Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM

ENGLISH

Grade 1

Knowledge 2 | Teacher Guide

The Human Body

Grade 1 | Knowledge 2

The Human Body

Teacher Guide

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov.**

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Grade 1 | Knowledge 2

Contents

THE HUMAN BODY

Grade 1 | Knowledge 2

Introduction

This introduction includes the necessary background information to be used in teaching *The Human Body* domain. The Teacher Guide for *The Human Body* contains ten daily lessons in addition to six days for a Pausing Point (two days), Domain Review, Domain 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 domain.

DOMAIN 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*

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *The Busy Body Book: A Kid's Guide to Fitness* by Lizzy Rockwell
- Read-Aloud Videos for *The Human Body*

All domain components materials can also be found on the program's digital components site.

WHY THE HUMAN BODY IS IMPORTANT

Using an interactive approach, the first half of this domain 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 domain 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 domain 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, but it does not explicitly teach the Texas Essential Knowledge and Skills standards for Science. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strand of Organisms and Environments from the science discipline.

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.

WHAT STUDENTS HAVE ALREADY LEARNED DURING KINDERGARTEN

The following domain, and the specific core content that was targeted in that domain, 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 DOMAIN

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 domain, 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 domains:

- "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, Domain Review, or Culminating Activities

LESSON

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 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.)			
Domain 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 ❑ KWL Chart (Digital Components)
"Everybody Has a Body"			
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/ Independent	20 min.	❑ Poster 1M: Organs (Flip Book) ❑ The Writing Process Chart (Digital Components) ❑ chart paper ❑ Activity Page 1.1
"My Body Systems" Paragraph			
Take-Home Material			
Family Letter			❑ Activity Page 1.2

ADVANCE PREPARATION

Introducing the Read-Aloud

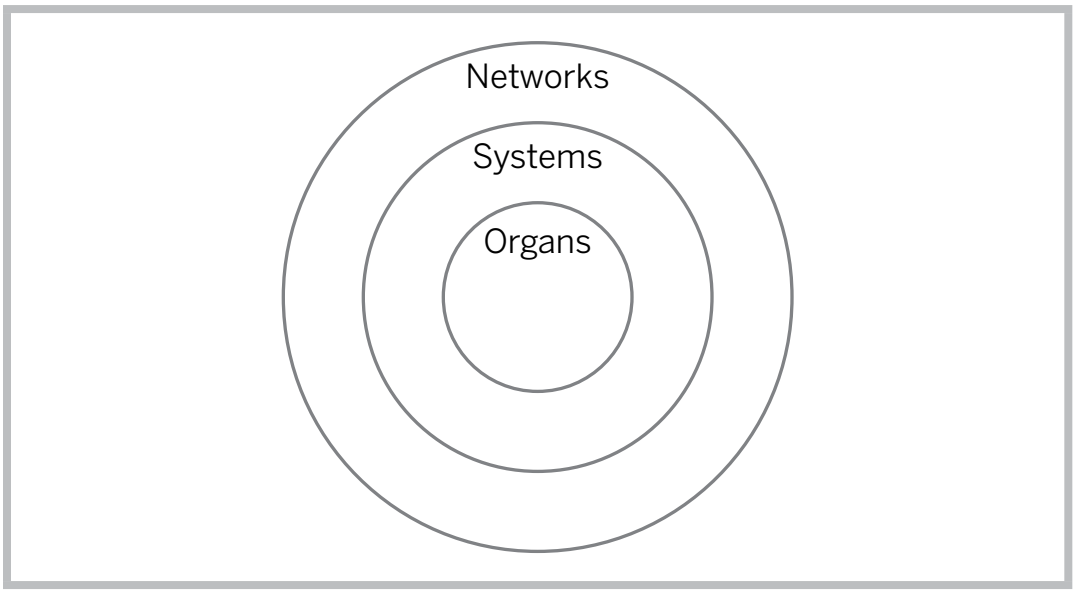
- Make a Know-Wonder-Learn (KWL) chart using large chart paper with three columns labeled 'K', 'W', and 'L' to display throughout the domain. Alternatively, you may access a digital version in the Digital Components for this domain. You will add information to the chart as students listen to multiple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

Application

- Prepare and display The Writing Process chart. Alternatively, you can access a digital version in the digital components for this domain.

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"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	oxygen (*oxígeno*)	network systems (*sistemas*) human (*humano/a*)	
Multiple Meaning	organs (*órganos*)		
Sayings and Phrases			

Lesson 1: Everybody Has a Body

Introducing the Read-Aloud

10M

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

DOMAIN 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 domain 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.

ENGLISH LANGUAGE LEARNERS

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/ 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 many kinds of doctors with different specialties (dentists for teeth, obstetricians for delivering babies, 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.)*

Lesson 1: Everybody Has a Body

Read-Aloud

30M

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 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.

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

Show Image 1A-2: Dr. Welbody

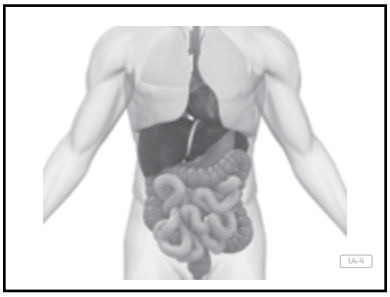
Everybody has a body
And I have one, too.
It is grand to understand
The things our bodies do.

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.

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 turns the food you eat into energy. 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.

Challenge

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

Support

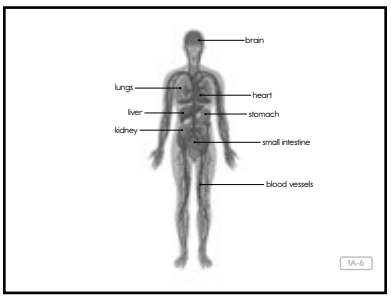
Organs are also musical instruments that have keyboards, similar to a piano.

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 turn food into fuel. Other nearby organs, called the 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.]

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

Support

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

ENGLISH LANGUAGE LEARNERS

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/ 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.

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.)*
- Telephone wires run from one house to another all over the country. *(That's the telephone 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.

Lesson 1: Everybody Has a Body

Application

20M

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**

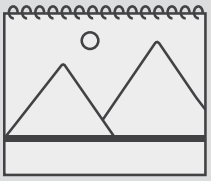
MULTIPLE MEANING WORD ACTIVITY: ORGANS (5 MIN.)

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.)*

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 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



ENGLISH LANGUAGE LEARNERS

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 use each meaning correctly in context.
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.)*

- Tell students 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 read-aloud 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 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

LESSON

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.	❑ Activity Page 2.1 ❑ drawing tools

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 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 domain, 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"

Type	Tier 3 Domain-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			

Lesson 2: The Body's Framework

Introducing the Read-Aloud

10M

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

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.

ENGLISH LANGUAGE LEARNERS

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 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: How would you explain the human body: a network of systems or a system of networks? Explain your reasoning. *(a network of systems; because a network is a group of systems that work together)*

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.

Lesson 2: The Body's Framework

Read-Aloud

30M

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

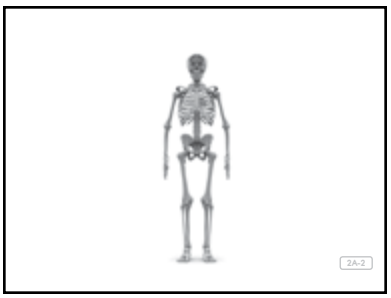
- Now that they've learned that systems are made up of different parts, ask students to listen to find out the names of different parts of the skeletal system.

"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 in 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?

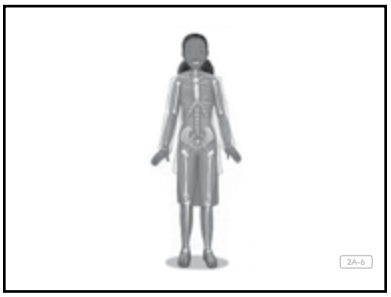
Show Image 2A-4: Joints

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. Each vertebra is a joint. 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: Dr. Welbody's 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)*

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.]

ENGLISH LANGUAGE LEARNERS

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.

Lesson 2: The Body's Framework

Application

20M

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

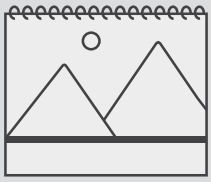
TEKS 1.7.E; TEKS 1.11.B.i; TEKS 1.12.B

Activity Page 2.1

"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.

Flip Book 2A-6



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

- Assist students in filling in the blank at the top of the first page: My Skeletal System.

Check for Understanding

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

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."

- 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 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

ENGLISH LANGUAGE LEARNERS

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

LESSON

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

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 1.6.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; **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	30 min.	❑ Flip Book: 3A-1–3A-8 ❑ KWL Chart ❑ Image Cards (optional)
"Marvelous Moving Muscles"			
Comprehension Questions			
Word Work: *Voluntary*			
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

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"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	muscles (*músculos*) tendons	involuntary (*involuntario/a*) voluntary (*voluntario/a*)	
Multiple Meaning			
Sayings and Phrases	gluteus maximus		

Start Lesson

Lesson 3: Marvelous Moving Muscles

Introducing the Read-Aloud

10M

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

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

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).*

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.

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.

ENGLISH LANGUAGE LEARNERS

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

- 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.

Lesson 3: Marvelous Moving Muscles

Read-Aloud

30M

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.)

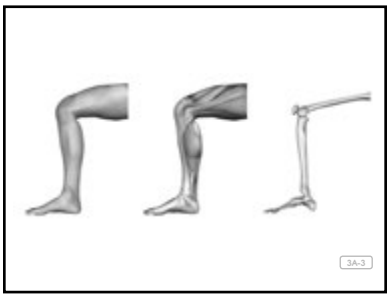
Show Image 3A-1: Dr. Welbody, flexing her biceps
Hi everyone! It's Dr. Welbody, the rhyming pediatrician, back to talk about the human body. Did you figure out what we're going to talk about this time? *[Pause for student responses.]* That's right! **Muscles**! Your muscles help your body move, so you 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.



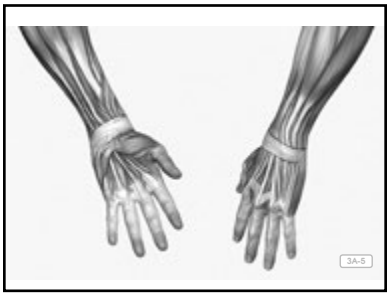
Show Image 3A-3: Three views of the knee
Tendons are part of your muscular system. Feel behind your knee. *[Pause until all students are engaged.]* There are some strong rope-like bands under the skin. They are called tendons. *[Have students repeat the word* tendons *with you.]* Tendons are cords that 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.

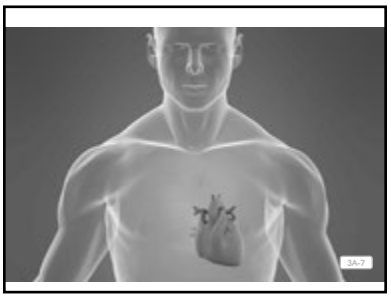


Show Image 3A-5: Muscles in the hand
The muscles of your hand and arm work together in many ways. They help you make tiny, exact movements like picking a crumb up off the table. And they are there for you, too, when you need great strength, like doing a handstand. The most movable part of your hand is 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.

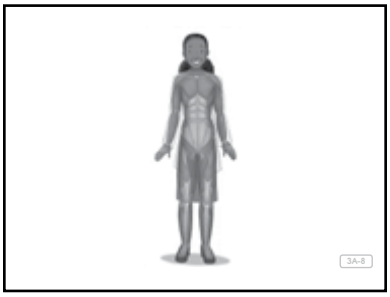
Do you want to know which muscle is the largest muscle in your body? Here's a hint: You are probably sitting on it right now! It is your gluteus maximus, or buttock muscle. You have two of them, one on each side.

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: Dr. Welbody's 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!

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!

Support

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

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. **Inferential.** How do tendons help your muscular and skeletal systems work together? *(Tendons are cords that attach your muscles to your bones.)*
   - **Literal.** Tendons are rope-like bands under the skin. What two things do they join together? *(muscles and bones)*
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.

ENGLISH LANGUAGE LEARNERS

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.)*
- blinking your eyes *(That is involuntary.)*

Lesson 3: Marvelous Moving Muscles

Application

20M

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 dictate a sentence to an adult using the word *muscle* (e.g., I exercise my muscles to make them strong.).
- Have students share their drawings with each other.
- 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

ENGLISH LANGUAGE LEARNERS

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*.

LESSON

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) ❏ Image Cards 1–5
"Chew, Swallow, Squeeze, and Churn"			
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.	❏ Activity Page 2.1 ❏ board/chart paper

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"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	digestion (*digestión*) esophagus (*esófago*) intestine (*intestino*) stomach (*estómago*)		
Multiple Meaning			
Sayings and Phrases			

Lesson 4: Chew, Swallow, Squeeze, and Churn

Introducing the Read-Aloud

10M

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)*

ENGLISH LANGUAGE LEARNERS

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

30M

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 into energy for their bodies 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 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.*

Support

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

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.

Check for Understanding

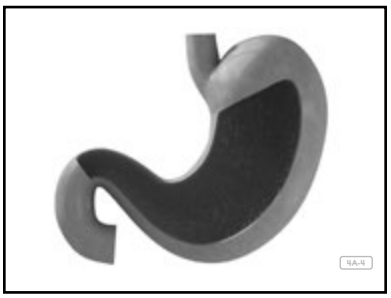
Fill in the Blank: A _____ is a group of organs that work together to help the body. *(system)*

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

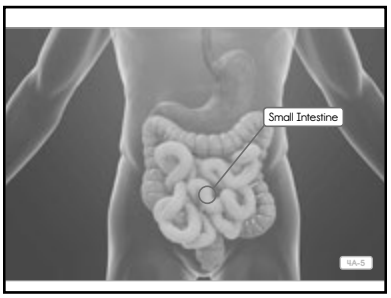
Ask students to explain why muscles squeeze food along rather than the food sliding down on its own.



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.*



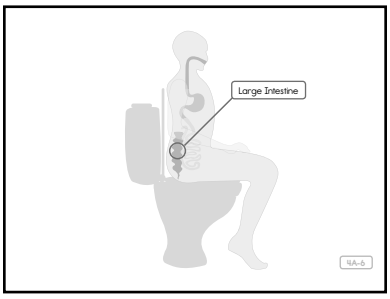
Show Image 4A-5: Small intestine

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.

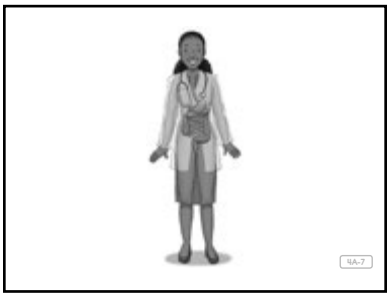


Show Image 4A-6: Small intestine to large intestine

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.



Show Image 4A-7: Dr. Welbody's 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!

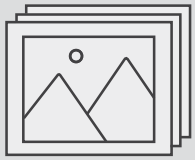
The next time we get together, I'll help you find out all about the most important muscle in your body, one that works all the time but never gets tired! *Do you know which muscle Dr. Welbody is talking about? (the heart)*

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 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



ENGLISH LANGUAGE LEARNERS

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

20M

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 Digestive System.

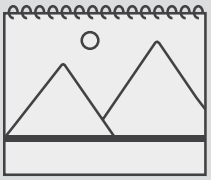
Check for Understanding

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 a sentence to an adult 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

ENGLISH LANGUAGE LEARNERS

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/ 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

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 positions.

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.

Writing Studio

If you are using Writing Studio, you may begin Unit 1 Lesson 1 after completing this Knowledge lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connections to this domain.

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.	❑ Dr. Welbody's rhymes on chart paper ❑ KWL Chart (optional)
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.	❑ Activity Page 2.1 ❑ drawing tools

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.

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"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	blood blood vessels heart		
Multiple Meaning	pulse (*pulso*)		
Sayings and Phrases	grown-up Hip, hip, hooray!		

Start Lesson

Lesson 5: The Body's Superhighway

Introducing the Read-Aloud

10M

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.

ENGLISH LANGUAGE LEARNERS

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

30M

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 positions. 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.)

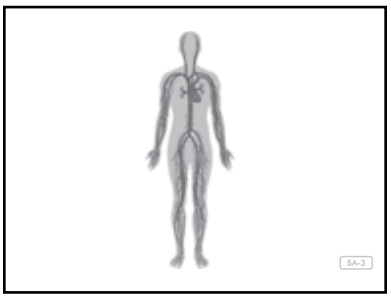
Show Image 5A-1: Dr. Welbody with polka-dot bandage

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.

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.



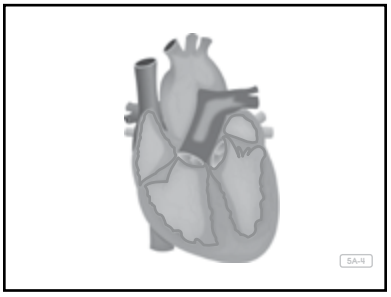
Show Image 5A-3: Circulatory system
What do you see in this picture? What is a system? (a group of organs that work together)

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. **TEKS 1.3.D**

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

ENGLISH LANGUAGE LEARNERS

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.

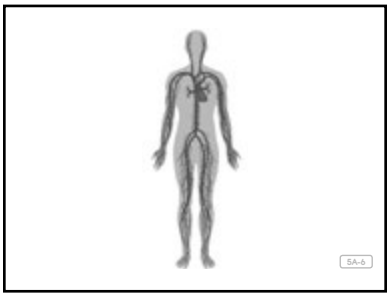
Support

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 lines are capillaries.* Veins bring blood to the heart. Arteries carry blood away from it. Capillaries are tiny blood vessels that connect to your arteries and veins. They carry blood to even the smallest parts of the body.

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

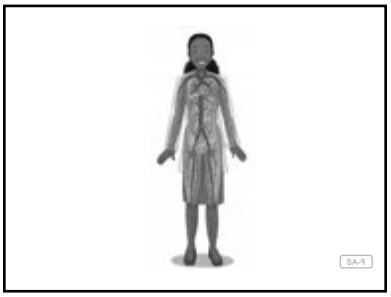
Do you know what the doctor has in her ears? (stethoscope)

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: Dr. Welbody's 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!

ENGLISH LANGUAGE LEARNERS

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.)*

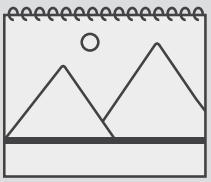
6. After hearing today's Read-Aloud and questions and answers, do you have any remaining questions? [As students answer this question, add relevant ideas and questions to the 'W' column of the KWL chart. If time permits, you may wish to allow for individual, group, or class research of the text and/or 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?

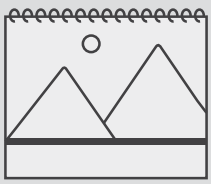
Show Image 5A-4: Diagram of the heart

Flip Book 5A-4



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-9



Activity Page 2.1

ENGLISH LANGUAGE LEARNERS

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.).

Lesson 5: The Body's Superhighway

Application

20M

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 Circulatory 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 a sentence to an adult 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.

LESSON

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 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) ❑ Dr. Welbody's rhymes on chart paper
"Control Center: The Brain"			
Comprehension Questions			
Word Work: *Nerves*			
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"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	brain nerves (*nervios*)		
Multiple Meaning			
Sayings and Phrases	lightning speed		

Start Lesson

Lesson 6: Control Center: The Brain

Introducing the Read-Aloud

10M

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 domain *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.

ENGLISH LANGUAGE LEARNERS

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 3.F

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.

Lesson 6: Control Center: The Brain

Read-Aloud

30M

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.

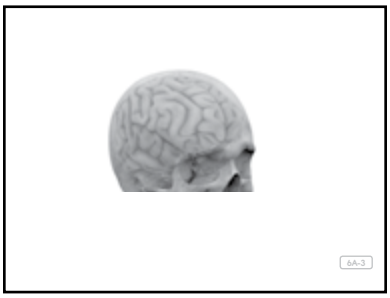
Show Image 6A-2: Child smiling

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

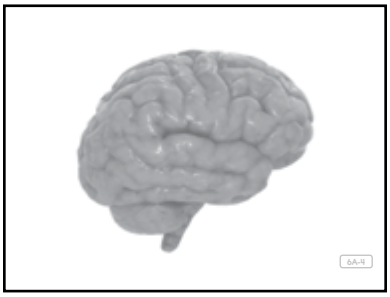
Ask students how they know that someone is happy or sad.

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.



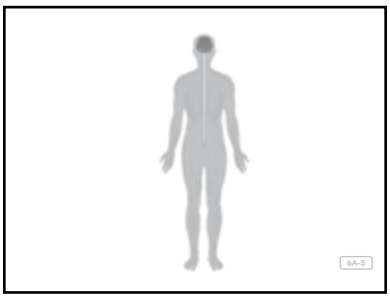
Show Image 6A-3: Skull, with brain partly visible inside

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.



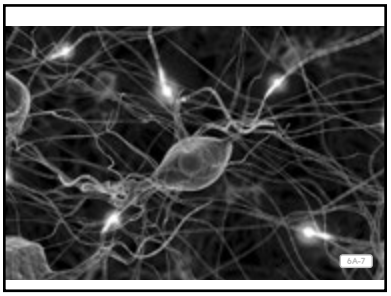
Show Image 6A-5: Nervous system

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, spine, 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 a 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.

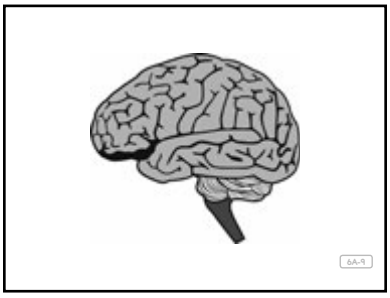
Show Image 6A-8: Sense receptors
Your brain gets messages about the world from your five senses, through organs called sense receptors. Here are the sense receptors and what they control: *[Point to each one in the picture as you name it.]*

- 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.

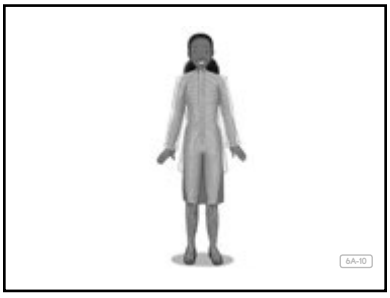


Show Image 6A-9: Diagram of the brain

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: Dr. Welbody's 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.]

ENGLISH LANGUAGE LEARNERS

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

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.)*

Lesson 6: Control Central: The Brain

Application

20M

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 a sentence to an adult 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, spine, 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 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

ENGLISH LANGUAGE LEARNERS

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 introductory 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

Activity Page 6.1

- Send home Activity Page 6.1.

Grade 1 | Knowledge 2

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-Domain 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

Activity Page PP.1

MID-DOMAIN 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.

Image Cards 6–10

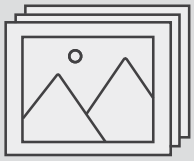


Image Card Review

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.

Domain-Related Trade Book or Student Choice

- Read a trade book to review a particular domain 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 domain. Parents who work in the health care profession (doctors, nurses, nurses' aides) would also be good sources.

LESSON

7

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

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

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: *Diseases*			
This is a good opportunity to take a break.			
Application (20 min.)			
Somebody Wanted But So Then	Whole Group	20 min.	❑ Activity Pages 7.1 (optional), 7.2 ❑ drawing tools ❑ Somebody Wanted But So Then Chart (Digital Components)

ADVANCE PREPARATION

Application

- Prepare and display the Somebody Wanted But So Then chart. Alternatively, you can access a digital version in the digital components for the domain.

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 to get rid of germs in it
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"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	disease germs (*gérmenes*) immunities pasteurization vaccines		
Multiple Meaning			
Sayings and Phrases	germ fighter		

Start Lesson

Lesson 7: Dr. Welbody's Heroes

Introducing the Read-Aloud

10M

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

TEKS 1.3.B

VOCABULARY PREVIEW TEKS 1.3.B

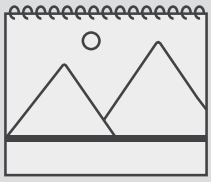
Show Image 7A-2: Germs

- 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)*

Flip Book 7A-2



Support

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

ENGLISH LANGUAGE LEARNERS

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

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 like measles, mumps, chicken pox, and more recently, the SARS-COV-2 virus (which causes COVID-19). (You may wish to tell students how these diseases have manifested themselves in the past.)
- Explain to students that getting vaccinated is a choice that people make and not everyone may choose to get vaccinated.

Lesson 7: Dr. Welbody's Heroes

Read-Aloud

30M

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

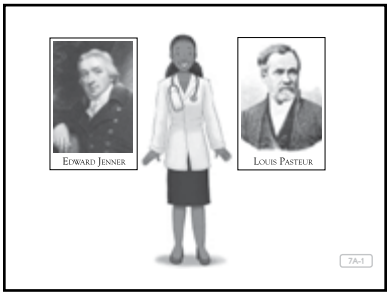
Language: Students will demonstrate understanding of the Tier 3 word *diseases*.

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. 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 getting a shot

That is why doctors and scientists are always working to find new ways to fight sicknesses, also called **diseases**. One very important way they fight diseases is by giving people medicines called **vaccines**. Vaccines 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. That usually means giving a child or grown-up a shot. Many people don't like getting shots because the needle stings a bit. Sometimes they cry. But vaccinations give us immunity to, or protect us from, very terrible and harmful diseases like measles, mumps, flu, smallpox, and polio—diseases that can make people very sick or even cause them to die. *What do doctors give people to protect them from harmful diseases?* (vaccinations)

Show Image 7A-4: Smallpox hospital

This is the way a hospital looked long ago.

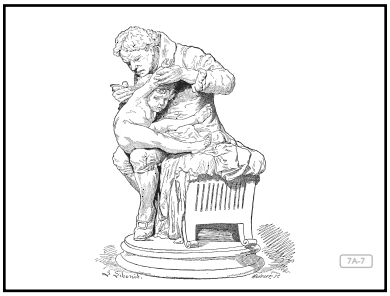
Long ago, people did not know about germs. They did not understand what made people sick. They did not know how important it is to wash your hands, to eat clean food, and to drink clean water. They did not know how to protect themselves from getting bad germs in their bodies. Sometimes thousands of people 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.

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 smallpox, a much worse disease that often killed people or left horrible scars on their skin. He thought that cowpox might give people protection from getting smallpox.

Challenge

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



Show Image 7A-7: Early smallpox inoculation
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. *Dr. Jenner's practices would not be used today; doctors wouldn't intentionally give healthy people germs, even if it was to test a new way of preventing disease.*

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.

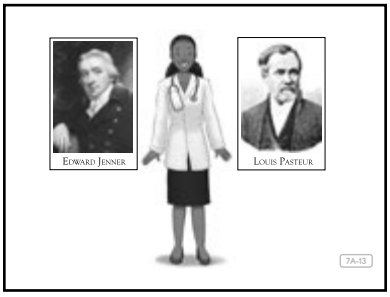
Show Image 7A-11: Additional work by Dr. Pasteur

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 rabies, a very dangerous disease that often kills humans. Pasteur had been working on the rabies vaccine for quite a while when a nine-year old boy was badly bitten by a dog. The dog was carrying rabies, and Dr. Pasteur thought that his new vaccine would help the boy. Dr. Pasteur's vaccine worked, and he was hailed as a hero! He 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 a disease, you become immune to it and no longer have to be afraid of catching it. There are still diseases, like malaria and cancer, 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 is another way that Dr. Jenner discovered to give the body immunities to fight germs? *(vaccines or vaccination*)
3. **Evaluative.** If Dr. Jenner had asked you to help him with his experiment, would you have accepted, knowing that you might get sick? *(Answers may vary.)*
4. **Literal.** Aside from a vaccine for rabies, what other important discovery 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.)*

ENGLISH LANGUAGE LEARNERS

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., "I 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

20M

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 poster 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)*
  - Why was Pasteur afraid to use his vaccine? *(He was not sure the vaccine would work.)*
  - What did Pasteur decide to do? *(Pasteur gave the boy the vaccine anyway, because there was a chance it would cure him.)*
  - What happened once Pasteur, taking a brave chance, gave the boy the vaccine? *(Pasteur became a hero because the boy was cured.)*
- Read the completed chart to students.

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

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.

ENGLISH LANGUAGE LEARNERS

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.

End Lesson

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.	❑ Poster 5M: Brush (Flip Book) ❑ Nutritious Foods Chart (Digital Components) ❑ images of nutritious and non-nutritious foods ❑ tape or glue ❑ Activity Page 8.1
Vocabulary Instructional Activity: *Nutritious*			
Write About It			

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 digital components 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"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	exercising (*ejercicio*)	healthy nutritious (*nutritivo/a*)	
Multiple Meaning			
Sayings and Phrases			

Start Lesson

Lesson 8: Five Keys to Health

Introducing the Read-Aloud

10M

Speaking and Listening: Students will brainstorm ways to stay healthy.

TEKS 1.1.A

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.

ENGLISH LANGUAGE LEARNERS

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.

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

30M

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

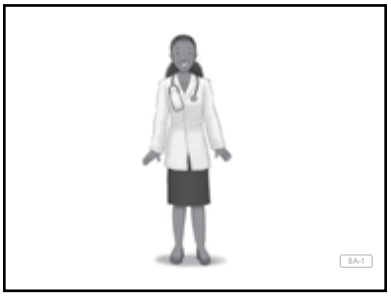
Language: Students will demonstrate understanding of the Tier 2 word *healthy*.

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, 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. Your spit (saliva), sweat, urine, and blood are mostly made of water. Because water is so important to your body, be sure to drink plenty of water every day.

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**.

Support

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

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 brush, brush, brush your teeth at least twice a day. Brush *here means to clean your teeth.* Use dental floss in between your teeth. This washes away the germs that cause cavities. Then you will have a bright, clean smile that says, "I take good care of my body!"

Show Image 8A-11: Child at the doctor

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.

Challenge

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.)*

ENGLISH LANGUAGE LEARNERS

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

20M

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

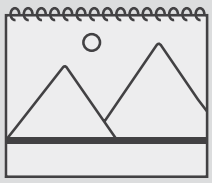
MULTIPLE MEANING WORD ACTIVITY: BRUSH (5 MIN.)

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.
- 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.
- 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.
- 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.
- Ask if students thought of any of these definitions.
- Then have students quiz their partners on the different meanings of *brush*.
  - 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.

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.

Poster 5M



ENGLISH LANGUAGE LEARNERS

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 the *brush* you do/is a verb?").

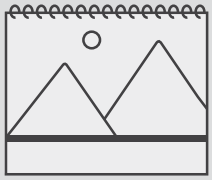
Intermediate
Ask students to provide examples of items related to each meaning of *brush* (e.g., "What are examples of brushes you use?").

Advanced/ Advanced High
Have students use each meaning correctly in context.

ELPS 3.D

VOCABULARY INSTRUCTIONAL ACTIVITY: NUTRITIOUS (5 MIN.)

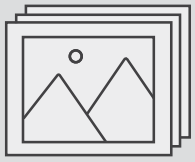
Flip Book 8A-2



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.

Image Card 15



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.)

Activity Page 8.1

- 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.

Challenge

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

End Lesson

LESSON

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

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 ❑ drawing tools
"The Pyramid Pantry"			
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			

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.

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 Digital Components 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"

Type	Tier 3 Domain-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		

Start Lesson

Lesson 9: The Pyramid Pantry

Introducing the Read-Aloud

10M

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*.

ENGLISH LANGUAGE LEARNERS

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.

Lesson 9: The Pyramid Pantry

Read-Aloud

30M

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?

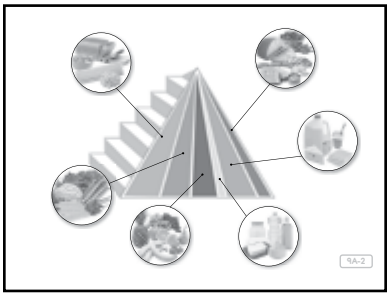
Support

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

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.

Check for Understanding

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

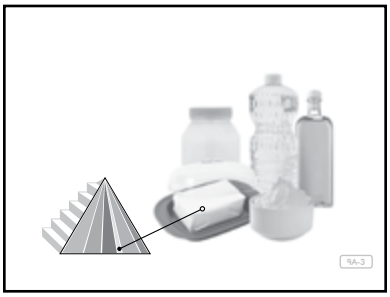


Show Image 9A-2: Food pyramid

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.

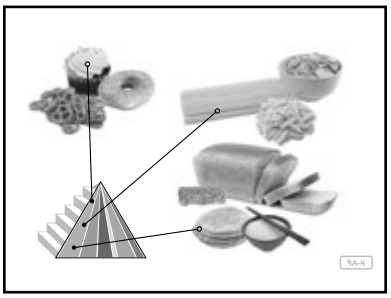


Show Image 9A-3: Oils

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

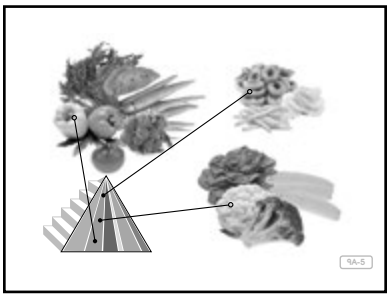
are better for you than others. For example, olive oil and canola oil are better choices than margarine and mayonnaise.

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!



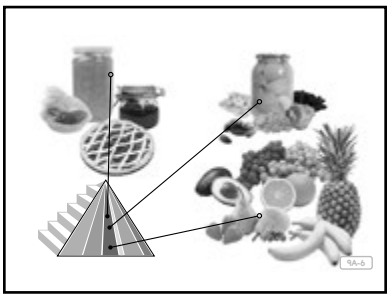
Show Image 9A-4: Grains

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!



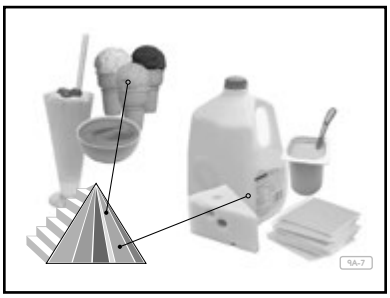
Show Image 9A-5: Vegetables

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.



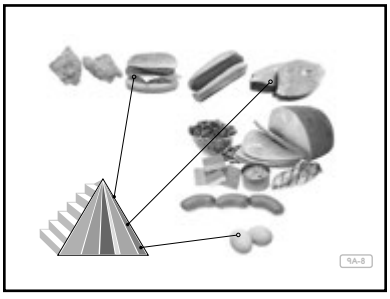
Show Image 9A-6: Fruit

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.



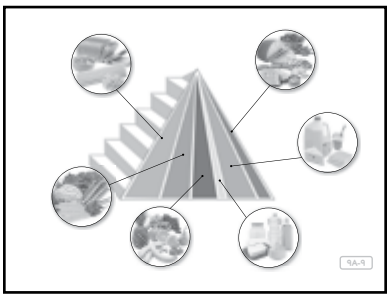
Show Image 9A-7: Milk

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.



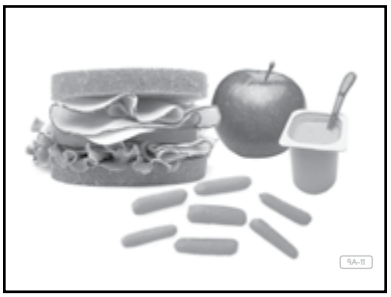
Show Image 9A-9: Food pyramid

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 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.

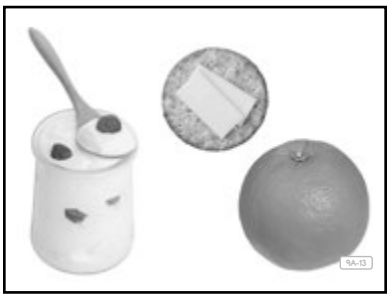
Show Image 9A-12: Dinner suggestion

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?

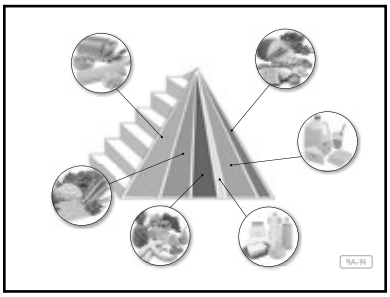
TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations.

Challenge

Have students describe a meal they ate recently that included at least three of the five categories on the food pyramid.



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. **Inferential.** 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

ENGLISH LANGUAGE LEARNERS

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.)*

Lesson 9: The Pyramid Pantry

Application

20M

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.)*

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.

ENGLISH LANGUAGE LEARNERS

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 you should eat the most of every day? *(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

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

FORMATIVE ASSESSMENT

Exit Pass

Body Systems 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 1.1.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.

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!"

Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Vocabulary		complicated (*comlicado/a*)	
Multiple Meaning			
Sayings and Phrases			

Start Lesson

Lesson 10: What a Complicated Network!

Introducing the Read-Aloud

10M

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

ENGLISH LANGUAGE LEARNERS

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

30M

Reading: Students will review body systems and the five keys to health.

TEKS 1.6.G; TEKS 1.6.H

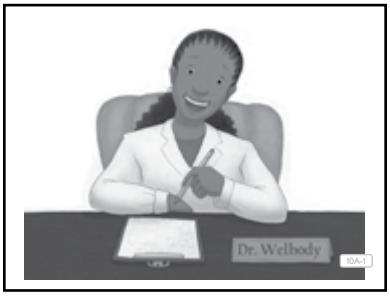
Language: Students will demonstrate understanding of the Tier 2 word *complicated*.

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:

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.

ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Listening Actively

Beginning
Encourage students to ask yes/no and *wh*–questions with substantial prompting and support.

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

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.

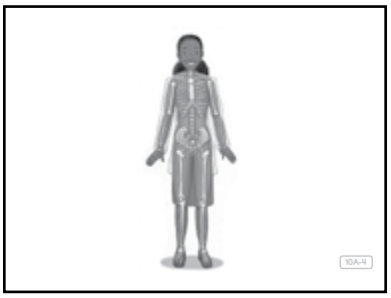
My heart and vessels move my blood. (That's known as circulation.)
My nerves work with my brain to get and process information.
My systems form a network—it's amazing as can be

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!

Check for Understanding

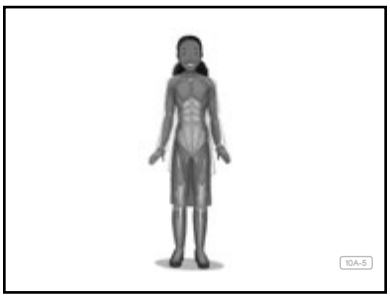
Thumbs-Up: As you review the body systems, have students signal with a thumbs up when they have the answer.



Show Image 10A-4: Dr. Welbody's 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!

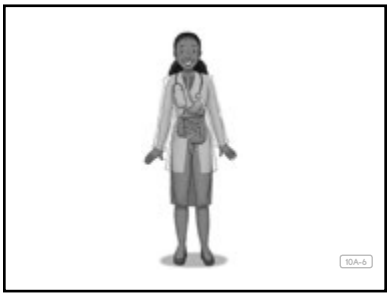
Support

Complicated means difficult to understand.



