Close Reading Read Aloud

Text Title: Inside Your Outside! All About the Human Body
Author: Tish Rabe

Book Description: "The Cat in the Hat Knows a Lot About That" Series helps in closing the gap between “concept” books written for preschoolers and nonfiction that requires fluent reading skills. The Cat in the Hat’s Learning Library books introduce beginning readers to important basic concepts about the world we live in, provides critical foundations upon which complex facts can be built, and shows young readers that books can be entertaining and educational at the same time.

Reading Task: The students will listen to the teacher read the text aloud in its entirety at least one time. Students will then, with teacher guidance, revisit chunks of the text to clarify meaning. The teacher will ask questions and solicit student’s ideas and thoughts to guide them through purposeful interaction with the text. The questions will focus on Key Ideas (RL.2.1 and RL.2.3), Craft and Structure (RL.2.4, RL.2.5, RL.2.6), and Integration of Knowledge and Ideas (RL.2.7) with both fiction and non-fiction texts.

Discussion Task: Through the use of text-dependent questions and then participating in whole class discussion, the students will engage in collaborative conversations that will deepen their understanding of key ideas (SL.2.1) that were presented in the text.

Vocabulary and Syntax Task: Most of the meanings of the words in the text can be discovered from careful reading of the context or use of illustrations in the text. Teacher will read and discuss selected words from the story and model how to figure out a word based on surrounding text and other strategies (RL.2.4). Teachers will also engage in discussion through various sections of the text paying careful attention to adjectives and verb tense. (L.2.1.e) Syntax and language structure will be closely examined through text discussion and analysis of content.

Writing Task: Students will use writing to summarize and extend learning. Writing tasks will vary depending on the choice of culminating activity.
Standards Addressed/Outcomes:

Foundational Skills:
LACC.2.RF.3.D – Decode words with common prefixes and suffixes.
LACC.2.RF.3.F – Recognize and read grade-appropriate irregularly spelled words.

Reading: Literature
LACC.2.RL.1 – Ask and answer such questions as who, what, where, when why and how to demonstrate understanding of key details in a text.
LACC.2.RL.4 – Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LACC.2.RI.7 – Explain how specific images (e.g. a diagram showing how a machine works, etc.) contribute to and clarify a text.

Language:
LACC.2.L.1 – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
LACC.2.L.1a – Use collective nouns (e.g. group)
LACC.2.L.1c – Use reflexive pronouns (e.g. myself, ourselves)
LACC.2.L.1e – Use adjectives and adverbs, and choose between them depending on what is to be modified.
LACC.2.L.2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
LACC.2.L.3 – Use knowledge of language and its conventions when writing, speaking, reading or listening.
LACC.2.L.4a – Use sentence-level context as a clue to the meaning of a word or phrase.
LACC.2.L.5a – Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy)
LACC.2.L.5b – Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny)
LACC.2.L.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. When other kids are happy that makes me happy.)

Communication:
LACC.2.W.3 – Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LACC.2.SL.1.a – Follow agreed-upon rules for discussions e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.
LACC.2.SL.1.b – Build on others’ talk in conversations by linking their comments to the remarks of others

Science:
SC.2.L.14.1 – Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.
**Vocabulary List:**
Vocabulary in the story is critical to the students’ understanding of the text although the amount of focus on each word should vary. Tier 2 words are more abstract, likely to be encountered in a variety of situations and could have different meanings depending on the context. These words deserve more attention in the context and in daily vocabulary instruction and use. Tier 3 words in the text are more meaningful of the context and text. They do not need extensive focus. The student-friendly definitions for the words below were found at www.wordsmyth.net.

