

## BOOK STATS

Grade Level Equivalent: K–2

Ages: 5+

Lexile Measure®: AD520L

Pages: 32

Genre: Science Nonfiction

Subject/Theme: Human Body, Health

Common Core Standards	Reading	Writing	Listening & Speaking	Language
Grade K	RI.K.1, RI.K.2, RI.K.4, RI.K.7	W.K.2	SL.K.1, SL.K.5	L.K.4
Grade 1	RI.1.1, RI.1.2, RI.1.4, RI.1.7	W.1.2	SL.1.1, SL.1.5	L.1.4
Grade 2	RI.2.1, RI.2.2, RI.2.4, RI.2.7	W.2.2	SL.2.1	L.2.4

## OVERVIEW

### Book Summary

*My Body* answers the questions students have about their own bodies—both inside and outside. Sharply focused photographs show outside body parts like hair, ears, eyes, fingers, and toes. Colorful drawings show inside body parts like the brain, the lungs, the digestive system, and a skeleton doing a back bend.

Each page focuses on a part or function of the body, including hair and skin, bones, the brain, breathing, blood, the senses, and eating. Simple text explains the basics of the human body. Additional text provides fascinating facts like why our skin gets goose bumps or how food takes its winding journey through our digestive systems.

The clear text and bright photographs of the book combine to make this an engaging first information book. The accessible and appropriate writing is perfect for beginning readers while the photos and illustrations provide visual impact and information for all levels of learners.

### Teaching the Book

*My Body* takes students on a fact-packed, guided tour of the human body. Its fun facts, bright pictures, and easy-to-read text make it perfect for brand-new readers. The book provides a springboard for class discussions about the human body, main idea and details, and science content-area vocabulary. Students will engage in activities that include playing brain games, creating healthy meals, and labeling body parts.

**Theme Focus:** Human Body

**Comprehension Focus:** Main Idea and Details

**Language Focus:** Science Content-Area Vocabulary

### ABOUT THE AUTHOR

Andrea Pinnington is a writer and editor of books for children, specializing in non-fiction books for the youngest readers. Her books cover a range of subjects from animals to astronauts and puppies to pirates, as well as children's craft and activity books.

# Get Ready to Read

## Pre-Reading Activities

**Inside or Outside the Body?** Play a game with students to engage their thinking about the inside and outside of the human body—which is an important beginning concept in the book. Tell students that you are going to name body parts. Ask them to say whether each body part is on the inside or the outside of their bodies. Consider drawing a T-chart labeled with “Inside” and “Outside” to record the correct responses.

Use this list of body parts for the game, alternating the words on the two lists.

Outside	Inside
hair	heart
skin	bones
fingers	brain
ears	stomach
foot	blood

End the game by asking students if they can name more body parts on either the inside or outside of their bodies.

**Preview and Predict** Spend time with students on page 2, going over the explanation of how the book works. Point out the different types of text and photographs in the book and the kinds of information they provide.

## STORIA ENRICHMENTS

This Storia e-book has the following enrichments to enhance students’ comprehension of the book.

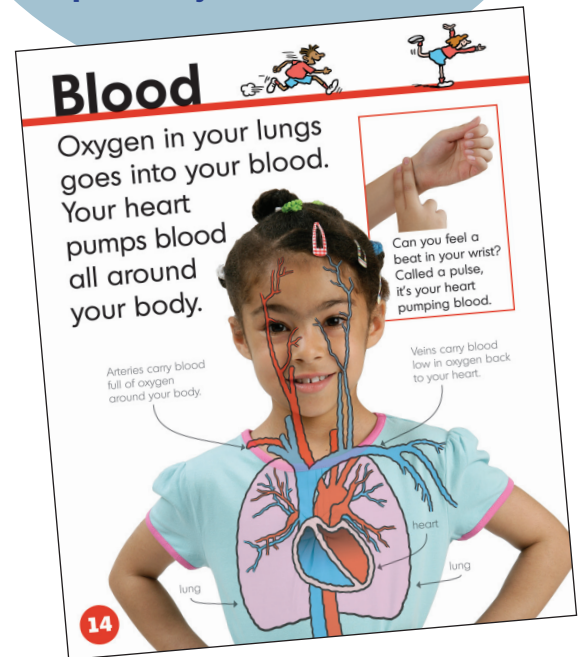
- Picture Starter
- Scratch and See
- Touch the Page
- Multiple Choice Pictures
- Video (3)
- Word Match
- Sequencing
- Jigsaw Puzzle
- Word Search



## BIG QUESTION

**Critical Thinking** Ask students to think about this question as they read and be ready to answer it when they have finished the book. Write the question on chart paper or have students write it in their reading journals.

