CHAPTER SUMMARY
In this chapter children
➤ recognize that their bodies grow and change as they get older.
➤ identify major body systems.
➤ identify the major organs of the body and describe their primary functions.
➤ describe behaviors that protect the body's structure and organs.

Life Skills
Children practice setting goals to exercise and stay fit.

Building Good Character
Children show caring by being a good friend.

Literature Springboard
Use the poem “Being Me” to spark interest in the chapter topic. See the Read-Aloud Anthology on page RA-5 of this Teacher Edition.

Prereading Strategies
SCAN THE CHAPTER Have children preview the chapter content by scanning the titles, headings, pictures, graphs, and tables. Ask children to predict what they'll learn. Use their predictions to determine their prior knowledge.

PREVIEW VOCABULARY Have children preview the chapter vocabulary and sort the words into three groups. Have children look up unfamiliar words in the Glossary and record their definitions before they read the chapter.

<table>
<thead>
<tr>
<th>Words I Know</th>
<th>Words I've Seen or Heard</th>
<th>New Words</th>
</tr>
</thead>
</table>

Reading Skill
SEQUENCE To introduce or review this skill, have children use the Reading in Health Handbook, pp. 248-253. Teaching strategies and additional activities are also provided.

Children will have opportunities to practice and apply this skill throughout this chapter.

- Focus Skill Reading Mini-Lesson, p. 4
- Reading Skill questions identified with the
- Activity Book p. 3 (shown on p. 7)
- Chapter Review, p. 22

Adapting for Reading Proficiency

<table>
<thead>
<tr>
<th>Read Aloud</th>
<th>Read Along</th>
<th>Read Alone</th>
</tr>
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<tbody>
<tr>
<td>Model reading the page. Have children summarize the page orally.</td>
<td>Invite children to read with you. Encourage them to summarize the page.</td>
<td>Invite children to read the page independently.</td>
</tr>
</tbody>
</table>
**Reading Skill**

**Sequence**
When you sequence things, you put them in the order in which they happen.

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**Health Graph**

**Daily Physical Activity**
You should exercise every day. It helps you take care of your growing body and its many parts.

Be Active!
Use Saucy Salsa on Track 1.

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**INTRODUCE THE CHAPTER**

**Health Graph**

**Interpret Data**
Refer children to the picture graph on this page. Read the heading and categories aloud. Explain that the graph shows the number of jumping jacks the children can do in 15 seconds. **How many jumping jacks can Mi Won do?** 7 jumping jacks

**Who can do the most jumping jacks?** Maria

**Who can do the least jumping jacks?** Devon

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**Daily Physical Activity**

Use Be Active! Music for Daily Physical Activity with the Instant Activity Cards to provide children with movement activities that can be done in limited space. Options for using these components are provided beginning on page TR2 in this Teacher Edition.

The Daily Physical Activity, provided on the second page of each chapter in this Teacher Edition, gives children the opportunity to demonstrate various exercises.

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**Chapter Project**

**What Am I? (Assessment Guide p. 56)**

**ASSESS PRIOR KNOWLEDGE** Use children's initial ideas for the project as a baseline assessment of their understanding of chapter concepts. Have children complete the project as they work through the chapter.

**PERFORMANCE ASSESSMENT** The project can be used for performance assessment. Use the Project Evaluation Sheet, Assessment Guide p. 62.
LESSON 1

Objectives
► Recognize that people and animals grow and change.
► Identify stages and characteristics of human growth and development.

When Minutes Count . . .
Complete the Quick Study, Lesson 1, Activity Book pp. 1-2 (shown on p. 5).

Program Resources
► Activity Book pp. 1-3
► Transparency 5

Vocabulary
growing p. 4

Daily Fitness Tip
Tell children that when they learn a new physical skill or sport, they should make sure they learn how to do it safely. In physical education class, they should follow the teacher’s directions. If they learn a sport that requires safety equipment, they should make sure they know what protective gear to wear.

For more information, see Be Active! Resources for Physical Education pp. 163-164.

1. MOTIVATE

Optional Activity Materials three pairs of shoes (baby size, child size, and adult size), drawing paper, crayons

Display the shoes. Ask children to point to the shoes that fit an adult. Then have them point to the shoes that fit them. Explain that when they were younger and smaller they wore baby-size shoes. Ask children to trace their feet and add baby-size footprints inside the drawings and adult-size footprints outside the drawings. Why don’t baby-size shoes fit you anymore? My feet have grown too big to fit in them.

LESSON 1

You Are Growing

growing

Growing means getting bigger and older. Animals grow and change. A puppy grows into an adult dog. A kitten grows into a cat. A bird comes out of an egg. It grows into an adult bird.

