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|  | Lesson Plans for Nestle Collection |
| | The Human Body (Level 1, PreK-2) |
| | Reading Is Fundamental |
| | Books Supported: <ul style="list-style-type: none"> • <i>Eyes, Nose, Fingers, and Toes</i> by Judy Hindley • <i>My Five Senses</i> by Alike • <i>Parts</i> by Tedd Arnold • <i>The Ear Book</i> by Al Perkins • <i>The Heart</i> by Seymour Simon • <i>The Magic School Bus Inside the Human Body</i> by Joanna Cole and Bruce Degan • <i>What If You Had Animal Teeth?</i> by Sandra Markle • <i>Why I Sneeze, Shiver, Hiccup, and Yawn</i> by Melvin Berger |

INTRODUCTION

From the time they are born, children begin exploring and learning about their bodies. Preschool children are experiencing growing independence and are excited to learn "All About Me," and all about the exciting things their bodies can do, while early elementary children are ready to begin learning about how their bodies work. At any age, The Human Body is a fascinating topic. This lesson plan will provide general information for the collection and then book-specific information below.

Here are some examples of classroom activities to support students' learning.

- Create a word wall of vocabulary from the unit. For pre-readers, include pictures that can be easily detached from and reattached to the wall. As you review vocabulary, ask students to help you match the pictures with the words.
- Set up a "The Human Body Literacy Center" in your classroom. Include books from this collection, other books about the human body, and fact sheets about healthy development, the common cold, and other topics from your local pediatrician or school nurse. You might also choose to include grade-level appropriate models and diagrams of various parts of the body.
- Have the children lie down on large sheets of butcher paper. Trace the children's bodies. Let them decorate and label their tracings with age appropriate levels of complexity. For example, preschoolers can label eyes and ears, while elementary schoolers may be ready to add systems such as the circulatory and nervous systems.
- Invite your school nurse to talk about the human body with your students. Children will love interacting with an expert on the topic.
- Use toy doctor kits to allow the children to engage in imaginative play. They can give each other check-ups, identifying key parts of the body.

Materials List

- sentence strips
- books about the human body
- fact sheets from your pediatrician or school nurse
- butcher paper
- markers and crayons
- toy doctor's kit

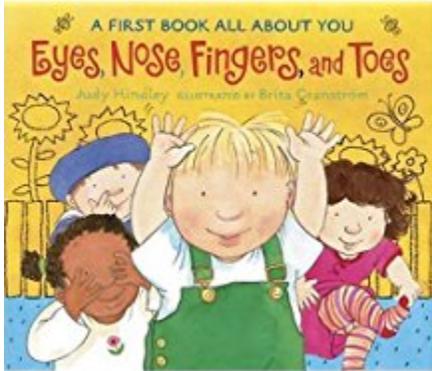
General Objectives for The Human Body Lessons

Students will:

- identify and understand the five senses.
- identify various parts of the human body and describe what those parts do.
- identify main idea and supporting details in multiparagraph informational texts.
- read and understand diagrams of the human body.
- read and understand key vocabulary from The Human Body unit.

BOOK-SPECIFIC LESSON PLAN 1

Using *Eyes, Nose, Fingers, and Toes* by Judy Hindley with The Human Body Level I Lesson Plan



Eyes, Nose, Fingers, and Toes by Judy Hindley (Candlewick, 1999) contains simple rhyming text that describes the various parts of the body. It is ideal for exploring with young children in a circle time or shared reading setting and can be used as an action rhyme.

Objectives

Students will:

- point to and identify various parts of the body
- understand, in simple terms, what each part of the body does (ex. eyes see)

CCSS Alignment

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.K.5 Identify the front cover, back cover, and title page of a book

RL.K.10 Actively engage in group reading activities with purpose and understanding.

NGSS Alignment (None)

Pre-Reading Activities: You can use this book as part of an "All About Me" unit. Tell the class you're going to learn about a very interesting topic—ourselves! In circle time, talk about the parts of the body and have students point to different parts. Ask if they know what these parts do (eyes see, ears hear, etc.) Sing songs like "Head and Shoulders, Knees and Toes," and other action rhymes to get students used to pointing to various parts of their bodies.

Look at the front cover together. Read the title, author, and illustrator to students. Tell students to get ready to point to body parts and move their bodies.

Reading: This book is most appropriate for the PreK level, so the majority of your students will be pre-readers. Use this book during circle time, and encourage the children to use hand and body motions while you read. Read once to show them the motions (which can be as simple as

pointing to or moving various parts of the body), then read again so that students can participate fully. This would be an ideal book to read each day as part of an "All About Me" unit, and the final lines encourage students to calm down for the rest of circle time.