**What part of your body do you think is most important? Explain why.**



## Vocabulary

**Science Content-Area Vocabulary** Tell students to watch for the following words as they read the book. Ask them to think about how the words connect to the photographs or illustrations and also how the words connect to the main idea of the text.

Use **Resource #1: Vocabulary Cards** on page 7 and distribute copies to students.

- |                 |                   |
|-----------------|-------------------|
| skeleton (p. 8) | veins (p. 14)     |
| skull (p. 8)    | arteries (p. 14)  |
| lungs (p. 12)   | stomach (p. 22)   |
| oxygen (p. 12)  | intestine (p. 23) |

# As You Read

## Reading the Book

**Read-Aloud** Read the book aloud with students following along with their eyes on the text. Direct students' attention to photographs or illustrations to help them visualize and understand the body part being described. Wait until the second reading to do the recommended activities in the text.

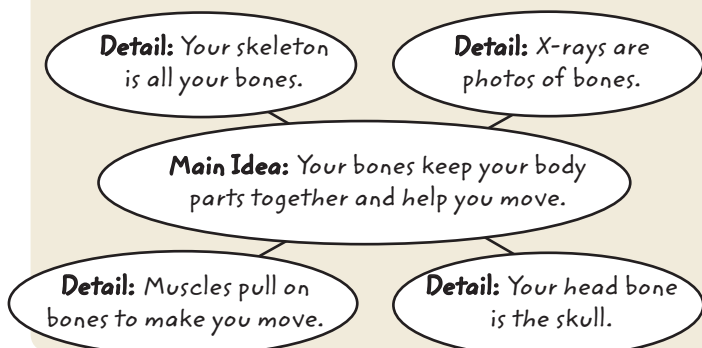
**Shared Reading** Reread the book, taking time to focus on the body part labels for the illustrations and the suggested activities. Ask students to read their copies at the same time; or, if they are able, encourage them to read the text aloud along with you.

## Comprehension Focus

**Identify Main Idea and Details** Explain to students that the book is organized into important ideas called main ideas. The main ideas are supported by smaller ideas called details. The details tell more about the main ideas and help you understand how the human body works.

Project pages 14–15 titled “Bones” onto a whiteboard or screen. Read the text on both pages aloud. Then model how to identify the main idea and details in the text, using a graphic organizer like the one below.

**Model:** First, I'll ask: What is the most important idea? Is it that you have a leg bone called a femur? No, that's not important enough and doesn't include all the information on the page. This is the important big idea that everything is about: your bones keep your body parts together and help you move. I'll write that in the center circle. What details support this main idea? I'll write those around the main idea.



Use **Resource #2: Identify Main Idea and Details** for students to practice identifying main ideas and details. Pass out copies of the page and guide students to reread pages 24–25, “Fit and Healthy,” and fill out the graphic organizer to identify main ideas and details.

## WORDS TO KNOW

### Science Content-Area Vocabulary

Ask students to cut apart their vocabulary words on Resource #1. Then write the concepts below on chart paper or on a whiteboard inside circles:

breathing

bones

blood

eating

Say each vocabulary word and ask students to hold up the corresponding card. Then have them connect each word with one of the larger concepts on the chart paper or whiteboard. Ask students to explain the connection between the two words.

## After You Read

### Questions to Discuss

Lead students in a discussion of these focus story elements.

**1. Human Body** Point to these body parts that are hidden under your skin: your brain, your heart, your lungs, your ribs. Can you feel any of them under your skin? (*Sample answers: Students should point to their body parts. They can feel their ribs, feel their heart beating, and feel their lungs inflate with air.*)

**2. Main Idea and Details** Name a detail that tells more about this main idea: Eating food gives you energy. (*Sample answers: Your teeth break up food; your stomach breaks down food; food you don't need comes out as waste.*)

**3. Science Content-Area Vocabulary** Use the text and the photograph on page 20 to figure out the meaning of the term taste buds. (*tiny bumps on your tongue that tell you what food tastes like.*)

## Questions to Share

Encourage students to share their responses with a partner or small group.

**1. Text to Self** What is the most amazing fact that you learned in the book about your body? How does the book change your ideas about your body?

**2. Text to World** Why is it so important that people eat healthy foods?

**3. Text to Text** Do you like the way the text and photographs are arranged in this book? How do the photographs help you understand the information about your body?

