

The Core Knowledge Language Arts Program

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology  
The Human Body



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# Introduction to The Human Body



This introduction includes the necessary background information to be used in teaching The Human Body domain. The *Tell It Again! Read-Aloud Anthology* for The Human Body contains ten daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

We have included two Pausing Points in this domain, one after Lesson 6 when students have covered all of the five body systems, and another after Lesson 10 at the end of the section on the care and maintenance of the human body. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to each of the two Pausing Points. You should spend no more than fourteen days total on this domain.

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for The Human Body
- *Tell It Again! Image Cards* for The Human Body
- *Tell It Again! Workbook* for The Human Body

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

## ***Why The Human Body is Important***

The primary focus of the first half of this domain is to provide students with a basic introduction to the human body. An interactive approach is taken in the first six read-alouds. Students will be asked to explore and make discoveries about their own bodies. They will be introduced to a network of body systems, comprised of organs that work together to perform a variety of vitally important jobs. They will learn the fundamental parts and functions of five body systems: skeletal, muscular, digestive, circulatory, and nervous. The narrator of these read-alouds, a rhyming pediatrician, will share rhymes that reinforce basic facts that students are expected to learn.

The second half of this domain focuses upon care and maintenance of the human body. Students will learn that germs may cause disease, as well as how to help stop the spread of germs. They will be introduced to two men, Edward Jenner and Louis Pasteur, whose discoveries aided in the cure of diseases. Students will be taught six keys to health—eat well, exercise, sleep, keep clean, have checkups, and get vaccinated. By using the food pyramid to create their own meals, they will also learn the importance of a well-balanced diet. This domain will provide students with the rudimentary lessons they need in order to develop healthy living habits. They will review and extend their learning in future grades.

## What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten

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The following kindergarten domains are particularly relevant to the read-alouds your students will hear in *The Human Body*:

- The Five Senses

Listed below are the specific kindergarten content objectives that your students targeted in these domains. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy.

Students will:

- Identify and demonstrate understanding of the five senses: sight, hearing, smell, taste, and touch
- Identify each of the body parts associated with the five senses
- Provide simple explanations about how the eyes, ears, nose, tongue, and skin work and their function
- Describe how the five senses help humans learn about their world

### ***Instructional Objectives for The Human Body***

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

## The Human Body Overview

Objectives	Lessons									
	1	2	3	4	5	6	7	8	9	10
<b>Core Content</b>										
Understand that the human body is a network of systems	✓									✓
Identify each of the five body systems: skeletal, muscular, digestive, circulatory, and nervous		✓	✓	✓	✓	✓				✓
Recall basic facts about the skeletal system		✓								
Recall basic facts about the muscular system			✓							
Define the heart as a muscle that never stops working			✓							
Recall basic facts about the digestive system				✓						
Recall basic facts about the circulatory system					✓					
Recall basic facts about the nervous system						✓				
Identify the brain as the body's control center						✓				
Understand that germs may cause disease in the body							✓			
Explain the importance of vaccination in preventing disease							✓			
Identify Edward Jenner as the man who developed the first vaccine							✓			
Identify Louis Pasteur as the man who discovered pasteurization							✓			
Explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health								✓		✓
Explain the importance of regular checkups								✓		
Explain the importance of vaccinations								✓		
Identify the food pyramid and its component food groups									✓	

Objectives	Lessons									
	1	2	3	4	5	6	7	8	9	10
<b>Language Arts</b>										
Use agreed-upon rules for group discussions . . . (L.1.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ask questions to clarify . . . classroom routines (L.1.2)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carry on and participate in a conversation . . . (L.1.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follow multi-step, oral directions (L.1.5)									✓	
Learn common sayings and phrases such as “An apple a day keeps the doctor away” (L.1.9)									✓	
Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related . . . (L.1.10)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Listen to and understand a variety of texts . . . (L.1.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make predictions (orally or in writing) prior to and during a read-aloud . . . (L.1.12)			✓	✓	✓				✓	
Use pictures accompanying the read-aloud to check and support understanding . . . (L.1.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn new words from read-alouds and discussions (L.1.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn synonyms and antonyms (L.1.16)			✓	✓						
Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.1.17)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ask questions to clarify information or the topic in a read-aloud (L.1.18)	✓	✓	✓	✓	✓	✓	✓			
Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions . . . (L.1.20)	✓	✓		✓	✓	✓	✓	✓	✓	✓
Make personal connections (orally or in writing) . . . (L.1.22)	✓	✓	✓							
Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)		✓	✓	✓	✓	✓			✓	
Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27)								✓		
Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation (L.1.28)										✓
Share writing with others (L.1.29)		✓	✓	✓	✓	✓			✓	
Retell (orally or in writing) important facts and information from a read-aloud (L.1.36)		✓	✓	✓	✓	✓	✓			
With assistance, categorize and organize facts and information within a given domain (L.1.38)									✓	✓



