



Everybody Has a Body

1

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Explain that the human body is a network of systems

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between organs, systems, and networks in the human body (RI.1.3)
- ✓ Describe an illustration of diverse people and use pictures and details in “Everybody Has a Body” to describe the read-aloud’s key ideas (RI.1.7)
- ✓ Generate questions and gather information to add to a KWL (**K**now **W**onder **L**earn) Chart pertaining to *The Human Body* (W.1.8)
- ✓ Identify new meanings for the word *organs* and apply them accurately

Core Vocabulary

human, *adj.* Relating to or characteristic of people

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

Variation(s): none

network, *n.* A group of interconnecting parts or systems that work together as a unit

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

Variation(s): networks

organs, *n.* Body parts that perform specific functions

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 is necessary for life on Earth


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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction	chart paper	10
	What Do We Know?		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Everybody Has a Body	chart paper, chalkboard, or whiteboard	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Systems		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Know-Wonder-Learn Chart	chart paper	20
	Multiple Meaning Word Activity: Organs	Poster 1M: Organs	
	Syntactic Awareness Activity: Conversations		
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-1 and 1B-2	*



Everybody Has a Body

1_A

Introducing the Read-Aloud

10 minutes

Domain Introduction

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.

Make a KWL Chart to introduce this new domain. Use large chart paper so that you can add more information to the chart as students listen to multiple read-alouds. This chart will be used throughout the next five read-alouds to determine what your students may already know (K), what they wonder (W), and what they have learned (L) about how their bodies work.

Make three columns labeled ‘K,’ ‘W,’ and ‘L.’ Prior to recording students’ responses, point out that you are going to write down what they say, but that they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don’t forget, and that you will read the chart to them.

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 under the ‘K’ of the KWL Chart. If a student’s response includes inaccurate factual 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!”

What Do We Know?

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:

- 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.

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.



Everybody Has a Body

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.¹ As for rhyming, that is my hobby. Do you like rhyming, too? I think it is fun to make up rhymes.

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.²

2 [Ask students to echo each line after you as you repeat the rhyme.]



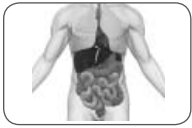
Show image 1A-3: Diverse people³

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?⁴ 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.⁵

3 What do you see in this picture?

4 [Pause for answers.]

5 [Ask two students to pick someone with a different hair or eye color than themselves.]



← **Show image 1A-4: Diagram of the human body**

6 [Point to the diagram.] This is one meaning of the word *organs*. Organs are also musical instruments that have keyboards, similar to a piano.

7 A system is a group of organs working together.

8 [Draw three concentric circles on chart paper, chalkboard, or whiteboard. Write “organs” in the center circle, “systems” in the middle, and “network” in the outer circle.]

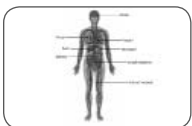


← **Show image 1A-5: Skin**

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,⁶ inside them. The organs work together in **systems**⁷ to keep each person alive and healthy. 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, muscular system, digestive system, circulatory system, and 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.⁸ 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.

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!⁹

9 What is our body’s biggest organ?



← **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.¹⁰ 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.

10 [Model for students and pause until all students are engaged.]

11 [Demonstrate as before.]

Now put your hands on your chest.¹¹ 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

12 What happens to your chest when you breathe out?

13 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.]



← **Show image 1A-7: Meet Dr. Welbody**

like balloons and your chest rises.¹² 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.¹³ Your brain helps you learn, see, talk, laugh, and dream.

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**



14 [Ask students to echo each line after you.]

Now, before I go, let's say the body rhyme together again:¹⁴

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 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

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 that organ called? (skin)
3. *Literal* All of the body's systems work together to form a network called the human body. What two words do you hear in the word *network*? (*net* and *work*) [You may wish to discuss how the skin is like a net that holds all the body systems together.]
4. *Inferential* Dr. Welbody said that the stomach and intestines are organs that are part of your digestive system, which turns the food you eat into energy. Certain organs in the body make up different systems that help the body do different things. What are some of the things that those body systems help your body do? (eat, breathe, stand, walk, run, think, hear, see, feel, speak)
5. *Literal* There are many kinds of doctors who have different specialties. What kind of a doctor is Dr. Welbody and what is her specialty? (pediatrician; children)
6. *Inferential* If you had a toothache, would Dr. Welbody be a good person to help you? (no) What kind of doctor would be a better person to take care of a toothache? (dentist)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Dr. Welbody named five of your body's networks. Do you think one of those is more important than the others? If so, which one and why? (Answers may vary.)
8. After today's read-aloud and questions and answers, do you have any remaining questions? [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: Systems

5 minutes

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 made up of parts that work together to do the same job.
4. When I put the key in my car, it starts the engine, part of the system that makes the car go.
5. Many machines are made up of parts that work together in systems. Can you think of some machines made up of parts that work in systems? Try to use the word *system* or *systems* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Our heating system is made up of . . ."]
6. What's the word we've been talking about?

Use a *Multiple Meaning* activity for follow-up. Directions: 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.

1. Many buses bring children to school each day. (That's the school bus system.)
2. Books are checked out of different libraries around town. (That's the library system.)
3. Highways connect towns and cities to one another. (That's the highway system.)
4. Telephone wires run from one house to another all over the country. (That's the telephone system.)
5. The school's furnace becomes hotter when the thermostat is turned up. (That's the heating system.)



Complete Remainder of the Lesson Later in the Day



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Extensions

20 minutes

Know-Wonder-Learn Chart

Ask students, “What are some of the things that you want to know or wonder about the human body?” Record students’ responses under the ‘W’ of the KWL Chart. Tell students that after they have listened to some of the read-alouds in this domain, they will have a chance to share what they have learned. These answers will be listed under the ‘L’ (What I Have Learned) portion of the chart. As students listen to the upcoming read-alouds, remind them occasionally of the ‘W’ (What I Wonder) to see if they can find answers to some of the questions as the read-alouds are shared.

↔ Multiple Meaning Word Activity

Associated Phrase: Organs

1. [Show Poster 1M: Organs.] In the read-aloud you 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.]
2. *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.]
3. [Point to the body organs.] With your partner, talk about what you think of when you see this kind of organ. I will call on a few partners to share what you discussed. Remember to answer in complete sentences. (When I see this kind of organ, I think of body parts, my stomach, my heart, systems, etc.)

4. [Point to the musical instrument organ.] Now with your partner, talk about what you think of when you see this picture of an organ. I will call on a few partners to share what they discussed. Remember to answer in complete sentences. (This picture of an organ makes me think of keyboard, music, piano, church, pipes, etc.)

↔ Syntactic Awareness Activity

Conversations

◀ Show image 1A-1: Meet Dr. Welbody



Directions: Look at this picture. You and your partner will be making up different kinds of sentences based on what you see in the picture. Remember to use complete sentences.

[Note that there may be variations in the different types of sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical.]

1. First, one of you should make up a question that Dr. Welbody might be asking the boy in the picture. [Interrogative]
2. Then, your partner should answer that question with a complete sentence. [Declarative]
3. Next, one of you should make up a question the boy in the picture might be asking Dr. Welbody. [Interrogative]
4. Then, your partner should answer that question with a complete sentence. [Declarative]
5. Then, each of you should now make up a command or direction that Dr. Welbody gives the boy. [Imperative]
6. Finally, each of you should make up a sentence that either Dr. Welbody or the boy would say to show excitement or that they are really happy. [Exclamatory]

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1 and 1B-2.