are **healthy** and growing.

[Point to the fifth key in the graphic organizer.]

Share with your partner about your last visit to your pediatrician's office. Were you there for a wellness checkup or for something else?

[Allow thirty seconds for students to talk. Call on two volunteers to share.]



← **Show image 8A-13: Dr. Welbody**

Now before I go, let's give a **healthy** body cheer!

[Jump up each time you say "YES."]

YES, YES, YES to veggies,

To fruit and water too!

*YES, YES, YES to **exercise**,*

Because moving your body is good for you!

YES, YES, YES to sleep,

You need enough each day.

YES, YES, YES to washing,

To wash those germs away.

YES, YES, YES to checkups too.

These five keys to health take good care of special you!

[Ask students if they can feel their hearts beating faster after jumping up and down.]

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. To the extent that they are able, ask students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What are Dr. Welbody's five keys to health?
 - Dr. Welbody's five keys to health are to eat well, exercise, sleep, keep clean, and have checkups.
2. *Inferential* What are three ways you can exercise your body?
 - Answers may vary.
3. *Inferential* What are some things that you can do to help keep your body clean?
 - I can wash my hands with soap and water, take baths or showers, brush my teeth.).
4. *Evaluative* Who should you go to for checkups every year? Why do you need checkups?
 - I should go to my pediatrician for checkups every year to make sure I am healthy and growing.
5. After today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]



Complete Remainder of the Lesson Later in the Day



Five Keys to Health

5B
Day 1 of 2

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Definition Detective: *Brush*

Note: You may choose to have students hold up one, two, three, or four fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard the word *brush* like in, “And don’t forget to *brush*, brush, brush your teeth at least twice a day.”
2. With your partner, think of as many meanings for *brush* as you can or discuss ways you can use the word *brush*.
3. [Show Poster 5M (Brush).] Identify how the word *brush* is used in the lesson.
 - one
4. *Brush* can also mean other things. *Brush* can mean a place that has a lot of bushes, shrubs, and tall grass. Which picture shows this?
 - three
5. *Brush* can also mean to remove something with your hands like you were using a brush. Which picture shows this?
 - four
6. Did you or your partner think of any of these definitions?
 - Answers may vary.
7. Now quiz your partner on the different meanings of *brush*. For example you can say, “I brushed the bread crumbs off the picnic table. Which brush am I?” And your partner should point to the picture of someone brushing away something with his hands to show you that you meant that kind of brush.

↔ Syntactic Awareness Activity

"If . . . , then" Sentences

Directions: Look at the picture. Think of an "If . . . , then" sentence with your partner. I will call on a few partner pairs to share their "If . . . , then" sentences.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. See examples below.



← Show image 8A-2: Collage of healthy foods

If I eat healthy foods, then my body will get the nutrients it needs.



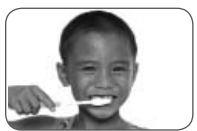
← Show image 8A-6: Children exercising

If the girl runs very fast, then her heart will beat harder.



← Show image 8A-8: Child in bubble bath

If he takes a bath, then he will smell good.



← Show image 8A-10: Child brushing teeth

If he brushes his teeth twice a day, then his teeth will not have cavities.

- Extension: Use other images from this lesson or other lessons to practice making "If . . . , then" sentences.

↔ Vocabulary Instructional Activity

Word Chart: Nutritious

Word Chart Template

example	non-example



Materials: chart paper; different pictures showing nutritious and not nutritious foods; glue or tape (Optional materials: magazines; scissors)

Draw a line down the middle of the chart paper. Place a picture of a nutritious food on the left column and a picture of a non-nutritious food on the right column.

← Show image 8A-2: Collage of healthy foods

1. In the read-aloud you heard, "The best foods that give you energy are *nutritious* foods that have lots of nutrients."

2. *Nutritious* foods contain special nutrients, things to keep your body healthy. For example, fruits and vegetables are nutritious foods. We will make a two-column Word Chart for the word *nutritious*. [Show Image Card 15.] Are these kinds of food nutritious or non-nutritious?

[Have a student place the picture in the correct column.]

[Show students the different types of pictures you have prepared. Ask them if it is a nutritious food or a non-nutritious food. Then ask in which column the picture belongs. Have different students place the pictures in the correct column.]

3. Talk with your partner using the word *nutritious* and what you have learned about the word *nutritious* from the chart.

Optional extension: Pass out magazines and have students identify pictures of nutritious foods and foods that are non-nutritious. Ask students to cut them out and put them in the correct column on the chart.

[Throughout this domain, encourage students to continue thinking about the word *nutritious* and add additional pictures to the chart as they arise.]

10 End-of-Lesson Check-In

Five Keys to Health

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about how to care for their body and keep it healthy.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Students may use this time to ask questions to clarify information about the read-aloud and ask about unknown words from the read-aloud. Students may also choose to refer to their Five Keys to Health, draw and label, or orally explain a few things that they learned.


Items to look and listen for:

- The word *germs*
- The word *nutritious*
- The phrase *five keys to health*
- Any information about the five keys to health



Five Keys to Health

5c
Day 2 of 2

At a Glance (Parts C&D)	Exercise	Materials	Minutes
Reviewing the Interactive Read-Aloud	What Have We Learned?	Image Cards 15–19	10
	Making Connections		
	Vocabulary Review: Especially, Germs		
	Purpose for Listening		
Presenting the Informational Read-Aloud	Five Keys to Health	Five Keys to Health graphic organizer; learning clock	20
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Healthy	drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Sayings and Phrases: An Apple a Day Keeps the Doctor Away		20
	The Five Keys to Health	Instructional Masters 5A-1, 5D-1	

Reviewing the Read-Aloud

10 minutes

What Have We Learned?

Read the healthy body cheer and have students repeat after you line by line:

[Jump up each time you say “YES.”]

YES, YES, YES to veggies,

To fruit and water too!

YES, YES, YES to exercise,

Because moving your body is good for you!

YES, YES, YES to sleep,

You need enough each day.

YES, YES, YES to washing,

To wash those germs away.

YES, YES, YES to checkups too.

These five keys to health take good care of special you!

Show students Image Cards 15–19, ask them which key to health the pictures show. They can also use their Five Keys to Health graphic organizer (Instructional Master 5A-1) to review the five keys to health.

Making Connections

- Have students share with their partner if they know how to say *healthy* in a different language.
- Have students share with their partner if they know how to say *exercise* in a different language.
- Ask for volunteers to share how they say *healthy* and *exercise* in a different language.

Vocabulary Review

Especially

1. You have heard the word *especially* before, like in this sentence, “Getting enough sleep at night especially helps to keep you from getting sick.”
2. *Especially* is used to show that something is important or a main thing to notice.
3. Taking turns with your partner, talk about things that make you especially healthy or happy. For example, “Going to the library makes me happy, especially when there is storytime.” Or, “Washing my hands keeps me healthy, *especially* before I eat a meal.” Use the word *especially* when you tell about it. Each person gets three turns. Remember to use complete sentences.

***Germ*s**

1. You have heard the word *germs* before, like in this sentence, “Germs are everywhere—in the air we breathe, in the water we drink, in the food we eat, and on our skin.”
2. Germs are very tiny living things that could make plants and animals sick.
3. Taking turns with your partner, tell one another about germs and what you know about germs. Use the word *germs* when you tell about it. Each person gets three turns. Remember to use complete sentences.

Purpose for Listening

Tell students that they will listen and learn more about the five keys to health.

Tell students to refer to their Five Keys to Health graphic organizer as they review this lesson.

By the end of the lesson, students should be able to:

- ✓ Explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health
- ✓ Explain the importance of regular checkups



Five Keys to Health

← **Show image 8A-1: Dr. Welbody**

Hi everybody. It’s your friend, Dr. Welbody. I’m back to tell you more about the five keys—or great ways—to care for your body and keep it **healthy**—and strong and well.

There is only one you and that makes you special.

Here are five keys for you to do,

To take care of special you:



← **Show image 8A-2: Collage of healthy foods**

The first key to staying **healthy** is to eat well.

[Point out the first key in the student’s graphic organizer—Five Keys to Health.]

Energy comes from food, and you need energy to work and play. Remember Chef Stef taught us that not all foods have the same amounts of nutrients. The best foods that give you energy are **nutritious** foods that have lots of nutrients, especially protein and vitamins. **Nutritious** foods include fruits, vegetables, whole wheat bread, and grilled chicken.

[Point to these items in the picture.]

If you eat **nutritious** foods, then you’ll be able to think better, jump higher, and grow stronger.



← **Show image 8A-3: Junk food**

If you eat too much junk food, then you will gain weight, get cavities in your teeth, and feel hungry again. These foods are only good to eat once in a while as a special treat.



← **Show image 8A-4: Water for plants and animals**

Not only do we need to eat **nutritious** foods, we especially need to drink lots of water. Every plant and animal needs water, and humans need water, too.



← **Show image 8A-5: Child drinking water**

Much of your body is made of water. You have water in your muscles, in your blood, in your sweat, in your saliva, and around your brain. You need to be sure to drink lots of water every day and throughout the day, not just once in a while.



← **Show image 8A-6: Children exercising**

The second key to staying **healthy** is **EXERCISE**.

[Point to the second key in the graphic organizer.]

When you are moving your body to keep it healthy and fit, that is called **exercising**. There are many ways to **exercise**. Running and jumping, pushing and pulling, dancing and jiving, throwing and catching, leaping and skipping are just a few examples of **exercising**.

[Mime or call on volunteers to mime the different ways to exercise.]

If you **exercise**, your bones will stay strong, your muscles will get bigger, your lungs and heart will stay **healthy**. **Exercise** helps you fight **germs**, and it helps to put you in a good mood, especially when you have been doing something that is fun for you and gets you moving.



← **Show image 8A-7: Child sleeping**

The third key to staying **healthy** is sleep.

[Point to the third key in the graphic organizer.]

Sleep gives your body rest and helps clear your mind. If you don't get enough sleep, you may feel grouchy, and your brain won't work as well. You need between ten and twelve hours of sleep every night. That means that if you have to get up at seven o'clock in the morning to get ready for school, then you should be in bed by eight or nine o'clock at night.

[If possible, show these times on a clock.]

Getting enough sleep at night especially helps to keep you from getting sick.



← **Show image 8A-8: Child in bubble bath**

The fourth key to taking care of your body is to keep clean.

[Point to the fourth key in the graphic organizer.]

Washing with soap and water will get rid of **germs** that could make you sick. So jump into that bubble bath or shower and don't forget to wash your hair with shampoo. You will look, smell, and feel good!



← **Show image 8A-9: Child washing hands**

Wash your hands often during the day, especially before you eat, after you go to the bathroom, and whenever they look dirty. When your fingernails look dirty, you should scrub underneath your nails with a brush.



← **Show image 8A-10: Child brushing teeth**

And don't forget to brush, brush, brush, your teeth at least twice a day. Use dental floss in between your teeth. This washes away the **germs** that cause cavities. Then you will have a bright, clean smile that says, "I take good care of my body!"



← **Show image 8A-11: Child at the doctor**

The fifth key to taking care of your body is to **HAVE CHECKUPS** with your pediatrician at least once a year to make sure you are **healthy** and growing.

[Point to the fifth key in the graphic organizer.]

Germs are all around us. They are on plants and animals, in food and in water. Most of the time germs don't harm us, but what if you wake up one morning with a headache, a fever, and a sore throat? Uh-oh! Some germs have made you sick! You might feel better in a few days, but if you don't, you should go see a doctor like me.

Even when you're feeling terrific, it is important to have regular checkups with a pediatrician at least once a year. Your doctor will make sure you are healthy and growing. He or she will also help keep you from getting diseases by giving you vaccinations or other medicines. I always look forward to seeing how much my patients have grown when they come in for their wellness checkups after each birthday.



← **Show image 8A-1: Dr. Welbody**

Now before I go, let's give a **healthy** body cheer!

[Jump up each time you say "YES."]

YES, YES, YES to veggies,

To fruit and water too!

*YES, YES, YES to **exercise**,*

Because moving your body is good for you!

YES, YES, YES to sleep,

You need enough each day.

YES, YES, YES to washing,

To wash those germs away.

YES, YES, YES to checkups too.

These five keys to health take good care of special you!

[As an extension, you can have students come up with motions for the different lines or have them make up their own YES cheer for each key to health. As a challenge, they can try to make it rhyme.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. To the extent that they are able, ask students to answer in complete sentences. Model answers using complete sentences for students.

1. *Evaluative* If you eat a bowl of sweet cereal for breakfast, a milkshake for lunch, and French fries with ketchup for dinner, are you eating nutritious meals?
 - No, I am not eating nutritious meals.

How could you change those meal choices to make them into balanced meals?

- Answers may vary.

2. *Inferential* Why is it important to exercise?

- It is important to exercise because exercise helps my bones stay strong, my muscles get bigger, and my lungs and heart to stay healthy.

3. *Evaluative* How do you keep clean?

- Answers may vary.

