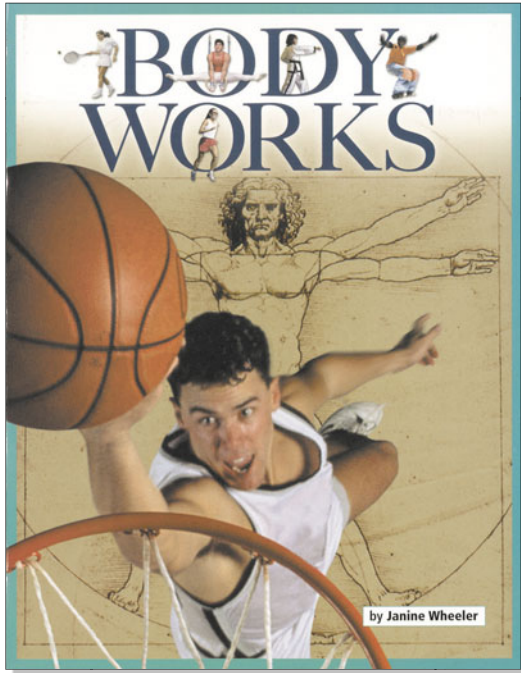


# Body Works



**Leveling Systems**

Avenues: ● ● More Fluent Readers

DRA: NF38

Fountas and Pinnell: M

Lexile: 430

This nonfiction book describes different body systems and how they work. It uses graphics and labels to present the information in a meaningful way. A table of contents and a glossary help identify and define key items in the book. *24 pages, 527 words*

**In This Guided Reading Lesson:**

**Skill Lessons:**

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p><b>Body Systems:</b>                      circulatory system                      lungs                      muscles                      nervous system                      skeleton</p>		<p><b>Habits for Good Health:</b>                      Healthful Habits Book</p> <p><b>Talk About Body Systems:</b>                      Outlines and Oral Reports</p>	<p>Identify Sequence <a href="#">(PDF)</a></p> <p>Classify <a href="#">(PDF)</a></p> <p><b>Vocabulary Strategy:</b>                      Context Clues <a href="#">(PDF)</a></p>

## Build Background

**Movement Circle** Have the group stand in a circle. Model the activity by stepping forward and calling out a body part: **Right arm!** Use the body part in an action, such as waving. Have the group repeat your words and action together. Then have the student to your left introduce a new body part and motion. Continue around the circle.

## Build Vocabulary

**Use Body System Words** Post the following words: *heart, lungs, muscles, nerves, and skeleton*. Identify supporting illustrations from page 3 of *Body Works*. Then have partners work together to complete sentences about body systems:

1. The **circulatory system** moves blood through the body.  
The heart pumps the blood.
2. The **respiratory system** helps the body breathe.  
It uses the lungs.
3. The **muscular system** helps the body move by using muscles.
4. The **nervous system** sends messages to the brain from the nerves.
5. The **skeletal system** protects and holds up the body.  
It includes the bones and skeleton.

### Key Vocabulary

circulatory system  
lungs  
muscles  
nervous system  
skeleton

# 1 Preview the Book

**Cover** This nonfiction book gives facts about how the body works to keep you healthy and strong.

**Page 2** This picture has labels around it. I follow the lines to the picture. *Demonstrate for* head. The label names the body part in the picture.

**Page 3** These pictures show organs in our bodies. The headings tell what the pictures show. *Point to the organs as you read aloud the headings.* The heart pumps blood. The **lungs** help us breathe. The **skeleton** is the frame of the body. The **muscles** help our bodies move.

**Page 5** The table of contents shows where to find things. I want to read about the system that sends messages to the brain—the **nervous system**. I follow the line from the words to the number 16. *Turn to page 16 and point to the heading.* Here it is! Let's look up information about the system that moves blood through the body—the **circulatory system**.

**Pages 6–10** The heading on page 6 says that these pages are about the skeleton. This photo shows a rollerblader. The drawing on page 7 shows how she looks inside. Use headings, photos, drawings, and labels to find information.

**Pages 11–19** *Read aloud the photo heading on page 11.* I don't know the word *beat*, so I can check the glossary. *Turn to page 24.* The glossary gives the meaning and a sentence with the new word. *Read the entry aloud.*

**Pages 20–21** Good readers can often use a language they know to figure out the meaning of English words. I don't know the word *pyramid*, but it looks like the word *pirámide* in Spanish. The Spanish meaning matches the picture. I think *pyramid* and *pirámide* mean the same thing.

**Pages 22–24** *Active* is a new word, but it looks like the word *activo* in Spanish. The Spanish meaning matches the pictures. I think *active* means *activo*. Here is the glossary on page 24. Look up new words here!



## 2 Read the Book

**Independent Reading** Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Translate** Students may experience comprehension breakdowns when encountering unfamiliar vocabulary (pages 6, 13, 15, 17, 21). Remind these students to translate English words into a language they know to help them figure out meanings.

## 3 Respond to the Book

**Habits for Good Health** Say: **I eat fruits and vegetables because they are good for me.** Review pages 20–23 for more examples of healthy habits. Then provide a sentence frame: *I \_\_\_\_\_ because it is good for me.* Have partners write two things they do to stay healthy, using the book to find vocabulary and information. Then have them illustrate their work. Combine the pages into a book about healthful habits.

