

**ENGLISH** 

# THE HUMAN BODY



**GRADE 1 UNIT 2** | TEACHER GUIDE

Grade 1

Unit 2

## **The Human Body**

**Teacher Guide** 

#### Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

**Notice:** These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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#### Grade 1 | Unit 2

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# Introduction

This introduction includes the necessary background information to be used in teaching *The Human Body* unit. The Teacher Guide for *The Human Body* contains ten daily lessons in addition to six days for a Pausing Point (two days), Unit Review, Unit Assessment, and Culminating Activities (two days) in the order presented in this Teacher Guide. You should spend no more than sixteen days total on this unit.

#### **UNIT COMPONENTS**

Along with this Teacher Guide, you will need:

- Flip Book for The Human Body
- Image Cards for The Human Body
- Activity Book for The Human Body
- Digital Components for The Human Body

All unit components' materials can also be found in the digital version provided with the online materials.

#### WHY THE HUMAN BODY IS IMPORTANT

Using an interactive approach, the first half of this unit will introduce the human body to students. They will explore and make discoveries about their own bodies. They will be introduced to a network of body systems, comprised of organs that, together, perform vital jobs. Students will learn the fundamental parts and functions of five body systems: skeletal, muscular, digestive, circulatory, and nervous. The narrator of these Read-Alouds, a pediatrician, will share rhymes that reinforce basic ideas about the human body that students will learn.

The second half of this unit focuses on care and maintenance of the human body. Students will learn how germs can cause disease, and how to help stop the spread of germs. They will be introduced to Edward Jenner and Louis Pasteur, whose discoveries aided in the cure of diseases. Students will be taught five keys to good health—eat well, exercise, sleep, keep clean, and have regular checkups. By using the food pyramid and MyPlate to create their own meals, students will also learn the importance of a well-balanced diet. This unit will provide students with the rudimentary lessons they need to develop healthy habits. They will review and extend their learning in future grades.

This unit also provides opportunities for students to build content knowledge and draw connections to the science subject area. You may build on class discussions to support students in making

cross-curricular connections to the strands of Organisms and Environments and Recurring Themes and Concepts from the Science TEKS.

#### **Note to Teacher**

The discussion on germs and vaccines in Lesson 7 may be a sensitive topic for some students who have faced uncertainty or loss due to infectious diseases or viruses. Please be sure to follow your school's best practices and update lesson language based on your knowledge of student circumstances. Due to this unit's focus on the human body, there are representations of the body and bodily functions that might raise sensitivity flags.

#### WHAT STUDENTS HAVE ALREADY LEARNED DURING KINDERGARTEN

The following unit, and the specific core content that was targeted in that unit, is 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 (Kindergarten)

#### CORE CONTENT OBJECTIVES ADDRESSED IN THIS UNIT

#### Students will:

- Explain that the human body is a network of systems
- Identify the skeletal, muscular, digestive, circulatory, and nervous systems
- Recall basic facts about the skeletal, muscular, digestive, circulatory, and nervous systems
- Explain that the heart is a muscle integral to the circulatory system
- Identify the brain as the body's control center
- Explain that germs can cause disease in the body
- Explain the importance of vaccination in preventing disease
- Explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health

#### CORE VOCABULARY FOR THE HUMAN BODY

The following list contains all of the core vocabulary words in *The Human Body* in the forms in which they appear in the Read-Alouds. Bold-faced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should understand most of these words and begin to use them in conversation.

Lesson 1 human network organs oxygen systems	Lesson 4 digestion esophagus intestine stomach	Lesson 7 diseases germs immunities pasteurization vaccines	Lesson 10 complicated
Lesson 2 joint skeleton skull spine support	Lesson 5 blood blood vessels heart pulse	Lesson 8 exercising healthy nutritious	
Lesson 3 involuntary muscles tendons voluntary	Lesson 6 brain nerves	Lesson 9 nutrients pyramid	

#### WRITING

In this unit, students will explore the genre of informational writing. They will learn to identify important facts and information before, during, and after informational Read-Alouds. They will practice collecting and synthesizing information by note-taking as a group with a KWL chart and a Somebody Wanted But So Then organizer. Students will work independently to draw and write or dictate one-sentence responses about Read-Alouds in Lessons 2–6. These will be combined to form a booklet. Finally, as a class, students will review the writing process and draft an informational paragraph about the five body systems (Lessons 1–5).

The following activities may be added to students' writing portfolios to showcase student writing within and across units:

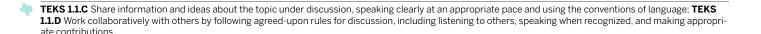
- "My Body Systems" Booklets (Lessons 2–6)
- Germs (Lesson 7)
- Five Keys to Health (Lesson 8)
- Body Systems (Lesson 10)
- Any additional writing completed during Pausing Point, Unit Review, or Culminating Activities

#### FOUNDATIONAL ORAL LANGUAGE

Across the unit and the grade level, students will have the opportunity to discuss their ideas with partners, in small groups, and as a class. The Think-Pair-Share and Turn-and-Talk prompts provide opportunities to teach and reinforce how to communicate by using conventions of language, speaking when recognized, and making appropriate contributions to discussion.

- You can also reinforce these ideas by modeling using an appropriate pace, recognizing students' individual contributions to group discussions, and pointing out conventions of language.
- Explain to students that when working in whole/small groups, group members share responsibility for the work they do together. To work effectively and respectfully, everyone should recognize the contributions made by each group member. For example, as group members discuss a text, each group member can share thoughts and reactions. If preparing to return to a whole-group discussion, group members can summarize the group's ideas by including contributions from everyone in the group.
- Practice this by choosing a simple topic for discussion, and model sharing responsibility and
  recognizing individual and appropriate contributions, including hand-raising when wanting to
  speak and using learned conventions for language (articulation, grammar, verb tenses, etc.)
  Remind students what these contributions and conventions refer to in terms of speech and
  communication and why they are important to master. Consider using a discussion checklist
  that tracks student participation, as well as introducing discussion techniques that enhance
  participation.





# 1

#### THE HUMAN BODY

# Everybody Has a Body

#### PRIMARY FOCUS OF LESSON

#### Speaking and Listening

Students will review what they know about how their bodies work and be

- introduced to the concept of a pediatrician. TEKS 1.1.A; TEKS 1.7.F
- ◆ Students will listen to first-person texts. **TEKS 1.10.E**

#### Reading

Students will explain that the human body is a network of systems. **TEKS 1.9.D.i** 

#### Language

- Students will use illustrations and texts to learn or clarify word meanings. TEKS 1.3.B
- Students will demonstrate understanding of the Tier 2 word systems. **TEKS 1.3.B**
- Students will demonstrate understanding of the Tier 3 word organs. TEKS 1.3.B

#### Reading

Students will recognize characteristics and structures of informational texts, including the central idea and supporting evidence, features and graphics to locate or gain information, and organizational patterns.

- TEKS 1.9.D.i; TEKS 1.9.D.ii; TEKS 1.9.D.iii
- Students will discuss the author's purpose for writing a text. **TEKS 1.10.A**

#### Writing

With teacher support, students will work together to draft a topic sentence.

TEKS 1.11.A; TEKS 1.12.B

#### FORMATIVE ASSESSMENT

#### **Activity Page 1.1**

**Choose an Image** Students will identify an image that represents a network of systems.

**TEKS 1.3.B** 

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; TEKS 1.7.F Respond using newly acquired vocabulary as appropriate; TEKS 1.10.E Listen to and experience first- and third-person texts; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; TEKS 1.9.D Recognize characteristics and structures of informational text including (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; (iii) organizational patterns such as chronological order and description with adult assistance; TEKS 1.10.A Discuss the author's purpose for writing text; TEKS 1.11.A Plan a first draft by generating ideas for writing such as by drawing and brainstorming; TEKS 1.12.B Dictate or compose informational texts, including procedural texts.

#### LESSON AT A GLANCE

	Grouping	Time	Materials		
Introducing the Read-Aloud (10 min.)					
Unit Introduction	Whole Group	10 min.	☐ chart paper		
What Do We Already Know?					
Read-Aloud (30 min.)					
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 1A-1–1A-8☐ board/chart paper		
"Everybody Has a Body"			☐ KWL Chart (Digital Components)		
Comprehension Questions					
Word Work: Systems					
This is a good opportunity to take a break.					
Application (20 min.)					
Multiple-Meaning Word Activity: Organs	Whole Group/ Partner/	20 min.	<ul><li>□ Poster 1M: Organs (Flip Book)</li><li>□ The Writing Process Chart</li></ul>		
	Independent		(Digital Components)		
"My Body Systems" Paragraph			☐ chart paper		
			☐ Activity Page 1.1		
Take-Home Material					
Family Letter			☐ Activity Page 1.2		

#### **ADVANCE PREPARATION**

#### **Introducing the Read-Aloud**

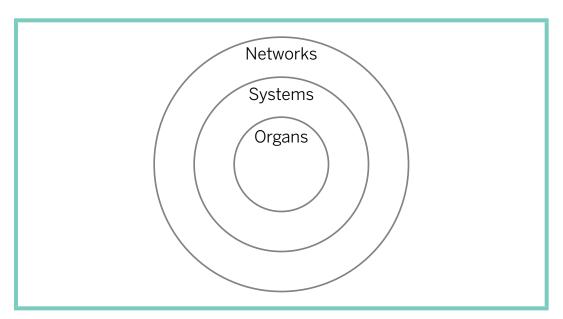
• Make a Know-Wonder-Learn (KWL) chart using large chart paper with three columns labeled 'K', 'W', and 'L' to display throughout the unit. Alternatively, you may access a digital version in the online materials for this unit. You will add information to the chart as students listen to multiple Read-Alouds.

#### **Application**

• Prepare and display The Writing Process chart. Alternatively, you can access a digital version in the online materials for this unit.

#### **Universal Access**

- Prepare images of a car, a telephone, and a washing machine to accompany the Introducing the Read-Aloud activity "What Do We Already Know?"
- Draw and label three concentric circles on the board/chart paper and cover the diagram. This diagram may then be referenced to support students with answering the comprehension questions.



#### **CORE VOCABULARY**

**human, adj.** having to do with, or acting like, a person

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

Variation(s): human, n.

**network, n.** a group of parts or systems that work together

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

Variation(s): networks

organs, n. body parts that perform specific tasks

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 living things need to survive

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"				
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Vocabulary	oxygen ( <i>oxígeno</i> )	network systems (sistemas) human (humano/a)		
Multiple- Meaning	organs ( <i>órganos</i> )			
Sayings and Phrases				

#### Lesson 1: Everybody Has a Body

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review what they know about how their bodies work and be introduced to the concept of a pediatrician.



#### UNIT INTRODUCTION (5 MIN.)

- Tell students that for the next few weeks they will learn about their own bodies and how they work. Explain to them that their bodies are like complicated machines made up of many different parts. Some parts are visible, while others are hidden from view, located inside their bodies.
- Refer to the KWL chart you prepared in advance. Explain to students that
  throughout the unit you will use this chart to note what students already
  know (K), what they wonder (W), and what they have learned (L) about how
  their bodies work.
- Tell students today they will fill out the 'K' column of the chart as a class, and that throughout the unit they will go back to consider things they would like to know more about (W) and to recall what they learned in the Read-Alouds (L).
- Give students the opportunity to share anything they already know about how their bodies work. As students respond, repeat and expand upon each response using richer and more complex language, including, if possible any Read-Aloud vocabulary. Record students' responses in the 'K' column of the KWL chart. If a student's response includes inaccurate information, record it nonetheless and acknowledge the response by saying something like, "So you think that your heart is shaped like a Valentine heart? We'll have to listen very carefully to our Read-Alouds and find out if that's true!" **TEKS 1.7.F**



**TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate.



#### Speaking and Listening

### Exchanging Information and Ideas

#### Beginning

Point to images of the machines you are referring to and ask students yes/no questions (e.g., "Would you call a mechanic to fix your car?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "If my car wouldn't start, I would call . . .").

### Advanced High

Encourage students to answer the questions in complete sentences with minimal prompting or support.

> ELPS 1.A; ELPS 3.C; ELPS 4.G

#### WHAT DO WE ALREADY KNOW? (5 MIN.)

- Explain to students that most of the time their bodies work well, but that sometimes, just like machines, they stop working correctly. Brainstorm solutions for repairing broken machines.
- You might ask one of the following questions:
  - Whom would you call if your car wouldn't start?
  - Whom would you call if your telephone made funny sounds?
  - Whom would you call if your washing machine overflowed?
- · Then ask:
  - Whom would you call if you had a very high fever or a terrible tummy ache?
- Explain that there are people with different specialities (dentists for teeth, ophthalmologist for eyes, dietitian for nutritional health, etc.). Then tell students that the type of doctor who cares especially for children is called a pediatrician.

#### Show Image 1A-1: Meet Dr. Welbody

- Point to the picture of Dr. Welbody. Explain to students that Dr. Welbody is a
  pediatrician. Tell them that she takes care of sick children but that she also
  knows lots of ways to help children stay well so that they won't get sick too
  often. She is going to help them understand their bodies.
- Explain to students that asking questions is one way to better understand the information. Model for students by asking a question about pediatricians.
- Invite students to ask questions that they may have to better understand the role and work of a pediatrician.



#### Check for Understanding

**Think-Share:** Why might you visit a pediatrician? (*Answers may vary, but may include to get help to feel better.*)

# Read-Aloud



Speaking and Listening: Students will listen to first-person texts. TEKS 1.10.E

**Reading:** Students will explain that the human body is a network of systems.

**TEKS 1.9.D.i** 

Language: Students will use illustrations and texts to learn or clarify word meanings.

**TEKS 1.3.B** 

**Language:** Students will demonstrate understanding of the Tier 2 word systems.

**TEKS 1.3.B** 

#### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what is in their bodies beneath their skin that keeps them alive and healthy.
- Remind students to use the information and illustrations in the text to help them understand word meanings. **TEKS 1.3.B**
- Explain that a doctor named Dr. Welbody will be telling us about the human body. She will use words like "I" and "me" to show that she is telling about her own experiences.

  TEKS 1.10.E

#### "EVERYBODY HAS A BODY" (15 MIN.)

**TEKS 1.3.B; TEKS 1.10.E** 



#### **Show Image 1A-1: Meet Dr. Welbody**

Pleased to meet you. I'm Dr. Welbody, the rhyming pediatrician. Being a pediatrician is my job. That means that I am a medical doctor who takes care of children. When healthy children come to me for checkups, I help them stay healthy. When sick children come to me, I help them get better. I know how to do these

things because I studied very hard in medical school, the kind of school you go to if you want to be a doctor. I learned all about how the **human** body works. Human means having the characteristics of, or acting like, a person. As for rhyming, that is my hobby. Do you like rhyming, too? I think it is fun to make up rhymes. Who is telling us about the human body, and how do you know? (Dr. Welbody, a pediatrician. She uses "I" to show that she is the one talking.

**TEKS 1.10.E** Listen to and experience first- and third-person texts; **TEKS 1.9.D.i** Recognize characteristics and structures of informational text including the central idea and supporting evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

#### Challenge

Ask students what other types of bodies they can think of aside from the human body.

Here's one I made up about my favorite subject, the human body:



#### Show Image 1A-2: Dr. Welbody

Everybody has a body And I have one, too. It is grand to understand The things our bodies do.

Now you say it with me. [Ask students to echo each line after you as you repeat the rhyme.]



#### **Show Image 1A-3: Diverse people**

What do you see in this picture?

The human body truly is an amazing thing. Some parts of a human are on the outside where we can see them. What parts of your body can you see? What parts of the children sitting near you can you see? [Pause for answers.] You can probably see skin, hair,

faces, and fingernails. Skin comes in different colors. Hair does, too. Hair may be curly, wavy, or straight. Eyes may be brown, blue, or green. People are also different sizes and different ages, too.



Support

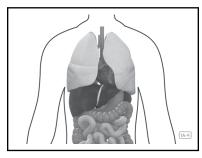
piano.

Organs are also musical

instruments that have

keyboards, similar to a

#### **TEKS 1.3.B**



## Show Image 1A-4: Diagram of the human body

Although people may look somewhat different from one another on the outside, on the inside, all humans are pretty much alike. All humans have **organs**, such as stomachs and intestines, inside them. [Point to the diagram.] This is one meaning of the word organs. The organs work together in **systems** to

keep each person alive and healthy. A system is a group of organs working together. For example, the stomach and intestines are part of the digestive system, which breaks down the food you eat so it can be absorbed and used by the body. During our time together, I am going to teach you about the skeletal system, the muscular system, the digestive system, the circulatory system, and the nervous system. These systems allow you to grow, move, think, hear, see, feel, and speak. They also enable your body to breathe air, digest food, and even heal itself. And the systems are all tied together into a **network** that is called the human body.



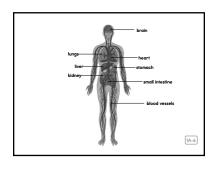
**TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

[Uncover the diagram you prepared in advance that has three concentric circles. Point to the appropriate parts as you read the next sentence.] So the human body is a network of different systems that work together; each system is made up of certain organs that help it do a special job.



#### Show Image 1A-5: Skin

The outside of your body is covered by skin, the body's biggest organ. Your skin keeps your "insides" inside you. Your skin grows with you. It stretches when you move and keeps out dirt and water. It keeps you cool in the heat and warm in the cold. You can feel things with your skin. If you cut yourself, your skin will mend itself. Pretty amazing! Put your finger on your body's biggest organ. (skin)



### Show Image 1A-6: Diagram of the human body

The organs and systems that keep the body working are mostly hidden inside the body where we can't see them. Almost everything inside a human has a purpose. Touch your tummy. [Model for students, and pause until all students are engaged.] Inside your tummy, the stomach and

the small intestine break down and absorb food. Other nearby organs, the large intestine, liver, and the kidneys, help clean out waste.

Now put your hands on your chest. [Demonstrate as before.] The lungs are inside your chest. They are the organs that take in air when you breathe. Take a deep breath. When you do this, your lungs are filling up with air like balloons and your chest rises. What happens to your chest when you breathe out? (Your chest falls.) We need **oxygen** from this air to stay alive. The oxygen from the air you breathe goes into your blood. Then your heart pumps the blood with oxygen to all parts of your body.

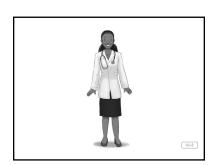
Now, put your hands on your head. Inside your head is your brain. The brain is your control center. Try wiggling your finger. Your brain just sent messages through tiny cables called nerves to tell the muscles in your finger to move. [The muscles that move the fingers are located in the forearm. Students might want to hold their right forearms with their left hands and then flex the fingers of their right hands. They will be able to feel the muscles moving.] Your brain helps you learn, see, talk, laugh, and dream.



#### **Show Image 1A-7: Meet Dr. Welbody**

In our time together we are going to learn fascinating facts about the body such as:

- · how many bones you have;
- which muscle is the biggest in your body;
- why food that you ate two days ago is still in your body today;
- how long it takes for your blood to circle all around your body;
- · what controls your five senses;
- and much, much more. I hope you are as excited as I am.



#### **Show Image 1A-8: Dr. Welbody**

Now, before I go, let's say the body rhyme together again: [Ask students to echo each line after you.]

Everybody has a body, And I have one, too. It is grand to understand The things our bodies do.

Okay, then—bye until next time!

#### COMPREHENSION QUESTIONS (10 MIN.)

As students answer the following questions, add relevant information to the 'L' column of the KWL chart.

- 1. **Literal.** Name some of the things that are hidden inside your bodies. (stomach, small intestine, liver, kidneys, lungs, skull, brain, muscles, nerves, bones, blood)
- 2. **Literal.** The human body is made up of organs. Most of your organs are inside your body, but the body's biggest organ is on the outside, covering all the other organs. What is this organ called? (*skin*)
- 3. **Inferential.** How are organs different from systems in the body? (Organs are body parts that perform specific tasks. Systems are groups of organs that work together in the human body.) [Help students recall examples of organs and systems from the Read-Aloud, such as the skin, stomach, or lungs, and have them explain how one part helps the body work.]



#### Check for Understanding

**TEKS 1.10.E** 

**Think-Pair-Share:** Remind students that this text is in the words of a doctor who knows all about the human body. Dr. Welbody explained that the human body is a network of systems. How do the parts of this network make your body work? (*Answers may vary.*)

4. After today's Read-Aloud and questions and answers, do you have any remaining questions? [As students answer this question, add relevant ideas and questions to the 'W' column of the KWL chart. 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.]

#### Support

To aid students while creating and referencing the KWL chart, add images, in addition to written words, to the chart.



EMERGENT BILINGUAL STUDENTS

#### Reading

Reading/Viewing Closely

#### **Beginning**

Ask students yes/no questions (e.g., "Is your stomach inside your body?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "\_\_\_\_\_ is inside my body.").

### Advanced High

Encourage students to answer the questions in complete sentences with minimal prompting or support.

ELPS 4.G

#### Support

Refer to the diagram you drew of three concentric circles with the labels organs, systems, and network. Explain that the network is made up of systems; the systems are made up of organs; the organs and systems work together within the network to make the body work.

TEKS 1.10.E Listen to and experience first- and third-person texts.

#### WORD WORK: SYSTEMS (5 MIN.)

**TEKS 1.3.B** 

- 1. In the Read-Aloud you heard, "The organs work together in systems to keep each person alive and healthy."
- 2. Say the word systems with me.
- 3. Systems are groups of organs that work together in the human body.
- 4. The human body is made up of a network of systems.
- 5. You now know that the systems in your body allow you to do many things. Can you think of some things the systems in your body allow you to do? Try to use the word system(s) when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The system(s) in my body allow me to . . ."]
- 6. What's the word we've been talking about?

**Use a Multiple-Meaning activity for follow-up.** The word *system* can also refer to groups of things that perform the same job together for our community. 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.

- Many buses bring children to school each day. (That's the school bus system.)
- Books are checked out of different libraries around town. (That's the library system.)
- Highways connect towns and cities to one another. (That's the highway system.)
- Electrical wires run from power stations to houses all over the country. (That's the electrical power system.)
- The school's furnace becomes hotter when the thermostat is turned up. (*That's the heating system.*)

+

**TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

# Application



Language: Students will use illustrations and texts to learn or clarify word

meanings. **TEKS 1.3.B** 

**Language:** Students will demonstrate understanding of the Tier 3 word *organs*.

**TEKS 1.3.B** 

**Reading:** Students will recognize characteristics and structures of informational texts, including the central idea, supporting evidence, text features, graphics, and

organizational patterns. **TEKS 1.9.D.i; TEKS 1.9.D.ii; TEKS 1.9.D.iii** 

Reading: Students will discuss the author's purpose for writing a text. TEKS 1.10.A

Writing: With teacher support, students will work together to draft a topic

sentence. TEKS 1.11.A; TEKS 1.12.B

#### MULTIPLE-MEANING WORD ACTIVITY: ORGANS (5 MIN.)

#### Show Poster 1M: Organs TEKS 1.3.B

- Tell students in the Read-Aloud they heard, "All humans have organs, such as stomachs and intestines, inside them."
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning. (one finger)
- Tell students *organ* can also mean something else. *Organ* also means a musical instrument with keyboards and pipes of different lengths coming out from it.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning. (two fingers)
- Point to the body organs image. With a partner, have students talk about what they think of when they see this kind of organ. Tell them you will call on a few partners to share what they discussed. Remind them to answer in complete sentences. (When I see this kind of organ, I think of body parts, my stomach, my heart, systems, etc.)
- Point to the musical instrument organ. Again with a partner, have students talk about what they think of when they see this picture of an organ. Tell them you will call on a few partners to share what they discussed. Remind them to answer in complete sentences. (This picture of an organ makes me think of a keyboard, music, a piano, church, pipes, etc.)