4. *Inferential* Why is it important to see a pediatrician every year?

- Answers may vary.

Sentence Frames:

Some healthy choices are

...

Choices that can make me a healthier person are . . .

. . .are choices that can make me a healthier person.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

5. *Think Pair Share:* What are some of the everyday choices you make that could be changed to make you a healthier person?

- Answers may vary. [If necessary, remind them to refer to their Five Keys to Health graphic organizer.]

Word Work: Healthy

1. In the read-aloud Dr. Welbody told us about the five keys or ways we can keep our bodies *healthy*.
2. Say the word *healthy* with me three times.
3. To be healthy means to be strong and well; not sick.
4. To stay healthy, Mimi gets plenty of sleep every night.
5. Share with your partner what you do to stay healthy.

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "To stay healthy, I . . ."]

6. What's is the word we've been talking about?

Use a *Drawing/Writing* activity for follow-up. Directions: Draw a picture of what you do to stay healthy. Then, write one sentence about your picture.



Complete Remainder of the Lesson Later in the Day



Five Keys to Health

5D
Day 2 of 2

Extensions

20 minutes

Sayings and Phrases:

An Apple a Day Keeps the Doctor Away

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

- Ask the students if they have ever heard anyone say “an apple a day keeps the doctor away.” Have the students repeat the proverb. Ask them what they think that means.
 - Answers may vary.
- Explain that this proverb is another way of saying that if you eat healthy foods, such as apples, every day, you will not get sick very often. Thus, you will only have to see a doctor like Dr. Welbody for yearly checkups.

10 The Five Keys to Health (Instructional Masters 5A-1 and 5D-1)

- Give each student Instructional Master 5D-1. Have students identify and discuss what each picture shows. Then have students cut out the pictures and glue or tape each picture under the correct heading on their Five Keys to Health graphic organizer (Instructional Master 5A-1).



What a Complicated Network!

6

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain that the human body is a network of systems
- ✓ Identify five body systems: skeletal, muscular, digestive, circulatory, and nervous
- ✓ Explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health

Language Arts Objectives

Students will:

- ✓ Identify reasons and facts the author gives to support points in “What a Complicated Network!” by referring to the Human Body KWL chart and the Five Keys to Health graphic organizer and by conversing with partners on topics related to body systems and staying healthy (RI.1.8)
- ✓ Compare and contrast the different body systems (RI.1.9)
- ✓ Identify real-life connections between words—*final*, *form*, and *complicated*—and their use (L.1.5c)

Core Vocabulary

complicated, *adj.* Hard to understand or difficult to do

Example: The recipe was extremely complicated and had many steps to follow.

Variation(s): none

Vocabulary Chart for What a Complicated Network!			
Core Vocabulary words are in bold .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding		complicated* explain <i>final</i> review network systems	remember
Multiple meaning		<i>form</i>	travel
Phrases			one by one
Cognates		comlicado(a)* explicar <i>formar</i> sistema	

Image Sequence


This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence in the *Tell It Again! Read-Aloud Anthology*.

1. 10A-1: Dr. Welbody at her desk
2. 10A-2: Child's body systems
3. 10A-3: Dr. Welbody at her desk
4. 10A-5: Dr. Welbody's muscular system
5. 10A-6: Dr. Welbody's digestive system
6. 10A-7: Dr. Welbody's circulatory system
7. 10A-8: Dr. Welbody's nervous system
8. 10A-10: Dr. Welbody, surrounded by happy children



What a Complicated Network!

6A

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Image Cards 6–10; Body System Charts; Songs and Chants for The Human Body	15
	Vocabulary Preview: Final, Form		
	Purpose for Listening	Songs and Chants for The Human Body; KWL Chart	
Presenting the Read-Aloud	What a Complicated Network!		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Complicated		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Review Five Keys to Health	Five Keys to Health graphic organizer	15
	Poetry on Stage	Instructional Master 6B-1; Songs and Chants for The Human Body; scissors, tape	

Advance Preparation

Prepare a copy of Instructional Master 6B-1 for each student. Students will use this during the Poetry on Stage Extension activity.

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Tell students that they have learned about five body systems and five keys to health to care for their body. To review the names of the body systems, hold up Image Cards 6–10 at random and ask students to say the name of the body system they see. You may wish to recite or sing the associated body system rhyme for each body system.
- Using their Body Systems Charts, have students talk to their partners or home-language peers about each of the body systems. Tell them

that you will call on a few partners to share their Body Systems Charts with the class.

[Allow two minutes for students to talk. Call on a different partner pair to share about one body system.]

Vocabulary Preview

Final

1. This is the *final* time Dr. Welbody will be with us.
2. Say the word *final* with me three times.
3. *Final* means at the end or the last thing that happens.
4. Dr. Welbody will teach us a final rhyme about our body.
The final part of the ball game was the most exciting.
5. Tell your partner what you think of when you hear the word *final*. Use the word *final* when you tell about it. Each person gets three turns. Remember to use complete sentences.

Form

1. Our body systems *form* a complicated network called the human body.
2. Say the word *form* with me three times.
3. *Form* means to come together to make something or to be arranged in a certain order.
4. My heart, blood vessels, and blood form my circulatory system.
The teacher told us to form a straight line next to the door.
5. Tell your partner some examples of things that come together to form something, like, “That cloud looks like it forms a dog in the sky.” Or, “Carlos glued triangles together to form the shape of a house.” Use the word *form* or *forms* when you tell about it. Each person gets three turns. Remember to use complete sentences.

Purpose for Listening

Tell students that they will listen to this final read-aloud one time to review what they have learned with Dr. Welbody. The main topics of this read-aloud are the five body systems and the five keys to health.

Give students their Human Body KWL chart and Five Keys to Health graphic organizer. Tell them that they can use those during the read-aloud to answer Dr. Welbody’s questions.



What a Complicated Network!

← **Show image 10A-1: Dr. Welbody at her desk**

This is the final time that I, Dr. Welbody, the rhyming pediatrician, will be meeting with you. I've had a great time getting to know you, and I hope you've learned a lot. During my final time with you, let's review all the body systems we have explored.



← **Show image 10A-2: Child's body systems**

Before we begin, here is a final rhyme that I made up for you to learn:

[Read it with the motions. Then read it again line by line and have students repeat after you with the motions.]

*My **complicated** body*

[Point to head, shoulders, knees, and toes.]

I now know rather well

[Motion *brain*.]

Its systems form a tight network

[Point all around to the child's different body systems.]

To keep me feeling swell!

[Jump up with hands in the air.]

I'll take care of my body

[Point to head, shoulders, knees, and toes.]

I'll exercise my best,

[Do a jumping jack and put head on folded hands.]

I promise to eat healthy foods

[Mime eating.]

Stay clean and get good rest!

[Mime scrubbing the body and sleeping.]



← **Show image 10A-3: Dr. Welbody at her desk**

We've learned so much about our amazing bodies. All our body systems form a **complicated** network called the human body. Let's

review them one by one and see what you know!

[Encourage students to follow along using the Human Body KWL chart.]



← **Show image 10A-4: Dr. Welbody's skeletal system**

Which body system is this?

[Choral response *skeletal system*. Then show the motion for *bones*.]

How many bones do adults have?

[Call on two students to answer.]

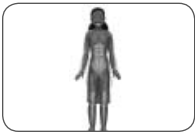
There are over two hundred bones attached together to form your skeleton.

What would happen if you did not have a skeleton to support your body?

[Call on a few students to answer.]

Talk to your partner about what other things your skeletal system helps you to do?

[Allow fifteen seconds for students to talk. Then call on a partner pair to share their answer.]



← **Show image 10A-5: Dr. Welbody's muscular system**

Which body system is this?

[Choral response *muscular system*. Then show the motion for *muscle*.]

What muscle never stops working?

[Call on a student to answer.]

Your heart is the most important muscle and pumps all day and all night to keep you alive.

Do you remember what kind of muscle is your heart?

[Call on a student to answer.]

Your heart is an involuntary muscle. Your heart works, and you don't have to think about it.

Talk to your partner about different muscles that form your muscular system and the things you can do with your muscles, like run and smile.



[Allow thirty seconds for students to talk. Then call on a partner pair to share their answer.]

← **Show image 10A-6: Dr. Welbody's digestive system**

Which body system is this?

[Choral response *digestive system*. Then show the motion for *stomach*.]

How long does it take for food to travel through your body?

[Call on two students to answer.]

Food moves slowly through your body. It takes about two days for food to travel from your mouth to your bottom.

Explain to your partner how food is digested. Name the organs that form your digestive system and use Dr. Welbody's digestive system while you explain.

[Allow forty-five seconds for students to talk. Then call on a volunteer to explain how food is digested.]



← **Show image 10A-7: Dr. Welbody's circulatory system**

Which body system is this?

[Choral response *circulatory system*. Then show the motion for *heart*.]

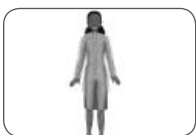
How long does it take for blood to circle all around your body?

[Call on two students to answer.]

It only takes about one minute for blood to circulate from your heart through your body and back to your heart.

Talk to your partner about the parts of your body that form your circulatory system and how they work together to bring oxygen and nutrients to all the parts of your body.

[Allow thirty seconds for students to talk. Then call on a partner pair to share their answer.]



← **Show image 10A-8: Dr. Welbody's nervous system**

Which body system is this?

[Choral response *nervous system*. Then show the motion for *brain*.]

What organ controls all my senses?

[Call on two students to answer.]

Your brain! You find out about the world through your senses: by seeing, hearing, tasting, smelling, and feeling.

Talk to your partner about the parts of your body that form your nervous system and how they work together to help you to do many things.

[Allow thirty seconds for students to talk. Then call on a partner pair to share their answer.]



← **Show image 10A-10: Dr. Welbody, surrounded by happy children**

Finally, remember you need to take good care of your body for all your body systems to work well.

Tell your partner about the five keys to health.

[Allow one minute for students to talk. Review the five keys to health with students by having a different partner pair share about each key to health.]

Now before we say goodbye, here's the final rhyme about a complicated network called the human body and how we can take care of it:

[Have students repeat line by line after you with the motions. Then, using Songs and Chants Instructional Master 1A-1, sing this rhyme to the tune of "Row, Row, Row Your Boat."]

*My **complicated** body*

[Point to head, shoulders, knees, and toes.]

I now know rather well.

[Motion *brain*.]

Its systems form a tight network

To keep me feeling swell!

[Jump up with hands in the air.]

I'll take care of my body,

[Point to head, shoulders, knees, and toes.]

I'll exercise my best,

[Do a jumping jack.]

I promise to eat healthy foods,

[Mime eating.]

Stay clean and get good rest!

[Mime scrubbing the body and sleeping.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. To the extent that they are able, ask students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What are the five body systems in your body?
 - My body systems are the skeletal, muscular, digestive, circulatory, and nervous systems.
2. *Literal* What do your body systems form?
 - My body systems form the network called the human body.
3. *Literal* Which body system includes your brain? What does your brain control?
 - My nervous system includes my brain. My brain controls everything my body does.
4. *Literal* Which body system includes your blood? What does your blood do?
 - My circulatory system includes my blood. My blood circulates around my body and carries oxygen and nutrients to every part of my body.
5. *Literal/Inferential* Which body systems include your heart? Why is your heart so important?
 - My muscular and circulatory systems include my heart. My heart is important because it pumps blood around my body.
6. *Evaluative* How should you care for your body?
 - Answers may vary but should include ideas from the five keys to health.

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

I think my _____ is the most important because . . .

The _____ system is the most important because . . .

Of the five body systems, I think . . .

7. *Evaluative Think Pair Share:* Which of the body systems do you think is the most important one and why?
 - Answers may vary.
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Complicated

5 minutes

1. In the read-aloud you heard, “All our body systems form a *complicated* network called the human body.”
2. Say the word *complicated* with me three times.
3. If something is complicated, it has many parts, making it hard to understand or difficult to do.
4. This is a complicated art project because there are so many steps, and it takes many days to finish.
5. Think of something that seems complicated to you. Try to use the word *complicated* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Learning to ride a bike was complicated for me because . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read the names of several activities. If the activity seems complicated, with lots of parts and things to remember, say, “That’s complicated.” If not, say, “That’s not complicated.”

- Answers may vary for all.
1. sailing a boat
 2. jumping rope
 3. eating breakfast
 4. driving a car
 5. listening to music
 6. tying your shoes



Complete Remainder of the Lesson Later in the Day



What a Complicated Network!

6_B

Extensions

20 minutes

Review Five Keys to Health (Instructional Master 5A-1)

- Have students review their Five Keys to Health graphic organizer. Remind them that *key* does not only mean the thing you open a lock with but that *key* also means something that is important or a way to solve a problem. Students can work with their partners or same home-language peers to discuss what they have on their graphic organizer. Wrap up by saying the Five Keys to Health cheer from Lesson 5.