Post-Reading:

Post-Reading Comprehension Questions:

- What do our eyes do? (see, look)
- What does our nose do? (smell, sniff)
- What do our ears do? (hear, listen)
- What do our mouths, tongue, and teeth do? (yawn, talk, sing)
- What do our lips do? (kiss, whistle, blow, smile)
- What do our hands do? (hold, pat, clap)
- What do our legs do? (kick, skip, hop)
- What do our feet do? (stomp, walk)
- You and your students may think of other examples.

Class Activities: Ask students to point to various parts of their bodies and describe what they do. Continue to use other action rhymes to have students demonstrate their understanding.

Help students trace their hands. Then list numbers 1-10 on each of their fingers for combined counting practice and reading comprehension.

Help students trace their whole bodies on butcher paper and label the parts.

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| ABOUT THIS TITLE |
| Lexile: 400L |
| Interest Level: 2-5 years |
| Reading Level: PreK-Kindergarten |
| Themes Nonfiction, Education, The Human Body, The Five Senses, Affection |

Word List:**Category Vocabulary:**

| | |
|--------------------|---|
| Eyes | Used for seeing |
| Nose | Used for smelling |
| Ears | Used for hearing |
| Mouth | Used for eating and talking |
| Tongue | Used for tasting |
| Heart | A muscle that pumps blood throughout your body |
| Teeth | In your mouth, used for chewing |
| Circulatory system | The system, including the heart, blood vessels, and arteries, that pumps blood throughout your body |
| Nervous system | The system, including the brain, spinal cord, and nerves, that sends messages throughout your body |

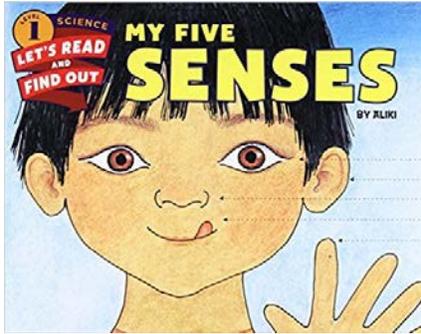
Book-specific Vocabulary:

| | |
|-----------|-----------------------------------|
| Eyes | see and look |
| Nose | Sniffs and smells |
| Ears | Listen and hear |
| Tongue | Talks and tastes |
| Mouth | Yawns and laughs |
| Lips | Smile and kiss |
| Neck | Between your head and shoulders |
| Shoulders | wriggle |
| Back | Stretches up tall, curls up small |
| Arms | Reach and stretch up and down |

| | |
|---------|------------------------------------|
| Hands | Hold, pat, and clap |
| Fingers | On your hands—Count to ten! |
| Toes | On your feet—Count to ten again! |
| Legs | Leap, jump, dance, kick, skip, hop |
| Feet | Stomp |
| Knees | Bend |
| Hug | A friendly squeeze with your arms |

BOOK-SPECIFIC LESSON PLAN 2

Using *My Five Senses* by Aliko with The Human Body Level I Lesson Plan



My Five Senses by Aliko (Harper, 1962, 1989) is an informational book that describes what the five senses do and how we use them. It also answers the question of why our senses are important—they make us aware of the world around us.

Objectives

Students will:

- identify the five senses and name the function of each
- give examples of how we use the five senses
- explain why the five senses are important

CCSS Alignment

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

NGSS Alignment

1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.

Pre-Reading Activities: Talk with children about how we get information from the world around us (seeing, hearing, tasting, touching, smelling). Tell children that we get information through our five senses.

Look at the book cover and read the title together. Open to the title page and discuss the illustrations. Note how the child on the title page is pointing to eyes, ears, nose, tongue, and fingers to indicate the five senses

Reading: Read the book aloud to your class. Ask the students to listen and count each of the five senses on their fingers as you read. Stop at pages 12-13 to make sure every student is holding up five fingers. Review by holding up your fingers, one at a time, and saying "I see, I hear, I taste, I smell, I touch."

Provide students with a list of questions to think about as you read.

What are the five senses? (sight, hearing, taste, touch, smell)

Why are the five senses important? (They make us aware of the world around us.)

Post-Reading:

Post-reading Comprehension Questions:

What is the main topic of the book? (the five senses)

What part of the body lets us use each sense? (sight—eyes, hearing—ears, taste—tongue, touch—fingers and skin, smell—nose)

How many senses did we use to read this book? (sight, hearing)

What is the purpose of our senses? (to make us aware of the world around us)

Class Activities: With younger children, make a large chart on the board or on butcher paper. Label five columns, one for each of the five senses, like the frontispiece in the book. Let students cut (or choose pre-cut) pictures out of magazines to place in each column. (For example, a picture of a cake could go under taste. Of course, we can also see and smell a cake, so discuss with the students how we often use more than one sense at a time.)

Provide opportunities for students to explore the five senses. Try turning the lights off and on to demonstrate that we need light to see. Make or pre-record various sounds and ask students to guess what they're hearing. Provide a touch tray with items of varying textures. Give students the opportunity to taste small pieces of salty, sour, sweet, and bitter foods. Provide different items for students to smell.

