

### About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 634

### Book Summary

*Inside Your Body* teaches readers about some of the wonders of the human body. It explains the various systems that keep the body functioning like an amazing machine, from the skeletal system to the digestive system and more.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Use the reading strategy of asking and answering questions
- Identify main ideas and details
- Recognize and use commas in a list
- Identify and divide multiple-syllable words

#### Materials

Green text indicates resources available on the website

- Book—*Inside Your Body* (copy for each student)
- Chalkboard or dry erase board
- [KWL, main idea and details, syllables worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

- **Content words:** *amazing, breathe, cardiac, chemicals, circulatory, digested, digestion, dioxide, intestine, kidneys, machine, muscular, nervous, organs, oxygen, particles, receives, reproductive, respiratory, rotate, saliva, skeletal, stomach, strength, systems*

### Before Reading

#### Build Background

- Ask students to tell what they already know about the human body. Ask if they have ever heard the term *skeletal system*, and if so, to explain what it is.
- Create a KWL chart on the board and give students the [KWL worksheet](#). Work together to fill in the first column (K) with things students know about the human body. As a group, brainstorm some things students would like to know about the topic and have students fill in the second column (W) in their worksheets. Write some shared ideas on the class chart as an example.

#### Preview the Book

##### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Have students turn to the table of contents and review its purpose with them. Read through the headings and ask whether they provide students with a better idea of what the book is about.

**Introduce the Reading Strategy: Ask and answer questions**

- Model asking questions while looking at the table of contents.  
*Think-aloud: When I'd like to know a lot more than I do about a topic, I can use the section titles in the table of contents to think of questions I'd like to have answered. For example, the first section is titled "Skeletal System." This makes me wonder how many different bones there are in the human body. (Write your question in the W column of the KWL chart and invite students to add it to their worksheets.)*
- Have students share any questions they have based on the table of contents or the covers of the book, and add these to the second column (W).
- Have students preview the rest of the book. Show students the title page, illustrations, and diagrams. Draw students' attention to the illustrations on pages 7 and 11. Encourage students to use all of these as ways to think of questions to add to their KWL chart.
- Show students the index. Review or explain that the index is an alphabetized list of topics with page numbers that tells where the reader can find information about different topics in the book. Tell students that they can use the index to find the answers to some of their questions. For example, they can look at the index to find where in the book they should go to find out more about the brain. Ask students to tell which page mentions the brain (page 8).
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

**Introduce the Vocabulary**

- As students preview the book, point out any content words that you feel may be difficult for them.
- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use context clues within a sentence to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to page 10. Point to the word *respiratory*. Model how to use context clues to figure out the meaning of the unfamiliar word. Explain that the sections before this one describe the many different systems in the body. The section title containing the unfamiliar word tells us that the respiratory system is part of the body, too. The words after the title tell about the system that takes care of breathing. Tell students that these clues make you think that the word *respiratory* means *a system of the body that takes care of breathing*. Have students follow along as you reread the title and first sentence on the page to confirm the meaning of the word.
- Remind students that they should always check whether words make sense by rereading the sentence.

**Set the Purpose**

- Have students read the book to find answers to their questions about the human body.

**During Reading**
**Student Reading**


**Guide the reading:** Have students read to the end of page 7. Tell them to look for facts about the human body that will answer their questions on the KWL chart. Have them underline important words or phrases in the book. If they finish before everyone else, they can go back and reread.


- When they have finished reading, have students tell what each chapter is about and the interesting facts they found so far. Circle any questions on the KWL chart that were answered and add any new questions students developed. Model answering a question on the KWL chart.  
*Think-aloud: I wanted to know how many bones there are in the human body. On page 5, I read*


## Lesson Plan *(continued)*

## Inside Your Body

*that 206 bones make up the human skeleton.* (Write what you learned in the *L* column of the KWL chart and tell students to fill in their own chart.)

- Have students share questions they found the answers to while reading. Record their responses on the *L* column of the KWL chart.

 Tell students to read the remainder of the book. Remind them to look for answers to the other questions written on the KWL chart and to think of other questions to add to it. Ask them to write down any questions they have in the *W* column of their KWL chart, and to underline any information that answers a question on the KWL chart.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.


### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Have students share any other questions they had while they were reading. Discuss how asking questions and looking for the answers as they read keeps them actively involved in the reading process and helps them understand and remember what they read.

