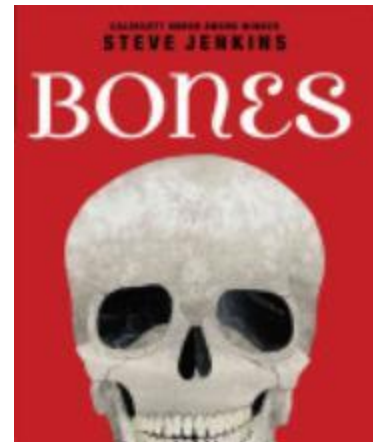
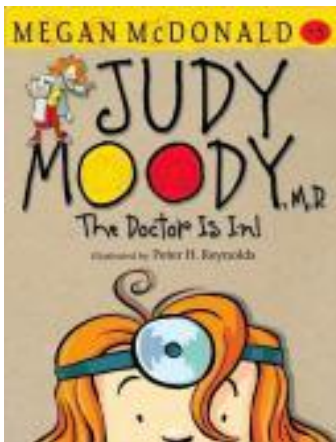


Judy Moody MD: The Doctor Is In!

*Written By: Megan McDonald and Illustrated By: Peter
Reynolds*



BONES

By: Steve Jenkins

Jennifer Mangum & Pratigya Marhatta

RE 4030 - Block II - 434

Text Selection:

***Judy Moody, M.D. The Doctor Is In!* Megan McDonald (Author) Peter H. Reynolds (Illustrator)**

Candlewick Press, Inc. (2004) [Reading level: 3.3]

***BONES* Steve Jenkins (Author and Illustrator) Scholastic Press (2010)**

This book has many qualities that caught our attention quickly. One of the best qualities is that this book is on a solid third grade level, and correlates with the third grade North Carolina Standard Course of Study. We could easily connect this book to the Science and Language Arts objectives for third grade. The bones book was also a great match as an informational text.

Judy Moody M.D. The Doctor Is In! is a great book to help capture the students attention about the amazing human body. It is a non-fiction book that will entertain the learner as well teaching them new knowledge. This is a great book for teachers who want to teach science and integrate literacy skills within the unit. We follow Judy Moody on an adventure in her third grade classroom; where we learn in room 3T about the Human body. We look at bones, internal organs, and doctors!

BONES by Steve Jenkins is a book that makes you feel like you are traveling through an actual bone exhibit. Students in this book have the opportunity to explore similarities and differences between the human skeletal system and animal skeletal system. This hits a direct goal in the North Carolina Standard Course of Study. This is a great informational text that helps support the Judy Moody Book and enhances learning for students.

We hope that from reading these books students will gain fluency in reading as well as content objectives in this grade level. As well as applying strategies and skills to help them read,

write, and comprehend texts. Students will gain an understanding of different forms of genres. Students are expected to learn and to critically think about situations through discussions and through activities that require students to think beyond just the reading. Literacy skills are a main goal that we hope to reach with our students. After finishing these books students should be able to compare and contrast the bones and know important information about the human body.

When students are able to self-select their text they are able to open new doors to learning and expanding their knowledge in topic that are being explored in class. Freedom allows students to enhance their own learning experience and study topic they are passionate about. I feel as a reader myself; the more interested I am in the topic the more likely I will enjoy the book and continue to read. There is something about falling in love with a self-selected book rather than a book you are force to read in Social Studies class.

North Carolina Standard Course of Study

Objectives(3rd Grade Language Arts and Science)

Unit Activity	Language Arts (NCSCOS)
Students will reach these objectives by completing the Word Wizards, Synonyms and Antonyms, Word Associations, Sentence Stems and Completion Ideas, Have You Ever, Making Choices , and Applause Applause	Objective 1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.
Students will reach these objectives by completing the KWL chart, Before reading activities, comprehension activities that students will complete while reading the book, and the culminating activities at the end of the book.	Objective 2.02 Interact with the text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none">• setting a purpose.• previewing the text.• making predictions.• asking questions.• locating information for specific purposes.• making connections.• using story structure and text organization to comprehend. Objective 2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none">• author's purpose.• plot.• conflict.• sequence.• resolution.• lesson and/or message.• main idea and supporting details.• cause and effect.• fact and opinion.• point of view (author and character).• author's use of figurative language (e.g., simile, metaphor, imagery).
Students will reach this	Objective 3.06

<p>objective when they are completing the Internet Workshop.</p>	<p>Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p>
<p>Students will be reaching these objectives when participating in group, whole, or partner discussions. Students will be participating in discussion director and reciprocal teaching.</p>	<p>Objective 4.02 Use oral and written language to:</p> <ul style="list-style-type: none"> • present information in a sequenced, logical manner. • discuss. • sustain conversation on a topic. • share information and ideas. • recount or narrate. • answer open-ended questions. • report information on a topic. • explain own learning. <p>Objective 4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).</p>
<p>Unit Activity</p>	<p>Science (NCSCOS)</p>
<p>Students will be obtaining this objective when they look at the <i>BONES</i> book by Steve Jenkins. This objective will also be reached in the reading of Judy Moody.</p>	<p>Objective 4.01 Identify the skeleton as a system of the human body.</p>
<p>Students will learn the three functions of bones while reading Judy Moody.</p>	<p>Objective 4.02 Describe several functions of bones:</p> <ul style="list-style-type: none"> • Support. • Protection. • Locomotion.