Ask older children to look again at pages 14-25. As a class, in small groups, or independently, construct a similar sentence that describes an activity and lists the senses we use to complete it.

If you've had the students make tracings of their bodies and label the parts, they can now add labels to show which body parts they use for each of the five senses (For example, label eyes "sight.")

Talk about what it means to be aware of the world around us.

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| ABOUT THIS TITLE |
| Lexile: 490 |
| Interest Level: 4-8 years |
| Reading Level: PreK-3 |
| Themes Nonfiction, Education, The Human Body, The Five Senses, Daily Activities |

Word List:**Category Vocabulary:**

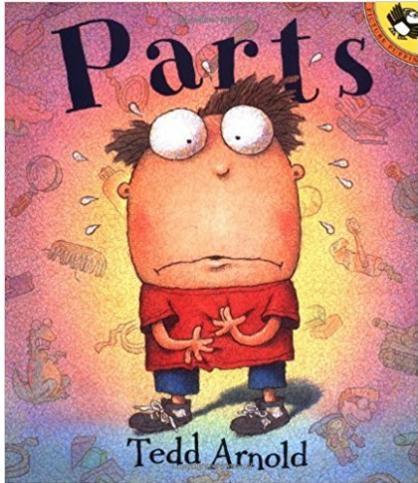
| | |
|--------------------|---|
| Eyes | Used for seeing |
| Nose | Used for smelling |
| Ears | Used for hearing |
| Mouth | Used for eating and talking |
| Tongue | Used for tasting |
| Heart | A muscle that pumps blood throughout your body |
| Teeth | In your mouth, used for chewing |
| Circulatory system | The system, including the heart, blood vessels, and arteries, that pumps blood throughout your body |
| Nervous system | The system, including the brain, spinal cord, and nerves, that sends messages throughout your body |

Book-specific Vocabulary:

| | |
|-------------|---|
| Five senses | What our bodies use to make us aware of the world around us |
| Aware | To know what is going on around us |
| Sight | The sense that allows us to see |
| Hearing | The sense that allows us to hear |
| Taste | The sense that allows us to taste |
| Touch | The sense that allows us to feel |
| Smell | The sense that allows us to smell |

BOOK-SPECIFIC LESSON PLAN 3

Using *Parts* by Tedd Arnold with The Human Body Level I Lesson Plan



Parts by Tedd Arnold (Penguin-Puffin, 1997) is a rhyming picture book that describes all the things that come out of and off of our bodies. This fictional story of a little boy who thinks he's falling apart makes use of the "gross-out" factor to get children's attention.

Objectives

Students will:

- summarize the story, including the primary conflict and its resolution
- use examples from the text and illustrations to describe the main character's emotions

CCSS Alignment

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story the illustration depicts).

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RL.1.1 Ask and answer questions about key details in a text.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7 Use illustrations and details in a story to describe its characters, settings, or events.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.4 Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment (None)

Pre-Reading Activities: While this book mentions various parts of the human body in passing, it doesn't go into detail about how those parts function, so this book would be best used as a supplementary, fun book to read with the class after the students have had a more formal introduction to the human body.

Tell the students that now that you've studied some parts of the human body, you're going to talk about some other parts—the parts that don't stay with us.

Look at the front cover and read the title and author-illustrator's name.

Ask the students, "How do you think this character is feeling?" (anxious, worried, scared, nervous)

Reading: This book is an ideal read aloud selection no matter your students' grade level. The rhyming text and characterization provide great opportunities for teachers to model fluency and expression. Students will enjoy the "gross" factor in the book, but they will also enjoy having superior knowledge to the main character. Even the youngest students will have experienced losing hair in a hairbrush, having their ears cleaned, and wiping their noses. They know they're not falling apart, but the character doesn't, and this will give them a chance to feel like experts.

Be sure to make connections between the illustrations and text throughout. How do students think the narrator is feeling? As he grows more panicked throughout the book, and then calms down, but remains suspicious, talk about how the author-illustrator conveys those feelings.

Provide students with questions to think about as you read:

Why does the main character think he is falling apart? (Gross things are coming out of and off of his body.)

What is his solution? (Taping himself together with masking tape)

How does he find out that what's happening is perfectly normal? (His parents tell him.)

Post-Reading:

Post-reading Comprehension Questions:

Talk about the things the main character lost from his body. Where did they come from? (Examples: hair fell out of his head, skin peeled off his toes, a tooth wiggled out of his gums)

How did he try to solve the problem? (He wrapped himself in masking tape.)

How was his problem resolved? (His parents told him this is all perfectly normal.)

Do you think the main character really believes his parents? Why or why not? (Answers will vary.)

