

## Week 1 Lesson 2: The Body's Framework

### Learning Goal/Overview (What Students Will Know/Be Able to Do By End of Lesson)

- In this lesson, students will:
  - Identify the skeletal system
  - Recall basic facts about the skeletal system

### Enduring Understanding/Focus

#### Students will understand:

- the body is a network of systems and be able to describe the main systems and their functions
- good health is achieved through proper diet, exercise, and care of body systems
- germs cause disease and infection but prevention is possible

### Lesson Structure

Introduction to Read-Aloud	10	minutes
Activity 1 - Comprehension Questions	10	minutes
Activity 2 - Vocabulary Review	10	minutes
Activity 3 - Know/Wonder/Learn	10	minutes
Independent Practice/CFU	10	minutes

### Student Materials

“My Body Systems Book” (prepare before students arrive. Pages are in student packet).

pencil, crayons/markers

### Lesson Set

#### Standard(s) Covered:

- 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
- 1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- K.SL.PKI.5 Add drawings or other visual displays of descriptions, when appropriate, to clarify ideas, thoughts, and feelings.

## Introduction to Read-Aloud: The Body's Framework

Video link: Running time: 8:41

- <https://youtu.be/zahqlkxndSY>

Remind students that Dr. Welbody, the rhyming pediatrician, said that she was going to teach them about all 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.

Teacher's Note

- 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.

Ask: What do you see in this image? Prompt them to use the word skeleton in identifying the bones. (Image at end of lesson plan)

Ask: Does anyone want to guess how many bones are in a human skeleton?

Ask: Where have you seen skeletons before?

Tell them that they all have skeletons in their bodies. All their bones work together in a system called the skeletal system.

Purpose for Listening: Now that you have learned that systems are made up of different parts, listen to find out the names of different parts of the skeletal system.

Begin Video

## Activity #1 –Comprehension Questions:

- Scaffolds/supports: If students have difficulty responding to questions, **go back to time stamps** listed next to question/or refer to specific images in the video. 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.

- 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)  
Scaffolds/Supports: Play Video - 2:15
- Why do you have a skeleton? (to support you, give your body shape, help with movement of the body, and protect important organs)  
Scaffolds/Supports: Play Video - 1:47
- The title of this read-aloud is "The Body's Framework." Now that you know what the skeleton does, can you guess why it 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.)  
Scaffolds/Supports: Play Video -
- Your skull bones are in your head. What do they protect? (brain)  
Scaffolds/Supports: Play Video - 2:48
- 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)  
Scaffolds/Supports: Play Video - 3:32
- Our spine is made up of bones called vertebrae. Where is your spine? (down your back)  
Scaffolds/Supports: Play Video - 6:12

Say: The next question will be a *question pair share* 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 have discussed with your partner.

Students think quietly for one minute. Then students turn to their neighbor to share ideas about the question.

- *Question Pair Share*: Asking questions after a read aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read aloud that starts with the word where. For example, you could ask, "Where is your spine?" Turn to your neighbor and ask your "where" question. Listen to your neighbor's response. Then your neighbor will ask a new "where" question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
- Ask: After hearing today's read-aloud and questions and answers, do you have any remaining questions?

## Activity #2 –Vocabulary Review: support

Say: 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." Say the word support with me.

Students respond: *support*

Say: To support something or somebody is to keep them from falling over; to hold them up. The training wheels support my brother's bike, keeping the bike from falling over. Think of something that supports people or things. Try to use the word *support* when you tell them about it.

- Scaffolds/Supports: If necessary, guide or rephrase students' responses: "The framework of a house supports it."

### Activity #3 –Know - Wonder - Learn Chart

Review any information that students shared about bones and skeletons on the KWL Chart (the K and W columns) after the previous read-aloud. 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 that 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 students 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.

Write Dr. Welbody’s poem on the board and say together:

Without my hidden skeleton,

I couldn’t stand up tall.

And so, “Hurray for bones,” I say,

Two hundred six in all!

### Independent Practice/Check for Understanding: My Body Systems Booklet

As with the KWL Chart, these booklets will be used for this and the next four read-alouds to reinforce Lessons 2–6.

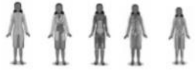
**Before you begin this activity, you will need to prepare one booklet for each student in the class. All pages are in the student packet.**

Give each student a booklet, explaining that the booklets will be used to record information about five body systems. Have students label their booklets with their names.

- Write Skeletal on a white board or assist students in filling in the blank at the top of the first page: My \_\_\_\_\_ System.
- 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. It should be emphasized that students’ drawings need not be a perfect depiction of Dr. Welbody’s skeleton. 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. 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.
  - Scaffolds/supports: When they have finished drawing, 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. For example, “My skeleton supports my body.” For students who are not yet ready to do this independently, have them dictate their sentences to an adult.

Have students share their writing and drawings with each other. Collect and keep for tomorrow.

# My Body Systems Book



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

My \_\_\_\_\_ System



\_\_\_\_\_

\_\_\_\_\_

## Image Card for Introduction

