

Interest Level: Grades 3–5

Reading Level: Grade 4

**LERNER**  **SOURCE™**

## Titles in this series:

*Your Circulatory System*

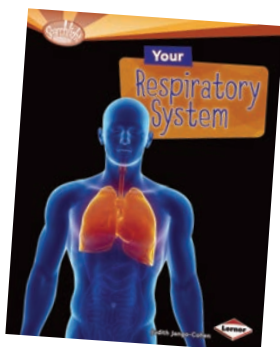
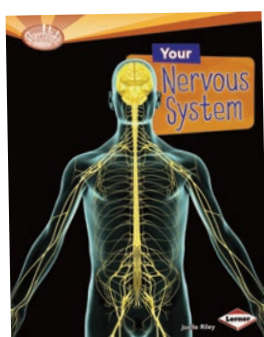
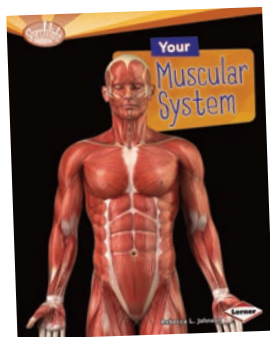
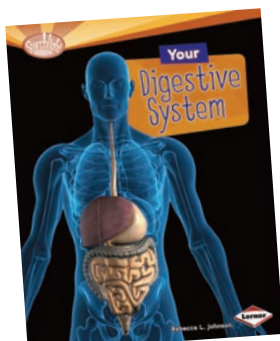
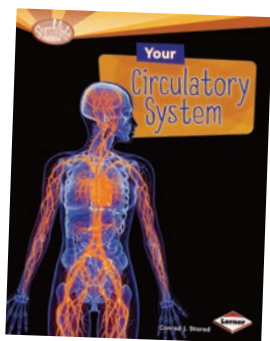
*Your Digestive System*

*Your Muscular System*

*Your Nervous System*

*Your Respiratory System*

*Your Skeletal System*



## Standards

### National Science Education

- Life science: the characteristics of organisms
- Life science: organisms and their environments
- Science in personal and social perspectives: personal health

### AAAS Benchmarks for Science Literacy

- **The Human Organism** *Basic Functions:* Know that from food, people obtain fuel and materials for body repair and growth. Know that the indigestible parts of food are eliminated. Know that by breathing, people take in the oxygen they need to live. Know that skin keeps the body from drying out and protects it from harmful substances and germs. Know that the brain gets signals from all parts of the body telling it what is going on there. The brain also sends signals to parts of the body to influence what they do.

*Physical Health:* Know that food provides fuel and materials for growth and repair of body parts. Know that some germs may keep the body from working properly. For defense against germs, the human body has tears, saliva, and skin to prevent many germs from getting into the body and special cells to fight germs that do get into the body.

### Common Core Reading (Informational Text)

- Key Ideas and Details
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

## Multiple Intelligences Utilized

- Verbal-linguistic, bodily-kinesthetic, visual-spatial, interpersonal, intrapersonal

# Lesson 1

## Nonfiction Text Features

### Purpose

Students will learn to identify and analyze nonfiction text features.

### Materials

- How Does Your Body Work? series
- Nonfiction Text Features p. 6
- pencils
- sticky notes

### Prepare

- Copy Nonfiction Text Features p. 6 for each student.
- Use sticky notes to flag examples of several nonfiction text features in one book.

### Pretest

- Why do people read nonfiction books?
- What is the difference between fiction and nonfiction?

- How can you tell if a book is fiction or nonfiction?

### Read

- Read one book from the How Does Your Body Work? series.

### Model

- Hand out Nonfiction Text Features p. 6 to students.
- Explain each type of text feature.
- Show students examples of text features in a book.
- Discuss how various text features aid comprehension.

### Practice

- Students complete Nonfiction Text Features p. 6.
- Read about a text feature.

- Find an example of it in the book.
- Write down the page number of the example.
- Write about how the feature helps with understanding.
- Continue with the rest of the text features.

### Discuss

- Looking at text features can be a pre-reading or during-reading strategy. How can looking at text features before reading a book help you?
- How can looking at text features while reading a book help you?