Class Activity: Talk about daily hygiene practices like bathing, cleaning our ears, brushing our teeth, and combing our hair. You might make connections to other categories in the Nestle Collection by talking about why we lose teeth (Dental Hygiene) and wash our hands regularly (Hygiene).

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| ABOUT THIS TITLE |
| Lexile: NP (Not Prose. Not eligible for a Lexile measure.) |
| Interest Level: 3-7 years |
| Reading Level: PreK-2 |
| Themes Fiction, Rhyming Text, Education, The Human Body, Hygiene, Daily Activities |

Word List:**Category Vocabulary:**

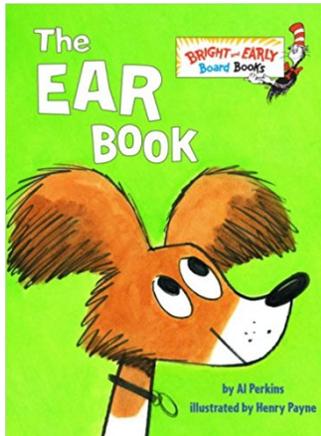
| | |
|--------------------|---|
| Eyes | Used for seeing |
| Nose | Used for smelling |
| Ears | Used for hearing |
| Mouth | Used for eating and talking |
| Tongue | Used for tasting |
| Heart | A muscle that pumps blood throughout your body |
| Teeth | In your mouth, used for chewing |
| Circulatory system | The system, including the heart, blood vessels, and arteries, that pumps blood throughout your body |
| Nervous system | The system, including the brain, spinal cord, and nerves, that sends messages throughout your body |

Book-specific Vocabulary:

| | |
|-------|--|
| Hair | Falls out in a comb—yikes! |
| Skin | Covers your whole body—flakes off! |
| Toes | On the ends of your feet—might be stinky! |
| Brain | Tells your whole body what to do—but will not really come out your nose! |
| Tooth | In your mouth—might be loose! |

BOOK-SPECIFIC LESSON PLAN 4

Using *The Ear Book* by Al Perkins with The Human Body Level I Lesson Plan



The Ear Book by Al Perkins (Random House, 1968) is part of the Bright and Early Books for Beginning Readers series. It uses a restricted vocabulary and illustrations with clear clues about the text to tell a humorous story about everything a boy and his dog hear with their ears.

Objectives

Students will:

- recognize and read sight words from the book
- identify the sense of "hearing" as the main topic of the book
- provide examples from the book of everything our ears can hear

CCSS Alignment

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.5 Recognize common types of texts (e.g. storybooks, poems).

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RL.1.1 Ask and answer questions about key details in a text.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.2.4 Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment (None)

Pre-reading Activities: If you have already introduced the concept of the five senses, review those concepts briefly. Show the students the cover of the book, read the title, author, and

illustrator and ask them to predict which sense they will be reading about based on this information.

Reading: Bright and Early Books for Beginning Readers are designed for emergent readers who are ready to begin reading on their own with a little guidance. Discuss the sight words from the list with your class, and read the book aloud. To encourage understanding and engagement, have students do the motions where appropriate. (For example, students can clap on "Clap, clap, clap!" and tap their feet on "Tap, tap, tap!")

Project the pages onto the board so that your students can read the repeated sight words along with you.

Provide students with a list of questions to think about as you read.

Which groups of words rhyme? (drop/pop, toot/flute, snore/door, drum/gum, clap/snap/tap, plane/train/rain)

What are some things the boy and his dog hear? (Answers will vary, but should come from the book.)

Post-Reading:

Post-reading Comprehension Questions:

Which of the five senses is this book about? (hearing)

What happens in this book? (A boy and his dog hear different sounds)

Class Activities: Emphasize the idea that we hear with our ears. Ask students to think about other sounds they hear. (Car horns "beep." Dogs "bark.") Add the student-generated sound words to your word list for the book.

To connect this book to the other four senses, ask students to imagine what a book called "The Eye Book" or "The Nose Book" would include. You can limit this to discussion, or you can create the books in class.

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| ABOUT THIS TITLE |
| Lexile: NP (Not Prose. Not eligible for a Lexile measure.) |
| Interest Level: 2-7 |
| Reading Level: PreK-2 |
| Themes Fiction, Rhyming Text, Education, The Human Body, Hearing, Daily Activities, Emergent Readers, Sight Words |

Word List:

Category Vocabulary:

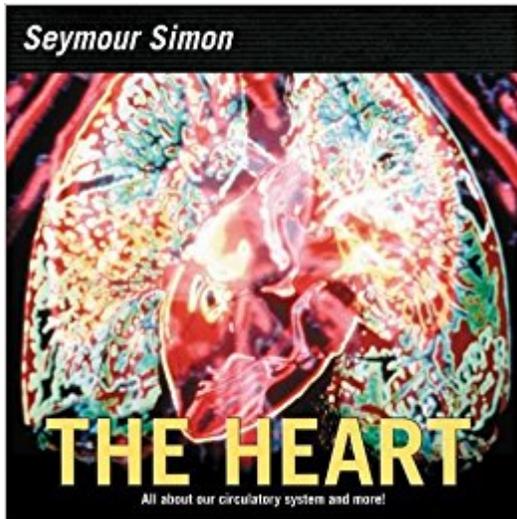
| | |
|--------------------|---|
| Eyes | Used for seeing |
| Nose | Used for smelling |
| Ears | Used for hearing |
| Mouth | Used for eating and talking |
| Tongue | Used for tasting |
| Heart | A muscle that pumps blood throughout your body |
| Teeth | In your mouth, used for chewing |
| Circulatory system | The system, including the heart, blood vessels, and arteries, that pumps blood throughout your body |
| Nervous system | The system, including the brain, spinal cord, and nerves, that sends messages throughout your body |

Book-specific Sight Words:

our, ears, hear, drop, pop, toot, boom, clap, snap, tap

BOOK-SPECIFIC LESSON PLAN 5

Using *The Heart* by Seymour Simon with The Human Body Level I Lesson Plan



The Heart by Seymour Simon (Harper, 1996) is a complex, multiparagraph nonfiction book about the circulatory system. The author uses comparisons with familiar objects and concepts to help students understand new information. Illustrations and diagrams help students to understand the role of the heart and circulatory system in the body. In addition to describing the heart and circulatory system, the author briefly discusses diseases of the circulatory system and how they are treated.

Objectives

Students will:

- identify the main topic of the book
- identify the author's purpose for writing
- identify key details
- use a glossary to reinforce understanding of new vocabulary
- use new vocabulary to explain the parts of the circulatory system and how the circulatory system works

CCSS Alignment

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words or phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment (None)

Pre-Reading: Discuss what students already know about the heart and circulatory system. If you can, obtain a model of the heart. (Try doctors' offices, your school nurse, or a high school biology department.)

Prepare students to read a challenging text by reviewing strategies for reading an informational paragraph. Make a worksheet for students to use as they read; include places to list main ideas, supporting details, and new vocabulary.

Reading: This book is most appropriate for students in the upper level of the Level I age range, and it is likely to be a challenging text even for many of these students. Thus, this text will be very useful for teaching reading comprehension strategies.

Make the book available for students to read independently over the course of several days.

In addition to the worksheet for listing main ideas, supporting details, and new vocabulary, provide students with a list of questions to guide their reading.

What is the main topic of this book? (the heart and circulatory system)

What is the main purpose of this book? (to explain how the heart and circulatory system work)

What are the parts of the circulatory system? Look on page 6 to find the answer. (the heart, blood, and web of blood vessels)

What four elements make up our blood? Look on page 11 to find the answer. (red cells, white cells, platelets, and plasma)

What does blood carry throughout the body? Look on pages 14-17 to find the answer. (carries oxygen and nutrients to all parts of the body and transports wastes)

_____ carry blood away from the heart, while _____ carry blood toward the heart. Look on pages 14 and 18 to find the answer. (arteries, veins)

_____ circulation carries blood to the lungs, while _____ circulation carries blood to the rest of the body. Look on page 22 to find the answer. (pulmonary, systemic)

What part of the heart regulates the pulse rate? Look on page 22 to find the answer. (sinoatrial node)

What do white blood cells do? Look on page 24 to find the answer. (fight disease)

What do platelets do? Look on page 26 to find the answer. (form blood clots to help wounds heal)

What are some diseases of the circulatory system? Look on page 28 to find the answer. (angina, heart attack, stroke)

Post-Reading:

Post-reading Comprehension Activity:

After all students have had a chance to read the book and answer the questions in the Reading section above, go over the answers as a class. Using the answers, construct a paragraph together that summarizes the information in the book.

Class Activity: Help students relate the reading to their own experience by showing them how to find their pulses and calculate their own heart rates.

ABOUT THIS TITLE

Lexile: 1030

Interest Level: 4-10 years

Reading Level: K-4th Grade

Themes

Nonfiction, Education, The Human Body, The Heart, The Circulatory System, Health and Disease

Word List:**Category Vocabulary:**

| | |
|--------------------|---|
| Eyes | Used for seeing |
| Nose | Used for smelling |
| Ears | Used for hearing |
| Mouth | Used for eating and talking |
| Tongue | Used for tasting |
| Heart | A muscle that pumps blood throughout your body |
| Teeth | In your mouth, used for chewing |
| Circulatory system | The system, including the heart, blood vessels, and arteries, that pumps blood throughout your body |
| Nervous system | The system, including the brain, spinal cord, and nerves, that sends messages throughout your body |