## Extension Activities

### Reading/Writing Connection

**My Five Senses** Use the questions on page 16 to prompt students as they write a paragraph about their five senses. Ask students to:

1. Write a topic sentence, or main idea, about the five senses.

2. Write sentences to answer the questions on page 16.

3. Write a concluding sentence that explains which of the five senses is their favorite and why.

Don't forget the



## BIG QUESTION

**Critical Thinking** Give each student an opportunity to answer the big question. Encourage students to support their answers with details and evidence from the text. Tell them there is no one right answer.

**What part of your body do you think is most important? Explain why.**

## Content Area Connections

**Math** **How Many Teeth?** Ask students to write a math word problem based on information in the book. Then have them exchange problems with a partner to answer. Example: A baby has 20 teeth, and an adult has 32 teeth. How many more teeth does an adult have than a baby?

**Social Studies** **Health Helpers** Discuss with students the different people in the community who help them when they are sick. Name the following people and ask students to describe how they keep people healthy.

nurse	doctor	ambulance driver
dentist	eye doctor	pharmacist

**Science** **Train Your Brain** Have students do the activity on page 6 or create a similar one with words or pictures. Give them several opportunities to improve their memory. Ask students to share any "memory tricks" they used.

**Health** **Three Healthy Meals** Ask students to draw three plates and label them breakfast, lunch, and dinner. Then ask them to draw pictures of healthy food they would like to have for each of the three meals.

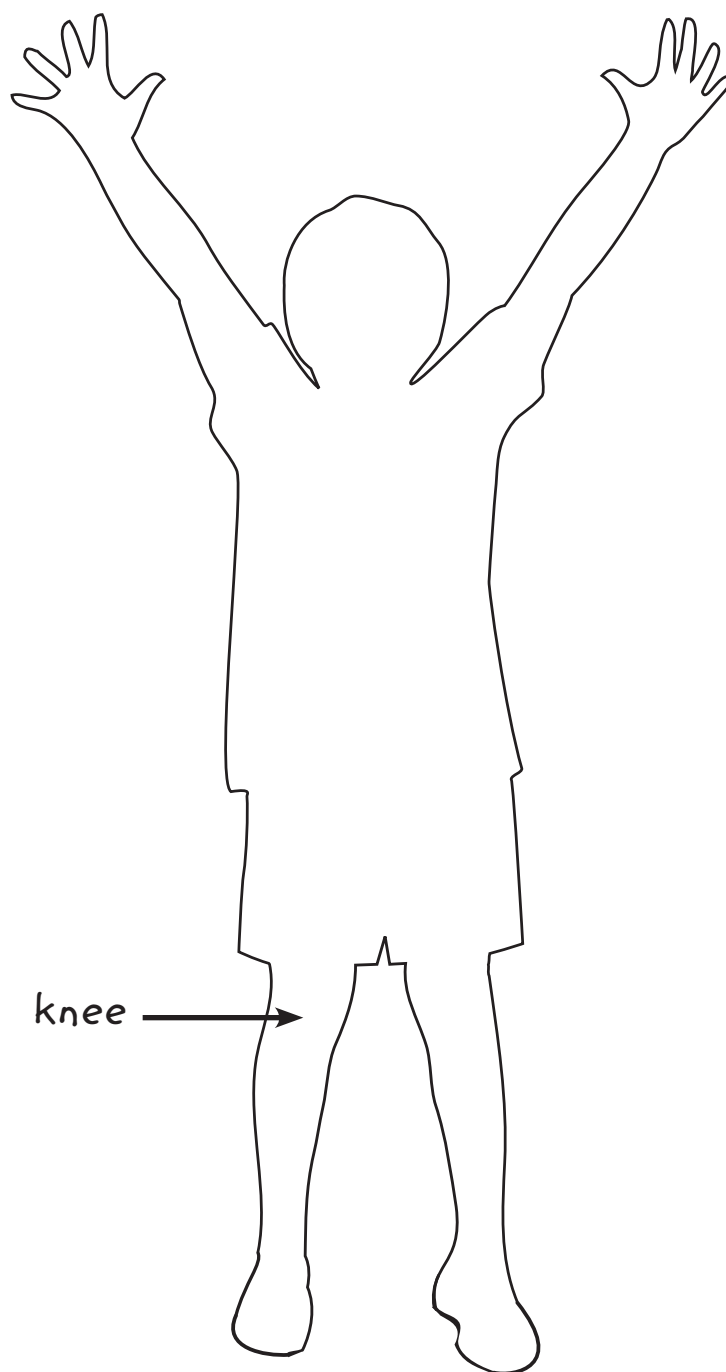
## BIG ACTIVITY

**My Body Parts** Tell students that they will show what they learned by labeling a picture with the names of the body parts. Make copies of the printable **Big Activity: My Body Parts** on page 5 and distribute to students. Read the directions and answer questions to clarify the activity. After students finish, encourage them to share their labels and also fill in labels on a large body outline that you can project on the whiteboard.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **BIG ACTIVITY:** My Body Parts

Name parts of your body. Draw a line from each body part and write its name. The knee has been done for you. Label 3 things on the outside of your body. Draw and label 3 things on the inside your body.