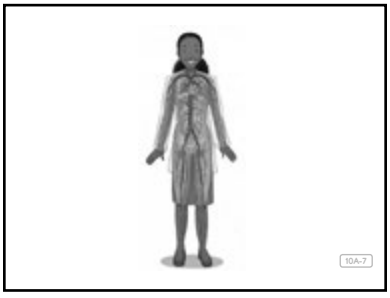
Show Image 10A-5: Dr. Welbody's muscular system

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: Dr. Welbody's digestive system

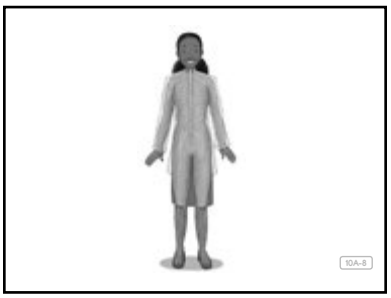
Why does your body still have food in it today that you ate two days ago? Food moves slowly through your body. It takes time for your body to digest food, taking all the nutrients from it that your body needs before getting rid of the waste. Food goes from your mouth, down your esophagus, and into your 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: Dr. Welbody's circulatory system

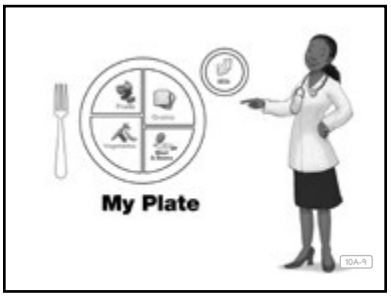
How long does it take for your blood to circulate all around your body? It only takes about one minute. Your heart muscle works hard to pump your blood all around.

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: Dr. Welbody's 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, and get enough rest? *(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

20M

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.) TEKS 1.9.B

Activity Page 10.1

- Tell students they will perform a poem about the human body. Ask students how rhyme can help them remember information.
- 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 domain.
- 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.

ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Presenting

Beginning
Have students practice the beat of the poem 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

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.

- 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 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.

Grade 1 | Knowledge 2

Domain Review

NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this domain. 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 DOMAIN

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

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 Cards 1–14

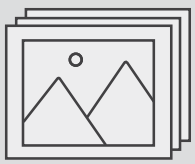
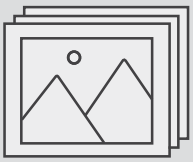


Image Card Review

- 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.

- 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.

Image Cards 15–19



Domain-Related Trade Book or Student Choice

- Read a trade book to review a particular event; refer to the books listed in the domain 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 shot you get that helps prevent disease. What am I? *(vaccine)*
  - 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)*

Write About It: A Healthy Day

- Review the five keys to health with students and the key components of a fiction story. 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 domain.
- 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.
- Bind the pages to make a book to put in the class library for students to read again and again.

Grade 1 | Knowledge 2

Domain Assessment

This Domain Assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *The Human Body*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (Vocabulary Assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *The Human Body.*

PART I

TEKS 1.7.F; TEKS 1.9.D.i

Activity Page DA.1

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)*

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 DA.2

Directions: In each row of pictures, you will look out for specific things. Let's do the first one together.

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 their descriptions. 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 DA.3

Culminating Activities

NOTE TO TEACHER

Please use the final two days to address class results of the Domain Assessment. Based on the results of the Domain 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 domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

REMEDIATION

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 milk.

Activity Page CA.1

Questions for Dr. Welbody

- 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.
- You may then follow up with answers to their questions in a letter from Dr. Welbody later in the week.

Chef Steph's Assistants

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

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.

Teacher Resources

Grade 1	Knowledge 2

Teacher Guide

Grade 1 | Knowledge 2

Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

1.1 **Activity Page**

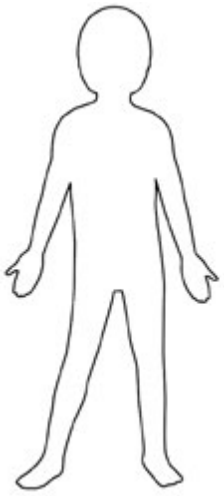
Directions: Circle the image that represents a network of systems.

Knowledge 2

NAME: _____
DATE: _____

2.1 **Activity Page**

My Answers will vary. ***System***



Directions: Complete the title line with the name of the system being reviewed. Next, draw the organs included in that system within the body form. Use the lines at the bottom of the page to write a sentence about the system.

Knowledge 2

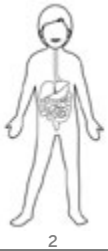
NAME: _____
DATE: _____

PP.1 **Activity Page**

Body Systems

4

1



2

3

1. Nervous system	2. Digestive system
3. Circulatory system	4. Muscular system

Directions: Identify pictures of the nervous, digestive, circulatory, and muscular systems. Write the number on the line next to its corresponding picture.

Knowledge 2

NAME: _____
DATE: _____

7.1 **Activity Page**

Somebody	Louis Pasteur
Wanted	to test his rabies vaccine
But	he was not sure the vaccine would work
So	Pasteur gave the boy the vaccine anyway, because there was a chance it would cure him
Then	Pasteur became a hero because the boy was cured

Directions: Think about what you heard in the read-aloud, and then fill in the chart using words or sentences.

Knowledge 2

NAME: _____

DATE: _____

7.2 **Activity Page**

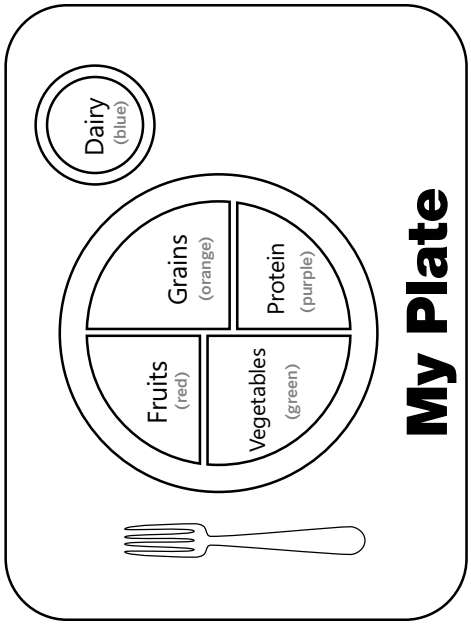
Directions: Circle the image that shows how you can help prevent disease.

Knowledge 2

NAME: _____

DATE: _____

9.1 **Activity Page**



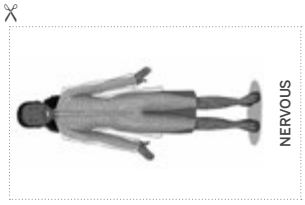
Directions: Color the "vegetable" section green; the "fruit" section red; the "grains" section orange; the "protein" section purple; and the "dairy" section blue.

Knowledge 2

NAME: _____

DATE: _____

10.1 **Activity Page**


NERVOUS


SKELETAL


MUSCULAR


CIRCULATORY


DIGESTIVE

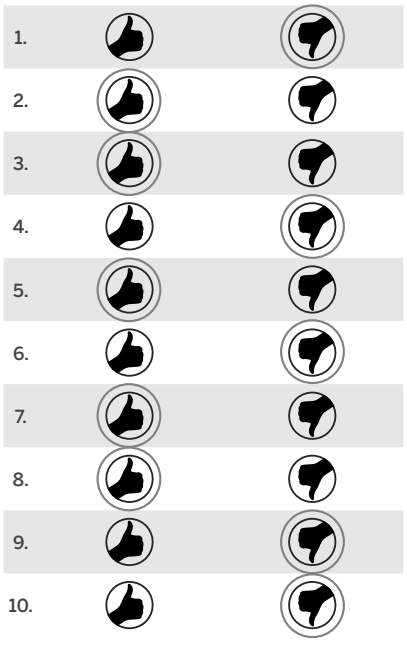
Directions: Cut out the pictures. Follow the teacher's instructions.

Knowledge 2

NAME: _____

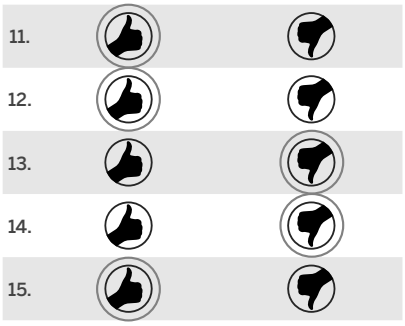
DATE: _____

DA.1 **Assessment**



Directions: Listen to your teacher's instructions.

Knowledge 2

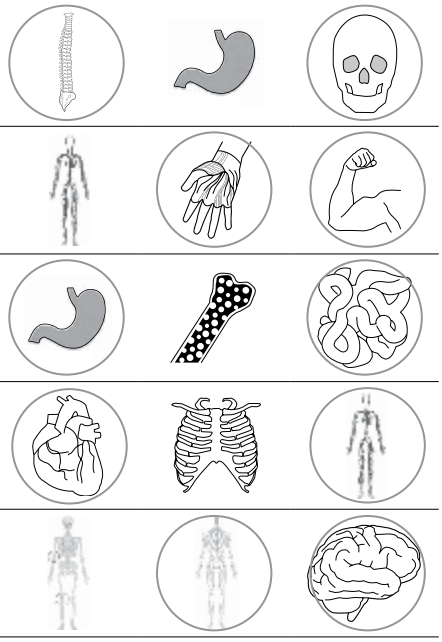


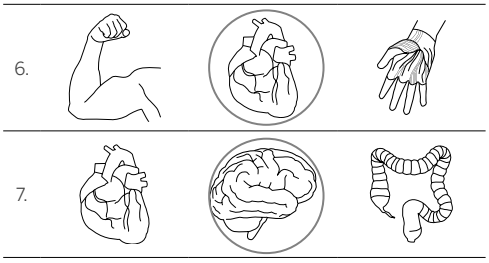
NAME: _____

DATE: _____

DA.2 **Assessment**

Directions: Listen to the teacher's instructions. Then, draw a circle around the correct picture(s) in each row.





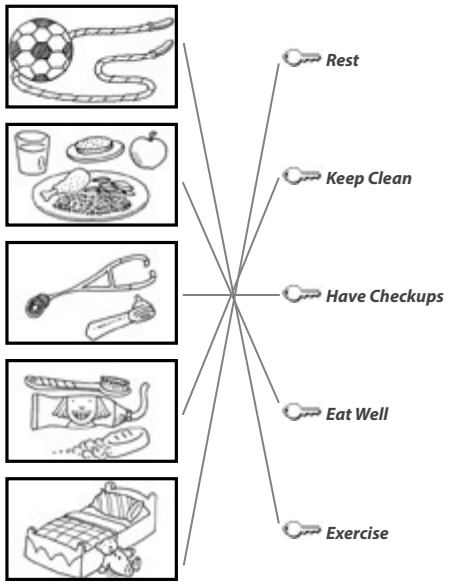
NAME: _____

DATE: _____

DA.3 **Assessment**

Five Keys to Keeping Healthy

Directions: Listen to your teacher's instructions.



TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 2		Correlation—Teacher's Guide
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	D2: p. 5; D2: p. 9; D2: p. 20; D2: p. 23; D2: p. 44; D2: p. 47; D2: p. 57; D2: p. 61; D2: p. 69; D2: p. 72; D2: p. 97; D2: p. 100; D2: p. 109; D2: p. 112; D2: p. 124; D2: 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	D2: p. 32; D2: p. 35; D2: p. 124; D2: 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	
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate 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) demonstrate 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	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 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) demonstrate 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 digraphs	
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	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
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 clafify word meanings.	D2: p. 5; D2: p. 11; D2: p. 12; D2: p. 16; D2: p. 17; D2: p. 20; D2: p. 25; D2: p. 32; D2: p. 37; D2: p. 44; D2: p. 49; D2: p. 57; D2: p. 62; D2: p. 69; D2: p. 73; D2: p. 83; D2: p. 86; D2: p. 88; D2: p. 97; D2: p. 101; D2: p. 107; D2: p. 109; D2: p. 113; D2: p. 121; D2: p. 124; D2: 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	D2: p. 57; D2: p. 62; D2: p. 63; D2: p. 109; D2: p. 113; D2: p. 117
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 2		Correlation—Teacher's Guide
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time.	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	D2: p. 32; D2: p. 37
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	D2: p. 20; D2: p. 25; D2: p. 44; D2: p. 49; D2: p. 57; D2: p. 62; D2: p. 69; D2: p. 73
TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	D2: p. 44; D2: 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;	D2: p. 32; D2: p. 37; D2: p. 57; D2: p. 62; D2: p. 83; D2: p. 88; D2: p. 97; D2: p. 101; D2: p. 109; D2: p. 121
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	D2: p. 32; D2: p. 37; D2: p. 109; D2: p. 113
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	D2: p. 69; D2: p. 73; D2: p. 83; D2: p. 88; D2: p. 95; D2: p. 97; D2: p. 101; D2: p. 124; D2: p. 128
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	D2: p. 69; D2: p. 72; D2: p. 124; D2: 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	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
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	D2: p. 109; D2: p. 113
TEKS 1.7.D	retell texts in ways that maintain meaning	D2: p. 81; D2: p. 83; D2: p. 95
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	D2: p. 20; D2: p. 30; D2: p. 32; D2: p. 43; D2: p. 44; D2: p. 55; D2: p. 57; D2: p. 68; D2: p. 69; D2: p. 79; D2: p. 97; D2: p. 107; D2: p. 109; D2: p. 121; D2: p. 124; D2: p. 134
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	D2: p. 5; D2: p. 9; D2: p. 20; D2: p. 23; D2: p. 97; D2: p. 107

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 2		Correlation—Teacher's Guide
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary 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	
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	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, 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	D2: p. 124; D2: p. 134
TEKS 1.9.C	discuss elements of drama such as characters and setting	
(D) recognize characteristics and structures of informational text, including:		
TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	D2: p. 5; D2: p. 11; D2: p. 17; D2: p. 18
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	D2: p. 5; D2: p. 17; D2: p. 18
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	D2: p. 5; D2: p. 17; D2: p. 18; D2: p. 69; D2: 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	
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS 1.10.A	discuss the author's purpose for writing text	D2: p. 5; D2: p. 17; D2: 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	listen to and experience first- and third- person texts	
TEKS 1.10.E	listen to and experience first- and third- person texts	D2: p. 5; D2: p. 11; D2: p. 15

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 2		Correlation—Teacher's Guide
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	D2: p. 5; D2: p. 17
(B) develop drafts into a focused, structured, and coherent piece of writing by:		
TEKS 1.11.B.i	organizing with structure	D2: p. 20; D2: p. 30; D2: p. 32; D2: p. 43; D2: p. 44; D2: p. 55; D2: p. 57; D2: p. 68; D2: p. 69; D2: 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 using 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	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
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	D2: p. 5; D2: p. 17; D2: p. 20; D2: p. 30; D2: p. 32; D2: p. 43; D2: p. 44; D2: p. 55; D2: p. 57; D2: p. 68; D2: p. 69; D2: p. 79
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 2		Correlation—Teacher's Guide
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
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	
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	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 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	D2: 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	D2: p. 134
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	D2: 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	
ELPS 1.F	use accessible language and learn new and essential language in the process	D2: 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	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 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	D2: p. 17, D2: 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	D2: p. 24, D2: p. 47, D2: p. 63
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. 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 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	D2: p. 10, D2: p. 28, D2: p. 35, D2: p. 43, D2: p. 53, D2: p. 66, D2: p. 77, D2: p. 86, D2: p. 95, D2: p. 105, D2: p. 112, D2: p. 134

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 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	D2: p. 107
ELPS 3.E	share information in cooperative learning interactions	D2: 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	D2: p. 61, D2: p. 72, D2: 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 grade-appropriate academic topics	D2: p. 93, D2: p. 100, D2: 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	
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. 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. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
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 sound-letter 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	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 2		Correlation—Teacher's Guide
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	
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	D2: 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	D2: p. 10, D2: p. 15, D2: p. 41, D2: p. 119, D2: 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 grade-level needs	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 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:		
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	D2: p. 31, D2: p. 55, D2: p. 68, D2: 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	

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

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ENGLISH

Grade 1

Knowledge 2 | Activity Book

The Human Body

Grade 1 | Knowledge 2

The Human Body

Activity Book

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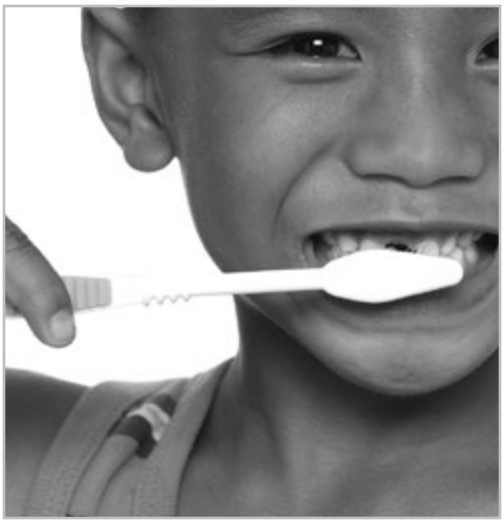
DATE: _____



Directions: Circle the image that represents a network of systems.

NAME: _____

DATE: _____

Dear Family Member,

During the next several days, your student will be learning about the human body. Your student will learn about five important body systems: skeletal, muscular, digestive, circulatory, and nervous. Below are some suggestions of activities to do at home to reinforce what your student is learning about how our bodies work to keep us alive.

1. What's Inside My Body?

Ask your student to describe a body organ that they learn about each day. Have your student tell you why the organ is important and the name of the body system to which it belongs.

2. Systems at Work

Ask your student which body systems are at work as you walk, talk, eat, and read together. Encourage the use of vocabulary being learned at school by asking your student to explain how the systems are working together.

3. Draw and Write

Have your student draw and/or write about what has been learned about each of the body systems and then share the drawing and/or writing with you. Ask questions to keep your student using the vocabulary learned at school.

4. Words to Use

Below are several of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *systems*—Human body systems include the digestive system and the circulatory system.
- *support*—The beams of the house support the roof.
- *voluntary*—His participation in the race was voluntary.
- *digestion*—The digestion of food takes the body several days to complete.
- *heart*—The heart is an involuntary muscle.
- *nerves*—The tips of your fingers are full of nerves that allow you to feel.

5. Read Aloud Each Day

It is very important to read with your student each day.

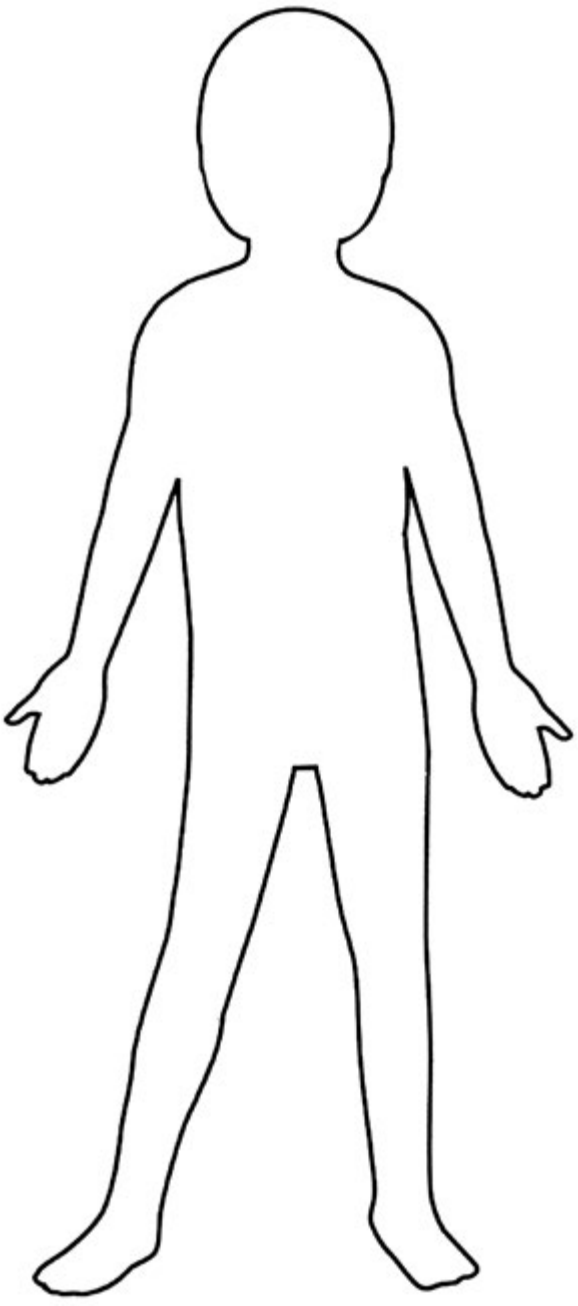
Be sure to praise your student whenever they share what has been learned at school.

NAME: _____

DATE: _____

My _____ System

Directions: Complete the title line with the name of the system being reviewed. Next, draw the organs included in that system within the body form. Use the lines at the bottom of the page to write a sentence about the system.



_____

_____

NAME: _____

DATE: _____

Dear Family Member,

I hope your student has enjoyed learning about their body and how its systems work together to keep us alive. Over the next several days, your student will learn about health, nutrition, and ways to keep their body at its best. Below are some suggestions for activities that you may do at home to reinforce the healthy habits your student is learning about at school.

1. Healthy Eating

You may wish to visit the USDA website or the library to learn more about a healthy diet.

2. Menu Planning, Shopping, and Cooking

Have your student help you plan a well-balanced meal for the family's dinner using foods from a variety of food groups. Then, go to the grocery store together to buy the ingredients. Have your student help in the preparation of the food.

3. Words to Use

Below are several of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *diseases*—Scientists work hard to cure diseases that make people sick.
- *nutritious*—Every day, Luke ate a nutritious lunch with fruits and vegetables.
- *complicated*—The recipe was extremely complicated and had many steps to follow.

4. Read Aloud Each Day

It is very important to read with your student each day.

5. Sayings and Phrases: "An Apple a Day Keeps the Doctor Away"

Your student will learn the saying "an apple a day keeps the doctor away." Talk with your student about its meaning. Discuss the importance of going to the doctor for regular checkups and vaccinations.

Be sure to praise your student whenever they share what has been learned at school.

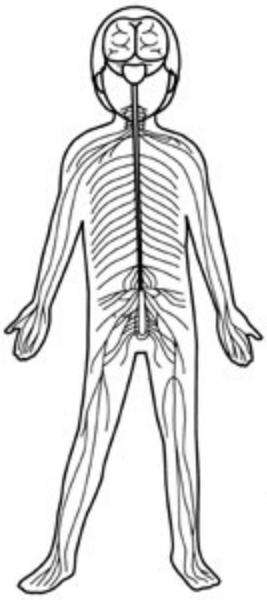
NAME: _____

DATE: _____

Body Systems

Directions: Identify pictures of the nervous, digestive, circulatory, and muscular systems. Write the number on the line next to its corresponding picture.

_____



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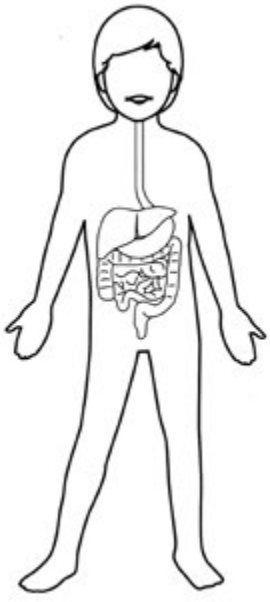

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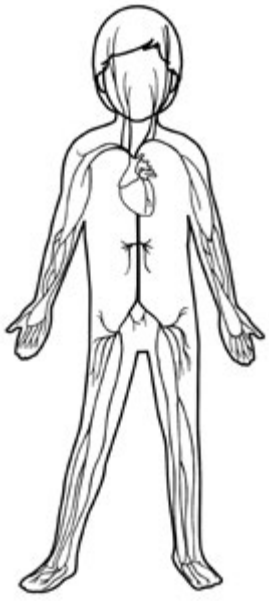


_____

1. Nervous system	2. Digestive system
3. Circulatory system	4. Muscular system

NAME: _____

DATE: _____

Directions: Think about what you heard in the read-aloud, and then fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____

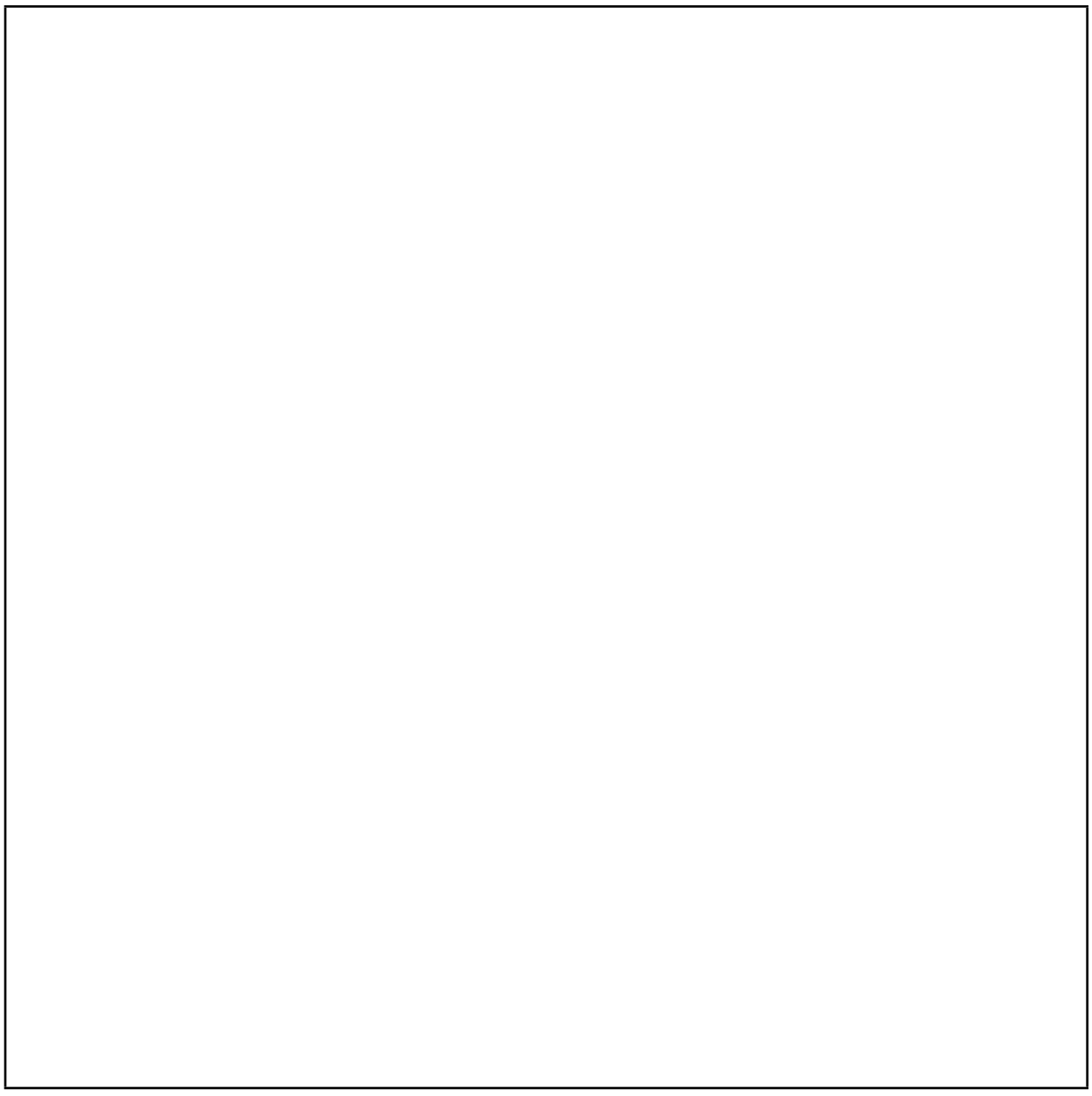
Directions: Circle the image that shows how you can help prevent disease.

NAME: _____

DATE: _____

8.1 **Activity Page**

Directions: Draw a picture about one of Dr. Welbody's five keys to health. Use the lines at the bottom to write a sentence about the key to health you drew.

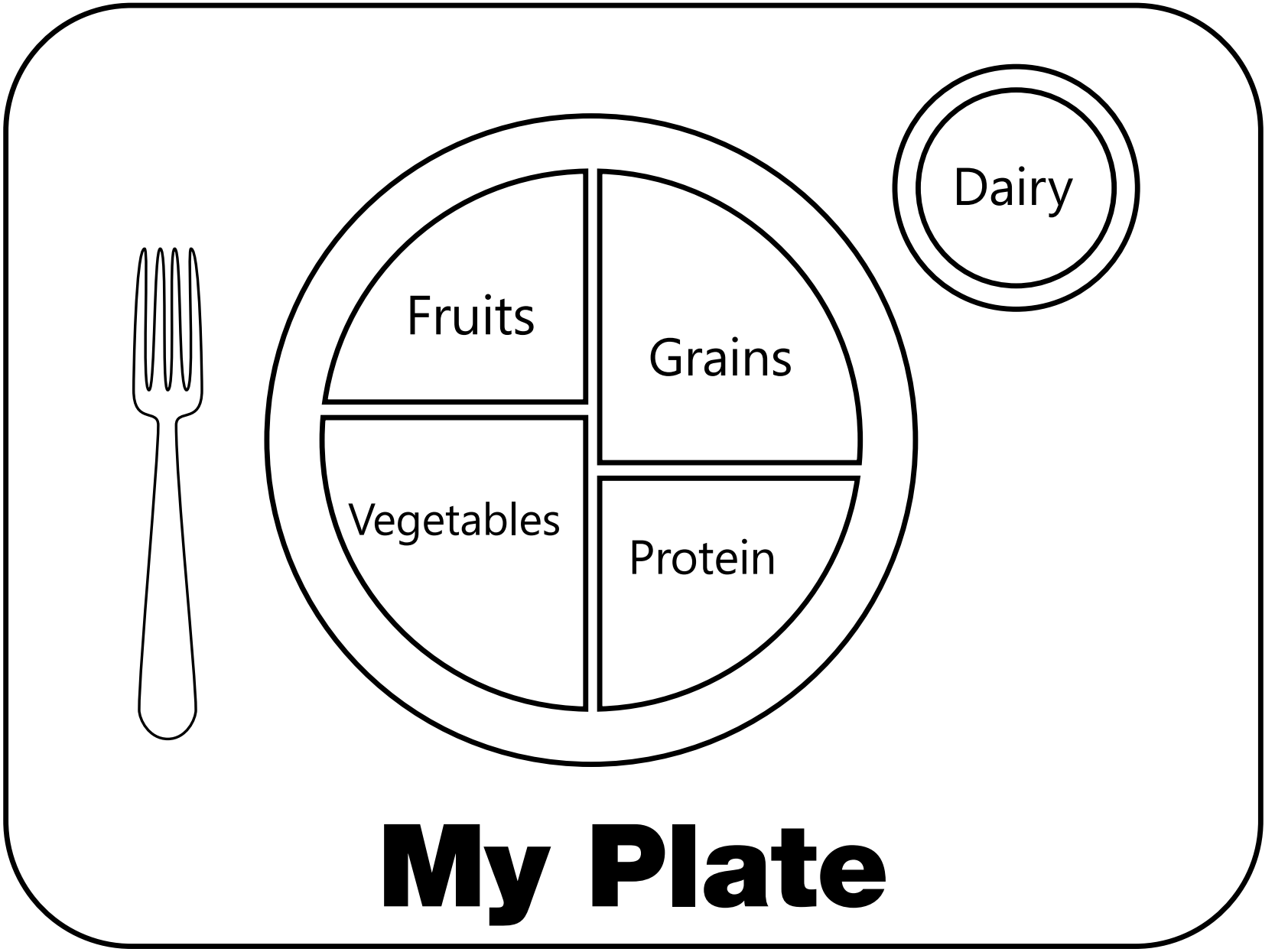


NAME: _____

DATE: _____

9.1 Activity Page

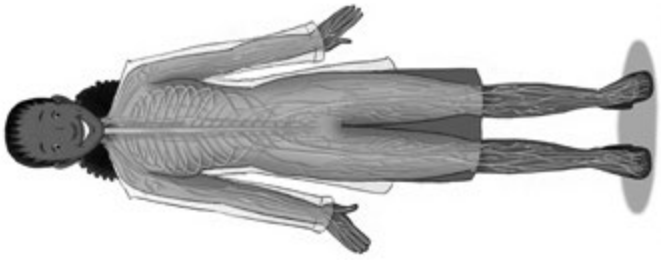
Directions: Color the "vegetable" section green; the "fruit" section red; the "grains" section orange; the "protein" section purple; and the "dairy" section blue.



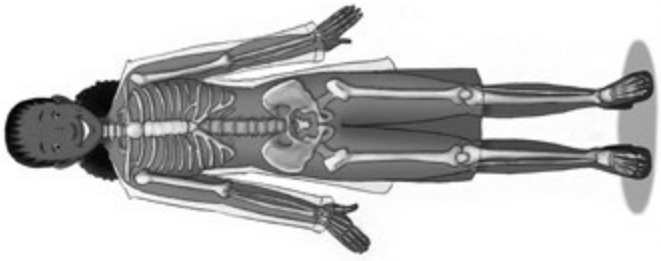
NAME: _____

DATE: _____

Directions: Cut out the pictures. Follow the teacher's instructions.



NERVOUS



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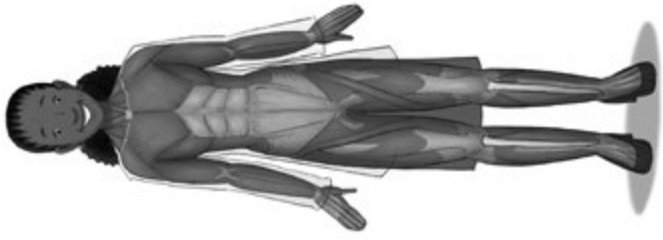


MUSCULAR

CIRCULATORY

DIGESTIVE

NAME: _____

DATE: _____

DA.1 **Assessment**

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

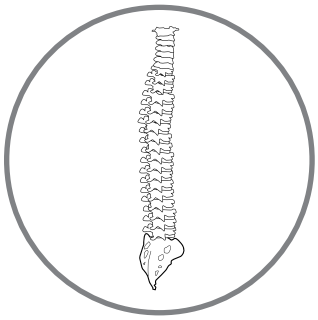
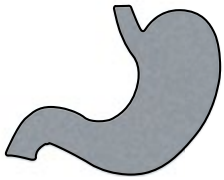
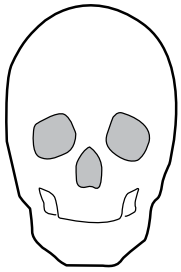
11.		
12.		
13.		
14.		
15.		

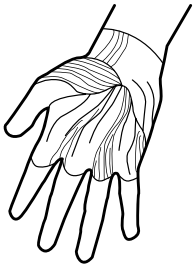
NAME: _____

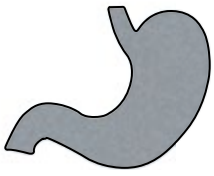
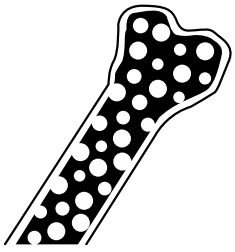
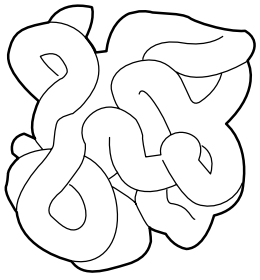
DATE: _____

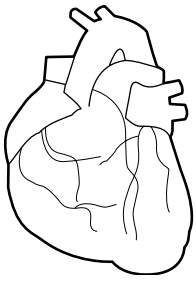
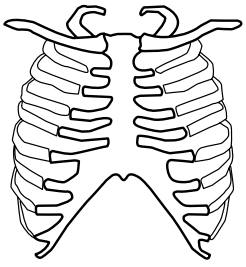
DA.2 **Assessment**

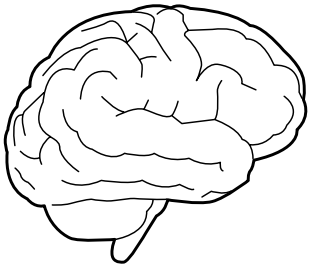
Directions: Listen to the teacher's instructions. Then, draw a circle around the correct picture(s) in each row.

1.   

2.   

3.   

4.   

5.   

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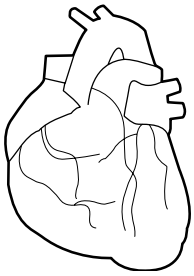

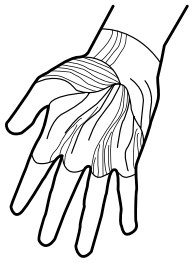

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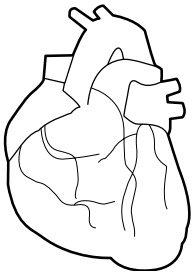

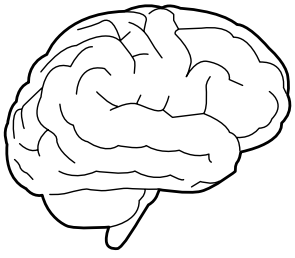

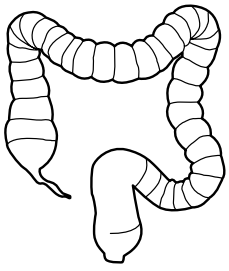

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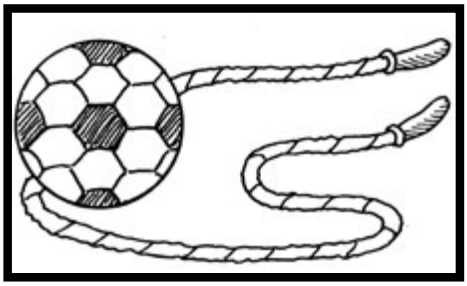
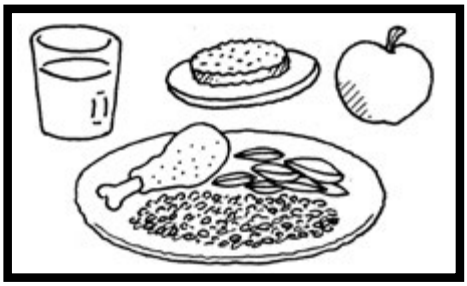
DATE: _____

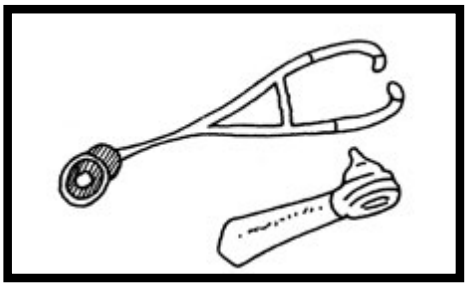
Five Keys to Keeping Healthy



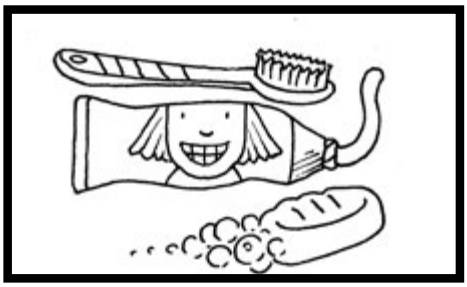
Rest



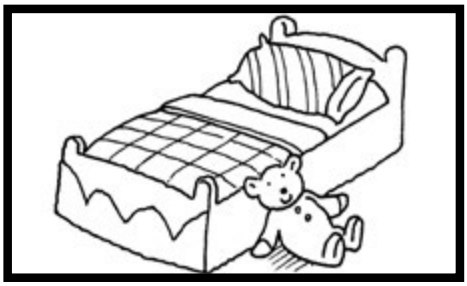
Keep Clean



Have Checkups



Eat Well



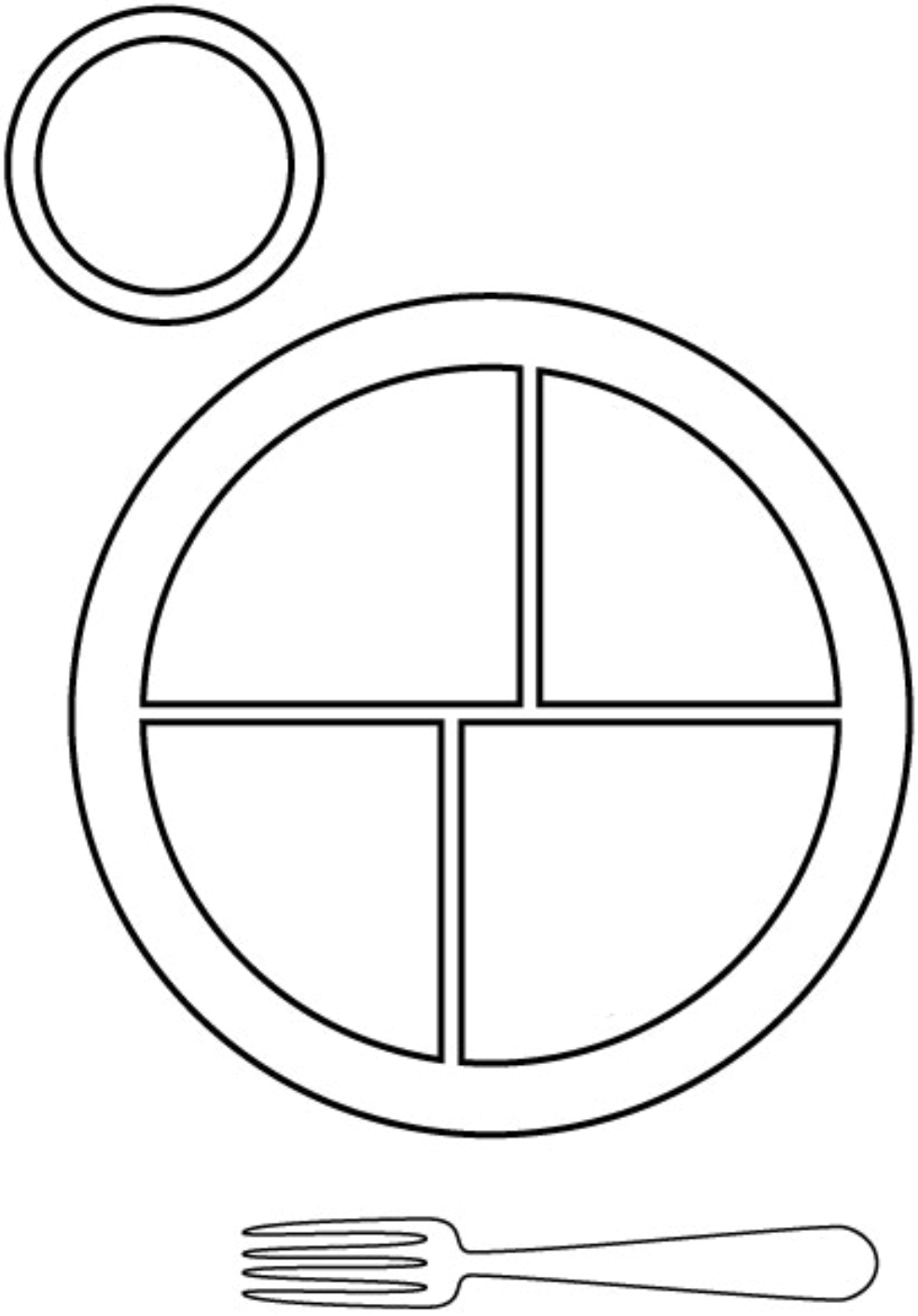
Exercise

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

A Well-Balanced Meal (Grains, Fruits, Vegetables, Meat and Beans, Milk)



Directions: Create a healthy meal to fill the empty plate. Include foods from all food groups.