**Definition of the word as used in story:**
- bundle – (n) a number of things that have been tied or packed together
- busy – (adj) doing something or working on something; active.
- controls – (v) to use power to manage or command
- heal – (v) to make whole or healthy again; cure
- joint – (v) to put, bring, or fasten together
- joint – (n) a place or point where two or more parts come together or are connected
- pump/pumping – (n) a machine/muscle for moving a liquid or gas from one place to another
- waves (sound) – (n) a longitudinal pressure wave in an elastic medium such as air, esp. one that is in an audible range

**Content Specific Vocabulary**

<table>
<thead>
<tr>
<th>heart</th>
<th>brain</th>
<th>bones</th>
<th>body</th>
<th>eyes</th>
</tr>
</thead>
<tbody>
<tr>
<td>legs</td>
<td>face</td>
<td>skeleton</td>
<td>knee</td>
<td>spine</td>
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<tr>
<td>vertebrae</td>
<td>eardrum</td>
<td>hand</td>
<td>cells</td>
<td>intestine</td>
</tr>
<tr>
<td>bladder</td>
<td>heart</td>
<td>head</td>
<td>nose</td>
<td>ribs</td>
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<tr>
<td>toes</td>
<td>ear</td>
<td>elbow</td>
<td>wrist</td>
<td>shoulder</td>
</tr>
<tr>
<td>back</td>
<td>spinal cord</td>
<td>nerves</td>
<td>tongue</td>
<td>eyebrows</td>
</tr>
<tr>
<td>chest</td>
<td>kidneys</td>
<td>hair</td>
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</tbody>
</table>
Lesson Sequence

Day One:
1. Read the story with minimal discussion.
2. At the end of the story ask students to share with their shoulder partners or in a small group their thoughts about the story.
3. After a short time, have students that are willing to share their discussion points. (Note: The teacher should not share his/her opinion about the story as students need to use their own judgement.)

Day Two and beyond:
1. Teacher re-visits the text and students follow along with the teacher.
2. Teacher asks the class guiding questions. As the students respond to guiding questions, teachers look for opportunities to fade their voices away (by listening to students and noticing support is no longer needed), in order to support independent reading of the text. Student responses and behaviors should be noted so that the discussion activities do not last too long for their age and attention span. (Note: Not all discussion questions need to be completed and do not need to follow a specific sequence.)

Final Read: The teacher should read the text all the way through a final time without stopping or pausing to discuss the story. After the read, the teacher should introduce one of the cumulative writing activities listed below.

1. Choose a body part and explain using examples from the text and information learned from the science block why you think this is the most important body part.
2. Make a list of our body parts. Put them in the order you think they are most important to the body. Write the body part’s function next to its name.
3. You are building a robot to resemble a human. In order for your robot to function, you will need parts similar to a human. What parts will you need and why? Use information from the text to support your reasons. Draw a picture of your robot and label the parts.
Additional Activities:

**Foundational Skill Phonics Activity:**
CCLA.2.RF.3.D – Decode words with common prefixes and suffixes.
CCLA.2.RF.3.F – Recognize and read grade-appropriate irregularly spelled words.

Demonstrate activity in a whole group setting, then have students work in small groups or pairs. Assign 2-4 pages of the book to each group so they are working in a specific area.

- Locate verbs with the suffixes –s, -es, -ing, -ed.
- Tell students they need to find 4-5 words from their pages.
- Student will write the word with suffix on one side of an index card.
- Have students remove the suffix and write the base word on a second card.
- After a set time, have students share with the class.
- While students share, record the words on the board or on chart paper.
- Use this opportunity to discuss spelling rules and patterns.

**Science/Math Activity:**
SC.2.L.14.1 – Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions
MA.2.NBT.1 – Understand the three digits of three-digit number represent amounts of hundreds, then and ones.
MA.2.NBT.5 – Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.NBT.6 – Add up to four two-digit numbers using strategies based on place value and properties of operations.

Remind students that there are 206 bones in their body. Students can work in pairs or small group.