Poetry on Stage (Instructional Master 6B-1)

- Preparation: Using Instructional Master 6B-1, have students cut the cards apart along the dotted lines.
- **Part I:** Remind students that Dr. Welbody had one final rhyme to help them remember what they learned in this domain. Tell them that they are going to memorize the poem and add movements to it. First, read the poem aloud to them twice and have them repeat after you, so that they are familiar with the words.

My complicated body

I now know rather well.

Its systems form a tight network

To keep me feeling swell!

I'll take good care of my body

I'll exercise my best,

I promise to eat healthy foods,

Stay clean and get good rest!

- **Part II:** Using the cards from Instructional Master 6B-1, assign each student one card and have him/her tape it to the front of his/her shirt. Then sort students into groups of five, making sure that every student in each group has a different card. In other words, the newly formed groups will represent all five body systems (skeletal, digestive, muscular, circulatory, and nervous). These five body systems will work together in a network as they act out the poem.
- Proceed with instructions, coordinating words and movements:

[Stand with arms outspread like the pictures of Dr. Welbody's various systems.]

My complicated body

I now know rather well.

[Join hands, walking in a circle, all five systems thus working together in a network.]

Its systems form a tight network

To keep me feeling swell!

[Drop hands.]

I'll take good care of my body

I'll exercise my best

[Do a jumping jack.]

I promise to eat healthy foods

[Mime eating.]

Stay clean

[Mime scrubbing the body.]

and get good rest!

[Mime sleeping.]



Domain Review

DR

Note to Teacher

This is the end of the read-alouds for this domain. You should pause here and spend two days reviewing, reinforcing, or extending the material taught.

You may have students do any combination of the activities listed below. It is highly recommended you use the Student Performance Task Assessment to assess students' knowledge of the human body. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Addressed in This Domain

- ✓ Explain that the human body is a network of systems
- ✓ Identify each of the five body systems: skeletal, muscular, digestive, circulatory, and nervous
- ✓ Recall basic facts about the skeletal system
- ✓ Recall basic facts about the muscular system
- ✓ Define the heart as a muscle that never stops working
- ✓ Recall basic facts about the digestive system
- ✓ Identify the component food groups in a balanced diet
- ✓ Recall basic facts about the circulatory system
- ✓ Recall basic facts about the nervous system
- ✓ Identify the brain as the body's control center
- ✓ Explain that germs can cause disease in the body
- ✓ Explain the importance of regular checkups
- ✓ Explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health

Activities

Image Review

You may show the Flip Book images from any read-aloud again and have students retell the read-aloud using the images.

Image Card Review

Materials: Image Cards 6–14

Hold Image Cards 6–14 in your hand, fanned out like a deck of cards. Ask a student to choose a card but not to show it to anyone else in the class. The student must then perform an action or say a clue about the picture s/he is holding. For example, for the picture of the heart, s/he might say, “It pumps blood.” The rest of the class will guess what system, body part, or organ is being described. Proceed to another card when the correct answer has been given.

Materials: Image Cards 15–19 (Five Keys to Health)

Hold Image Cards 15–19 in your hand, fanned out like a deck of cards. Ask a student to choose a card and identify which of the five keys to health s/he is holding. Then have the student call on a classmate to tell why the “key” is important to health.

The Human Body Songs and Chants (Instructional Master 1A-1)

Review and sing Dr. Welbody’s rhymes from this domain. You may choose to write these rhymes on chart paper and hang it around the class. Different groups of students can travel around the classroom to sing and do the motions for the different rhymes.

10 Body System Review

Materials: Instructional Master DR-1

Use Instructional Master DR-1 to review four of the five body systems. Ask students to identify the missing body system (skeletal) and its main component (bones).

Class Book: The Human Body

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have the students brainstorm important information about the five systems of the body: skeletal, muscular, digestive, circulatory, and nervous. Have each student draw a picture representative of the information and then write a caption for the picture.

- ✈ Above and Beyond: For those students who are ready to do so, they may write one or two sentences about each of the five systems. Bind the pages to make a book to put in the class library for students to read again and again.

✈ **Above and Beyond: Letters to Dr. Welbody**

Have students brainstorm a list of questions of things they still want to know about the human body or healthy living. Then have them write letters to Dr. Welbody for advice, using their lists of questions as starting points. You may then follow up with answers to their questions in a letter from Dr. Welbody later in the week.

Guest Presenter

Invite the physical education teacher or a local sportsperson to present a lesson on exercise and its benefits for a healthy body.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *The Human Body*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *The Human Body*.

10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Organs:** All the organs of your body are on the outside where you can see them.
 - frowning face
2. **Digestion:** Digestion only takes a few seconds. It is very fast.
 - frowning face
3. **Germs:** Germs can make people sick.
 - smiling face
4. **Spine:** Your spine is the row of bones down your back.
 - smiling face
5. **Nerves:** Nerves are like very thick and fat strings.
 - frowning face
6. **Muscles:** Muscles help your body move.
 - smiling face

7. **Nutrients:** Nutrients do not make food healthy.
 - frowning face
8. **Small Intestine:** The small intestine is a twisty and curvy organ connected to the stomach.
 - smiling face
9. **Blood:** Bloods flows through your body, taking oxygen and nutrients where they need to go.
 - smiling face
10. **Skull:** The skull protects your heart.
 - frowning face

Directions: I am going to read more sentences using other words you have heard and practiced. First, I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Healthy:** To be healthy means that you are not sick.
 - smiling face
12. **Support:** To support something means to keep it from falling down.
 - smiling face
13. **Voluntary:** When something is voluntary it is automatic.
 - frowning face
14. **Nutritious:** An apple is more nutritious than a handful of candy.
 - smiling face
15. **Complicated:** When something is complicated, it is easy to understand.
 - frowning face

10 Part II (Instructional Master DA-2)

Directions: For each row of pictures, I am going to tell you to look for specific things. Follow my directions carefully. We will do the first one together.

1. Look at each of the pictures in the first row. The first picture is a spine. The middle picture is a stomach. The final picture in the row is a skull. Draw a circle around the pictures that show parts of the skeletal system. The first one has been done for you. Which picture is circled?

- spine

The picture of the spine is circled because it is part of the skeletal system. What other picture in the row is part of the skeletal system?

- skull

Draw a circle around the skull.

2. In Row 2, the first picture is blood vessels. The middle picture is hand muscles. The final picture in the row is arm muscles. Draw a circle around the pictures that show parts of the muscular system.

- hand muscles; arm muscles

3. In Row 3, the first picture is a stomach. The middle picture is a skull. The final picture in the row is the small intestines. Draw a circle around the pictures that show parts of the digestive system.

- stomach; small intestines

4. In Row 4, the first picture is a heart. The middle picture is hand muscles. The final picture in the row is blood vessels. Draw a circle around the pictures that show parts of the circulatory system.

- heart; blood vessels

5. In Row 5, the first picture is joints. The middle picture is nerves. The final picture is a brain. Draw a circle around the pictures that show parts of the nervous system.

- nerves; brain

6. In Row 6, the first picture is arm muscles. The middle picture is a heart. The final picture is hand muscles. Draw a circle around the muscle that works all day and all night; circle the muscle that never stops working.

- heart

7. In Row 7, the first picture is a heart. The middle picture is a brain. The final picture is the spine. Draw a circle around the organ that is the body's control center.
 - brain
8. In Row 8, the first picture is a cupcake. The middle picture is whole-wheat bread. The final picture is fruits. Draw a circle around the pictures that show foods that are part of a balanced diet.
 - whole-wheat bread; fruits
9. In Row 9, the first picture is a child sleeping. The middle picture is a child drinking water. The final picture is a child getting a checkup. Draw a circle around the pictures that show ways to keep your body healthy.
 - sleeping; drinking water, getting a checkup)
10. In Row 10, the first picture shows a child skipping rope. The middle picture shows a child washing hands, and the final picture shows a child reading a book. Circle the picture that shows how you can help stop the spread of germs that cause diseases.
 - washing hands

10 Part III (Instructional Master DA-3)

Directions: Draw two things you do to stay healthy. Then write a sentence about each picture. [Students may use their Five Keys to Health graphic organizer (Instructional Master 5A-1) as a guide.]



Culminating Activities

CA

Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds

Enrichment

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular domain concept; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the Internet or from the websites listed in the Introduction for further exploration of topics covered in *The Human Body*.

Videos of The Human Body

Materials: Videos related to the body systems and keeping healthy

Carefully peruse the Internet for short (5 minutes or less) videos related to topics in this domain.

Prepare some questions related to the videos.

Discuss how watching a video is the same as and different from listening to a story book or a read-aloud.

Have students ask and answer questions using question words *who*, *what*, *where*, *when*, and *why* regarding what they see in the videos.

Dr. Welbody's Heroes

Materials: *Tell It Again! Read-Aloud Anthology for The Human Body, Lesson 7 "Dr. Welbody's Heroes"*

You may wish to read about Edward Jenner, the person responsible for developing the first vaccine, and Louis Pasteur, the person who discovered the pasteurization process.



Above and Beyond: Letters to Dr. Welbody

Have students brainstorm a list of questions of things they still want to know about the human body or healthy living. Then have them write letters to Dr. Welbody for advice, using their lists of questions as starting points.

You may then follow up with answers to their questions in a letter from Dr. Welbody later in the week.

Chef Stef's Assistants

If you have access to a kitchen, you may want to have students bring in vegetables and stock to make a healthy soup one day.

Alternatively, you could make simple pizzas using English muffins, tortilla shells, or another prepared dough. This would also be a good opportunity to involve parents in a fun activity with their children.

Note: Be sure to check with your school's policy regarding food distribution and allergies.

Guest Presenter

Invite the physical education teacher or a local sportsperson to present a lesson on exercise and its benefits for a healthy body.

A Soapy Solution to Germs

Materials: Petroleum jelly; soap; water; glitter

To show the importance of washing hands with soap and water, invite students to put a very thin coat of petroleum jelly on their hands. Explain that in this activity the petroleum jelly is used to represent oils that are naturally in students' skin. Now invite students to sprinkle a little glitter on their hands and to rub their hands together. Explain that the glitter in this activity represents germs, or substances that cause disease. Invite students to wash their hands using only water. They will notice that when washing their hands with water only, the "germs" do not wash away but instead stay firmly attached to the "oils" in their skin. Now invite them to wash their hands with soap and water. Students will notice that by using soap, the "germs" are washed away.

For Teacher Reference Only:

Instructional Masters for
The Human Body



Songs and Chants for The Human Body

Use these songs and chants to the tune of *Row, Row, Row Your Boat*.

Lesson 1 - Introduction to The Human Body

**Ev'ry body has a body,
All folks from A to Z.
I have one, you have one, she has one, he has one;
Our systems are so neat!**

*Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.*

Lesson 2 - The Skeletal System

**Without my hidden skeleton,
I could not stand up tall.
And so, "Hurray for bones" I say,
Two hundred six in all!**

*Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.*

Lesson 2 - The Muscular System

**My muscles are so good to me,
They help me to have fun,
To jump and kick a soccer ball,
To smile and speak and run.**

*Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.*

Lesson 3 - The Digestive System

**Eating healthy foods I love,
Digestion leads the way,
To give my body the energy,
So I can work and play.**

*Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.*

Lesson 4 - The Circulatory System

**My heart is always working,
It's busy night and day,
It pumps while I am sleeping,
And while I work and play.**

*Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.*

Lesson 4 - The Nervous System

**I'm so glad I have a brain
To help me think and see;
And write my name or count to three,
And move and read and dream.**

*Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.*

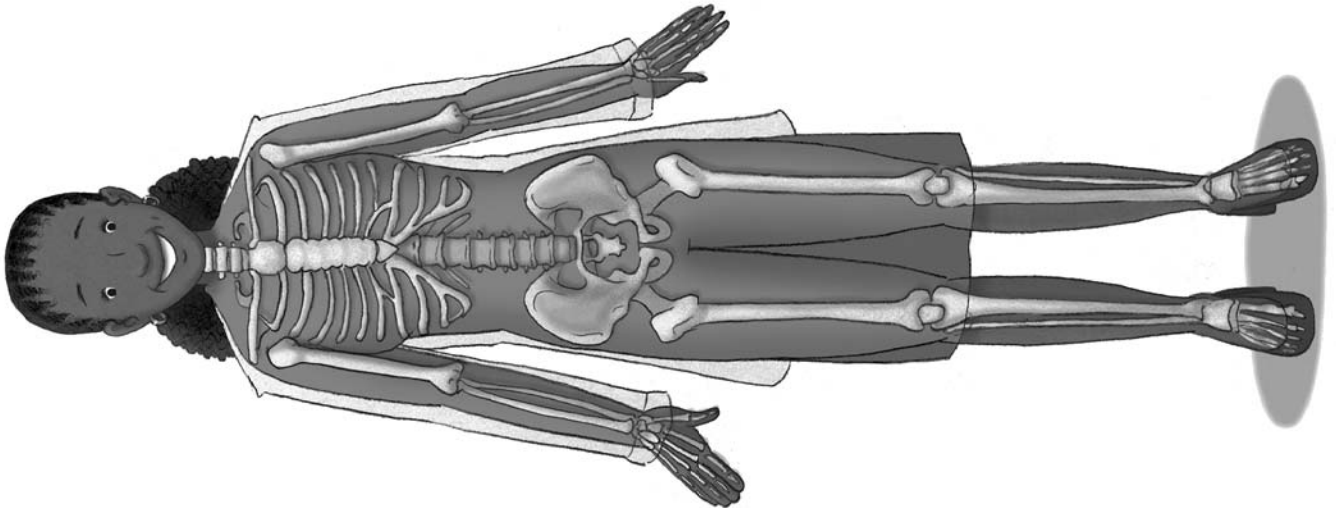
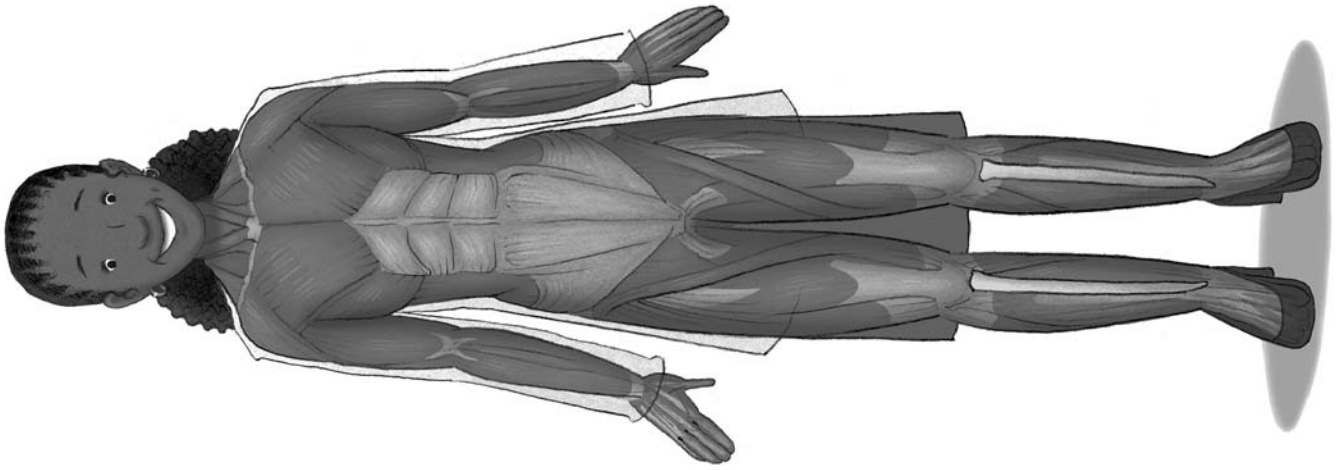
Lesson 6 - Conclusion to The Human Body

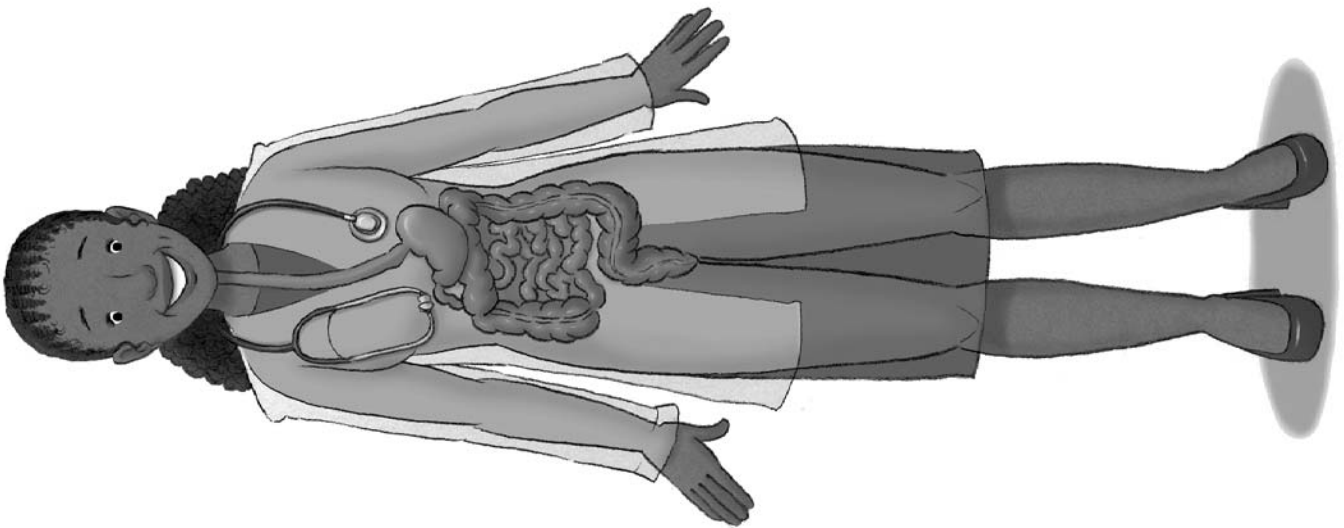
**My complicated body
I now know rather well
It's systems form a tight network,
To keep me feeling swell!**

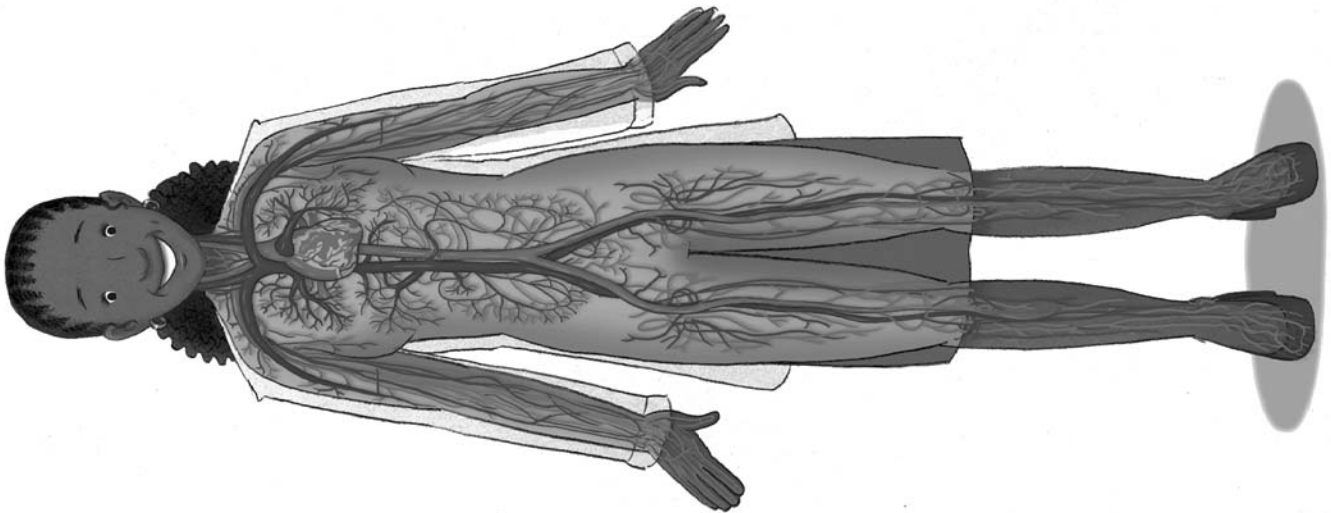
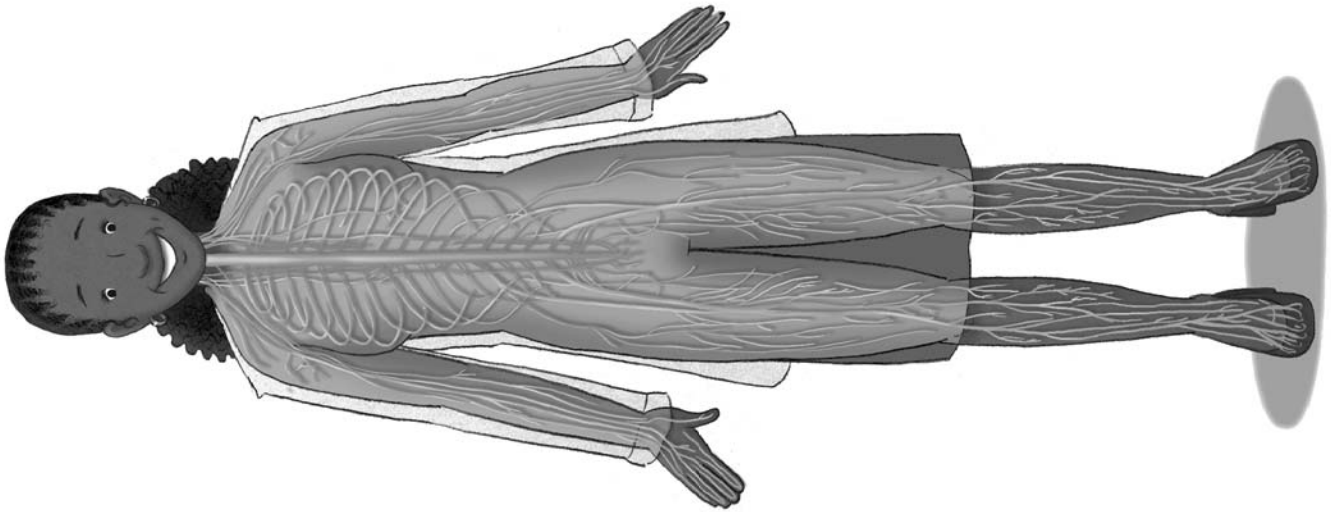
*Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.*

**I'll take care of my body,
I'll exercise my best;
I promise to eat healthy foods,
Stay clean and get good rest!**

*Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.*









Dear Family Member,

During the next several days, your child will be learning about the human body. S/he will learn about five important body systems:

- The skeletal system—made up of bones; it supports the body and protects important organs.
- The muscular system—made up of muscles; it helps the body to move.
- The digestive system—made up of the mouth, stomach, and intestines; it digests food.
- The circulatory system—made up of the heart, blood, and blood vessels; it moves blood throughout the body.
- The nervous system—made up of the brain, spine, and nerves; it controls the body's five senses.

Below are some suggestions of activities to do at home to reinforce what your child is learning about the body systems.

1. Body Systems Match-Up

After your child learns about the five body systems. Help your child do the match-up activity that is included with this letter.

2. What's Inside My Body?

Ask your child to tell you about the different organs s/he learned about with each body system. You may wish to use the images in the match-up activity to talk about the different organs.

3. Systems at Work

Ask your child which body systems are at work as s/he talks, walks, eats, and reads. Ask your child how the different body systems work together. Encourage your child to use vocabulary words s/he has learned at school.

4. Read Aloud Each Day

It is very important to read with your child each day. I have included a list of books related to the human body with this letter.

I hope your child enjoys learning about his/her human body!

Recommended Resources for The Human Body

Trade Book List

1. *The Busy Body Book*, by Lizzy Rockwell (Random House Children's Books, 2008) ISBN 978-0553113747
2. *The Circulatory System (Human Body Systems)*, by Helen Frost (Capstone Press, 2006) ISBN 978-0736887762
3. *The Digestive System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000) ISBN 978-0736806497
4. *Eat Healthy, Feel Great*, by William Sears, M.D., Martha Sears, R.N., and Christie Watts Kelly, illustrated by Renee Andriani (Little, Brown and Company, 2002) ISBN 978-0316787086
5. *Eating Well (Looking After Me)*, by Liz Gogerly and Mike Gordon (Crabtree Publishing Company, 2009) ISBN 978-0778741176
6. *First Encyclopedia of the Human Body (DK First Reference Series)*, edited by Penny Smith (DK Children, 2005) ISBN 978-0756609979
7. *Germs Make Me Sick!*, by Melvin Berger, illustrated by Marylin Hafner (Scott Foresman, 1995) ISBN 978-0064451543
8. *Healthy Eating (Science Everywhere!)*, by Helen Orme (New Forest Press, 2010) ISBN 978-1848982895
9. *Hear Your Heart (Let's-Read-and-Find-Out Science: Stage 1)*, by Paul Showers, illustrated by Holly Keller (Perfection Learning, 2001) ISBN 978-0812458206
10. *How Does Your Brain Work (Rookie Read-About Health)*, by Don L. Curry (Children's Press, 2004) ISBN 978-0516278537
11. *How to Stay Healthy (I Know That!)*, by Claire Llewellyn (Sea-to-Sea Publishing, 2007) ISBN 978-1597710244
12. *It's Catching: Colds*, by Angela Royston (Heinemann, 2001) ISBN 978-1588102270
13. *Louis Pasteur*, by Kremena Spengler (Capstone Press, 2003) ISBN 978-0736834414

Name _____

14. *The Magic School Bus Inside the Human Body*, by Joanna Cole and Bruce Degen (Scholastic Press, 1990) ISBN 978-0590414272
15. *Me and My Amazing Body*, written and illustrated by Joan Sweeney (Dragonfly Books, 2000) ISBN 978-0375806230
16. *The Muscular System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000) ISBN 978-0736806503
17. *My Body (Science Books S)*, by Patty Carratello (Teacher Created Resources, 2004) ISBN 978-1557342119
18. *My First Visit to the Doctor*, by Eve Marleau and Michael Garton (QEB Publishing, 2009) ISBN 978-1595669872
19. *My Healthy Body*, by Bobbie Kalman (Crabtree Publishing Company, 2010) ISBN 978-0778794714
20. *The Nervous System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000) ISBN 978-0736806510
21. *Oh, the Things You Can Do That Are Good for You!*, by Tish Rabe and illustrated by Aristides Ruiz (Random House, Inc., 2001) ISBN 978-0375810985
22. *The Skeletal System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000). ISBN 978-0736806534
23. *Stay Fit (Snap Books: Healthy Me)*, by Sara R. Hunt (Capstone Press, 2011) ISBN 978-1429672931
24. *Think, Think, Think: Learning About Your Brain (Amazing Body)*, by Hill Nettleton (Picture Window Books, 2006) ISBN 978-1404805033
25. *What Happens to a Hamburger? (Let's-Read-and-Find-Out Science, Stage 2)*, by Paul Showers and illustrated by Edward Miller (HarperCollins, 2001) ISBN 978-0064451833









Vocabulary List for The Human Body (Part 1)

This list includes many important words your child will learn about in *The Human Body*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- human
- network
- organs
- systems
- joint
- skeleton
- skull
- spine
- support
- muscle
- balanced diet
- nutrients
- pyramid
- digestion
- stomach

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	Draw it
	Use it in a sentence
	Find one or two examples
	Tell a friend about it
	Act it out
	Make up a song using it



Without this system I would not be able to think.