Multi-Text Outline

3rd Grade Language Arts/Literacy Block

Before Reading Activities

Day One: Launch the unit of the human body.

Students will walk in to find informational text on the human body. (These books can be found on the resource page.) The human body rap from iTunes will be playing to help engage students. Students will also create a KWL booklet on what they know, what they want to learn, and what they have learned about the human body. This KWL chart will be done individual and Whole Class. Students will then begin the before reading activities. Students will be assigned a letter for the Human Body ABC Books. As students read the book they will be asked to find important key words in relation to the human body unit that starts with the letter given. This will be their final assessment of culminating activity.

Day Two and Three: students will start the readings. Teacher will instruct how the next few days will work. Teacher will inform the students that they will read and work on vocabulary and comprehension for the next two days. On the third day they will have a group discussion. Teacher should inform the students that a discussion is a privilege. Students who do not complete their work will not be able to participate.

Section One: (*Judy Moody M.D. The Doctor Is In!* 1-54) students will complete a word wizard, a synonyms and antonyms, word association, and sentence stems and completion for their vocabulary activity. Students will complete a reciprocal teaching and story quilt for their 2 comprehension activities. (Students will read individually.)

Day Four: Student will get into groups and discuss. Teacher will have to model the appropriate discussion techniques.

Section One Discussion: Students will use their vocabulary and comprehension activities to lead discussion in a mini-group.

Day Five and Six:

Section 2: Students will read section two in *Judy Moody M.D. The Doctor Is In!* (55-101). Here students will complete a word wizard, 2 vocabulary activities, and two comprehension activities. The vocabulary activities are Have you ever and antonyms and synonyms. The 2 comprehension activities are a

character sketcher with Stink Moody and a Double Entry Diary. (Students will read and work individually)

Day Seven:

Section 2 Discussion: students will use their vocabulary and comprehension activities to help them in their group discussion.

Day Eight and Nine:

Section 3 Reading: (*Judy Moody M.D. The Doctor Is In!* 101-151) here students will complete a word wizard, 2 vocabulary activities, and 2 comprehension activities. The vocabulary activities for this section are a word wizard, making choices, and applause applause. The comprehension activities for this section are discussion director and Authors craft. (Students can partner read in this section; however the activities must be completed separately)

Day Ten:

Section 3 Discussion: students will use their vocabulary activities and comprehension activities to help guide them in their group discussions. (Students will start in small group but move into a whole group discussion)

Day Eleven:

Students will look at bones the book by Steve Jenkins. Teacher will have a discussion about how the human body and how it can be compared to other animals and plants. Students will be introduced to the internet workshop. Here Students will complete a Double Entry Diary. Students will also complete a Venn diagram to compare their understanding of bones and the human body.

Day Twelve and Thirteen:

Students will start and complete the internet workshop.

Day Fourteen:

Students will share their internet workshops

Day Fifteen

Students will complete their vocabulary and book tests.

Judy Moody: Before Reading Activities



K-W-L Chart

Directions: You will be completing a K-W-L on **the Human Body**. First, think about what you know and what you want to know. Write that information in the “K” and “W” section of the chart. To help you come up with information for the “K” section and questions you would like answered for the “W” section, use the following words: WHO, WHAT, WHEN, WHERE, WHY, AND HOW. Finally, after you have read the book and explored other resources, think about what you have learned. Write that information in the “L” section of the chart.

K - What I Think I Know	W – What I Want to Know	L – What I Learned

After completing your research and gaining an understanding of your topic, go back to the “K” column and see if any of the ideas you thought you knew were inaccurate. Check any of them that are inaccurate, according to your research. On the back, rewrite any of your statements that were inaccurate so that they are correct. Then go to the “L” column and begin grouping or categorizing what you have learned.

Making Inferences



What do you think the title of this book means?

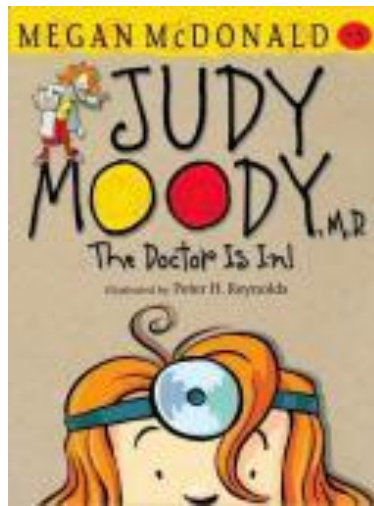


Who Is Judy Moody?



What do you think the purpose of the book is?