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The Human Body

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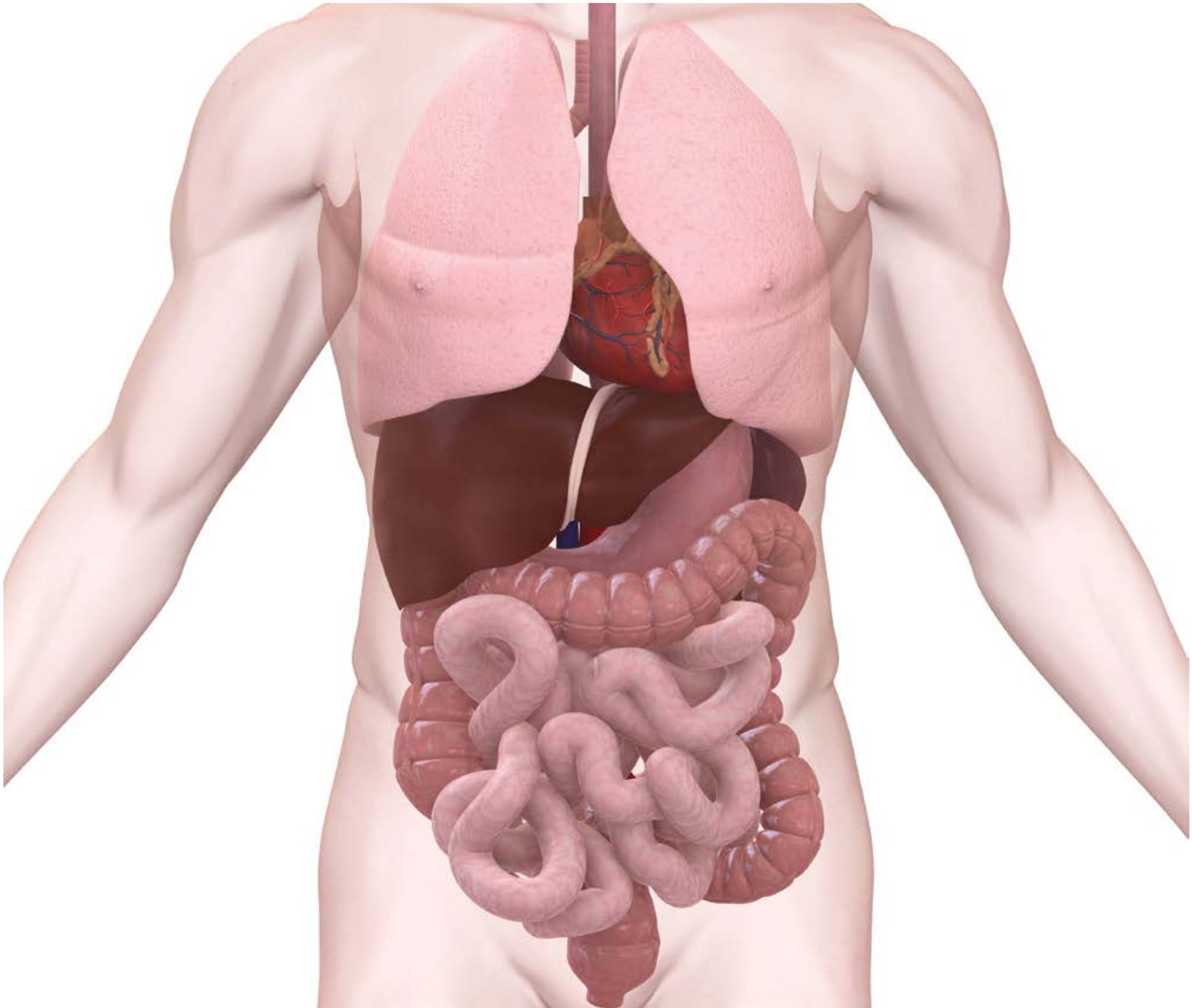
Flip Book Introduction

This Flip Book contains images that accompany the Teacher Guide for *The Human Body*. The images are in sequential order. Each image is identified by its lesson number, Read-Aloud letter (A or B), and the number of the image within the particular read-aloud. For example, the first image in Read-Aloud 1A is numbered 1A-1. Once you have worked your way through the book to the last page, you will flip the entire book over to view the second half of the images.

Depending on your classroom configuration, you may need to have students sit closer to the flip book in order to see the images clearly.

1A-3



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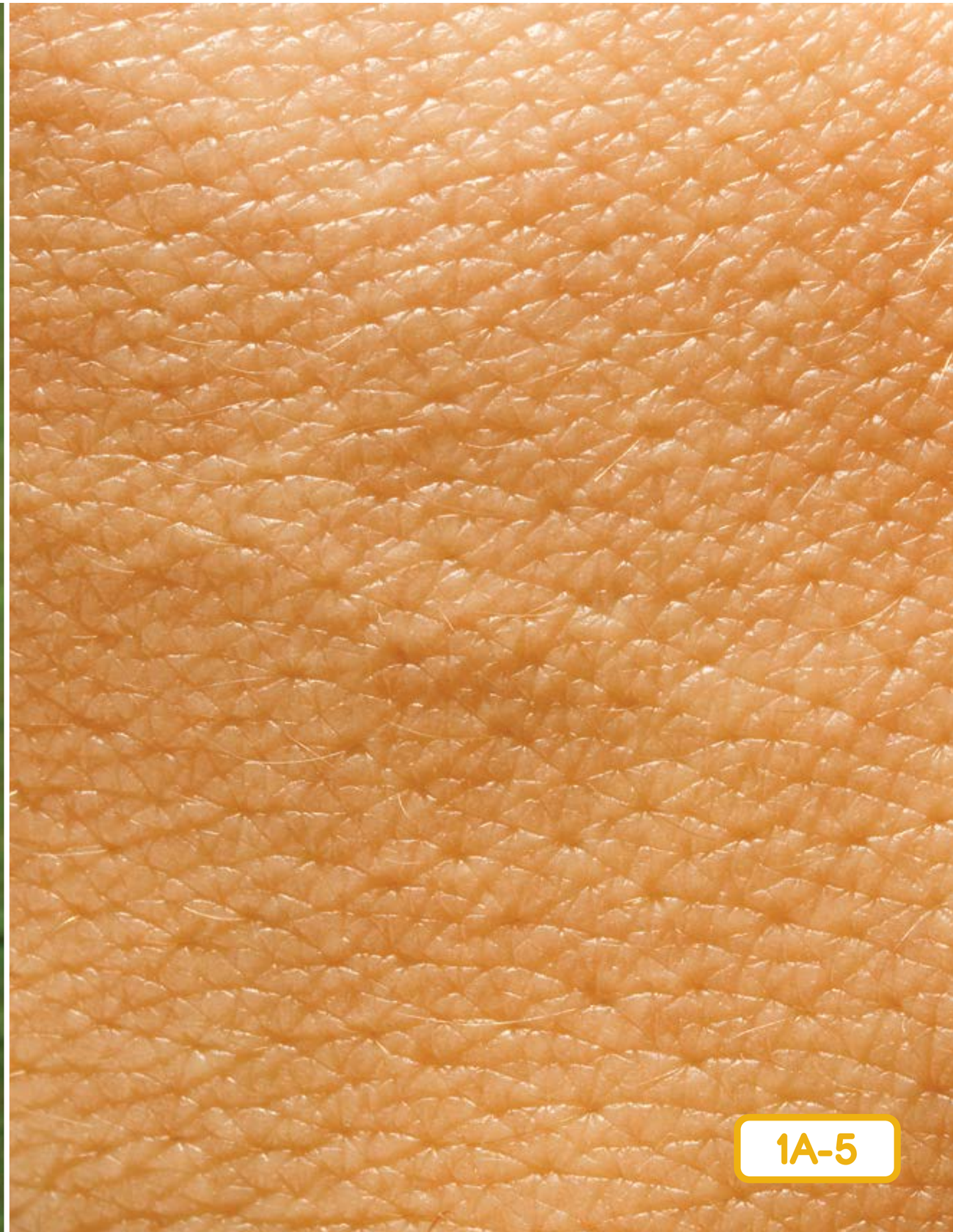
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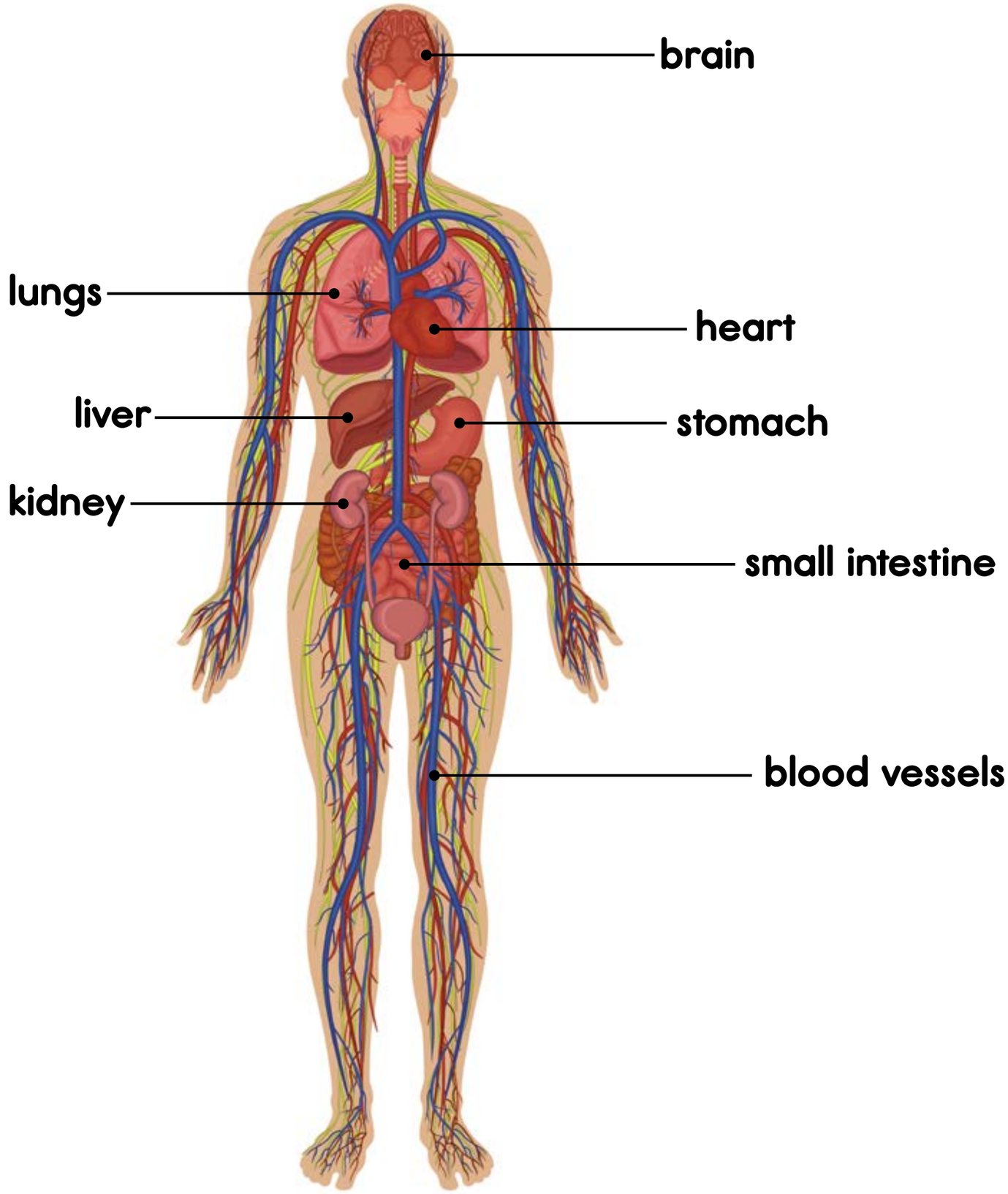
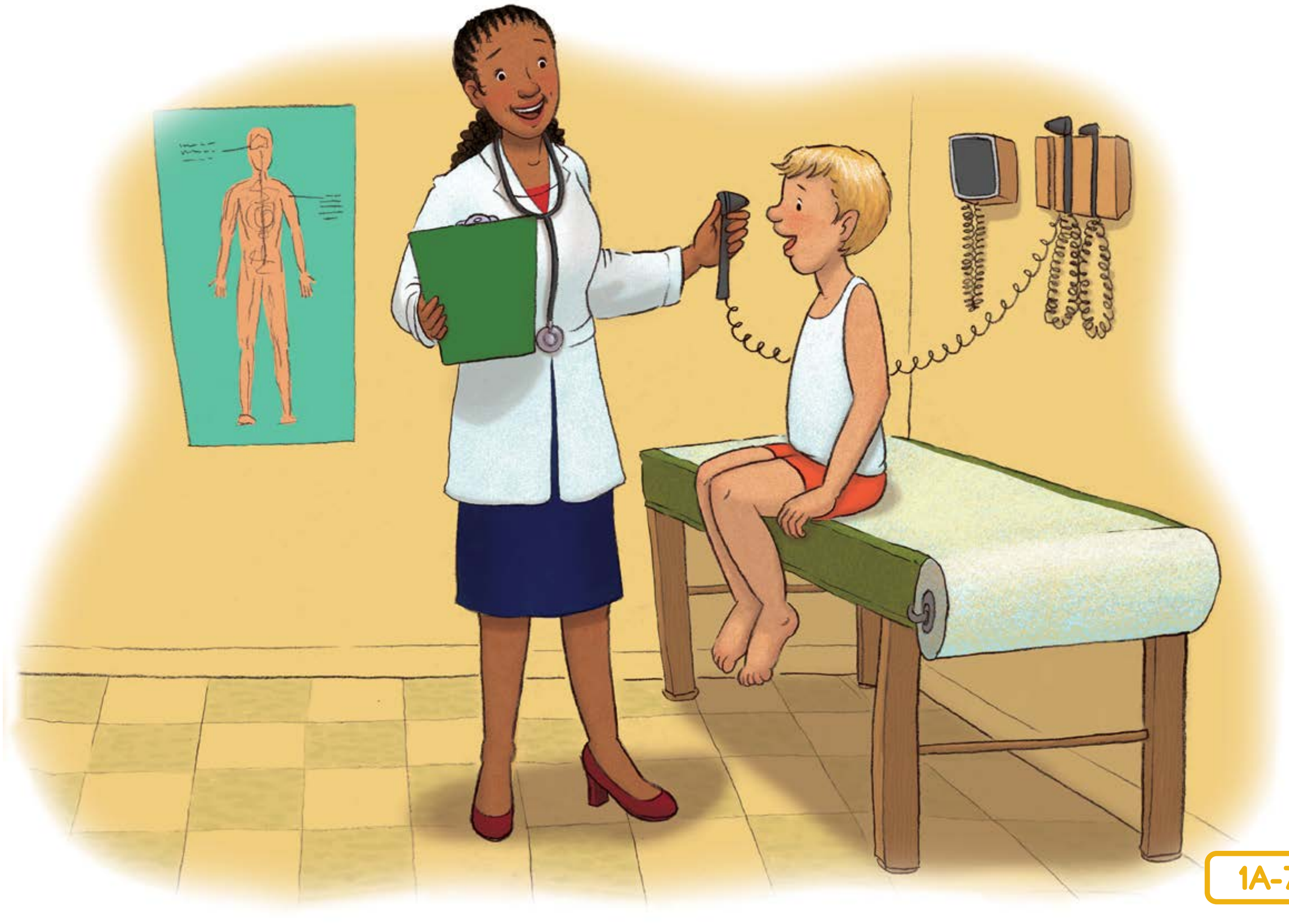
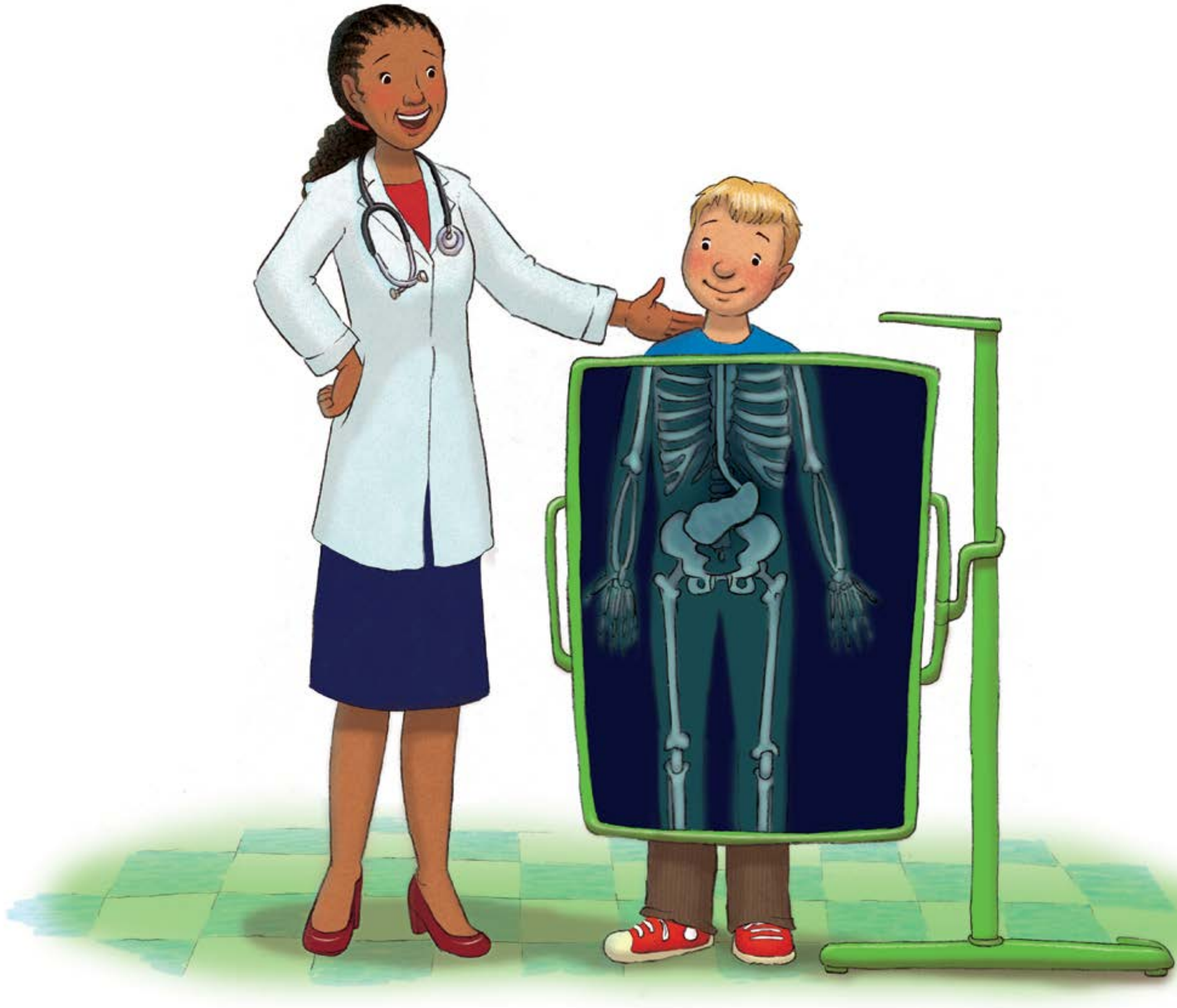
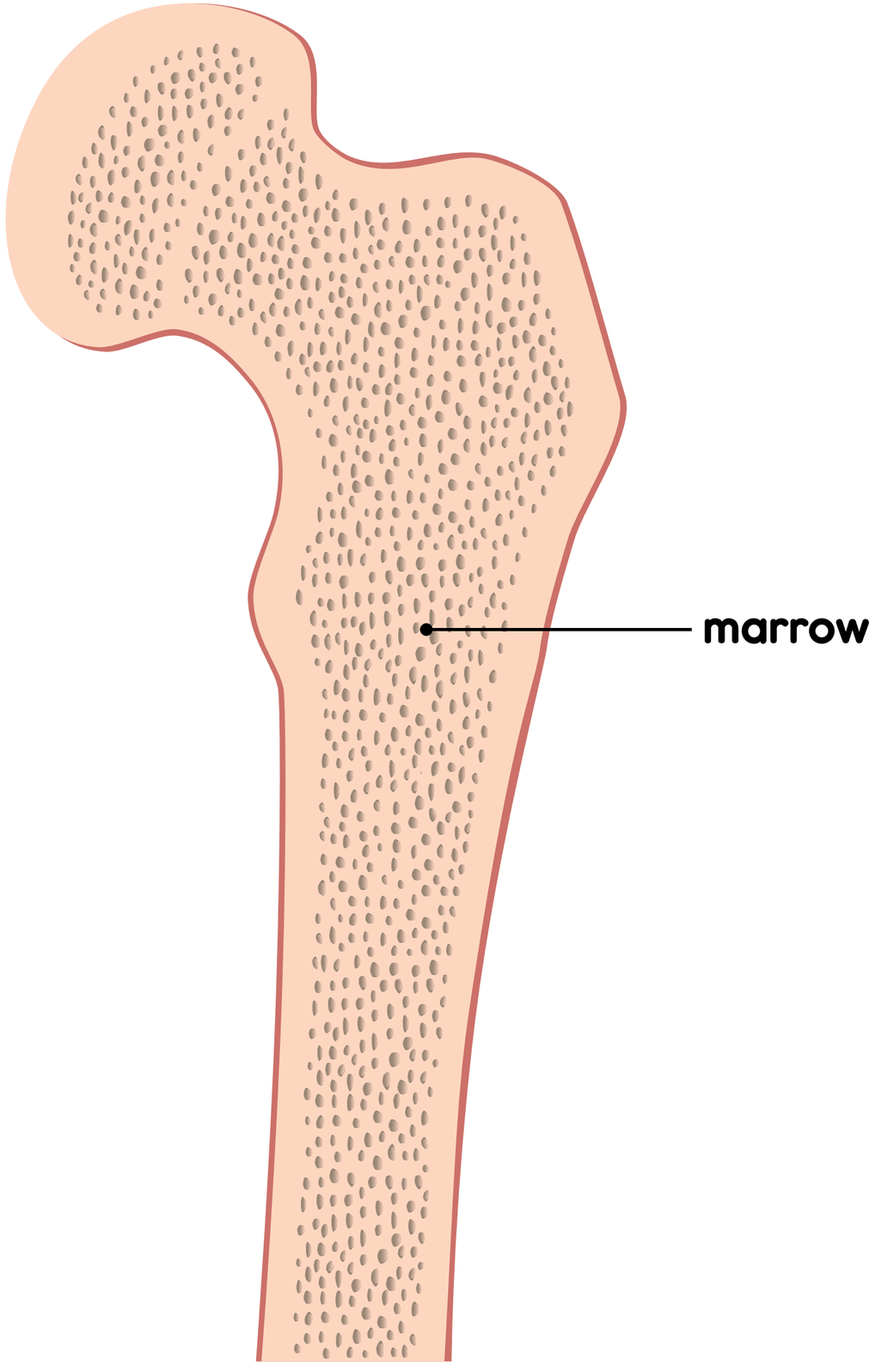
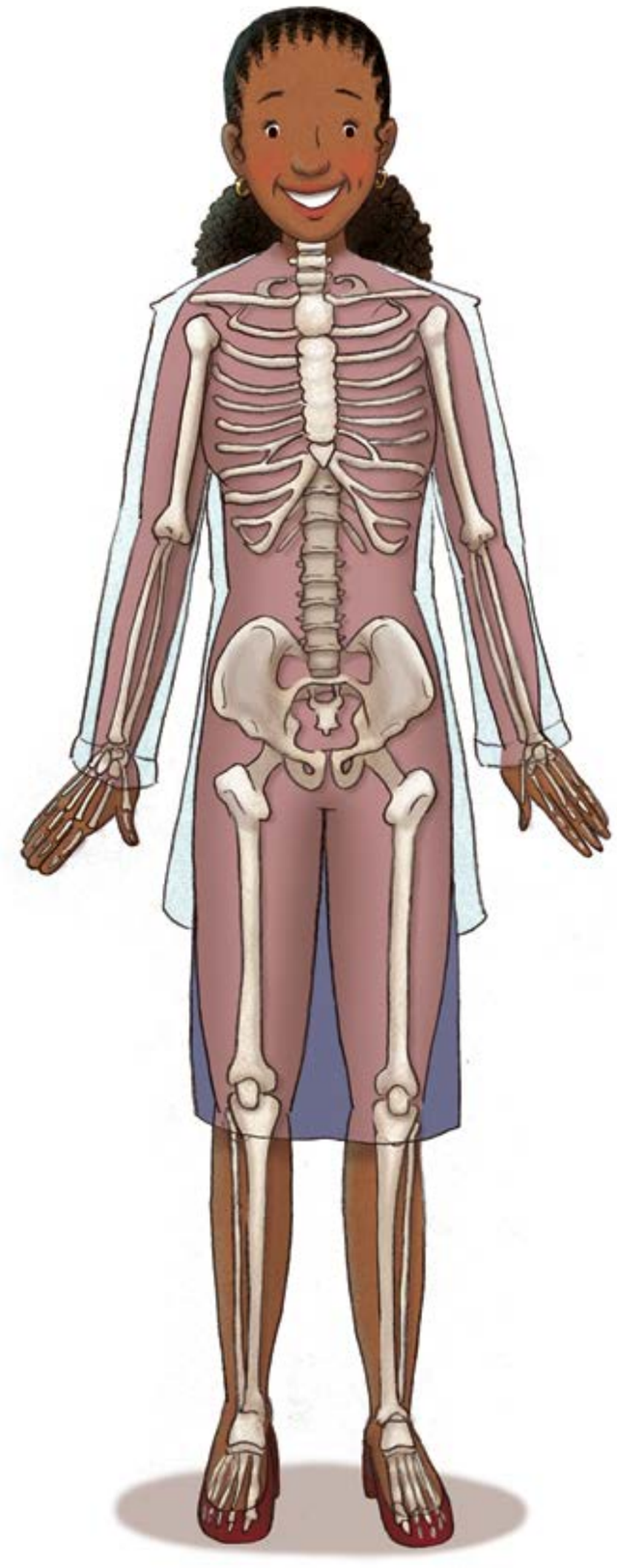

brain
lungs
heart
liver
stomach
kidney
small intestine
blood vessels

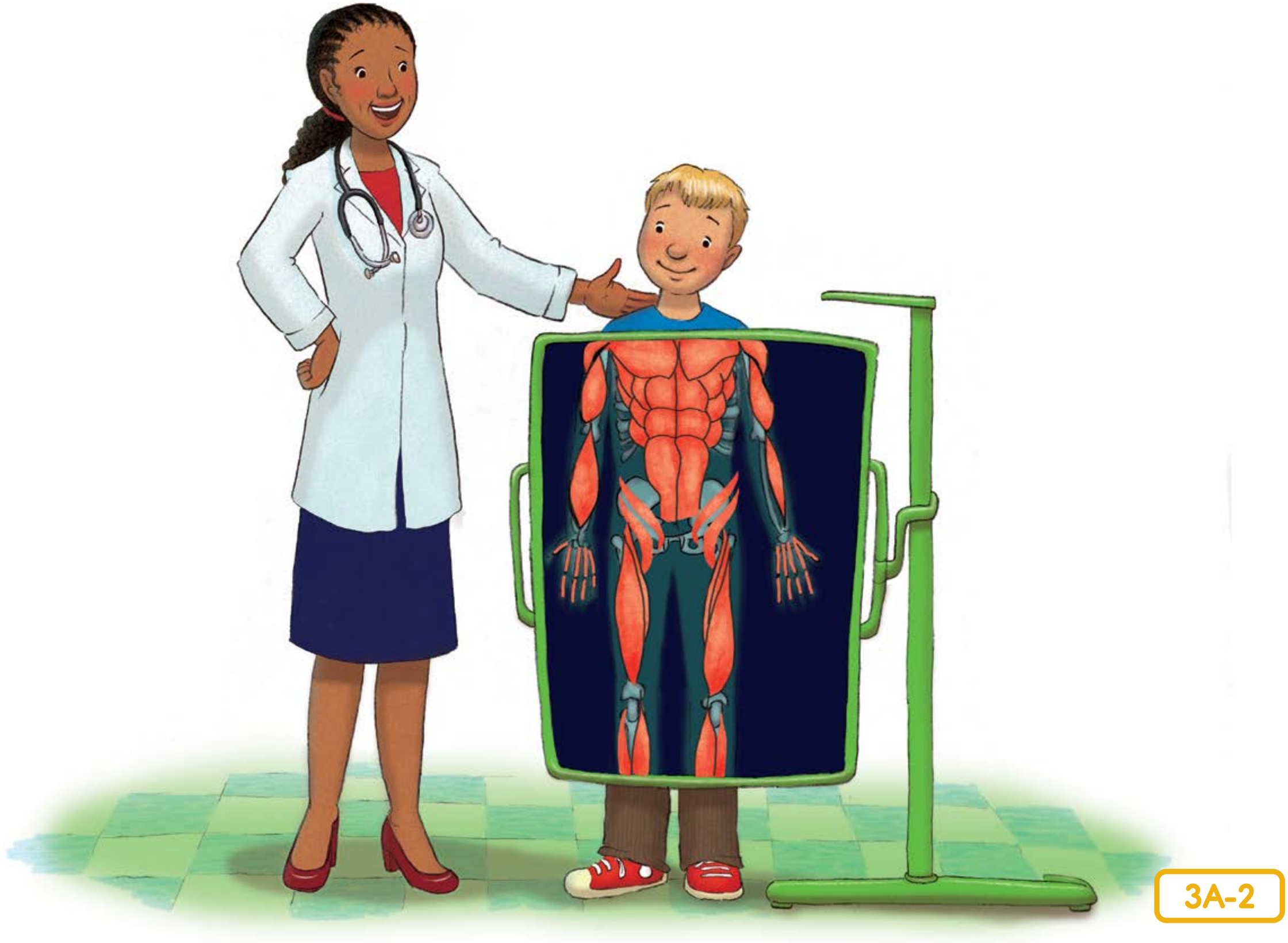





marrow


2A-4





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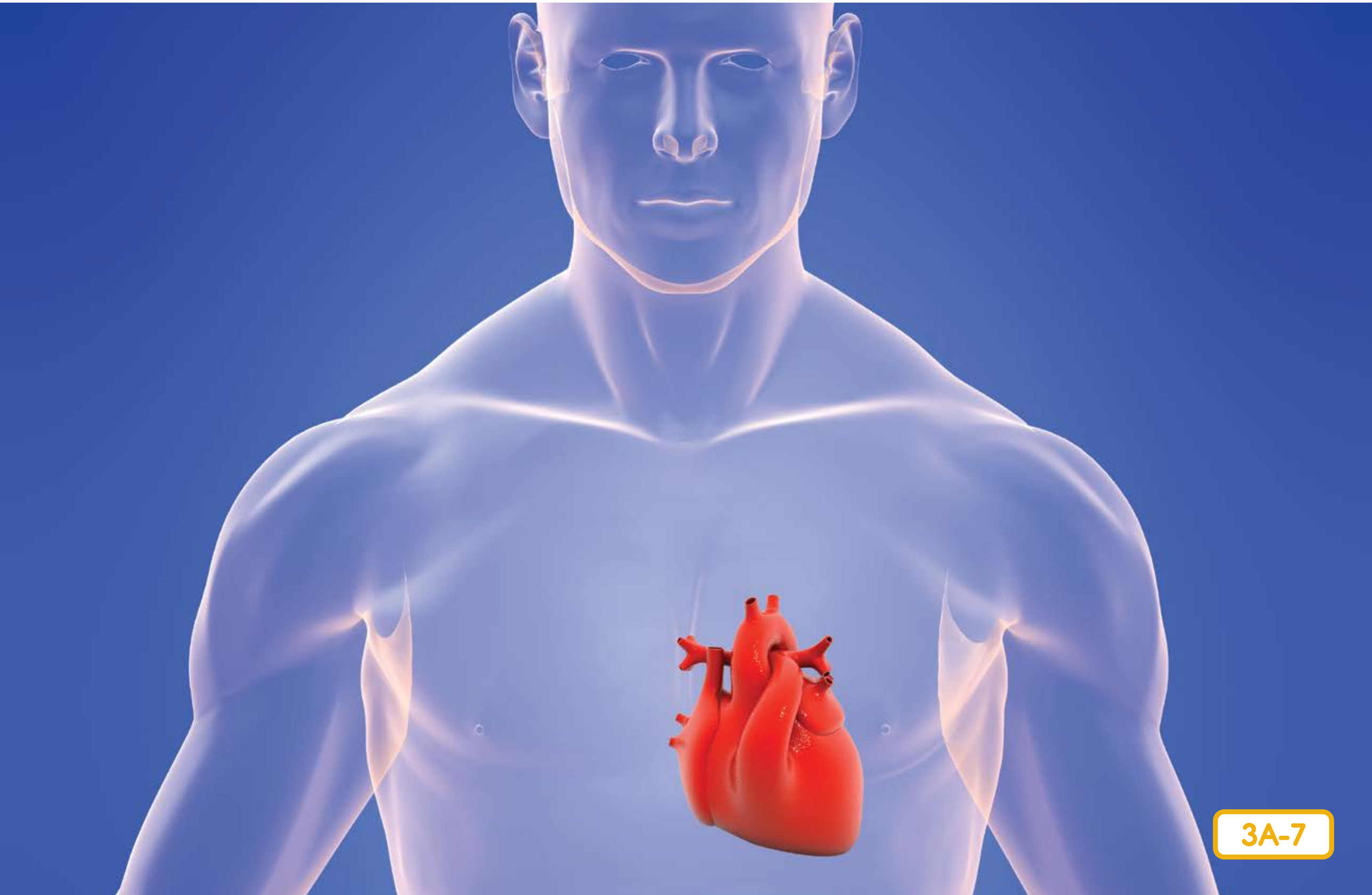