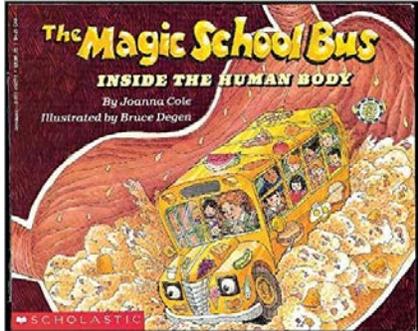
Book-specific Vocabulary: (definitions adapted or copied from the glossary on the back cover)

| | |
|-----------------|--|
| Angina | Chest pain caused by a lack of oxygen to the heart |
| Artery | A blood vessel that carries blood away from the heart |
| Atrium | A chamber of the heart that receives blood from the veins |
| Capillaries | Tiny blood vessels that form a network between arteries and veins |
| Plasma | A watery liquid that makes up much of your blood |
| Red blood cells | The blood cells that transport oxygen in a substance called hemoglobin |

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|-------------------|---|
| Sinoatrial node | Regulates the heartbeat |
| Valve | A portal between the chambers of the heart |
| Vein | A vessel that carries blood to the heart |
| Ventricle | A chamber of the heart that pumps blood into the arteries |
| White blood cells | The blood cells that help destroy bacteria and fight off infections |

BOOK-SPECIFIC LESSON PLAN 6

Using *The Magic School Bus: Inside the Human Body* with The Human Body Level I Lesson Plan



The Magic School Bus: Inside the Human Body by Joanna Cole (Scholastic, 1989) is a complex but entertaining informational text that presents information about the human body through the story of a fictional field trip the iconic Ms. Frizzle and her students take through the body of their classmate, Arnold.

Objectives

Students will:

- identify the main topic
- identify the author's purpose for writing
- learn and understand new vocabulary
- make connections between different scientific processes in the body
- describe the various settings
- use text features to locate facts and information

CCSS Alignment

RL.1.1 Ask and answer questions about key details in a text.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.7 Use illustrations and details in a story to describe its characters, settings, or events.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.8 Identify the reasons an author gives to support points in a text.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words or phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment (None)

Pre-Reading Activities: Some students may have encountered *The Magic School Bus* series before, but it may be unfamiliar to some, so take a moment to introduce the idea. Talk to students about differentiating fact from fiction in the text. Ms. Frizzle and her students are fictional characters, and it's not really possible to go on a field trip through the human body, but the information about the body is factual.

Talk about where you might go and what you might see inside the human body.

Reading: There are three levels of text in this book. There is the primary narrative, which lends itself to reading aloud. Try reading this narrative aloud first to introduce the students to the text and to the concept of a *Magic School Bus* book. Then make the book available for students read the second and third types of text (the comic book style illustrations with dialogue and thought bubbles and the sidebars styled as Ms. Frizzle's students' work) to themselves.

Provide students with a list of questions to think about as they read.

Who are the characters in the story? (Ms. Frizzle, Arnold, and the other students)

Where does the story take place? (at school, on a field trip, and inside Arthur's body)

How does the Magic School Bus get inside Arthur's body? (down the esophagus)

What parts of the inside of Arthur's body do the kids and Ms. Frizzle explore? (esophagus, stomach, intestines, blood, heart, lungs, brain, muscles, nose)

How does the Magic School Bus get out of Arthur's body? (He sneezes it out through his nose.)

What do the children do at school after their field trip? (They make a model of the human body.)

Post-reading:

Questions for Post-Reading Comprehension:

Review the students' answers to the questions above, then discuss these questions as a class.

What is the main topic that Ms. Frizzle and her class are studying? (the human body)

What is the author's purpose for writing? (to describe different parts of the human body and how they work)

Class Activities:

Ask students to use the sidebars as a guide to create their own report for Ms. Frizzle. Assign each student a word from the vocabulary list above and have them use the book to create a page with a drawing and a brief description. Check these for accuracy and display them in the classroom where all the students can read and review them.

As a class, create a chart of the human body like the one on pages 34-35.

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| ABOUT THIS TITLE |
| Lexile: 730 |
| Interest Level: 6-9 years |
| Reading Level: 1 st -3 rd Grade |
| Themes Informational Text, Education, The Human Body, Teachers, School, Field Trips, The Heart, Circulatory System, Digestive System, Respiratory System, Nervous System |

Word List:**Category Vocabulary:**

| | |
|--------------------|---|
| Eyes | Used for seeing |
| Nose | Used for smelling |
| Ears | Used for hearing |
| Mouth | Used for eating and talking |
| Tongue | Used for tasting |
| Heart | A muscle that pumps blood throughout your body |
| Teeth | In your mouth, used for chewing |
| Circulatory system | The system, including the heart, blood vessels, and arteries, that pumps blood throughout your body |
| Nervous system | The system, including the brain, spinal cord, and nerves, that sends messages throughout your body |