People also grow and change. You were a baby once. Now you are a child. You will grow to be a teenager. Then you will become an adult. You will keep getting older.

Focus Skill

Reading Skill

Mini-Lesson

SEQUENCE Have children practice sequencing by discussing the stages of human growth in sequence—baby, child, teenager, and adult.

Complete Transparency 5 with children. More practice for this Reading Skill is provided on Activity Book p. 3 (shown on p. 7).

TRANSPARENCY 5
Your body changes as you grow. You get taller and heavier. Adults do not get taller, but their bodies still change. Their skin gets wrinkles. Their hair may change color.

Growing brings many changes. You will get bigger and older. But you will still be you.

2. TEACH

Interpret Visuals—Pictures
What do the shoes on page 4 show? The shoes show that a person’s feet get bigger as he or she grows. What’s happening in the picture on this page? A father is measuring the heights of his children.

Discuss
Have children read these pages. Then talk about the stages of growth—baby, child, teenager, and adult. What are some changes that happen as you grow? People get taller and heavier. As adults, people’s skin gets wrinkles and hair may change color. What else grows besides people? animals, plants Explain that, like people, animals and plants get bigger and taller as they grow.

Critical Thinking What kinds of things do people learn as they get older? Possible responses: to tie their shoes, to read, to ride a bike

Critical Thinking How do people’s needs change as they get older? People may need help hearing or seeing things. They may need help walking and taking care of themselves.

Activity
Respect Have children discuss ways they can show respect to one another regarding differences among them in growth rate and other areas of development.

3. WRAP UP

Review
1. I know I’m growing because my body changes—it gets bigger, taller, and heavier.

2. Pictures should reflect the differences in appearance between a child and an adult.

3. baby, child, teenager, adult
1. MOTIVATE

Optional Activity Materials: clay

Have children roll a piece of clay into the same size and shape as one of their fingers. Then have children pinch the clay fingers in the middle. What happened when you pinched the clay? It changed shape.

Then have children pinch their own fingers. Explain that their fingers don’t change shape because there are hard bones inside. The bones help give bodies shape. Without bones, people’s bodies would be floppy like a rag doll or a beanbag. Ask children to walk as if they had no bones.

Meeting Individual Needs

Leveled Activities

BELOW-LEVEL Name That Bone: Write on cards the names of the bones shown on this page. You could also add hand bones and foot bones. Hold up a card, and have a volunteer read the name of the bone or bones. Have children point to the bone or bones, first on this page and then on their own bodies.

ON-LEVEL Using Diagrams: Ask children to use the diagram of the skeletal system to determine if there are more bones in the legs or in the feet. Then ask them to determine if there are more bones in the arms or in the hands.

CHALLENGE Name the Joints: Tell children that a joint is the place at which two or more bones are connected. Have children name as many joints as they can and point to each one in the diagram on this page or on their own bodies. Their responses may include shoulder, elbow, wrist, hip, knee, and ankle.
2. TEACH

Interpret Visuals—Diagrams
Have children identify the skeletal system on page 6. Explain how to use a diagram. For example, the labels point to the things they name. **What large bones are connected to the hip bones?** the **leg bones**
**Which bone is at the top of the spine?** the **skull**

Discuss
Have children read these pages. Then tell children that a baby is born with about 300 bones. As a baby grows, some bones fuse, or join together, so that the person has 206 bones by the time he or she is about 25 years old. Point out that exercise has been shown to strengthen the skeletal system.

**Critical Thinking** What could happen if you didn’t protect your bones by wearing safety gear when playing certain sports? I could break a bone.

When Minutes Count ...

Transparency 7: The Skeletal System can be used to present material in this lesson. Interactive Transparencies available on CD-ROM.

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Science

Animal Skeletons Display pictures or diagrams of various vertebrate skeletons (including fish and birds), and have children identify each animal based on the shape of its skeleton. Show children that a giraffe’s long neck has the same number of bones in it as a human’s neck—seven. Then tell children that some animals, such as snails, squid, and earthworms, don’t have spines.

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Caring for Your Skeletal System

▷ Wear a helmet and other safety gear when you ride your bike or play sports.
▷ Eat foods that help keep bones hard and strong.
▷ Exercise to keep your bones healthy and strong.
TEACH continued

Interpret Visuals—Diagrams
Tell children to look at the different muscles in the diagram on this page. Make sure they understand that they have muscles from their head to their toes. Have children point to the muscles in the diagram as you read the labels. Then have them read these pages.

Note that in the diagram on this page the stomach muscles are actually hidden and what are shown are the abdominal muscles. The abdominal muscles help support the body while the stomach muscles are used for digestion.