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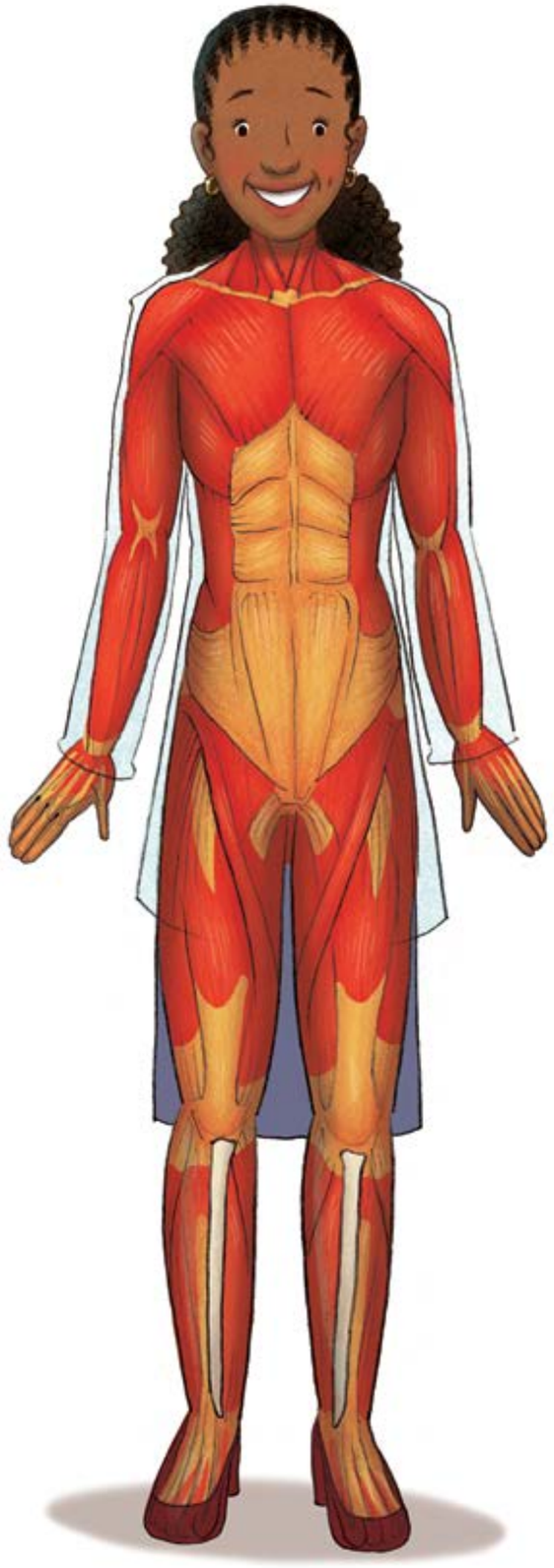
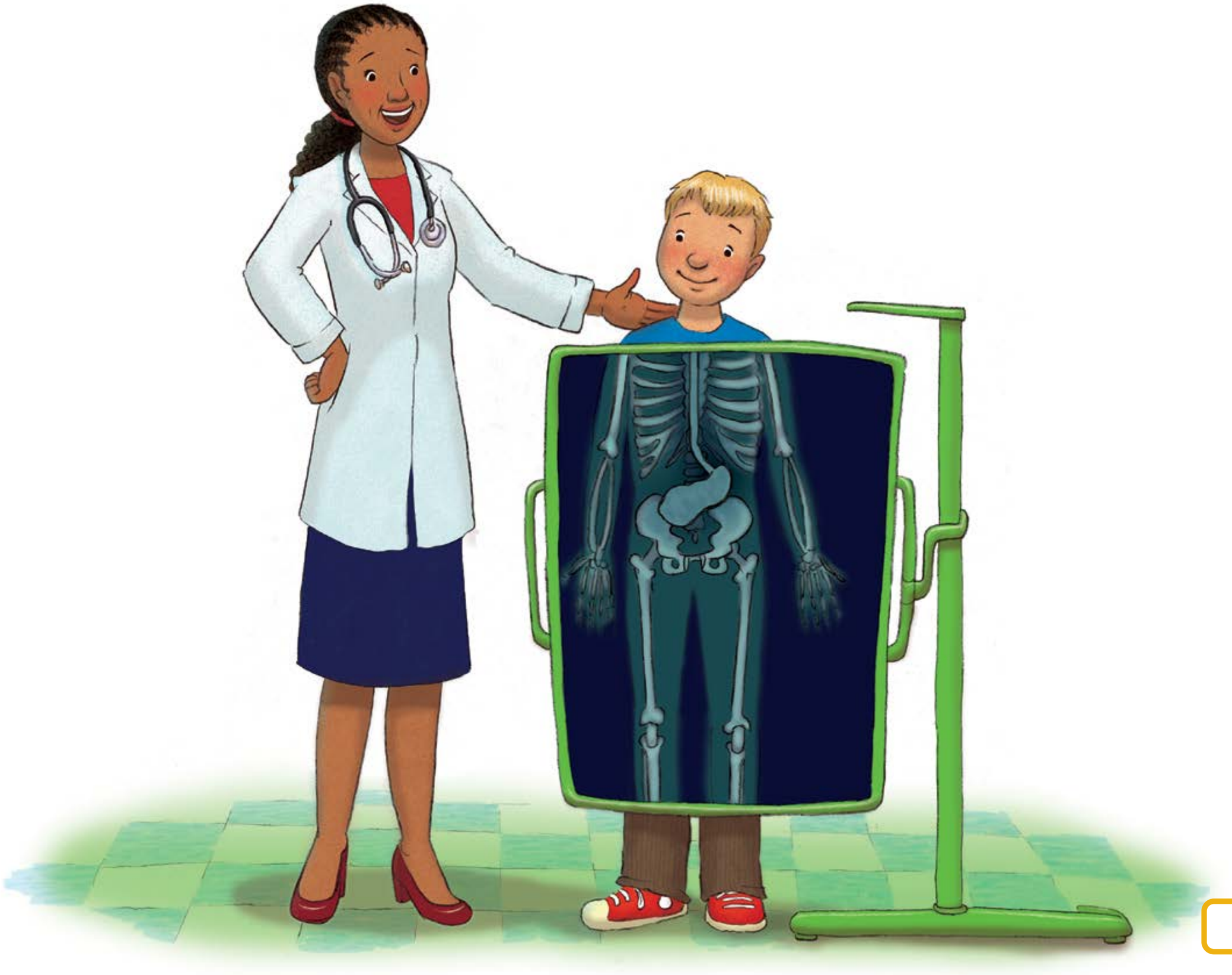
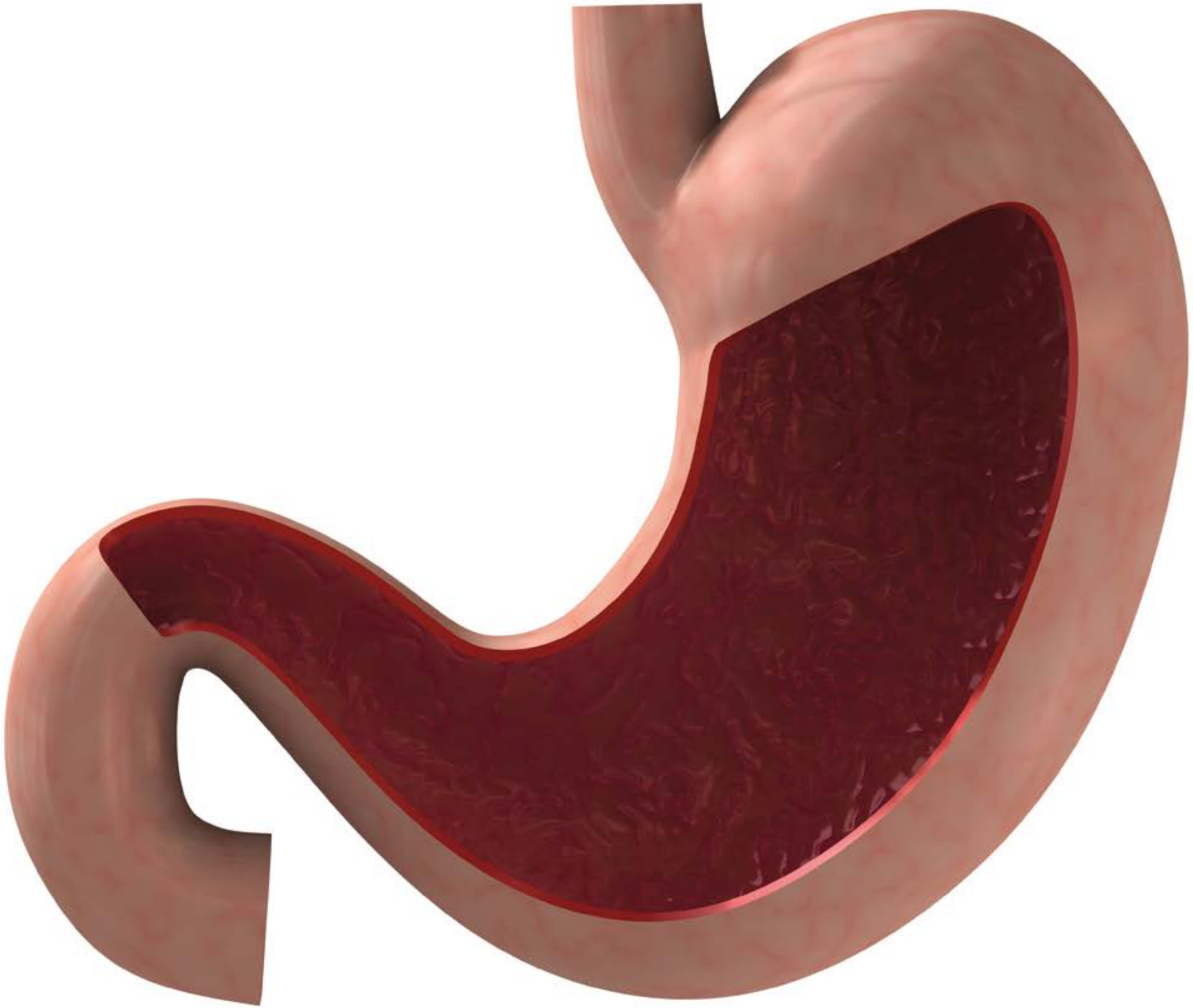
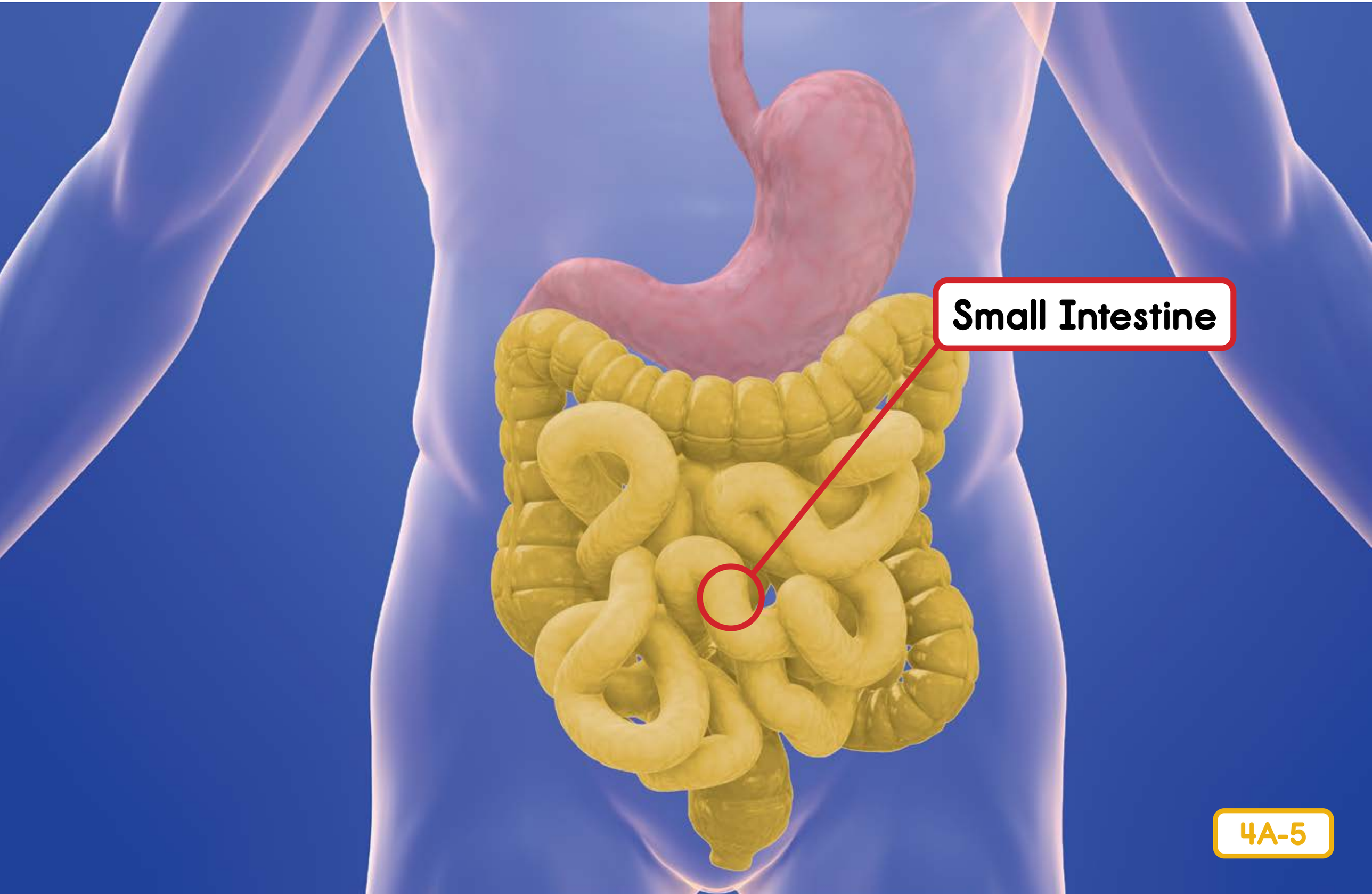


ЧА-1

ЧА-2







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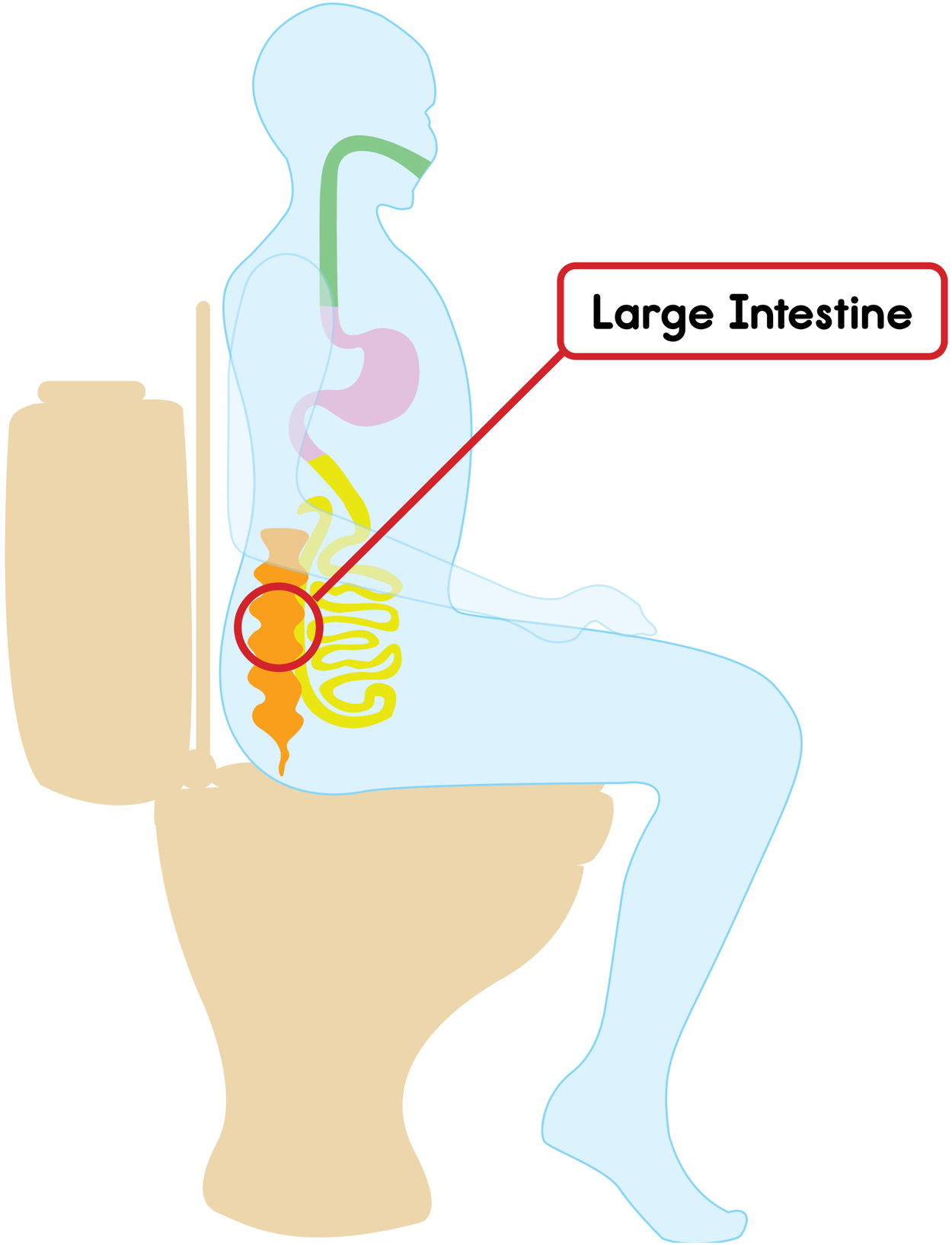

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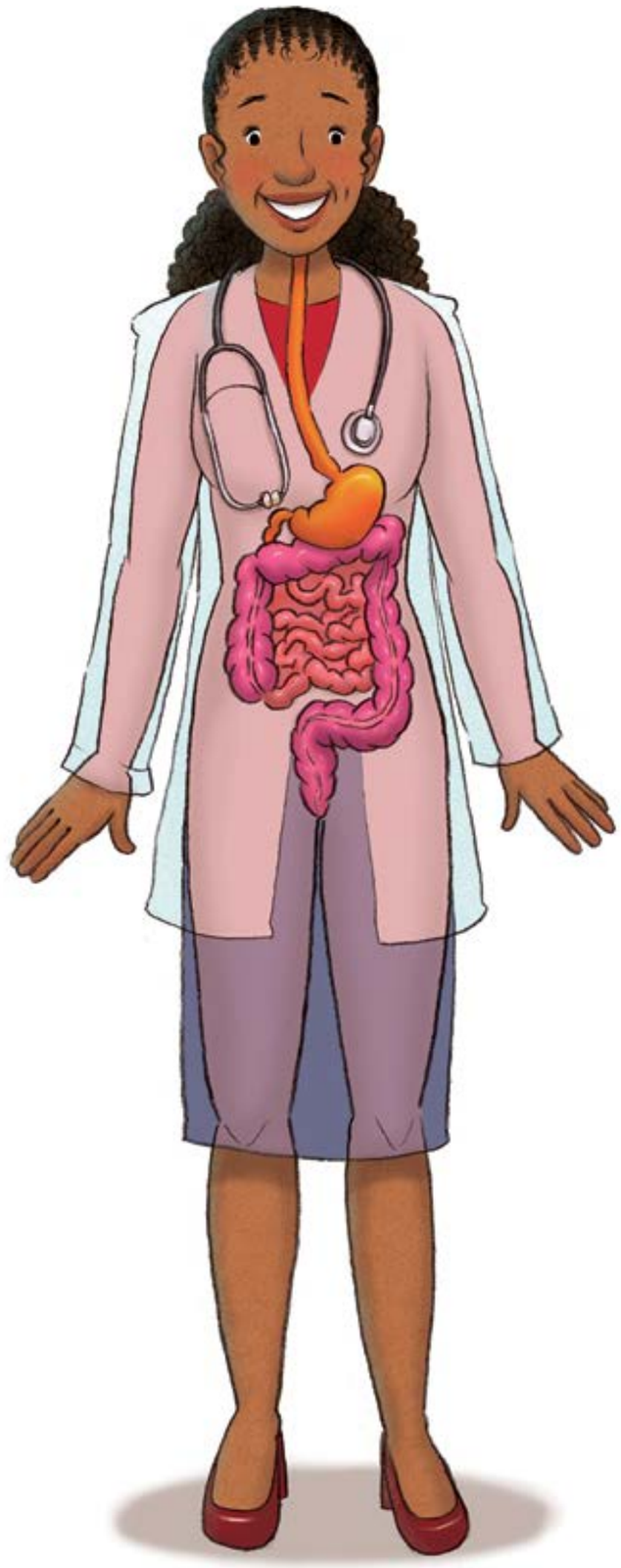

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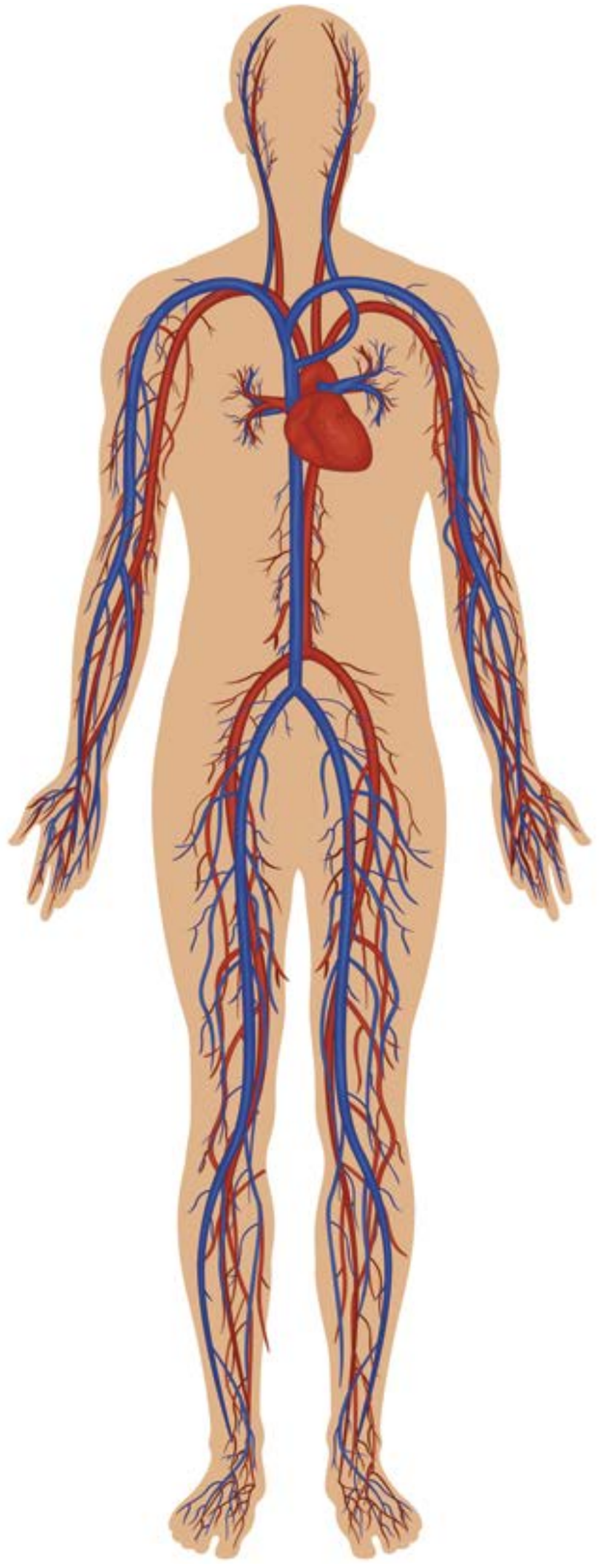
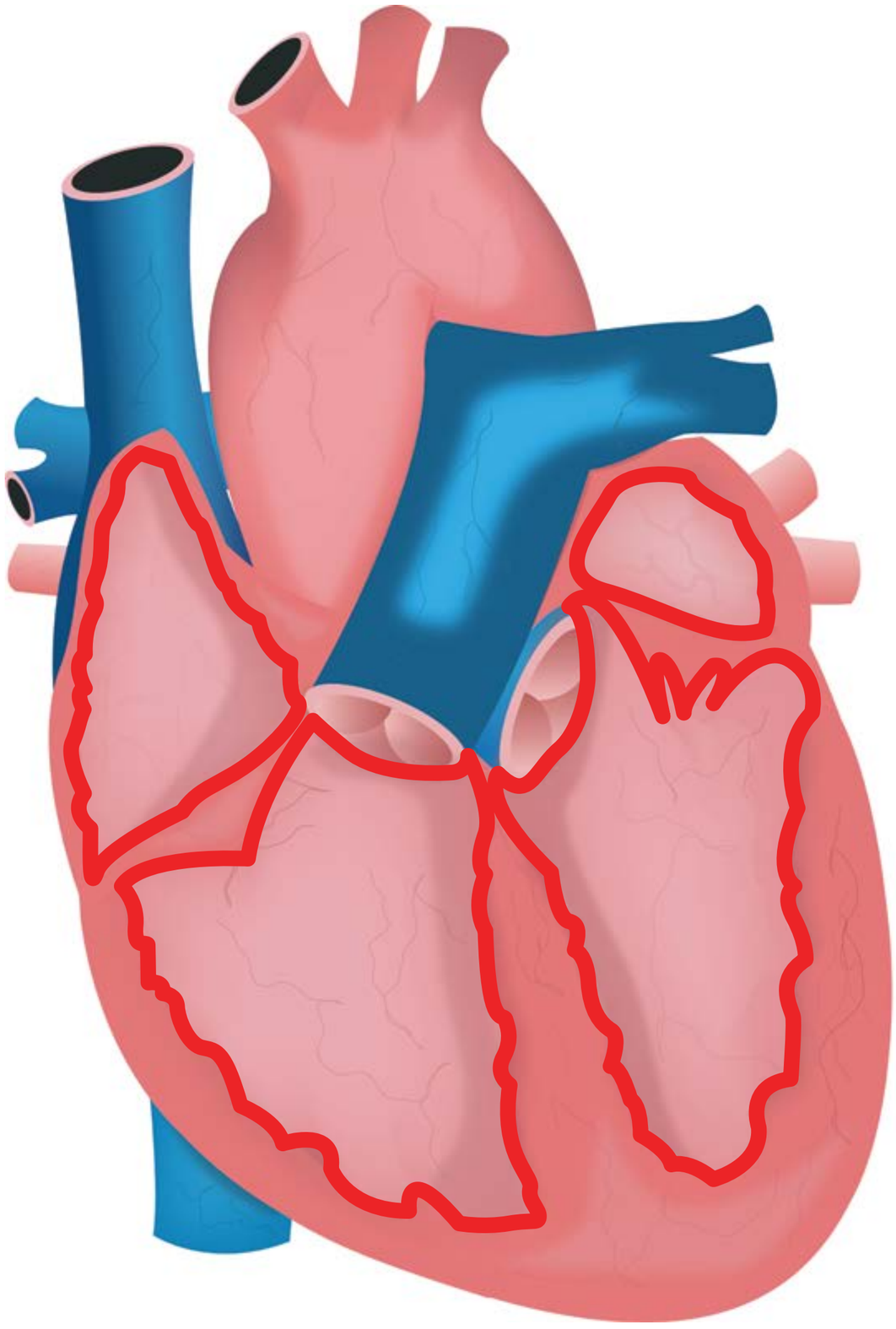
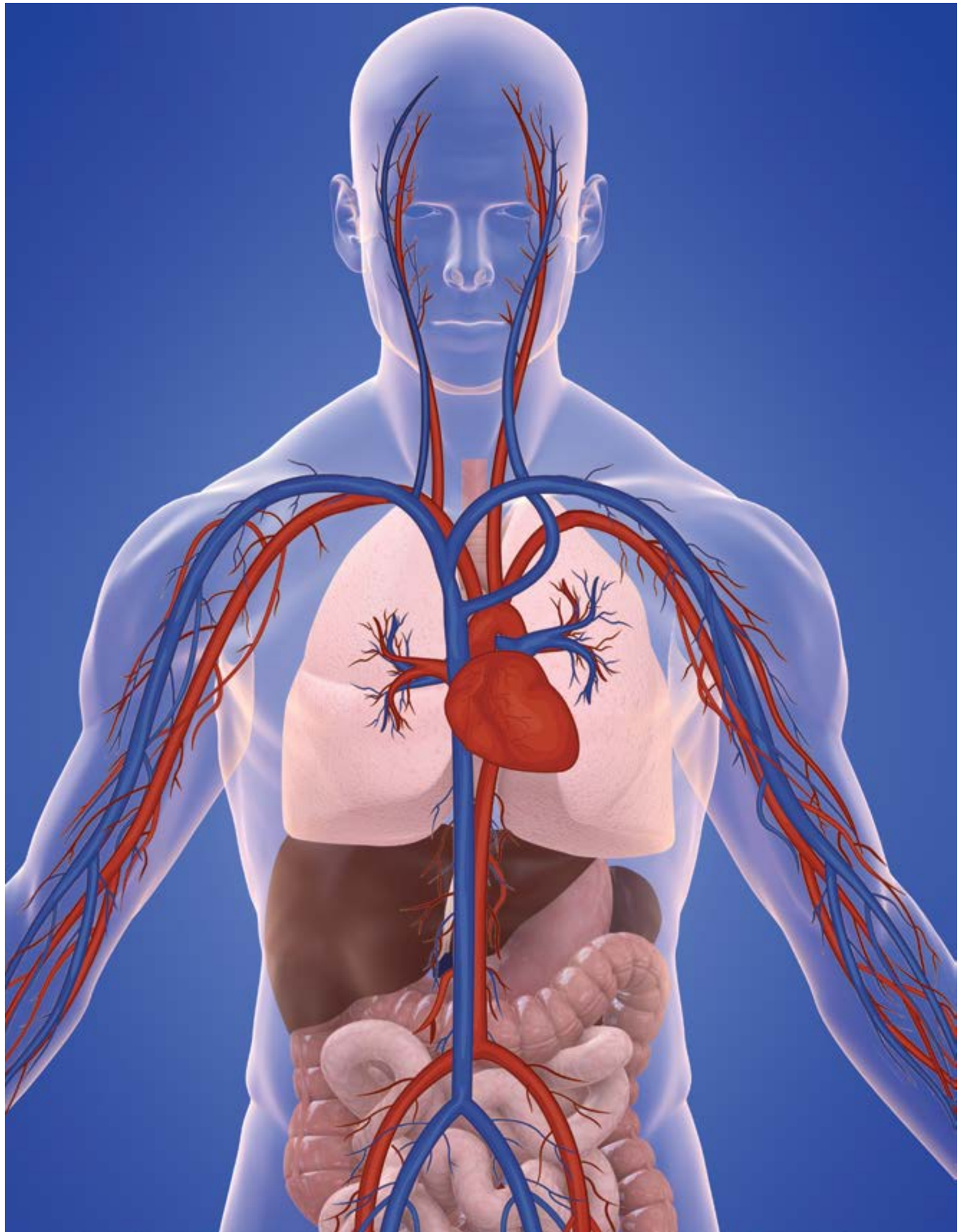
5A-2







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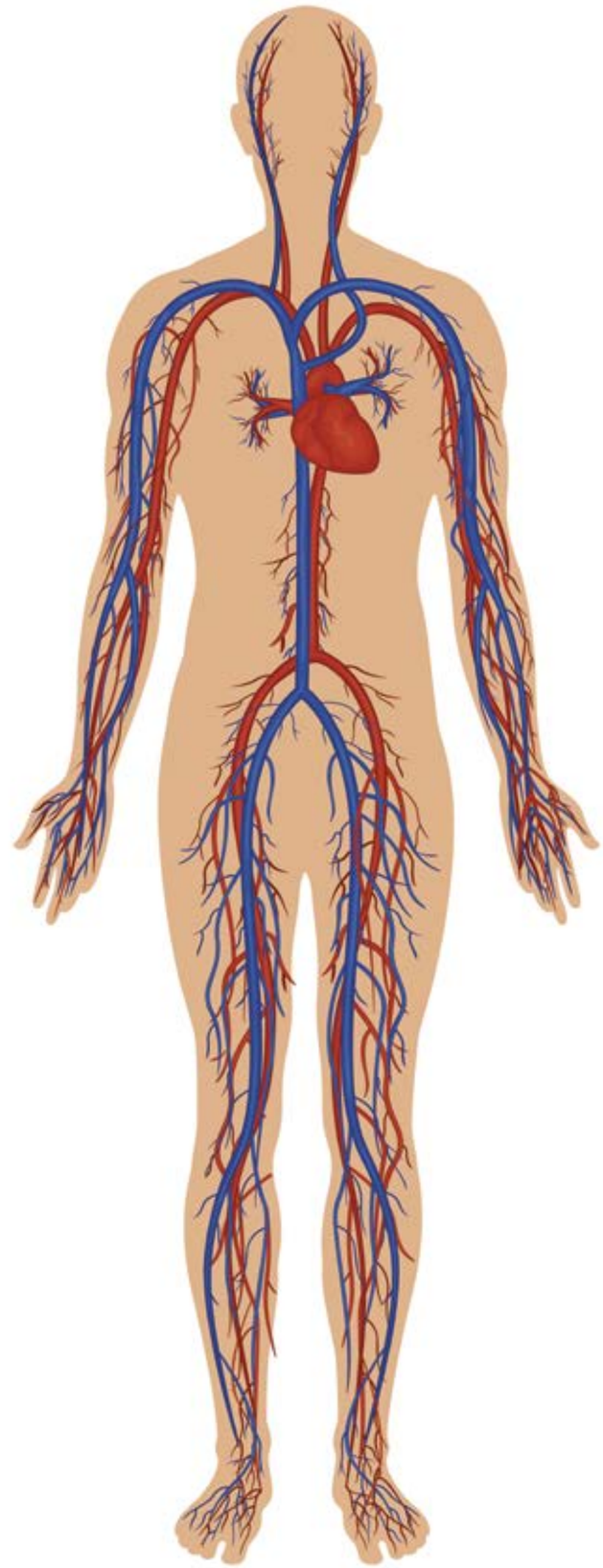

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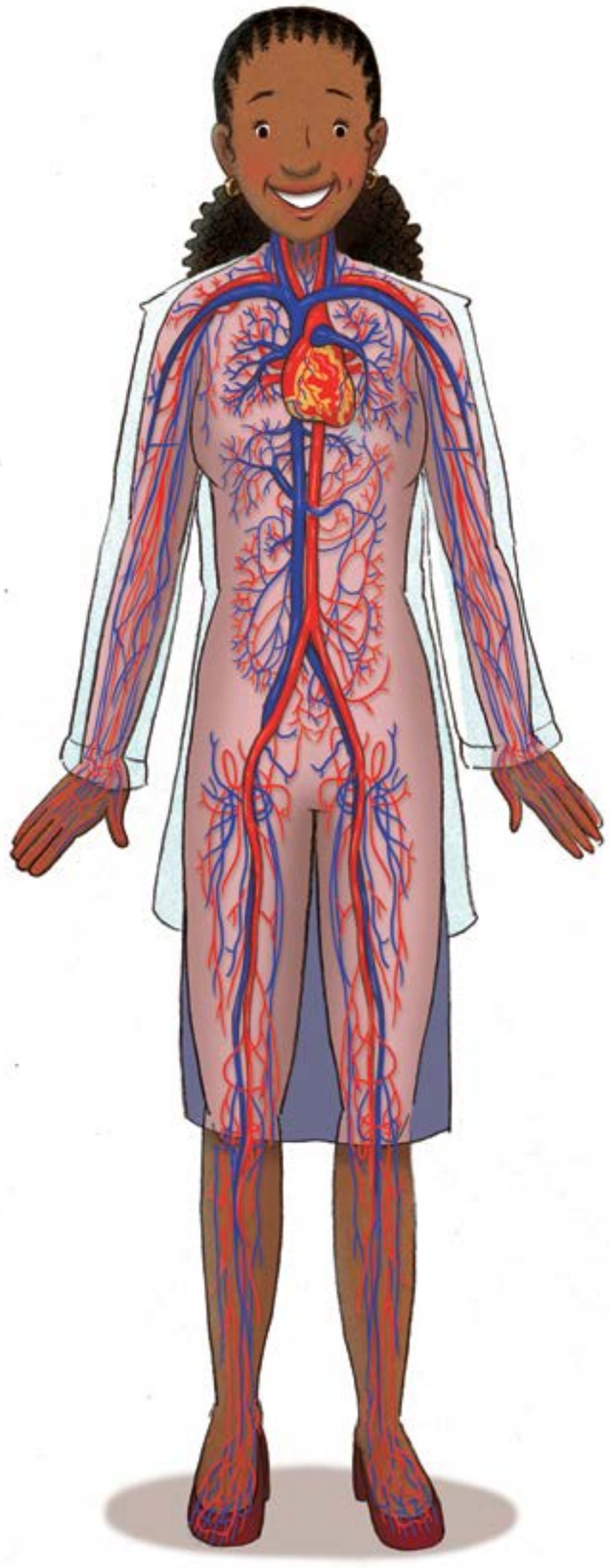

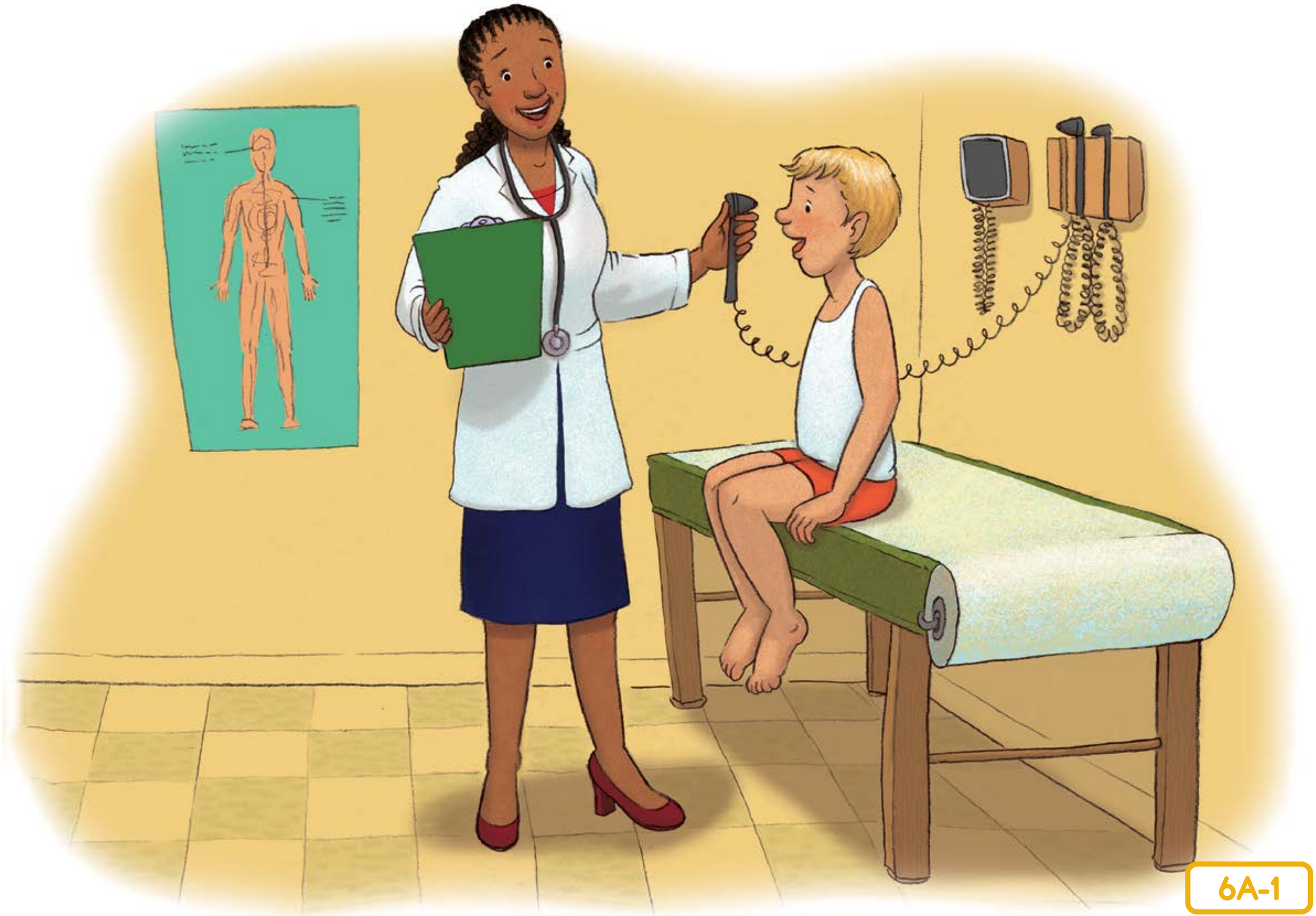

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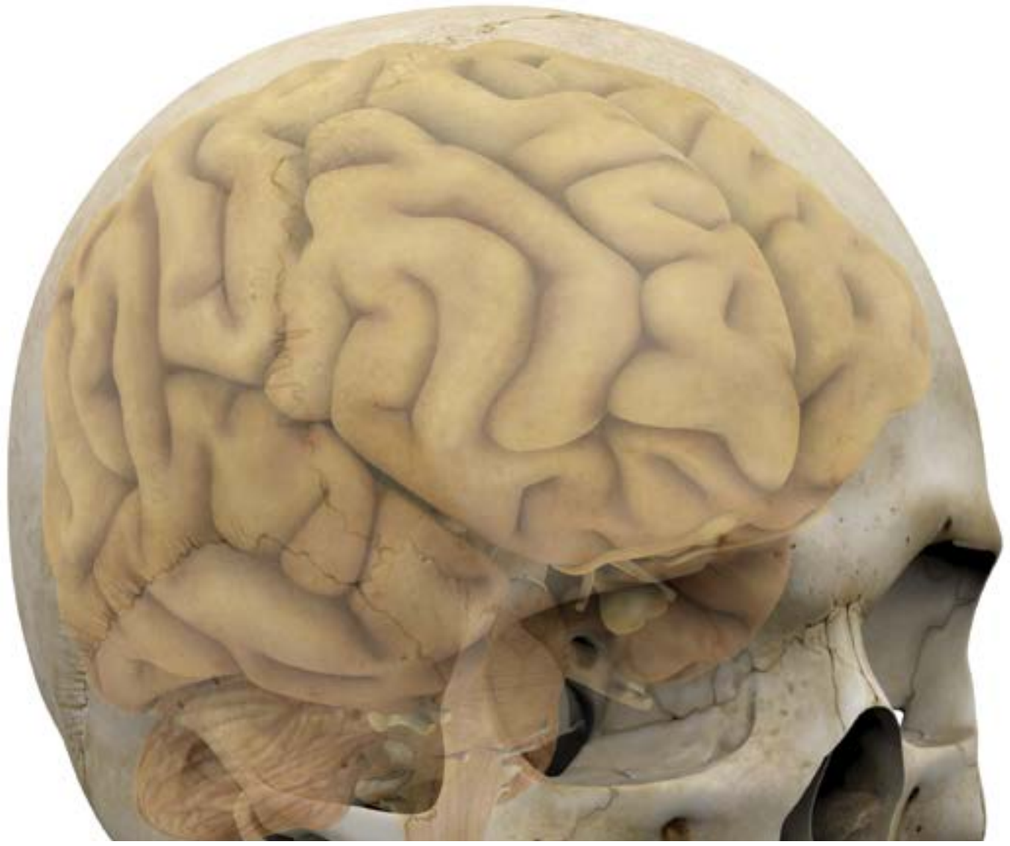

