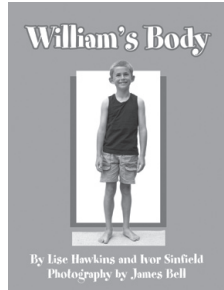


WILLIAM'S BODY

By - Lise Hawkins and Ivor Sinfield
Photography by - James Bell, Diagrams by - Sally Bratt
Genre - Explanation
Set 17 - 412 Words

Building Anticipation - Setting Context

On chart paper, trace an outline of a person, cut it out and hang it up. Have the following words on strips of colored paper: *nose, eyes, ears, mouth, brain, tongue, stomach, lungs, elbows, wrists, legs, feet, ankles, arms, torso, intestines, liver, arteries, heart, veins, and skin*. Divide the words up among the students and have them tape them to the appropriate part on the body outline. Play *Simon Says* with parts of the body. If a student does the action when the leader does not say *Simon says*, then he or she sits down. The last one standing wins the game and becomes the leader.



Introduction

Ask students to imagine that an alien has arrived and asks us questions about our bodies. What questions would it have? Make a list of the questions on chart paper. Tell students that they are going to read a book about the human body and that it is partly organized around questions like theirs. Direct their attention to the Table of Contents and the Index. Read pages 2 – 5 together and then direct the students to finish reading the book to find out about William's body.

Discussion – Book Talk

Talk about the parts of your body and what you need them for. Children can contribute their ideas.

Right there questions:

On what page would you learn about how William breathes?
How does William solve problems?
What does William use his tongue for?
What helps William keep his balance?

Think and search questions:

How does the blood get back to the heart?
Why is the skin useful?
What parts of the body do the authors say William can move?

On your own questions:

In your opinion, would it be better to have four arms instead of two?
What would be the advantages and disadvantages of both?
On page 23 it shows William using his body. How do you use your body?
What are the parts of the body that we have two of?
On what pages can you find diagrams?
How did diagrams help you understand the information?

Creative Response – Independent Practice

Body Outlines

Working in pairs, have students trace the outline of each other's body on mural paper. Cut these out. Label and write sentences on the parts of the body to explain what different parts are for. Completed drawings can be displayed. Each student can then draw their own body on the reproducible master and label all of their body parts.

Oral Presentation

Using their body outlines and the recorded information, students practice an oral presentation of information about the body. Invite other classes in to hear the presentation.

Writing Workshop

Have students make a list of topics that they would like to research. Once topics have been selected, have them generate questions. Students would then meet with a partner and read their questions to their partners. Tell students that they need to decide how they would organize those questions if the questions were in a Table of Contents for a possible book.

Art

Cut out large pictures of people from magazines. Cut these pictures in half vertically and pass out a half a picture to each student. Students paste the half picture on one side of a sheet of blank drawing paper. Discuss symmetry. Using markers or pencil crayons, students complete the other half of the face or body.

Read Aloud and Poetry Connections

Inside Your Outside: All About the Human Body by Tish Rabe, Ransom House Inc., 2003.

The Moodles have no Middles, poem from *Something BIG has Been Here* by Jack Prelutsky, Scholastic Inc., 1990.

The Planet of Mars and Boa Constrictor, poems from *Where the Sidewalk Ends* by Shel Silverstein, Harper Collins, 1974.

Learning about Language – Focused Teaching

High Frequency Words - head, uses

Interest Words - different, body, chews, breathe, smell, hear, walk, run, kick, stand, bend

Word Families and Letter Clusters - Long *o* and short *o* – nose, body
Structural Features of Words - Words for body parts: body, eyes, ears, nose, mouth, brain, tongue, teeth, stomach, heart, lungs, blood

Text Features – Headings in the form of questions which the text answers - Diagrams with labels - Index - Table of Contents

Reproducible Master - William's Body

Draw a picture of yourself.

Label the following on your drawing: ears, eyes, mouth, nose, feet, arms, fingers, neck, legs, knees, heart, ankles, torso, elbows, stomach, brain and wrist.