Discuss
Tell children that muscles are connected to bones by strong, flexible connecting tissues called tendons. Have children demonstrate moving their arms or legs to show bones and muscles moving together. Then direct children to sit very still for ten seconds. Is it easy to sit still and not move a muscle? Discuss with children how difficult it is not to move any muscles.

Critical Thinking Even when you try not to move a muscle, is there a muscle that still moves? My stomach muscles may still move. Some children may also mention that the heart is a muscle that’s always beating.

When Minutes Count ...

Transparency 8: The Muscular System can be used to present material in this lesson. Interactive Transparencies available on CD-ROM.

Activity
Manage Stress Have children discuss how exercising can help them manage stress. Exercising helps relieve physical tension and can also help children stop thinking about what’s bothering them.

Teacher Tip

Children with Neuromuscular Disabilities Make sure that the children in your classroom are sensitive to the experiences of individuals with neuromuscular disabilities or limitations. Discuss how people with disabilities use aids such as walking frames, wheelchairs, or manual communication devices to help them cope with their disabilities. Help children find ways they can include children with disabilities in their group activities.

Math

Number of Bones As indicated on page 7, babies are born with about 300 bones. As babies grow, the bones fuse so that adults have 206 bones. Have children find out how many more bones babies have than adults by subtracting the number of adult bones from the number of bones that babies are born with. Babies have about 94 more bones than adults.
Caring for Your Muscular System

- Exercise to keep your muscles strong.
- Stretch your muscles before you exercise.

Review
1. Vocabulary What does your skull protect?
2. What do your muscles do?
3. Draw pictures to show ways you used your muscles today.

Interpret Visuals—Pictures
What's the child on this page doing? stretching
Tell children that stretching muscles before playing sports or exercising can help prevent pain and injuries.

Discuss
Ask children what activities and exercises they enjoy that help make their muscles healthy and strong.

Problem Solving What should you do if your muscles feel very sore after exercising? let my muscles rest for a day so that they can recover

Activity
Caring Have children discuss how they can care for others by suggesting that their friends and family members stretch their muscles before playing sports. Children can also help people protect their bodies from injury by reminding people to wear protective gear, such as helmets and knee pads, when they're playing sports.

3. WRAP UP
Review
1. Your skull protects your brain.
2. Possible responses: Muscles pull on your bones to move them. Some muscles help hold you up.
3. Pictures will vary but should illustrate activities that utilize muscles.

Social Studies
Knights in Shining Armor
Explain that some animals don't have bones on the inside of their bodies but instead have hard coverings, called exoskeletons, on the outside of their bodies. Show children pictures of animals that have exoskeletons, such as insects and lobsters. Then show pictures of knights in armor. Explain that during the Middle Ages, knights wore armor to protect their bodies. Lead children to discover the similarity between armor and exoskeletons.

Language Arts
Verbs On separate slips of paper, write verbs that describe activities or movements, such as the following: smiling, clapping, whistling, dancing, frowning, blinking, nodding, writing. Put the paper slips in a bag. Have a volunteer choose a word and act it out. The volunteer can then call on other children to guess what the verb is and tell what muscles and bones are being used.
LESSON 3

Pages 10–11

Objectives
- Identify the parts of the digestive system.
- Describe the functions of the digestive system.

When Minutes Count . . .
Complete the Quick Study, Lesson 3, Activity Book pp. 1–2 (shown on p. 5).

Program Resources
- Activity Book pp. 1–2
- Transparency 9

Vocabulary
- digestive system p. 10,
- stomach p. 11

Daily Fitness Tip
Tell children never to put nonfood items such as small toys in their mouths. This will help prevent children from choking, injuring their mouths, or cracking a tooth.

1. MOTIVATE
Describe, or have volunteers describe, some favorite foods. What happens in your mouth when you’re hungry and you think about food? My mouth produces a liquid.

Explain that this liquid is called saliva. The mouth produces saliva in response to the taste, sight, smell, or thought of food. Saliva makes food wet so that it’s easier to swallow. It also begins to break down food before it gets to your stomach.

Activity
Responsibility Have children discuss how chewing food well before swallowing it demonstrates personal responsibility.

Lesson Focus
Your digestive system helps your body get energy from food.

Vocabulary
- digestive system
- stomach

Your Digestive System
The digestive system is made up of the mouth, the stomach, and other body parts. Your digestive system helps your body use food to get energy.

Caring for Your Digestive System
- Eat vegetables and fruits. They help other foods move through your digestive system.
- Eat slowly. Chew your food well.