Recognize characteristics and structures of informational text including (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; (iii) organizational patterns such as chronological order and description with adult assistance; **TEKS 1.10.A** Discuss the author's purpose for writing text; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

#### Poster 1M





#### Language

**Analyzing Language** 

#### Beginning

Ask questions that students can answer by pointing to the correct image on the poster (e.g., "Which image shows the human body organs?").

#### Intermediate

Ask students to provide examples of items related to each meaning of *organs* (e.g., "What are examples of human body organs?").

#### Advanced/ Advanced High

Have students provide a sentence correctly describing each meaning of the word *organ*.

ELPS 1.F; ELPS 2.D; ELPS 4.F

#### "MY BODY SYSTEMS" PARAGRAPH (15 MIN.)

TEKS 1.9.D.i; TEKS 1.9.D.ii; TEKS 9.D.iii; TEKS 1.10.A

- Tell students that informational writing is used to explain information to
  others and contains three parts: an introductory statement, which introduces
  the topic; a body, where the information is discussed in more detail; and a
  concluding statement, which closes the piece. Informational texts can also
  include graphics to help readers locate or gain information about a topic.
- Tell students that today's Read-Aloud was informational. It introduced the
  nonfiction topic of the human body, which is the central idea, and gave
  supporting evidence, including some detailed facts and information about
  the body, and then closed with a reminder about the great things our bodies
  can do. As students prepare to write their own text, tell them to look carefully
  at the way this text is organized.



#### Check for Understanding

**Turn and Talk:** Why would someone write an informational text with facts about real things? (Answers may vary, but may include in order to share information about something.)

- Explain to students that the author's purpose for writing today's Read-aloud was to inform the reader about the human body. Tell them that over the next several lessons, they will use the facts and information they learned from the Read-Alouds, and information from the KWL chart, to create their own informational booklets on their body systems. Reference the "plan" and "draft" steps of The Writing Process chart on display.
- Explain to students that today they will write an introductory sentence for their writing about body systems. An introductory sentence provides information about the topic that the rest of the sentences will relate to. An introductory sentence introduces what the rest of the paragraph, or readaloud or book, will be about.
- Read the following introductory sentence from the day's Read-Aloud: "The human body is truly amazing." Point out that this introductory sentence tells what the rest of the Read-Aloud will be about, the human body.



**TEKS 1.9.D** Recognize characteristics and structures of informational text including (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; (iii) organizational patterns such as chronological order and description with adult assistance; **TEKS 1.10.A** Discuss the author's purpose for writing text.

- Ask students to share ideas for the introductory sentence about the body systems.
- After students have shared ideas, write an introductory sentence on the chart paper that melds ideas together (e.g., "Knowing about my body is important."). Remind students that over the next several lessons, they will add to this informational paragraph as they add to their booklets.



#### **Exit Pass**

- Have students turn to Activity Page 1.1.
- Tell them to circle the image that represents a network of systems.

End Lesson

#### Lesson 1: Everybody Has a Body

## Take-Home Material

#### **FAMILY LETTER**

• Send home Activity Page 1.2.

#### Activity Page 1.2



# 2

#### THE HUMAN BODY

# The Body's Framework

#### PRIMARY FOCUS OF LESSON

#### **Speaking and Listening**

Students will review the human body as a network of systems that work together to keep us alive.

TEKS 1.1.A; TEKS 1.7.F

#### Reading

Students will ask and answer questions about the skeletal system.

**TEKS 1.6.B** 

#### Language

Students will demonstrate understanding of the Tier 2 word support.

**TEKS 1.3.B** 

#### Writing

With assistance, students will draw the skeletal system, write a sentence using the word *skeleton*, and add to an informational paragraph.

TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.B

#### FORMATIVE ASSESSMENT

#### **Activity Page 2.1**

"My Body Systems" Booklet Students will draw the skeletal system and write a sentence using the word *skeleton*.

TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.B

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; TEKS 1.7.F Respond using newly acquired vocabulary as appropriate; TEKS 1.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; TEKS 1.7.E Interact with sources in meaningful ways such as illustrating or writing; TEKS 1.11.B.i Develop drafts in oral, pictorial, or written form by organizing with structure; TEKS 1.12.B Dictate or compose informational texts, including procedural texts.

#### LESSON AT A GLANCE

	Grouping	Time	Materials	
Introducing the Read-Aloud (10 min.)				
What Have We Already Learned?	Whole Group	10 min.	☐ model skeleton (optional)	
Read-Aloud (30 min.)				
Purpose for Listening	Whole Group/ Partner	30 min.	☐ Flip Book: 2A-1–2A-6 ☐ KWL Chart (Digital Components)	
"The Body's Framework"			,	
Comprehension Questions				
Word Work: Support				
This is a good opportunity to take a break.				
Application (20 min.)				
"My Body Systems" Booklet	Independent/ Partner/ Whole Group	20 min.	<ul><li>□ Poster 2M: Spine (Flip Book)</li><li>□ Activity Page 2.1</li><li>□ drawing tools</li></ul>	

#### **ADVANCE PREPARATION**

#### **Introducing the Read-Aloud**

• If you have access to a model skeleton, prepare to share it with the class.

#### **Application**

- Prepare a "My Body Systems" booklet for each student by stapling together five copies of Activity Page 2.1 between two sheets of construction paper.
- Display the "My Body Systems" paragraph on chart paper that you began in Lesson 1.

#### **Notes to Teacher**

The goal of the "My Body Systems" booklet activity for Lesson 2 is for students to become more aware of the details of the skeletal system through the activity of drawing it, so they need not draw a perfect depiction of the skeleton. Later in the unit, when students' knowledge of the body's systems is assessed, they will be asked to recognize, rather than draw, the various systems.

#### **Universal Access**

• Gather pictures of bones on a model skeleton or pictures of x-rays of bones for Previewing the Vocabulary and the Read-Aloud.

#### CORE VOCABULARY

joint, n. the place where bones meet or join together

Example: The ballerina's hip joint allowed her to lift her leg high into the air. Variation(s): joints

**skeleton, n.** the set of bones that supports the body and gives it shape Example: The teacher used the skeleton in the science classroom to show different bones.

Variation(s): skeletons

**skull, n.** the bones that form a helmet shape and protect the brain

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

Example: The boy could feel the line of bones making up his spine as he ran his hand down the middle of his back.

Variation(s): spines

**support, v.** to hold up something/somebody so that it/the person does not fall down

Example: Tired from standing, the music teacher sat in a chair to support his body during the school's musical performance.

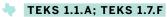
Variation(s): supports, supported, supporting

Vocabulary Chart for "The Body's Framework"					
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Vocabulary	skeleton (esqueleto) skull	support			
Multiple- Meaning	joint spine (espinazo)				
Sayings and Phrases					

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review the human body as a network of systems that work together to keep us alive.



#### WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- Remind students that Dr. Welbody, the rhyming pediatrician, said that she was going to teach them about all of the systems at work inside their bodies. Each system is made up of different organs or parts that do special jobs for the human body. The systems are all tied together in a network to keep the human body alive and healthy.
- Tell students that today they are going to learn about the skeletal system.
- If you have access to a model skeleton, share it with the class so that students can see the variety of bones that make up their bodies.



**TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate.



#### Speaking and Listening

#### **Listening Actively**

#### Beginning

Have students verbally share key words from the Read-Aloud.

#### Intermediate

Have students verbally craft a complete sentence based on the Read-Aloud.

### Advanced High

Have students verbally craft a detailed sentence based on the Read-Aloud.

ELPS 2.I

#### Support

Provide students with an oral word bank to help them describe what they see in the image, including words such as skeleton, bones, body, inside.



#### Check for Understanding

**Turn and Talk:** What is a network? Why is the human body described as a network of systems? Explain your reasoning. (a network is a group of systems that work together; the human body can be described as a network of systems because the systems of the human body work together to keep us alive and healthy)

#### Show Image 2A-1: Dr. Welbody showing skeleton

- Ask students what they see in this image. Prompt them to use the word *skeleton* in identifying the bones.
- Ask if any students want to guess how many bones are in a human skeleton.
- Ask them where they have seen skeletons before.
- Tell them that they all have skeletons inside their bodies. All of their bones work together in a system called the skeletal system.
- Remind students that asking questions can help readers to better understand the information. Encourage students to ask questions that they may have about skeletons.

# Read-Aloud



**Reading:** Students will ask and answer questions about the skeletal system.

TEKS 1.6.B

**Language:** Students will demonstrate understanding of the Tier 2 word *support*.

**TEKS 1.3.B** 

#### PURPOSE FOR LISTENING

• Now that they've learned that systems are made up of different parts, ask students to listen to find out the names of different parts of the skeletal system.

#### "THE BODY'S FRAMEWORK" (15 MIN.)

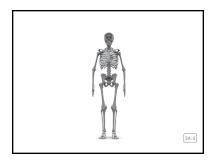


### Show Image 2A-1: Dr. Welbody showing skeleton

Did you think a **skeleton** was just a scary thing you might see in a movie or on Halloween? Well, I, Dr. Welbody, am here to tell you that there is a lot more to a skeleton than that. We are about to explore some facts about your skeleton and mine. That's right—we all have

skeletons hidden underneath our skin. A person's skeleton is made up of bones—about 206 in all. *Is this number more or less than what you thought?* If you did not have a hard skeleton like this to **support** you, *or hold you up*, your body would be as soft and floppy as a rag doll's.

Feel your arm. [Pause, modeling for students until all are engaged.] That hard thing inside is a bone. Does your skeleton support your body or make your body soft and floppy?



#### **Show Image 2A-2: Skeleton protecting organs**

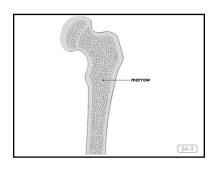
Bones give your body shape and protect the softer parts of you. If you touch the sides of your chest you can feel the bones called ribs. [Pause while students feel their ribs. Point to

**TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

the rib cage in the image.] They look something like bars on a cage. In fact, that part of your body is called your rib cage. It protects your heart and lungs. Now tap lightly on your head to feel the bone called your **skull**. It is like a helmet made of flat bones, and it protects your brain. Bones are amazing! Did you know that one bone inside your ear is as small as a grain of rice?

#### Support

Steel is a very strong kind of metal used to build buildings. Bones are so strong they are stronger than steel even though they are filled with marrow, which is light and spongy.



#### **Show Image 2A-3: Spongy bone**

Your bones are not very heavy because they are filled with a light, spongy material called marrow. Yet they are stronger than steel. And if you break a bone, the broken ends will heal by growing together again. Isn't that amazing?



#### **Show Image 2A-4: Joints**

A **joint** is a place where two bones meet or join together. Bones cannot bend. But at a joint, the bones connect in ways that let us move and bend our bodies. Stand up and try bending your knees. Now stand up straight again. Do this a few times. Did you notice how your knees moved forward and back like hinges on

a door? But your knees cannot bend in the other direction. That is how your knee joint works. [Once students are seated again, point to and define each of the joints pictured.] Your hip joint is at the place where the top of your leg meets your body. Your hip joint is like a ball on the end of one bone that fits into a socket (an opening in the shape of a bowl) on another. It lets you move your leg up and down and turn it so that you can kick, walk, run and jump.

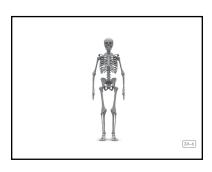
Now, touch your wrist. [Pause until all students are engaged.] It contains lots of tiny bones and different sorts of joints. These joints let you draw, write, and throw a ball. Can you find other places in your body where there are joints? [Pause for suggestions (e.g., elbow, shoulder, ankle, fingers.)]



#### Show Image 2A-5: Spine

Run your hand down the middle of your back. Do you feel the line of small bones that runs up and down it? Those small bones are called vertebrae. Joints are found in between each vertebra. Together they let you bend and twist your body in different directions. Taken all together, the vertebrae make up your **spine**.

The spine is the column of bones that forms your backbone. Your spine covers your spinal cord which is part of another system that we will learn about later.



#### Show Image 2A-6: Skeleton

Your amazing skeletal system is made up of bones that are linked together to support your body, give you shape, protect your organs, and help you move. Would you like to hear a rhyme about my skeleton? Here goes:

Without my hidden skeleton, I could not stand up tall. And so, "Hurray for bones," I say, Two hundred six in all!

Let's say it all together now. [Ask students to echo each line after you.]

That's all for now. But before I go, let me see each of you stand up and move your skeleton! [Pause until all students are engaged.] Wow! Tomorrow, we are going to learn about another system that works with your skeletal system to help you move. See you next time!



#### Check for Understanding

**Recall:** What are some of the names of the bones and different parts of the skeletal system that you heard about in the Read-Aloud? (ribs, rib cage, skull, vertebrae or spine)

#### Poster 2M



#### **COMPREHENSION QUESTIONS (10 MIN.)**

As your students answer the following questions, add relevant information to the 'L' column of the KWL chart.

- 1. **Inferential.** Why do you have a skeleton? (to support you, give your body shape, help with movement of the body, and protect important organs)
- 2. **Literal.** Your skull bones are located in your head. What do they protect? (brain)
- 3. **Literal.** Joints connect your bones to help you bend. Can you name some places in your body where joints are located? (knees, elbows, hips, shoulders, ankles, wrists, fingers, toes)
- 4. **Literal.** Your spine is made up of bones called vertebrae. Where is your spine? (down your back)
- 5. **Evaluative.** The title of this Read-Aloud is "The Body's Framework." Now that you know what the skeleton does, why do you think the skeleton is called a framework? (Answers may vary. Help students draw the analogy between beams that hold up a house and bones that hold up their bodies.)
- 6. After today's Read-Aloud and questions and answers, do you have any remaining questions? [As students answer this question, add relevant ideas and questions to the 'W' column of the KWL chart. 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.]



Speaking and Listening

Exchanging Information and Ideas

#### **Beginning**

Ask students simple yes/ no questions (e.g., "Does the skeleton support and hold the body up?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "The skeleton is called a framework because . . .").

#### Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., "The skeleton is the body's framework because it supports the body, gives it shape, and protects the softer parts.").

ELPS 3.C

#### WORD WORK: SUPPORT (5 MIN.)

- 1. In the Read-Aloud you heard, "If you did not have a hard skeleton like this to support you, your body would be as soft and floppy as a rag doll's."
- 2. Say the word support with me.
- 3. *To support* means to hold up something/somebody to keep it/the person from falling down.
- 4. The training wheels support my brother's bike, keeping the bike from falling over.
- 5. Think of something that supports people or things. 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: "The framework of a house supports it."]
- 6. What's the word we've been talking about?

**Use a Sharing activity for follow-up.** Look around the room for things that would fall over without support. *(chairs, tables, charts, chalkboards, etc.)* With a partner, take turns identifying things in the room that would fall over without support.

# Application



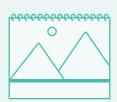
**Writing:** With assistance, students will draw the skeletal system, write a sentence using the word *skeleton*, and add to an informational paragraph.

TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.B

#### **Activity Page 2.1**



#### Flip Book 2A-6



#### Challenge

Instruct students who are able to do so to use the lines at the bottom of the page to write a sentence using the word skeleton. (Write the word skeleton on the board.) For example, students might write "My skeleton supports my body."

#### "MY BODY SYSTEMS" BOOKLET

**TEKS 1.7.E** 

- Give each student one of the "My Body Systems" booklets you prepared in advance, explaining that the booklets will be used to record information about five body systems as you work together as a class to continue writing an informational paragraph about body systems.
- Assist students in writing the title, "My Body Systems," on the front cover.
   Make sure that students label their booklets with their names.

#### Show Image 2A-6: Dr. Welbody's skeleton

• Assist students in filling in the blank at the top of the first page: My <u>Skeletal</u> System.



#### Check for Understanding

**One-Word Answer:** What is your skeletal system made up of? *(bones)* 

- Ask students to use Dr. Welbody's skeleton as a model for drawing their own body skeletons within the body shape on the first page.
- Explain that the goal of this activity is for students to become more aware of the details of the skeletal system through the activity of drawing it, so they need not draw a perfect depiction of the skeleton.
- When they have finished drawing, have students dictate or write a sentence using the word *skeleton*.
- Have students share their drawings and sentences with each other.

**TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

- After students have shared, tell them they will use their drawings and sentences to create the next sentence in the informational paragraph on the body systems.
- Ask students to share with the class a sentence they made or think would be helpful. Synthesize student responses into a sentence for the class paragraph (e.g., "My skeletal system is made up of bones and supports my body.").
- Collect students' "My Body Systems" booklets to evaluate their drawings and writing on the skeletal system and for use in the next lesson.

End Lesson



#### Writing

#### Writing

#### **Beginning**

Ask students to point to parts of their drawings as you name them (e.g., "Point to the skull bones.").

#### Intermediate

Provide students with a specific sentence frame (e.g., "My skeleton is/helps...").

#### Advanced/ Advanced High

Encourage students to dictate or write a complete sentence using the word *skeleton*.

ELPS 5.B

# 3

#### THE HUMAN BODY

# Marvelous Moving Muscles

#### PRIMARY FOCUS OF LESSON

#### **Speaking and Listening**

Students will review that the body is a network of systems and review parts of the skeletal system.

TEKS 1.1.C

#### Reading

Students will describe the connection between the muscular system and the skeletal system.

TEKS 1.6.A; TEKS 1.6.E; TEKS 1.6.F

#### Language

Students will demonstrate understanding of the Tier 2 word *voluntary*.

**TEKS 1.3.B** 

#### Writing

With assistance, students will draw the muscular system, write a sentence using the word *muscle*, and add to an informational paragraph.

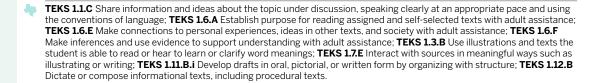
TEKS 1.7.E; TEK 1.11.B.i; TEKS 1.12.B

#### FORMATIVE ASSESSMENT

#### **Activity Page 2.1**

"My Body Systems" Booklet Students will draw the muscular system and write a sentence using the word *muscle*.

TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.B



#### LESSON AT A GLANCE

	Grouping	Time	Materials		
Introducing the Read-Aloud (10 min.)					
What Have We Already Learned?	Whole Group	10 min.	☐ model skeleton (optional)		
Read-Aloud (30 min.)					
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 3A-1—3A-8☐ KWL Chart		
"Marvelous Moving Muscles"			☐ Image Cards (optional)		
Comprehension Questions					
Word Work: <i>Voluntary</i>					
This is a good opportunity to take a break.					
Application (20 min.)					
"My Body Systems" Booklet	Independent/ Partner/ Whole Group	20 min.	<ul><li>□ Activity Page 2.1</li><li>□ drawing tools</li></ul>		

#### **ADVANCE PREPARATION**

#### **Introducing the Read-Aloud**

• If you have access to a model skeleton, prepare to share it with the class for students to see the variety of bones that make up their bodies.

#### **Application**

- Be prepared to hand back students' "My Body Systems" booklets.
- Display on chart paper the "My Body Systems" paragraph you began in Lesson 1.

#### **Universal Access**

- Make sure the KWL chart is clearly visible, and be prepared to reference it during the Introducing the Read-Aloud.
- Prepare and have ready Image Cards (both those provided and others in anticipation of the lesson subjects) to add to the KWL chart for student reference as applicable.

#### **CORE VOCABULARY**

involuntary, adj. done without choice or thought

Example: Breathing is an involuntary action.

Variation(s): none

muscles, n. tissues that make your bones move

Example: Her muscles flexed as she lifted the weights.

Variation(s): muscle

**tendons, n.** tough tissues that connect muscle to bone

Example: Long-distance runners sometimes tear their tendons from

overuse.

Variation(s): tendon

voluntary, adj. done by choice

Example: His participation in the race was voluntary.

Variation(s): none

Vocabulary Chart for "Marvelous Moving Muscles"					
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Vocabulary	muscles ( <i>músculos</i> ) tendons	involuntary (involuntario/a) voluntary (voluntario/a)			
Multiple- Meaning					
Sayings and Phrases	gluteus maximus				

**Lesson 3: Marvelous Moving Muscles** 

# Introducing the Read-Aloud



**Speaking and Listening:** Students will review that the body is a network of systems and review parts of the skeletal system.



#### WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- Remind students that Dr. Welbody, the rhyming pediatrician, is teaching them about several systems at work within their bodies. Each system is made up of different organs that do special jobs for the human body. The systems are all tied together in a network to keep the human body alive and healthy.
- Ask students to share what they learned from the previous Read-Aloud about the skeletal system. Remind students to speak clearly when sharing what they have learned. You may wish to use a model skeleton to point out the features being discussed.



#### Check for Understanding

Students will stand up when they hear the correct answer.

**Stand Up/Sit Down:** Are the following body parts in the skeletal system?

- mouth (sit down)
- skull (stand up)
- spine (stand up)
- heart (sit down)
- eye (sit down).

#### Support

You may wish to display the concentric circles diagram you created in Lesson 1, showing how organs, systems, and networks fit together.

#### Support

Referencing the KWL chart, provide students with an oral word bank to prompt them to share in more detail what they learned in the previous Read-Aloud.



#### Speaking and Listening

#### **Listening Actively**

#### Beginning

Have students verbally share key words from the Read-Aloud.

#### Intermediate

Have students verbally craft a complete sentence based on the Read-Aloud.

#### Advanced/ Advanced High

Have students verbally craft a detailed sentence based on the Read-Aloud.

ELPS 3.C; ELPS 3.E

**TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Lesson 3 Marvelous Moving Muscles

- Remind students that at the end of the previous Read-Aloud, Dr. Welbody said that today's lesson was about another system that works with the skeletal system to help us move.
- Tell students that today they are going to learn about that system, the muscular system.

# Read-Aloud

# 30м

ittaa iiiouu

**Reading**: Students will describe the connection between the muscular system and the skeletal system.

TEKS 1.6.A; TEKS 1.6.E; TEKS 1.6.F

**Language**: Students will demonstrate understanding of the Tier 2 word *voluntary*.

**TEKS 1.3.B** 

#### PURPOSE FOR LISTENING

• Tell students to listen carefully to learn how the muscular system works with the skeletal system to make your body move.

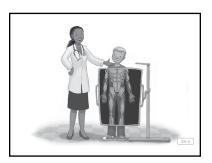
#### "MARVELOUS MOVING MUSCLES" (15 MIN.)



#### Show Image 3A-1: Dr. Welbody, flexing her biceps

Hi everyone! It's Dr. Welbody, the rhyming pediatrician, back to talk about the human body. Did you figure out what we're going to talk about this time? [Pause for student responses.] That's right! **Muscles**! Your muscles help your body move, so you can walk, breathe, swallow, speak, and do many

other things. Together your muscles make up your muscular system.



#### Show Image 3A-2: Muscular system

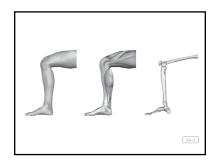
There are 650 muscles in your body. Who remembers how many bones we have in our skeleton? (206) Do we have more bones or more muscles in our bodies? (muscles) Some muscles are big, like the ones in your legs. Some are small, like the ones in your face. Muscles crisscross the body so you can move in many

ways. Muscles move by contracting (or getting shorter) and then relaxing (or getting longer). [Ask students to feel their biceps muscles contract/shorten as they flex them and then relax/lengthen as they extend their arms.]

**TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

#### Support

Remind students that a system is a group of organs working together.



#### **Show Image 3A-3: Three views of the knee**

**Tendons** are part of your muscular system. Feel behind your knee. [Pause until all students are engaged.] There are some strong rope-like bands under the skin. They are called tendons. [Have students repeat the word tendons with you.] Tendons are cords that attach your muscles to your bones.