Without this system my body would be like a rag doll.



Without this system I would not get energy from the food I eat.








Without this system blood would not be able to flow through my body.

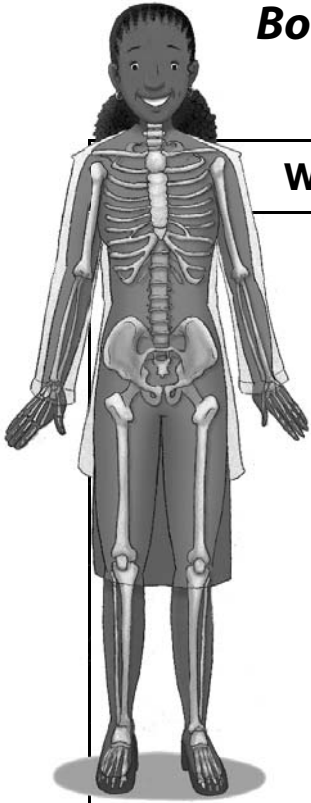


Without this system I would not be able to climb a mountain.

The Human Body KWL Chart

	<i>Know</i>	<i>Wonder</i>	<i>Learn</i>
		How many bones do I have?	
		What muscle never stops working?	
		How long does it take for food to go through my body?	
		How long does it take for blood to circle all around my body?	
		Which organ controls all my senses?	

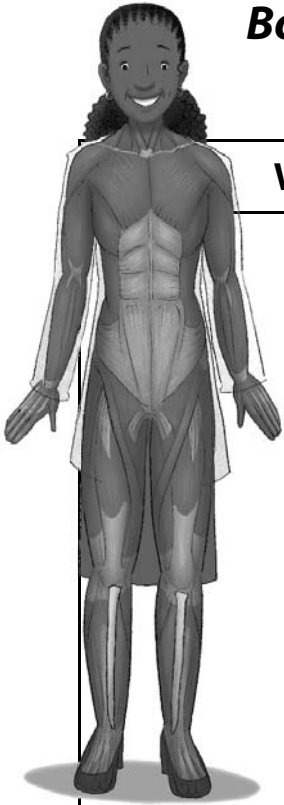
Body Systems Chart



What are the system's parts?

What does the system do?

Body Systems Chart

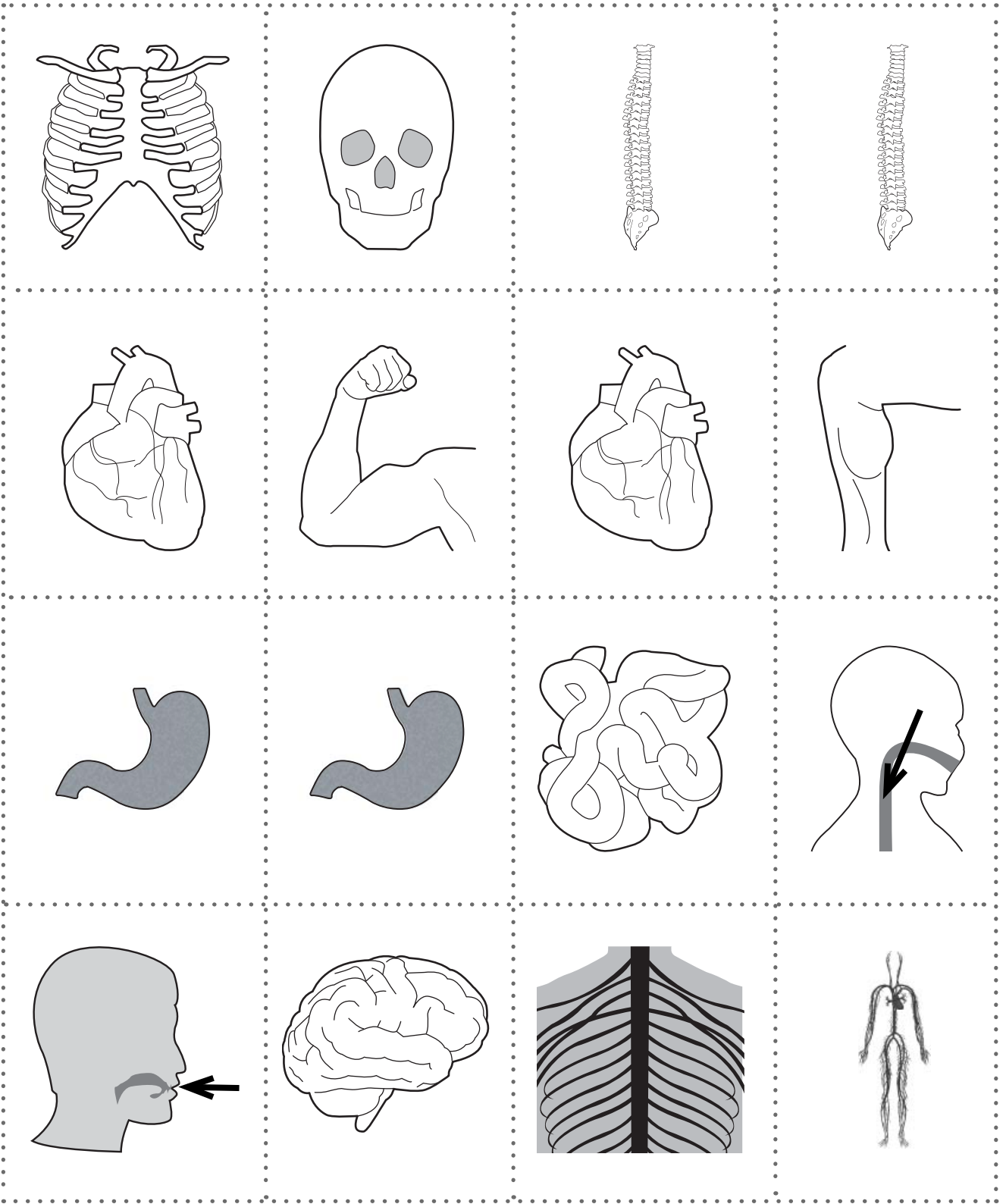


What are the system's parts?

What does the system do?

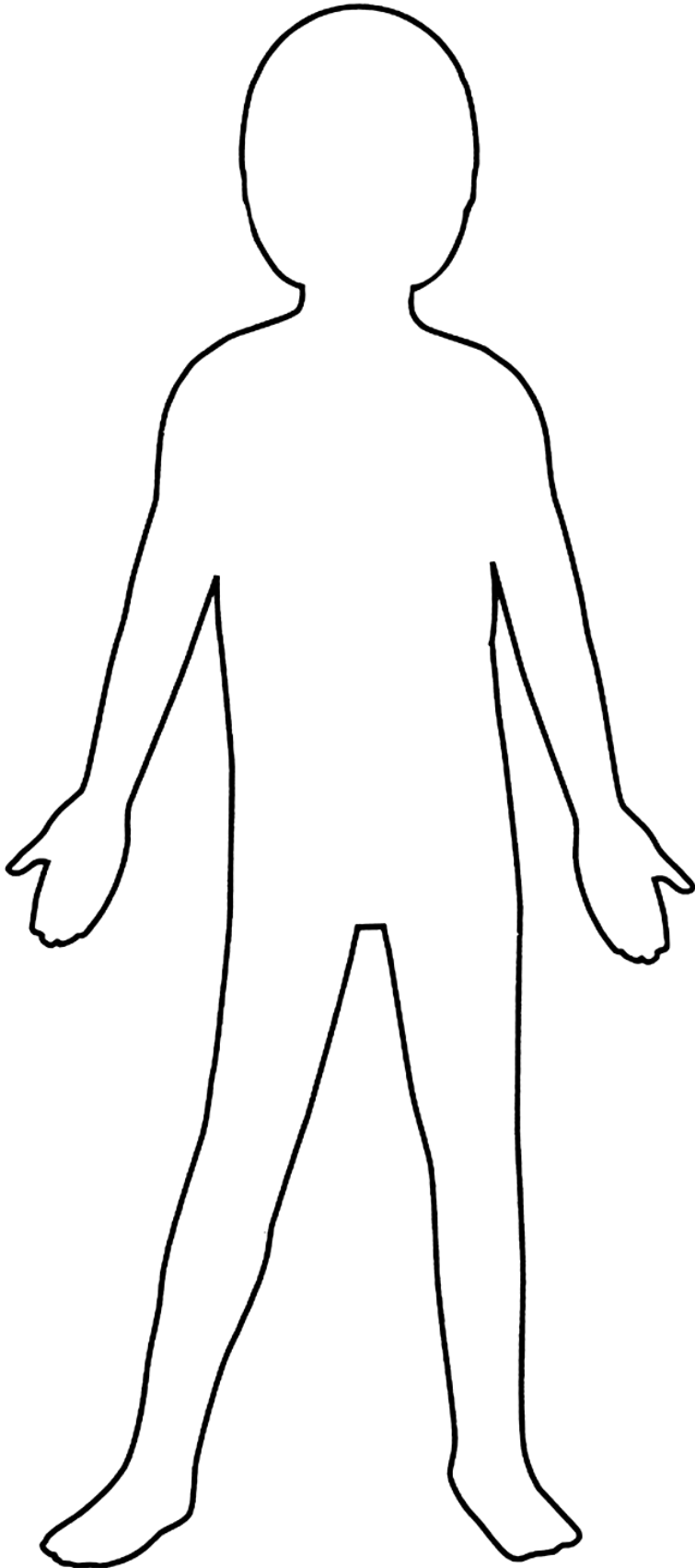
Body Systems Image Sheet

Description: Use in conjunction with Body Systems Charts. Students may choose to cut pictures from this image sheet and paste onto their Body System Charts.

