

About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,479

Book Summary

Have you noticed how people decorate their bodies in different ways? In addition to clothing and hairstyles, people have many ways of adorning their bodies. Body art has been practiced since the beginning of time. Readers will learn about some of the ways people around the world create body art. Engaging photographs support the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify main idea and details
- Identify and understand the use of complex sentences
- Identify the meanings of suffixes *-al* and *-ion*

Materials

Green text indicates resources available on the website

- Book—*Body Art* (copy for each student)
- Chalkboard or dry erase board
- Ask and answer questions, main idea and details, complex sentences, suffixes *-al* and *-ion* 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

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

Content words:

Story critical: *adorning* (v.), *anthropologists* (n.), *ethnic* (adj.), *individuality* (n.), *rite of passage* (n.), *spiritual* (adj.)

Enrichment: *ancestral* (adj.), *blemishes* (n.), *conform* (v.), *culture* (n.), *elongated* (adj.), *intricate* (adj.), *permanent* (adj.), *pigments* (n.), *prehistoric* (adj.), *status* (n.), *temporary* (adj.), *unique* (adj.)

Before Reading

Build Background

- Invite students to share what they know about body painting, tattoos, piercings, and body shaping.
- Show students different pictures of body art, such as tattoos and body painting. Ask them to describe what they see and tell why they think people adorn their bodies with art.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

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

- Discuss with students how asking and answering questions while reading can help readers understand and remember the information in a book.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the information in a book and the way in which it is organized. After previewing the table of contents, use it to model asking questions.

Think-aloud: I can use the table of contents to help me think of questions I'd like to have answered about this book. For example, I see sections titled "Body Painting," "Tattoos," and "Body Shaping." I wonder what the difference is between body painting and tattooing. I also wonder what exactly body painting is. Can body painting and tattoos be removed, or are they permanent? Is the section about body shaping about people who exercise? As I read, I enjoy looking for answers to my questions, which often spark further curiosities and questions to answer as I continue to read.

- Have students look at the other section titles. Invite them to share questions they have about the topic of body art that spark their curiosity based on the table of contents and the covers of the book. Invite them to share their questions aloud.
- Introduce and explain the [ask-and-answer-questions worksheet](#). Create a replica of the worksheet on the board. Write student responses on the class chart and have them copy their questions onto their worksheet.
- Have students preview the rest of the book, including the photos, captions, and the glossary on pages 23 and 24. Invite them to share any additional questions they might have about the topics of this book. Write their responses on the class chart and have them copy the questions onto their worksheet.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain that sometimes there is so much information on a topic that it is grouped into sections, each section with its own main idea.
- Read pages 4 through 7 aloud to students. Model for students how to identify the main idea and details of the section titled "Body Painting."

Think-aloud: As I read this section of the book, most of the sentences focused on the history of body painting. The section tells us that body painting is the most temporary form of body art and that it is believed to be at least 30,000 years old. The section also tells readers about many body-painting traditions that have been passed down from earlier generations and are practiced by various cultures today. Based on what I've read, I think the main idea of this section of this book is: Body-painting traditions have been around for over 30,000 years and are practiced by many cultures today.

- Write the main idea on the board. Ask students to identify the details from the book that support this main idea (Aboriginal people of Australia paint their bodies for spiritual meaning, social rank, ancestral bonds, and connections with nature; mehndi is worn in India to celebrate special occasions; the Surma people of Ethiopia paint their bodies for artistic expression; Westerners paint their bodies for many reasons, and so on). Write these details on the board.
- Introduce and explain the [main-idea-and-details worksheet](#). Have students write the main idea and details for "Body Painting" on their worksheet.

Introduce the Vocabulary

- Write the following content vocabulary words on the board: *adorning*, *anthropologists*, *ethnic*, *rite of passage*. Read the words aloud with students.
- Divide students into small groups. Have each group discuss what they know about the meaning of each word and write a definition on a separate piece of paper. Ask each group to share their meaning and definition for each word.
- Review the definition of each word that students wrote. Create a definition based on each group's knowledge and write it on the board under each word.
- Model how students can use the glossary or a dictionary to find a word's meaning. Remind students that they will often need to delete a suffix from a word to locate it in a dictionary. Have students locate the glossary at the back of the book. Invite a volunteer to read the definition for *adorning* in the glossary. Have students compare the definition with their prior knowledge of the word. Then have them follow along on page 4 as you read the sentence in which the word *adorning* appears to confirm the meaning of the word. Repeat the exercise with the words *anthropologists*, *ethnic*, and *rite of passage*.