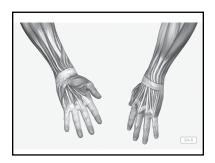
#### Show Image 3A-4: Arm muscles at work

The muscles that move your bones are called your skeletal muscles. Skeletal muscles are **voluntary** muscles. That is because you control them with your brain by thinking. Pretend that you are throwing a ball. Your brain tells your arm muscles to move back first and then move forward. At the same time, your brain is telling your hand muscles when to grasp the ball and when to let it go.

Challenge

Ask students what other parts of the body work in pairs.

Two muscles often work together, in a pair, to move bones. Touch the top of your upper arm. [Pause until all students are engaged. Point to the biceps and triceps muscles in the picture as students find their own.] That is where your biceps muscle is found. Now touch the underside of your arm. That is where the triceps muscle is located. When you threw that pretend ball just now, the biceps muscles bent your elbows. The triceps straightened your elbows.



#### Show Image 3A-5: Muscles in the hand

The muscles of your hand and arm work together in many ways. They help you make tiny, exact movements like picking a crumb up off the table. And they are there for you, too, when you need great strength, like doing a handstand. The most movable part of your hand is your thumb. Try wiggling yours. It can move in many different directions, more than any of your other fingers.



**Show Image 3A-6: Child smiling widely**What do you see in this picture?

There are many muscles in your face, mostly attached to your skin. Did you know that you need muscles to help you laugh, frown, or even raise your eyebrows? All the muscles we've talked about so far are voluntary, meaning you have to decide when to move them.

Other muscles in your body are **involuntary**. That means that you don't have to think about telling these muscles to move; they do it automatically. Involuntary muscles keep your blood flowing and your food moving through your body. Think about these two actions your body does: kicking a ball and blinking your eyes. Which do you think is voluntary and which is involuntary? Can you tell me why? [Pause for student responses.]



#### Show Image 3A-7: Heart

What is an organ? (a body part that performs a specific function, such as the stomach or kidneys) What organ do you see in this picture?

Do you have to tell your heart to beat, or does it work automatically on its own? [Pause for student responses.] Your heart is another kind of involuntary muscle. It is called cardiac

muscle. This thick, powerful muscle contracts and relaxes over and over and over again on its own without stopping. It pumps the blood all around your body, once every minute! Your heart is a very important muscle that is necessary for your body to live.

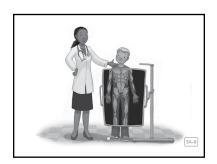
Do you want to know which muscle is the largest muscle in your body? Here's a hint: You are probably sitting on it right now! It is your gluteus maximus, or buttock muscle. You have two of them, one on each side.

#### Support

Ask students to recall what system they learned about that works with the muscular system to help the body move. (the skeletal system)

#### Check for Understanding

**One-Word Answer:** Which muscle is the one that needs to keep working in order for you to stay alive? (heart)



#### **Show Image 3A-8: The muscular system**

Now, since our time together is coming to a close for today, here is a goodbye rhyme from Dr. Welbody, the rhyming pediatrician (that's me):

I'm glad that I have muscles. They help me to have fun, To jump and kick a soccer ball, To smile and speak and run.

I'm glad that I have muscles, And glad that you do, too, So you can wave goodbye to me And I can wave to you!

Support

Tell students that the saying "we'll have a lot to chew on" means we'll have a lot to think about.

When we meet next time, we'll have a lot to chew on. That's a clue to what system of the body we'll be learning about. Can you guess what it is? [Pause for suggestions.] See you again soon!

#### **COMPREHENSION QUESTIONS (10 MIN.)**

As students answer the following questions, add relevant information to the 'L' column of the KWL chart.

- 1. **Literal.** What do the muscles that make up your muscular system help your body do? (move)
- 2. **Literal.** Tendons are rope-like bands under the skin. What two things do they join together? (muscles and bones)
  - **Inferential.** Which two systems use tendons to work together to help the body move? (muscular and skeletal)
- 3. **Inferential.** How do the muscles in your face help you communicate with others? (*The muscles in your face help you smile, frown, laugh, raise your eyebrows, etc.*)
- 4. **Inferential.** What is the difference between voluntary and involuntary muscles? (A person must decide to move voluntary muscles, but involuntary muscles work on their own.)



#### Check for Understanding

**Think-Pair-Share:** How does the muscular system help the skeletal system? (The muscular system helps move your bones; tendons attach muscles to bones; the muscles that move your bones are skeletal muscles; and skeletal muscles are voluntary, meaning you can control them.)

#### Support

To aid students while creating and referencing the KWL chart, add image cards, in addition to written words, to the chart.



#### Reading

#### Reading/Viewing Closely

#### Beginning

Have students answer simple yes/no questions (e.g., "Do tendons join muscles and bones?").

#### Intermediate

Have students answer using specific sentence frames (e.g., "Tendons join together \_\_\_\_\_ and \_\_\_\_.").

#### Advanced/ Advanced High

Have students answer in complete sentences using key details from the Read-Aloud.

ELPS 4.G

#### WORD WORK: VOLUNTARY (5 MIN.)

- 1. In the Read-Aloud you heard, "Skeletal muscles are voluntary muscles."
- 2. Say the word *voluntary* with me.
- 3. Voluntary means done by choice.
- 4. My decision to wear a coat today was a voluntary decision.
- 5. Tell about something that you did that was voluntary, or something you chose to do. Try to use the word *voluntary* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "My decision to eat my apple at lunch was a voluntary decision."]
- 6. What's the word we've been talking about?

**Use an Antonyms activity for follow-up.** *Involuntary* is the opposite of *voluntary. Voluntary* means you think about doing something and make a choice to do it. *Involuntary* means something that is happening without your thinking about it or something you do not choose to do. If the things I say sound voluntary, say, "That is voluntary." If something I say sounds involuntary, say, "That is involuntary."

- swinging a bat to hit a ball (That is voluntary.)
- your heart beating faster when you exercise (*That is involuntary.*)
- choosing which shirt to wear today (That is voluntary.)
- blowing out the candles on your birthday cake (*That is voluntary*.)
- sneezing when there is dust in the air (*That is involuntary.*)

#### **Lesson 3: Marvelous Moving Muscles**

# Application



**Writing:** With assistance, students will draw the muscular system, write a sentence using the word *muscle*, and add to an informational paragraph.

TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.B

#### "MY BODY SYSTEM" BOOKLETS

 Tell students they will complete the second page of their booklets. Hand out the booklets.

#### Show Image 3A-8: Dr. Welbody's muscular system

• Assist students in filling in the blank at the top of the page: My Muscular System.



#### Check for Understanding

**One-Word Answer:** What is the muscular system made up of? *(muscles)* 

- Ask students to use Dr. Welbody's muscular system as a model for drawing their own muscular systems within the body shape on the second page.
- When they have finished drawing, instruct students to turn and talk with a
  partner. Students will first share their drawings and then dictate a sentence
  to their partner using the word muscle (e.g., I exercise my muscles to make
  them strong.).
- After students have shared with one another, tell the class they will use this to create the next sentence in the informational paragraph on the body systems.
- Review what the class has written so far, and ask students to share with the class a sentence they wrote today or think would be helpful to add to this paragraph.
- Synthesize student responses into a sentence for the class paragraph (e.g., "My muscular system is made up of muscles that help me move.").
- Collect students' "My Body Systems" booklets to evaluate their drawings and writing on the muscular system and for use in the next lesson.

End Lesson

#### \*

**TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

#### Activity Page 2.1



Flip Book 3A-8





#### Language

#### **Selecting Language Resources**

#### **Beginning**

Have students verbally share key words from the Read-Aloud.

#### Intermediate

Have students verbally craft a complete sentence based on the Read-Aloud.

#### Advanced/ Advanced High

Have students verbally craft a detailed sentence based on the Read-Aloud. **ELPS 3.C** 

#### Challenge

Instruct students who are ready to do so to use the lines at the bottom of the page to write their own sentences using the word *muscle*.

4

#### THE HUMAN BODY

# Chew, Swallow, Squeeze, and Churn

#### PRIMARY FOCUS OF LESSON

#### **Speaking and Listening**

Students will review functions and parts of the skeletal and muscular systems.

**TEKS 1.1.A** 

#### Reading

Students will ask and answer questions about the digestive system.

TEKS 1.6.B; TEKS 1.6.C

#### Language

Students will demonstrate understanding of the Tier 3 word digestion.

**TEKS 1.3.B** 

#### Writing

With support, students will draw the digestive system, write a sentence using the word *stomach*, and add to an informational paragraph.

TEKS 1.7.E: TEKS 1.11.B.i: TEKS 1.12.B

#### FORMATIVE ASSESSMENT

#### Activity Page 2.1

"My Body Systems" Booklet Students will draw the digestive system and write a sentence using the word stomach.

TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.B

**TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure; **TEKS 1.12.B** dictate or compose informational texts, including procedural texts.

#### **LESSON AT A GLANCE**

	Grouping	Time	Materials		
Introducing the Read-Aloud (10 min.)					
What Have We Already Learned?	Whole Group	10 min.			
Read-Aloud (30 min.)					
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 4A-1—4A-7☐ KWL Chart (Digital Components)		
"Chew, Swallow, Squeeze, and Churn"			☐ Image Cards 1–5		
Comprehension Questions					
Word Work: Digestion					
This is a good opportunity to take a break.					
Application (20 min.)					
"My Body Systems" Booklet	Independent/ Partner/ Whole Group	20 min.	<ul><li>□ Poster 3M: Bottom (Flip Book)</li><li>□ Activity Page 2.1</li><li>□ board/chart paper</li></ul>		

#### **ADVANCE PREPARATION**

#### **Application**

• Be prepared to hand back the "My Body Systems" booklets.

#### **Universal Access**

- Gather images of various liquids and solids to share with students during Introducing the Read-Aloud.
- Bring a folded-up jump rope or water hose, or gather images of these items, to share with students during the Read-Aloud.

#### CORE VOCABULARY

**digestion, n.** the process your body uses to turn your food into the things your body needs

Example: Some people eat or drink certain things as part of their meals to help with digestion.

Variation(s): none

**esophagus, n.** a tube that connects the mouth to the stomach

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

Variation(s): esophagi

**intestine, n.** a part of the digestive system, connected to the stomach, that continues breaking down food into nutrients and waste

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

Variation(s): intestines

**stomach, n.** the organ in your body where food is partially digested Example: Whereas humans only have one stomach, cows have four.

Variation(s): stomachs

Vocabulary Chart for "Chew, Swallow, Squeeze, and Churn"					
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Vocabulary	digestion (digestión) esophagus (esófago) intestine (intestino) stomach (estómago)				
Multiple- Meaning	bottom				
Sayings and Phrases					

# Lesson 4: Chew, Swallow, Squeeze, and Churn Introducing the Read-Aloud



**Speaking and Listening:** Students will review functions and parts of the skeletal and muscular systems.



**TEKS 1.1.A** 

#### WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- Remind students that Dr. Welbody, the rhyming pediatrician, has been teaching them about various systems at work within their body. Each system is made up of different organs or parts that do special jobs for the human body. The systems are all tied together in a network to keep the human body alive and healthy.
- Ask students to share what they have learned so far about the skeletal system and muscular system. You may prompt discussion with the following questions:
  - What does the skeletal system do for the human body? (provides support as a framework; helps with movement of the body; protects important organs)
  - Name some bones that make up the skeletal system. (Answers may vary.)
  - Give an example of a bone that protects an organ. (skull protects brain; ribs protect heart and lungs, etc.)
  - What makes it possible for you to bend your body in different places? (joints)
  - What system works with the skeletal system to help you move your body? (muscular system)
  - Tendons are cords under the skin. What two things do they join together?
     (muscles and bones)
  - Remember, you control voluntary muscles with your brain by thinking.
     Point to a voluntary muscle, and tell me what you can use it to do.
     (Answers may vary, but may include arm muscles, hand muscles, muscles in your face.)
  - What is the most important muscle in your body that needs to keep working for you to live? Hint: It's involuntary, meaning it works automatically. (heart)



#### Speaking and Listening

#### **Listening Actively**

#### **Beginning**

Ask simple yes/no questions (e.g., "Is the spine part of the skeletal system?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "\_\_\_\_\_ is part of the skeletal system.").

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences.

ELPS 2.I



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

• As students share, expand their responses using richer and more complex language, including, if possible, any Read-Aloud vocabulary.



#### Check for Understanding

**Think-Share:** How do the skeletal and muscular systems work together? (Answers may vary, but may include that the muscular system helps move the skeleton.)

- Now, remind students that at the end of yesterday's Read-Aloud, Dr. Welbody gave them a clue about the system they will be learning about today. In the previous Read-Aloud she said, "We'll have a lot to chew on." Ask them to guess what she meant.
- Then, affirm that they are going to talk about food and how food travels through their bodies. Explain that today they are going to learn about the digestive system.
- Prior to the Read-Aloud, quickly review *liquids* and *solids* if students are unfamiliar with those terms.
  - Liquids are wet substances that take the shape of the containers they are in. Examples include water and milk.
  - Solids are foods that are not liquids, such as cheese, broccoli, and bread.

#### Support

Show images of items that are liquids and items that are solids to help students differentiate between the two.

#### Lesson 4: Chew, Swallow, Squeeze, and Churn

## Read-Aloud



**Reading:** Students will ask and answer questions about the digestive system.

TEKS 1.6.B; TEKS 1.6.C

Language: Students will demonstrate understanding of the Tier 3 word digestion.

**TEKS 1.3.B** 

#### PURPOSE FOR LISTENING

**TEKS 1.6.C** 

- Tell students that the process of breaking food down for their bodies to use is called digestion. Ask students to predict how long it takes their bodies to process, or digest, food.
- Tell students to listen carefully to find out if their predictions are correct.

#### "CHEW, SWALLOW, SQUEEZE, AND CHURN" (15 MIN.)



#### **Show Image 4A-1: Food**

What do you see in the picture? Are any of your favorite foods pictured? [Point to the chicken burrito as you read the first sentence.]

Yum! A chicken burrito! I, Dr. Welbody, the rhyming pediatrician, am feeling hungry! I think a chicken burrito would taste mighty good right about now.

Healthy foods like chicken burritos, homemade pizza, apples, and carrots are extremely important to our bodies. We cannot live without food. Food is the fuel that gives us the energy we need to stay alive, to walk, talk, think, and breathe. The energy from food helps us stay warm. We use its energy even when we are sleeping. Food also provides the material to build our bodies. Food helps children grow. It helps us heal when we are hurt or sick. So, how do our bodies process, or digest, the food we eat? Your **digestive system** makes all this happen. Let's find out how it works. The digestive system is the group of organs that work together to help your body turn the food you eat into energy.



**TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

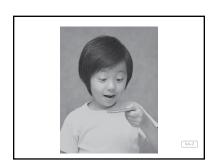
#### Support

Reference the concentric circles diagram to remind students about how the body works.



#### Check for Understanding

**Fill in the Blank:** A \_\_\_\_\_ is a group of organs that work together to help the body. (system)



#### **Show Image 4A-2: Child eating a cracker**

Pretend that you just took a bite out of a cracker. What are you going to do now? That's right, chew! And while your teeth are crushing and chomping on the cracker, a liquid called saliva is helping to soften the food in your mouth and make it even mushier. Does anyone know another name for saliva? [Pause for suggestions.] It's spit!



#### **Show Image 4A-3: Esophagus and stomach**

Once your food is good and mushy, it is time to swallow. When you do, the chewed-up food goes into a tube that connects your mouth to your **stomach**. This tube is called your **esophagus**. [Point out the esophagus in the illustration.] It is about half as long as your arm and about as wide as your thumb.

The food doesn't just slide down it. There are muscles in your esophagus that squeeze the food along, the way you squeeze toothpaste from a tube. From there, the food goes into your stomach. How do your muscles help the digestive system?

#### Challenge

Ask students to explain why they think muscles are needed to squeeze food down to the stomach.

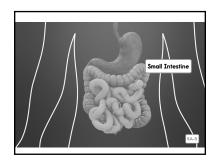


#### **Show Image 4A-4: Stomach**

Do you know where your stomach is? If you point to a spot a little above your belly button and then move your hand a little more to the left, you can feel your rib bones. [Pause while students find their stomachs.] Your stomach is there, partly behind your ribs. Your stomach is like a big bag or balloon. It expands, or gets

bigger, as it fills with food. Powerful muscles in your stomach squeeze the food and churn it around like clothes in a washing machine. Again, how does your muscular system help your digestive system? At the same time, stomach juices—a watery mixture made by your body—help turn the mushy food into liquid. Food stays in your stomach for about three or four hours. **Digestion** is happening while you work, play, and sleep. Digestion is the process your body uses to turn your food into the things your body needs. Think about what you ate last. Your body might be digesting it right now.

Every time you eat a meal, you swallow a little air. As your stomach churns the food, the air makes noises, sometimes called "tummy rumblings." When the air passes back out through your mouth, sometimes with a loud noise, it is called belching or burping. Is it polite to say "excuse me" when you burp? Well, now you know that burping happens during digestion.



#### **Show Image 4A-5: Small intestine**

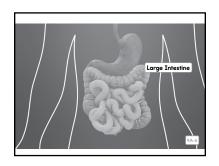
The liquid moves from your stomach a little bit at a time into a tube called the small **intestine**. [Point to the illustration.] Your small intestine is narrow, but it is very long—around fifteen feet in all. Since you are probably only around four feet tall, how does your intestine, more than three times longer than you are tall,

fit inside you? Here's a hint: Think of a jump rope or water hose that is not stretched out, but that is folded up. The answer is that your intestine is all coiled (or folded) up inside you, underneath your stomach. Food stays in the small intestine about six hours.

In the small intestine, all the good things from the liquid food get absorbed by, or taken into, your blood. The blood carries these nutrients and vitamins from the liquid food that's been digested around your body so they can give you energy, help you grow, and keep you healthy.

#### Support

Show an image of a folded-up jump rope or water hose to help students understand how the small intestine fits inside the body.



## Show Image 4A-6: Small intestine to large intestine

But there are still some bits of food that aren't used up and are left behind in the small intestine. These leftover bits are called waste. The waste gets pushed into your large intestine. This is a tube like your small intestine, only shorter and wider. It is curled

like an upside-down "U" around your small intestine. [Pause and point to the large intestine in the picture.] From there, the waste gets pushed out of your bottom when you go to the bathroom. It may take two days for food to travel through your whole digestive system.

#### Support

The word *bottom* can also refer to the lowest part of something.

#### Poster 3M



# Large Intestine Small Intestine

#### **Show Image 4A-7: The digestive system**

And that is how digestion works. Here's my little rhyme about the digestive system:

A healthy body needs good food There really is no question. Your body gets the things it needs— Just leave it to digestion!

The next time we get together, I'll help you find out all about the most important muscle in your body, one that works all the time but never gets tired! Do you know which muscle Dr. Welbody is talking about? (the heart)

#### COMPREHENSION QUESTIONS (10 MIN.)

As your students answer the following questions, add relevant information to the 'L' column of the KWL chart.

- 1. **Literal.** How long does it take the body to process, or digest, food? (about two days) Were your predictions correct? (Answers may vary.)
- 2. **Inferential.** Why do you need food? (It provides the energy and material you need to stay alive and to grow.)
  - **Literal.** How does food get carried to other parts of your body to provide the energy you need? (through the blood)
- 3. **Evaluative.** How do muscles help with digestion? (Answers may vary, but may include that they help squeeze the food on its way down the esophagus; they squeeze the food and churn it around in the stomach, they help turn food from solids into liquids in the stomach.)
  - Inferential Are the stomach muscles voluntary or involuntary? (involuntary)
- 4. **Evaluative.** [Use Image Cards 1–5 to have students sequence the digestive process: mouth, esophagus, stomach, small intestine, and large intestine.]
- 5. After hearing today's Read-Aloud and questions and answers, do you have any remaining questions? [As students answer this question, add relevant ideas and questions to the 'W' column of the KWL chart. 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.]

#### Image Cards 1-5





#### Speaking and Listening

Exchanging Information and Ideas

#### Beginning

Ask simple yes/no questions (e.g., "Are your stomach muscles voluntary?").

#### Intermediate

Provide students with a specific sentence frame, (e.g., "My stomach muscles are \_\_\_\_\_."[voluntary/involuntary]).

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences.

ELPS 3.C

#### WORD WORK: DIGESTION (5 MIN.)

- 1. In the Read-Aloud you heard, "Digestion is happening while you work and play and sleep."
- 2. Say the word digestion with me.
- 3. Digestion is the process of breaking down food into a form 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: "The saliva in my mouth 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 and belch. These are signs of indigestion, and it can feel very unpleasant to our bodies. I will read four 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."

- I chewed my apple into tiny bits before swallowing it. (That's digestion.)
- I had stomach pains after lunch yesterday. (That's indigestion.)
- I began to burp at the dinner table. (That's indigestion.)
- I used the bathroom after breakfast. (That's digestion.)

# Lesson 4: Chew, Swallow, Squeeze, and Churn Application



**Writing:** With support, students will draw the digestive system, write a sentence using the word *stomach*, and add to an informational paragraph.

TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.B

#### "MY BODY SYSTEMS" BOOKLET

• Tell students they will complete the third page of their booklets. Hand out the prepared booklets.

#### Show Image 4A-7: Dr. Welbody's digestive system

 Assist students in filling in the blank at the top of the page: My <u>Digestive</u> System.



#### Check for Understanding

**Turn and Talk:** Turn to a partner and discuss how the digestive system works. (*Answers may vary, but may include that when you eat food, it is digested through the digestive system.*)

- Ask students to use Dr. Welbody's digestive system as a model for drawing their own digestive system within the body shape on the third page.
- Go over the steps of the digestive process with them and remind them to include the mouth, esophagus, stomach, and small and large intestines.
- When they have finished drawing, instruct students to dictate or write a sentence using the word *stomach* (e.g., "Food gets churned up in my stomach.").
- Have students share their writing and drawings with each other.
- After students have shared with one another, tell them they will use their writing to create the next sentence in the informational paragraph on the body systems.



**TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

#### Flip Book 4A-7



#### Activity Page 2.1





#### Writing

#### Writing

#### Beginning

Tell students to point to parts of their drawing as you name them (i.e., "Point to the stomach.").

#### Intermediate

Provide students with a specific sentence frame (i.e., "The esophagus helps with digestions by . . .").

### Advanced High

Encourage students to dictate or write a complete sentence using vocabulary words related to the digestive system.

ELPS 5.B

#### Challenge

When students have finished drawing, instruct those who are ready to do so to use the lines at the bottom of the page to write a sentence using one of the words they have learned.

- Review what the class has written so far, and ask students to share with the class a sentence they made or think would be helpful to add to this paragraph.
- Synthesize student responses into a sentence for the class paragraph (e.g., "My digestive system helps me turn healthy foods into energy.").
- Collect students' "My Body Systems" booklets to evaluate their drawings and writing on the digestive system and for use in the next lesson.

End Lesson

# 5

#### THE HUMAN BODY

# The Body's Superhighway

#### PRIMARY FOCUS OF LESSON

#### **Speaking and Listening**

Students will identify body systems represented in rhymes and share facts about each system.

**TEKS 1.1.A** 

#### Reading

Students will explain why the heart muscle is important to the circulatory system.

TEKS 1.6.B; TEKS 1.6.E

#### Language

Students will use words that identify actions, directions, positions, sequences, categories, and locations.

TEKS 1.3.D

Students will demonstrate understanding of the Tier 3 word heart.