Cultural Connection
Foods Around the World Write this rhyme on the board:
When my stomach growls and I need to eat, _____ just can’t be beat.

Ask children to fill in the blank with names of foods from different cultures, such as rice and beans, pita bread, tacos with beef, and spaghetti and meatballs. Use a map to show the countries each food comes from.

Teacher Tip
Simulate the Stomach
Demonstrate for children how the stomach works to digest food. Fill a zip-top bag with soda crackers and water, and seal the bag. Slowly mash the bag. Tell children that this is how the muscles in the wall of the stomach mash the food people eat. Point out that the stomach juices break food down even more quickly and completely than the plain water in the bag does.
**Mouth**
You use different parts of your mouth to eat. Your teeth bite and chew your food. Your tongue pushes the food around your mouth so you can chew it. Then your tongue pushes the food into your throat.

**Stomach**
The food moves from your throat to your stomach. Muscles in your stomach mix special juices with the food. The food becomes a thick liquid. Then the liquid moves from your stomach to other parts of your body.

**Review**
1. Vocabulary What does your digestive system do?
2. How do your teeth help you eat?
3. Write about what your tongue does.

**Teacher Tip**
The Digestive System Tell children that the long tube from the mouth to the stomach is called the esophagus. After food leaves the stomach, it goes into the small intestine, where nutrients pass through the walls of the small intestine into blood vessels. Any food that isn’t absorbed passes through the large intestine and out of the body.

**Science**
How the Body Takes In Food
To help children visualize how food is absorbed, or taken in, by the body, do the following activity. Cut off a small piece from the bottom of a celery stalk. Then put the stalk into a clear glass of water. Add a few drops of blue or red food coloring to the water. Wait a few days for the celery to absorb the food coloring. Then draw the comparison between the way the celery absorbs food coloring and the way the body absorbs food.

**2. TEACH**

**Interpret Visuals—Diagrams**
Direct attention to the diagram of the digestive system on page 10. Explain that this system includes body parts, located in various places, that work together to break down food into substances the body needs.

**Discuss**
Explain that digestion begins in the mouth. Talk about the functions of the teeth and tongue. Discuss the importance of chewing food well to make it easier to swallow and to prevent choking. Then have children read these pages. What does your stomach do when you eat? Muscles in my stomach mix special juices with the food so that the food becomes a thick liquid.

**Critical Thinking** Why do you need energy? Energy gives my body the power I need to do everything—walk, breathe, play, learn, study, and so on.

**When Minutes Count**
Transparency 9: The Digestive System can be used to present material in this lesson. Interactive Transparencies available on CD-ROM.

**Sequence**
On page 10, have children use their fingers to trace the path that food travels from the mouth to the stomach. Ask children to describe what happens to food in the mouth and in the stomach.

**3. WRAP UP**

**Review**
1. My digestive system helps my body use food to get energy.
2. My teeth bite and chew food.
3. My tongue pushes the food around my mouth so I can chew it. My tongue also pushes the food into my throat.
LESSON 4
Pages 12-15

Objectives
► Identify the parts of the respiratory and circulatory systems.
► Describe the functions of the respiratory and circulatory systems.

When Minutes Count . . .
Complete the Quick Study, Lesson 4, Activity Book pp. 1-2 (shown on p. 5).

Program Resources
► Activity Book pp. 1-2
► Transparencies 10-11

Vocabulary
respiratory system p. 12,
lungs p. 13,
circulatory system p. 14,
heart p. 14, blood vessels p. 14

Daily Fitness Tip
Tell children that they should never touch someone else’s blood. Make sure they understand that blood can carry germs that can cause illness. Explain that health-care workers, such as doctors and nurses, wear latex gloves to protect themselves when they’re helping people who are bleeding.

For more information, see Be Active! Resources for Physical Education pp. 175-176.

1. MOTIVATE
Have children place their hands on their chests. Then have them do jumping jacks. When they have begun to breathe more quickly, direct them to stop and again place their hands on their chests.

What has happened to your breathing and your heartbeat? They have both become faster.

Tell children that they’ll learn about two body systems that are connected to breathing and the heart—the respiratory and circulatory systems.

Lesson Focus
Your lungs help you breathe.
Your heart pumps blood through your body.

Vocabulary
respiratory system
lungs
circulatory system
heart
blood vessels

Respiratory and Circulatory Systems

The respiratory system is made up of the mouth, the nose, the lungs, and other parts of the body. Your respiratory system lets you breathe. Air goes in and out of your body through your mouth and nose.

12

ESL/ELL Support

LANGUAGE AND VOCABULARY Write the words diaphragm and trachea on the board. Pronounce each word, explain its meaning, and point out ph and silent g in diaphragm and ch in trachea.