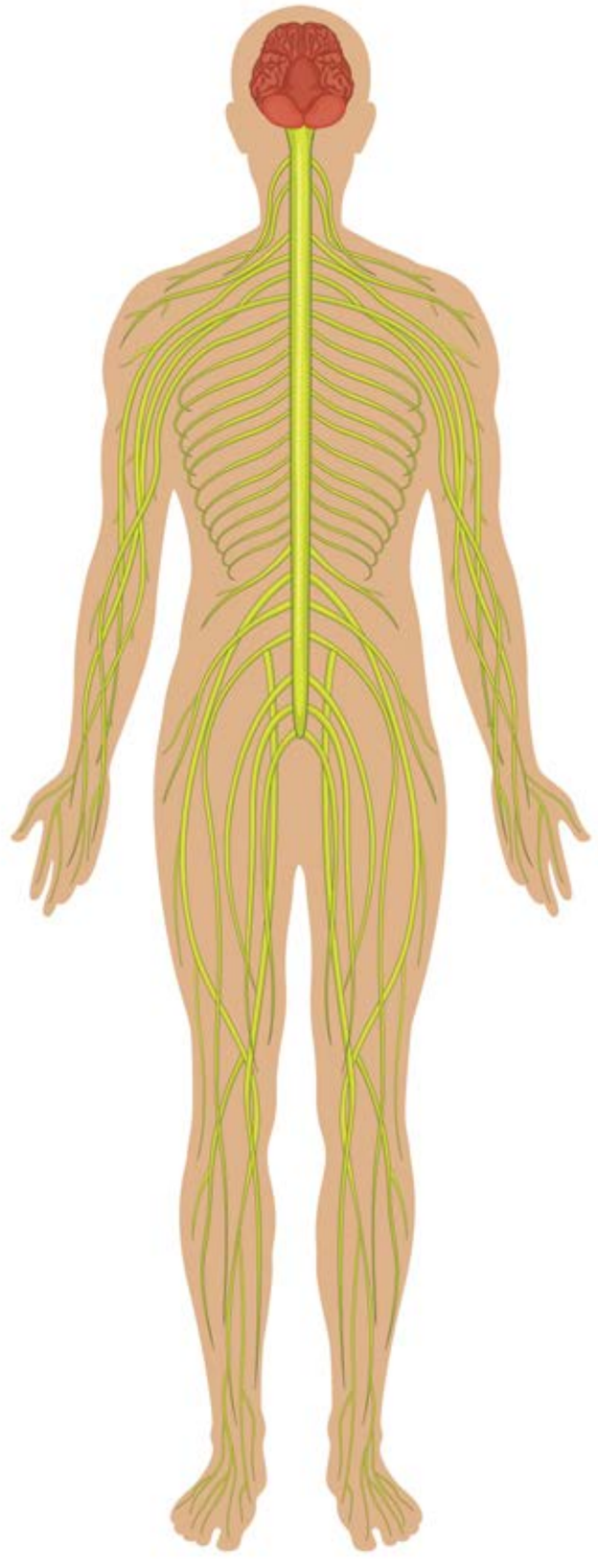


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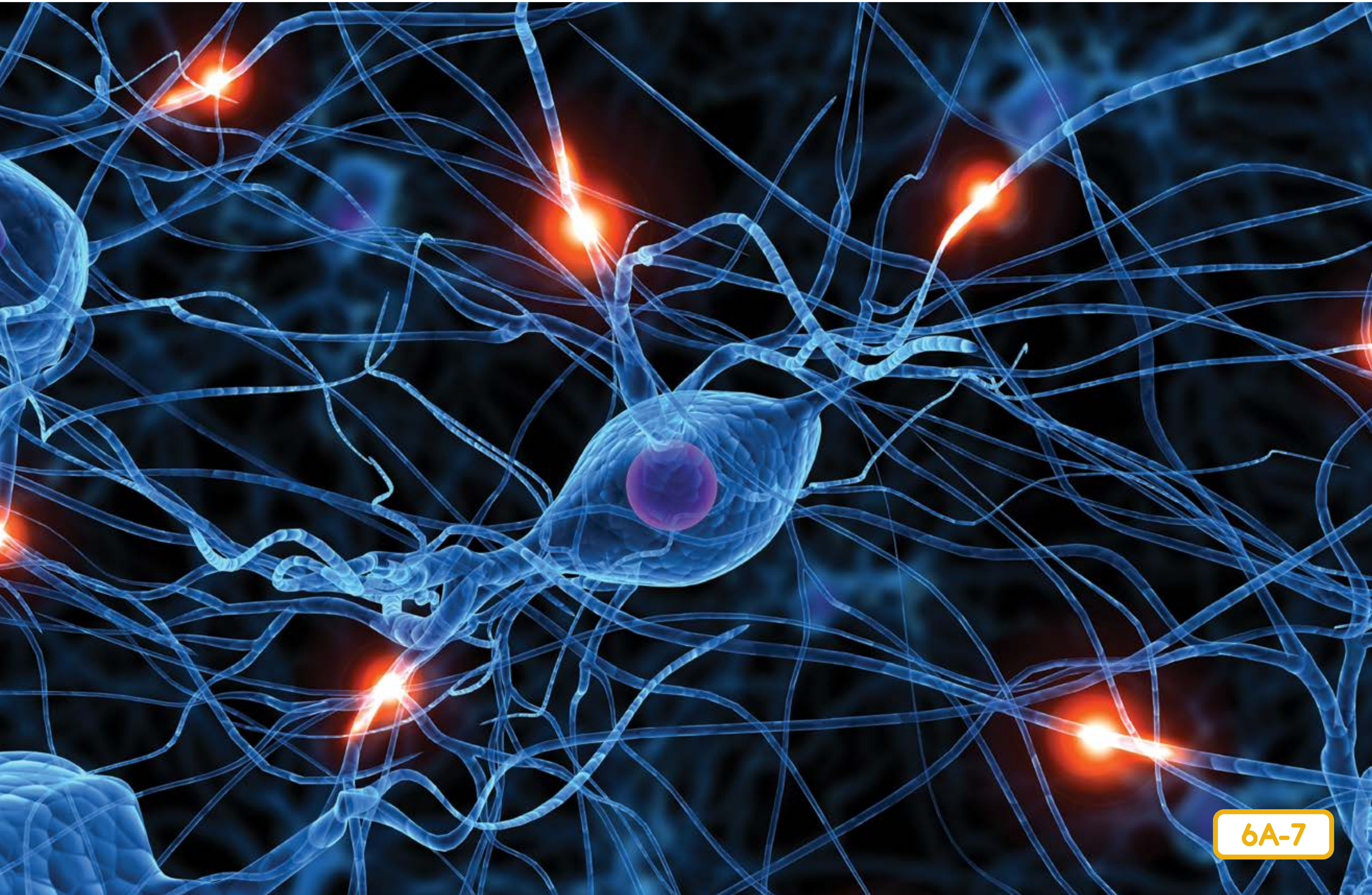

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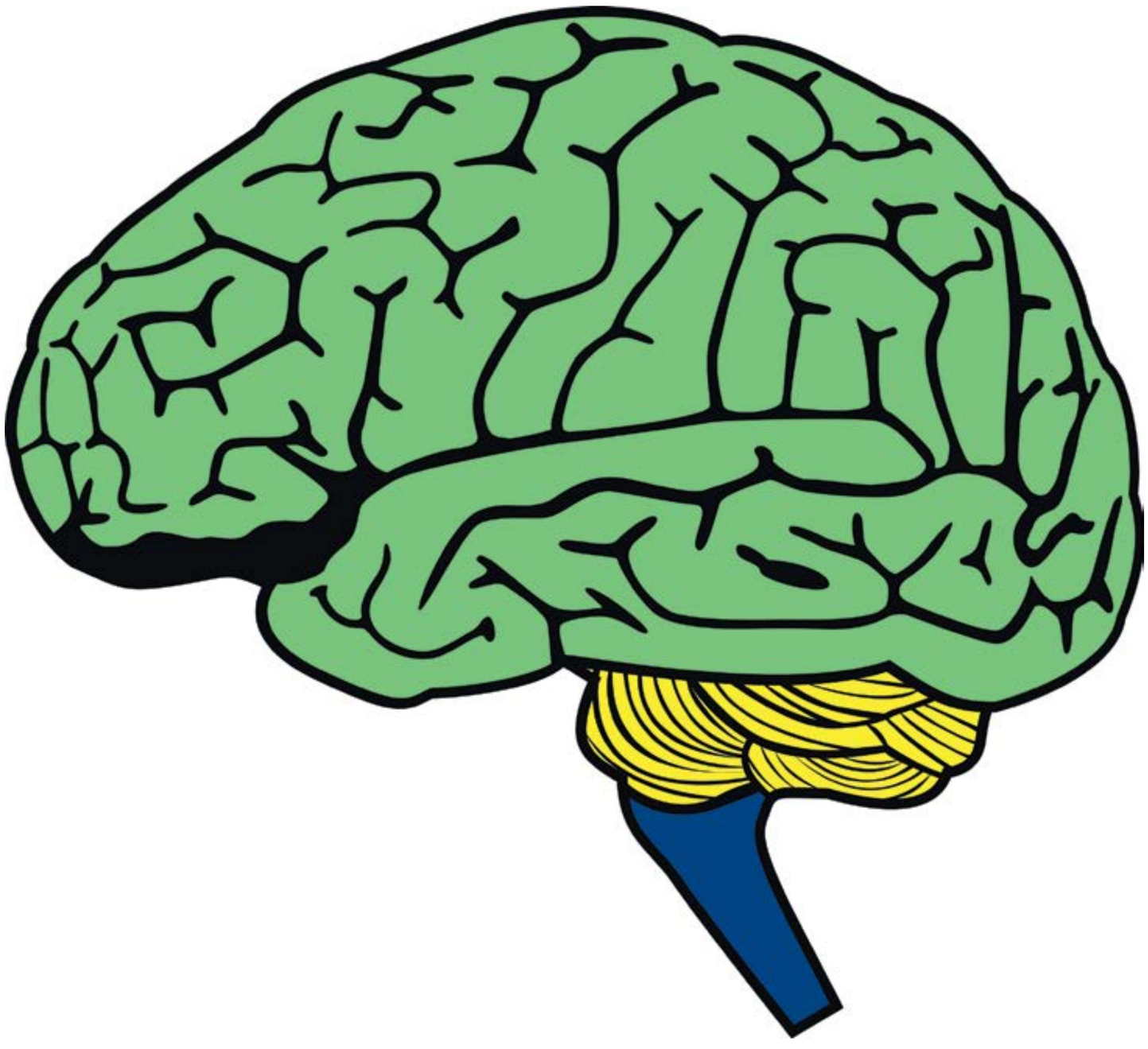
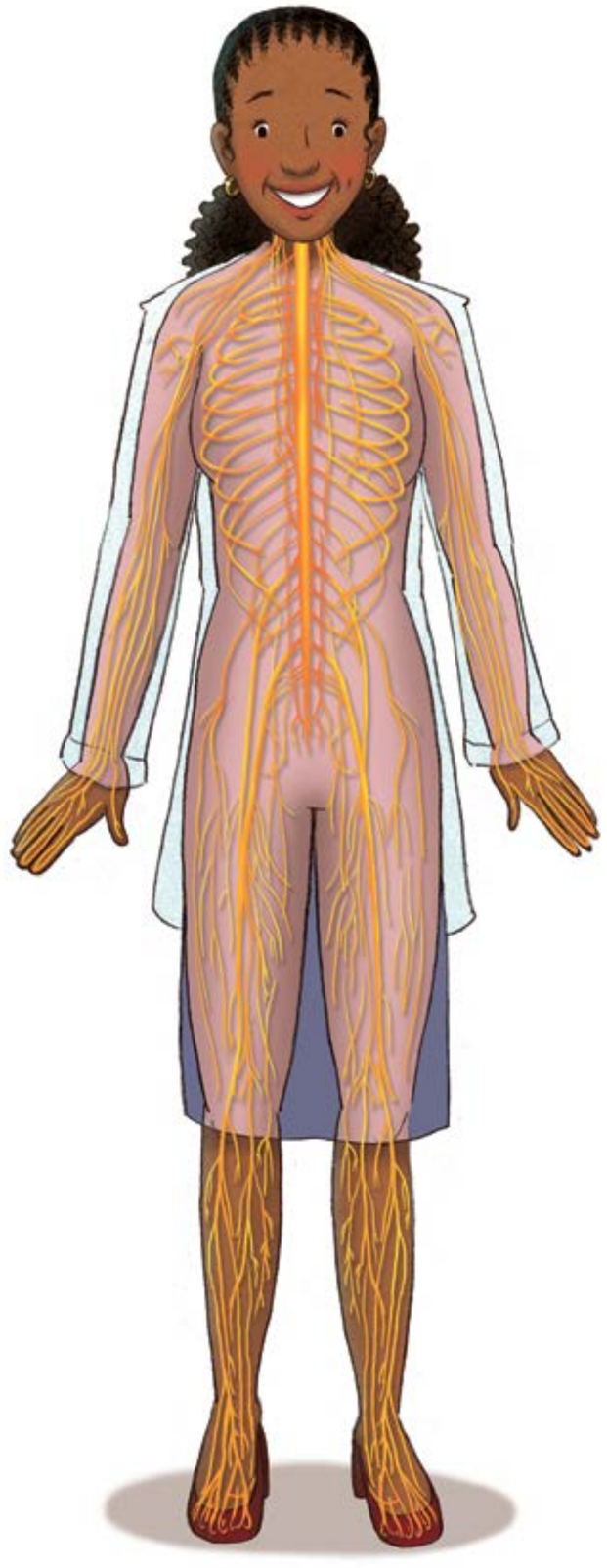
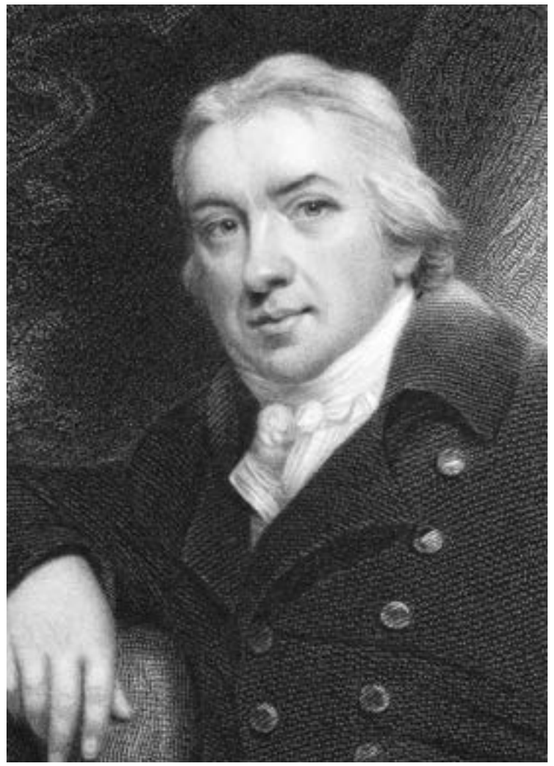




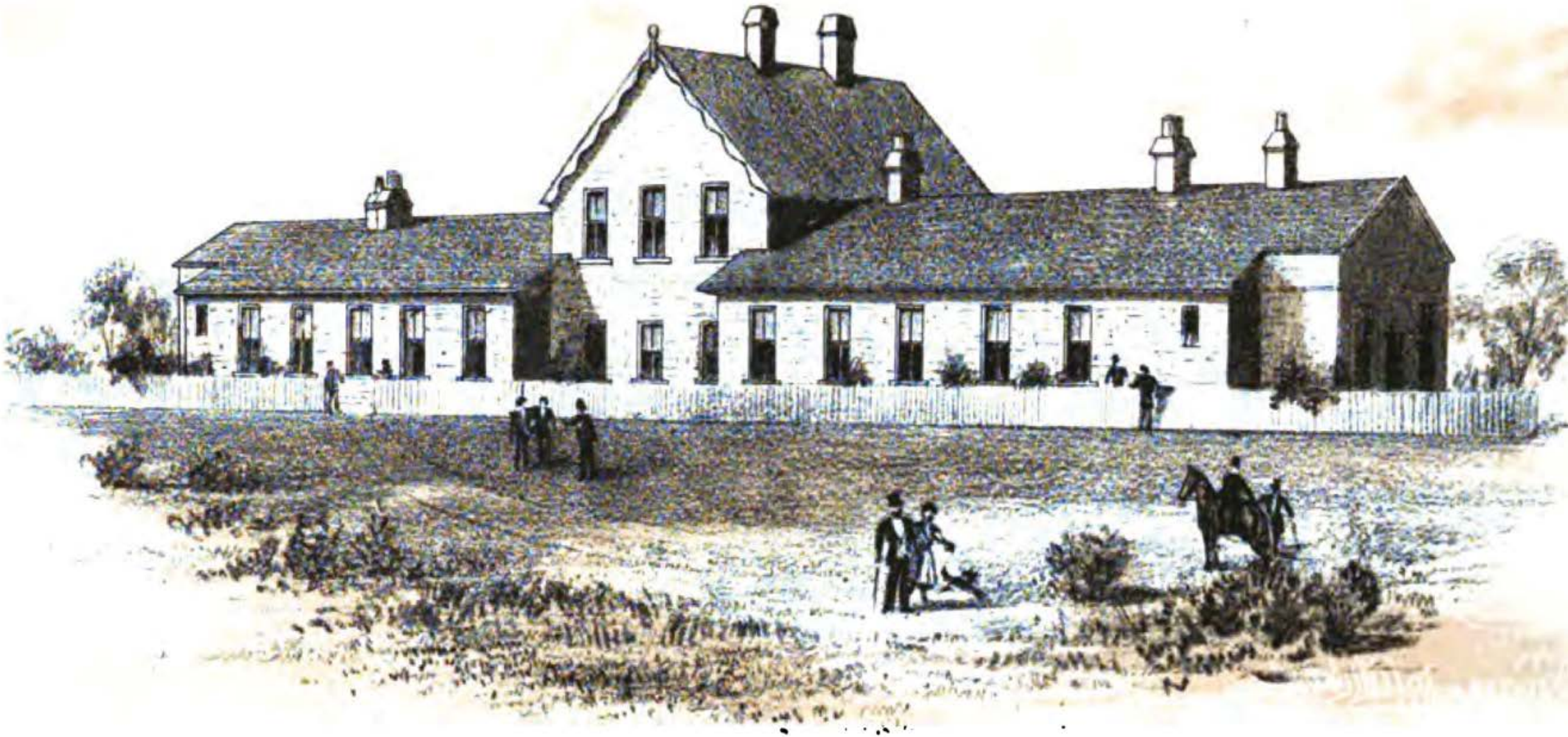


Edward Jenner

Louis Pasteur

7A-2


7A-3



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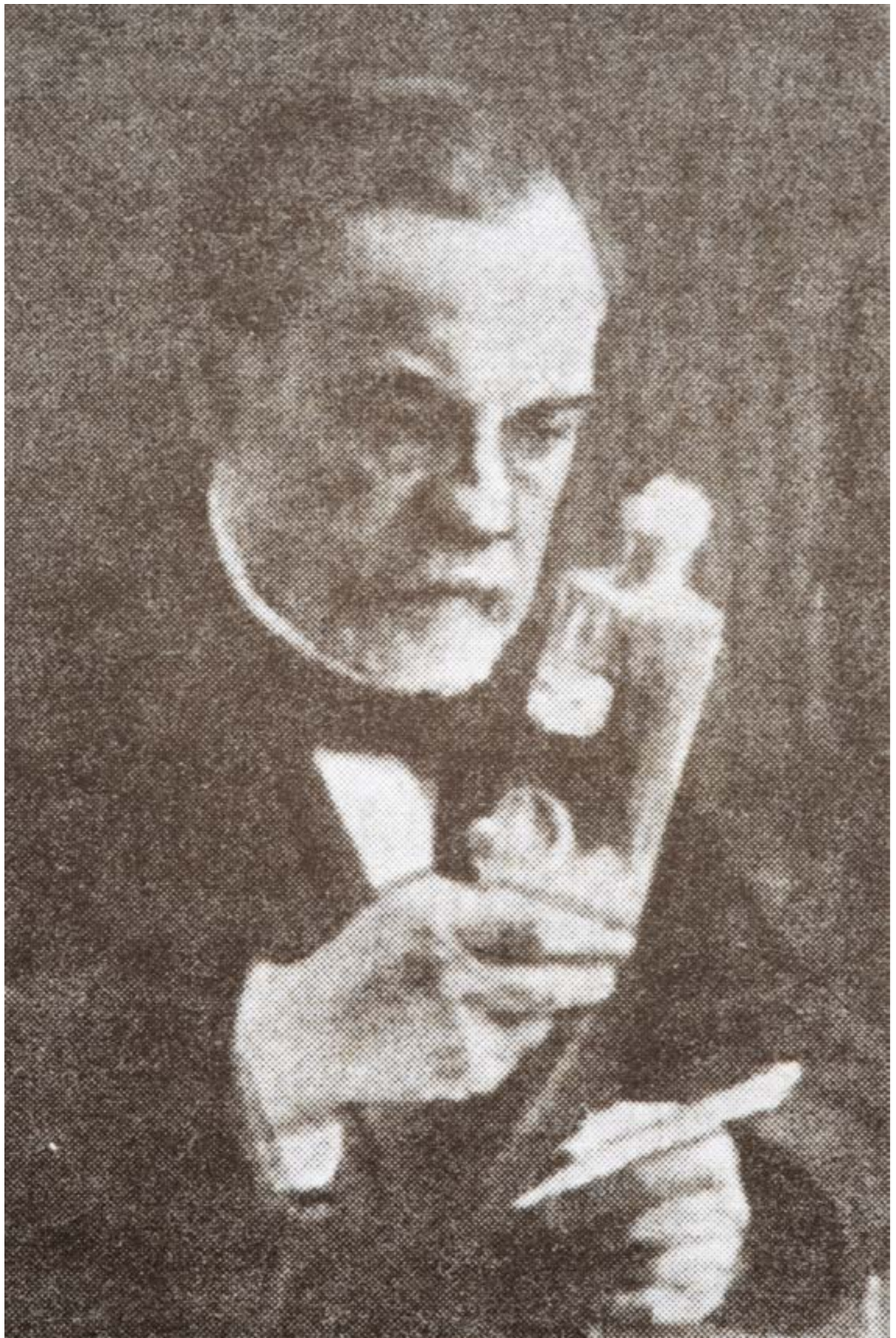

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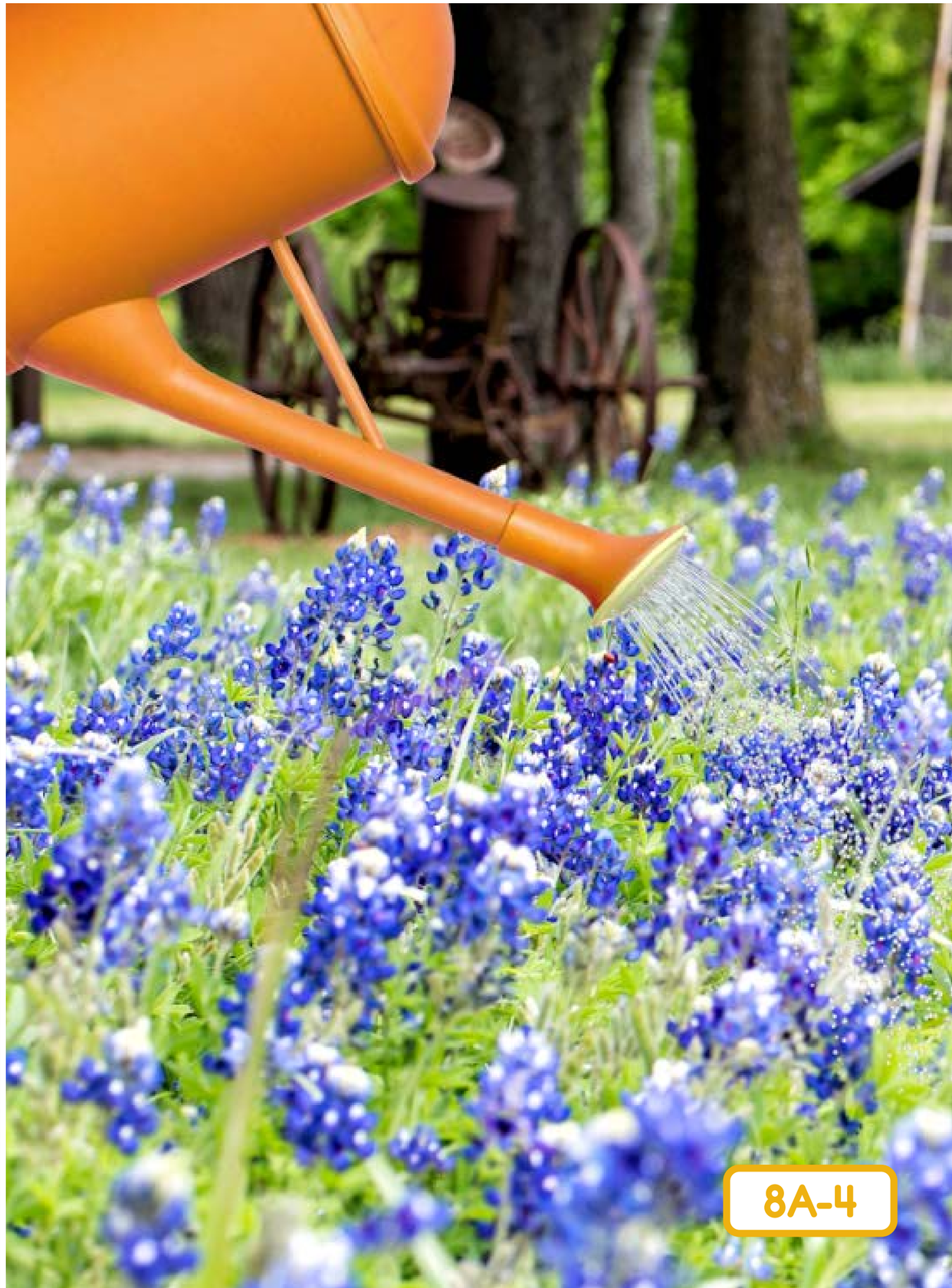
Edward Jenner

Louis Pasteur

8A-2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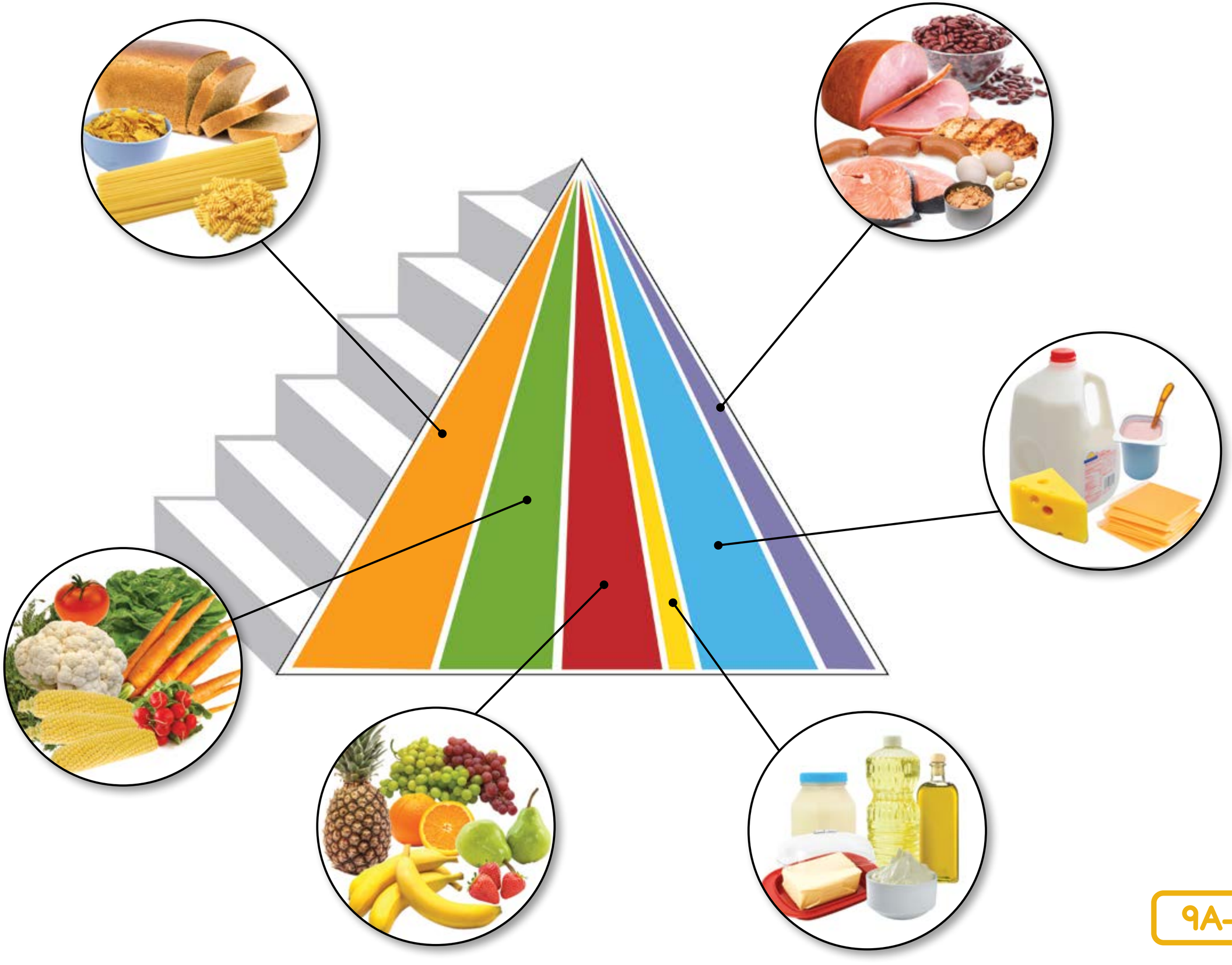
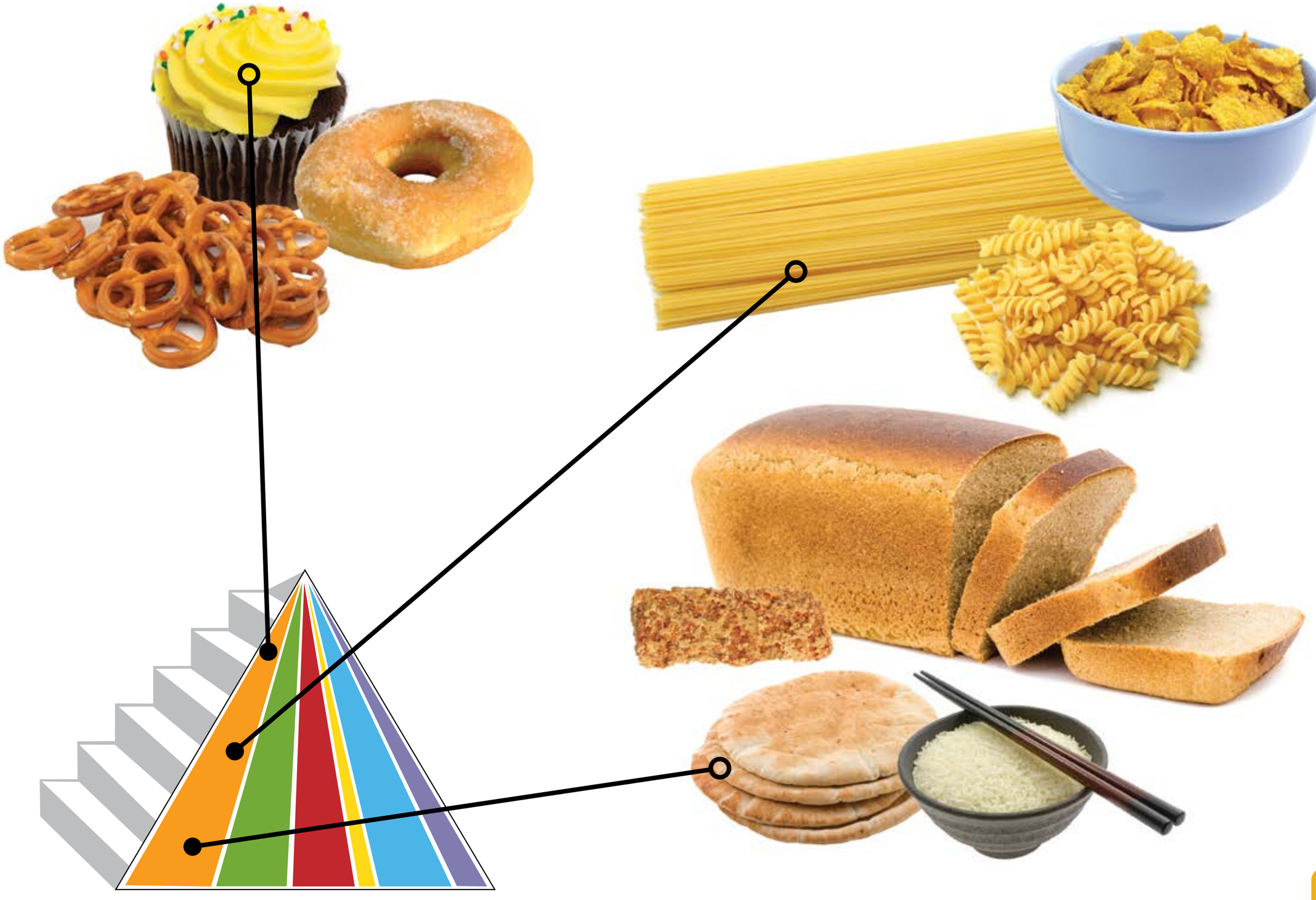
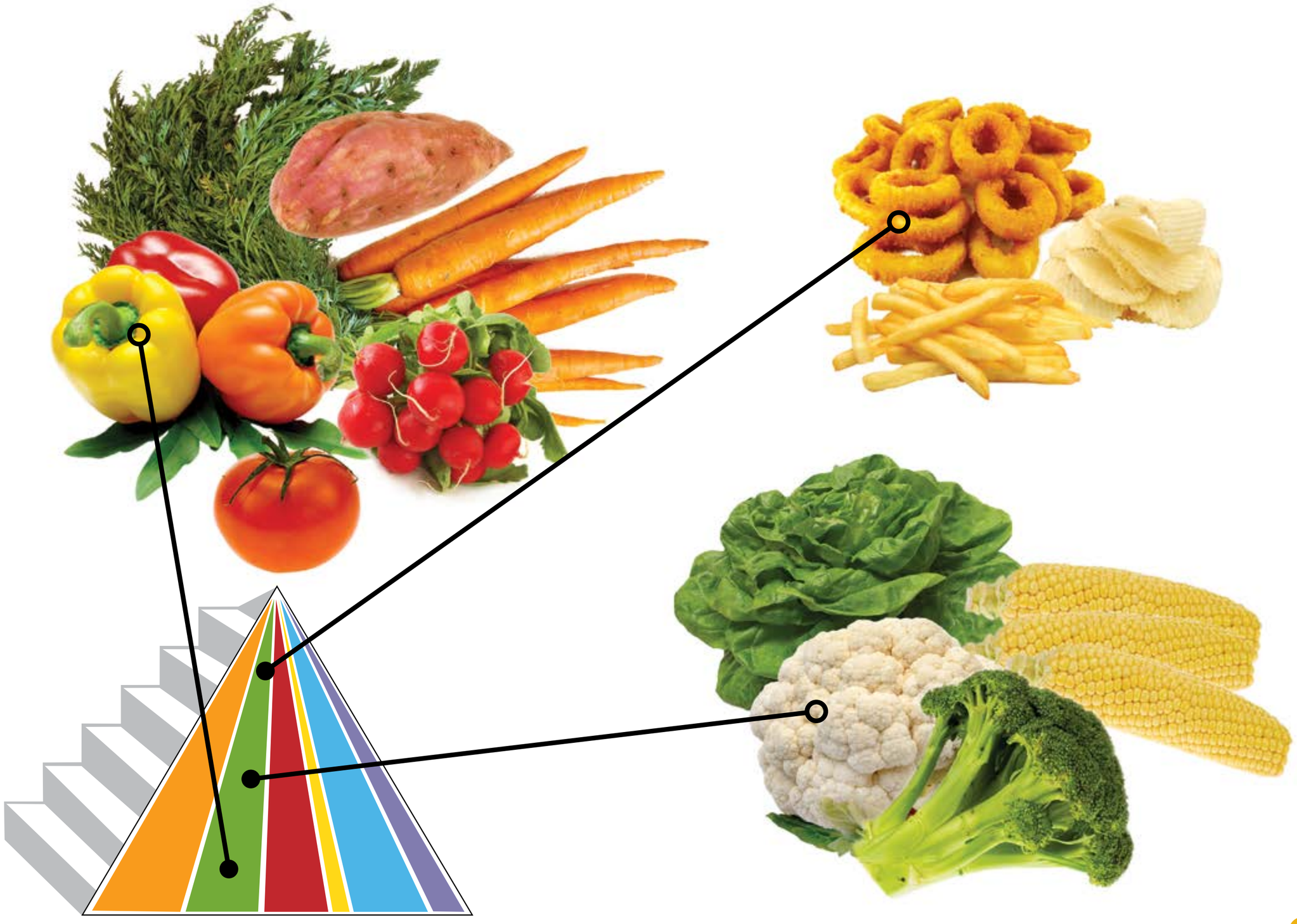
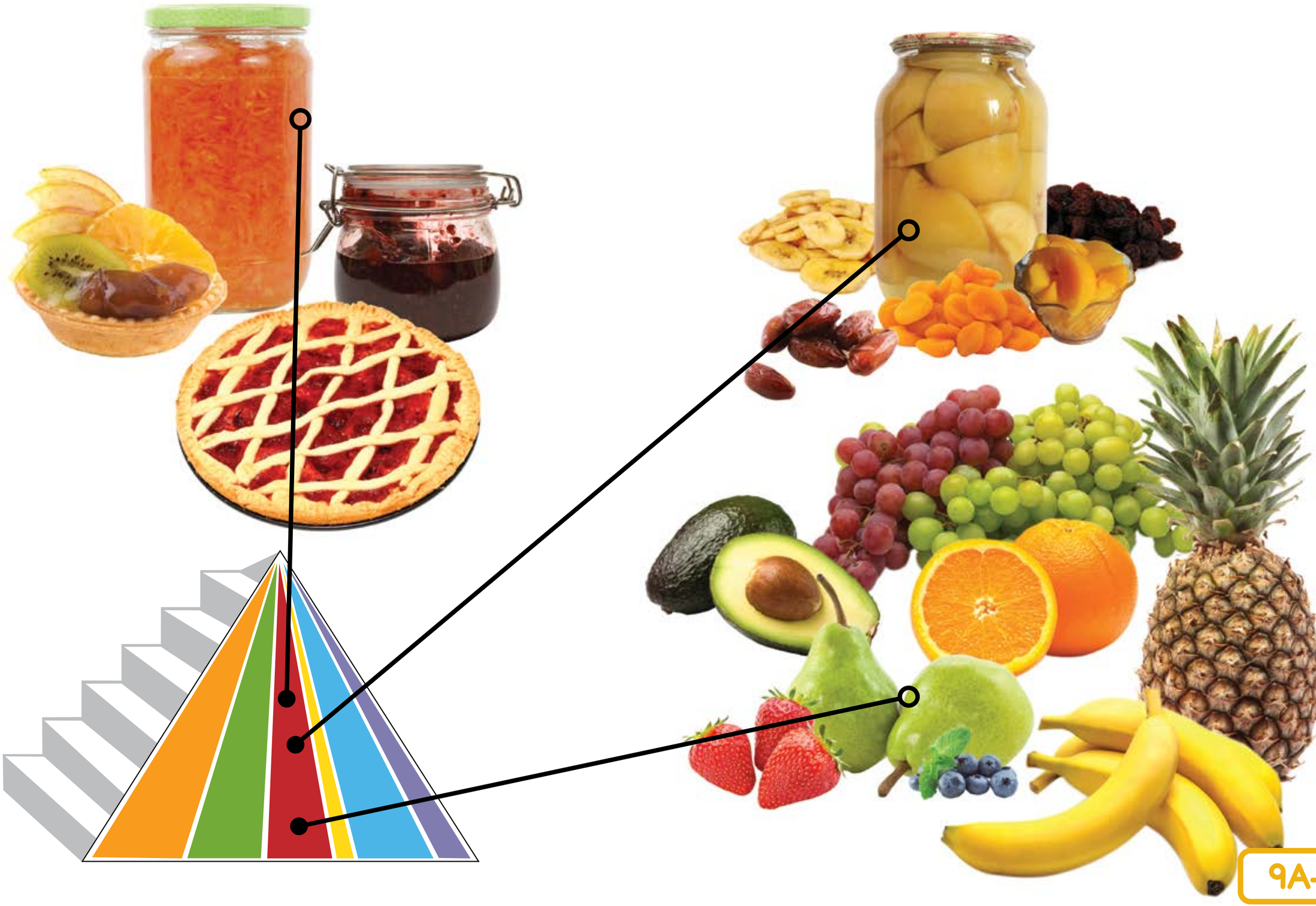
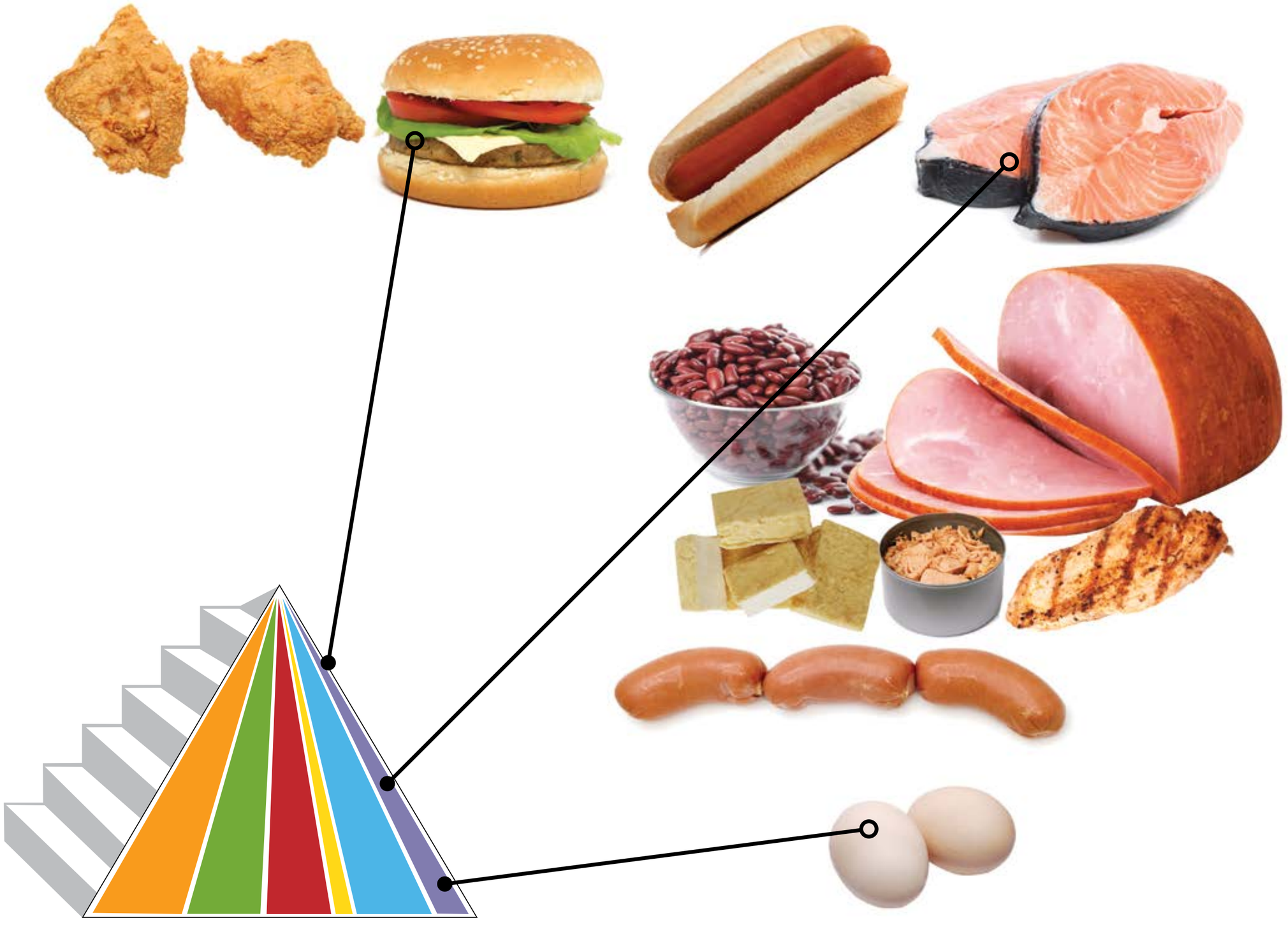
Pyramid Pantry
OPEN
Steph