TEKS 1.3.B; TEKS 1.6.B

#### Writing

With support, students will draw the circulatory system, write a sentence using the word(s) *heart* and/or *blood*, and add to an informational paragraph.

TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.B

#### FORMATIVE ASSESSMENT

#### **Activity Page 2.1**

"My Body Systems" Booklet Students will draw the circulatory system and write a sentence using the word(s) heart and/or blood.

TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.B

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; TEKS 1.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; TEKS 1.6.E Make connections to personal experiences, ideas in other texts, and society with adult assistance; TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; TEKS 1.7.E Interact with sources in meaningful ways such as illustrating or writing; TEKS 1.11.B.i Develop drafts in oral, pictorial, or written form by organizing with structure; TEKS 1.12.B Dictate or compose informational texts, including procedural texts.

#### LESSON AT A GLANCE

	Grouping	Time	Materials		
Introducing the Read-Aloud (10 min.)					
What Have We Already Learned?	Whole Group/ Small Group (optional)	10 min.	<ul><li>Dr. Welbody's rhymes on chart paper</li><li>KWL Chart (optional)</li></ul>		
Read-Aloud (30 min.)					
Purpose for Listening	Whole Group/ Partner	30 min.	☐ Flip Book: 5A-1–5A-9 ☐ KWL Chart (Digital Components)		
"The Body's Superhighway"			, ,		
Comprehension Questions					
Word Work: Heart					
This is a good opportunity to take a break.					
Application (20 min.)					
"My Body Systems" Booklet	Independent/ Partner/ Whole Group	20 min.	<ul><li>□ Poster 4M: Pump (Flip Book)</li><li>□ Activity Page 2.1</li><li>□ drawing tools</li></ul>		

#### **ADVANCE PREPARATION**

#### **Introducing the Read-Aloud**

 On chart paper, write Dr. Welbody's rhymes about the body systems covered so far.

Everybody has a body And I have one, too. It is grand to understand The things our bodies do.

Without my hidden skeleton, I couldn't stand up tall. And so, "Hurray for bones," I say Two hundred six in all!

I'm glad that I have muscles. They help me to have fun, To jump and kick a soccer ball, To smile and speak and run.

I'm glad that I have muscles, And glad that you do too, So you can wave hello to me And I can wave to you!

A healthy body needs good food, There really is no question. Your body gets the things it needs— Just leave it to digestion.

#### **Application**

- Be prepared to hand back students' "My Body Systems" Booklets.
- Display the "My Body Systems" paragraph on chart paper that you began in Lesson 1.

#### **Universal Access**

• During the Read-Aloud, play an audio clip of a beating human heart to support students' understanding of the "lub-dub" heart sound.

#### **CORE VOCABULARY**

**blood, n.** a liquid that circulates throughout the body and carries everything your body needs to live

Example: A little bit of blood broke through the skin when he scraped his knee.

Variation(s): none

**blood vessels, n.** tubes that move blood through the body

Example: Blood vessels can be as big as jump ropes or smaller than the hairs on your head.

Variation(s): blood vessel

heart, n. a muscle that pumps blood through the body

Example: Each person has a heart that keeps them 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

Vocabulary Chart for "The Body's Superhighway"					
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Vocabulary	blood blood vessels heart				
Multiple- Meaning	pulse ( <i>pulso</i> ) pump ( <i>bomba</i> )				
Sayings and Phrases	grown-up Hip, hip, hooray!				

### Lesson 5: The Body's Superhighway Introducing the Read-Aloud



**Speaking and Listening:** Students will identify body systems represented in rhymes and share facts about each system.



#### **TEKS 1.1.A**

#### WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- Refer to Dr. Welbody's rhymes about the body systems you prepared in advance.
- Tell students to listen carefully to find out more about each body system.
- Read the rhymes aloud to students, pausing after each rhyme about a body system.



#### Check for Understanding

**One-Word Answer:** After reading each rhyme, ask students which body system each rhyme refers to. (skeletal system; muscular system; digestive system)

- · Ask several students to share one fact they have learned about one of the body systems. Alternatively, you may divide students into three groups and assign each group a body system along with the applicable rhyme; have each group share with the class what they have already learned.
- Invite students to ask questions that they may have to better understand each of the body systems.
- Tell students that today they will hear a new rhyme from Dr. Welbody about another body system, the circulatory system.



#### Speaking and Listening

#### **Exchanging Information** and Ideas

#### Beginning

Refer to the KWL chart and ask students questions to help them recall general details from the previous Read-Alouds.

#### Intermediate

Ask students questions to help them recall more specific details from the previous Read-Alouds.

#### Advanced/ **Advanced High**

Encourage students to recall details from the previous Read-Alouds with minimal prompting or support.

ELPS 3.F



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Lesson 5 The Body's Superhighway

# Read-Aloud



Reading: Students will explain why the heart muscle is important to the

tirculatory system. TEKS 1.6.B; TEKS 1.6.E

**Language:** Students will use words that identify actions, directions, positions,

sequences, categories, and locations. TEKS 1.3.D

**Language:** Students will demonstrate understanding of the Tier 3 word *heart*.

TEKS 1.3.B; TEKS 1.6.B

#### PURPOSE FOR LISTENING

- Tell students to listen carefully to hear about why we should all give a cheer for our hearts. Tell students that they will be learning how to use words that
- identify positions. **TEKS 1.3.D**

#### "THE BODY'S SUPERHIGHWAY" (15 MIN.)



# Show Image 5A-1: Dr. Welbody with polka-dot bandage

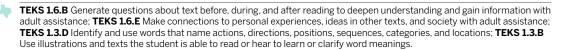
Ouch! Yesterday I cut my finger. Yes, even a pediatrician like me sometimes has little accidents. The fun part is that I got to put on one of these cool polka-dot bandages that I keep in my office!

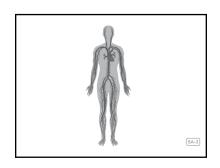


#### **Show Image 5A-2: Skinned knee**

Have you ever cut yourself or skinned your knee? When people get a cut or scrape that breaks the skin, it usually bleeds. The **blood** that comes out is just a tiny part of all the blood you have in your body, and your body will make more to replace it. Blood keeps us alive. It travels through the body and carries

everything your body needs to live. A grown-up like me has about ten pints of blood. That's about the same amount as twenty glasses of water.





#### Show Image 5A-3: Circulatory system

What do you see in this picture? What is a system? (a group of organs that work together)

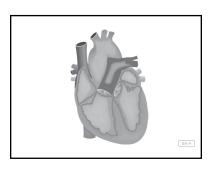
The blood is not just sloshing around inside of you. It moves around through tubes called **blood vessels**. Some are big and some are small. A map of the blood vessels in a human body looks like a bunch of tangled spaghetti.

But your blood vessels are actually laid out very carefully, like a well-planned system of highways and roads. They carry blood to every single part of you, from the top of your head to the tips of your fingers and toes. They are part of a system called the circulatory system that includes your **heart** and blood. You just heard the word circulatory. What word do you hear in circulatory? (circle) A circulatory system is a system that moves things around in a circle.

The blood is able to move through your blood vessels because of your heart. Your heart is a muscle about the size of your fist. Put your right hand on the middle of your chest. Now move it a little to the left. [Model this action and pause until all students are engaged.] Your heart is underneath there, inside your chest, protected by your rib bones. Your heart is a hard worker! Its job is to pump your blood around your body through your blood vessels. This movement of your blood around your body is called circulation.

OK, everybody stand up. [Pause, allowing students time to stand.] When I say, "go," run in place right where you are until I say, "stop." Ready, set, go! [Make sure students run long enough to be able to increase their heart rates.]

Now stop running. Place your hand on your chest. Can you feel your heart pounding in your chest? When you exercise, your heart has to work harder than when you rest, and it is easier to feel it beating.



#### Show Image 5A-4: Diagram of the heart

Your heart is hollow or empty on the inside. It is divided into four parts, like little rooms. They are called chambers. [Point to the chambers of the heart on the diagram as you read about them.] The two top chambers hold blood coming into your heart. The two bottom chambers hold blood going out of your heart.

Heart valves, like tiny gates, separate the chambers. They open and close to let the blood in and out of the chambers. Ask students to identify the top and bottom chambers on the image. **TEKS 1.3.D** 



TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations.



Speaking and Listening

**Listening Actively** 

#### Beginning

Provide students with a yes/no question (e.g., "Do you see a human body in this picture?").

#### Intermediate

Provide students with an oral sentence frame for answering the question, (e.g., "A system is . . .").

#### Advanced/ Advanced High

Provide students with minimal prompting or support.

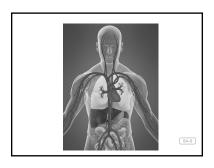
ELPS 2.I

#### Challenge

Ask students to explain how they think the circulatory system in the body moves things around in a circle.

#### Support

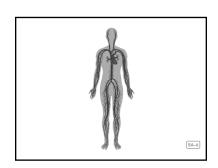
Explain that your heart muscle is involuntary and moves on its own, without you having to think about it. Now, everyone make a fist. [Model for students and pause until all students are engaged.] In order to do this, you made the muscles of your hand tighten. That is what happens over and over to your heart, without you ever having to think about it. When the heart muscle contracts, or tightens, blood goes out of the chambers. When the heart muscle relaxes, blood flows in.



## **Show Image 5A-5: Blood vessels around major organs**

Your body needs two things to stay alive: oxygen and nutrients. Oxygen is taken out of the air inside your lungs. Nutrients come from the food you eat as it moves through your intestines. Your blood carries the oxygen and nutrients to all parts of your body so that

you can stay alive, move, think, and grow. Your blood also cleanses your body, taking away waste, or things your body does not need. It takes about a minute for your blood to travel from your heart, all around your body, and back to your heart!



#### **Show Image 5A-6: Types of blood vessels**

Veins, arteries and capillaries are the types of blood vessels found throughout your body. The blue lines represent veins; the red lines are arteries. The very fine, or thin, lines are capillaries. Veins bring blood to the heart. Arteries carry blood away from it. Capillaries are tiny blood vessels that connect your arteries to your veins. They carry blood to even the smallest parts of the body.



### Show Image 5A-7: Doctor listening to child's heart

Do you know what the doctor has in her ears? (stethoscope)

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. A healthy heart makes a sound with each beat that sounds like this: lub-dub. The sound comes from the heart as it pumps the blood.

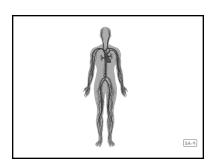
Even without a stethoscope, your can feel your heart working. You can feel your **pulse** in places where there is an artery close to the skin. Try putting two fingers on the palm side of your wrist, just below your thumb. Press lightly. [Demonstrate, and give students a few minutes to try it.] Can you feel a small beat under your skin? Each beat is caused by the squeezing of your heart. Lub-dub, lub-dub.



#### **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! That means moving hard and fast. 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 soft drinks, chips, and candy. By exercising and eating healthy foods, you will be helping your heart stay healthy and strong for many years to come.



#### Show Image 5A-9: The circulatory system

Now, here's a rhyming cheer for the part of our circulatory system that keeps it all going:

My heart is always working
It's busy night and day
It's pumping while I'm sleeping
And while I work and play—
Let's give a cheer for hearts now,
For hearts: HIP, HIP, HOORAY!

Next time, we'll learn about the control center of our bodies. That's the brain. So don't forget to bring yours along! See you soon!



#### Speaking and Listening

#### Exchanging Information and Ideas

#### Beginning

Ask simple yes/no questions (e.g., "Does the circulatory system move muscles around your body?").

#### Intermediate

Provide students with oral sentence frames (e.g., "The circulatory system moves . . .").

#### Advanced/ Advanced High

Encourage students to recall details from the previous Read-Alouds with minimal prompting or support.

ELPS 3.C

#### **COMPREHENSION QUESTIONS (10 MIN.)**

As students answer the following questions, add relevant information to the 'L' column of the KWL chart.

- 1. **Literal.** What does the circulatory system circulate, or move, around the body? (blood)
  - Literal. How does the circulatory system move blood around the body?
     (through blood vessels)
- 2. **Inferential.** Why is blood important to your body? (It carries nutrients and oxygen all around the body to keep it alive and healthy.)
- 3. **Literal.** When the doctor puts a stethoscope to your chest, what is the doctor listening for? (your heartbeat, the sound of the heart pumping blood)
- 4. **Evaluative.** 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 vigorous game of soccer. Would your heart be beating faster or slower? (faster) Why? (The heart has been exercised.)
- 5. **Literal.** Name some ways that you can keep your heart healthy and strong. (eat foods that are good for you; get plenty of exercise)



#### Check for Understanding

**Think-Pair-Share:** Why is it important to keep your heart healthy and strong? (*Answers may vary.*)

6. After hearing today's Read-Aloud and questions and answers, do you have any remaining questions? [As students answer this question, add relevant ideas and questions to the 'W' column of the KWL chart. 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.]

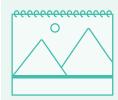
#### WORD WORK: HEART (5 MIN.)

- 1. In the Read-Aloud you heard, "The blood is able to move through your blood vessels because of your heart."
- 2. Say the word *heart* with me.
- 3. Your heart is a muscle that pumps blood through the body.
- 4. If I take my pulse, I am counting how many times my heart beats each minute.
- 5. Tell about something you do to make your heart strong. Try to use the word heart when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I exercise my heart by . . ."]
- 6. What's the word we've been talking about?

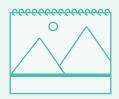
#### Show Image 5A-4: Diagram of the heart

**Use a Discussion activity for follow-up.** Look at this diagram of the heart. What are some things you notice about the heart? (*Answers may vary.*) Remember to answer in complete sentences. What questions do you still have about the heart?

Flip Book 5A-4



#### Flip Book 5A-9



#### Activity Page 2.1







#### Writing

#### Writing

#### Beginning

Tell students to point to parts of their drawing as you name them (e.g., "Point to the heart.").

#### Intermediate

Provide students with a specific sentence frame (e.g., "My heart is/helps . . .").

#### Advanced/ Advanced High

Encourage students to dictate or write a complete sentence using the word(s)

blood and/or heart.

ELPS 5.B

#### Challenge

Instruct students who are ready to do so to use the lines at the bottom of the page to write their own sentence using the word(s) blood and/or heart. (Write these words on the board.).

## Application



**Writing:** With support, students will draw the circulatory system, write a sentence using the word(s) *heart* and/or *blood*, and add to an informational paragraph.

TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.B

#### "MY BODY SYSTEMS" BOOKLET (20 MIN.)

• Tell students they will complete the fourth page of their booklets. Hand out the prepared booklets.

#### Show Image 5A-9: Dr. Welbody's circulatory system

- Assist students in filling in the blank at the top of the page: My <u>Circulatory</u> System.
- Ask students to use Dr. Welbody's circulatory system as a model for drawing their own circulatory systems within the body shape on the fourth page.
- When they have finished drawing, instruct students to dictate or write a sentence using the words *blood* and/or *heart* (e.g., "My heart pumps blood through my body.").
- Have students share their writing and drawings with each other.
- After students have shared with one another, tell the class that they will use
  this to create the next sentence in the informational paragraph on the body
  systems.
- Review what the class has written so far, and ask students to think of a sentence they made or think would be helpful to add to this paragraph.
- Synthesize student responses into a sentence for the class paragraph (e.g., "As part of the circulatory system, my heart pumps blood around my body.").
- Collect students' "My Body Systems" booklets to evaluate their drawings and writing on the circulatory system and for use in the next lesson.

End Lesson

**TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

# 6

#### THE HUMAN BODY

## Control Center: The Brain

#### PRIMARY FOCUS OF LESSON

#### **Speaking and Listening**

Students will review rhymes about body systems, brainstorm ways they use the word *nervous*, and review the five senses.

TEKS 1.1.A: TEKS 1.6.H

#### Reading

Students will recall key information about the nervous system and identify the brain as the body's control center.

TEKS 1.6.B; TEKS 1.6.G

#### Language

Students will demonstrate understanding of the Tier 3 word *nerves*.

TEKS 1.3.B

#### Writing

With support, students will draw the nervous system, write a sentence using the words *nerves* and/or *brain*, and add to an informational paragraph.

TEKS 1.7.E; TEKS 1.9.D.iii; TEKS 1.11.B.i; TEKS 1.12.B

#### **FORMATIVE ASSESSMENT**

#### **Activity Page 2.1**

"My Body Systems" Booklet Students will draw the nervous system and write a sentence using the words *nerves* and/or *brain*.

TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.B

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; TEKS 1.6.H Synthesize information to create new understanding with adult assistance; TEKS 1.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; TEKS 1.7.E Interact with sources in meaningful ways such as illustrating or writing; TEKS 1.9.D.iii Recognize characteristics and structures of informational text including organizational patterns such as chronological order and description with adult assistance; TEKS 1.11.B.i Develop drafts in oral, pictorial, or written form by organizing with structure; TEKS 1.12.B Dictate or compose informational texts, including procedural texts.

#### LESSON AT A GLANCE

	Grouping	Time	Materials	
Introducing the Read-Aloud (10 min.)				
What Have We Already Learned?	Whole Group	10 min.	☐ Dr. Welbody's rhymes on chart paper	
Read-Aloud (30 min.)				
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 6A-1—6A-10 ☐ KWL Chart (Digital Components)	
"Control Center: The Brain"			☐ Dr. Welbody's rhymes on chart paper	
Comprehension Questions				
Word Work: <i>Nerve</i> s				
This is a good opportunity to take a break.				
Application (20 min.)				
"My Body Systems" Booklet	Independent/ Partner/ Whole Group	20 min.	☐ Activity Page 2.1 ☐ drawing tools	
Take-Home Material				
Family Letter			☐ Activity Page 6.1	

#### **ADVANCE PREPARATION**

#### **Application**

- Be prepared to hand back students' "My Body Systems" booklets.
- Display the "My Body Systems" paragraph you created in Lesson 1.

#### **Universal Access**

• Gather images of the body parts related to each of the five senses to share during Introducing the Read-Aloud (eyes—sight; ears—hearing; skin—touch; mouth and tongue—taste; nose—smell).

#### **CORE VOCABULARY**

**brain, n.** the part of the body that controls everything your body does and feels

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

Vocabulary Chart for "Control Center: The Brain"					
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Vocabulary	brain nerves ( <i>nervios</i> )				
Multiple- Meaning					
Sayings and Phrases	lightning speed				

### **Lesson 6: Control Center: The Brain** Introducing the Read-Aloud



Speaking and Listening: Students will review rhymes about body systems, brainstorm ways they use the word nervous, and review the five senses.



#### **TEKS 1.1.A: TEKS 1.6.H**

#### WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- Begin by reading or having students recite Dr. Welbody's rhymes that you have up around the classroom.
- Have students share interesting facts about the skeletal, muscular, digestive, and circulatory systems they have learned thus far.



#### Check for Understanding

One-Word Answer: Your heart and blood are part of what system in the body? (circulatory)

- Tell students that today's Read-Aloud is about the nervous system.
- Ask them to brainstorm ways that they use the word nervous in everyday speech. For example, one student may be nervous when he takes a test, while another student may be nervous when she goes to an unfamiliar place for the first time.
- Next, remind students that many of them learned about their five senses in the Kindergarten unit *The Five Senses*.
- Briefly review the five senses with students: sight, hearing, taste, touch, and smell. Tell them that their five senses send messages using the nervous system.



Speaking and Listening

Presenting

#### Beginning

Have students follow along with the beat of the rhymes by clapping.

#### Intermediate

Have students follow the beat and recite some of the words of the rhymes.

#### Advanced/ **Advanced High**

Encourage students to perform all the words of the rhymes.

ELPS 1.E

#### Support

As you review the senses, share and discuss images of the body parts that relate to each of the five senses.

**TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance.

## $\begin{array}{c} \text{Lesson 6: Control Center: The Brain} \\ Read-Aloud \end{array}$



**Reading:** Students will recall key information about the nervous system and identify the brain as the body's control center.

TEKS 1.6.B; TEKS 1.6.G

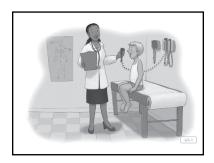
**Language:** Students will demonstrate understanding of the Tier 3 word *nerves*.

**TEKS 1.3.B** 

#### PURPOSE FOR LISTENING

• Tell students to listen carefully to find out how and where their five senses send the messages.

#### "CONTROL CENTRAL: THE BRAIN" (15 MIN.)



#### Show Image 6A-1: Dr. Welbody

Hi, students. As your teacher reads to you today, you are listening with your ears. You are seeing a picture of me, Dr. Welbody, with your eyes. Your face may be smiling.



#### **Show Image 6A-2: Child smiling**

But your ears and eyes could not work if it were not for your **brain**. Your mouth and face muscles could not smile. And without your brain working, you could not understand or learn. In fact, your brain controls everything your body does: your thoughts, your movements, your memory, and your five

senses. Your brain also controls your moods and feelings—whether you feel happy, sad, or angry, for example.

#### Support

Ask students how they know that someone is happy or sad.

**TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



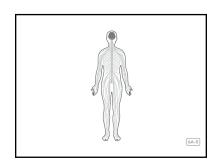
## Show Image 6A-3: Skull, with brain partly visible inside

Your brain is inside your skull. You heard the word skull in a previous lesson. Who remembers what the skull is? (the bones that protect the brain) The hard bones of your skull protect the brain's soft tissue.



#### **Show Image 6A-4: Brain**

Your 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 much as a big dictionary.



#### **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 spinal cord with lightning speed. [Point to the spinal cord in the picture.] Attached to the spinal cord are thin fibers called **nerves**. Your nerves go to every

part of your body. Your brain, spinal cord, and nerves make up your nervous system.



#### Check for Understanding

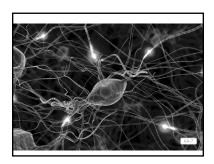
**Recall:** What is the spine? (The spine is the column of bones that forms the backbone.) What is a system? (A system is a group of organs that work together in the human body.)



#### 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 flying in your direction, your brain sends a message down your spinal cord 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! What kind of muscles would you be using here—voluntary or involuntary? (voluntary)



#### **Show Image 6A-7: Bundles of neurons**

Your brain is made of as many as 86 billion cells. A billion is a really, really big number! That means that your brain has many, many cells. The cells in your brain send millions of messages every single second to each other and to the rest of your body. The cells send messages back and forth through branches

that connect one cell to another. Different parts of your body receive the messages. Your brain sends messages even while you are asleep to help you breathe and dream.



#### **Show Image 6A-8: Sense receptors**

Your brain gets messages about the world from your five senses, through organs called sense receptors. Here are the sense receptors and what they control: [Point to each one in the picture as you name it.]

• Eyes: sight

Ears: hearing

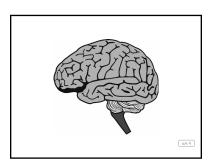
Skin: touch

• Mouth and tongue: taste

Nose: smell

#### Support

Ask students to name the part of the body associated with each sense. When you watch a cloud changing shape in the sky, hear a fire truck zooming by, lick an ice cream cone, pet a kitty's soft fur, or smell cookies baking, your senses and your brain are working together.



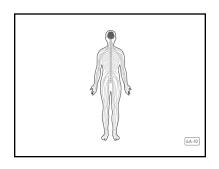
#### **Show Image 6A-9: Diagram of the brain**

There are three parts to our brains. They are the cerebrum, the cerebellum, and the brain stem. Each part has a different job to do. Your cerebrum, at the top of your head [Point to the green part in the diagram], is the biggest part of your brain. It controls things like seeing, hearing, thinking, speaking, remembering,

and moving. Your cerebellum, at the back of your head [Point to the yellow part in the diagram], controls balance and coordination. Stand up and try to balance on one foot without holding on to anything. [Pause, allowing students time to stand as you model for them.] Can you do this for a long time? Your cerebellum is helping you. It helps you move different muscles together in coordination, to do things like catch a baseball, dance, or write. Your brain stem [Point to the blue part in the diagram] connects your brain to your spinal cord. It controls things your body does without you having to think about them, like breathing and the beating of your heart.

