

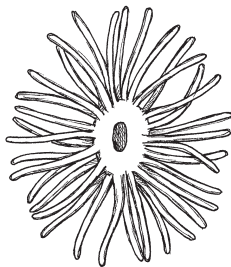
MY FIRST HUMAN BODY BOOK TEACHER'S MANUAL

The *My First Human Body Book* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

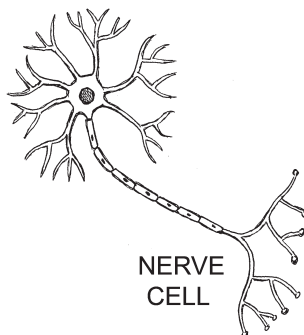
On pages 2–3, the *My First Human Body Book* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 4 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

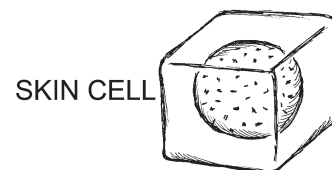
On page 5 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



BONE CELL



NERVE
CELL



SKIN CELL

MY FIRST HUMAN BODY BOOK

TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Foundational Skills</p>	<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.3, RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4, RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>Writing</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>

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<p>Writing, continued</p>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>Speaking and Listening</p>	<p>SL.1.1, SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 1 (grade 2) topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p>Language</p>	<p>L.1.1, L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2, L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.4, L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 (grade 2) reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

MY FIRST HUMAN BODY BOOK

Summary

The book uses pictures and text to introduce the concept of organs and body systems to children.

Learning Activities

Introduce the Book

- Show children the front cover of the book and read the title aloud. Then page through the selection and explain how the pages are organized. Tell children that the main information is often found in a box near the top of the page. Headings in bold print give clues to the content of the text. Labels or captions describe parts of the pictures. Display pages 3 and 26. Have the group locate and read the headings and determine which page is about skin. (RI.1.5, RF.1.1, RI.2.5)
- Read the Note at the beginning of the book as children follow along. Ask children to identify some topics they will learn about based on information in the Note. Encourage children to use the personal pronoun *I* in complete sentences as they respond. (RI.1.1, SL.1.2, SL.1.6, L.1.1.d, RI.2.1, SL.2.2, SL.2.6, L.2.1)

Present a Reading Routine

- Appoint a “reading leader” for each page who will read the text aloud as others follow along. Monitor children’s accuracy and rate and offer corrective feedback as necessary. (RF.1.3, RF.1.4.b, RF.2.3, RF.2.4.b)
- Help children understand that the main idea of a text is what it is mostly about. Details support the main idea. Choose a page and read the page with children. Have them identify the main idea(s) of the text and any supporting details. (RI.1.2, SL.1.1, RI.2.2, SL.2.1)

Provide Activities for Reading

- Read pages 14 and 15 with children and have them describe the connection between the movement of the diaphragm and breathing. Guide the group in understanding that the diaphragm moves down when breathing in and up when breathing out. Have children describe the relationship between parts of other body systems. (RI.1.3, RI.2.3)
- Have the class read page 7 and study the graphics. Ask children to share how the picture helps them understand the text. Then have them color the page. If possible, display heart diagrams in child-appropriate books so children can learn about the colors. Repeat the process using other pages. (RI.1.7, RF.1.4.a, RI.2.7, RF.2.4.a)

Focus on Language Arts

- **Speaking/Listening:** Say the following body parts: *stomach, liver, lung, food tube*. Repeat the series, having children clap when they hear the body part that does not belong (lung). Have them explain their choice. (Lungs are not part of the digestive system.) Repeat the process using other body parts. (SL.1.1, L.1.5.a, SL.2.1, L.2.5)
- **Language Skills:** Assign children to small groups. Have them create a song about a body part described in the book to the tune of a familiar rhyme, such as “Pop! Goes the Weasel.” Children should use as many appropriate adjectives in their song as they can think of. If possible, have groups record their song and play the recording for the class. (SL.1.4, L.1.1.f, SL.2.5, L.2.1.e)

MY FIRST HUMAN BODY BOOK

Vocabulary	
Summary Have children use the following strategy to identify the meanings of unknown words in a reading selection.	
Vocabulary Activities	<p>Word Structure Explain to children that knowing the meaning of word parts can help them identify the meanings of unknown words. Read the text under the Mixer and Masher heading on page 18 with children. Write <i>soupy</i> on the board. Explain to the group that <i>-y</i> is a word part that sometimes means “like.” Ask children to use this information to identify the meaning of <i>soupy</i> (“like soup”). Then have children use the word <i>soupy</i> in a complete sentence. (RI.1.4, SL.1.2, L.1.4.b, L.1.6, RI.2.4, SL.2.2, L.2.4, L.2.6)</p>
Writing	
Summary Have children develop their writing skills by completing the following activities.	
Writing Activities	<p>Narrative Writing Explain to children that narrative writing tells a true or an imagined story. Call upon volunteers to read the text on pages 2 and 3 aloud as the class follows along. Ask children to identify some functions of bones, referring to the text and illustrations for support. Then prompt children to write a short story describing what a typical day would be like without bones. They should consider how everyday activities would be affected, as without bones they would not be able to stand or walk. Finally, direct children to use words such as <i>first</i>, <i>next</i>, and <i>last</i> in their writing to establish a clear order of events. (RI.1.1, RI.1.7, RF.1.4.a, W.1.3, RI.2.1, RF.2.4.a, W.2.3)</p>
	<p>Informative/Explanatory Writing Explain to the class that a report is a type of writing that gives facts. Read pages 16 and 17 with children. Discuss with the group how teeth and saliva help break down food. Then have children imagine someone biting a carrot stick. They should write a brief report detailing how teeth and saliva begin to break down the carrot stick before it enters the food tube. Remind children to use facts from the text in their writing. Provide dictionaries for children to check their spelling as necessary. (RI.1.10, W.1.2, SL.1.1, L.1.2, RI.2.10, W.2.2, SL.2.1, L.2.2.e)</p>
	<p>Opinion Writing Help children recall the different body parts explored in the book. Assign children to small groups and have them discuss which body part they think is most important. Then have children write a paragraph to state their opinion. Encourage them to supply at least two reasons for their opinion and to use the word <i>because</i> to link the opinion and reasons. (W.1.1, SL.1.1.a, W.2.1, SL.2.1.a)</p>

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