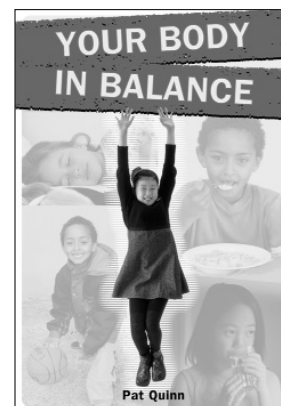


Your Body in Balance

by Pat Quinn



Book Summary

The human body needs the right balance of food, water, exercise, and sleep. This book explores why each of these things is important to stay healthy.

Features of the Book

- Figurative language – *your body in balance; an amazing machine*
- Statistics
- Fact boxes with a question-and-answer format
- Charts and a bar graph
- Specialized vocabulary – *cells, digesting, organs, muscles, nerves, blood vessels, nutrients*

Purpose

Your Body in Balance can be used to introduce and reinforce the following skills and understandings:

- S** exploring the author's use of figurative language to increase understanding;
- S** interpreting and using charts as a source of information;
- S** recognizing cause-and-effect relationships;
- S** studying the use of verbs;
- S** writing a response to the text;
- S** understanding the body's need for food, water, exercise, and sleep to stay healthy.

Investigation Tools

- What's the Background? – Some Amazing Parts, pages 4–5
- Making Connections – Oxygen, page 7
- Step-by-step – What Happens When You Eat?, pages 10–11
- Digging Deeper – A Balanced Diet, page 13
- Looking Closer – Water and You, pages 16–17
- Weighing Both Sides – Enjoying Exercise?, page 22

The Guided Reading Lesson

- S** Exploring the author's use of figurative language to increase understanding
- S** Interpreting and using charts as a source of information
- S** Understanding the body's need for food, water, exercise, and sleep to stay healthy

You may need to spend extra time familiarizing your students with the concepts and specialized vocabulary in this book. This lesson could be taken over two or more days.

Introducing the text

Write "Your Body in Balance" on the board.

- *What does this phrase mean?*
- *Close your eyes and picture something to go with this phrase. What can you see?*
- *What do you think a book with this title would be about?*

Look at the cover of the book together. Encourage the students to share their knowledge of what their body needs.

- What does the phrase “an amazing machine” make you think of?
- How do images like this help you to understand what you’re reading?

Reading and discussing the text

Ask the students to read chapter 1.

- How do you feel when you don’t get enough food, water, exercise, or sleep?

Copy the following onto chart paper:

	When you need it	How it helps you
Food		
Water		
Exercise		
Sleep		

- How does your body tell you it needs food?

Write the students’ answers in the first space on the chart. Then ask them to read chapter 2. When they have finished reading, write the students’ ideas about how food helps them on the chart.

Together, look at the chart on page 13. Compare this chart with the one that you’ve drawn, then discuss why this is a good way to present information.

Ask the students to think about the following questions as they read chapters 4 and 5:

- How does your body tell you it needs water?
- How does your body tell you it needs exercise and sleep?

Write the students’ ideas on the chart, then ask them to continue reading. When they have read each chapter, use the information in the text to complete the chart.

Look at the chart on page 27 together.

- Is this chart easy to read and understand? Why?

Discuss the benefits of using pictures on a chart.

Encourage the students to add pictures to their own chart to make it easier to understand.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Recognizing cause-and-effect relationships

Write the following sentences on separate index cards:

- You haven’t eaten enough.
- You haven’t drunk enough.
- You haven’t exercised enough.
- You haven’t slept enough.

Shuffle the cards. Each student should choose a card and think about the effects of not having enough food, water, exercise, or sleep. Encourage them to check their ideas with the text before they write the effects on another index card. Reshuffle the cards and have the students match the causes with the effects.

S Studying the use of verbs

Draw the shape of a child on a large piece of paper.


- What is a verb? (a doing word)
- What things can a healthy person do?

Brainstorm the students’ ideas and write them inside the drawing of the child. Encourage them to think of synonyms, for example, “run,” “sprint,” and “race.”

S Writing a response to the text

The students could ask a partner the following questions:

- What did you like about this book? What did you dislike?
- What would make it better?
- Which diagram or chart was the most useful? Why?
- What did you learn from reading this book?
- What was the most interesting fact that you learned from this book?
- Would you recommend it to someone else? Why?

 When the students have discussed the book, they can use the blackline master on page 85 to write a response to it.