#### Challenge

Ask students to give an example of a sport where balance is very important.



#### **Show Image 6A-10: The nervous system**

Now, aren't you glad to have that very important organ called a brain? Here's a rhyme about it that we can all learn:

Without a brain
Where would I be?
I could not move or think or see,
Or write my name or count to three,

In fact I just would not be me Without my trusty brain! In sun or wind or rain, I'm glad I have a brain!

The next time we meet, we're going to talk about some icky things. They are everywhere around us, and they can make us really sick. They're called harmful germs. But we will also learn about some very smart and famous germ-fighters who figured out ways to zap those nasty germs. Tune in next time to find out how these germ-blasting heroes have made life safer for you and me.

#### COMPREHENSION QUESTIONS (10 MIN.)

As students answer the following questions, add relevant information to the 'L' column of the KWL chart.

- 1. **Literal.** What is the name of the body system that includes nerves and the brain? (nervous system)
- 2. **Evaluative.** Why is your brain called your control center? (*It controls everything you do.*)
  - Literal. To which organ of your body do your fives senses send messages?
     (the brain)
  - **Literal.** How do the five senses send messages to the brain? (*through nerves*)
- 3. **Evaluative.** Why is it a good idea to wear a helmet when you ride a bike? (protects your skull and brain)
- 4. After hearing today's Read-Aloud and questions and answers, do you have any remaining questions? [As students answer this question, add relevant ideas and questions to the 'W' column of the KWL chart. 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.]



#### Speaking and Listening

Exchanging Information and Ideas

#### Beginning

Ask simple yes/no questions (e.g., "Does your brain receive messages from your nerves?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "My body sends messages to my \_\_\_\_\_.").

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences.

ELPS 3.C

Lesson 6 Control Center: The Brain

#### **WORD WORK: NERVES (5 MIN.)**

- 1. In the Read-Aloud you heard, "Attached to your spinal cord are thin fibers called nerves."
- 2. Say the word *nerves* with me.
- 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. [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**. 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."

- It is wrinkly and wet. (That's not a nerve.)
- Its hard bones protect your brain. (That's not a nerve.)
- It carries messages to and from the brain. (That's a nerve.)
- It pumps blood to other parts of the body. (That's not a nerve.)
- It is a thin fiber that goes to every part of your body. (That's a nerve.)

## Application



**Writing:** With support, students will draw the nervous system, write a sentence using the word(s) *nerves* and/or *brain*, and add to an informational paragraph.

TEKS 1.7.E; TEKS 1.9.D.iii; TEKS 1.11.B.i; TEKS 1.12.B

#### "MY BODY SYSTEMS" BOOKLET

• Tell students they will complete the last page of their booklets. Hand out the prepared booklets.

#### Show Image 6A-10: Dr. Welbody's nervous system

• Assist students in filling in the blank at the top of the page: My Nervous System.



#### Check for Understanding

**Think-Share:** When you eat a piece of chocolate, how do you know it's sweet? (*The nerves in your tongue send messages to your brain.*)

- Ask students to use Dr. Welbody's nervous system as a model for drawing their own nervous systems within the body shape on the last page. When they have finished drawing, instruct students to dictate or write a sentence using the word(s) nerves and/or brain (e.g., "Nerves carry messages to my brain.").
- Have students share their writing and drawings with each other.
- After students have shared with one another, tell the class they will use their writing to create the next sentence in the informational paragraph on the body systems.
- Review what the class has written so far, and ask students to share with the class a sentence they made or think would be helpful to add to this paragraph. Synthesize student responses into a sentence for the class paragraph (e.g., "My brain, spinal cord, and nerves make up my nervous system and carry messages around my body.").

**TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.9.D.iii** Recognize characteristics and structures of informational text including organizational patterns such as chronological order and description with adult assistance; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

#### Activity Page 2.1



Flip Book 6A-10





#### Writing

#### Writing

#### Beginning

Tell students to point to parts of their drawings as you name them (e.g., "Point to the brain.").

#### Intermediate

Provide students with a specific sentence frame for writing (e.g., "The brain sends messages. . .").

#### Advanced/ Advanced High

Encourage students to dictate or write a complete sentence using the word *nerves* or *brain*.

#### ELPS 5.B

#### Challenge

Instruct those who are ready to do so to use the lines at the bottom of the page to write a sentence using the word(s) nerves and/or brain.

- Remind students of the parts of an informational paragraph: an introductory statement, body text giving details, and a concluding statement. Tell students they have already written their introductory statement and now have body text giving details about the body systems.
- Tell them that to finalize the class informational paragraph, they will now come up with a concluding sentence. Explain that a concluding sentence provides closure to, or provides an ending to, the information presented in a paragraph.
- Read the following concluding sentence from the day's Read-Aloud: "Now aren't you glad you have that very important organ called the brain?" Point out that this concluding sentence provides an end to the information presented in the Read-Aloud about the nervous system by finishing with a statement about the brain, the most important part of the nervous system.
- Ask students to share ideas for the concluding sentence about the body systems.
- After students have shared ideas, write a concluding sentence that melds ideas together (e.g., "All the systems in my body work together to make me healthy.") on the chart paper.
- Read the completed paragraph to students. Tell them you will leave the class paragraph on display so they can continue to reference important information about their body systems.

End Lesson

#### **Lesson 6: Control Central: The Brain**

## Take-Home Material

#### **FAMILY LETTER**

• Send home Activity Page 6.1.

Activity Page 6.1



## Pausing Point

#### NOTE TO TEACHER

This is the end of the Read-Alouds about the five systems of the human body. You should pause here to review, reinforce, and/or extend the material taught thus far.

It is highly recommended you use the Mid-Unit Assessment to assess students' knowledge of the human body. You may also have students do any combination of the following activities in any order, or create other activities that will help review, reinforce, and/or extend the material taught so far.

#### CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

#### Students will:

- Explain that the human body is a network of systems
- · Identify the skeletal, muscular, digestive, circulatory, and nervous systems
- Recall basic facts about the skeletal, muscular, digestive, circulatory, and nervous systems
- Explain that the heart is a muscle integral to the circulatory system
- Identify the brain as the body's control center

#### MID-UNIT ASSESSMENT

#### **Body Systems**

• Use Activity Page PP.1 to evaluate students' knowledge of four of the five body systems presented in the first six Read-Alouds. Ask students to identify the missing body system (*skeletal*) and its main component (*bones*).

#### **ACTIVITIES**

#### **TEKS 1.7.D**

#### **Image Review**

• You may show the Flip Book images from any Read-Aloud again and have students retell the Read-Aloud using the images.



TEKS 1.7.D Retell texts in ways that maintain meaning.

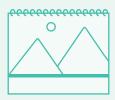
#### **Activity Page PP.1**



#### Image Cards 6-10



#### Poster 5M



#### **Image Card Review**

#### Materials: Image Cards 6-10

Hold Image Cards 6–10 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 they are
 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. Proceed to another card when the correct answer has been given.

#### **Unit-Related Trade Book or Student Choice**

• Read a trade book to review a particular unit concept. You may also choose to have the students select a Read-Aloud to be heard again.

#### **Key Vocabulary Brainstorming**

• Give students a key vocabulary word such as *circulatory system*. Have them brainstorm everything that comes to mind when they hear the word, such as "The heart pumps blood around and around the inside of our bodies," etc. Record their responses on the board/chart paper for reference.

#### **Riddles for Core Content**

- To review the core content, ask students riddles such as the following:
  - 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 send messages to and from the brain. What am I? (nerves)
  - I help the body move. What am I? (muscles)

#### **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 six Read-Alouds in this unit.
 Parents who work in the health care profession (doctors, nurses, nurses'
aides) would also be good sources.

#### THE HUMAN BODY

## Dr. Welbody's Heroes

#### PRIMARY FOCUS OF LESSON

#### Language

Students will use illustrations to learn or clarify the meaning of the Tier 3 words germs and vaccines.

**TEKS 1.3.B** 

#### Reading

Students will explain that germs can cause disease and explain the importance of vaccination in preventing disease.

TEKS 1.6.E; TEKS 1.6.G

#### Language

Students will demonstrate understanding of the Tier 3 word diseases.

**TEKS 1.3.B** 

#### Reading

Students will work together to retell the story of Louis Pasteur.

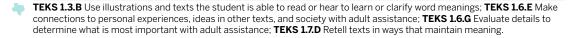
TEKS 1.6.G; TEKS 1.7.D

#### FORMATIVE ASSESSMENT

**Activity Page 7.2** 

**Choose an Image** Students will identify ways to help prevent disease.

**TEKS 1.6.G; TEKS 1.7.D** 



#### LESSON AT A GLANCE

	Grouping	Time	Materials	
Introducing the Read-Aloud (10 min.)				
Vocabulary Preview	Whole Group	10 min.		
Read-Aloud (30 min.)				
Purpose for Listening	Whole Group/ Partner	30 min.	☐ Flip Book: 7A-1–7A-13	
"Dr. Welbody's Heroes"				
Comprehension Questions				
Word Work: <i>Diseases</i>				
This is a good opportunity to take a break.				
Application (20 min.)				
Somebody Wanted But So Then	Whole Group	20 min.	<ul> <li>Activity Pages 7.1 (optional), 7.2</li> <li>drawing tools</li> <li>Somebody Wanted But So Then Chart (Digital Components)</li> <li>The Writing Process (Digital Components)</li> </ul>	

#### ADVANCE PREPARATION

#### **Application**

• Prepare and display the Somebody Wanted But So Then chart. Alternatively, you can access a digital version in the online materials for the unit.

Somebody	
Wanted	
But	
So	
Then	

#### **CORE VOCABULARY**

diseases, n. sicknesses

Example: Scientists work hard to cure the diseases that make people sick.

Variation(s): disease

germs, n. very tiny living things that could make you sick

Example: Washing your hands before meals helps to wash away germs.

Variation(s): germ

**immunities, n.** ways of fighting off diseases

Example: Getting vaccinations helps our bodies build immunities.

Variation(s): immunity

**pasteurization, n.** the process of heating something up to a point where germs are destroyed and it becomes safe to eat or drink

Example: Before you can buy milk or cheese in the supermarket, it must go

through a process of pasteurization.

Variation(s): none

vaccines, n. shots that give you immunity against diseases

Example: Vaccines have helped to stop the spread of many diseases around

the world.

Variation(s): vaccine

Vocabulary Chart for "Dr. Welbody's Heroes"				
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Vocabulary	diseases germs (gérmenes) immunities pasteurization vaccines			
Multiple- Meaning				
Sayings and Phrases	germ fighter			

#### Lesson 7: Dr. Welbody's Heroes

## Introducing the Read-Aloud



Flip Book 7A-2



#### VOCABULARY PREVIEW

3 words germs and vaccines.

**TEKS 1.3.B** 

**TEKS 1.3.B** 

Language: Students will use illustrations to learn or clarify the meaning of the Tier

#### Support

Provide students with oral sentence frames for talking with their partners (e.g., One thing I know about germs is . . .")



#### Speaking and Listening

#### Exchanging Information and Ideas

#### Beginning

Ask simple yes/no questions (e.g., "Are germs sometimes harmful?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "One thing I know about germs is . . . ").

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences.

ELPS 3.C

#### **Show Image 7A-2: Germs**

- Tell students that in today's Read-Aloud, they will hear about two men who
  helped us understand ways to fight germs that can make you sick. Tell students
  that they will also see pictures that help them understand key terms.
- Have students say the word germs with you.
- Have students form pairs and tell their partner one thing they already know about germs, using the word germs. Encourage students to use complete sentences.
- Ask several students to share what they know about germs.
- Explain that germs are very tiny living things that can cause infectious diseases. Germs don't always make people sick, but sometimes they can.
- Ask students to listen to the stories of the two men in today's Read-Aloud to learn more about the ways they discovered to fight germs that can make you sick.



#### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Germs always make us sick. (thumbs down) Sometimes, germs do make us sick. (thumbs up)

**TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

#### **Vaccines**

- Ask students if they have ever heard the word vaccines.
- Tell students that vaccines are the types of shots given to healthy people in the absence of disease. Vaccines help your body fight off germs and prevent infectious diseases.
- Explain that vaccines are just one way that people can help protect them selves from diseases and that other ways exist, as well.
- Inform students that children usually get their vaccines at a doctor's office. Discuss how doctors and other medical professionals treat people who are sick and injured. Explain that they also perform regular check-ups to prevent illness. Ask students what they can do to stay healthy too (such as regularly visiting their doctor, washing their hands, regular exercise and healthy food).

#### Lesson 7: Dr. Welbody's Heroes

## Read-Aloud



**Reading:** Students will explain that germs can cause disease and explain the importance of vaccination in preventing disease.

TEKS 1.6.E; TEKS 1.6.G

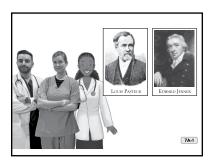
**Language:** Students will demonstrate understanding of the Tier 3 word *diseases*.

**TEKS 1.3.B** 

#### PURPOSE FOR LISTENING

• Tell students to listen carefully to learn how vaccinations work to help prevent, or stop, diseases.

#### "DR. WELBODY'S HEROES" (15 MIN.)



#### Show Image 7A-1: Dr. Welbody's heroes

Did you know that doctors have heroes? I'm going to tell you about two of my heroes, both brave germ-fighters. Their names are Edward Jenner and Louis Pasteur. Jenner was a doctor. Pasteur was a scientist. Both lived long ago. Their work made the world a safer place for all of us.



#### **Show Image 7A-2: Germs**

What do you see in this picture?

**Germs** are all around us. These tiny living things are so small that you can see them only by looking through a special type of instrument called 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, like the ones in our intestines that kill off harmful germs and help us digest our food.

#### Support

Ask students to recall what system in the body includes the intestines. (the digestive system)

**TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

But other germs can make us sick. They get into our bodies in different ways. Some creep in through insect bites or cuts in our skin. Others float in when someone sneezes nearby. Still others come from food that is poorly cleaned or undercooked. *Have you ever heard of immunity?* We have natural **immunities** in our bodies. That means our bodies have ways of fighting off germs on their own. But sometimes, this is not enough.



#### Show Image 7A-3: Child's doctor visit

That is why doctors and scientists are always working to find new ways to fight sicknesses, also called **diseases**. Doctors treat people who are sick or injured. They also meet with patients on a regular basis to help them live healthily to prevent diseases. One other important way they fight diseases is by giving

people medicines called vaccines.

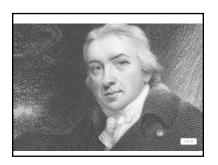
Vaccines can also give you immunity. That means they keep bad germs from harming you in the first place, before you get sick. Doctors give vaccines by vaccinating people. Vaccinations help give us immunity to, or protect us from harmful diseases. Each person may choose whether to get a vaccine. Some people may choose not to get vaccines for personal reasons. What do doctors give people to protect them from harmful diseases? (vaccinations) There are other ways that people acquire immunity from diseases. For example, getting an illness such as chicken pox helps prevent someone from against getting it again in the future. This is a form of natural immunity. Doctors also use something called antibody treatments for people that cannot receive some vaccines.



#### **Show Image 7A-4: Smallpox hospital**

This is the way a hospital looked long ago.
Long ago, people did not know about germs.
They did not understand what made people sick. They did not know how important it is to wash your hands, to eat clean and healthy food, and to drink clean water. They did not know how to protect themselves from getting

bad germs in their bodies. Sometimes thousands of people at a time would die from a disease as germs spread quickly from one person to another.



#### **Show Image 7A-5: Portrait of Edward Jenner**

About two hundred years ago, an English doctor discovered something amazing. He discovered a way to keep people from getting one of the most terrible diseases in the world, a disease called smallpox. Edward Jenner, one of my heroes, invented the first vaccine.

#### Challenge

Ask students how they think Dr. Jenner made this observation about smallpox.



#### **Show Image 7A-6: Dairy farm**

Dr. Jenner was living in a country village in England. There were many farms all around like the one shown in the picture. He knew what the farmers in his village knew: people who milked cows sometimes got a disease called cowpox. The disease made blisters on their hands, but it was not a serious disease. People

got over it quickly. Dr. Jenner also noticed that people who got cowpox almost never came down with another disease that was smallpox, a much worse disease. He thought that cowpox might give people protection from getting smallpox.



#### **Show Image 7A-7: Early innovation**

After a lot of thinking and studying, Dr. Jenner decided to test his idea. He decided to give a healthy boy a small amount of the cowpox germs. The boy got sick with cowpox, just as Dr. Jenner thought he would. Then after the boy got better, Jenner gave the boy a small amount of the smallpox germs. Just as Jenner

hoped, the boy did not get smallpox. While Dr. Jenner's work is a historic achievement, vaccination today looks much different, with vaccines being developed and tested in laboratories.



Show Image 7A-8: Portrait of Edward Jenner But Dr. Jenner did not understand exactly how the vaccination had worked. It was up to other doctors and scientists to find out. Another germ fighter, and another one of my heroes, is Louis Pasteur.



#### **Show Image 7A-9: Louis Pasteur**

Louis Pasteur was born in France a year after Dr. Jenner died. As a boy, he worked very hard in school and was very curious, always asking a lot of questions. When he grew up, he became a science professor, teaching at a university. He was also a medical researcher, someone who tries to find out what causes diseases and how they can be cured.

Using a microscope, Pasteur saw that liquids, like milk and fruit juice, contain tiny living things called germs. Some of these germs caused the milk or juice to spoil, or go bad. Pasteur discovered that he could kill the harmful germs by heating the liquid to a high temperature. Heating liquids this way to get rid of germs became known as **pasteurization**. Why was the name pasteurization given to this process?



#### Show Image 7A-10: Milk

Today, because of Pasteur's discovery, the milk we drink—as well as some other foods—are pasteurized to make them safe before we buy them. Just as important, Pasteur's work on pasteurization convinced other doctors and scientists that germs are real and may cause disease. People began to realize how important it is to keep harmful germs out of our food and water.



### Show Image 7A-11: Additional work by Dr. Pasteur

Dr. Pasteur helped people in other ways. Listen to find out how he helped a young boy who became sick with another disease.

But Pasteur did not stop there. He continued Jenner's work with vaccines, working to discover how to prevent many more diseases.

One of the vaccines he developed fought a very dangerous disease called rabies. Pasteur had been working on a vaccine for rabies for quite a while when a nine-year-old boy was badly bitten by a dog that carried the disease. Dr. Pasteur thought that his new vaccine would help the boy. He gave the boy the vaccine, because there was a chance it would cure him. Dr. Pasteur's vaccine worked, and he was hailed as a hero! Today, rabies vaccines are given to pets routinely to prevent this disease. They are also given to humans after exposure to help fight infection if a human is bitten by an animal with rabies. Pasteur led the way for other scientists to make vaccines for many other diseases.



#### **Show Image 7A-12: Science researchers**

Today, once you are vaccinated against or have experienced a disease, it decreases your chances of catching that disease. There are still diseases for which scientists have not yet found the right vaccine. But they are working hard at it. New vaccines will be discovered by other germ-fighters. If you study medicine or

science and become a researcher, that germ-fighter could even be you!



#### Show Image 7A-13: Dr. Welbody's heroes

So if you are a scientist, You'll discover something new, And you could be a germ fighter Who is a hero, too!

#### **COMPREHENSION QUESTIONS (10 MIN.)**

- 1. **Literal.** Some germs are good, but others make you sick. How do they get into your bodies? (through cuts in your skin, insect bites, unclean or undercooked food, through the air when someone sneezes)
  - **Literal.** What are germs? (very tiny living things that could make you sick)
- 2. **Literal.** Healthy bodies are able to fight many germs on their own because of natural immunities. What are ways that we can help our bodies fight germs? (washing hands, eating healthy food, or vaccination)
- 3. **Evaluative.** Why was Dr. Jenner's innovation important for the medical field? (He developed a way to prevent diseases through vaccines.)
- 4. **Literal.** What important discoveries did Pasteur make? (that germs could be killed through a process known as pasteurization, where liquids are heated to a high temperature)
- 5. **Evaluative.** How is the process of pasteurization important to your life? (It kills germs in milk and juices, making them safer to drink and preventing disease.)



#### Check for Understanding

**Think-Pair-Share:** What did Edward Jenner and Louis Pasteur's discoveries have in common? (*Answers may vary.*)



#### Speaking and Listening

#### Offering Opinions

#### Beginning

Provide students sentence frames using a small set of learned phrases (e.g., "I think I \_\_\_\_\_ [would have/would not have] helped him.").

#### Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., "\_\_\_\_\_ [would have/would not have] helped Dr. Jenner with his experiment.").

#### Advanced/ Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.G

#### WORD WORK: DISEASES (5 MIN.)

- 1. In the Read-Aloud you heard, "That is why doctors and scientists are always working to find new ways to fight sicknesses, also called diseases."
- 2. Say the word diseases with me.
- 3. Diseases are sicknesses or illnesses, things that harm our bodies from the inside, not as the result of accidents or physical injuries.
- 4. One of the most common diseases, often present in winter months, is influenza, or the flu.
- 5. Tell about some diseases with which you are familiar. Try to use the words disease or diseases as you talk about them. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "My neighbor has heart disease."]
- 6. What's the word we've been talking about?

**Use a Making Choices activity for follow-up.** The hospital is a place where doctors treat diseases, but the hospital is also a place that people without diseases sometimes go. I am going to describe why some people are in the hospital. If the person is there because of an illness, say, "That is a disease." If not, say, "That is not a disease."

- Jamar's grandfather is going through treatment for his cancer. (That is a disease.)
- Min's mother gave birth to a baby girl. (That is not a disease.)
- Terrence just turned seven years old and is having his regular wellness checkup. (That is not a disease.)
- Mr. Walker has a severe case of the flu. (That is a disease.)
- Sabra fell off her bike and broke her leg. (That is not a disease.)

#### Lesson 7: Dr. Welbody's Heroes Application



**Reading:** Students will work together to retell the story of Louis Pasteur.

TEKS 1.6.G: TEKS 1.7.D

#### SOMEBODY WANTED BUT SO THEN (20 MIN.)

• Refer to the Somebody Wanted But So Then chart you prepared in advance. Tell students that they will use the chart to tell the story of Louis Pasteur and the rabies vaccine.



#### Check for Understanding

One-Word Answer: What other important discovery did Louis Pasteur make aside from the rabies vaccine? (pasteurization)

 Tell students that writers use charts and other devices such as this one to plan a story. You may wish to refer to The Writing Process chart and point out the "Plan" stage. Today, the class will use the Somebody Wanted But So Then chart to recall a story that they have already heard.

#### **Show Image 7A-9: Louis Pasteur**

- Ask students the following questions and write their answers in the chart.
  - Who is shown in the image? (Louis Pasteur)
  - What did Pasteur want? (to test his rabies vaccine)
  - What did Pasteur decide to do? (Pasteur gave the boy the vaccine, because there was a chance it would cure him.)
  - What happened once Pasteur gave the boy the vaccine? (Pasteur became a hero because the boy was cured.)
- Read the completed chart to students.

#### maintain meaning.

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; TEKS 1.7.D Retell texts in ways that

#### Activity Page 7.1



#### Support

Have students share key words and phrases from the Read-Aloud to help complete the chart.

#### Challenge

If students are able, have them complete their own charts using Activity Page 7.1.