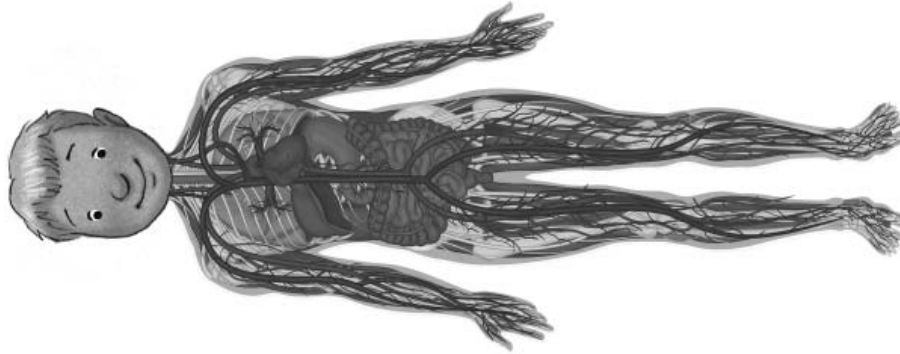


Name _____

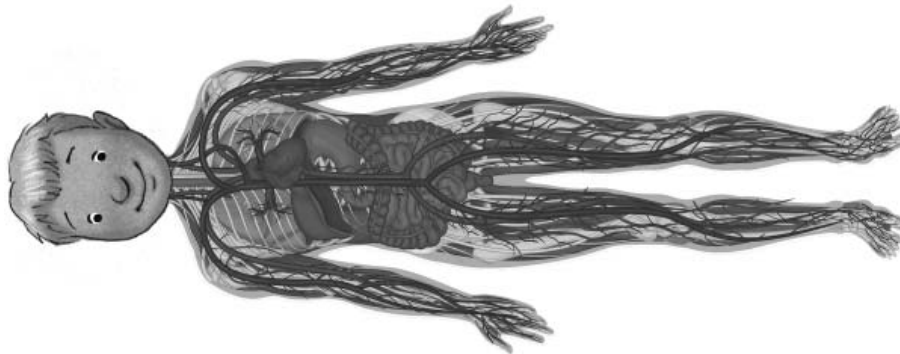
My _____ System



Four vertical writing lines for notes, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

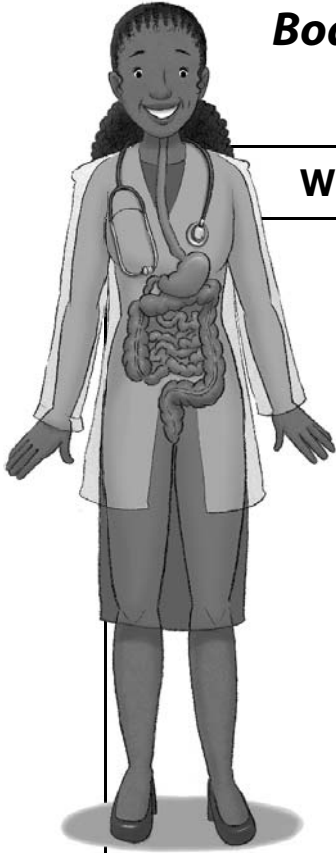


by _____



by _____

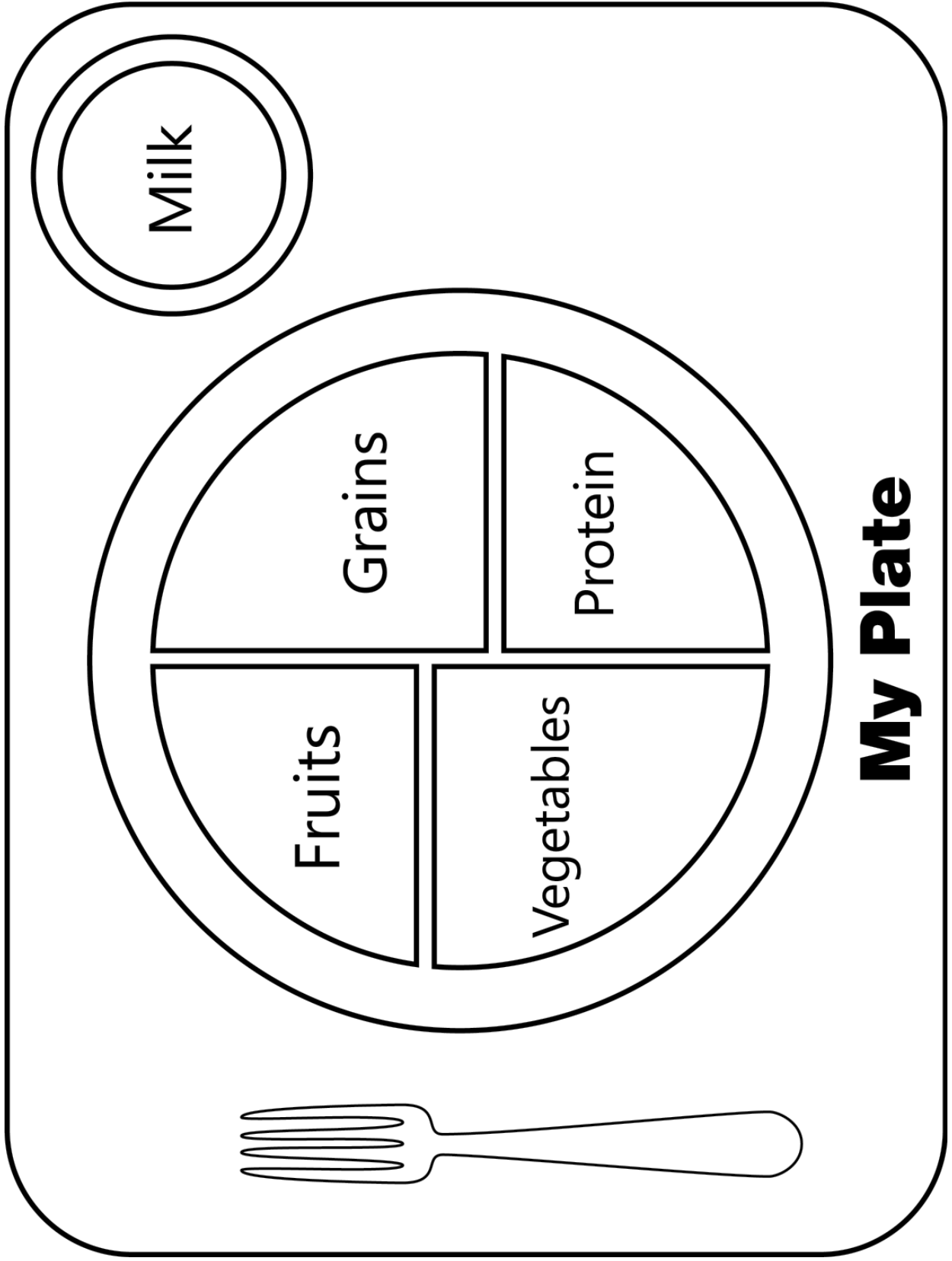
Body Systems Chart



What are the system's parts?

What does the system do?

Directions: Color the "vegetables" section green; the "fruits" section red; the "grains" section orange; the "protein" section purple; and the "milk" section blue.





Dear Family Member,

I hope your child has enjoyed learning about her/his body systems. Over the next several days s/he will learn about how to keep her/his body healthy. Your child will learn about five keys—or ways—to stay healthy. The five keys to health are:

- Eat well—eat a balanced diet of healthy foods
- Exercise—moving your body to keep it healthy and fit, e.g., running, dancing, swimming, jumping rope, soccer
- Get enough sleep—get between ten to twelve hours of sleep every night
- Keep clean—wash your hands before meals; take baths; brush your teeth
- Have checkups—visit your pediatrician every year for checkups

Below are some suggestions for activities that you may do at home to reinforce the healthy habits s/he is learning about at school.

1. Healthy Food Hunt

Ask your child to identify the different pictures of food on the activity sheet. Together, decide whether the food is a healthy food or unhealthy food.

2. Menu Planning, Shopping, and Cooking

Have your child help you plan a well-balanced meal, using foods from a variety of food groups (grains, vegetables, fruits, protein, and milk) for the family's dinner. Then, go to the grocery store together to buy the ingredients. Have him/her help in the preparation of the food.

3. Sayings and Phrases: An Apple a Day Keeps the Doctor Away

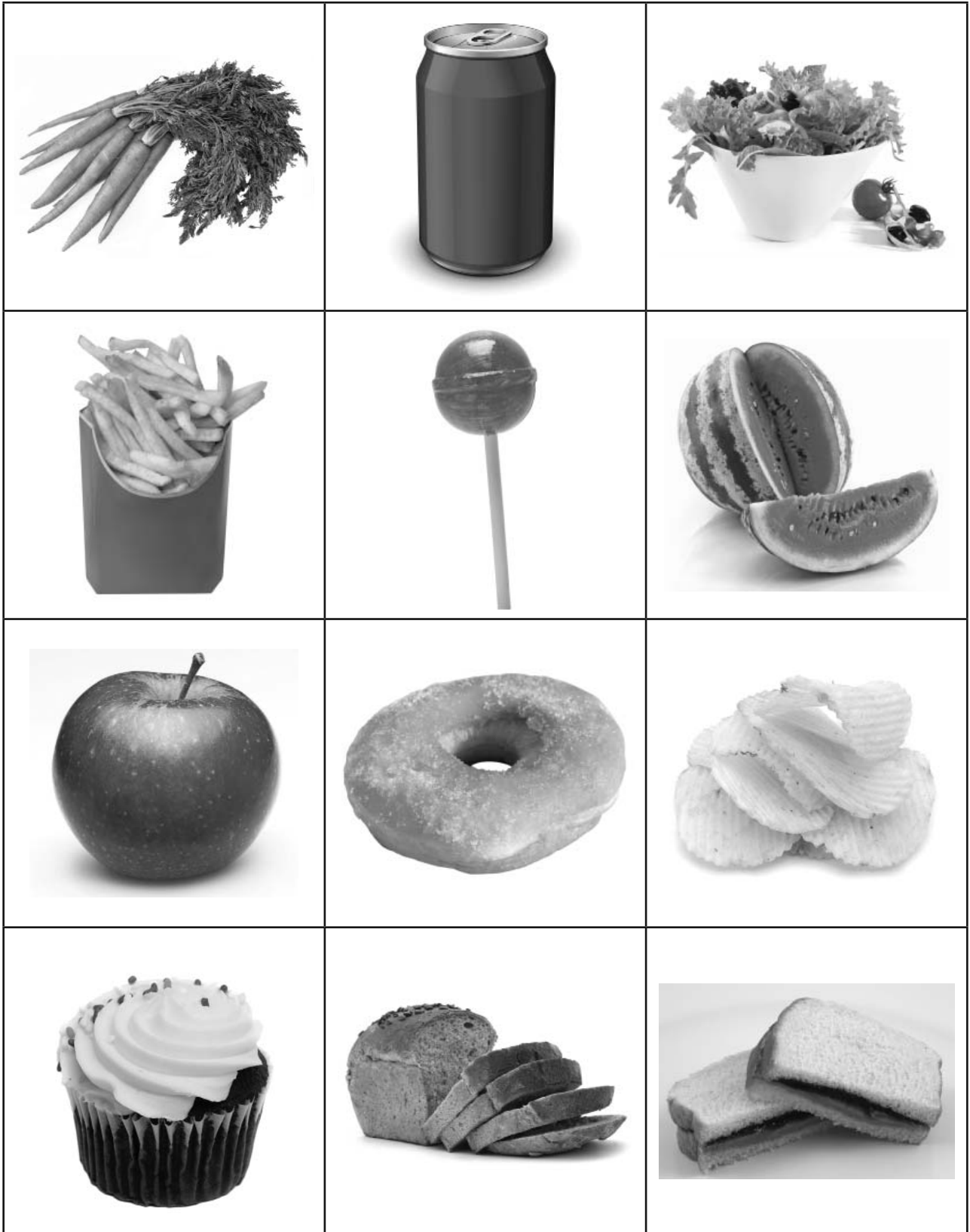
Your child will learn the saying: “An apple a day keeps the doctor away.” This means that if you have the habit of eating healthy foods, it may keep you from getting sick. Discuss the importance of healthy eating habits and going to the doctor for regular checkups.

4. Read Aloud Each Day

Continue to read to your child each day.

Be sure to ask your child about what s/he has learned in school about staying healthy.

Directions: Circle the healthy foods. Put an "X" over the unhealthy foods.











Vocabulary List for The Human Body (Part 2)

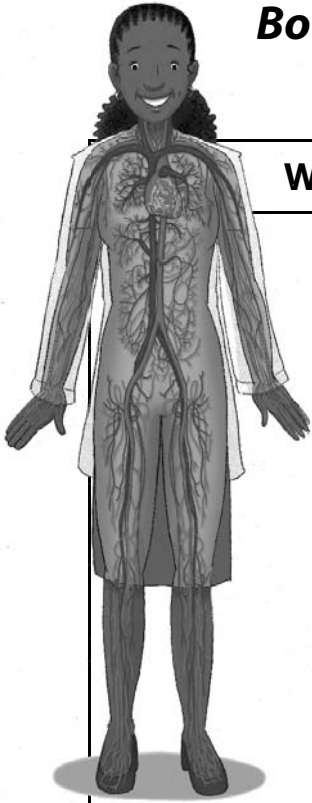
This list includes many important words your child will learn about in *The Human Body*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- blood
- circulate
- messages
- heart
- pulse
- brain
- nerves
- control
- exercising
- healthy
- nutritious
- germs
- complicated
- final

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	Draw it
	Use it in a sentence
	Find one or two examples
	Tell a friend about it
	Act it out
	Make up a song using it

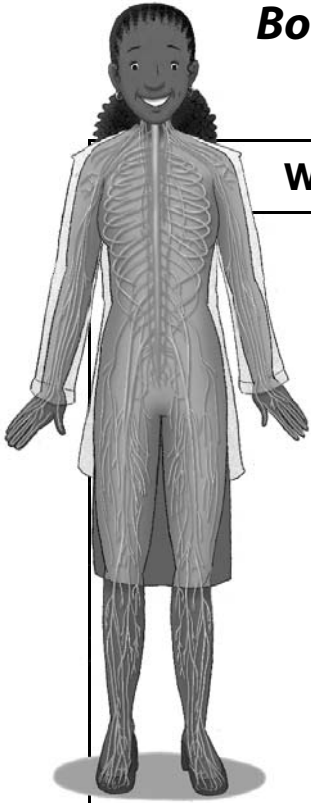
Body Systems Chart



What are the system's parts?