Set the Purpose

- Have students read the book to learn more about body art. Encourage them to ask and answer questions while reading. Remind students to also think about the main idea and details of each section as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 11. Remind them to read for information about body art that will answer their questions on their worksheet. Encourage students who finish early to go back and reread.
- When students have finished reading, have them circle any questions on their worksheet that were answered in the text and add any new questions that were generated.
- Model asking and answering questions.
Think-aloud: Before reading, I had many questions that I wanted answered about the topics in the book. One question I had was about the difference between body painting and tattooing. I found out that body painting is a temporary form of body art, and tattoos are a permanent form. I also wondered what body painting looks like and for what purpose it is used. On page 5 it explained that body painting is used for special occasions, such as hunts, wars, and mourning. I was also curious about body shaping. I wanted to know whether this section was about people who get their body into better shape through exercise. I have not read about this yet, so I cannot answer this question. If I think of any further questions while reading, I will write them on my ask and answer questions chart.
- Ask students to write on their ask-and-answer-questions worksheet the answers to their circled questions and additional questions they raised. Invite them to share information they learned and the questions they thought of as they read the book.
- Model identifying the main idea and details.
Think-aloud: As I read the section titled "Tattooing," I noticed that its focus was on the types of tattooing practiced for thousands of years. I learned that Japanese tattooing is called irezumi. It covers large areas of the body and has been done for more than 10,000 years. The Samoan people use tattoos to represent adulthood and a willingness to serve their community.
- Ask students to identify another important detail in the section (Captain Cook's sailors brought tattooing to the West). Write this detail on the board.
- Review the details from the section on the board. Discuss with students a main idea for the section based on the details on the board. (Tattooing is a permanent form of body painting that has been practiced all over the world for thousands of years.) Write the main idea on the board.
- Have students write the main idea and details for "Tattooing" on their worksheet.

- **Check for understanding:** Ask students to read the section titled “Piercing and Ornamentation.” Invite them to share the information they felt was important about the section. Write these details on the board. Have students work in pairs to determine the main idea from the details of this section. (Throughout the world, people wear piercings and ornaments for fashion, social status, religious rituals, and personal expression.) Have them write the main idea and details for “Piercing and Ornamentation” on their worksheet.
 - Have students circle any questions on their worksheet that were answered in the text they read. Ask them to write answers to any circled questions and to write additional questions they raised on their worksheet. Invite them to share the information they learned and the questions they generated while reading.
 - Have students read the remainder of the book. Remind them to look for and write answers to their questions. Encourage them to add new questions they might have to their worksheet as they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and remember what they have read.
- **Think-aloud:** *I wanted to know whether the section about body shaping was about people who get their body into better shape through exercise. I learned that cultures around the world have many methods of shaping bodies. Women of the Padong culture begin wearing heavy brass neck coils at the age of five to make the neck look longer, which is considered attractive. On the island of Vanuatu, people practice skull shaping to elongate the head, which is considered a sign of intelligence and spirituality in their culture. The Chinese culture practiced footbinding until 1949, when it became illegal. Bound feet were considered beautiful and believed necessary for a woman to marry.*
- Remind students that all of their questions may not have been answered in this text. Discuss as a class other sources they might use to locate additional information to answer their questions.
- Have students fill in the last column of their ask-and-answer-questions chart. Invite them to share the information they learned and any questions they may still have.

Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the importance of stopping and reviewing the details helped them to remember the facts and information in the book. Ask them how the details they identified support the main idea.
- **Independent practice:** Have students complete the main-idea-and-details worksheet for the section titled “Body Shaping.” If time allows, discuss their answers.
- **Enduring understanding:** In this book, you learned about different forms of body art practiced throughout the centuries. Now that you know this information, what does this tell you about the effects that social and cultural forces can have on individuals?