#### Language

#### Selecting Language Resources

#### **Beginning**

Ask simple yes/no questions (e.g., "Is this an image of Louis Pasteur?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "\_\_\_\_\_ is shown in this image.").

#### Advanced/ **Advanced High**

Encourage students to use key details in complete sentences.

ELPS 3.C

#### Activity Page 7.2





#### Exit Pass

- Have students turn to Activity Page 7.2.
- Tell students to circle the image that shows how you can help prevent disease. More than one response option may be correct.

End Lesson

# 8

#### THE HUMAN BODY

## Five Keys to Health

#### PRIMARY FOCUS OF LESSON

#### **Speaking and Listening**

Students will brainstorm ways to stay healthy.

TEKS 1.1.A

#### Reading

Students will explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health and explain the importance of regular checkups.

TEKS 1.6.E; TEKS 1.6.G

#### Language

Students will demonstrate understanding of the Tier 2 word healthy.

**TEKS 1.3.B** 

Students will demonstrate understanding of the Tier 2 words *brush* and *nutritious*.

TEKS 1.3.B; TEKS 1.7.F

#### Writing

Students will create a drawing of something that represents one of the five keys to health and dictate or write a sentence about it.

**TEKS 1.7.E** 

#### FORMATIVE ASSESSMENT

#### **Activity Page 8.1**

Write About It Students will create a drawing of something that represents one of the five keys to health and dictate or write a sentence about it.

**TEKS 1.7.E** 

**TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

#### LESSON AT A GLANCE

	Grouping	Time	Materials		
Introducing the Read-Aloud (10 min.)					
Brainstorming Links	Whole Group	10 min.	□ board/chart paper		
Read-Aloud (30 min.)					
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 8A-1–8A-12		
"Five Keys to Health"					
Comprehension Questions					
Word Work: Healthy					
This is a good opportunity for a break.					
Application (20 min.)					
Multiple-Meaning Word Activity: Brush	Whole Group/ Partner/ Independent	20 min.	<ul><li>Poster 5M: Brush (Flip Book)</li><li>Nutritious Foods Chart (Digital Components)</li></ul>		
Vocabulary Instructional Activity: Nutritious			☐ images of nutritious and non- nutritious foods		
			☐ tape or glue ☐ Activity Page 8.1		
Write About It			_ // dge on		

#### **ADVANCE PREPARATION**

#### **Application**

- Prepare and display a Nutritious Foods chart with two columns. Place an image of a nutritious food in the left column and an image of a non-nutritious food in the right column. Alternatively, a digital version may be found in the online materials for this unit.
- Gather different images showing nutritious and non-nutritious foods.

#### **CORE VOCABULARY**

**exercising, v.** participating in an activity in which you are moving your body to keep it healthy

Example: The children are exercising on the playground.

Variation(s): exercise, exercises, exercised

healthy, adj. strong and well

Example: To stay healthy, Mimi gets plenty of sleep every night.

Variation(s): none

**nutritious, adj.** full of vitamins, minerals, or other nutrients that keep you

healthy

Example: Every day, Luke ate a nutritious lunch with fruits and vegetables.

Variation(s): none

Vocabulary Chart for "Five Keys to Health"					
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Vocabulary	exercising (ejercicio)	healthy nutritious ( <i>nutritivo/a</i> )			
Multiple- Meaning					
Sayings and Phrases					

## Introducing the Read-Aloud







#### Speaking and Listening

#### Offering Opinions

#### **Beginning**

Ask simple yes/no questions to have students offer their opinions (e.g., "Will drinking water help you stay healthy?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "I think one way to stay healthy is . . .")

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences.

ELPS 3.G

#### Support

Remember to repeat and expand upon each response using richer and more complex vocabulary, including, if possible, any Read-Aloud vocabulary. **Speaking and Listening:** Students will brainstorm ways to stay healthy.



#### **BRAINSTORMING LINKS (10 MIN.)**

- Tell students that the name of today's Read-Aloud is "Five Keys to Health."
- Explain that the term key here refers to habits that support healthy living.
- Remind them that a healthy body is one that is strong and well.



#### Check for Understanding

**Recall:** Yesterday we read about germs and how they can sometimes cause diseases. What's one way to keep from getting diseases? (*vaccinations*)

• Tell them to try to think of different ways to stay healthy and record their responses on the board or chart paper.



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

#### **Lesson 8: Five Keys to Health**

## Read-Aloud



**Reading:** Students will explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health and explain the importance of regular checkups.

TEKS 1.6.E; TEKS 1.6.G

**Language:** Students will demonstrate understanding of the Tier 2 word *healthy*.

**TEKS 1.3.B** 

#### PURPOSE FOR LISTENING

• Tell students to listen carefully to find out if their ideas for healthy living are the same ones Dr. Welbody talks about in the Read-Aloud.

#### "FIVE KEYS TO HEALTH" (15 MIN.)



#### Show Image 8A-1: Dr. Welbody

Hi everybody—and I do mean body. It's your old friend, Doctor Welbody. We've been learning a lot about the human body. Now I'm back to talk about how you can take good care of yours. Remember that there is only one you. That makes you special. You can take good care of your body by giving it certain

things it needs to keep it **healthy**. Healthy means strong and well. So,

Here are five things to do To take good care of special you:



#### Show Image 8A-2: Collage of healthy foods

1.) EAT WELL. Your body needs lots of energy to keep it going. You need energy to work and play. You need energy to grow. Energy comes from food. Food is the fuel your body runs on, just like a car runs on gas. But some foods are much better for you than others. The best foods to keep you going and growing are **nutritious** foods. They have lots of nutrients, such

as protein and vitamins that help keep you well. Nutritious foods include fruits, dried beans, lentils, vegetables, whole grain bread, brown rice, nuts, fish, and chicken.

**TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



#### Show Image 8A-3: Junk food

Look at this picture and tell me how these foods are different from the ones you saw in the last picture. (Answers may vary, but should indicate these foods are not nutritious or good for you.)

What about sweet, sugary foods like candy or cookies? They may taste good and give you

some quick energy, but it wears off fast, leaving you feeling weak and hungry again. These foods are only good to eat once in a long while as a special treat. Eating these foods regularly can make you gain weight and give you cavities, or small holes, in your teeth. Fatty foods like bacon, French fries, and chips are not very nutritious either. They can make you gain weight and slow you down. By eating nutritious foods, you'll be able to think better, jump higher, run faster, and grow stronger.



#### Show Image 8A-4: Water for plants and animals

Part of eating well means knowing what to drink. Do you have some plants at home or in your classroom that need to be watered? Every plant and animal needs water. You do, too!



#### Show Image 8A-5: Child drinking water

Much of your body is made up of water. You have water in your muscles and around your brain. Because water is so important to your body, be sure to drink plenty of water every day.



#### Support

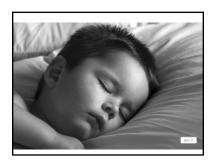
Have students act out the words as you read them: running, jumping, pushing, pulling, dancing, diving, throwing, catching, leaping, skipping.



#### Show Image 8A-6: Children exercising

2.) EXERCISE. Your body is made for moving for running and jumping, pushing and pulling, dancing and diving, throwing and catching, leaping and skipping. Participating in an activity in which you are moving your body to keep it healthy and fit is called **exercising**. Exercising helps your bones stay strong. It

makes your muscles bigger. It makes your lungs and heart stronger. It helps you fight germs, and it can help to put you in a good mood. You can exercise by hitting a baseball, kicking a soccer ball, jumping rope, dancing, climbing a tree, rowing a boat, skating, or doing many other activities. Just choose something that's fun for you and get moving every day!



#### **Show Image 8A-7: Child sleeping**

3.) SLEEP. After you have spent a day at work and play, you feel tired. That is a sign that you need to recharge your body. How can you do this? By going to sleep! Sleep rests your body and helps clear your mind for the next day. If you don't get enough sleep, you may feel grouchy, and your brain won't work as

well. Children 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, you should be in bed sometime between seven and nine o'clock at night. A well-rested body will stay healthier, too.



#### Show Image 8A-8: Child in a bubble bath

4.) KEEP CLEAN. Washing with soap and water will get rid of germs that could make you sick. So jump into that bubble bath or shower, and scrub. Don't forget to wash your hair with shampoo, too. You will look, smell, and feel good!



#### **Show Image 8A-9: Child washing hands**

Wash your hands often during the day—before you eat, after you go to the bathroom, and whenever they look dirty. When your fingernails look dirty, you should scrub underneath them with a brush. Washing your hands often is a great way to wash germs down the drain.

#### Support

The word brush also refers to the thing you use to brush your teeth (a toothbrush) or to paint a picture (a paintbrush).



#### Show Image 8A-10: Child brushing teeth

And don't forget to <u>brush</u>, brush, brush your teeth at least twice a day. Brush *here means to clean your teeth*. This washes away the germs that cause cavities. Use dental floss in between your teeth. 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

5.) HAVE CHECKUPS. 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! Since your body has natural ways to fight most germs,

you will probably feel better in a few days. What are the body's natural ways of fighting germs called? (immunities) If not, you should go to see a doctor like me who can give you medicine to help you get well.

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. Your doctor 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.



Ask students to explain why it is important to visit a pediatrician even when they are not sick.



#### **Show Image 8A-12: Dr. Welbody**

There you have it: Dr. Welbody's five fun and easy ways to take care of your body. I hope you'll try them all. And now, before I go, let's give a healthy body cheer!

YES, YES, YES to veggies, To fruit and chicken, too! NO to too much candy— 'Cause it's not good for you! YES, YES, YES to washing, To exercise and rest! 'Cause strong and healthy bodies Are bodies at their BEST! YES!



#### Check for Understanding

**Recall:** What are Dr. Welbody's five keys to health? (eat well, exercise, sleep, keep clean, and have checkups)

#### **COMPREHENSION QUESTIONS (10 MIN.)**

- 1. **Inferential.** If you eat a bowl of sweet cereal for breakfast, a milk shake for lunch, and French fries with ketchup for dinner, are you eating nutritious meals? (no) Why not? (Nutritious meals consist of foods that provide your body with good nutrients; the meals suggested are full of fats and sugars.)
- 2. **Literal.** What are some things that you can do to help keep your body clean? (wash hands often with soap and water, bathe regularly, keep fingernails clean, brush teeth)
- 3. **Inferential.** Why is it important to see a pediatrician like Dr. Welbody? (to make sure you are growing properly; to get medicines when you are sick; to have the vaccinations that you need to keep you healthy)
- 4. **Inferential.** What are some ways that you exercise your body? (Answers may vary.)
- 5. **Evaluative.** Think-Pair-Share: How are Dr. Welbody's keys to health the same as the ones you named before hearing the Read-Aloud? How are they different? (Answers may vary, but should note similarities and differences in the two lists, noting that Dr. Welbody's list includes eat well, exercise, sleep, keep clean, and have checkups.)



#### Speaking and Listening

### Exchanging Information and Ideas

#### **Beginning**

Ask simple yes/no questions (e.g., "Is exercising one of Dr. Welbody's five keys to health?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "One of Dr. Welbody's keys to health is the same as . . .").

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., "I said you need to eat healthy foods to be healthy and Dr. Welbody also said you need to eat well to be healthy.").

ELPS 3.C

#### WORD WORK: HEALTHY (5 MIN.)

- 1. In the Read-Aloud you heard, "You can take good care of your body by giving it certain things that it needs to keep it healthy."
- 2. Say the word healthy with me.
- 3. Healthy means strong and well.
- 4. You can keep your body healthy by eating well, exercising, sleeping, keeping clean, and having checkups.
- 5. Think of something you have done this week to help you stay healthy. Try to use the word *healthy* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "One healthy thing I have done this week is . . ."]
- 6. What's the word we've been talking about?

**Use a Making Choices activity for follow-up.** I am going to name some things you might do. Say, "That's healthy," if you think it is good for your body and, "That's not healthy," if you think it is not good for your body.

- washing your hands after you go to the bathroom (*That's healthy.*)
- eating candy every day (That's not healthy.)
- visiting the doctor regularly (That's healthy.)
- staying up very late every night (*That's not healthy.*)
- exercising every day (That's healthy.)

#### Lesson 8: Five Keys to Health

## Application



**Language:** Students will demonstrate understanding of the Tier 2 words *brush* and *nutritious*.

TEKS 1.3.B; TEKS 1.7.F

**Writing:** Students will create a drawing of something that represents one of the five keys to health and dictate or write a sentence about it.

TEKS 1.7.E

#### MULTIPLE-MEANING WORD ACTIVITY: BRUSH (5 MIN.)

#### Show Poster 5M: Brush

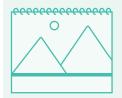
- With a partner, have students think of as many meanings of the word *brush* as they can.
- Tell students that in the Read-Aloud they heard, "And don't forget to brush, brush, brush your teeth at least twice a day."
- Ask how the word *brush* was used in the sentence you just read. Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning. (one finger)
- Tell them that in the Read-Aloud they also heard, "When your fingernails look dirty, you should scrub underneath them with a brush." Ask how the word brush was used in this sentence. Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning. (two fingers)
- Explain that *brush* can also mean other things. *Brush* can mean a place that has a lot of bushes and small trees. Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning. *(three fingers)*
- Explain that *brush* can also mean to remove something with your hands like you were using a brush. Have students hold up one, two, three, or four fingers to indicate which image on the poster shows this meaning. (four fingers)
- Ask if students thought of any of these definitions.
- Then have students quiz their partners on the different meanings of brush.

TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; TEKS 1.7.F

 For example students can say, "I brushed the bread crumbs off the picnic table. Which brush am I?" The partner will point to the picture of someone brushing away something with his hands to show you that you meant that kind of brush.

Respond using newly acquired vocabulary as appropriate; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

#### Poster 5M





#### Language

#### **Analyzing Language Choices**

#### **Beginning**

Ask questions that students can answer by pointing to the correct image on Poster 5M (e.g., "Which image shows brush as something you do?").

#### Intermediate

Ask students to provide examples of items related to each meaning of *brush* (e.g., "What are examples of brushes you use?").

#### Advanced/ Advanced High

Have students use each meaning correctly in context.

ELPS 3.D

Lesson 8 Five Keys to Health

#### **VOCABULARY INSTRUCTIONAL ACTIVITY: NUTRITIOUS (5 MIN.)**

#### Show Image 8A-2: Collage of healthy foods

- Tell students that in the Read-Aloud they heard, "The best foods to keep you going and growing are nutritious foods."
- Have students say the word *nutritious* with you.
- Tell them nutritious foods contain vitamins, minerals, or other nutrients that keep the body healthy.
- Direct students' attention to the Nutritious Foods chart you prepared in advance. Note the two columns and the images you placed in them, one showing nutritious foods and one showing foods that are not nutritious.

#### **Show Image Card 15**

- Ask if these kinds of foods are nutritious or not nutritious and in which column the card should be placed. Have a student put the image in the correct column.
- Show students the different types of pictures you have prepared. Ask them if it is a nutritious food or not a nutritious food. Then ask in which column the image belongs. Have different students put the images in the correct column.
- Have students talk with a partner using the word *nutritious* to discuss what they have learned about the word *nutritious* from the chart. Remind students to use complete sentences.
- Encourage students to continue thinking about the word *nutritious* and add additional images to the Word chart during future lessons.

#### WRITE ABOUT IT (10 MIN.)

- Have students turn to Activity Page 8.1.
- Explain that students should draw a picture about one of the five keys to health they learned about in the lesson.
- When students have finished drawing, have them dictate or write a sentence about their drawings.
- Have students share their drawings and writing with a partner.

<u>End Lesson</u>

#### Flip Book 8A-2



#### Image Card 15



#### Activity Page 8.1



#### Challenge

Have students draw a picture related to more than one of the five keys to health.

# 9

#### THE HUMAN BODY

# The Pyramid Pantry

#### PRIMARY FOCUS OF LESSON

#### **Speaking and Listening**

Students will review five keys to health and brainstorm ideas about the word *pyramid*.

TEKS 1.1.A

#### Language

Students will learn how to use words that identify categories.

TEKS 1.3.D

#### Reading

Students will explain the importance of a balanced diet and identify the food groups in a balanced diet.

TEKS 1.6.F; TEKS 1.7.C

#### Language

Students will demonstrate understanding of the Tier 3 word *nutrients*.

**TEKS 1.3.B** 

Students will demonstrate understanding of the saying "an apple a day keeps the doctor away."

**TEKS 1.3.B** 

#### Writing

Students will identify and label parts of an image to show the food groups in a balanced diet.

TEKS 1.6.E; TEKS 1.7.E

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations; TEKS 1.6.F Make inferences and use evidence to support understanding with adult assistance; TEKS 1.7.C Use text evidence to support an appropriate response; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; TEKS 1.6.E Make connections to personal experiences, ideas in other texts, and society with adult assistance; TEKS 1.7.E interact with sources in meaningful ways such as illustrating or writing.

#### **FORMATIVE ASSESSMENT**

#### **Activity Page 9.1**

MyPlate Students will identify and label parts of an image to show the food groups in a balanced diet.

TEKS 1.6.E; TEKS 1.7.E

#### LESSON AT A GLANCE

	Grouping	Time	Materials				
Introducing the Read-Aloud (10 min.)							
What Have We Already Learned?	Whole Group	10 min.	☐ Dr. Welbody's Five Keys to Health Chart (Digital Components)				
Brainstorming Links							
Read-Aloud (30 min.)							
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 9A-1–9A-15☐ drawing paper				
"The Pyramid Pantry"			<ul> <li>drawing tools (red, orange, purple, and blue crayons or colored pencils)</li> </ul>				
Comprehension Questions							
Word Work: Nutrients							
This is a good opportunity to take a break.							
Application (20 min.)							
Sayings and Phrases: "An Apple a Day Keeps the Doctor Away"	Whole Group/ Independent	20 min.	☐ Activity Page 9.1				
MyPlate Magic							

with adult assistance; TEKS 1.6.E Make connections to personal experiences, ideas in other texts, and society with adult assistance; TEKS 1.7.E interact with sources in meaningful ways such as illustrating or writing.

#### **ADVANCE PREPARATION**

#### **Introducing the Read-Aloud**

• Prepare and display a list of Dr. Welbody's Five Keys to Health on chart paper. Alternatively, you may access a digital version in the online materials for this unit.

#### Read-Aloud

• On individual cards, prepare several images of food items for each category of the food pyramid.

#### **Universal Access**

• Prepare images of roasted chicken, green bean salad, whole grain rice, frozen yogurt, and strawberries to aid students in answering the Think-Pair-Share comprehension question in this lesson.

#### **CORE VOCABULARY**

nutrients, n. parts of food that provide the things your body needs

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

Vocabulary Chart for "The Pyramid Pantry"							
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words				
Vocabulary	nutrients (nutrientes)	pyramid (pirámide)					
Multiple- Meaning							
Sayings and Phrases	an apple a day keeps the doctor away balanced diet						

## **Lesson 9: The Pyramid Pantry** Introducing the Read-Aloud



Speaking and Listening: Students will review five keys to health and brainstorm ideas about the word pyramid.



#### **TEKS 1.1.A**

#### WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Refer to the list of Dr. Welbody's Five Keys to Health you prepared in advance,
- Ask students to give specific examples of things they do to practice each.



#### Check for Understanding

**One-Word Answer:** Running and jumping are examples of which of the five keys to health? (exercising)

#### **BRAINSTORMING LINKS (5 MIN.)**

- Tell students that today's Read-Aloud is called "The Pyramid Pantry."
- Write the word *pyramid* on the board or a piece of chart paper.
- Ask students to brainstorm things that come to mind when they hear the word pyramid. Tell students to think of all the words, concepts, phrases, etc., they can think of connected to the word pyramid.



#### Speaking and Listening

**Exchanging Information** and Ideas

#### **Beginning**

Ask simple yes/no questions (e.g., "Do you eat a balanced diet?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "I stay healthy by ...").

#### Advanced/ **Advanced High**

Encourage students to use key details in complete sentences.

ELPS 3.C

#### Support

If students mention the Egyptian pyramids, you may wish to tell them they will learn more about the Egyptian pyramids in Early World Civilizations later in the year.



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

# Read-Aloud



Language: Students will learn how to use words that identify categories.

TEKS 1.3.D

**Reading:** Students will explain the importance of a balanced diet and identify the food groups in a balanced diet. **TEKS 1.6.F; TEKS 1.7.C** 

**Language:** Students will demonstrate understanding of the Tier 3 word *nutrients*.

**TEKS 1.3.B** 

#### PURPOSE FOR LISTENING

• Tell students to listen carefully to see what types of food are served at this Pyramid Pantry. Tell students that they will be learning to use words that identify different categories.

#### "THE PYRAMID PANTRY" (15 MIN.)

**TEKS 1.3.D** 



#### **Show Image 9A-1: Chef Steph**

Hi, I'm Chef Steph, a friend of Dr. Welbody's. Welcome to my restaurant, the **Pyramid** Pantry!

Dr. Welbody eats lunch here every day. It is a very cool restaurant, if I do say so myself.

Do you know what a pyramid is? It is a shape

with triangular sides. My restaurant is shaped like a pyramid. The menu is like a pyramid, too. The food we serve is delicious. But that's not all—it's nutritious! That means it's good for you!

Have you ever heard of vitamins and minerals? They are **nutrients** that your body needs to stay alive. *Nutrients are the parts of food that provide the things your body needs.* Nutritious foods supply your body with the nutrients you need. They give you the energy you need to play and learn all day. They keep you healthy and help you grow. But not all foods have the same amounts of nutrients. So which foods are the best for you?

## **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

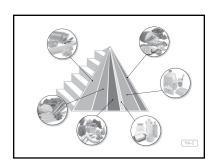
#### Support

Explain that a pantry is a place to store food, and is usually a part of, or next to, a kitchen.

### Cneck

#### Check for Understanding

**Recall:** How are nutrients carried through the body? (through the blood)



#### **Show Image 9A-2: Food pyramid**

My pyramid menu is one way to help you figure all this out. The foods are divided into groups. Each group has a different-colored stripe on the pyramid: [Point to each stripe as you describe it. Explain to students that there are other shapes and pictures that can help them remember which food groups are healthiest and that they will be learning about another picture later in the day.]

- orange: for grains, like bread and cereal
- green: for vegetables, like carrots and green beans
- red: for fruits, like apples and oranges
- · blue: for milk and milk products
- · purple: for meat and beans

Some stripes are wider than others. You should choose most of your foods from the groups with wider stripes because you need more of these foods to stay healthy. Each stripe gets narrower as it goes up the pyramid. That's because every food group has some foods that are better for you than others.



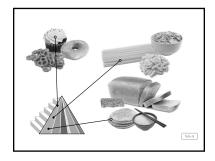
#### **Show Image 9A-3: Oils**

There is one skinny yellow stripe on the pyramid, too. Do you see it? It stands for oils and for fats like butter and mayonnaise. Why do you think this stripe is so skinny? [Pause for student responses.] You need to eat a little oil or fat every day, but not very much. Oils help you grow, keep you warm, protect your

bones, help your brain think, and keep your skin and hair healthy. Some oils

are better for you than others. For example, olive oil and canola oil are better choices than margarine and mayonnaise.

What do I hear? Is all this talk of food making your tummy growl? That's what happens when you are hungry. If you were very hungry, your legs might feel a little weak. You might even feel a bit cranky. These are signs that your body needs food. Time to look more closely at the pyramid menu!

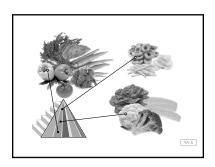


#### **Show Image 9A-4: Grains**

Grains are special types of grasses. Wheat, rice, oats, barley, and rye are all grains. Foods that belong to this group are either whole grains or refined grains. For example, bread is in the grain group. Some breads, like whole wheat bread, are made from whole grains.