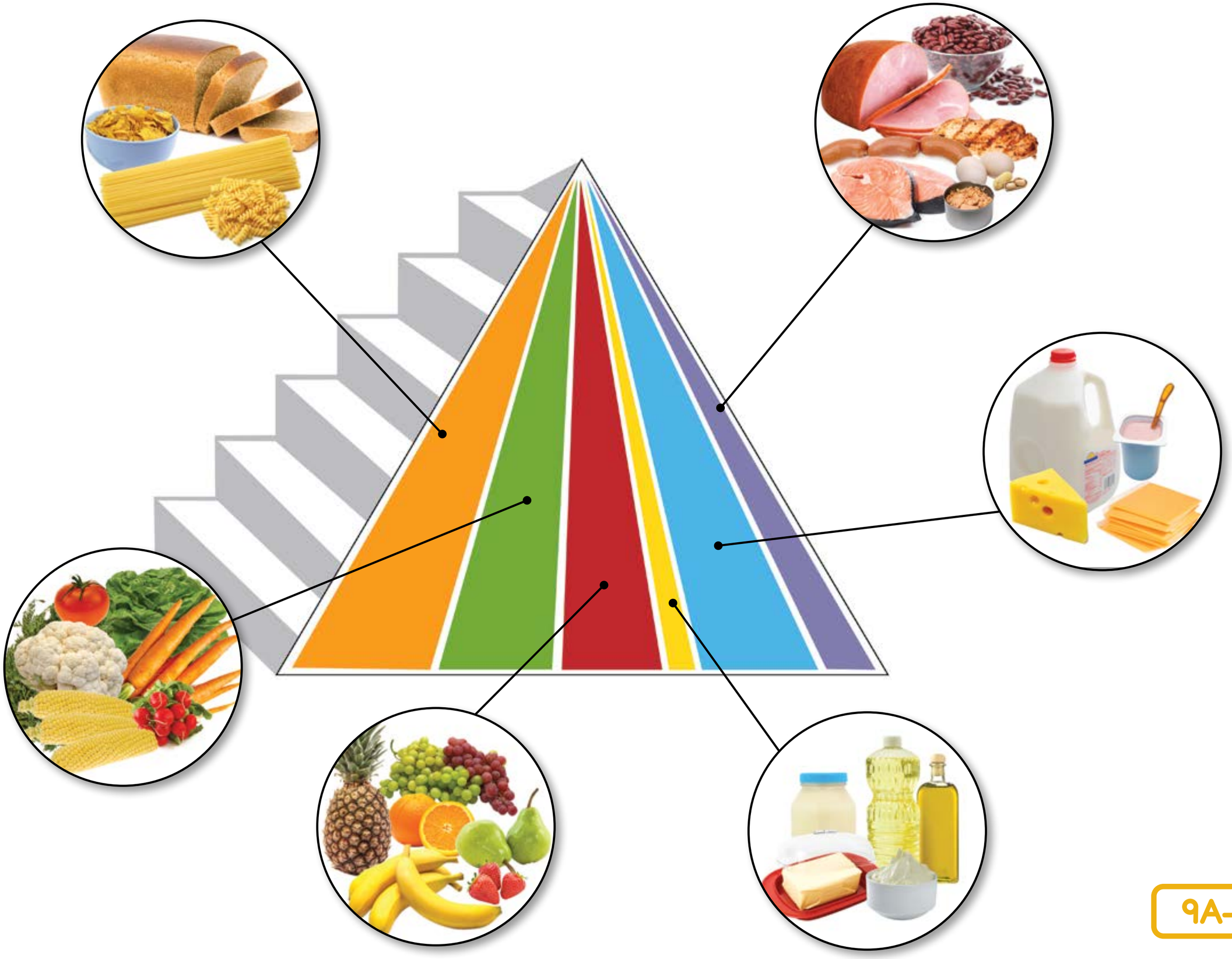


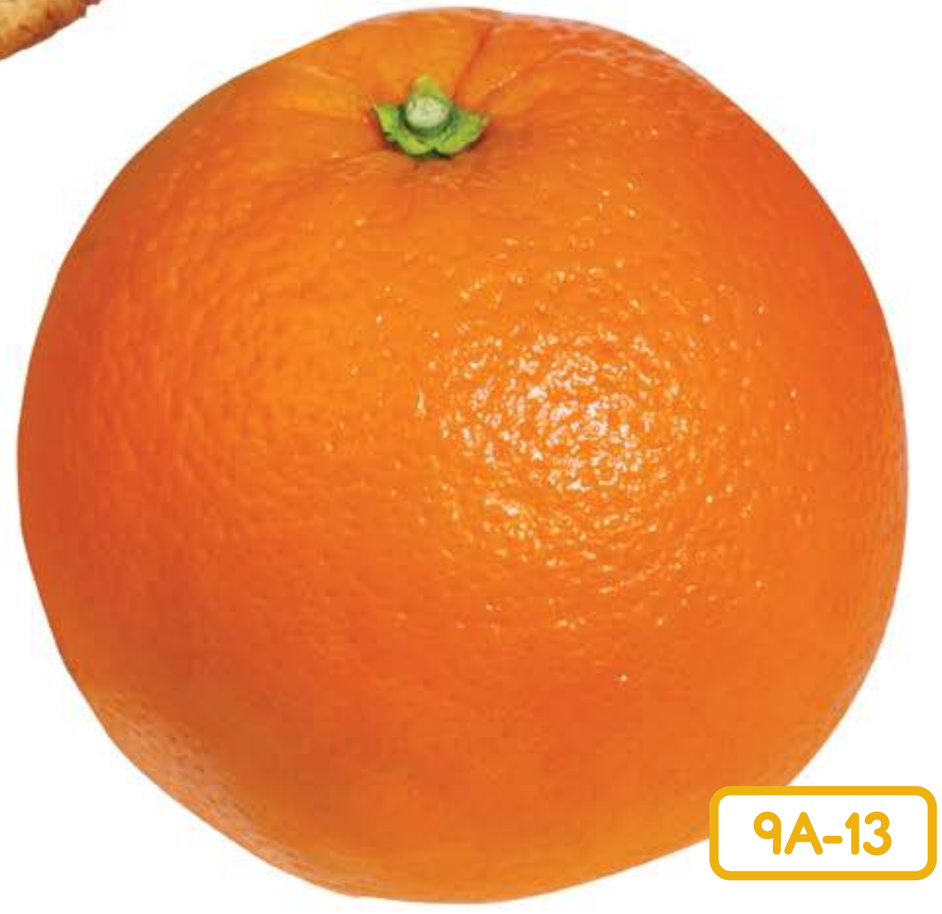


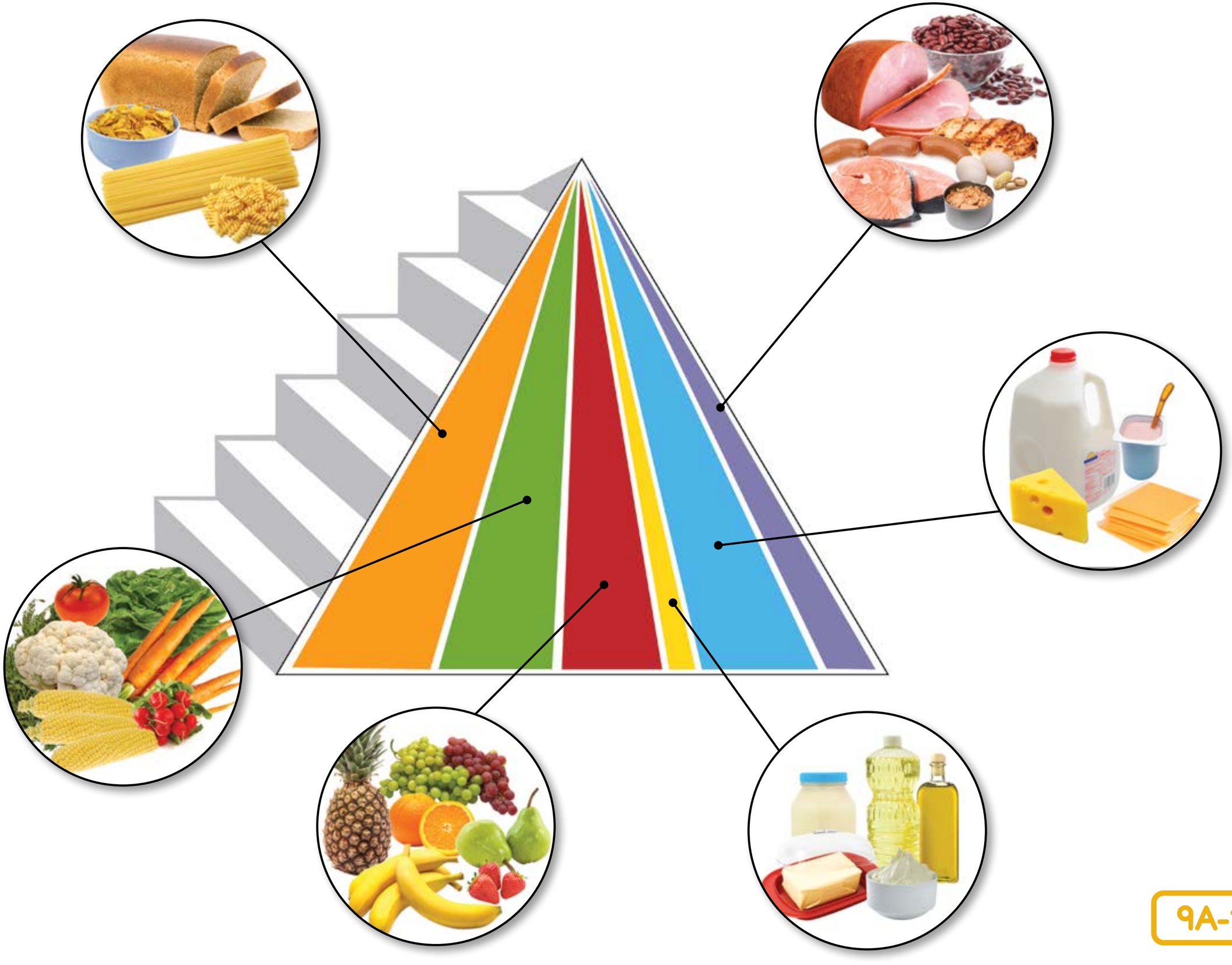










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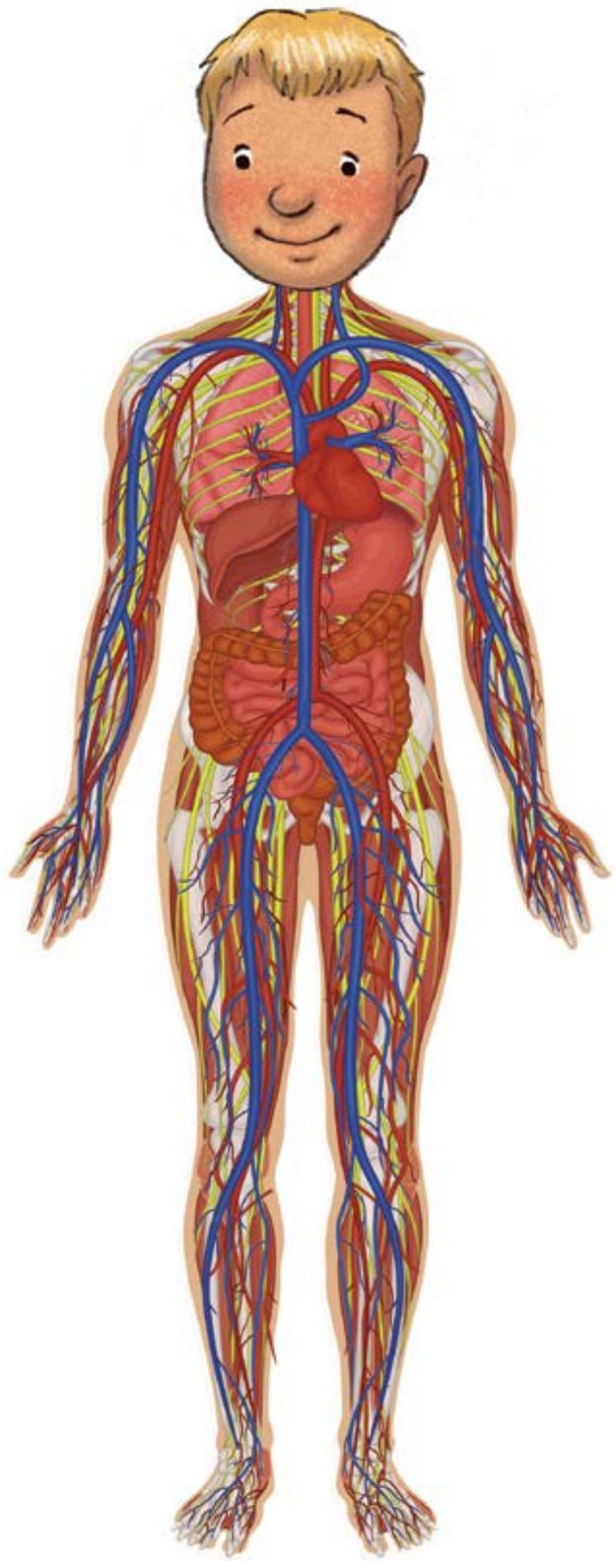

Dr. Welbody

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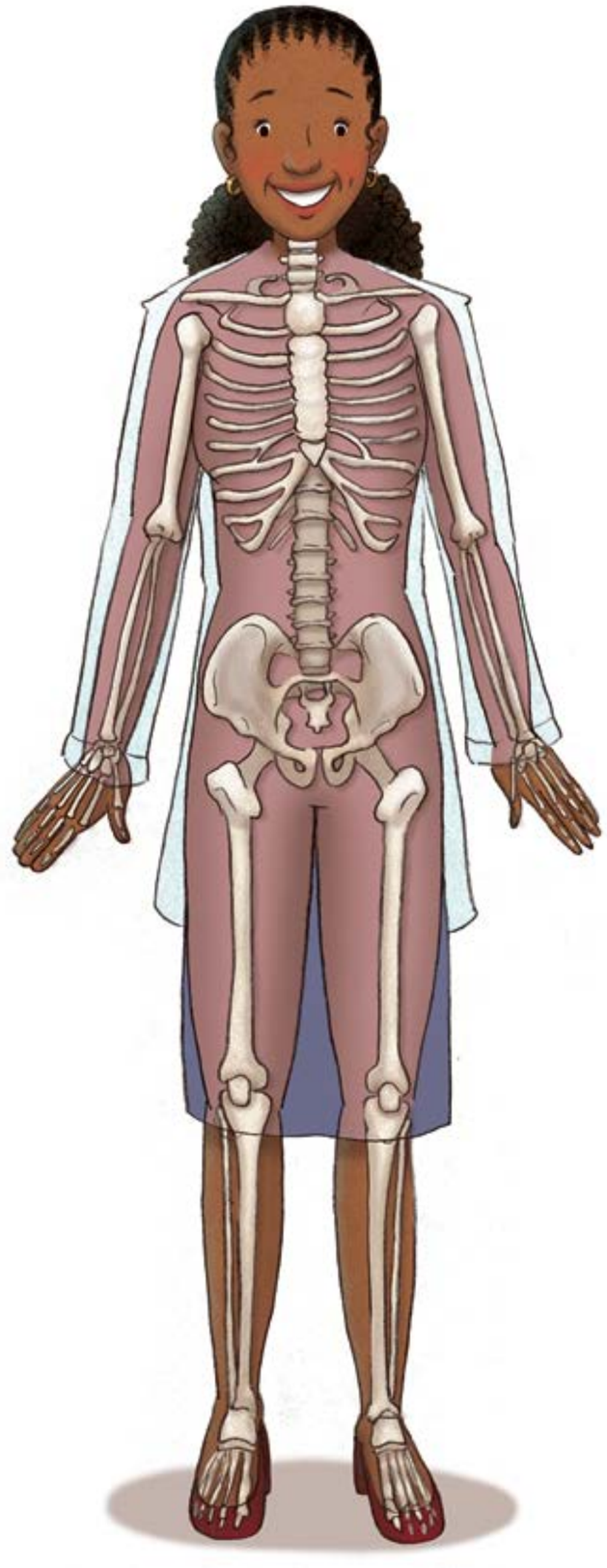

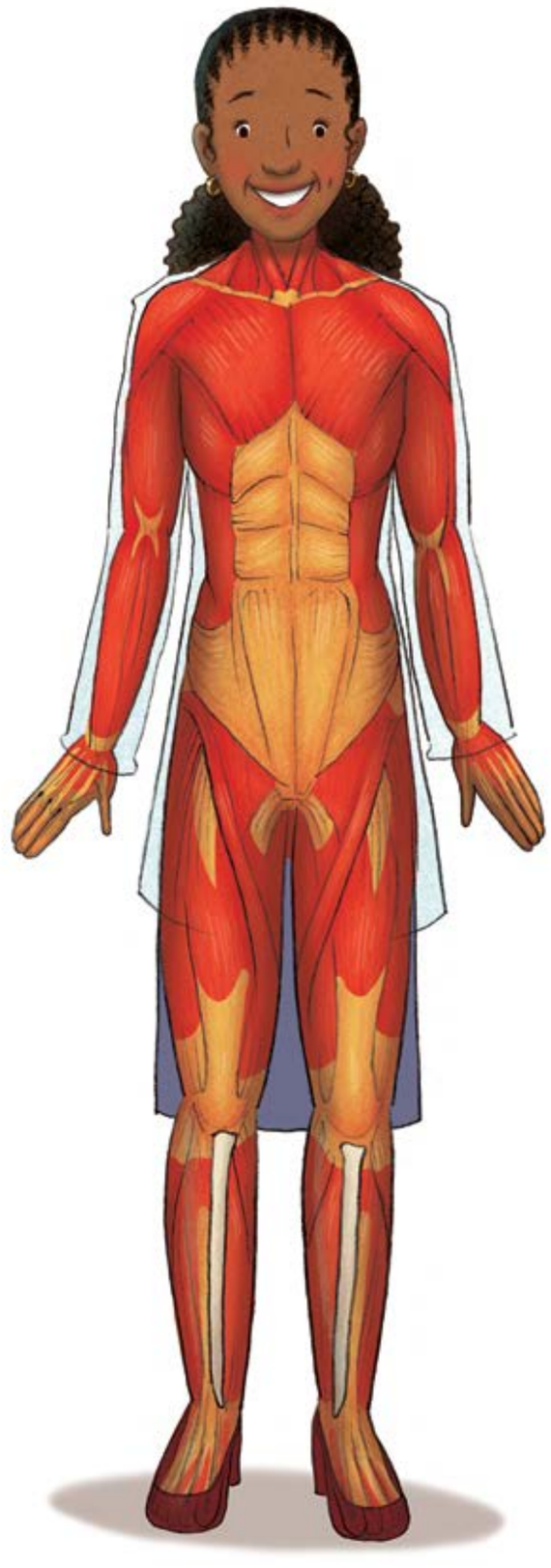

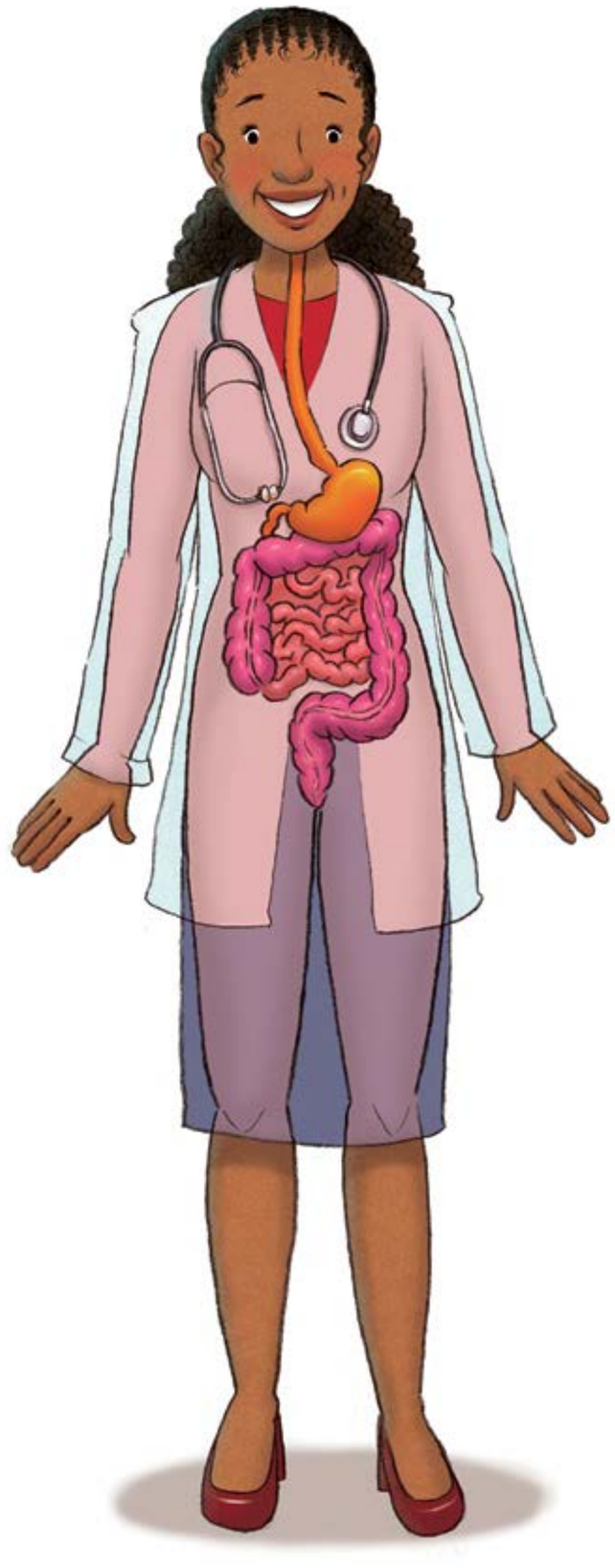

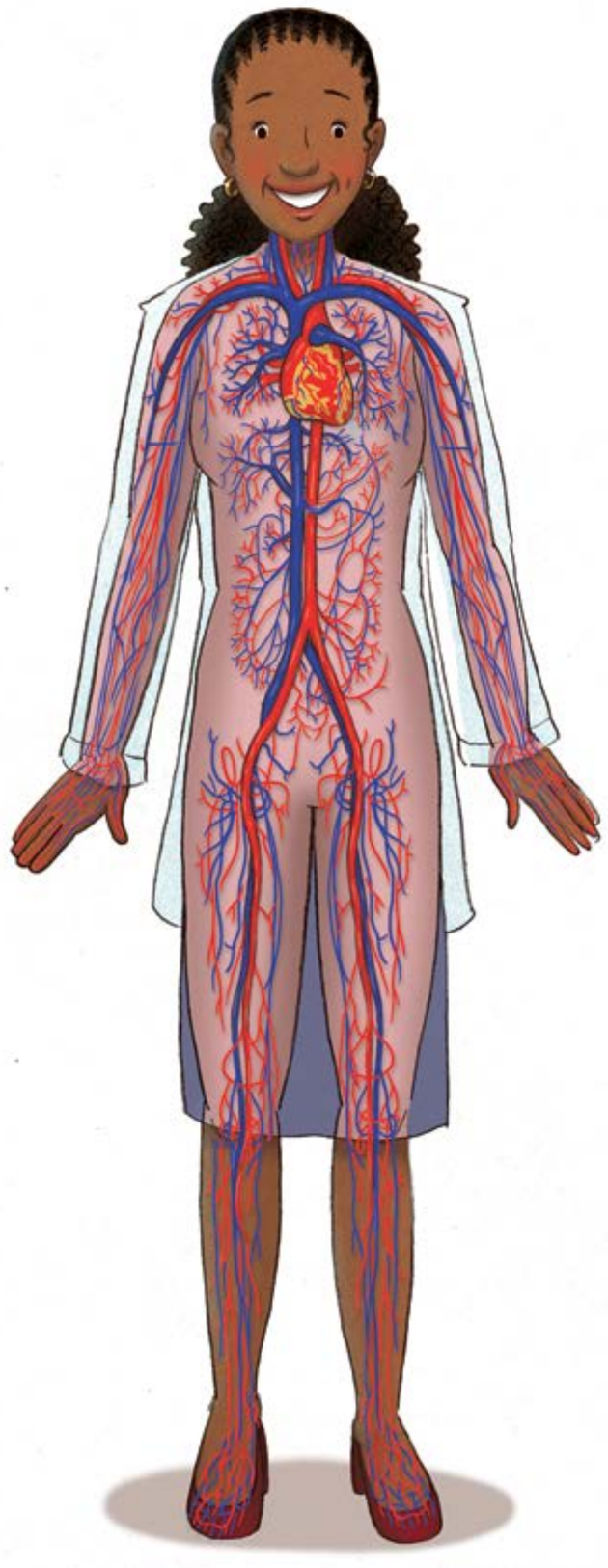

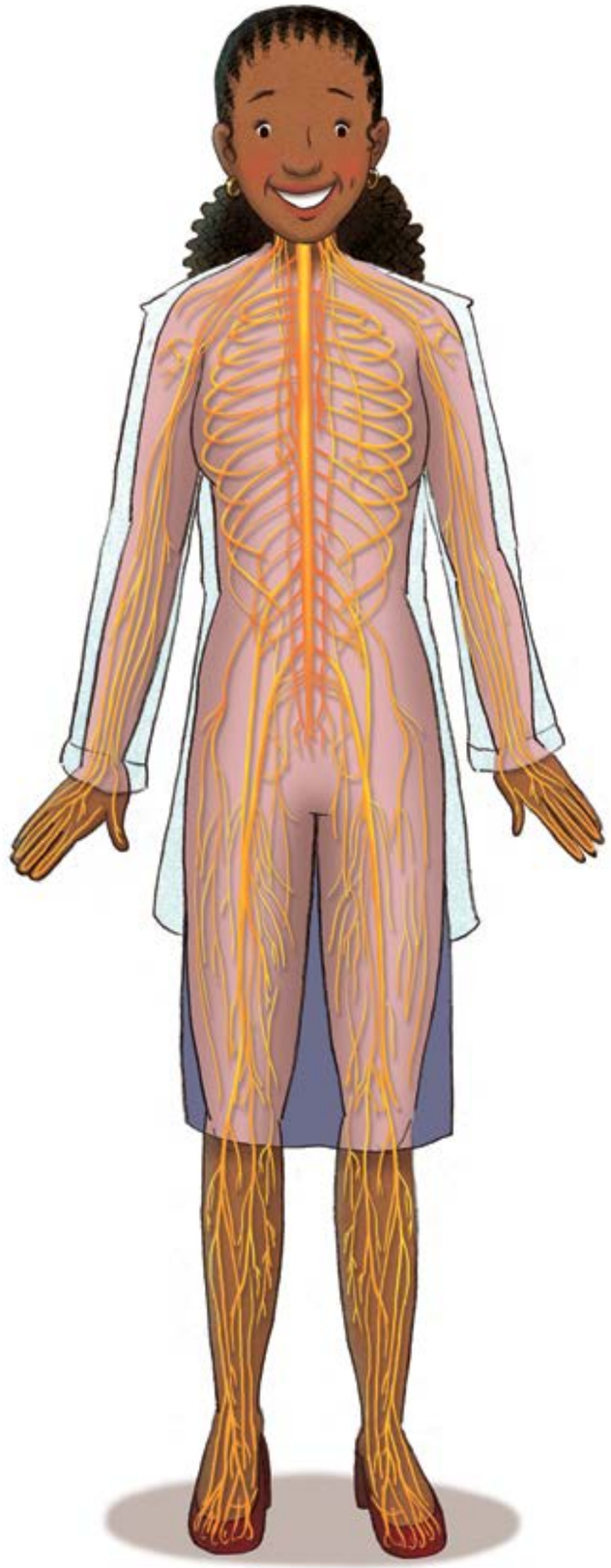

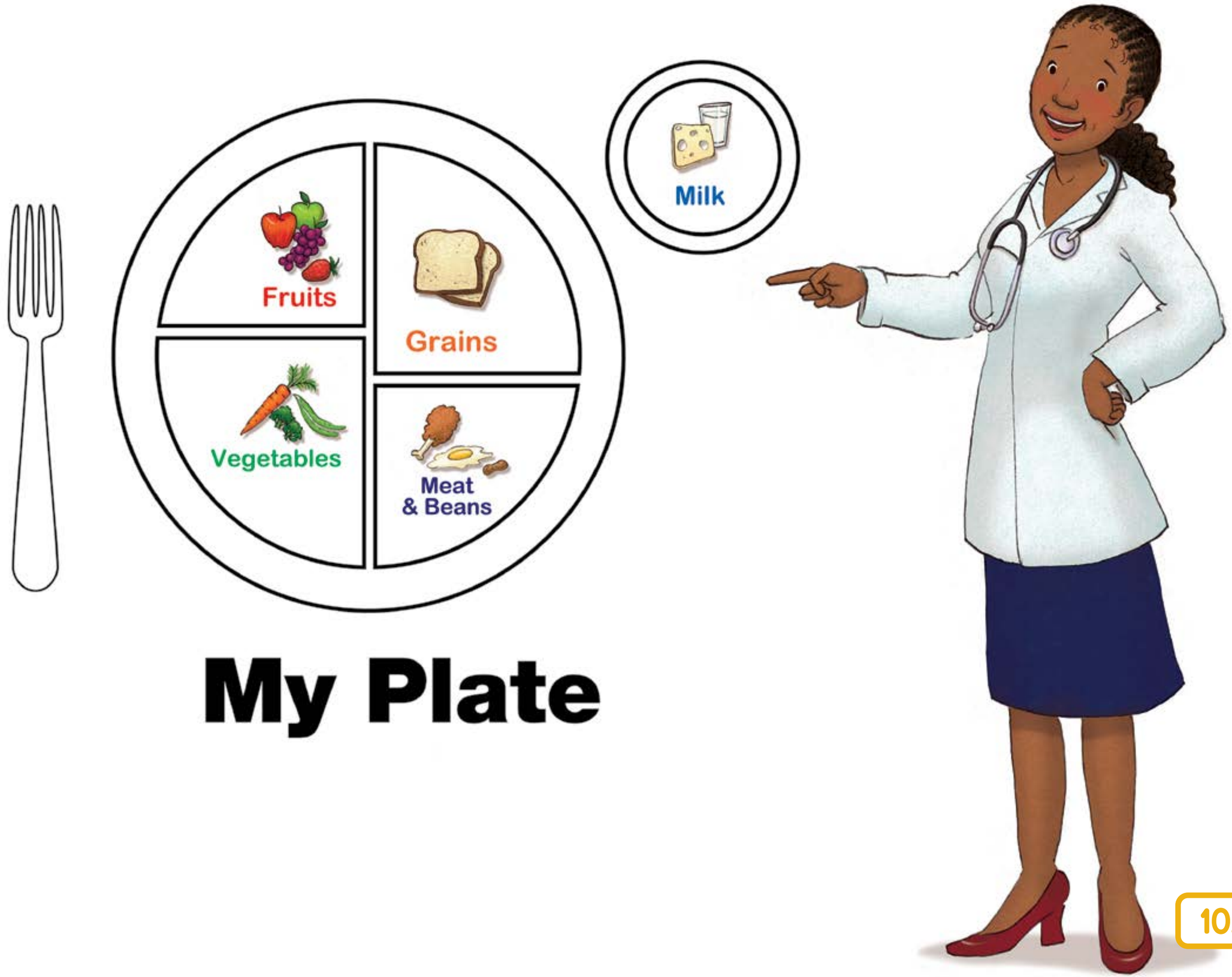

My Plate

Grade 1 | Knowledge 2

The Human Body

Multiple Meaning Word Posters

Multiple Meaning Word Posters

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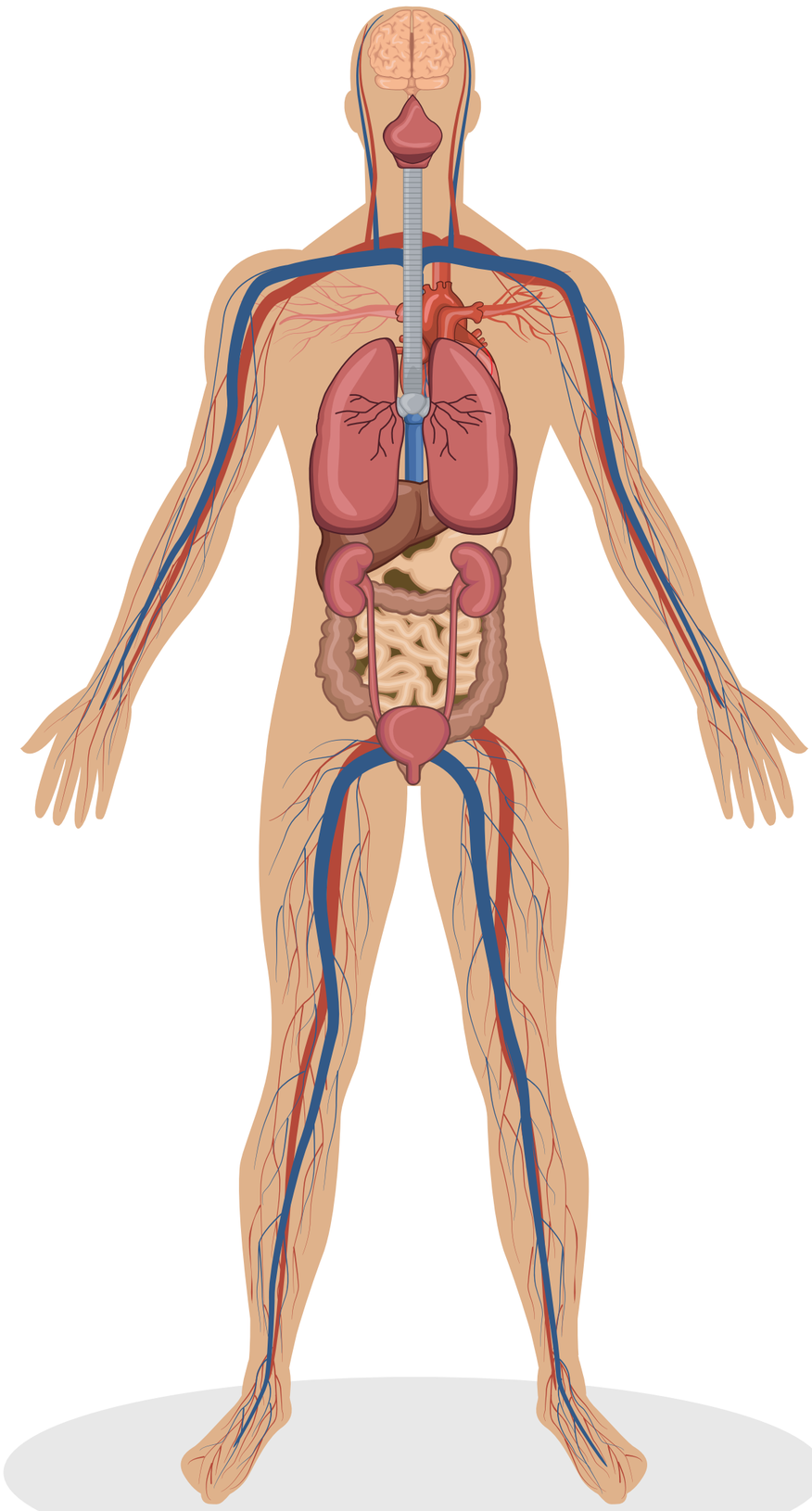