### Evaluate

- Collect and assess Nonfiction Text Features p. 6 for understanding.

## Lesson 2

### Compare the Systems

#### Purpose

Students will compare and contrast the functions of two body systems.

#### Materials

- How Does Your Body Work? series
- Body Systems Venn Diagram p. 7
- pencils

#### Prepare

- Copy Body Systems Venn Diagram p. 7 for students. To save paper, you might show this page electronically and ask students to copy the diagram to their own paper.
- Divide students into pairs or ask them to choose partners.

#### Pretest

- How can two things be alike and different at the same time? What are some examples of this?

#### Model

- Complete a sample Venn diagram as a class, comparing two objects from the classroom.

#### Read

- Student pairs will choose and read two books from the How Does Your Body Work? series.

#### Practice

- Each student will complete Body Systems Venn Diagram p. 7, using the two How Does Your Body Work? books.

#### Discuss

- Students will compare their completed Body Systems Venn Diagrams p. 7 with their partners' Venn diagrams.
- Students will discuss how the two systems are alike and different.

#### Evaluate

- Assess completed Body Systems Venn Diagram p. 7.

## Lesson 3

# Body System Diagram

### Purpose

Students will make life-sized drawings of body systems and explain the systems' functions.

### Materials

- How Does Your Body Work? series
- butcher paper
- pencils
- markers or crayons
- note cards
- tape or glue

### Prepare

- Divide students into six groups.
- Prepare seven pieces of butcher paper large enough to trace a student's body.

### Pretest

- What are the different body systems? What organs make up each system? What is each body system's function?

### Read

- Each group will read a different book from the How Does Your Body Work? series.

### Model

- Show students the body diagram on page 37 of one of the How Does Your Body Work? books. Explain that each group will draw and label its own body system diagram.
- Use one piece of butcher paper to demonstrate how to trace a student's body outline and label the parts of a body system.

### Practice

- Each group will create a body systems diagram, using page 37 of the How Does Your Body Work? book as a guide.

- Students will color their diagrams and use note cards to label different parts of the system.
- Each group will present a diagram to the class, explaining what the system and its parts do.

### Discuss

- Do any of these body systems work together?
- How did making these diagrams help you understand how the body systems work?

### Evaluate

- Assess each group's diagram and presentation.

## Assessment Name That System

### Purpose

Students will demonstrate their knowledge of the body systems by matching each system with its function.

### Materials

- How Does Your Body Work? series
- Name That System p. 8
- pencils

### Prepare

- Copy Name That System p. 8 for each student.

### Pretest

- What is a human body system?  
What are some examples?

### Read

- Read books from the How Does Your Body Work? series.

### Model

- Review Name That System p. 8 with students and answer any questions.

### Practice

- Students will complete Name That System p. 8 independently. You may decide to allow them to reference the How Does Your

Body Work? books during this assignment.

### Discuss

- How easy was it to complete Name That System p. 8? Were any systems more difficult than others?

### Evaluate

- Evaluate students' completed Name That System p. 8.

Name \_\_\_\_\_

## Nonfiction Text Features

Text feature	Page number(s)	What it helped me understand
<b>Table of contents</b> a list at the beginning of a book		
<b>Headings</b> the title of each section		
<b>Graphics</b> maps, graphs, photographs, and illustrations		
<b>Index</b> a list of important words and where you can find them		