Other breads, like white bread, are made from

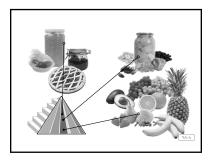
refined grains. Refined grains have had most of their healthy parts taken out, whereas whole grains still have all the nutrients your body needs to grow. So, which do you think is better for you: whole wheat bread made from nutrient-filled whole grains, or white bread? Whole wheat bread, brown rice, whole wheat spaghetti, whole wheat crackers, oatmeal, rice cakes, and popcorn (yum!) are all good choices. Always choose smaller amounts of refined-grain foods like white bread, white bagels, and corn flakes. And remember to choose only a little bit of sugary, refined-grain foods like cupcakes, donuts, and sweetened cereals. Too much sugar is not good for your body!



#### Show Image 9A-5: Vegetables

Look at the picture and tell me what foods you think belong to the next group on the food pyramid. [Pause for student responses.] That's right—it's vegetables! Vegetables come in a rainbow of colors—red, orange, yellow, green, blue, purple, and white. Did you know that the color of a vegetable tells what it can

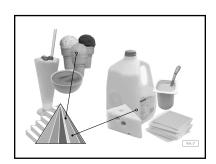
do for your body? For example, dark green veggies like broccoli and spinach help build strong teeth and bones. Orange vegetables like carrots help you see well. Fried vegetables like onion rings and French fries are less healthy for your body because they are cooked in oil and fat. So, just remember to choose a rainbow of vegetables, raw or cooked (but hardly ever fried), and your body will get the nutrients it needs.



#### **Show Image 9A-6: Fruit**

Raise your hand if you like to eat fruit. Fruits are delicious and come in beautiful colors. Does anyone see one of your favorite fruits in the picture? [Pause for responses and point to the fruits named.] Just like vegetables, it is important to choose a rainbow of fruits to get all the nutrients your body needs. The

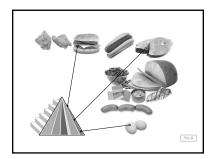
best fruits to choose are fresh fruits like the ones you see in the picture—pineapples, oranges, bananas, grapes, pears and blueberries. Dried fruits and canned fruits, jams and jellies, and fruit pies are all good too; just don't eat too many of them. Can anyone guess why? [Pause for student responses.] That's right—because they often contain sugar.



#### **Show Image 9A-7: Milk**

Look at this picture and tell me what you see. [Pause for student responses.] This is the milk group. But, as you can see, it includes other things as well—products made from milk, like cheese and yogurt. These things provide your body with calcium and protein—things it needs to make strong teeth and bones and help you

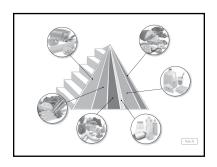
grow. What system in your body do your bones belong to? (skeletal system) It's best to choose low-fat milk and milk foods, like skim milk, low-fat cheese, and low-fat yogurt. Eat fewer fatty or sweet foods like American cheese, frozen yogurt, ice cream, and milk shakes.



#### **Show Image 9A-8: Meat and beans**

The last group is meat and beans. Beef, pork, chicken, fish, and turkey all belong to this group. But look at the picture. Do you see anything that doesn't seem to belong? Yes, eggs and beans. So, why are they there? They contain protein, just like meat. These different foods all work in the same way to

help your body grow and move because they all contain protein. It's best to eat the meats grilled or roasted instead of fried in fatty cooking oil or butter. That means you should choose smaller amounts of fried chicken, chicken nuggets, hamburgers, and fish sticks.



#### **Show Image 9A-9: Food pyramid**

Now we have looked at foods in all six categories, or groups, included in the food pyramid. Can you name the six categories with me? [Pause for student responses.] The most important thing to remember is to eat a balanced diet. That means you must choose a variety of foods from each food group. Eating

Challenge

Have students describe

a meal they ate recently that included at least

on the food pyramid.

three of the five categories

only grains or only meats will not provide your body with the nutrients it needs. Your body needs foods from each group on the pyramid to help it grow. **TEKS 1.3.D** 

Are you ready to order some healthy meals from Chef Steph's menu? Don't forget: it's important to eat three—that's one, two, three—healthy meals a day, and to eat healthy snacks, too.



#### **Show Image 9A-10: Breakfast suggestion**

For breakfast, how about oatmeal with some fresh strawberries? Adding a glass of orange juice is a healthy choice as well.



#### Show Image 9A-11: Lunch suggestion

For lunch, may I recommend a sandwich on whole wheat bread? How about some carrot sticks with yogurt dip, followed by an apple? A glass of cold milk is not only a yummy addition, but it is healthy as well.



#### Show Image 9A-12: Dinner suggestion

And for dinner, how about trying some of my three-bean vegetarian chili with a baked sweet potato? For dessert, low-fat pudding with peaches sounds perfect, doesn't it?

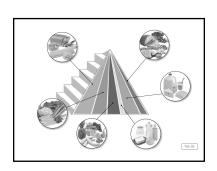


TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations.



#### Show Image 9A-13: Collage of healthy snacks

Snacking between meals is fine as long as you make healthy choices. Which would be better for your body: [Pause for answers after each question.] ice cream or a low-fat yogurt with fruit? Potato chips or whole wheat crackers and cheese? A candy bar or an orange? Remember, healthy snacks will give you longer-lasting energy and a healthier body.



#### Show Image 9A-14: Food pyramid

That brings me back to my pyramid. Did you notice the stairs going up the side? Do you know why they are there? [Pause for student responses.] They are there to remind you to keep moving. It's very important to not just eat healthy foods but to also be physically active every day.



#### **Show Image 9A-15: Children exercising**

That means that you should participate in skateboarding, swimming, riding your bike, climbing in the playground, or any other sport that you like to do. Keeping active helps you stay the right weight for your body. It keeps your bones and muscles in good shape. It makes your heart and lungs stronger. If you

get into the good habit of having fun while you are moving, it will help you stay healthy for the rest of your life!

#### **COMPREHENSION QUESTIONS (10 MIN.)**

#### Show Image 9A-14: Food pyramid

- 1. **Inferential.** What is the skinniest stripe on the food pyramid? (yellow—fats and oils) Why is it so skinny? (because you should eat the least amount of these foods)
- 2. **Literal.** Why are there stairs on the pyramid? (to remind us to exercise)
- 3. **Evaluative.** Think-Pair-Share: Consider the types of food in each stripe on the pyramid, and how much of each you should eat. Would a meal that consisted of roasted chicken, green bean salad, and whole grain rice with a dessert of low-fat frozen yogurt with strawberries be healthy enough? Explain your answer. (Answers may vary.)



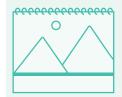
#### Check for Understanding

**Three's Company:** Give each student a card with an image of a particular food. Have them find other students with food that belongs in the same category of the food pyramid. Have each group share with the class what foods they have in their group.

#### WORD WORK: NUTRIENTS (5 MIN.)

- 1. In the Read-Aloud you heard, "They are nutrients that your body needs to stay alive."
- 2. Say the word *nutrients* with me.
- 3. *Nutrients* are parts of food that provide the things your body needs.
- 4. Your blood carries nutrients through your body.
- 5. Can you name some foods that contain lots of nutrients? Try to use the word *nutrients* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "\_\_\_\_\_ contain(s) lots of nutrients."]
- 6. What is the word we've been talking about?

#### Flip Book 9A-14





#### Reading

Reading/Viewing Closely

#### **Beginning**

Ask simple yes/no questions (e.g., "Is the yellow stripe the skinniest on the food pyramid?").

#### Intermediate

Provide students with a specific sentence frame (e.g., "The yellow stripe is so skinny because . . .").

#### Advanced/ Advanced High

Encourage students to use key details in complete sentences.

ELPS 4.G

#### Challenge

Ask students to share additional foods that would belong in each category of the food pyramid.

#### Support

To aid students in answering Question 3, show them images of each of these food items and/or the food pyramid in Image 9A-14.

**Use a Making Choices activity for follow-up.** Directions: I am going to name some common foods and drinks that you might like. Say, "That contains a lot of nutrients" if you think it contains parts that provide the things your body needs. Say, "That does not contain a lot of nutrients," if you think it does not provide your body with the things it needs.

- spinach salad (That contains a lot of nutrients.)
- candy (That does not contain a lot of nutrients.)
- three-bean and chicken chili (That contains a lot of nutrients.)
- an orange (That contains a lot of nutrients.)
- American cheese (That does not contain a lot of nutrients.)

# Application



**Language:** Students will demonstrate understanding of the saying "an apple a day keeps the doctor away."

TEKS 1.3.B

**Writing:** Students will identify and label parts of an image to show the food groups in a balanced diet.

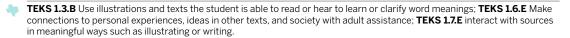
TEKS 1.6.E: TEKS 1.7.E

## SAYINGS AND PHRASES: "AN APPLE A DAY KEEPS THE DOCTOR AWAY" (5 MIN.)

- Write the saying "An apple a day keeps the doctor away" on the board/chart paper. Read it to students and have students repeat the saying after you.
- Ask students if they have ever heard anyone say "an apple a day keeps the doctor away."
- Ask students what they think the saying means. (Answers may vary.)
- Explain that this saying is another way of saying that if you eat healthy foods, like apples, every day, you will not get sick very often. Then, you will mostly only need to see a doctor like Dr. Welbody for "well visits."

#### **MYPLATE MAGIC (15 MIN.)**

- Ask students what shape was used in today's Read-Aloud to show how to eat a balanced diet. (pyramid)
- Explain that the pyramid is only one of many shapes that can be used to show how much of each type of food someone should eat each day to stay healthy.
- Explain that it is also common to see a balanced diet shown in the form of a dinner plate.
- Have students turn to Activity Page 9.1.
- Ask students how this plate looks different from the plate they may use for 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.)





#### Speaking and Listening

#### Offering Opinions

#### Beginning

Provide students sentence frames using a small set of learned phrases (e.g., "I think it means . . .").

#### Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., "I think this saying, 'An apple a day keeps the doctor away' means . . .").

#### Advanced/ Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.G

#### Activity Page 9.1



- Point out that the plate is divided into different segments, but that the segments are not all the same size. Ask if students remember why the pyramid in today's Read-Aloud contained different-sized stripes.
- Explain that the stripes on the pyramid were different sizes based on how much of that type of food you should eat each day, just as the segments on this plate are different sizes. Both versions show how much of each type of food you should eat each day.



#### Check for Understanding

**One-Word Answer:** Which type of food should you eat the most of? (vegetables)

- Tell students they will be coloring in the segments of the plate as a class. Have them take out their crayons to do this.
- Have students color the segment on the bottom-left portion of the plate, labeled "vegetables," green.
- Ask what they notice about the size of that segment compared to the other parts of the plate. (It is larger.) Ask why the vegetables segment is the largest. (You should eat more vegetables than anything else.)
- Proceed, as a class, with coloring in the remaining three segments and the
  circle labeled "dairy," as follows: 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.

red: fruit

orange: grains

· purple: protein

blue: dairy

- When students complete their MyPlates, 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!
- After completing Activity Page 9.1, have students circle the segment on the plate indicating which type of food they should eat the most of as part of a balanced diet.
- Collect Activity Page 9.1 to check that students are correctly identifying the parts of the food plate and indicating that they should eat vegetables more than other types of food as part of a balanced diet.

End Lesson

# 10

#### THE HUMAN BODY

# What a Complicated Network!

#### PRIMARY FOCUS OF LESSON

#### **Speaking and Listening**

Students will identify and review facts about each of the five body systems.

**TEKS 1.1.A** 

#### Reading

Students will review body systems and the five keys to health.

TEKS 1.6.G; TEKS 1.6.H

#### Language

Students will demonstrate understanding of the Tier 2 word complicated.

**TEKS 1.3.B** 

#### **Speaking and Listening**

Students will discuss rhyme in a poem.

**TEKS 1.9.B** 

Students will perform a poem about the human body.

TEKS 1.1.C; TEKS 1.7.E

#### Writing

Students will write a word or phrase about why it is important to understand their complicated bodies.

**TEKS 1.7.E** 

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; TEKS 1.6.H Synthesize information to
create new understanding with adult assistance; TEKS 1.3.B Use illustrations and texts the student is able to read or hear to
learn or clarify word meanings: TEKS 1.9.B Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using
the conventions of language; TEKS 1.7.E Interact with sources in meaningful ways such as illustrating or writing.

#### **FORMATIVE ASSESSMENT**

#### **Exit Pass**

**Body Systems** Students will write a word or phrase about why it is important to understand their complicated bodies.

**TEKS 1.7.E** 

#### **LESSON AT A GLANCE**

	Grouping	Time	Materials			
Introducing the Read-Aloud (10 min.)						
What Have We Already Learned?	Small Group	10 min.	☐ Image Cards 6–10			
Read-Aloud (30 min.)						
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 10A-1–10A-10			
"What a Complicated Network!"						
Comprehension Questions						
Word Work: Complicated						
This is a good opportunity to take a break.						
Application (20 min.)						
Poetry on Stage	Whole Group/ Independent	20 min.	☐ Activity Page 10.1			
			☐ tape			
			☐ scissors			
			☐ lined paper			

#### **ADVANCE PREPARATION**

#### **Universal Access**

• Display Image 10A-2 from the Flip Book when asking the comprehension questions.



**TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

#### CORE VOCABULARY

**complicated, adj.** hard to understand or difficult to do Example: The game rules were extremely complicated.

Variation(s): none

Vocabulary Chart for "What a Complicated Network!"							
Туре	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words				
Vocabulary		complicated (comlicado/a)					
Multiple- Meaning							
Sayings and Phrases							

#### Lesson 10: What a Complicated Network!

# Introducing the Read-Aloud



**Speaking and Listening:** Students will identify and review facts about each of the five body systems.



#### **TEKS 1.1.A**

#### WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

 Tell students that Dr. Welbody will review the five body systems in today's Read-Aloud.



#### Check for Understanding

**Recall:** What are the five body systems Dr. Welbody has taught you about? (skeletal, muscular, digestive, circulatory, nervous)

• Tell students that they have learned about five body systems and five keys to health to care for their body.

#### Show Image Cards 6–10

- Place students in small groups. 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.
- Within their small groups, have students share key vocabulary and ideas that relate to each body system.

#### Image Cards 6–10





#### Reading

#### Reading/Viewing Closely

#### **Beginning**

Prompt and support students to recall words and phrases that relate to the given body system.

#### Intermediate

Provide moderate support in eliciting phrases and ideas with greater detail that relate to the given body system.

#### Advanced/ Advanced High

Provide minimal support in eliciting key details relating to a given body system.

ELPS 4.G



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

#### Lesson 10: What a Complicated Network!

## Read-Aloud



**Reading:** Students will review body systems and the five keys to health.

TEKS 1.6.G; TEKS 1.6.H

**Language:** Students will demonstrate understanding of the Tier 2 word *complicated*.

**TEKS 1.3.B** 

#### **PURPOSE FOR LISTENING**

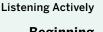
 Ask students to listen to find the answers to the questions posed by Dr. Welbody.

#### "WHAT A COMPLICATED NETWORK!" (15 MIN.)



#### Show Image 10A-1: Dr. Welbody at her desk

This is the last 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. Here is a poem that talks about some of the things we've discovered:



#### Beginning

Encourage students to ask yes/no and whquestions with substantial prompting and support.

Speaking and Listening

**EMERGENT**BILINGUAL

**STUDENTS** 

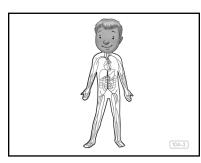
#### Intermediate

Encourage students to ask broad questions with occasional prompting and support.

#### Advanced/ Advanced High

Encourage students to ask detailed questions with minimal prompting and support.

ELPS 2.D; ELPS 3.F



#### Show Image 10A-2: Child's body systems

I have a special body, and it just belongs to me.

There are some parts on my outside and others I can't see.

I know about my body, from my heels up to my head.

'Cause I've listened well to all that Dr. Welbody has said.

The parts that make my body keep me healthy and alive.
They are joined in groups called systems; I've learned about all five:
There are skeletal and muscular, which help me stand and move,
And the system called digestive that makes fuel out of food.

**TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

My heart and vessels move my blood. (That's known as circulation.) My nerves work with my brain to get and process information. My systems form a network—it's amazing as can be

That this **complicated** network makes the person that is me.



#### Show Image 10A-3: Dr. Welbody at her desk

After all we've learned about our amazing bodies, I'll bet that now you will be able to answer the questions I asked you in our very first meeting. Let's go through them and see what you know!

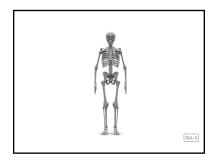
#### Support

Complicated means difficult to understand.



#### Check for Understanding

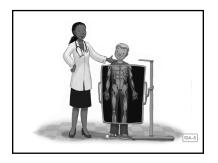
**Thumbs-Up:** As you review the body systems, have students signal with a thumbs-up when they have the answer.



#### Show Image 10A-4: The skeletal system

How many bones do you have? [Here and after each of Dr. Welbody's questions, pause to check for understanding, then elicit answers from students. Confirm and correct their responses by rereading the text.] There are over two hundred, joined together to form your skeleton. Your skeleton keeps you standing

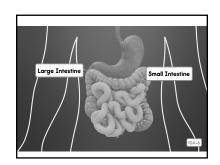
tall. Your bones are joined together by joints wherever you can bend or move, like your knees, arms, and shoulders. Some of your bones protect the softer parts of your body. Remember what protects your brain? That's right—your skull. And what bones protect your heart? Your ribs!



#### Show Image 10A-5: The muscular system

Which muscle is the biggest in your body? It's your gluteus maximus or buttock muscle. Did you know that you use muscles every time you move? Often you decide when you want to move your muscles. For example, you have control over when you raise your arm or lift your leg. But some muscles work by

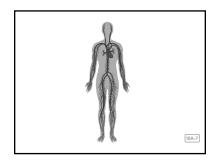
themselves without your having to think about them. Does anyone remember what we call the muscle that works like a pump all day and all night to keep you alive? Yes! It's your heart!



#### Show Image 10A-6: The digestive system

Why does your body still have food in it today that you ate two days ago? Food moves slowly through your body. It takes time for your body to digest food, taking all the nutrients from it that your body needs before getting rid of the waste. Food goes from your mouth, down your esophagus, and into your stomach before

reaching your intestines. The saliva in your mouth and the juices in your stomach help break it down. Nutrients are absorbed into your bloodstream from your small intestine. The waste passes into your large intestine, and you get rid of it when you go to the bathroom.

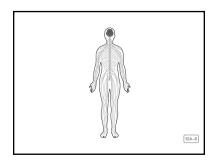


#### Show Image 10A-7: The circulatory system

How long does it take for your blood to circulate all around your body? It only takes about one minute. Your heart muscle works hard to pump your blood all around.

The blood moves through your blood vessels. Does anyone remember what the blood carries with it on its superhighway? The blood carries

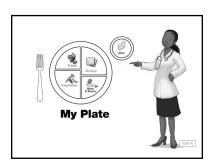
oxygen from your lungs to all parts of your body. It carries nutrients from your food, too. Your heart works night and day to keep your blood circulating.



#### Show Image 10A-8: The nervous system

What controls your five senses? Your brain! You find out about the world through your senses: by seeing, hearing, tasting, smelling, and feeling. Nerves that connect to your spinal cord carry this information to your brain. Your brain is not only in charge of your senses; it also controls your thinking, learning, speech,

and memory. It controls the movements you make and many other things your body does. Your brain is the control center of the body.



## Show Image 10A-9: Dr. Welbody, pointing to the food plate

Remember that none of the systems of your body can work properly unless you take care of them. That means eating nutritious foods and drinking plenty of water, exercising, keeping clean, and getting plenty of sleep. Oh, and don't forget to visit a doctor like me for checkups.



## Show Image 10A-10: Dr. Welbody, surrounded by happy children

Now before we say goodbye, here's one final rhyme for you to learn and take away with you.

I've got a complicated body, But I understand it well. Its systems form a network To keep me feeling swell!

I'll take good care of my body.
I'll exercise and rest.
I promise to eat healthy foods
And to stay clean . . . I'll do my best!

#### **COMPREHENSION QUESTIONS (10 MIN.)**

#### Show Image 10A-2: Child's body systems

- 1. **Literal.** I'm going to name several body parts. Can you tell me to which system each of these belongs?
  - skull (skeletal system)
  - brain (nervous system)
  - intestines (digestive system)
  - blood (circulatory system)
  - biceps (muscular system)
- 2. **Inferential.** Why is your heart so important? (It pumps blood, which carries nutrients your body needs, around your body.)
- 3. **Literal.** Why is it important to exercise, stay clean, eat a balanced diet, get enough rest, and have checkups? (All those things help keep us free from diseases or help us recover when we do get sick.)
- 4. **Evaluative.** Think-Pair-Share: A network is a group of parts or systems that work together. Why does Dr. Welbody describe the body as a complicated network? (Answers may vary, but should include that the body includes many parts, or organs, that work together to form different systems. Those systems, in turn, work together to form the network, or human body.)

#### WORD WORK: COMPLICATED (5 MIN.)

- 1. In the Read-Aloud you heard, "My systems form a network—it's amazing as can be, that this complicated network makes the person that is me."
- 2. Say the word complicated with me.
- 3. If something is complicated, it has many parts, making it hard to understand or difficult to do.
- 4. I found the directions to your house very complicated because I had to make so many turns.
- 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.** 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.*)

- sailing a boat
- jumping rope
- · eating breakfast
- driving a car
- listening to music
- tying shoelaces

#### Lesson 10: What a Complicated Network!

## Application



**Speaking and Listening:** Students will discuss rhyme in a poem.

TEKS 1.9.B

Students will perform a poem about the human body.

TEKS 1.1.C; TEKS 1.7.E

**Writing:** Students will write a word or phrase about why it is important to understand their complicated bodies.

TEKS 1.7.E

#### POETRY ON STAGE (20 MIN.)

• Tell students they will perform a poem about the human body. Ask students how rhyme can help them remember information.

**TEKS 1.9.B** 

• Have students turn to Activity Page 10.1 and cut the cards apart along the dotted lines.

#### Part I

- Remind students that in the Read-Aloud, Dr. Welbody asked them to learn one final rhyme to help them remember what they learned in this unit.
- Tell students they are going to repeat this poem and add movements to it.
- Read the poem aloud to them once or twice so they are familiar with the words.

I've got a complicated body, But I understand it well. Its systems form a network To keep me feeling swell!

I'll take good care of my body.
I'll exercise and rest.
I promise to eat healthy foods
And to stay clean . . . I'll do my best!

• Once you feel that students have an initial grasp of the words, break the poem down into sections, having them repeat the words with you.

#### Part II

• Using the cards cut from Activity Page 10.1, assign each student one card and have them tape it to the front of their shirt.

**TEKS 1.9.B** Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing.

#### Activity Page 10.1





Speaking and Listening

#### Presenting

#### **Beginning**

Have students practice the beat of the poem by clapping their hands and do the motions.

#### Intermediate

Have students say most of the words to the poem and do the motions.

#### Advanced/ Advanced High

Have students say all the words of the poem and do the motions.

ELPS 1.C; ELPS 1.D; ELPS 3.C

- 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 each of the 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.]

I've got a complicated body, But I understand it well.

[Join hands, walking in a circle, all five systems thus working together in a network.]

Its systems form a network To keep me feeling swell!

#### [Drop hands.]

I'll take good care of my body.