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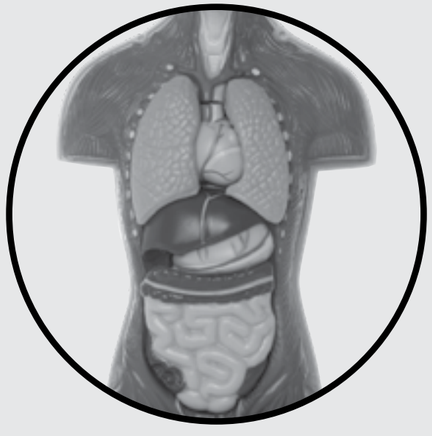


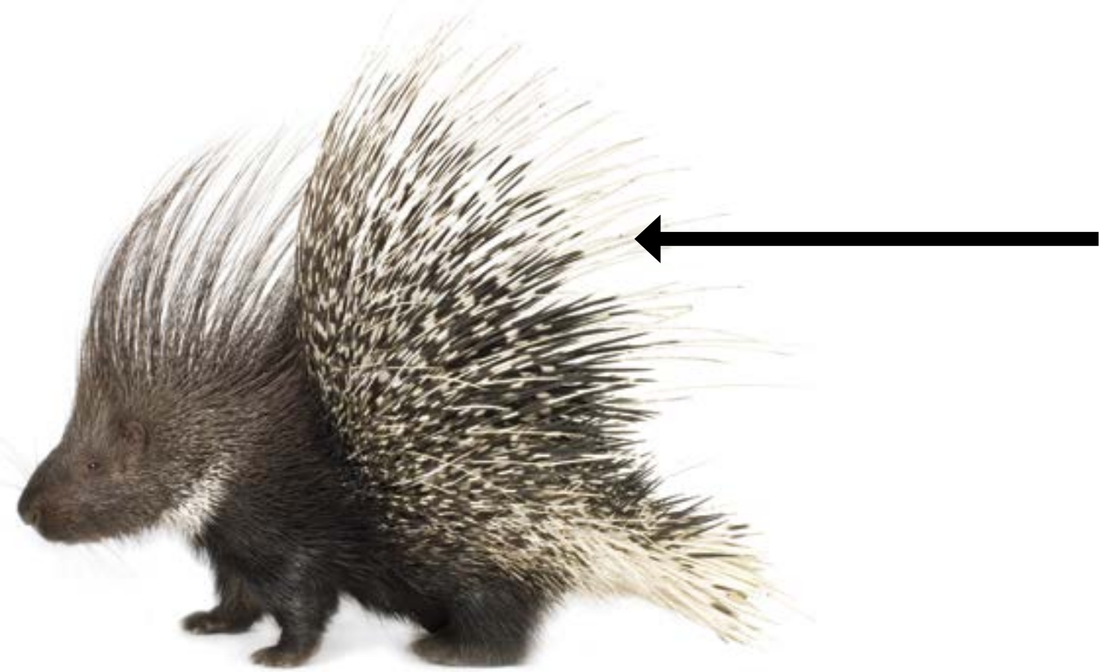
Organ (Poster 1M)

1. a body part like lungs, brain, and heart *(noun)*
2. a wind instrument with pipes and a keyboard *(noun)*

The Human Body | Multiple Meaning Word Poster 1 of 5

1

2



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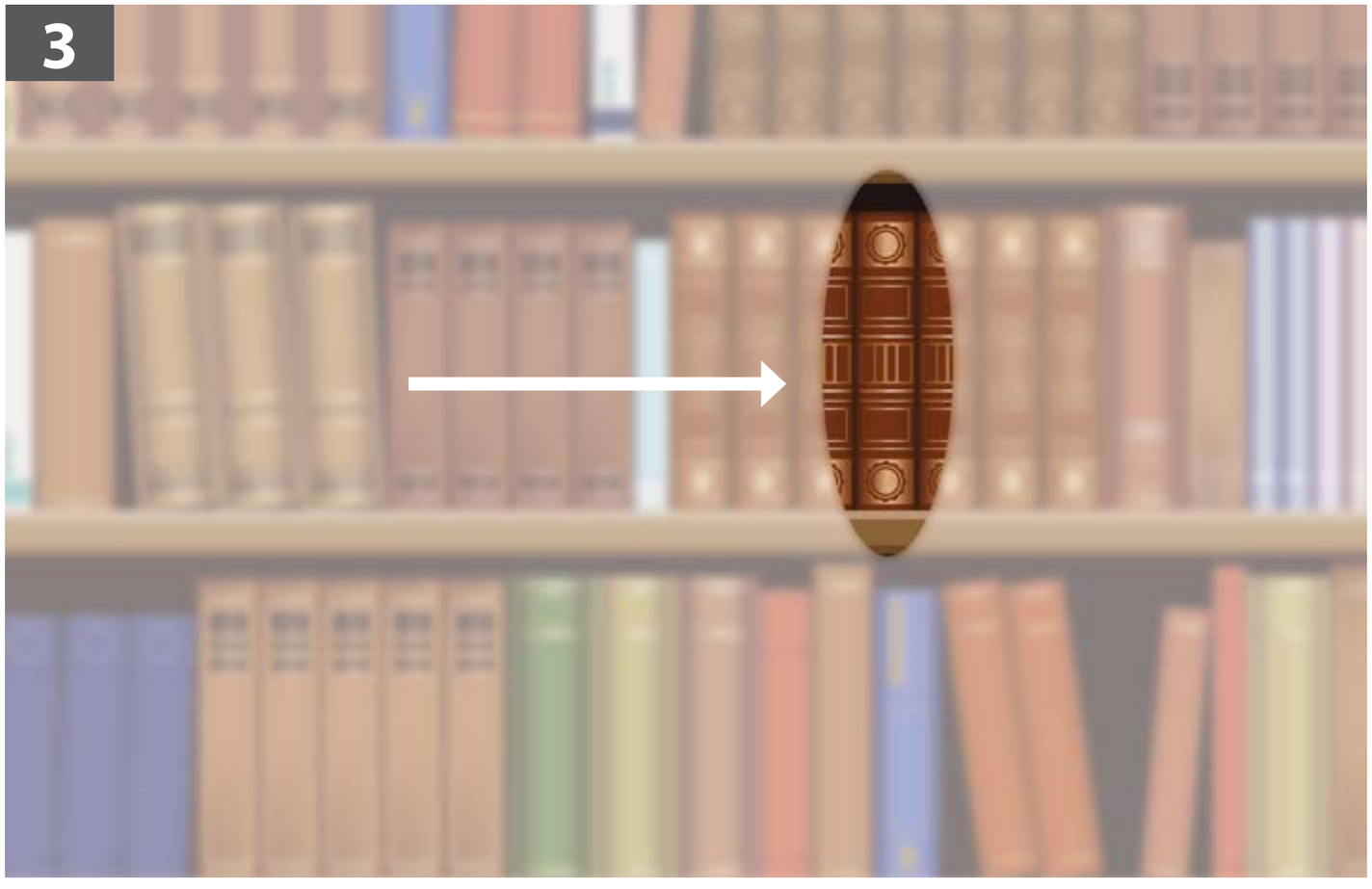
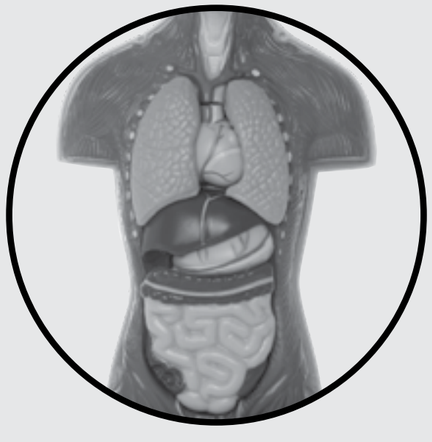


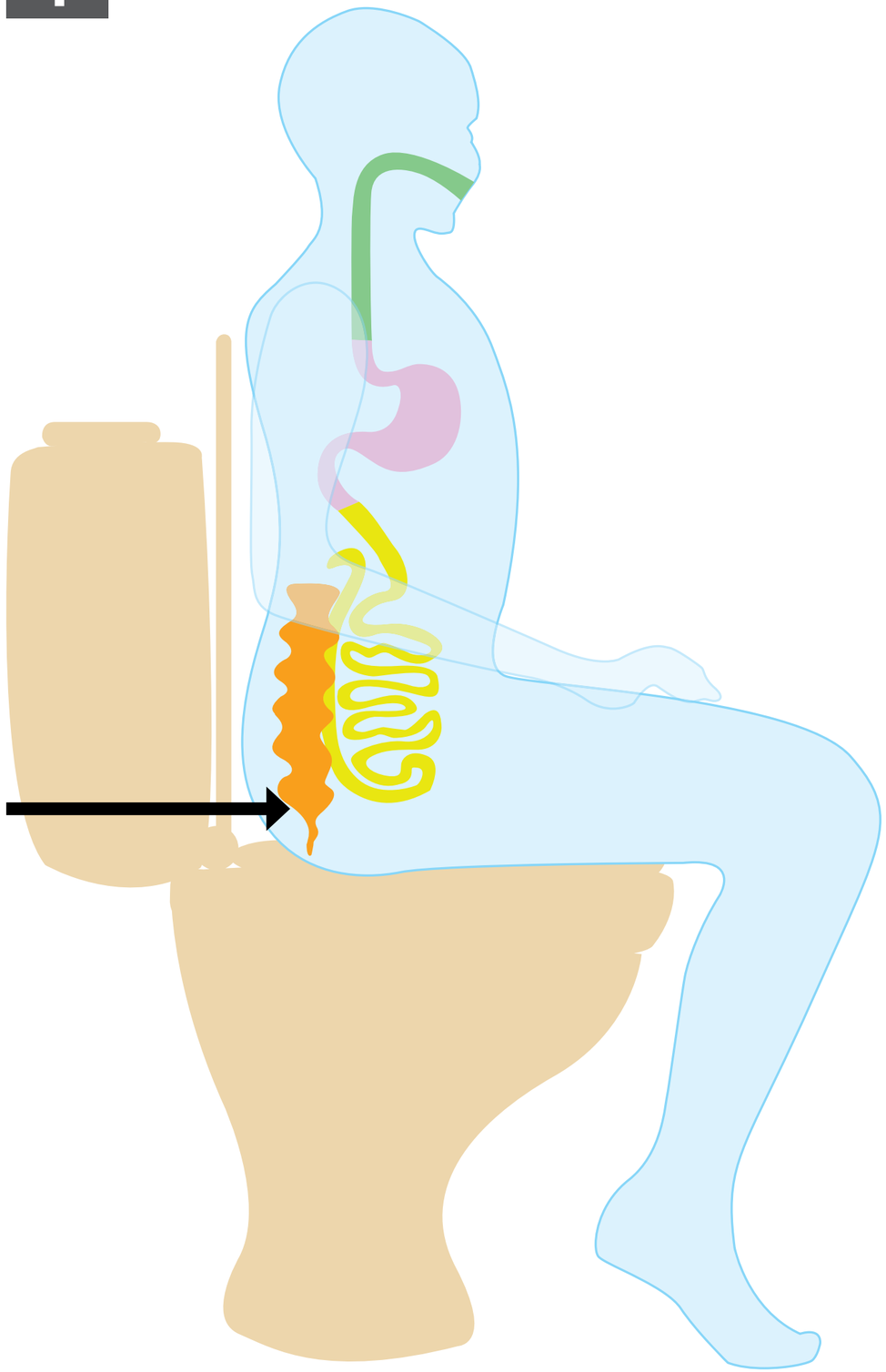


Spine (Poster 2M)

1. the human spine/backbone *(noun)*
2. something hard, sharp, and pointy that is found on some plants and animals *(noun)*
3. the part of the book that faces outward when shelved *(noun)*

The Human Body | Multiple Meaning Word Poster 2 of 5

1



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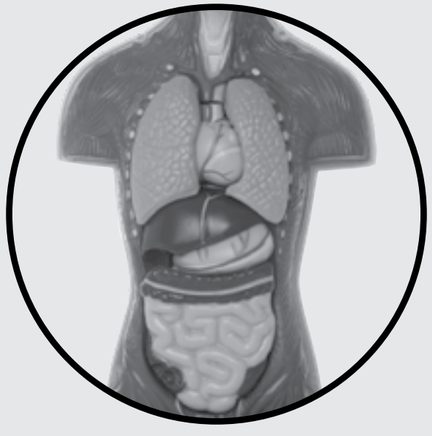

Bottom (Poster 3M)

1. the part of the body that people sit on *(noun)*
2. the lowest part *(verb)*
3. the ground under the sea *(noun)*

The Human Body | Multiple Meaning Word Poster 3 of 5

1

2

3

4

Pump (Poster 4M)

1. to empty or fill by letting liquid pass through *(verb)*
2. a machine for making liquid or air move *(noun)*
3. a low cut shoe without buckles *(noun)*
4. to move up and down with a steady motion *(verb)*

The Human Body | Multiple Meaning Word Poster 4 of 5

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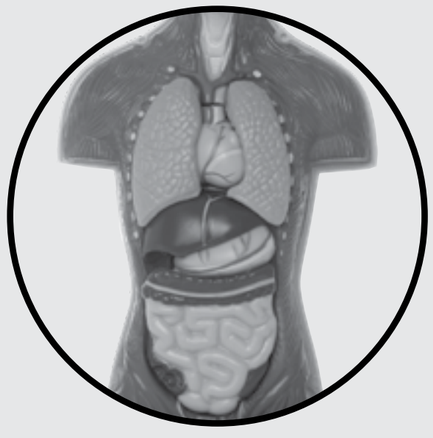
4



Brush (Poster 5M)

1. to clean with a brush *(verb)*
2. a tool that has bristles set into the handle *(noun)*
3. land covered with grass, bushes, and shrubs *(noun)*
4. to remove something as if you were using a brush *(verb)*

The Human Body | Multiple Meaning Word Poster 5 of 5

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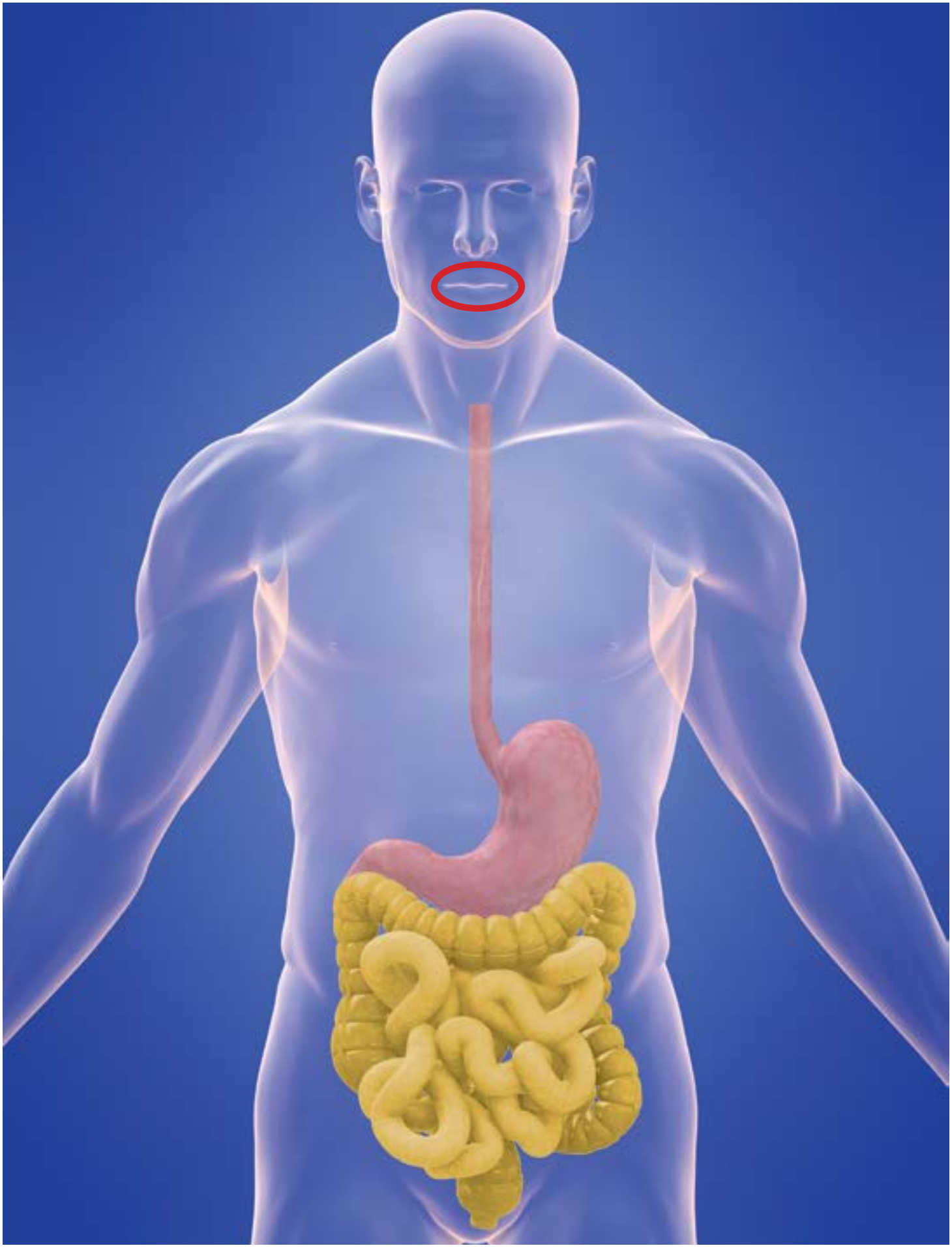

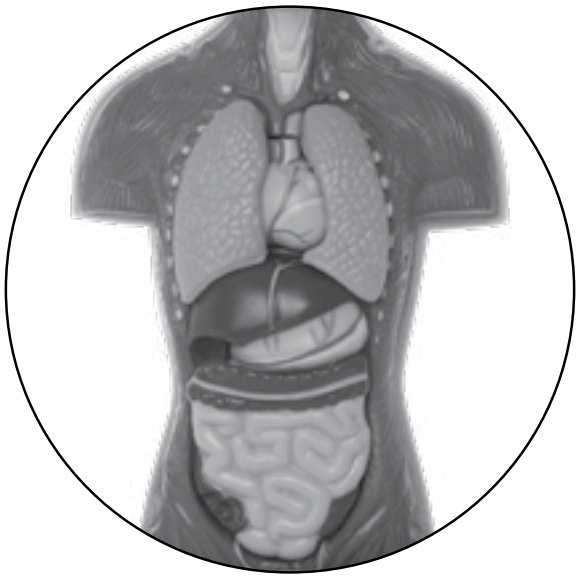

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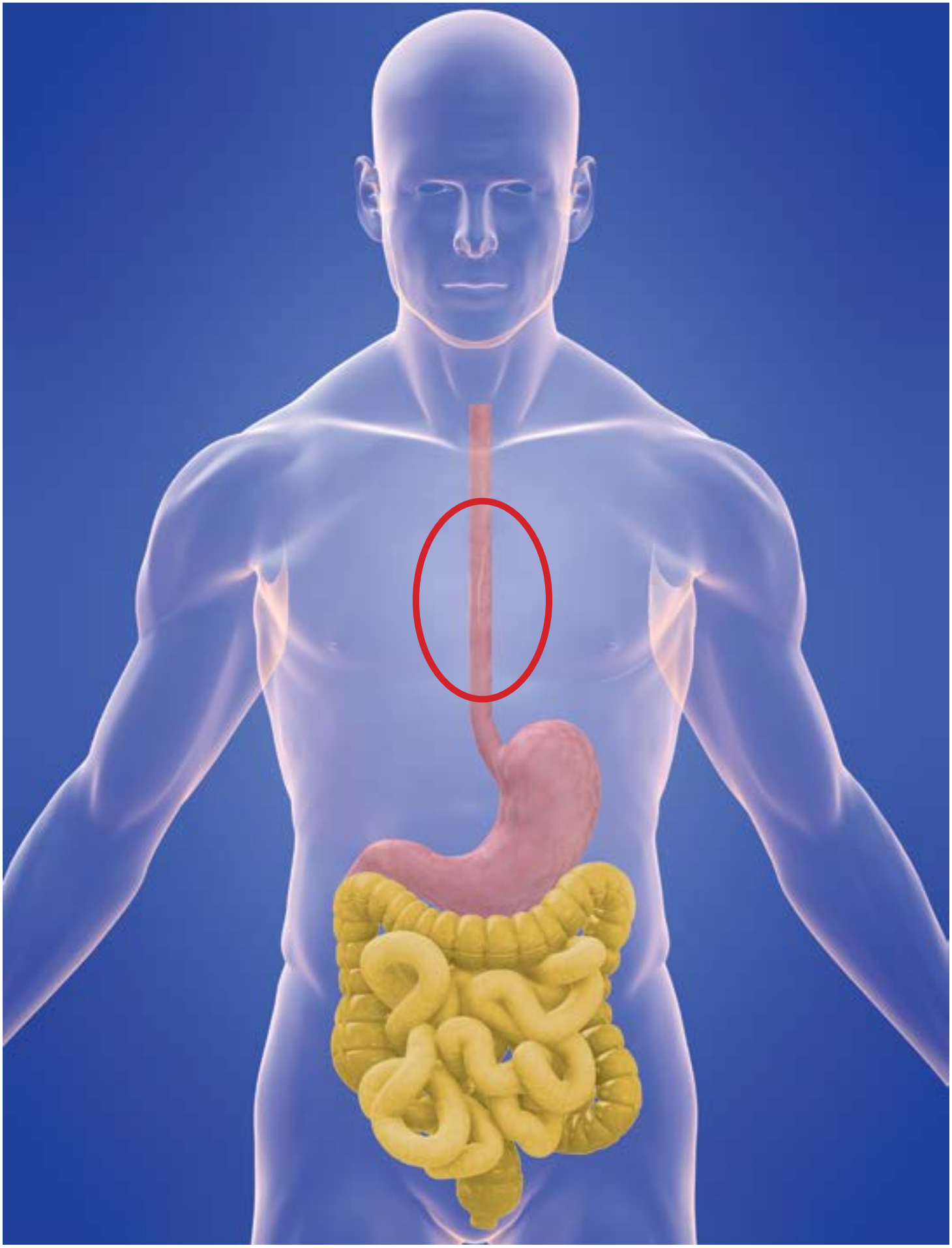

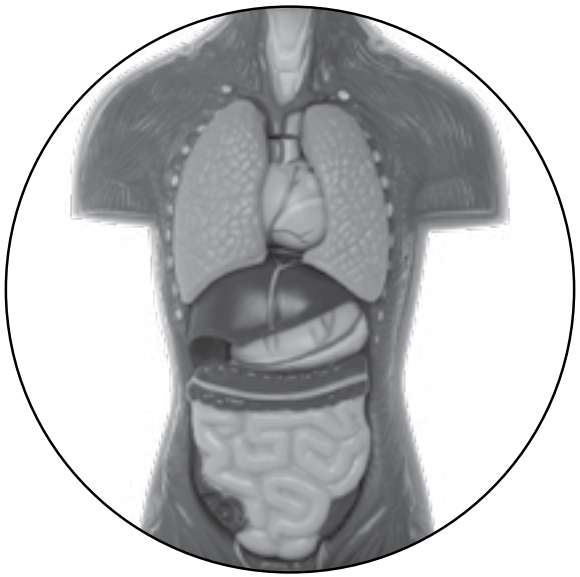

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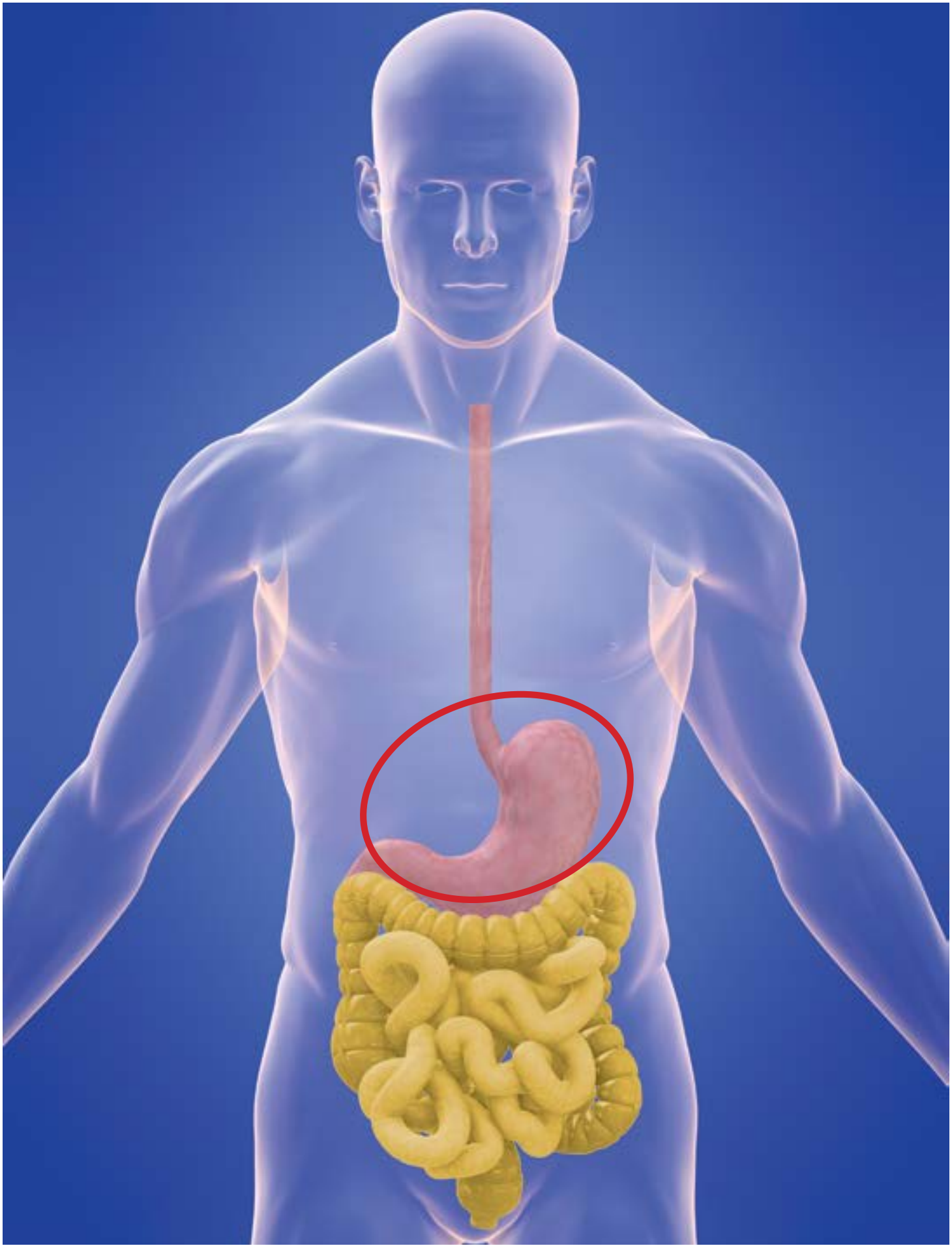

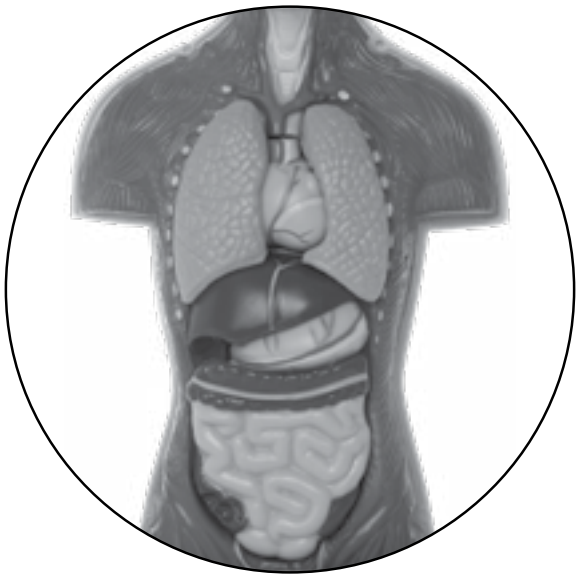

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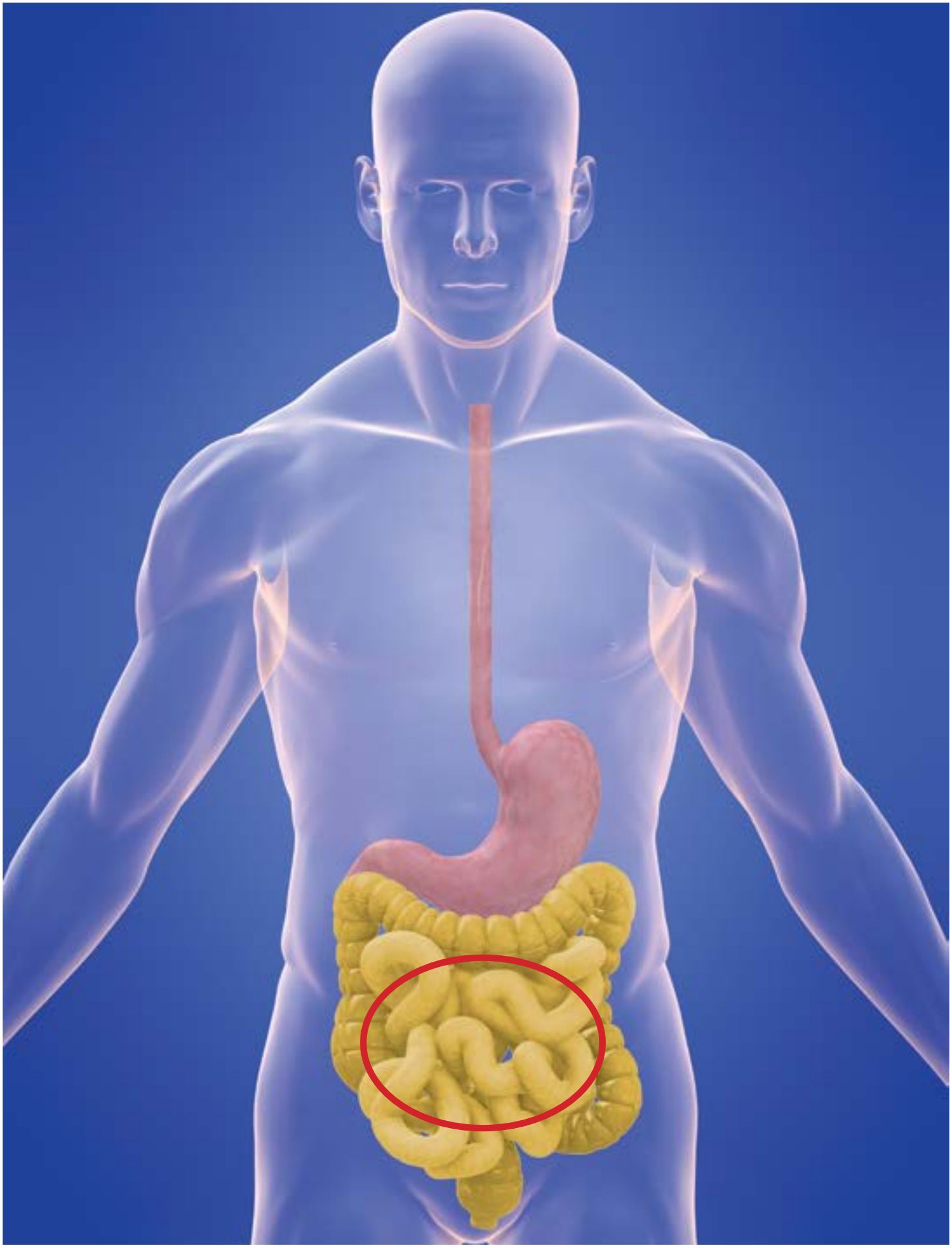

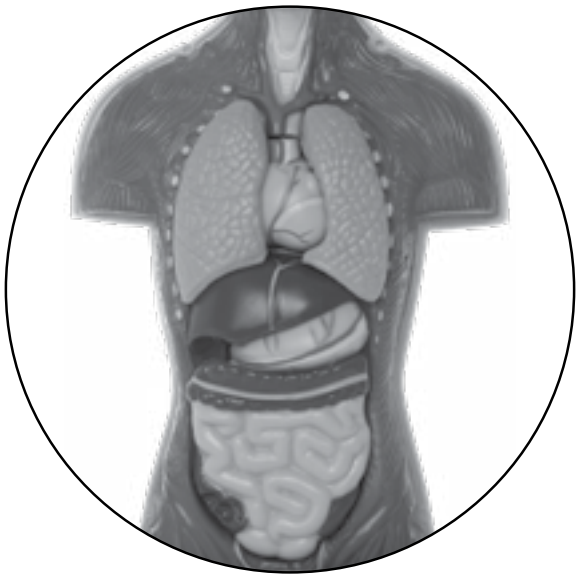

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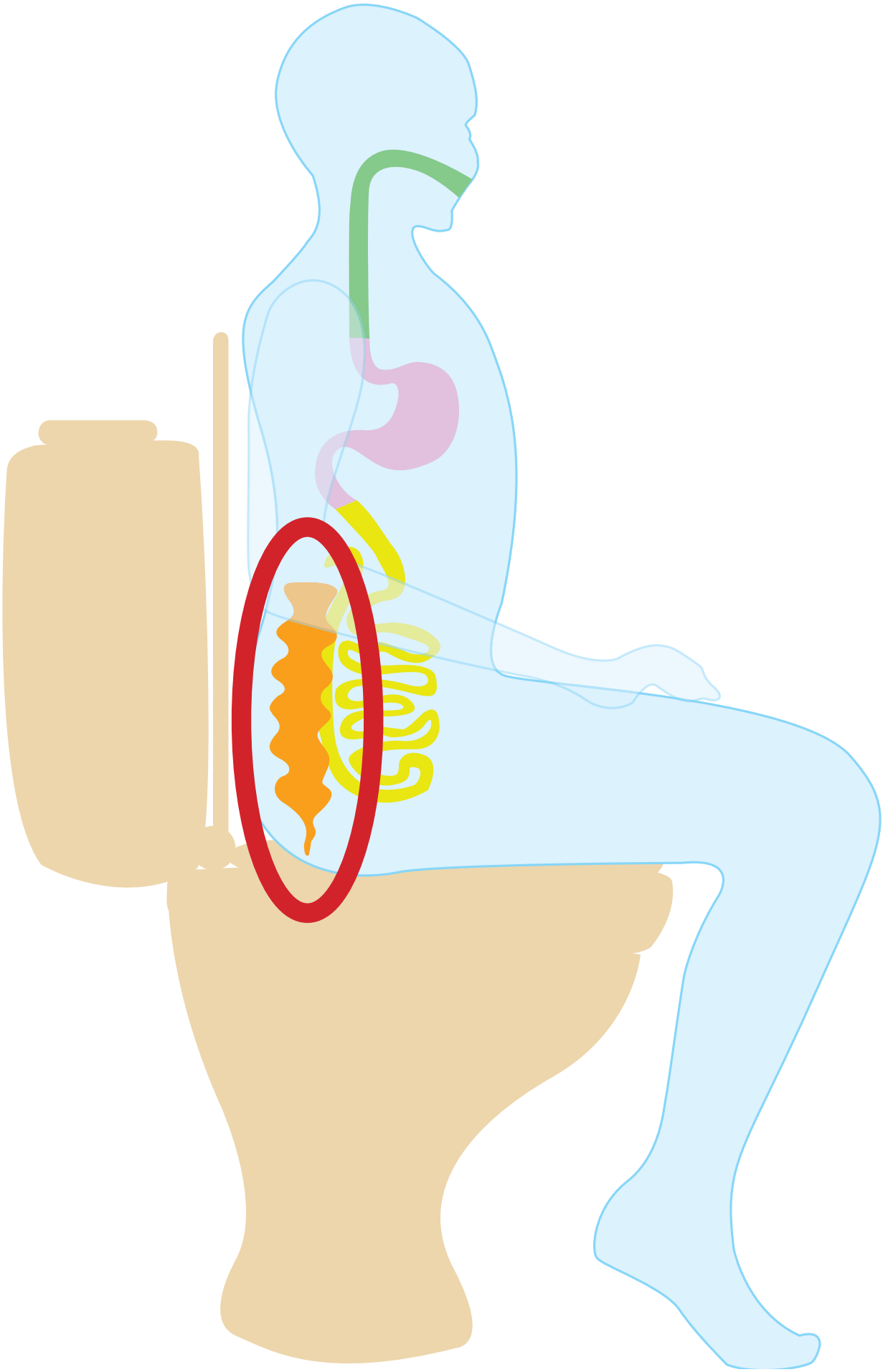