- One student from the group/pair will stand.
- Have students observe their partner or a person from their group.
- Students will predict how many bones are in each part of their body, ie head, neck, arm, hand, leg, feet, etc.
- Students will add up their predictions and make adjustments to their numbers until the total equals 206.
## The Text:

<table>
<thead>
<tr>
<th>Text under Discussion</th>
<th>Directions for Teachers/Guiding Questions For Students</th>
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<tbody>
<tr>
<td><strong>Page 6 - 7</strong></td>
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<tr>
<td>I'm the Cat in the Hat here to share some good news. From the tips of your hair to the toes in your shoes...</td>
<td>Why does the Cat say he is sharing good news?</td>
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<td></td>
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<tr>
<td>Your body is moving. It never stops going. Right now your heart’s beating. Right now your blood’s flowing.</td>
<td>Can your body be busy if you are asleep?</td>
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<td></td>
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<tr>
<td>You may be just sitting and reading a book, but your body is busy. Come on, take a look!</td>
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<tr>
<td><strong>Page 8 - 9</strong></td>
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<tr>
<td>Imagine if each time you walk down a street you could look right inside of the people you meet.</td>
<td>Why does the author think you should take a ride in the Inside-Your-Outside Machine?</td>
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<tr>
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<tr>
<td>You’d see hearts pumping blood. You’d see brains busy thinking, lung breathing, bones moving, and eyes always blinking.</td>
<td>What does inside your outside mean?</td>
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<tr>
<td>There’s one easy way you can see what I mean. Take a ride in my Inside-Your-Outside Machine.</td>
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<td></td>
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<tr>
<td>Every ticket is free and before we are through, you will see inside me and inside of you too!</td>
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</tbody>
</table>
Let's start at the top with your brain. It is key. It controls all you do – helps you laugh, learn, and see.

It makes your legs move when you run, jump, or walk. It makes your face move when you blink, smile, and talk.

It sends information to all parts of you and does millions of things no computer can do!

Your brain never stops. It goes all day and night. Your brain has two sides. One is left. One is right.

Different things are controlled by each side of your brain. The left helps you read and remember my name.

The right helps you paint and play music and sing. Together, both sides help you do everything.

*Caption: How big is your brain? (This is quite a surprise!) Your two fists together are close to its size.*
Meet the Feletons, who live in far-off Fadin. When they stand in the sun, you can see through their skin!

It is easy to see (when you look at a Feleton) all of the bones that are known as a skeleton.

Bones shape our bodies and help us stand tall. We’ve two hundred and six. Some are big. Some are small.

There are… flat bones in your head, soft bones in your nose, curved bones in your ribs, short bones in your toes.

One bone in your ear (this made us think twice) is so small – it’s the size of just one grain of rice!

Bones in your body are stronger than steel, but when a bone breaks, it is able to heal.

Here is a fact that we both think is neat. A joint is the place where two different bones meet.

There are joints in your elbow, wrist, shoulder, and knee. Joints help you bend so you move easily.

Which type of bone do you think is the most important? Why?

Think about how your body moves. If you could add another joint, where would you add it? Why?
Page 20-21
There are bones down your back that are all in a line. They help you stand up and are known as the spine.

The spine has a spinal cord running inside it - a bundle of nerves which help move it and guide it.

Captions:
Here is a word that we just learned today. He bones in your spine are called vert-e-brae.

Nerves are like wires that run inside you. They let your brain know everything that you do.

Page 22-23
You have five different senses which help your brain tell what you hear, how things taste, what you see, touch, and smell. Sniff a flower and pull sweet smells to your nose. Nerves go to your brain and say, “Hey! That’s a rose!”

Your sense of touch really tells you a lot. This kitten is soft. This pizza is HOT!

Caption: If you could not see, other senses, it’s true, like touch, taste, and smell, would work harder for you.

| Why is it necessary for nerves to let your brain know everything you do? |
| Note: senses were taught in kdg. This should be a review area. |
| If nerves have to tell your brain everything, are nerves more important to your body than your brain? |
Page 24-25
Sound waves travel through air deep into your ear, shaking your eardrum. That is how you can hear.

_Captions:
Why do you feel dizzy when you have stopped twirling? Inside of your ears there is liquid still swirling.