Build Skills

Grammar and Mechanics: Complex sentences

- Write the following sentence on the board: *We had to go inside _____ it started raining.*
- Have students read the sentence and suggest words that might belong in the blank to complete the sentence (*because, once, when*). Write these words on the board.
- Review or explain to students that a *conjunction* is a word that joins together two parts of a sentence. Refer to the words on the board that students suggested to complete the sentence. Explain that these conjunctions join parts of a sentence together to form a complex sentence.
- List the following examples of conjunctions on the board (*after, although, as, because, before, for, if, once, since, than, though, unless, until, when, while*).
- Write the following sentence on the board: *Some think of their body as a blank canvas on which to create art, while others change their body to conform to cultural standards of beauty.* Have students identify the conjunction in the sentence (*while*).
- Underline the following part of the sentence: *Some think of their body as a blank canvas on which to create art.* Explain that this part of the sentence is called the *independent clause* because it is a complete thought.
- Circle the following part of the sentence: *while others change their body to conform to cultural standards of beauty.* Explain that this part of the sentence, which includes and follows the conjunction, is called the *dependent clause*. Point out that even though both sentence parts contain a subject and verb, the dependent clause does not express a complete thought and is not a sentence that can stand alone.
- **Check for understanding:** Ask students to turn to page 10 in their book and locate the third sentence. Have students identify the conjunction (*As*), dependent clause (*As others copied this art form*), and independent clause (*tattooing became a popular form of self-expression in Europe and eventually North America*). Discuss their responses.
- **Independent practice:** Introduce, explain, and have students complete the [complex sentences worksheet](#). If time allows, discuss their responses.

Word Work: Suffixes *-al* and *-ion*

- Have students locate the word with the *-al* suffix in the last sentence of the second paragraph on page 8 (*traditional*). Discuss with students the meaning of the word *traditional* (relating to or based on tradition).
- Erase the suffix *-al* from the end of the word *traditional* to create the root word *tradition*. Have students explain or locate in a dictionary the meaning of the root word (a custom or belief that has been passed from one generation to the next). Discuss how the meanings of the two words are different.
- Write the suffix *-al* on the board and discuss its meaning (relating to). Point out that suffixes alter the meanings of words.
- Write the following sentence on the board: *What is your location on the road?* Point out the word *location*. Ask students to explain the meaning of the word (a thing's position).
- Ask students to identify the base word (*locate*). Discuss its meaning with students (to determine where something is). Point out how the meanings of the words *location* and *locate* are different.
- Write the suffix *-ion* on the board and discuss its meaning (the act, state, or result of).
- **Check for understanding:** Write the word *electrical* on the board. Ask students to identify the base word (*electric*). Ask them to use the meanings of the base word and suffix to explain the meaning of the word *electrical* (relating to electricity).
- Have students locate the word with the *-ion* suffix on page 10 (*expression*). Ask them to identify the base word (*express*). Ask them to use the meanings of the base word and suffix to explain the meaning of the word (the act of communicating an idea).
- **Independent practice:** Introduce, explain, and have students complete the [suffixes -al and -ion worksheet](#). If time allows, discuss their responses.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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. Have them discuss their questions about body art with someone at home.

Extend the Reading

Informational Report Writing Connection

Provide students with additional print and Internet resources to further research any of the four topics discussed in the book *Body Art*. Have them create a multimedia presentation on their findings.

Visit WritingA-Z.com for a lesson and leveled materials on informational report writing.

Elements of Nonfiction Connection

Review with students the photographs throughout the book. Read the caption under each photograph. Discuss the function of captions (to provide clarification and elaboration of the photograph(s) and information on the page; to draw conclusions about information presented in the main body of the text). Ask students to explain why it might be beneficial to examine and understand these nonfiction elements in the text as they read.

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 a topic prior to and during reading; locate answers to questions and write them on a worksheet
- accurately identify main ideas and details in the during discussion and on a worksheet
- correctly identify complex sentences and understand their use in text during discussion and on a worksheet
- accurately understand how suffixes *-al* and *-ion* change the meaning of words during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)