## Core Vocabulary for *The Human Body*

The following list contains all of the boldfaced words in *The Human Body* in the forms in which they appear in the read-alouds. The inclusion of the words on this list does not mean that students are expected to immediately be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<b>Lesson 1</b>	<b>Lesson 4</b>	<b>Lesson 7</b>
human	digestion	diseases
network	digestive system	germs
organs	esophagus	immunities
oxygen	intestine	pasteurization
systems	stomach	vaccines
<b>Lesson 2</b>	<b>Lesson 5</b>	<b>Lesson 8</b>
joint	blood	exercising
skeletal system	blood vessels	healthy
skeleton	circulatory system	nutritious
skull	heart	<b>Lesson 9</b>
spine	pulse	balanced diet
support	<b>Lesson 6</b>	nutrients
<b>Lesson 3</b>	brain	pyramid
involuntary	nerves	<b>Lesson 10</b>
muscles	nervous system	complicated
muscular system	skull	
tendons	spine	
voluntary		

## ***Student Choice and Domain-Related Trade Book Extensions***

In the *Tell It Again! Read-Aloud Anthology* for The Human Body, Student Choice activities are suggested in Lessons 8B and 9B. Domain-Related Trade Book activities are suggested in Lessons 8B and 9B. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

## ***The Human Body Image Cards***

There are twenty Image Cards for The Human Body. The Image Cards are used primarily for review—review of the body systems and review of the six keys to health. They may also be used to classify body organs, and to sequence the steps of the digestive process. Image Cards for The Human Body are referenced in both Pausing Points and in Lesson 4.

## ***Instructional Masters and Parent Take-Home Letters***

Blackline Instructional Masters and Parent Take-Home Letters are included at the end of the *Tell It Again! Read-Aloud Anthology* and in the *Tell It Again! Workbook*.

In the *Tell It Again! Read-Aloud Anthology* for The Human Body, Instructional Masters are referenced in the Domain Assessment, in both Pausing Points, and in Lessons 1B, 7B, and 10B. The Parent Letters are referenced in Lessons 1B and 6B.

## ***Assessments***

In the *Tell It Again! Read-Aloud Anthology* for The Human Body, Instructional Masters DA-1, DA-2, and DA-3 are used for this purpose. Use the following *Tens Conversion Chart* to convert a raw score on each assessment into a Tens score.

# Tens Conversion Chart

		Number Correct																																			
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
Number of Questions	1	0	10																																		
	2	0	5	10																																	
	3	0	3	7	10																																
	4	0	3	5	8	10																															
	5	0	2	4	6	8	10																														
	6	0	2	3	5	7	8	10																													
	7	0	1	3	4	6	7	9	10																												
	8	0	1	3	4	5	6	8	9	10																											
	9	0	1	2	3	4	6	7	8	9	10																										
	10	0	1	2	3	4	5	6	7	8	9	10																									
	11	0	1	2	3	4	5	5	6	7	8	9	10																								
	12	0	1	2	3	3	4	5	6	7	8	8	9	10																							
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10																						
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10																					
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10																				
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10																			
	17	0	1	1	2	2	3	4	4	5	5	6	6	7	8	8	9	9	10																		
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10																	
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10																
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10															
	21	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10														
	22	0	0	1	1	2	2	3	3	4	4	5	5	5	6	6	7	7	8	8	9	9	10	10													
	23	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	9	10	10													
	24	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	10	10												
	25	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	10	10											
	26	0	0	1	1	2	2	2	3	3	3	4	4	5	5	5	6	6	7	7	7	8	8	8	9	10	10										
	27	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	10	10									
	28	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10							
	29	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10						
	30	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10					

Simply find the number of correct answers the student produced along the top of the chart, and locate the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the *Tens Conversion Chart*, you can easily convert any raw score, from 0 to 30, into a Tens score. You may choose to use the Tens Recording Chart which is at the end of the appendix.

## **Recommended Trade Books for The Human Body**

If you recommend that parents read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts.