Name \_\_\_\_\_

## Body Systems Venn Diagram

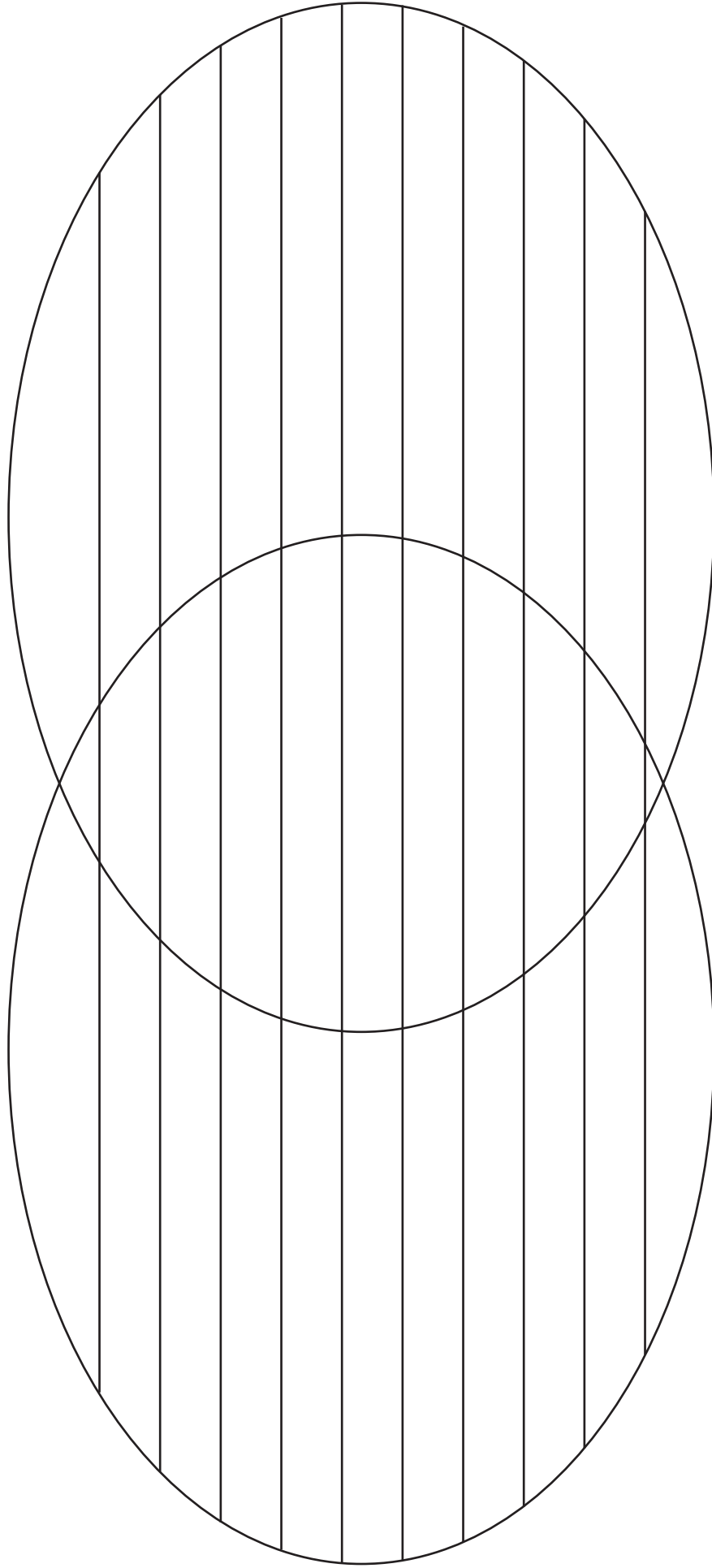
Body System \_\_\_\_\_

Body System \_\_\_\_\_

Different

Same

Different



Name \_\_\_\_\_

Date \_\_\_\_\_

## Name That System

**Directions:** Match each body system with the clues provided. Write the letter of the system in the blank next to each clue.

- A.** Circulatory System
- B.** Digestive System
- C.** Muscular System
- D.** Nervous System
- E.** Respiratory System
- F.** Skeletal System

1. This system includes the brain, which receives signals that tell the body what to do, think, or feel. \_\_\_\_\_
2. The heart is part of this system that pumps blood to all parts of the body. \_\_\_\_\_
3. This body system turns food into usable energy and waste. \_\_\_\_\_
4. This system is known as the framework of your body. \_\_\_\_\_
5. Tendons connect muscles to bones in this system that helps you move. \_\_\_\_\_
6. Your lungs are part of this system, which carries oxygen to all your organs. \_\_\_\_\_
7. White blood cells work in this system to help protect your body from things that might make it sick. \_\_\_\_\_
8. The rib cage is part of this system that protects your internal organs. \_\_\_\_\_