### Teach the Comprehension Skill: **Main idea and details**

- **Discussion:** Circle and discuss all of the questions on the KWL chart that were answered by reading the book. Add any additional questions to the KWL chart on the board. Explain that to find the answers to some questions, students may need to consult other references.
  - **Introduce and model:** Review or explain that many books are about one thing. Tell students that it is easy to tell what this book is about because the topic, or main idea, is the title of the book. Direct students to the table of contents. Explain that each section in this informational book contains a main idea and details about the main idea. Have students turn to section 3 ("Muscular System"). Explain that this section has a main idea and details. Ask students what they think the main idea of the section is, based on the title (the system of muscles in the body). Ask students to go through the section again. Then have them name the three kinds of muscles in the body (skeletal, cardiac, smooth). Ask them to name other details that tell about these muscles. Explain how identifying the main idea and supporting details in a section, and developing and answering questions about what they've read, can help them understand and remember what the book is about.
  - **Check for understanding:** Have students turn to chapter 4 ("Nervous System"). Discuss the illustration on page 8 and ask students to look at the KWL chart to find questions that might be answered by the details shown in the illustration. Have students share their findings.
  - **Independent practice:** Have students practice locating the main idea and details in a section by completing the [main-idea-and-details worksheet](#). Discuss their answers when they're done.
-  **Extend the discussion:** Instruct students to use the inside front cover of their book to list one of the questions on the KWL chart that was not answered by the book. Have them tell what reference(s) they might consult to find the answer.

### Build Skills


#### Grammar and Mechanics: **Commas**


- Review or explain to students that whenever a list of three or more items is made, a comma must be placed between the items. Listed items can be nouns, verbs, adjectives, or entire phrases or clauses. Remind students that this is only one of the many uses for commas.

## Lesson Plan *(continued)*

## Inside Your Body

- Have students turn to page 8 and find the commas on the page. Point out the listed words in the first paragraph (*eyes, nose, ears, tongue, and skin*). Talk about the location of the commas within the list. Point out that the last item (*skin*) is joined to the list by the word *and* following the comma.

 Have students turn to page 6. Ask them to find the list of three things they could not do without joints (*walk, run, and swim*). Ask them to circle the commas and notice that the last item is added to the list after the word *and*.


 **Check for understanding:** Direct students to page 7 and ask them to underline the two lists with commas (*arms, legs, fingers, eyes, and other body parts; skin, stomach, and other organs*).

### Word Work: Syllable patterns

- Review or explain that a syllable is a part of a word that is spoken with an uninterrupted sound of the voice. Words are broken into syllables by their sound, and each syllable must have only one vowel sound.

**Think-aloud:** *In the dictionary, words are shown divided into syllables. Let's look up body to see how it is written (bod-y). The pronunciation of the word follows the dictionary entry. This word is divided into two syllables. The accent mark after the first syllable, bod, tells us how to say the word, with the emphasis on bod.*

- Write the word *swallow* on the board. Have a volunteer divide the word into syllables (swal-low). If necessary, model looking it up in the dictionary to find the answer. Explain that when a word has double consonants, as in this word's double *l*'s, the syllable break comes between them.
- Write the word *blood* on the board. Ask a volunteer to divide the word into syllables or look it up in the dictionary. Explain that even though there are two vowels in the word *blood*, there is still only one syllable. This is because the double *o*'s make one sound (the /uh/ vowel sound).

 **Check for understanding:** Have students circle all of the multiple-syllable words they see on page 9 of the text (*controls, many, functions, and so on*). Then have them divide the words into correct syllables by writing in the margins of the page (*con-trols, ma-ny, func-tions, and so on*). Discuss answers aloud.

- **Independent practice:** Give students the [syllables worksheet](#). When finished, discuss the correct word divisions as a group.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

## Extend the Reading

### Writing Connection

Have students use the information from the book to write a report about the systems of the body. Have them use the same headings as in the book and write a brief description of each system in their own words. The report should include interesting facts about the body and should utilize new vocabulary from the text.

Visit [Writing A-Z](#) for a lesson and leveled materials on informational report writing.

### Science Connection

Invite a doctor or nurse to speak to students about how people can stay healthy. Have each student be prepared to ask at least one question he or she would like the guest speaker to answer. Have students add what they learned from the guest speaker to their KWL chart.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### **Assessment**

#### Monitor students to determine if they can:

- consistently ask relevant questions about the topic prior to and during reading; locate answers to the questions in the text
- correctly identify the main idea and the appropriate supporting details
- identify and use commas in a list
- recognize and divide multiple-syllable words

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**