I'll exercise [Do a jumping jack.] and rest. [Put heads on folded hands.]
I promise to eat healthy foods [Mime eating.]
And to stay clean [Mime scrubbing the body ] | I'll do my best! [Put

And to stay clean [Mime scrubbing the body.] . . . I'll do my best! [Put hands out to side of shoulders.]



#### Check for Understanding

**Recall:** In the poem, Dr. Welbody mentions exercising, resting, eating healthy foods, and staying clean. These are four of her five keys to health. What is the fifth key? (having checkups)



#### **Exit Pass**

- Give each student a piece of lined paper.
- Ask students to write a word or phrase about why it is important to understand their complicated bodies.

End Lesson

#### Support

Have students dictate a word or phrase instead of writing it.

#### Challenge

Have students write one or more complete sentences.

# Unit Review

#### **NOTE TO TEACHER**

You should spend one day reviewing and reinforcing the material in this unit. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

#### CORE CONTENT OBJECTIVES ADDRESSED IN THIS UNIT

#### Students will:

- Explain that the human body is a network of systems
- Identify the skeletal, muscular, digestive, circulatory, and nervous systems
- Recall basic facts about the skeletal, muscular, digestive, circulatory, and nervous systems
- Explain that the heart is a muscle integral to the circulatory system
- Identify the brain as the body's control center
- Explain that germs can cause disease in the body
- Explain the importance of vaccination in preventing some diseases
- Explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health

#### **REVIEW 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

- Display Image Cards 6–10, representing each of the five body systems, in the front of the room.
- Hold Image Cards 1–5 and 11–14 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 give a clue about the picture they are holding.

#### Image Cards 1–14



- For example, if the student draws the picture of the heart, the student might say, "It pumps blood throughout the body." The rest of the class will guess what body part or organ is being described. The student who guesses correctly will then be given the Image Card. The student must identify the system to which the card belongs (e.g., the heart belongs to the circulatory system) and place the card under the correct Image Card displayed in the front of the room. Proceed to another card.
- 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 they are holding.
- Then have the student call on a classmate to tell why the "key" is important to health.

#### **Unit-Related Trade Book or Student Choice**

- Read a trade book to review a particular event; refer to the books listed in the unit Introduction.
- You may also choose to have the students select a Read-Aloud to be heard again.

#### **Key Vocabulary Brainstorming**

- Give students a key vocabulary word such as *nutrients*. Have them brainstorm everything that comes to mind when they hear the word, such as, "things the body needs to live," "healthy parts of food," or "carried by the blood."
- Write these on the board/chart paper for reference.

#### **Riddles for Core Content**

- To review the core content, ask students riddles such as the following:
  - You cannot see me but I live everywhere, on everything, and I can make you very sick. What am I? (germs)
  - I am a process milk undergoes to make it safe to drink. What am I? (pasteurization)
  - I am a diagram that helps people create meals for a balanced diet. What am I? (food pyramid or plate)

Image Cards 15–19



#### Write About It: A Healthy Day

• Review the five keys to health with students and the key components of a fiction story (*characters*, *plot*, *setting*, *etc.*). Have them write a story about a boy or girl who practiced all five keys to health in one day. Have them detail how they practiced each of the five keys.

#### **Class Book: The Human Body**

#### Materials: paper, drawing tools

- Tell students that they are going to make a class book to help them remember what they have learned thus far in this unit.
- Have students brainstorm important information about the body systems, the food pyramid, and five keys to healthy living. Have each student choose one thing to draw a picture of and then write a caption for the picture. Note: You may wish to encourage students to choose/draw different things from their peers, so all of the different topics are represented in the class book.
- Bind the pages to make a book to put in the class library for students to read again and again.

#### Grade 1 | Unit 2

# Unit Assessment

This Unit Assessment evaluates each student's retention of unit 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 unit-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *The Human Body*.



#### PART I

#### TEKS 1.7.F: TEKS 1.9.D.i

**Directions:** I am going to ask a question using a word you have heard in the Read-Alouds. If the answer to the question is "yes," circle the thumbs-up on your paper. If the answer to the question is "no," circle the thumbs-down on your paper. I will read each question two times. Let's do the first question together.

- 1. **Organs**: Are most of the organs of your body on the outside where we can see them? (thumbs-down)
- 2. **Skeleton**: Is the skeleton the frame that supports the body and is made up of the bones? (thumbs-up)
- 3. **Digestion**: Is digestion the process that breaks down food into a form the body can use? (thumbs-up)
- 4. **Blood vessels**: Are blood vessels part of the body that allow a person to hear sounds? *(thumbs-down)*
- 5. **Heart**. Is the heart an important muscle that pumps blood throughout your body? (*thumbs-up*)
- 6. **Brain**: Is your brain part of the circulatory system, or the system in which blood moves through the body? *(thumbs-down)*
- 7. **Nerves**: Do messages travel back and forth from the brain to other parts of the body through nerves? (*thumbs-up*)
- 8. **Germs**: Can washing your hands before you eat wash away germs, keeping you healthy? (*thumbs-up*)

### Activity Page UA.1



- 9. **Diseases/Healthy**: Is a healthy person someone who gets many diseases? (thumbs-down)
- 10. **Nutrients**: Do foods that are unhealthy, such as hamburgers and French fries, contain lots of nutrients? (*thumbs-down*)

**Directions:** I will now read more sentences using other words you have heard and practiced. If the answer to the question is "yes," circle the thumbs-up on your paper. If the answer to the question is "no," circle the thumbs-down on your paper.

- 11. **Support**: Does a chair support your body when you sit in it? (thumbs-up)
- 12. **Voluntary**: Are the muscles in a person's hand voluntary, meaning the person can choose to move them? (*thumbs-up*)
- 13. **Complicated**: Does a complicated recipe have only one step and is it very easy to follow? (thumbs-down)
- 14. **Nutritious**: Is a jelly bean more nutritious than an apple? (thumbs-down)
- 15. **Systems**: Does the human body have many systems, such as the digestive system, the circulatory system, the nervous system, the muscular system, and the skeletal system? (thumbs-up)



#### PART II

#### TEKS 1.7.F; TEKS 1.9.D.i; TEKS 1.9.D.ii

Activity Page UA.2



**Directions:** In each row of pictures, you will look out for specific things. Let's do the first one together. More than one response option may be correct.

- 1. Look at each of the pictures in the first row. The first picture is a picture of a spine. The middle picture is a picture of a stomach. The final picture in the row is a picture of a skull. Circle 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 an important part of the skeletal system. What other picture(s) in the first row show(s) parts of the skeletal system? (skull) Draw a circle around the skull.
- 2. In Row 2, the first picture is a picture of blood vessels. The middle picture is a picture of hand muscles. The final picture in the row is a picture of biceps. Draw a circle around the picture(s) that show(s) parts of the muscular system. (hand muscles; biceps)
- 3. In Row 3, the first picture is a picture of a stomach. The middle picture is a picture of a bone. The final picture in the row is a picture of the small intestines. Draw a circle around the picture(s) that show(s) parts of the digestive system. (stomach; small intestines)

- 4. In Row 4, the first picture is a picture of a heart. The middle picture is a picture of a rib cage. The final picture in the row is a picture of blood vessels. Draw a circle around the picture(s) that show(s) parts of the circulatory system. (heart; blood vessels)
- 5. In Row 5, the first picture is a picture of joints. The middle picture is a picture of nerves. The final picture is a picture of a brain. Draw a circle around the picture(s) that show(s) parts of the nervous system. (nerves; brain)
- 6. In Row 6, the first picture is a picture of biceps. The middle picture is a picture of a heart. The final picture is a picture of a hand muscle. Draw a circle around the muscle that works all day and all night, never stopping. (heart)
- 7. In Row 7, the first picture is a picture of a heart. The middle picture is a picture of a brain. The final picture is a picture of the large intestines. Draw a circle around the organ that is known as the body's control center. (*brain*)



#### PART III

**TEKS 1.9.D.i** 

**Directions:** Match each image of the five keys of health to its description. I will read each of the five keys in order, and you will draw a line from the image to the key it is a part of. I will read each of the keys twice. [Pause between each to give students time to draw their lines.]

Activity Page UA.3



#### Grade 1 | Knowledge Unit 2

# Culminating Activities

#### NOTE TO TEACHER

Please use the final two days to address class results of the Unit Assessment. Based on the results of the Unit Assessment and students' formative assessments, 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 unit knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with unit concepts.

#### REMEDIATION

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds
- reading the corresponding lesson in the Language Studio

#### ENRICHMENT

#### Making a Well-Balanced Meal

#### Materials: drawing tools

- Tell students to create a healthy meal to fill the empty plate pictured on Activity Page CA.1.
- Explain that their drawing should include all food groups: grains, fruits, vegetables, protein (meat and beans), and dairy.

#### Activity Page CA.1



#### **Questions for Families**

- · Model for students what a list looks like.
- Have students write a list of questions of things they still want to know about the human body or healthy living. Students can share their list of questions with their families.

#### **Chef Steph's Assistants**

#### Check school policy regarding food

- 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.

#### **Guest Presenter**

• Invite the physical education teacher or a local sports person 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.

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# **Teacher Resources**

Grade 1	Unit 2
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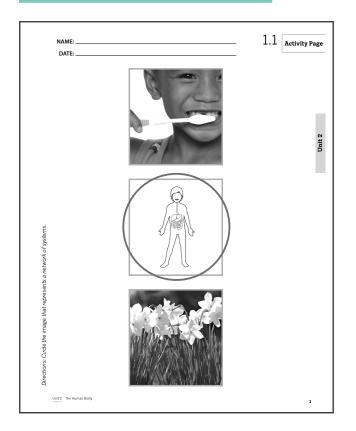
**Teacher Guide** 

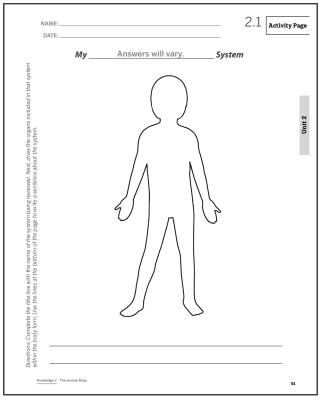
# Teacher Resources

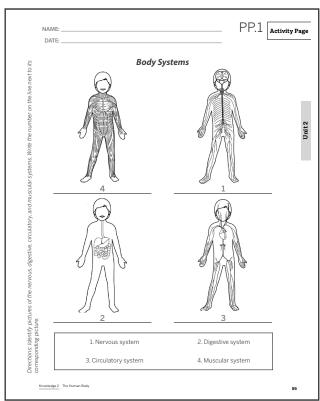
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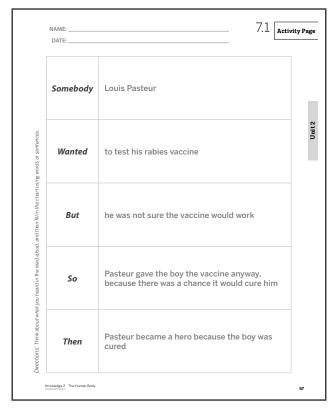
- · Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

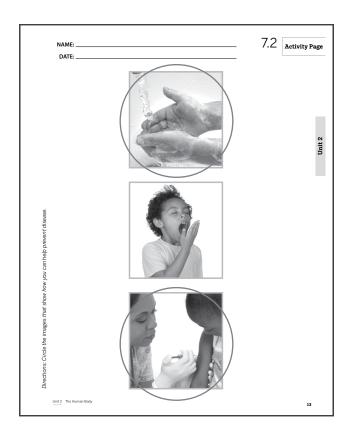
### **ACTIVITY BOOK ANSWER KEY**

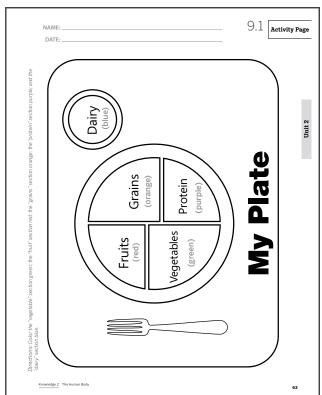


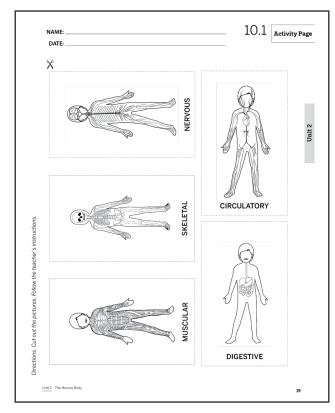


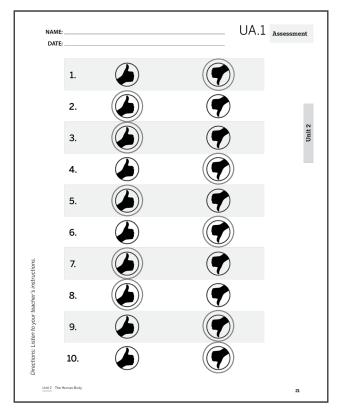


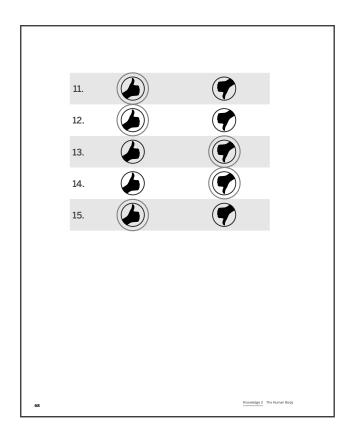


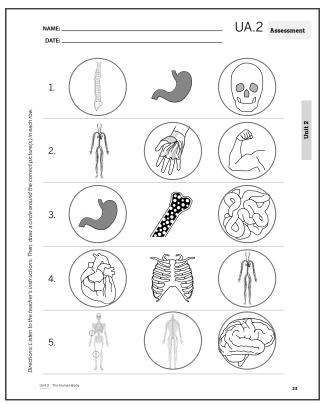


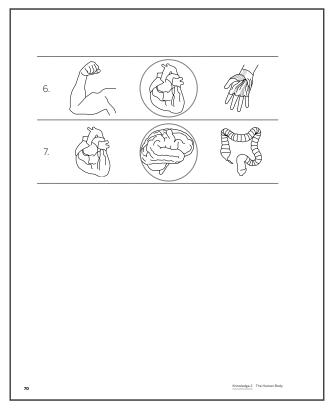


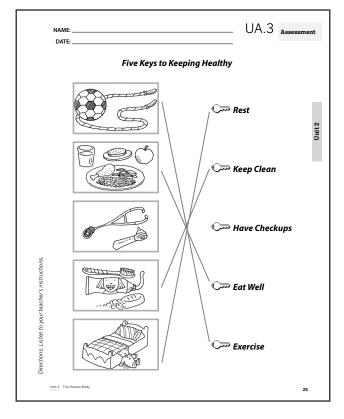












Jnit 2		Correlation—Teacher's Guide	
	and sustaining foundational language skills: listening, spea velops oral language through listening, speaking, and discu		
TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	p. 5, p. 9, p. 20, p. 23, p. 44, p. 47, p. 57, p. 61, p. 69, p. 72, p. 97, p. 100, p. 109, p. 112, p. 124, p. 127	
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions		
TEKS 1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	p. 4, p. 32, p. 35, p. 124, p. 134	
TEKS 1.1.D	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	p. 4	
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings		
and writing. The	and sustaining foundational language skills: listening, spea e student develops word structure knowledge through pho communicate, decode, and spell. The student is expected	nological awareness, print concepts, phonics, and	
(A) demonstrat	e phonological awareness by:		
TEKS 1.2.A.i	producing a series of rhyming words		
TEKS 1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound		
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words		
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed		
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends		
TEKS 1.2.A.vi	manipulating phonemes within base words		
TEKS 1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/ or final consonant blends		
(B) demonstrat	e and apply phonetic knowledge by:		
TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences		
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs		
TEKS 1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables		

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Unit 2		Correlation—Teacher's Guide
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
TEKS 1.2.B.v	decoding words with inflectional endings including -ed, -s, and -es	
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	
(C) demonstrat	e and apply spelling knowledge by:	
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	
TEKS 1.2.C.ii	spelling words with initial consonant and final consonant blends, digraphs, and trigraphs	
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	
	and sustaining foundational language skills: listening, spea es newly acquired vocabulary expressively. The student is a	
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings	p. 5, p. 11, p. 12, p. 16, p. 17, p. 20, p. 25, p. 32, p. 37, p. 44, p. 49, p. 57, p. 62, p. 69, p. 73, p. 83, p. 86, p. 88, p. 97, p. 101, p. 107, p. 109, p. 113, p. 121, p. 124, p. 128
TEKS 1.3.C	identify the meaning of words with the affixes -s, -ed, and -ing	
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	p. 57, p. 62, p. 63, p. 109, p. 113, p. 117
The student rea	and sustaining foundational language skills: listening, spea ads grade-level text with fluency and comprehension. The s , and prosody) when reading grade-level text.	
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
reading. The stu	and sustaining foundational language skills: listening, speaudent reads grade-appropriate texts independently. The stwith text for increasing periods of time.	
TEKS 1.5	self-select text and interact independently with text for increasing periods of time	

Jnit 2		Correlation—Teacher's Guide
	nsion skills: listening, speaking, reading, writing, and thinkin levelop and deepen comprehension of increasingly complex	
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	p. 3, p. 37
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	p. 20, p. 25, p. 44, p. 49, p. 57, p. 62, p. 69, p. 73
TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	p. 44, p. 49
TEKS 1.6.D	create mental images to deepen understanding with adult assistance	
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance	p. 32, p. 37, p. 57, p. 62, p. 83, p. 88, p. 97, p. 101, p. 109, p. 110, p. 121
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	p. 32, p. 37, p. 109, p. 113
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	p. 69, p. 73, p. 83, p. 88, p. 95, p. 97, p. 101, p. 124, p. 128
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	p. 69, p. 72, p. 124, p. 128
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
	skills: listening, speaking, reading, writing, and thinking usin riety of sources that are read, heard, or viewed. The student	
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	write brief comments on literary or informational texts	
TEKS 1.7.C	use text evidence to support an appropriate response	p. 109, p. 113
TEKS 1.7.D	retell texts in ways that maintain meaning	p. 81, p. 83, p. 95
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	p. 20, p. 30, p. 32, p. 43, p. 44, p. 55, p. 57, p. 68, p. 69, p. 79, p. 97, p. 107, p. 109, p. 110, p. 121, p. 124, p. 125, p. 134
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	p. 5, p. 9, p. 20, p. 23, p. 97, p. 107, p. 139, p. 140
recognizes and	enres: listening, speaking, reading, writing, and thinking usin d analyzes literary elements within and across increasingly o v texts. The student is expected to:	
TEKS 1.8.A	discuss topics and determine theme using text evidence with adult assistance	
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	

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TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	
TEKS 1.8.D	describe the setting	
and analyzes ge	res: listening, speaking, reading, writing, and thinking usi nre-specific characteristics, structures, and purposes wi classical, and diverse texts. The student is expected to:	
TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	p. 124, p. 134
TEKS 1.9.C	discuss elements of drama such as characters and setting	
(D) recognize ch	naracteristics and structures of informational text, includ	ing:
TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	p. 5, p. 11, p. 17, p. 18, p. 139, p. 140, p. 141
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	p. 5, p. 17, p. 18, p. 140
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	p. 5, p. 17, p. 69, p. 79
TEKS 1.9.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.F	recognize characteristics of multimodal and digital texts	
inquiry to analyz	rpose and craft: listening, speaking, reading, writing, and the set the authors' choices and how they influence and commit plies author's craft purposefully in order to develop his or	unicate meaning within a variety of texts. The student
TEKS 1.10.A	discuss the author's purpose for writing text	p. 5, p. 17, p. 18
TEKS 1.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 1.10.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	discuss how the author uses words that help the reader visualize	
TEKS 1.10.E	listen to and experience first- and third-person texts	p. 5, p. 11, p. 15
	n: listening, speaking, reading, writing, and thinking using recursively to compose multiple texts that are legible and	
TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	p. 5, p. 17
	fts into a focused, structured, and coherent piece of writi	na hu

Unit 2		Correlation—Teacher's Guide	
TEKS 1.11.B.i	organizing with structure	p. 20, p. 30, p. 32, p. 43, p. 44, p. 55, p. 57, p. 68, p. 69, p. 79	
TEKS 1.11.B.ii	developing an idea with specific and relevant details		
TEKS 1.11.C	revise drafts by adding details in pictures or words		
(D) edit drafts us	sing standard English conventions, including:		
TEKS 1.11.D	edit drafts using standard English conventions		
TEKS 1.11.D.i	complete sentences with subject-verb agreement		
TEKS 1.11.D.ii	past and present verb tense		
TEKS 1.11.D.iii	singular, plural, common, and proper nouns		
TEKS 1.11.D.iv	adjectives, including articles		
TEKS 1.11.D.v	adverbs that convey time		
TEKS 1.11.D.vi	prepositions		
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases		
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun "I"		
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences		
TEKS 1.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance		
TEKS 1.11.E	publish and share writing		
	n: listening, speaking, reading, writing, and thinking using and craft to compose multiple texts that are meaningful. T		
TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry		
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	p. 5, p. 17, p. 20, p. 30, p. 32, p. 43, p. 44, p. 55, p. 57, p. 68, p. 69, p. 79	
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters		
	research: listening, speaking, reading, writing, and thinkin sustained recursive inquiry processes for a variety of purp		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance		
TEKS 1.13.B	develop and follow a research plan with adult assistance		
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance		

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Unit 2		Correlation—Teacher's Guide
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

Unit 2		Correlation—Teacher's Guide
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 1.A	use prior knowledge and experiences to understand meanings in English	p. 10
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	p. 134
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	p. 134
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	p. 72
ELPS 1.F	use accessible language and learn new and essential language in the process	p. 17
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	

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Unit 2		Correlation—Teacher's Guide
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	p. 17, p. 128
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	p. 24, p. 47, p. 63
awareness of dit and all content a in speaking. In o instruction deliv	ular second language acquisition/speaking. The ELL speaks fferent language registers (formal/informal) using vocabula areas. ELLs may be at the beginning, intermediate, advanced order for the ELL to meet grade-level learning expectations a vered in English must be linguistically accommodated (commut's level of English language proficiency. The student is expe	ry with increasing fluency and accuracy in language arts d, or advanced high stage of English language acquisition across the foundation and enrichment curriculum, all municated, sequenced, and scaffolded) commensurate
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	p. 10, p. 28, p. 35, p. 43, p. 53, p. 66, p. 77, p. 86, p. 95, p. 105, p. 112, p. 134

Unit 2		Correlation—Teacher's Guide
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	p. 107
ELPS 3.E	share information in cooperative learning interactions	p. 35
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	p. 61, p. 128
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and gradeappropriate academic topics	p. 93, p. 100, p. 121
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
increasing level of high stage of Eng foundation and e sequenced, and s	alar second language acquisition/reading. The ELL reads a of comprehension in all content areas. ELLs may be at the glish language acquisition in reading. In order for the ELL tenrichment curriculum, all instruction delivered in English scaffolded) commensurate with the student's level of Engle student expectations apply to text read aloud for studer ted to:	beginning, intermediate, advanced, or advanced to meet grade-level learning expectations across the must be linguistically accommodated (communicated, lish language proficiency. For kindergarten and grade
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing soundletter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	

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Unit 2		Correlation—Teacher's Guide
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	p. 17
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	p. 10; p. 15, p. 41, p. 119, p. 127
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and gradelevel needs	

#### Unit 2

#### Correlation—Teacher's Guide

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

0 0	5 ,	•
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	p. 31, p. 55, p. 68, p. 79
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

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