What does the system do?






Body Systems Chart



What are the system's parts?

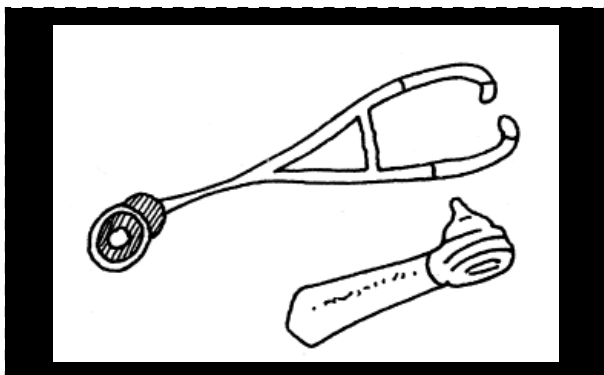
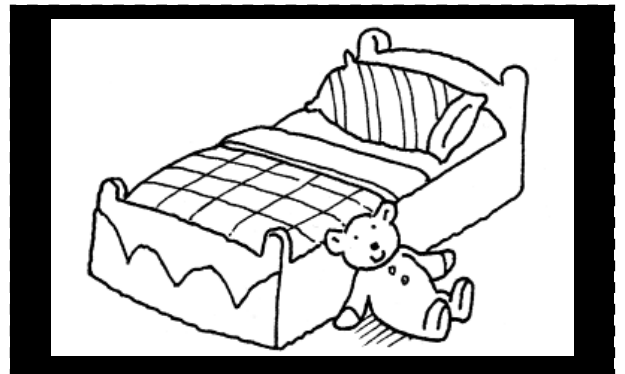
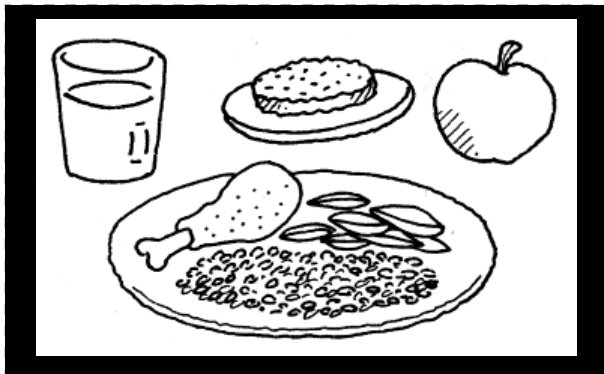
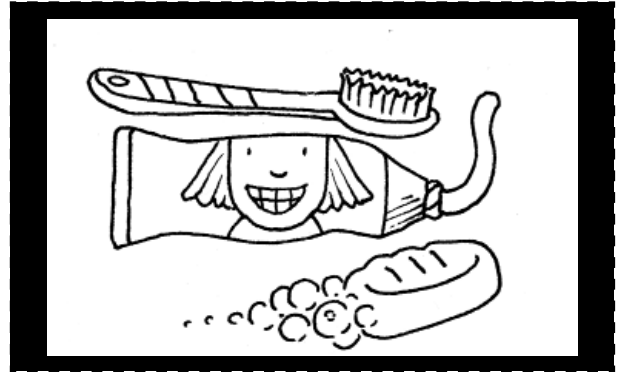
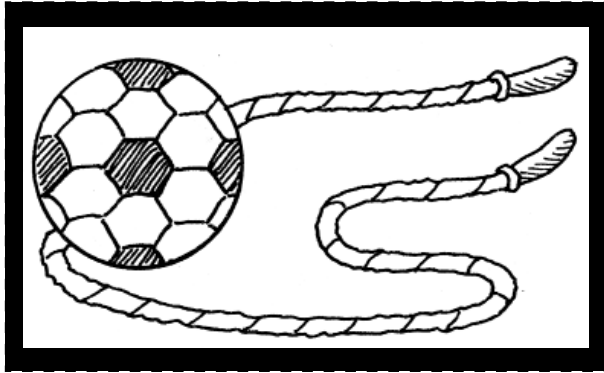
What does the system do?

Five Keys to Health

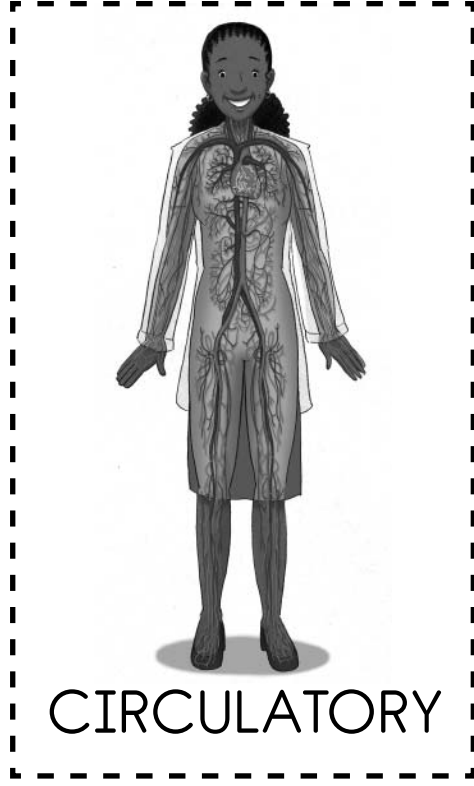
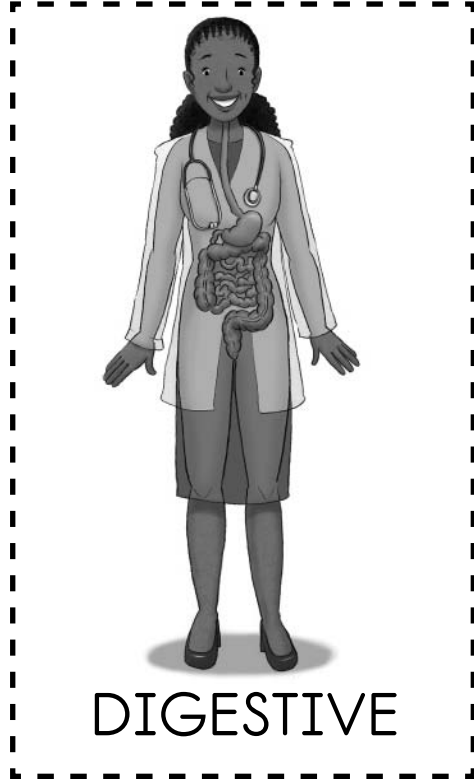
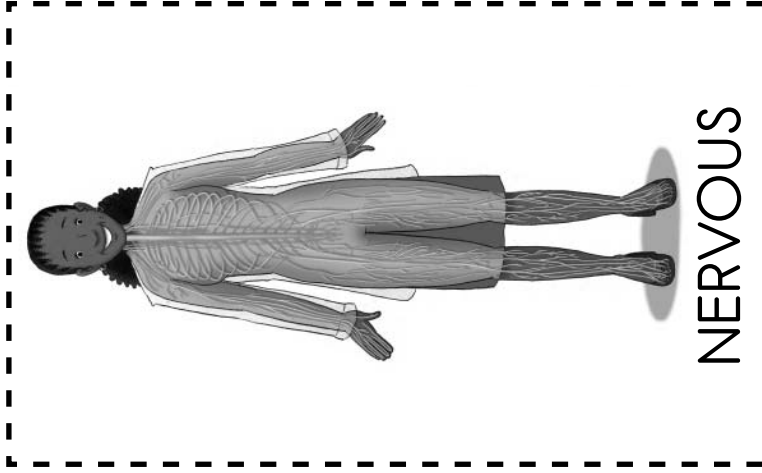
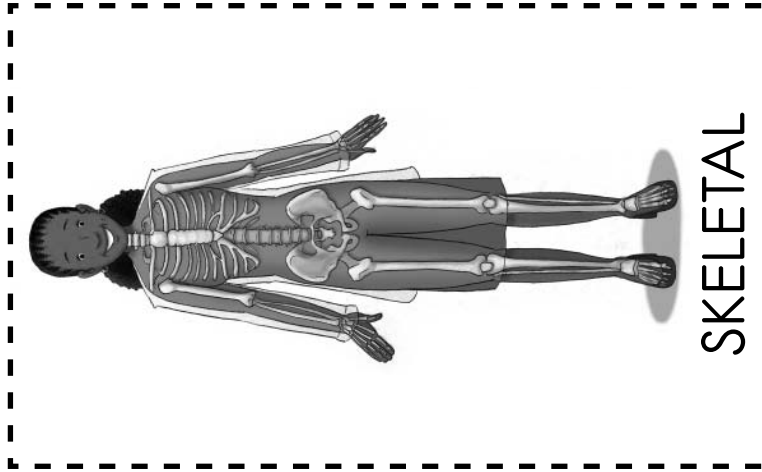
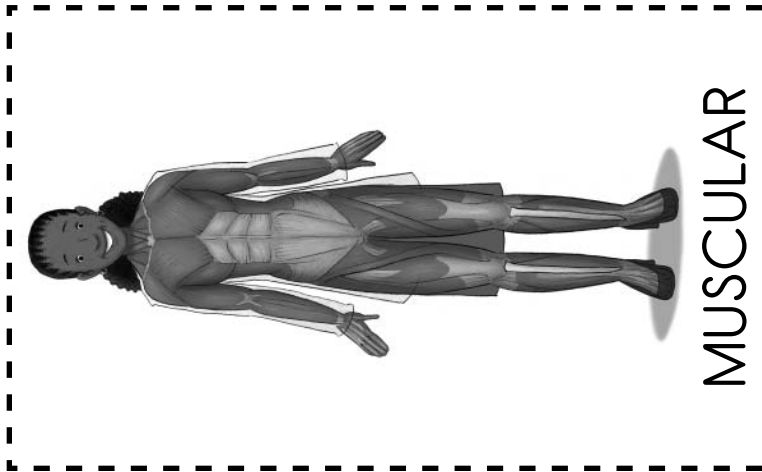
 1. Eat Well	 2. Exercise
 3. Keep Clean	 4. Rest
 5. Have Checkups	

Five Keys to Keeping Healthy

Directions: Identify and discuss what each picture shows. Cut out the pictures and paste each one under the correct heading on 5A-1.

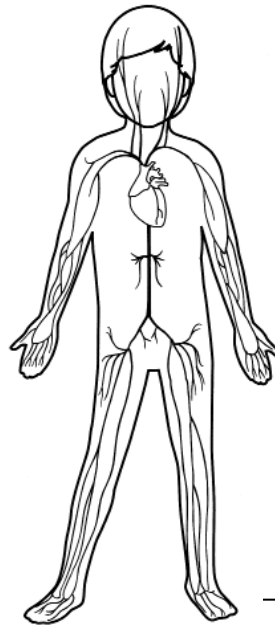
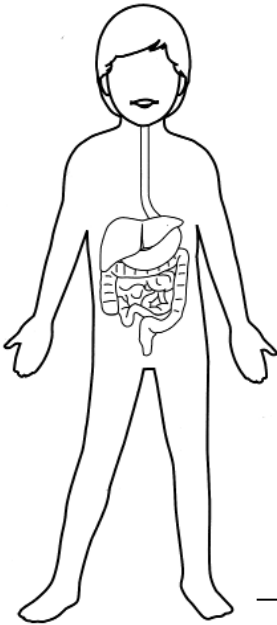
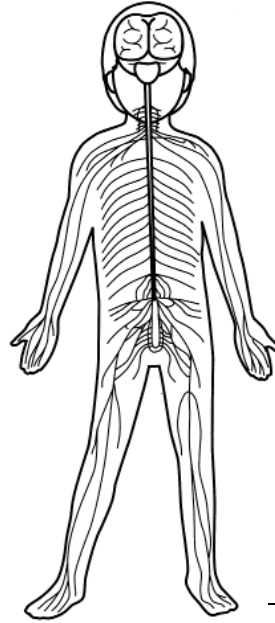
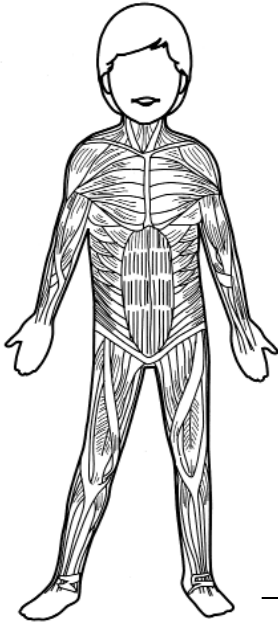


Directions: Cut out the pictures. Follow the teacher's instructions.



Body Systems

Directions: Identify pictures of the nervous, digestive, circulatory, and muscular systems. Write the number on the line next to its corresponding picture.