**Talk About Body Systems** Display an Outline. Review the information about the skeleton on pages 6–7. Have students identify two important facts from the section. Then model how to add the information to an outline about body systems.

Assign one body system to a pair of students and have them add details to an ongoing outline, adding additional lines as needed. Then have partners present an oral report on what they learned about the body, using their outline for notes and art from *Body Works* as visual aids.

### Materials

- Outline from ***Picture It! Big Book***, page 12

Answers will vary. Sample response:

# Outline

Parts of the Body

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I. Skeleton

A. the body's frame

B. made of bones

II. Muscles

A. pull the bones to make them move

B. contract to move body parts

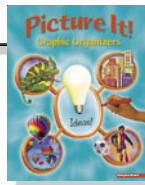
III. Blood

A. takes oxygen to parts of the body

B. takes away carbon dioxide

12

Use only a black dry-erase marker.



Picture It! Big Book, page 12

# from Body Works

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
6	You work your body hard. What makes your body work? The skeleton helps your body work. The skeleton is the body's frame. It gives the body shape. A helmet and pads protect this woman's bones when she is rollerblading.		
7	The smallest bones are in your ear. The stirrup bone is only this long: $\frac{1}{8}$ "		
8	Muscles help your body work. Most muscles work with your bones. They pull the bones to make them move. This rowing team uses many muscles to pull the boat forward.		
9	When this muscle, the biceps, contracts, or gets shorter, it pulls up the arm. You use 17 muscles to smile. You use 43 muscles to frown.		
		<b>Total</b>	<b>Total</b>

**Assess Fluency**

**Student reads with appropriate:**

- expression
- intonation
- attention to punctuation
- rate
- phrasing

**Assess Strategy Use**

**Self-Monitors:**

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

**Self-Corrects:**

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

**Calculate Accuracy Rate**


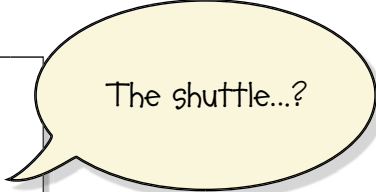

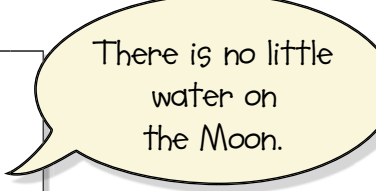
( 110 words - \_\_\_\_\_ ) ÷ 110 words = \_\_\_\_\_ %  
total errors

**Determine Instructional Needs**

<p><b>If Accuracy Rate Is</b> → <b>Then Have Student</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> below 90% read a lower-level text</li> <li><input type="checkbox"/> between 90–94% continue at this level</li> <li><input type="checkbox"/> 95–100% read a higher-level text</li> </ul>	<p><b>Student needs more coaching in</b></p> <p>_____</p> <p>_____</p>
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# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	 <p>The rocket is gro... going very fast.</p>	<ul style="list-style-type: none"><li>• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.</li></ul>
The shuttle orbits the Earth.	 <p>The shuttle...?</p>	<ul style="list-style-type: none"><li>• Prompt student to find clues in pictures and/or surrounding context.</li><li>• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.</li><li>• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.</li><li>• Have student skip the word and read on.</li></ul>
No one has been to Mars.	 <p>Nobody has been to Mars.</p>	<ul style="list-style-type: none"><li>• Ignore if the miscue does not affect comprehension.</li><li>• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.</li></ul>
There is no liquid water on the Moon.	 <p>There is no little water on the Moon.</p>	<ul style="list-style-type: none"><li>• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.</li><li>• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.</li></ul>

# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
<p>Craters look like dark circles when you look up at the Moon.</p>	<p>Craters look like dark when you look up at the Moon.</p> <p><b>Skips important words</b></p>	<ul style="list-style-type: none"><li>• Repeat and ask: <b>Does it make sense?</b></li><li>• Read together; then have student start over.</li><li>• Have student track the print and sweep a finger to the next line.</li></ul>
<p>There are mountains on the Moon.</p>	<p>There...are mountains...on...the... Moon</p> <p><b>Reads slowly, word-by-word, without comprehension</b></p>	<ul style="list-style-type: none"><li>• Assign a book at an easier reading level, allowing student to build fluency and comprehension.</li><li>• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.</li><li>• Have student paraphrase small but meaningful chunks of text, relating it to own experience.</li></ul>
<p>That's one small step for man, one giant leap for mankind.</p>	<p>That's one small / step for / man, one / giant leap for / mankind</p> <p><b>Reads aloud with poor phrasing</b></p>	<ul style="list-style-type: none"><li>• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.</li><li>• Relate text to student's personal experience to help student read with appropriate expression.</li></ul>
<p>The Moon is full tonight.</p>	<p>TheMoonisfulltonight</p> <p><b>Reads quickly, without comprehension</b></p>	<ul style="list-style-type: none"><li>• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.</li></ul>
<p>The Moon is Earth's only natural satellite.</p>	<p>?</p> <p><b>Gets stuck; is unable to use any strategies</b></p>	<ul style="list-style-type: none"><li>• Ask questions to discover why student is stuck.</li><li>• Suggest strategies and supply words.</li></ul>