1. *The Circulatory System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000) ISBN 0736806512
2. *The Digestive System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000) ISBN 0736806490
3. *Eat Healthy, Feel Great*, by William Sears, M.D., Martha Sears, R.N., and Christie Watts Kelly (Little, Brown and Company, 2002) ISBN 0316787086
4. *The Edible Pyramid*, by Loreen Leedy (Holiday House, Inc., 2007) ISBN 0823420744
5. *Germs Make Me Sick!*, by Melvin Berger (Scott Foresman, 1995) ISBN 0064451542
6. *The Human Body*, by Gallimard Jeunesse and Sylvaine Peyrols (Scholastic Reference, 2007) ISBN 0439910889
7. *It's Catching: Colds*, by Angela Royston (Heinemann, 2001) ISBN 1588102270
8. *Me and My Amazing Body*, by Joan Sweeney (Random House Children's Books, 1999) ISBN 0375806237
9. *The Muscular System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000) ISBN 0736806504
10. *The Nervous System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000) ISBN 0736806512
11. *The Skeletal System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000). ISBN 0736806539
12. *What Happens to a Hamburger? (Let's-Read-and-Find-Out Science, Stage 2)*, by Paul Showers (Harper Trophy, 2001) ISBN 0064451836
13. *Your Insides*, by Joanna Cole (Price Stern Sloan, 1992) ISBN 0399221239

# 4

## *Chew, Swallow, Squeeze, and Churn*



### **Lesson Objectives**

#### **Core Content Objectives**

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Students will:

- Identify the digestive system
- Recall basic facts about the digestive system

#### **Language Arts Objectives**

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.1.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.1.2)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.1.3)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.1.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.1.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.1.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.1.14)

- Learn new words from read-alouds and discussions (L.1.15)
- Learn synonyms and antonyms (L.1.16)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.1.17)
- Ask questions to clarify information or the topic in a read-aloud (L.1.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.1.20)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)
- Share writing with others (L.1.29)
- Retell (orally or in writing) important facts and information from a read-aloud (L.1.36)

## Core Vocabulary

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**digestion, n.** The bodily process by which food is broken down into a usable form

*Example:* The digestion of food takes the body several days to complete.

*Variation(s):* none

**digestive system, n.** The system that processes energy-giving food in the body

*Example:* The digestive system uses special juices to turn solid foods into liquids.

*Variation(s):* digestive systems

**esophagus, n.** A muscular tube that connects the mouth to the stomach

*Example:* He could feel the warm milk move down his esophagus.

*Variation(s):* esophagi

**intestine, n.** An organ, connected to the stomach, that continues the digestive process


*Example:* Food passes from your stomach into your small intestine.

*Variation(s):* intestines

**stomach, n.** The place in your body where food goes to be partially digested

*Example:* While humans only have one stomach, cows have four.

*Variation(s):* stomachs

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Do We Know?</b>		10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Chew, Swallow, Squeeze, and Churn</b>		15
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>	Image Cards 1–5	10
	<b>Word Work: Digestion</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Know-Wonder-Learn Chart</b>	Know-Wonder-Learn Chart marker	20
	<b>“My Body Systems” Booklets</b>	“My Body Systems” booklets drawing tools	

# 4A

## Chew, Swallow, Squeeze, and Churn



### Introducing the Read-Aloud

10 minutes

#### What Do We Know?

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 the students to share what they learned so far about the skeletal system and muscular system. You may prompt discussion with the following questions:

- Can you name some bones that make up the skeletal system? (Answers may vary.)
- What does the skeletal system do for the human body? (provides support as a framework; helps with movement of the body; protects important organs)
- Can you give an example of a bone that protects an organ? (the 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 rope-like bands under the skin. What two things do they join together? (muscles and bones)
- Remember you control voluntary muscles with your brain by thinking. Can you point to a voluntary muscle and tell me what you can use it to do? (Answers may vary.)
- 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)



As students share, expand their responses using richer and more complex language, including, if possible, any read-aloud vocabulary.

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. Ask them to share what they already know. You may want to prompt discussion with a few questions:

- Where does food go when it leaves your mouth?
- Why do you need to eat?
- How does food help your body?

If a student's response includes inaccurate factual information, acknowledge the response by saying something like, "So you think that food falls straight down into your tummy from your mouth? We'll have to listen very carefully to our read-aloud and find out if that's true!"

We recommend doing a quick review of liquids and solids prior to the read-aloud if your students are unfamiliar with those terms.

### **Making Predictions About the Read-Aloud**

---

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.

### **Purpose for Listening**

---

Tell students to listen carefully to find out if their predictions are correct.



1 What do you see in the picture? Are any of your favorite foods pictured?

## Chew, Swallow, Squeeze, and Churn

← Show image 4A-1: Food<sup>1</sup>

Yum! A peanut butter sandwich! I, Dr. Welbody, the rhyming pediatrician, am feeling hungry! I think a peanut butter sandwich would taste mighty good right about now.

Healthy foods like peanut butter, 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.