Your poor dizzy brain just has no way of knowing whether you’ve stopped or if you’re still going.

Taste buds on your tongue tell your brain when you eat - “This pickle is sour!” This ice cream is sweet!”

Page 26-27
When your eye looks at something it goes to your brain, and there something happens that’s hard to explain.

The picture your brain sees is flipped upside down. It’s up to your brain to flip it back around.

Nearsighted folks can see things that are near, but faraway things do not look quite as clear.
Farsighted folks can see things that are far, but things that are close: My how blurry they are!

_Caption: I’m farsighted. He’s nearsighted. But we agree - with our glasses we see far and near easily.

If the brain has to flip everything we see right side up, are we really living in an upside down world?
When you move, muscles pull on your bones and help you turn your head, raise your hand, take a bite, and then chew.

Some muscles are joined to each other or skin. They help wiggle your ears, raise your eyebrows, and grin.

**Caption:** Here’s a fact about muscles we’ve known for a while. You use more when you frown than you use when you smile.

You have six hundred muscles and here’s the best part. The biggest of all is your very own heart!

The sound that your chest makes is “thump-thump-thump-thump.” That’s the sound of your blood being moved by a pump.

The pump is your heart. Blood flows through it and then the heart muscle squeezes the blood out again.

**Captions:**

Blood circles your body in less than a minute. Each drop has millions of blood cells within it.

Which muscle in your body do you think is the strongest? Why?

Does your heart stop beating when you go to sleep at night? How do you know?
Blood cells are two colors. There are red cells and white. If a germ makes you sick, that germ's in for a fight!

A white blood cell gets ready the minute it meets it. It wraps up that germ, then the white blood cell eats it!

**Caption:** Red cells give blood color. Look closely - you'll see. They look just like doughnuts without holes to me!

Would it take longer for blood to circle your body if you were really tall? Why or why not?

Lungs help you to breathe and they never can rest. They're like two balloons in each side of your chest.

Every four seconds you breathe in and out. Lungs bring in air, which you can't live without.

**Captions:**
Inhale: breathe air in.
Exhale: let air out.
Each time that you eat, the first thing that you do is put food in your mouth and that’s when you chew.

Food goes into your stomach (where juices are flowing), turns into a paste - then keeps on going.

A tube - the intestine - is what food moves through. This food feeds your blood, which then feeds all of you.

**Caption:** Food takes time to travel.

Thing One and I know in our stomachs there’s food we ate three days ago!

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When you drink, liquid enters your blood and then goes all over your body wherever blood flows.

Blood is cleaned by your kidneys. They work with great speed to clean out waste and water that you do not need.

Waste water is stored in your bladder and then it soon flows back OUT of your body again.

**Caption:** You need food and water. You use quite a bit of it. If some is left over? Your body gets rid of it.

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If you are having a craving for something sweet or salty, does that mean your blood is hungry for that type of food?

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Re-read the statement,

*When you drink, liquid enters your blood and then goes all over your body wherever blood flows.*

If you drink milk and then you cut your finger, will you bleed milk?
<table>
<thead>
<tr>
<th>Page 40-41</th>
<th>Why is this a good place for the Inside Your Outside Machine ride to end?</th>
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</thead>
<tbody>
<tr>
<td>We have come to the end of our ride, it is true, but there still is a lot you can learn about you.</td>
<td></td>
</tr>
<tr>
<td>Way down deep inside of your body and mine, there’s a lot going on every day, all the time.</td>
<td></td>
</tr>
<tr>
<td>As you grow, you will know that your bones will get longer, your lungs will get bigger, your muscles grow stronger.</td>
<td></td>
</tr>
<tr>
<td>Your brain and your heart will guide all that you do. Someone special is inside your outside - it’s … YOU!</td>
<td></td>
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<tr>
<td>If everyone has the same body parts, are all people the same?</td>
<td></td>
</tr>
<tr>
<td>What does the author mean when he says your brain and heart will guide all that you do?</td>
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