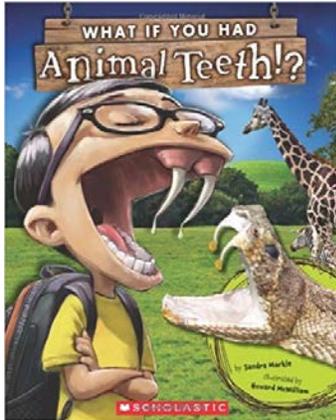
Book-specific Vocabulary: (definitions adapted or copied from the book)

| | |
|-----------------|---|
| Cells | Trillions of tiny pieces that make up your body |
| Digestion | Your body's process of breaking food down into smaller and smaller parts |
| Taste buds | Small bumps on your tongue that detect different flavors |
| Esophagus | A muscular tube leading from your mouth to your stomach |
| Stomach | Where food is broken down by digestive juices |
| Small intestine | Where food is broken down into molecules small enough for the body to use |
| Large intestine | Where waste products are removed from your body |
| Villi | Tiny "fingers" in the small intestine that take |

| | |
|-------------------|--|
| | food into the blood vessels |
| Blood vessels | Tubes that carry blood |
| Plasma | A yellowish fluid that carries blood cells |
| Red blood cells | Carry oxygen from the lungs all over the body |
| White blood cells | Destroy bacteria, diseases, and germs |
| Platelets | Help stop the bleeding when you are injured |
| Heart | The pump that sends blood all over your body |
| Chambers | Hollow spaces in the heart that pump blood |
| Lungs | Where red blood cells go to pick up more oxygen |
| Oxygen | A gas our bodies need |
| Carbon Dioxide | A waste gas |
| Circulate | To go around in a circle. Your blood does this. |
| Cerebral Cortex | The outer layer of the brain that controls thinking, moving, and the five senses |
| Cerebellum | The part of the brain that helps your muscles work together |
| Brain Stem | The part of the brain that controls heartbeat and breathing |
| Spinal Cord | Connects the brain and the other nerves in the body |
| Nerves | Carry messages throughout the body |
| Muscles | Move your bones and move other things throughout your body |
| Kidneys | Clean your blood and make urine |
| Bladder | Stores urine |
| Liver | Stores vitamins and destroys poisons |
| Bile | A fluid produced by the liver that helps digest fatty foods |

BOOK-SPECIFIC LESSON PLAN 7

Using *What If You Had Animal Teeth?* by Sandra Markle with The Human Body Level I Lesson Plan



What If You Had Animal Teeth? by Sandra Markle (Scholastic, 2013) asks students to imagine what would happen if various kinds of animal teeth grew in the place of their lost two front baby teeth. Various kinds of animal teeth and their functions are described before the author concludes that this won't happen and describes how permanent teeth replace baby teeth in humans.

Objectives

Students will:

- describe various kinds of animal teeth mentioned in the book
- make connections between the types of animal teeth mentioned and their functions
- explain the process by which humans lose baby teeth and grow permanent adult teeth
- understand the basics of dental hygiene

CCSS Alignment

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.8 Identify the reasons an author gives to support points in a text.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Pre-Reading Activities: Talk about teeth. Chances are that at least some of your students have lost baby teeth and have experienced growing a new tooth. Some of your students may even be missing their two front teeth.

Examine the front cover and read the title with students. Imagine with students what kind of animal teeth would be most useful. Introduce new vocabulary students will encounter.

Reading: Read the book aloud to your class and make it available for students to look at on their own in the literacy center.

Provide students with a list of questions to think about as you read.

Describe how each animal's teeth are designed to perform a specific job. (Emphasize the connection between form and function as you read.)

What do humans use our teeth for? (biting, chewing, talking)

How and why do humans lose baby teeth and grow adult teeth? (See the process on page 30.)

What are three ways we can care for our teeth? (brushing, flossing, avoiding fizzy drinks and sugary foods)

Post-Reading:

Post-reading Comprehension Questions:

What is the main idea of the book? (We have the kind of teeth we need to do the jobs we need to do.)

What are some different kinds of animal teeth? (teeth, tusks, fangs)

Why is it important to take care of your permanent teeth? (You only get one set. They must last your whole life.)

Class Activities: If your students are writing, have each student write a paragraph about which type of animal teeth they would most like to have and why. If your students are not writing yet, talk about it as a class and make a chart showing how many students would choose each kind of tooth.

As a class, make a list of "Tooth Rules" or ways to take care of your teeth.