1. Nervous system

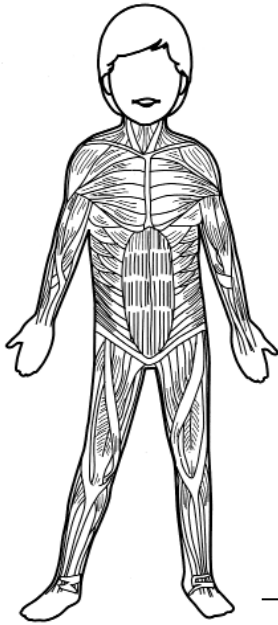
2. Digestive system

3. Circulatory system

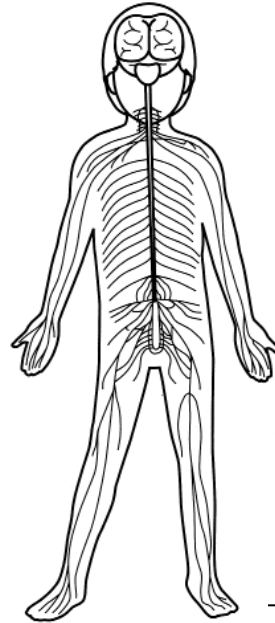
4. Muscular system

Body Systems

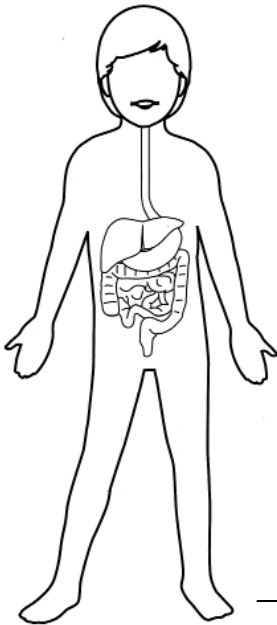
Directions: Identify pictures of the nervous, digestive, circulatory, and muscular systems. Write the number on the line next to its corresponding picture.



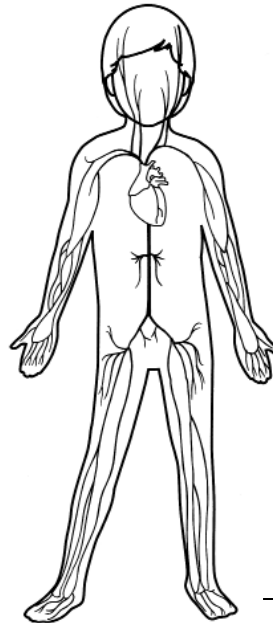
_____ **4** _____



_____ **1** _____



_____ **2** _____



_____ **3** _____

1. Nervous system

2. Digestive system



















3. Circulatory system

4. Muscular system



Directions: Listen to your teacher's instructions.



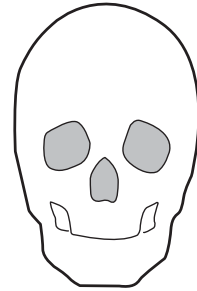
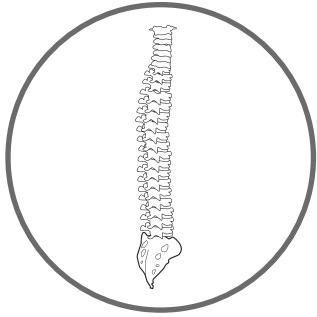
1.		
2.		
3.		
4.		
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6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

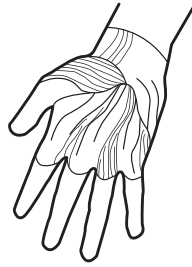
11.  
12.  
13.  
14.  
15.  

Directions: Listen to the teacher's instructions. Then, draw a circle around the correct picture(s) in each row.

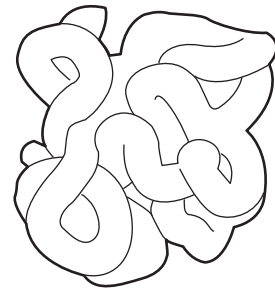
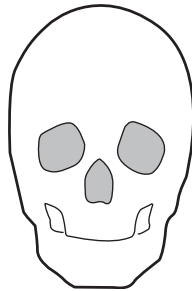
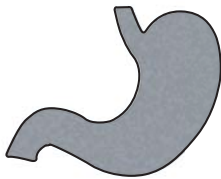
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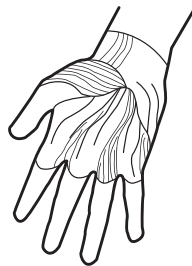
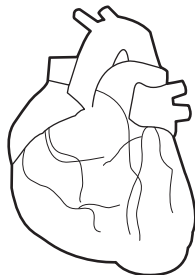
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3.



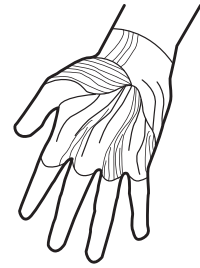
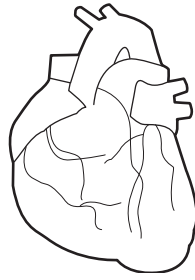
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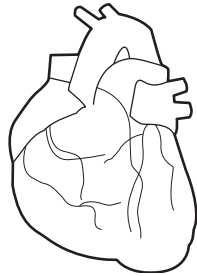
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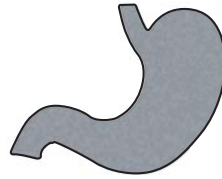
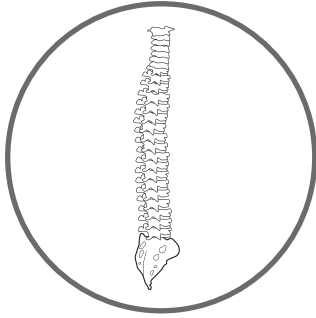


10.



Directions: Listen to the teacher's instructions. Then, draw a circle around the correct picture(s) in each row.

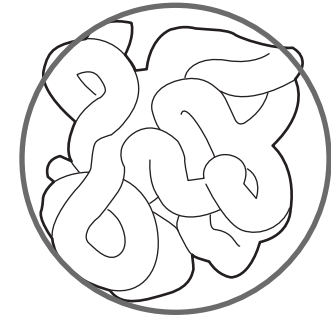
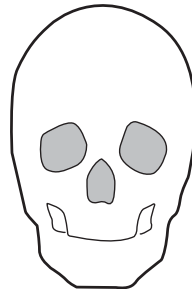
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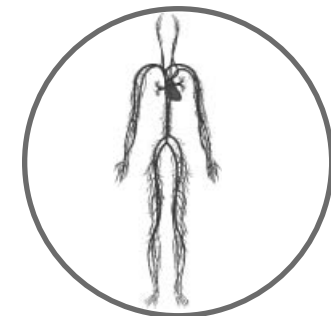
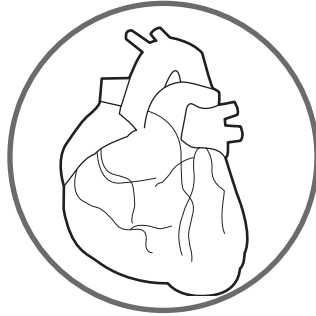
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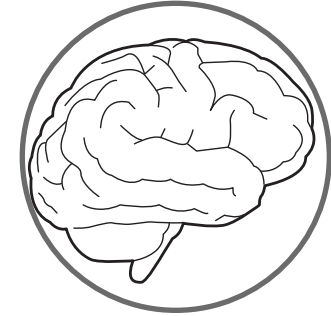
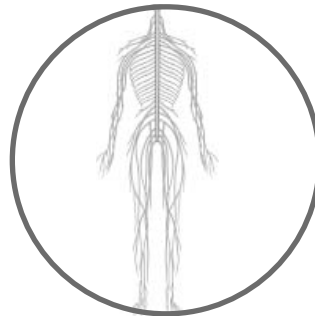
3.



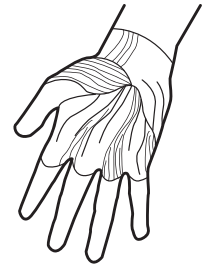
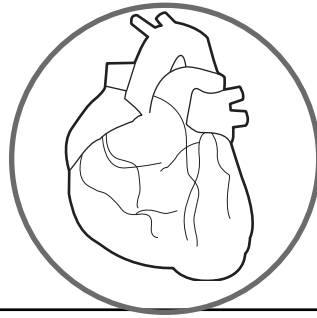
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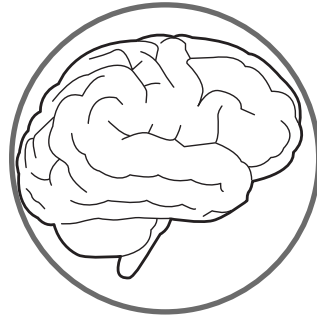
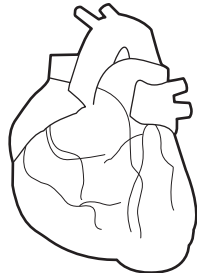
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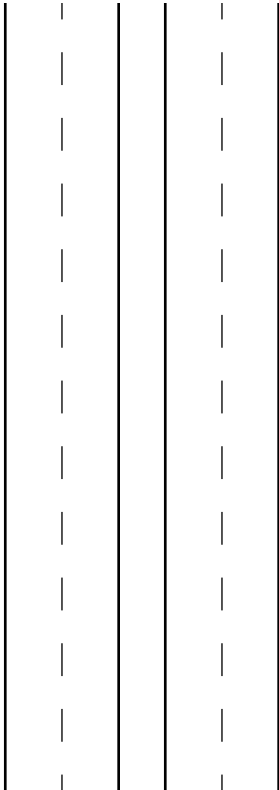

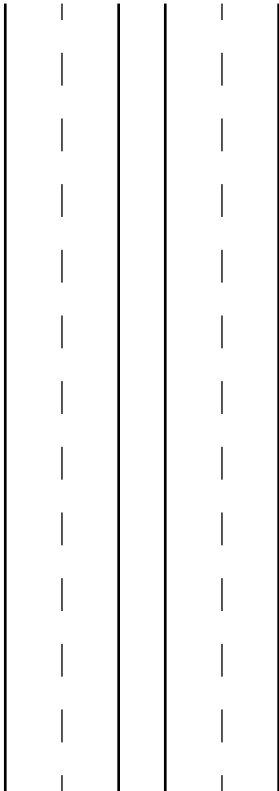
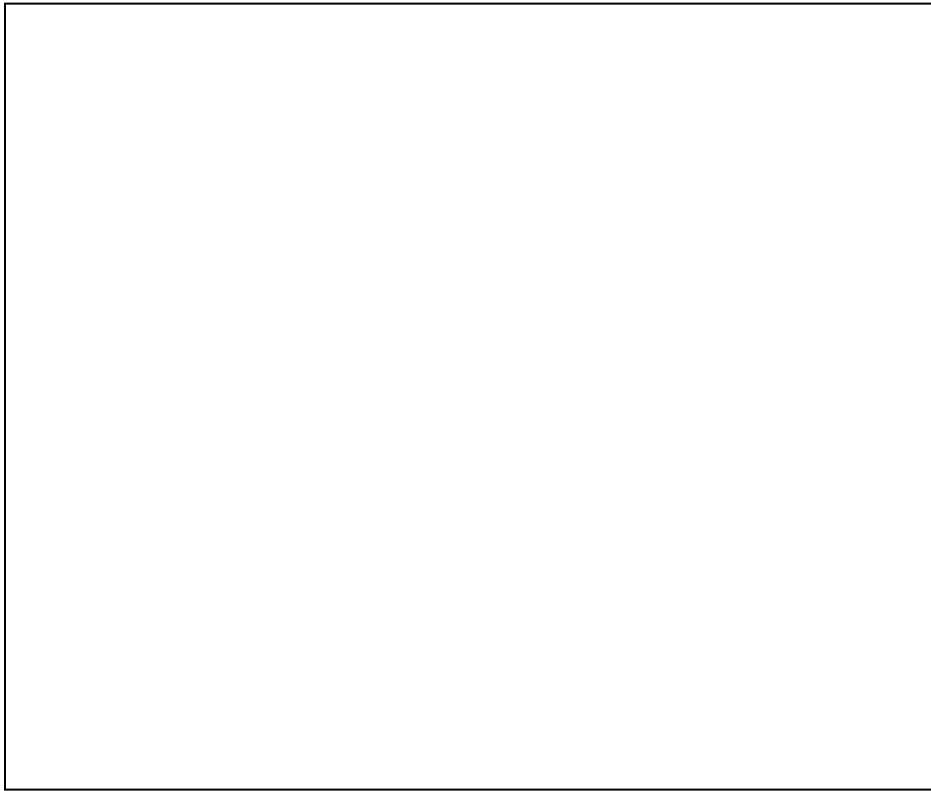


10.



Name _____

Two Healthy Habits



Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

Tens Conversion Chart

Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score. You may choose to use the Tens Recording Chart at the end of the appendix.

The correct answers and corresponding statements have been provided on the back of the Answer Keys for Part I and Part II of the Domain Assessment. You may wish to make a copy of the Answer Keys to send home to parents, guardians, or caretakers.

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SCHOOLS

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