Beginning Write each word on a card. Say each word, and have children repeat it. Then hold up a card. Tell children to raise their hands when they hear the word on the card, and then say a sentence containing the word.

Intermediate Write each word on a card. Have children choose a card, pronounce the word, and find the word in their textbooks.

Advanced Write sentences that contain the words diaphragm and trachea, leaving blanks where the words should appear. Read the sentences aloud with children. Then have volunteers write the missing words in the blanks and read the complete sentences.
Lungs
When you breathe in, air moves into your lungs. They fill with air and get larger. When you breathe out, air leaves your lungs and they get smaller.

Your lungs take oxygen from the air. This oxygen helps your body work.

Caring for Your Respiratory System

► Exercise enough to make you breathe harder. Breathing harder makes your lungs stronger.
► Never put anything into your nose. Air goes into and out of your body through your nose.

2. TEACH
Interpret Visuals—Diagrams
Have children identify the diagram of the respiratory system on page 12. Have children point to each part of the respiratory system as you read its name. Tell children that the diaphragm is a muscle that enables people to breathe.

Discuss
What are two ways air can enter your body? through the nose or mouth
Tell each child to put a hand on his or her chest and breathe normally. What do you feel? my chest going up and down
When air enters your lungs, what are you doing? breathing in
When air is leaving your body, what are you doing? breathing out
Ask children to describe the function of the lungs. The lungs take in oxygen that the body needs.

Interpret Visuals—Pictures
Why are there bubbles in the picture at the bottom of this page? The bubbles contain air that is coming out of the child’s lungs.

When Minutes Count...

Transparency 10: The Respiratory System can be used to present material in this lesson. Interactive Transparencies available on CD-ROM.

Music
Musical Instruments Some musical instruments are played by blowing air into them to produce sounds. Ask children if they can name any such instruments. Show pictures of clarinets, flutes, oboes, trumpets, tubas, and other instruments that require a person to blow air into them. If possible, have children from your class or from other classes demonstrate how to play the instruments and how they control their breathing to make the correct sounds.

Teacher Tip
Mysterious Yawns Some people yawn when they’re bored or tired. Studies have shown that people yawn whether the oxygen level in their blood is normal or low, refuting the speculation that yawning is triggered by a need for oxygen. Yawning and stretching both increase the heart rate and flex muscles and joints. This could make a person feel more awake. But there’s no scientific explanation for the fact that yawning seems to be contagious.
TEACH continued

Discuss
Ask a volunteer to circulate around the room. If necessary, explain that circulate means “to move around.” What do you think the circulatory system of the body does? Guide children to understand that this system causes blood to circulate throughout the body.

Show children how to find their pulses in their wrists. (Tell them not to use their thumbs when they’re feeling their pulses.) Explain that the pulses they feel are from blood being pumped through their bodies. Have children read these pages.

Interpret Visuals—Diagrams
Explain that the blood vessels shown in red in the diagram are called arteries. Most arteries carry blood filled with oxygen from the heart to other parts of the body. After the body takes the oxygen, the blood returns to the heart through blood vessels called veins, shown in blue. The presence of oxygen makes blood red; blood without oxygen gives veins their bluish color.

Critical Thinking When you look at your wrists, why does the blood in your blood vessels look blue? This blood is no longer filled with oxygen and is going back to the heart.

Health Background

Blood Blood is made up of plasma, red blood cells, white blood cells, and platelets. Plasma is the liquid part of blood, which carries chemicals such as vitamins and minerals. Red blood cells carry oxygen throughout the body and transport carbon dioxide, a waste gas, to the heart and lungs. White blood cells are part of the immune system. They fight infection by destroying harmful bacteria. Platelets help clot blood.

Source: Encyclopaedia Britannica
For more background, visit the Weblography in Teacher Resources at www.harcourtschool.com/health
Keyword Human Body

Meeting Individual Needs Leveled Activities

BELOW-LEVEL Count the Beats Tell children to take their pulses and count how many times their hearts beat in one minute. Have each child record his or her count.

ON-LEVEL Changing the Beat Tell children to take their pulses for one minute while they’re calm and rested and record the count. Then have them run in place for 15 seconds and take their pulses again. Have them compare their heart rates before and after running. Talk about why their heart rates increased after they exercised.

CHALLENGE Graph the Beats Have children take their pulses for one minute and record the count each time they do a different activity, such as sitting, walking, skipping, and doing jumping jacks. Children should do each activity for about 15 seconds before taking their pulses and should rest between activities to return their heart rates to normal. Then have them make a graph to show their heart rates after the different activities.
Heart

Your heart is always pumping. Your heartbeat is the sound of your heart pumping.