← Show image 4A-2: Child eating sandwich

2 (Pause for suggestions.)

Pretend that you just took a bite out of a yummy peanut butter sandwich. What are you going to do now? That's right, *chew!* And while your teeth are crushing and chomping on the bread and peanut butter, 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?<sup>2</sup> It's spit!



← Show image 4A-3: Esophagus and stomach

3 (Point out the esophagus in the illustration.)

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**.<sup>3</sup> 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.<sup>4</sup>

4 How do your muscles help the digestive system?



← **Show image 4A-4: Stomach**

- 5 (Pause while students find their stomachs.)
- 6 Again, how does your muscular system help your digestive system?
- 7 Think about what you ate last. Your body might be digesting it right now.
- 8 Is it polite to say, “excuse me” when you burp? Well, now you know that burping happens during digestion.

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.<sup>5</sup> 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.<sup>6</sup> 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.<sup>7</sup>

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.<sup>8</sup>



← **Show image 4A-5: Small intestine**

- 9 (Point to the illustration.)
- 10 Here's a hint: Think of a jump rope or water hose that is not stretched out but that is folded up.

The liquid moves from your stomach a little bit at a time into a tube called the small **intestine**.<sup>9</sup> 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?<sup>10</sup> 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.



← **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

11 (Pause and point to the large intestine in the picture.)



tube like your small intestine, only shorter and wider. It is curled like an upside-down “U” around your small intestine.<sup>11</sup> 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.

← **Show image 4A-7: Dr. Welbody’s digestive system**

And that is how digestion works. Here’s my little rhyme about the digestive system:

*Three healthy meals a day is all  
It takes, and there’s no question  
You’ll get the things your body 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!<sup>12</sup>

12 Do you know which muscle Dr. Welbody is talking about?

## **Discussing the Read-Aloud**

**15** minutes

### **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. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. How long does it take the body to process, or digest, food? (about two days) Were your predictions correct? (Answers may vary.)
2. Why do you need food? (It provides the energy you need to stay alive and to grow.)

3. Once you swallow your food, it is squeezed along a tube called the esophagus. What organs have you learned about that help to squeeze the food on its way down? (muscles)
4. Muscles also help to turn food from solids into liquids. In what part of your body does this happen? (stomach)
5. How does food get carried to other parts of your body to provide the energy you need? (through the blood)
6. [Use Image Cards 1–5 to have students sequence the digestive process: mouth, esophagus, stomach, small intestine, and large intestine.]
7. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. In a moment you are going to ask your neighbor a question about the read-aloud that starts with the word *what*. For example, you could ask, “What is it that makes you burp?” Turn to your neighbor and ask your “what” question. Listen to your neighbor’s response. Then your neighbor will ask a new “what” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

### **Word Work: Digestion**

(5 minutes)

1. The read-aloud says, “*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 spit in my mouth helps digestion by . . .”)
6. What’s the word we’ve been talking about?

Use a *Synonyms and Antonyms* activity for follow-up. Tell students that 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. Tell students you will read sentences to them. 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.”

1. I chewed my apple into tiny bits before swallowing it. (digestion)
2. I had stomach pains after lunch yesterday. (indigestion)
3. I began to burp at the dinner table. (indigestion)
4. I used the bathroom after breakfast. (digestion)
5. I swallowed a whole grape and began to cough. (indigestion)



### **Complete Remainder of the Lesson Later in the Day**

# 4B

## Chew, Swallow, Squeeze, and Churn



### Extensions

20 minutes

#### Know-Wonder-Learn Chart

Review any information that students shared about the digestive system on the KWL Chart (the ‘K’ and ‘W’ columns). Ask if there is any information in the ‘K’ column that should be revised based on what they learned in the read-aloud. Reread small sections of the text aloud as necessary to help students check the accuracy of their responses. For example, “Yesterday when we were talking about what we knew we said our hearts are shaped like Valentine hearts. What do you think now?” Then cross out the inaccurate information in the ‘K’ column. Make necessary revisions. Then ask if they discovered the answers to any of their questions. If so, record relevant answers in the ‘L’ column. Ask what else they learned from the read-aloud, recording these responses under the ‘L’ column as well.

#### “My Body Systems” Booklets

Today students 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.
- 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 system with them and remind them to include the *mouth*, *esophagus*, *stomach*, and *small and large intestines*. (Write these words on the board.)

- When they have finished drawing, instruct them to use the lines at the bottom of the page to write a sentence using one of the words they have learned. For example, “Food gets churned up in my *stomach*.” Some students may need to dictate their sentences, while others may be able to write sentences on their own.
- Have students share their writing and drawings with each other.