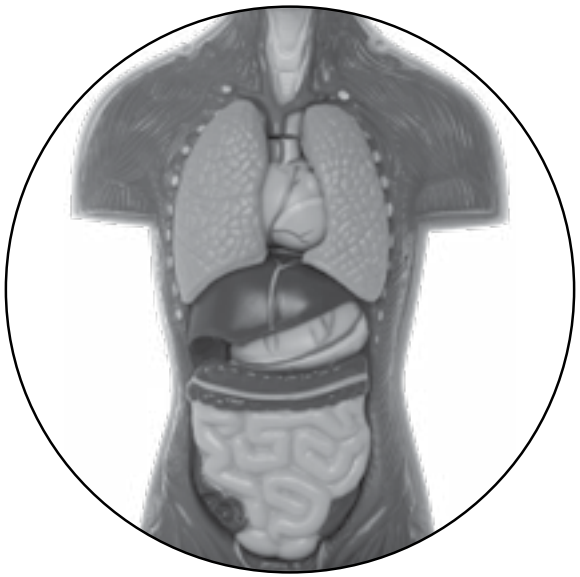

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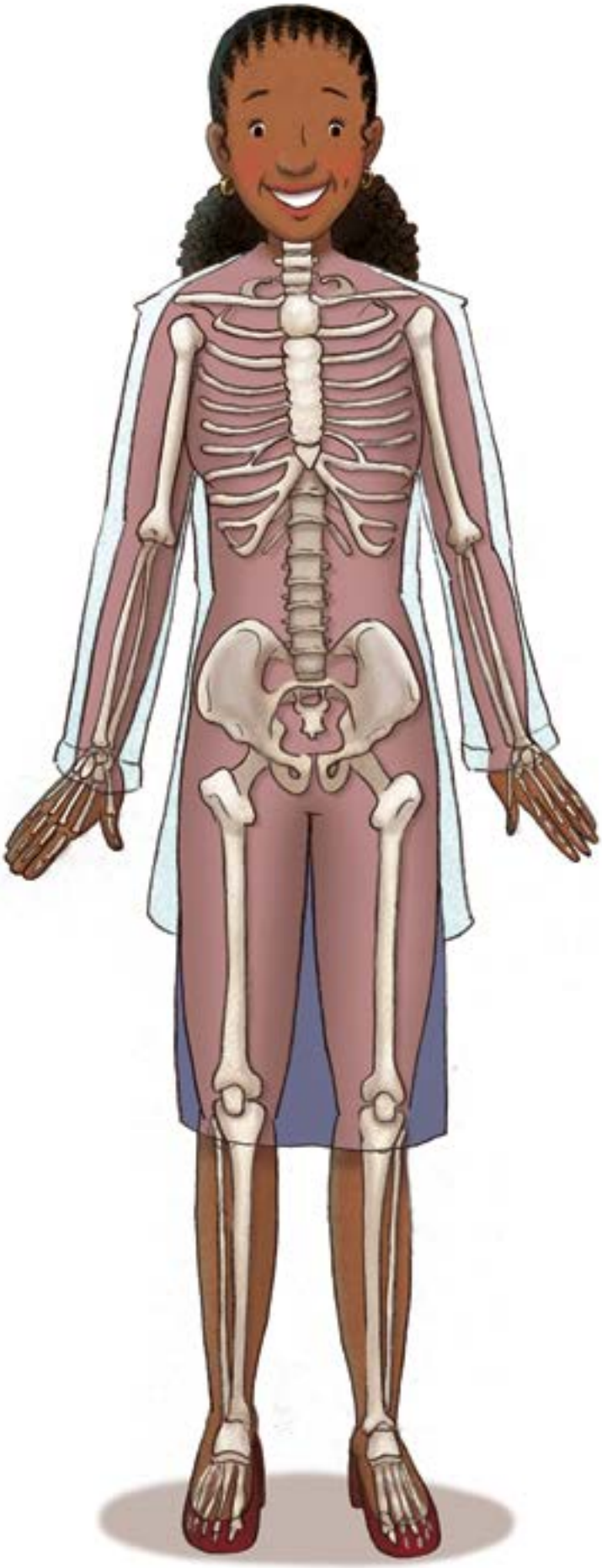

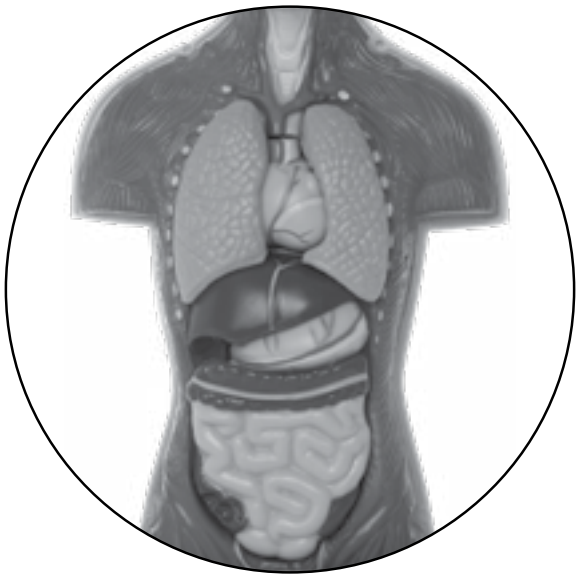

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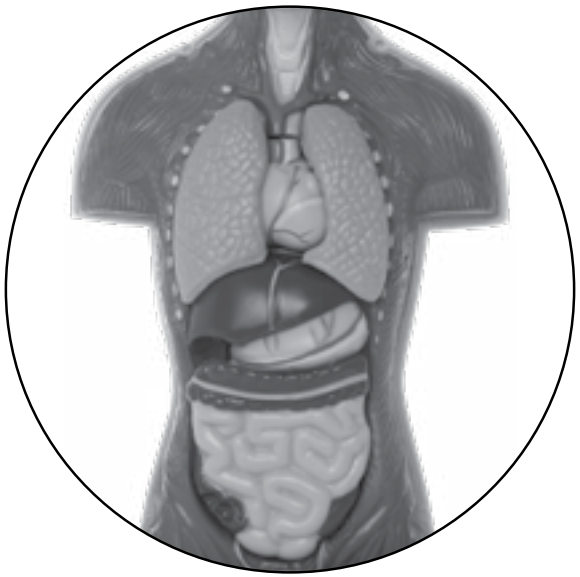

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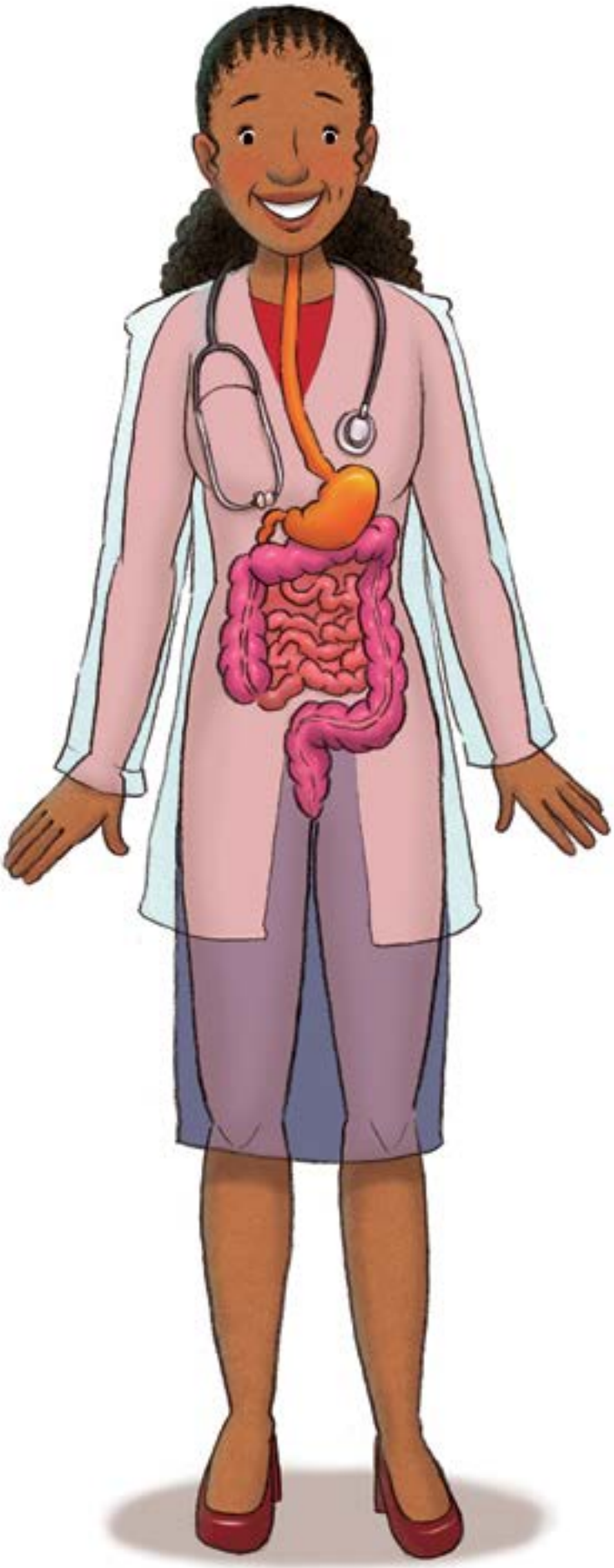

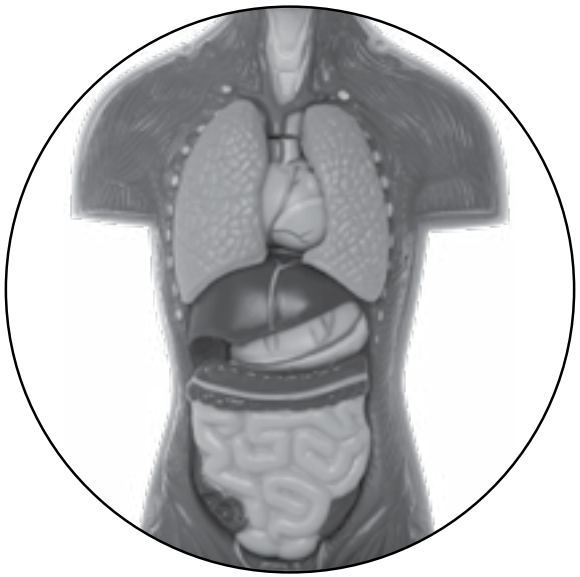

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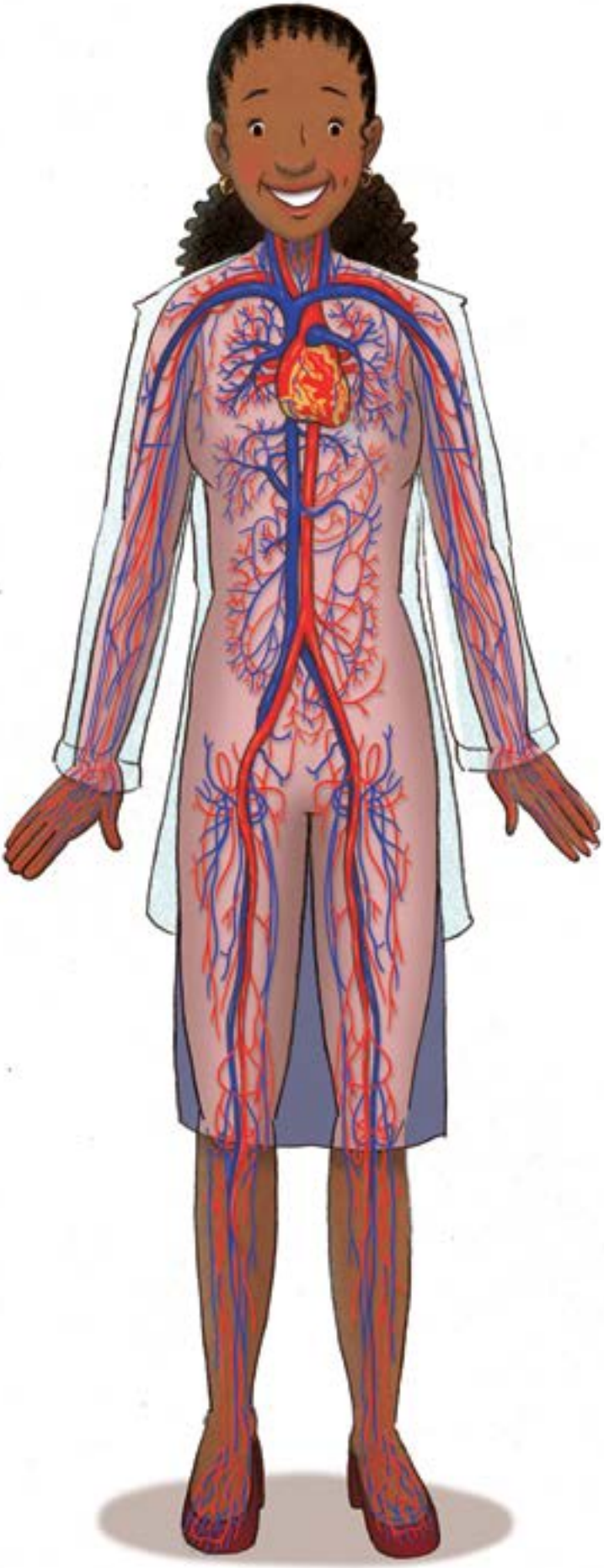

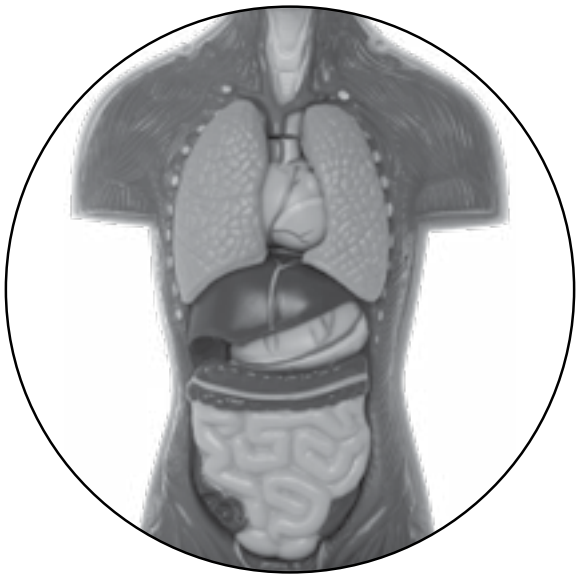

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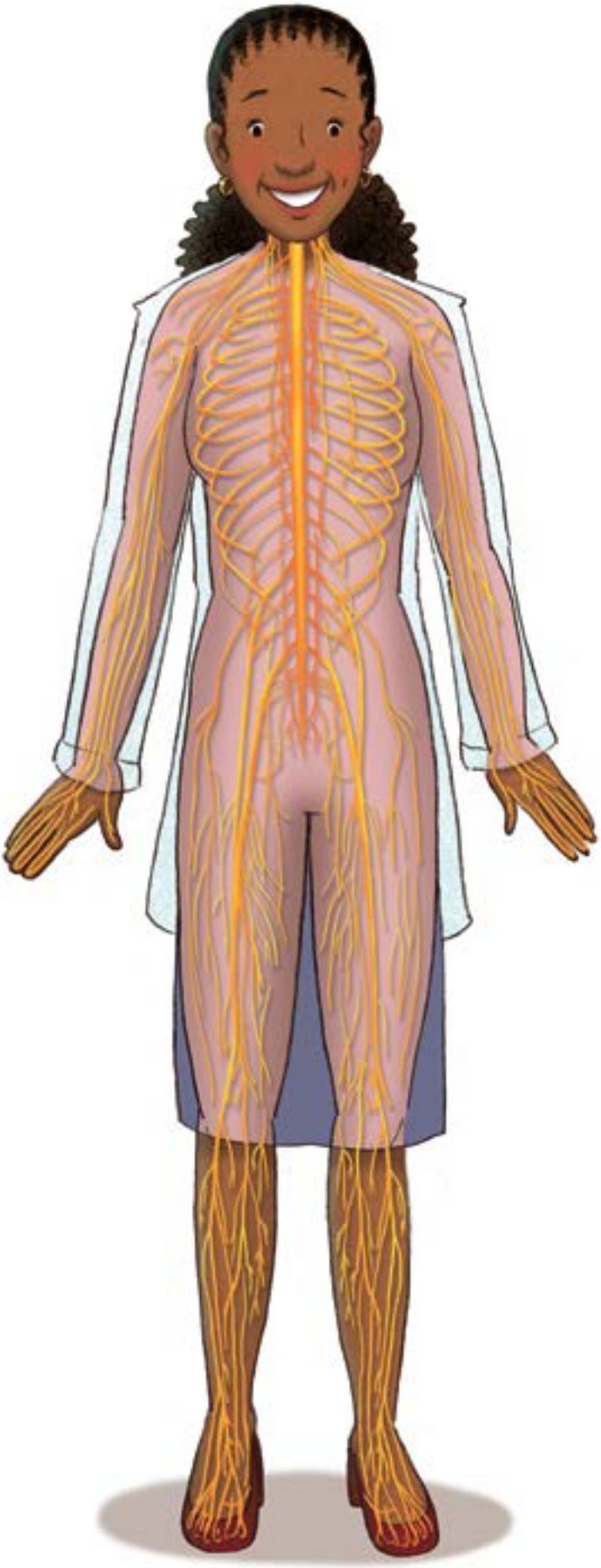

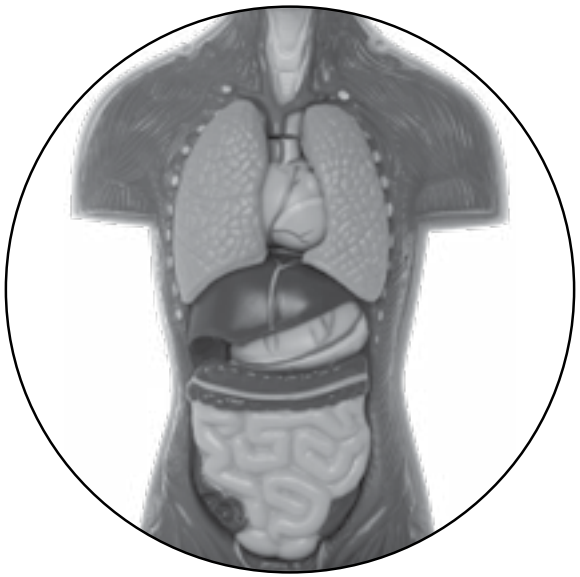

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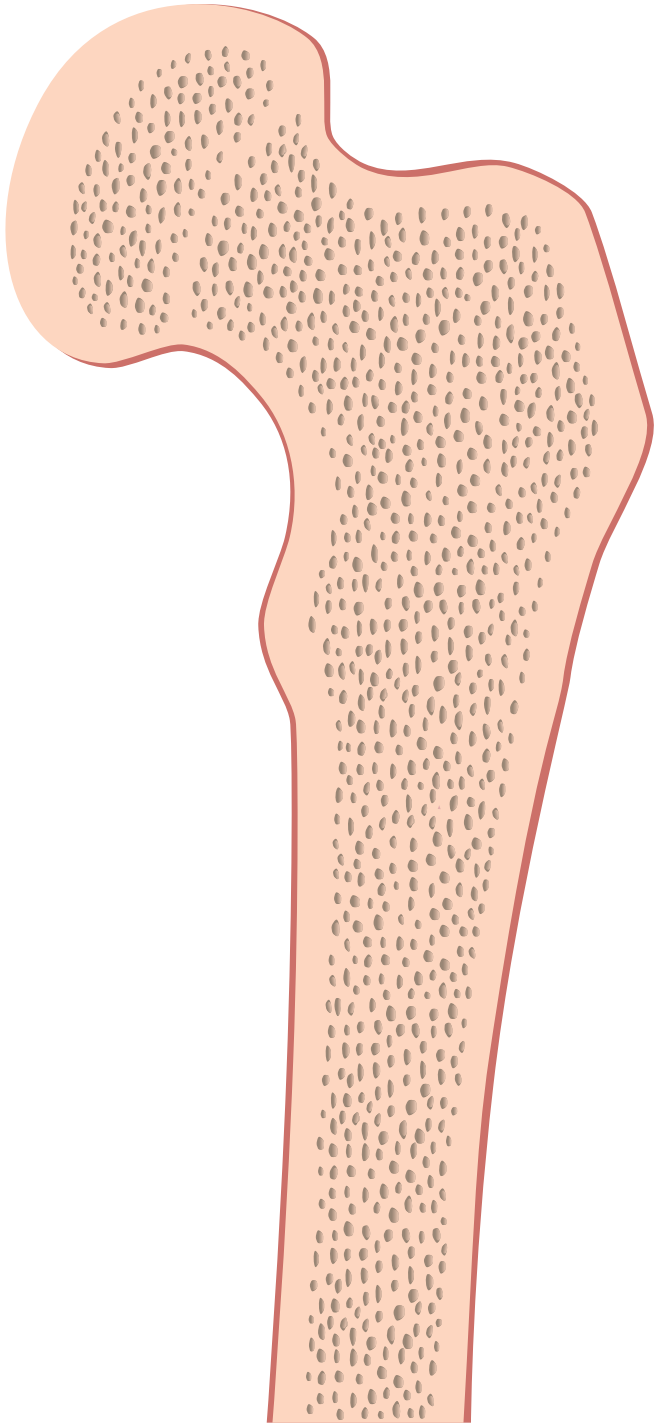

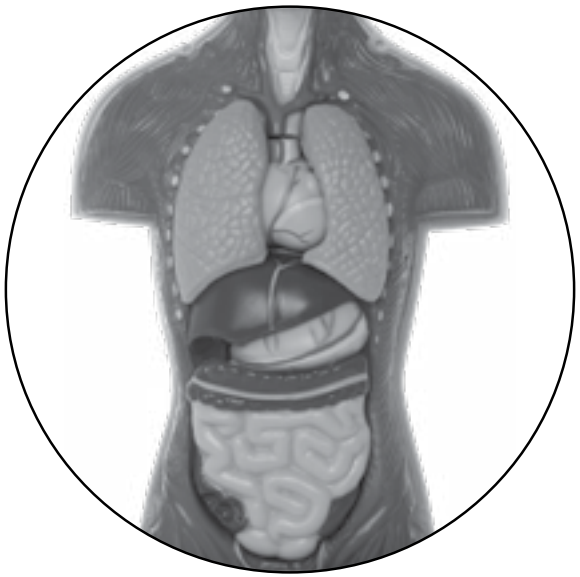

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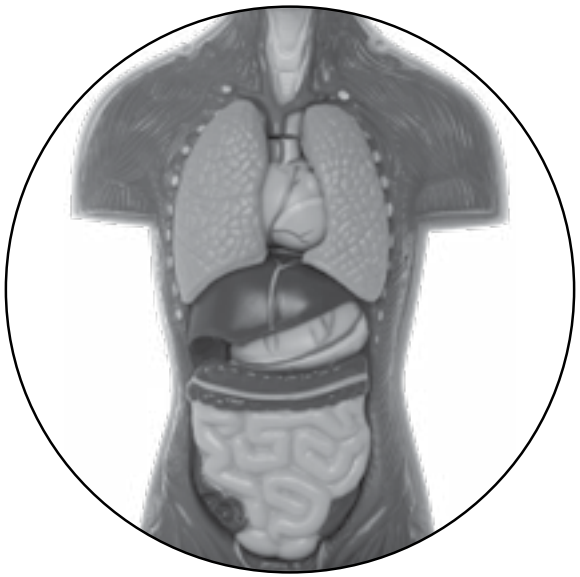

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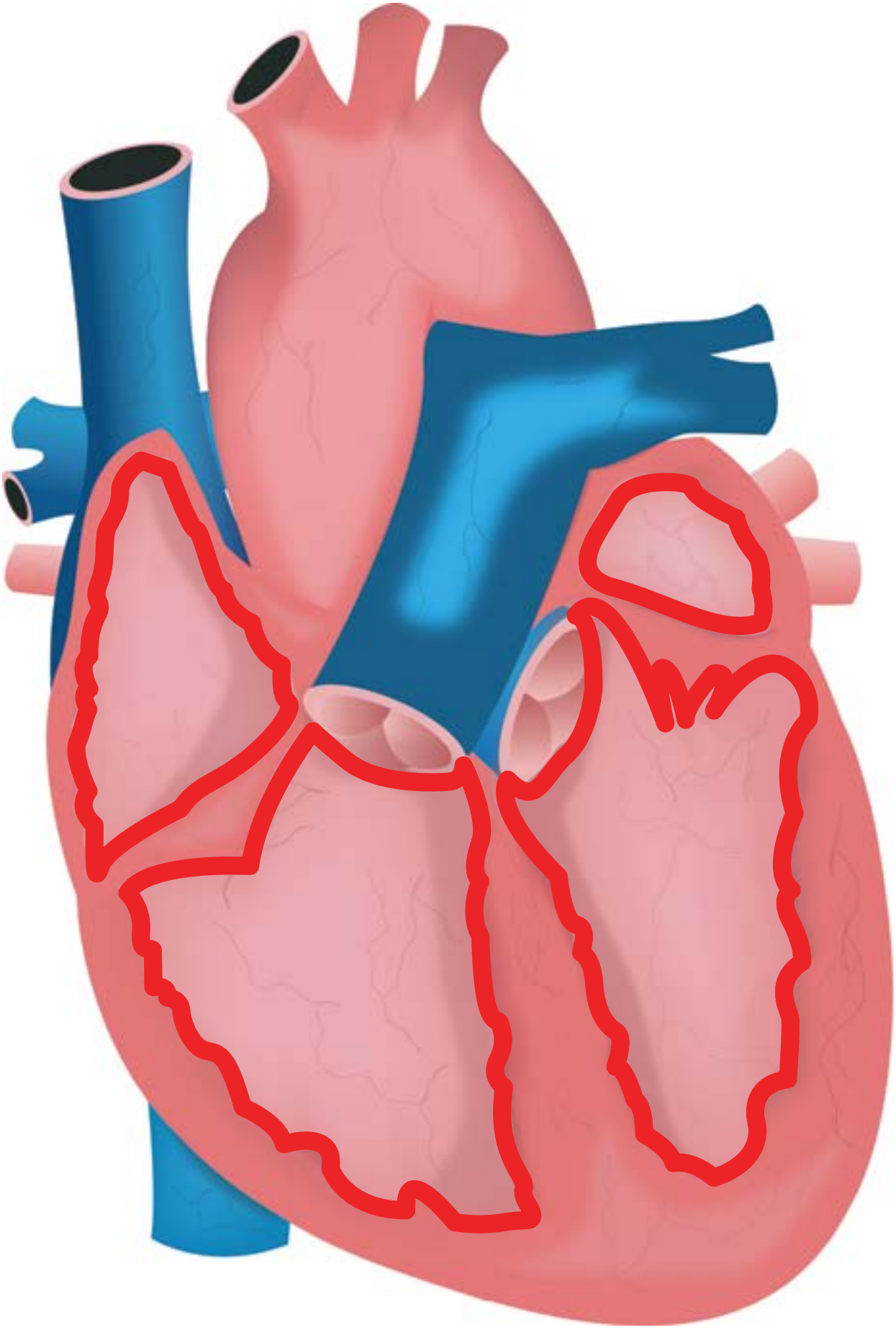

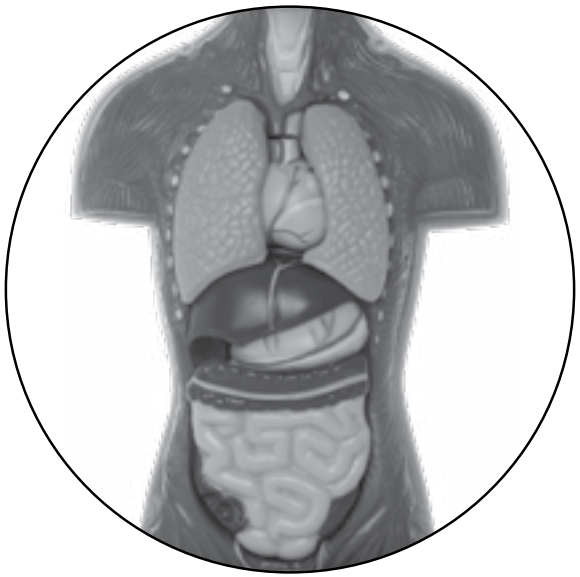

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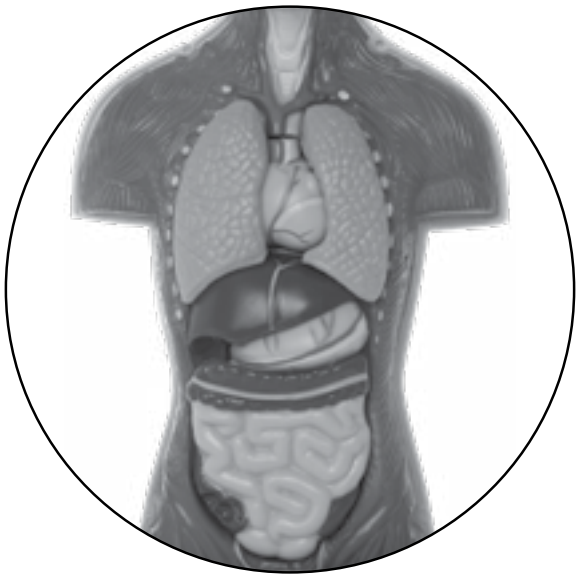

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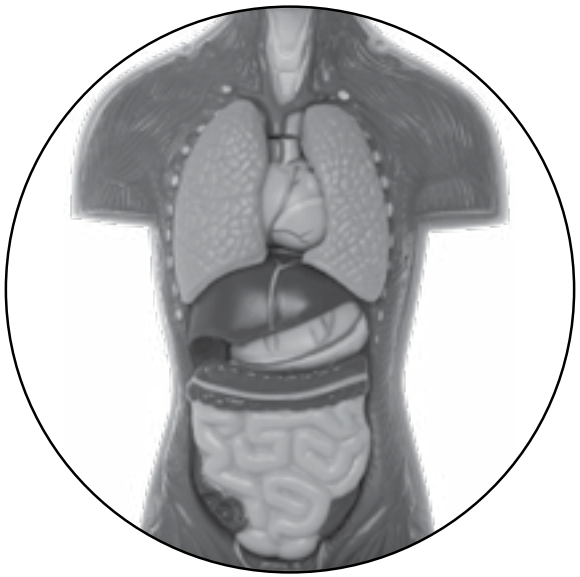

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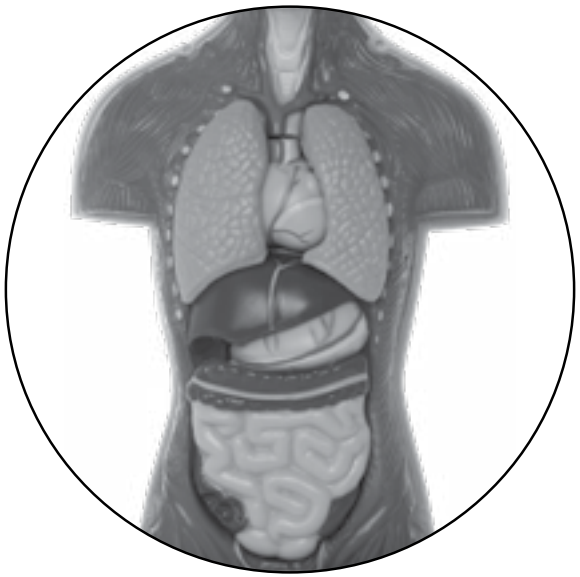

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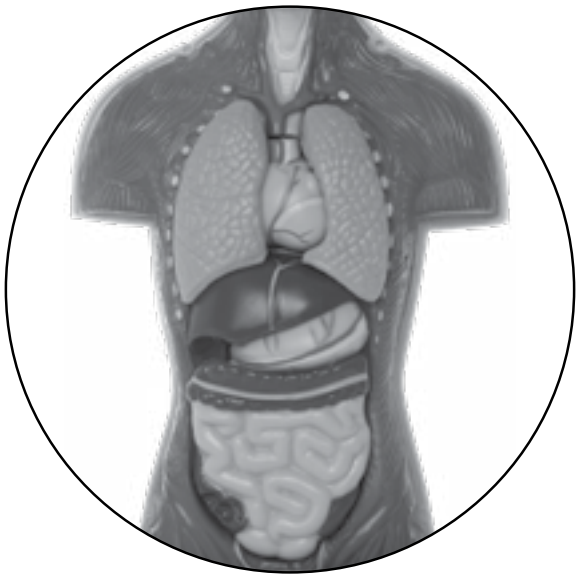

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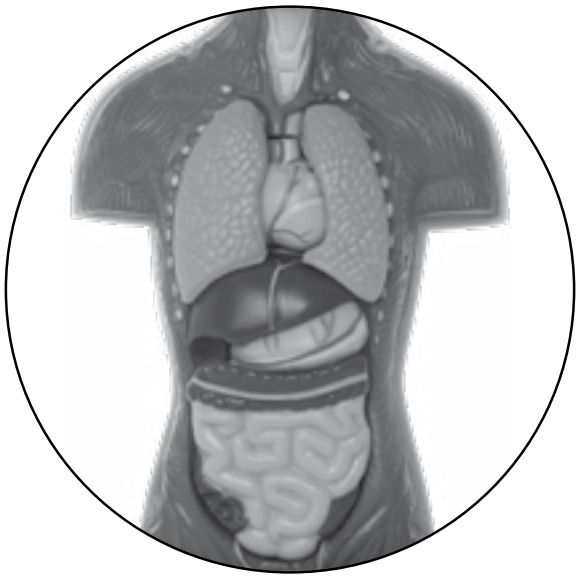

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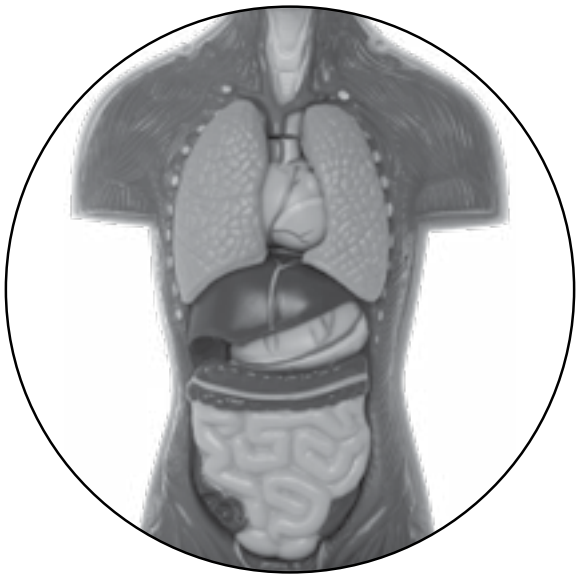

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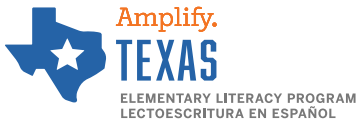

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Amplify.
TEXAS
ELEMENTARY LITERACY PROGRAM

ENGLISH

Grade 1

Knowledge 2 | Digital Components

The Human Body

Grade 1 | Knowledge 2

The Human Body

Digital Components

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Lesson 1: KWL Chart

Know	Wonder	Learn

PLAN

DRAFT

EDIT

Somebody	
Wanted	
But	
So	
Then	

Nutritious	Not Nutritious
	

1. Eat Well

2. Exercise

3. Sleep

4. Keep Clean

5. Have checkups

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

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Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM
LECTOESCRITURA EN ESPAÑOL

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ELEMENTARY LITERACY PROGRAM

Welcome!

Grade 1, Domain 2
The Human Body

In this unit, students will explore and make discoveries about their own bodies using an interactive approach.

What's the story?

The Read-Alouds for this unit are presented through a pediatrician named Dr. Welbody, who tells students about their **body systems** as well as the **different organs** that are part of the body and the jobs they do.

What will my student learn?

Students will learn **healthy habits** and **how to take care of their bodies** by focusing on the **five keys to good health**. They will also be introduced to **Edward Jenner** and **Louis Pasteur**, whose discoveries aided in the **cure of diseases**.

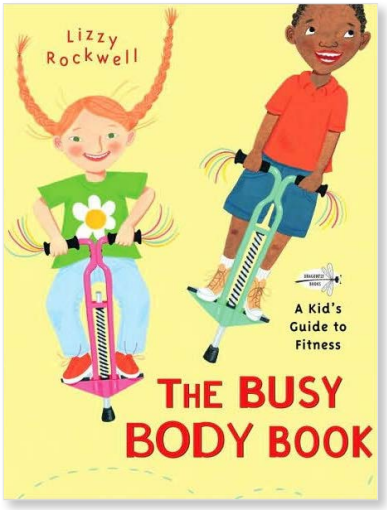
Throughout the domain, students will explore **informational writing** and will learn to **identify** important information in their Read-Alouds. They will work as a class on **taking notes** about what they read and will **write about the five body systems**.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What are some of the organs you have inside your body?
   Follow up: What is the one organ that is on the outside of your body? Hint: it is your biggest organ and it covers all of the other organs. (skin)
2. Why do you have a skeleton?
   Follow up: What do your skull bones protect? (brain) Where is your spine? Where are your ribs?
3. What do muscles do?
   Follow up: How do they help digest the food you eat?
4. Why is blood important to your body?
   Follow up: What organ pumps the blood through your body? What are some ways you can keep your heart healthy and strong?

Grade 1: Domain 2
The Busy Body Book: A Kid's Guide to Fitness



by Lizzy Rockwell

I

●●● QT: 680L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: **2**

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●○○ RT: **1**

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.

Summary: Students learn how key body parts work within the human body in this colorfully illustrated informational text, which features a diverse group of children engaging in various physical activities. Detailed diagrams of the human body focus on important body systems, providing the names and functions of key body parts. Students learn that while each body part plays a role, they must all work together to keep us strong and healthy.

Essential Question

How does the human body work?

Use the chart below to review key body parts and their functions with students. Refer to the diagrams and text in the book during the discussion.

Body Part	What does it do?
Skeleton	• supports and protects the body • helps us move
Muscles	• help you move, lift, and stretch
Brain and Nerves	• control every move • get information from the world
Lungs	• inhale oxygen, exhale waste • send oxygen to brain and muscles
Heart and Blood Vessels	• move oxygen to other parts of the body • pump blood through the body
Stomach and Intestines	• provide food and water to the body • provide materials to build bone and muscle

Vocabulary Routine

Tier 2 Vocabulary Words	Tier 3 Vocabulary Words
build	skeleton
controls	muscles
pumps	brain
	oxygen
	heart
	lung
	intestines

Performance Task

Read each sentence aloud and have students provide the missing word.

1. Without my _____, oxygen could not get to my brain and muscles. (lungs)
2. My stomach and intestines provide _____ and _____ to my body. (food, water)
3. My brain _____ every move I make. (controls)
4. My body is protected and supported by my _____. (skeleton)
5. Blood is pumped to my body by my _____. (heart)

Students should be able to

- provide the correct missing words for each sentence.

Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- What is your favorite body part? Why?
- What was the most interesting thing you learned from the book?
- Write about one activity you do that helps your body stay strong and healthy.

Talking About Text

After the initial reading of the book, use the routine below to discuss additional text elements.

- Features of Text
  - Discuss the features of the book including multiple diagrams with title, bolded words, explanations, and other diagram features.
- Author's Purpose
  - Ask students why they think the author wrote the book. Accept all reasonable answers, such as to give information about the human body or how to keep healthy. Students will gain a better understanding of text purposes over time.
- Identifying Information
  - Ask students how they might find specific information in the book, such as information about the bones in the human body (e.g., the skeleton diagram and the text in that section.)