Caring for Your Circulatory System

- Exercise. Your heart muscle gets stronger when it works harder.
- Eat foods that help your blood carry oxygen. Meat and green leafy vegetables do this.

Discuss

Have children make a fist. Tell them that this is about the size of the heart. Next, direct children to put their other hand on their chests to feel their heartbeats.

Have children identify the heart and explain its function. The heart pumps blood. What is the function of the blood vessels? The blood vessels carry the blood throughout the body.

Critical Thinking Why does this lesson have a picture of a boy riding a bike? It shows one kind of exercise that's good for the heart. What other activities are good for the heart? Responses should include activities that make the heart beat faster, such as swimming, running, and jumping rope.

When Minutes Count ...

Transparency 11: The Circulatory System can be used to present material in this lesson. Interactive Transparencies available on CD-ROM.

Activity

Responsibility Iron helps carry oxygen in the blood. Have children discuss how they can eat responsibly by choosing foods, such as lean beef, lean pork, and spinach, that have a lot of iron in them.

Activity

Refuse Have children discuss the steps they can use to refuse cigarettes: say no and give a reason, such as “It's bad for my health;” say no again; and get help from a trusted adult.

3. WRAP UP

Review

1. Your heart pumps blood.
2. Air enters your body through your mouth and nose.
3. Blood carries oxygen that your body needs.
**Objectives**
- Identify the parts of the nervous system.
- Describe the functions of the nervous system.
- Explain the need to wear protective equipment when playing sports.

**When Minutes Count . . .**
Complete the Quick Study, Lesson 5, Activity Book pp. 1-2 (shown on p. 5).

**Program Resources**
- Activity Book pp. 1-2, 5
- Transparency 12

**Vocabulary**
- nervous system p. 16
- brain p. 16

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**Daily Fitness Tip**
Tell children that one of the best ways to prepare for a test is to get a good night's sleep the night before. Explain that when the brain is rested, it's easier to think clearly and answer questions quickly.

For more information, see Be Active! Resources for Physical Education pp. 141-142.

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1. **MOTIVATE**

Play a game of “Simon Says.” Use simple directions such as the following: 
- Simon says, “Raise your arms.” Simon says, “Hop.” Touch your head with your left hand. Simon says, “Smile.” Ask children to guess which body part is making their muscles move. Help children identify the brain and explain that it sends a message to the muscles that tells them to move.

**Activity**
- Responsibility Have children discuss how they can demonstrate personal responsibility by going to bed at the proper time so that they get the necessary amount of sleep.

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**ESL/ELL Support**

**COMPREHENSIBLE INPUT** Children may have difficulty with this lesson because the concepts are abstract. Give children additional opportunities to work with the concepts, using simplified language.

**Beginning** Ask children simple questions that require only yes or no answers. For example, Is your brain in your arm?

**Intermediate** Ask children questions about the text that require short answers. For example, Which part of your body gets information from your five senses? your brain Then have children repeat a complete sentence after you, such as Your brain gets information from your five senses.

**Advanced** Write on the board some simple sentences about the lesson content. Leave out an important word in each sentence. Example: Your sends out messages through your nerves. Have children copy the sentences and insert the missing words.
Brain
Your brain controls all the other parts of your body. Your brain also lets you think, remember, and have feelings.

Caring for Your Nervous System
► Wear a helmet to protect your head and brain when you ride a bike or play sports.
► Get plenty of sleep. Sleep lets your brain rest.

Review
1. Vocabulary What parts of your body make up your nervous system?
2. What are the five senses?
3. Write about three things your brain does.

Art
Safety Posters Have children make safety posters that promote wearing helmets to protect the brain from injury. Identify activities for which people should wear helmets, such as biking, skateboarding, football, hockey, and horseback riding. Then have each child make a poster of people wearing helmets as they participate in one of the activities or sports. Tell children to write a slogan or phrase on the poster, such as “Be smart! Wear a helmet.”

2. TEACH
Discuss
Explain that the adult brain weighs about three pounds and fills the space in the skull. Have children read these pages. Tell children that the spinal cord is a cylinder, or tube, of nerve tissue that runs from the base of the brain down the spine. Nerves branch out from the spinal cord to other parts of the body. Explain that messages travel to and from the brain through the spinal cord. Different parts of the brain control different parts of the body.

Interpret Visuals—Pictures
Why is the girl wearing a helmet while she plays baseball? Possible responses: when biking, skating, or playing football

When Minutes Count ...
Transparency 12: The Nervous System can be used to present material in this lesson. Interactive Transparencies available on CD-ROM.