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| ABOUT THIS TITLE |
| Lexile: AD610L |
| Interest Level: 4-8 years |
| Reading Level: PreK-3 rd Grade |
| Themes Informational Text, Education, The Human Body, Animals, Teeth, Animal Teeth, Growth and Development |

Word List:**Category Vocabulary:**

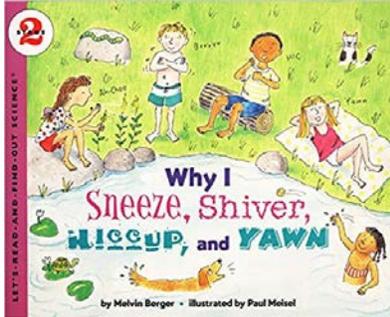
| | |
|--------------------|---|
| Eyes | Used for seeing |
| Nose | Used for smelling |
| Ears | Used for hearing |
| Mouth | Used for eating and talking |
| Tongue | Used for tasting |
| Heart | A muscle that pumps blood throughout your body |
| Teeth | In your mouth, used for chewing |
| Circulatory system | The system, including the heart, blood vessels, and arteries, that pumps blood throughout your body |
| Nervous system | The system, including the brain, spinal cord, and nerves, that sends messages throughout your body |

Book-specific Vocabulary:

| | |
|-----------------|---|
| Teeth | Found in your mouth and used for biting, chewing, and talking |
| Tusks | Narwhals and elephants have this type of teeth |
| Fangs | Sharp, needle-like teeth |
| Gums | Flesh that holds your teeth in place |
| Tooth buds | New, growing teeth |
| Crown | The top of the tooth |
| Roots | The bottom of the tooth |
| Baby teeth | Your first set of teeth. They fall out. |
| Permanent teeth | Your second and last set of teeth. |

BOOK-SPECIFIC LESSON PLAN 8

Using *Why I Sneeze, Shiver, Hiccup, and Yawn* by Melvin Berger with The Human Body Level I Lesson Plan



Why I Sneeze, Shiver, Hiccup, and Yawn by Melvin Berger (HarperCollins, 1983) is a book about how the nervous system controls reflex actions. It is written for children in the primary grades.

Objectives

Students will:

- identify the main topic
- identify the author's purpose
- define "reflexes" and give some examples
- explain, using new vocabulary, how the nervous system works

CCSS Alignment

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words or phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NGSS Alignment (None)

Pre-Reading Activities: Talk about reflex actions. Explain that these are things our bodies do automatically. Look at the front cover and read the title. Sneezes, shivers, hiccups, and yawns are all reflex actions. Think about why our bodies might do these things.

Reading: After introducing new vocabulary, read this book as a class, making connections between the text and the illustrations.

Provide students with a list of questions to think about as you read.

What is a reflex? (a fast, involuntary action controlled by the nervous system)

What are the two main parts of the nervous system? (brain and spinal cord, nerves)

What does the nervous system do? (carry messages)

Why do we sneeze? (to blow dust or dirt out of our noses or mouths)

Why do we hiccup? (no one really knows)

Why do we shiver? (to warm up)

Why do we yawn? (to get more oxygen, which makes us feel less sleepy)

Where else can we see reflexes? (pupils, patellar reflex, plantar reflex)

Post-Reading:

Post-reading Comprehension Questions:

What is the main topic of this book? (Reflexes)

What bodily system is this book most concerned with? (the nervous system)

What is the author's main purpose for writing? (to explain how the nervous system controls reflex actions)

Class Activity: Conduct one or two of the experiments described on pages 24-25, 28-29, and 33 to reinforce the idea that reflexes are involuntary actions. Make a list of all the reflexes listed in the book. See how many more you can list.

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| ABOUT THIS TITLE |
| Lexile: 480L |
| Interest Level: 5-9 years |
| Reading Level: K-3 rd Grade |
| Themes Informational Text, Education, The Human Body, Reflexes, The Nervous System |

Word List:**Category Vocabulary:**

| | |
|--------------------|---|
| Eyes | Used for seeing |
| Nose | Used for smelling |
| Ears | Used for hearing |
| Mouth | Used for eating and talking |
| Tongue | Used for tasting |
| Heart | A muscle that pumps blood throughout your body |
| Teeth | In your mouth, used for chewing |
| Circulatory system | The system, including the heart, blood vessels, and arteries, that pumps blood throughout your body |
| Nervous system | The system, including the brain, spinal cord, and nerves, that sends messages throughout your body |

Book-specific Vocabulary:

| | |
|-----------------|---|
| Reflex | A fast, involuntary action performed by the nervous system |
| Nervous system | The system that carries messages throughout the body |
| Nerves | Long, thin threads that go throughout your body and send messages |
| Spinal cord | The bundle of nerves inside the spine |
| Brain | The center of the nervous system that sits at the top of the spinal cord |
| Pupils | The black part of your eye that grows bigger in low light and smaller in bright light |
| Patellar reflex | The way your leg kicks when your knee is tapped |

| | |
|----------------|---|
| Plantar reflex | The way your toes bend when something touches the bottom of your foot |
| Knee jerk | Another term for the patellar reflex |