# READ MORE AND LEARN MORE

Use these books and other resources to expand your students' study of the book or theme.

## Theme Connections



### Smart Words Science Reader: Inside Your Heart

Ages: 6–9

Grades: 1–3

Lexile Measure®: 820L

Pages: 32

Guided Reading Level: Q

What's 60,000 miles long and found right inside the body? It's the circulatory and respiratory systems! The lungs are the main organs of the respiratory system, and the heart is the main organ of the circulatory system. With amazing full-color photos, key vocabulary words, and three-dimensional graphics, this smart reader is a terrific way to enrich budding scientists' understanding of the human body.

Available as a Stora e-book



### Discovering My World Set: Human Body

Melvin & Gilda Berger

Ages: 4–6

Pages: 16

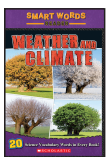
Grades: PreK–1

Acclaimed science writers Melvin and Gilda

Berger have created a non-fiction series designed to spark young people's interest in the natural world. With a winning combination of easy-to-read text, captivating information, and stunning photography, these short books introduce children to basic facts on the human body—includes *Bones*, *The Brain*, *The Digestive System*, *The Five Senses*, *The Heart and Lungs*, and *The Muscles*.

Available as a Stora e-book

## Genre Connections



### Smart Words Science Reader: Weather and Climate

Ages: 6–9

Grades: 1–3

Lexile Measure®: 870L

Pages: 32

Guided Reading Level: R

Why are some places warm all year, while others are cold? What causes the seasons to change? How do scientists predict the weather? Get answers to these questions and more in this informative book that is packed with colorful photos, informative illustrations and maps, cool facts, and 20 “smart words” that are essential for grasping exciting science concepts. Available as a Stora e-book



### Scholastic True or False #6: Pets

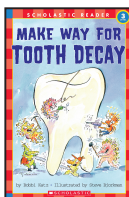
Melvin & Gilda Berger

Ages: 5–8

Pages: 48

Grades: K–2

Each book in this science series for young readers contains 22 true-or-false questions with a full-color, close-up photograph of an animal or insect on every page. Kids read the question on the right and turn the page to reveal the answer. Every answer also includes a bonus fact related to the question, making these simple non-fiction readers informative and lots of fun! Available as a Stora e-book



### Scholastic Reader Level 3: Make Room for Tooth Decay

Bobbi Katz

Ages: 6–8

Grades: 1–2

Lexile Measure®: 210L

Pages: 32

Guided Reading Level: J

In this witty, easy-to-read story, children learn what bacteria is, how it causes tooth decay, and how they can fight it. Told from the point of view of the bacteria, the fact-filled, rhyming text shows dentists as they guard against tooth decay. The bright, energetic illustrations are a perfect complement to the humorous text. Available as a Stora e-book



### The Skull Alphabet Book

Jerry Pallotta

Ages: 5–8

Grades: K–3

Lexile Measure®: AD560L

Pages: 32

Beautiful illustrations of twenty-six mammal skulls fill the pages of this clever hybrid alphabet/science book. Young readers will have to figure out which animal they're looking at. While the name of the animal isn't revealed, clues to each animal's identity are given in the text and in the illustrations. Readers will learn about animal science and practice their logic skills too! Available as a Stora e-book



### Scholastic Reader Level 1: Clifford Goes to the Doctor

Normal Bridwell

Ages: 4–6

Grades: PreK–1

Lexile Measure®: 340L

Pages: 32

Guided Reading Level: J

Clifford has been going to Doctor Smart since he was a tiny puppy. But now that Clifford has grown up, Doctor Smart will have to come up with some clever ways to weigh and measure him. Even though Clifford trusts Doctor Smart, he's still a little nervous about going in for his checkup. But he will be a brave dog, because he knows that seeing the doctor keeps him stay strong, healthy, and having fun.

Available as a Stora e-book

To find PDF versions of the Stora teacher guides and links to purchase the related books, visit:  
<http://teacher.scholastic.com/ereading-resources/>

**skeleton**

**skull**

**lungs**

**oxygen**

**veins**

**arteries**

**stomach**

**intestine**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **RESOURCE #2:** Identify Main Idea and Details

Use this graphic organizer to fill in the main idea and details for "Fit and Healthy" on page 25.