Sequence
Have children perform a multistep task in sequence, such as finding a pencil, sharpening it, returning to their desks if necessary, and writing their names. Discuss how the nervous system helped them perform the task.

3. WRAP UP
Review
1. The nerves, spinal cord, and brain make up the nervous system.
2. The five senses are sight, hearing, touch, smell, and taste.
3. Possible responses: gets information from your five senses; controls all the other parts of your body; lets you think, remember, and have feelings.
1. MOTIVATE
Write each of the following on a separate card: swimming, biking, running, jumping rope, walking, basketball, soccer. Tell children that exercising regularly is an important goal to set. Then explain that each card has the name of a good activity for keeping their bodies fit. Ask volunteers to choose a card and act out the activity while the other children guess what it is.

2. TEACH
Discuss
Ask children whether they have set goals for themselves and what the goals were. Encourage them to discuss all types of goals, not just exercise goals—for example, reading a book each week. Have children talk about whether they met their goals.

Interpret Visuals—Pictures
Point out the picture story. Have children predict what goal the girl is setting for herself. Then have them read these pages to see if they were right.

Teacher Tip
Setting Achievable Goals
When children talk about setting health goals in the Problem Solving section, make sure the goals are reasonable and can be achieved. If a child has an unreasonable goal, such as running 20 miles a day or playing soccer for 4 hours a day, explain that such goals can’t be met because they’re too difficult and time-consuming. Guide children in making time recommendations and choosing appropriate levels of difficulty.
Work toward the goal.

4. Ask yourself how you are doing.

Lea makes a chart. Each day she swims or does chores. Then Lea marks the chart.

Lea follows her exercise plan. She thinks she is doing well. Lea knows she can reach her goal.

Problem Solving
Use the steps to solve this problem.

You want to keep your body healthy. What can you do to meet this goal? How can you keep track of what you do and how you are doing?

TEACH continued

Step 1
What’s the first thing Lea needs to do? set a goal What goal does Lea decide on? to keep her body healthy What will Lea do to reach her goal? exercise

Step 2
What’s the second thing Lea needs to do? make a plan to meet her goal

Critical Thinking Have children explain why getting help from parents and other trusted adults can be helpful when making decisions about setting health goals. Possible responses: They can help me set reasonable goals and decide how to reach them. They might have good tips and ideas.

Step 3
What does Lea use to keep track of how she’s doing? a chart

Step 4
What will Lea do? work toward her goal by following her plan

Building Good Character
Honesty Have children discuss why they need to be honest with themselves and others regarding how well they’re meeting their goals. If they pretend that they’re reaching their goals when they’re not, they won’t be able to get the help they need to meet their goals.

3. WRAP UP

Problem Solving
Responses should reflect the steps for setting goals. Children may suggest exercising or eating healthful foods to keep their bodies healthy. Children can use a diary, journal, chart, or calendar to keep track of how they’re doing.

Activity Have children work in pairs to discuss goals they would like to set and the steps they would follow for setting those goals.

Display Poster 12 to remind children of the steps for setting goals. Have children list the steps of goal setting. Have them explain the importance of setting and working toward goals.
**Math**

**Activity Tally Table**

**Objectives**
- Interpret data on a tally table.
- Make a tally table.

**Suggested Time** 20 minutes

**Hints**
- Point out that each mark on the tally table represents one child.
- Suggest that children interview classmates to find out some activities they do to stay fit. Then have children record their information in a tally table.

**Learn More** Have children ask their parents what activities they like to do to stay fit. Volunteers can share their parents' responses with the class.

**Writing**

**Ways You Are Changing**

**Objectives**
- Demonstrate an understanding of the aging process.
- Identify ways people change as they get older.

**Suggested Time** 30 minutes

**Hints**
- Help children brainstorm changes they're going through, such as growing taller or becoming able to help more at home.
- Encourage children to think about ways their needs have changed. For example, they may no longer need help choosing clothes in the morning.

**Learn More** Have children ask older relatives or adults at school how they have changed since they were children.

For writing models with examples, see *Teaching Resources* pp. 47-58. Rubrics are also provided.
Caring

Being a Good Friend

As you grow, you will make new friends. You are a good friend when you are caring toward someone. A caring friend is thoughtful and kind. There are many ways to be a caring friend. Help your friends. Think about their feelings. Share with them. Listen carefully when they speak. Care about others who are different from you. Include them in your activities. They can be your friends, too.

How are these friends showing they care about each other?

Activity

Work with a partner. Act out some ways you can be a good friend.

Building Good Character

Caring
Citizenship
Fairness
Respect
Responsibility
Honesty (Trustworthiness)

Objective
► Recognize the importance of caring by being a good friend.

Program Resources
► Poster 1

Vocabulary
caring p. 21

BEFORE READING
Discuss ways children can show that they care for family members, such as taking tissues to someone who’s sick or being quiet when someone’s sleeping.

DISCUSS
Explain to children that when they’re thoughtful and kind toward others, people are likely to be caring toward them. They should listen politely and not talk when others are speaking. It’s especially important to be caring to people who might look different from them or dress differently from the way they do.

ACTIVITY
Discuss ways friends can care for one another:
• Help a friend choose good foods to eat and exercise to stay healthy.
• Ask a classmate you usually don’t play with to play a game with you.
• Help a classmate with schoolwork.
• Be a good listener when a friend needs to talk—don’t interrupt.
• Make a get-well card, and send it to a sick friend.
• Don’t make fun of anyone... ever!

Using the Poster

Activity Suggest that small groups of children make a mural showing different ways in which friends can show they care about one another.

Display Poster 1 to remind children of ways friends can show that they care for one another. The poster can be displayed in the classroom, the school cafeteria, or another common area.

Poster 1

Caring

DO
• Help your family
• Do a good deed
• Share something to others
• Be a good listener
• Thank people when they help you
• Help people in need

DON’T
• Don’t be selfish
• Don’t hurt others
• Don’t hurt friends feelings

How do YOU show CARING?

POSTER 1

The good feeling comes by helping and being kind.

POSTER 1

The good feeling comes by helping and being kind.
Chapter Review

Pages 22-23

Use Health Words 5 pts. each
1. b
2. d
3. c
4. a

🌟 Reading Skill 20 pts.
5. baby, child, teenager
   Possible sentences:
   A baby needs a lot of care.
   A child learns to do things.
   A teenager is bigger and older than a child.

Use Life Skills 20 pts. each
6. Lea is talking with her mother to get help in making her exercise plan.
7. You can set a goal, make a plan to meet the goal, work toward the goal, and ask yourself how you're doing.

Write About It 20 pts.
8. Possible responses:
   • Wear safety gear, such as a helmet, when biking and playing sports.
   • Eat foods that help keep bones hard and strong.
   • Exercise to keep bones and muscles healthy and strong.
   • Stretch muscles before exercising.
   • Exercise and play sports that make me breathe harder. This will make my lungs and heart stronger.
   • Eat vegetables and fruit to help with digestion.
   • Get plenty of sleep to let my brain rest.

Take-Home Booklet
Distribute copies of the Take-Home Booklet. Have children fold the pages to make four-page booklets to share with their families.

Alternative
Read the Take-Home Booklet story aloud.

Supports the Coordinated School Health Program

Available online.
# Use Life Skills

Look at the picture. Then answer the questions.

### 6. What is Lea doing to help her set a goal?

### 7. How can you set and reach health goals?

### Write About It

### 8. Write a list of ways you can care for your body as you grow.

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## Formal Assessment

### ASSESSMENT GUIDE P. 19

**Your Growing Body**

Choose the best title for each list. Write the letter of the title on the line.

| a. Caring for Your Nutrition System |
| b. Caring for Your Skeletal System |
| c. Caring for Your Digestive System |

1. ____________
2. ____________
3. ____________

- For foods that help keep bones hard and strong.
- For vegetables and fruits.
- Wear a helmet and other safety gear to protect your bones when you play sports.

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### ASSESSMENT GUIDE P. 20

**Write the word that best answers the riddle.**

4. I am made up of many small bones.
   - I help you sit, stand, and walk.
   - I am also called a backbone.
   - I am your ____________
5. We pull on your bones to move them.
   - Some of us help hold you up.
   - You should stretch us before you exercise.
   - We are your ____________

**Circle the letter of the word that best completes the sentence.**

6. When you breathe in, ______ moves into your lungs.
   - a. blood
   - b. food
   - c. air
7. After you are a teenager, you will be ______.
   - a. an adult
   - b. eyes
   - c. bones
8. Your ______ lets you think, remember, and have feelings.
   - a. stomach
   - b. brain
   - c. tongue

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### ASSESSMENT GUIDE P. 21

**Write the sentence. Write them in order in the boxes.**

- Food moves to the stomach.
- Your tongue pushes food into your throat.
- Your teeth bite and chew food.

- Your teeth bite and chew food.
- Your tongue pushes food into your throat.
- Food moves to the stomach.

**10. Color the heart. Write about what it does.**

Possible response: The heart pumps blood through the blood vessels. It is always pumping. Your heartbeat is the sound of your heart pumping.