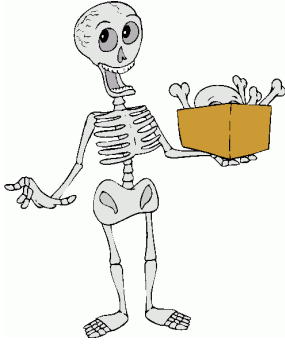
Before You Read: Look carefully at the *front* and *back* covers of *Judy Moody M.D. The Doctor Is In!* Write down your predictions about the following:



Setting (Time and Place): *When* and *where* do you think this book takes place?

Characters (The people, animals, or objects around which the action of the story is centered): Who do you believe the main characters in the book will be?

Problem(s) & Solution(s) (What goes wrong in the story and how is it solved?): What do you predict will be the most significant problems in this book? How do you believe the problems may be solved? _____



The Human Body ABC Book

As a class you are going to create a human body ABC book. You will find different words you find in your text that start with your assigned letter. The word you choose must be related to the human body and what you have learned about that word. The object of this activity is that you must find words that start with the letter that you are assigned prior to this unit. In conclusion pick one word and illustrate the word. For example if you had the letter M, you would write words down as you read that start with M.

Example.

M
Mandible (p. 14)~
another word for jaw
Microbes (p. 14)~ a
fancy word for germs
Medulla (p. 14)~ a fancy
word for brain stuff.
Medicine (p87)~ helps
cure sicknesses.

The Human Body Book

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

Judy Moody: Section 1



Word Wizard

Section 1

You are a Word Wizard. Now that you have read section 3 go back and look at the words. I want you to write your words in your Word Wizard Notebook.

Each word in your word wizard notebook should include the following:

- a. the **word and the page and paragraph** where it is located
- b. a **child-friendly definition** for the word (remember to use your context clues)
- c. **synonyms** you know (you can use the THESAURUS if you need help)
- d. any **associations/connections** you may have with that word
- e. an **illustration or sketch** of the word

After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

Section 1: Words from *Judy Moody*

<i>Incredible</i>	<i>p. 11 par. 5</i>
<i>Enthusiastic</i>	<i>p. 21 par 3</i>
<i>Wrinkly</i>	<i>p. 21 par. 2</i>
<i>Delicate</i>	<i>p. 37 par. 2</i>
<i>Conduct</i>	<i>p. 49 par. 2</i>

Synonyms and Antonyms

Directions: Look at the vocabulary word under the “word” column. Recall its definition (look back at your definition if needed). Think of other words associated with the vocabulary word and write them under the “synonym” column. Think of other words not associated with, or the opposite of, the vocabulary word and write them under the “antonym” column.

Synonym	Word	Antonym
angered; sore ; outraged	<i>indignant</i>	agreeable, good tempered; content
	<i>Incredible</i>	
	<i>Enthusiastic</i>	
	<i>Wrinkly</i>	
	<i>Conduct</i>	

Word Associations

Directions: Consider each of the words listed below. Underneath each word write any words that you believe are connected or “associated” with the given word. Explain your choices. I have provided you with an example below.

Example:

Endearment:

nickname, kind words, a mother and father, couples, a family

An Endearment is an expression of love or affection. A nice nickname and kind words are both ways in which love can be expressed through words. A mother and father, a family, and couples are some of the people who might speak endearments to one another.

1. What words might go with *incredible*? Why?
2. What words might go with *enthusiastic*? Why?
3. What words might go with *wrinkly*? Why?
4. What words might go with *delicate*? Why?
5. What words might go with *conduct*? Why?

Sentence Stems/Completion Ideas

Directions: Complete each sentence. Think about the meaning of each vocabulary word to help you create a completion that makes sense for the sentence.

1. The _____ was **incredible** to watch and almost looked magical.
2. The little girl acted **enthusiastic** when she found out that _____.
3. I look **wrinkly** when _____.
4. _____ are very **delicate** and I have to be careful.
5. Students will conduct themselves in a positive manner during _____.

Reciprocal Teaching Section 1 (pg. 1- 54)

As you engage in reciprocal teaching, each group member will complete a job: summarizer, questioner, clarifier, and predictor. While you read, you will have sticky notes to mark places that you would like to use for discussion. Below is a description of each job as well as a handout that will help you with questions about your job.

Description of Jobs

- 1) **Summarizer**- Highlight the key ideas up to this point in the reading.
- 2) **Questioner**- Pose questions about the selection:
 1. Unclear parts
 2. Puzzling information
 3. Connections to other concepts already learned
- 3) **Clarifier**- Address confusing parts and attempt to answer the questions that were just posed.
- 4) **Predictor**- Offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.

Ex. Judy Moody: The Doctor Is In! pg. 1-54

<p>Prediction: After reading this chapter, make a prediction about what the next event (s) might be in the story.</p>
<p>My Prediction:</p>
<p>Support:</p>
<p>Question 1:</p> <p>Question 2:</p> <p>Question 3:</p>
<p>Summarize: (Write a brief summary of what you read)</p>
<p>Clarify: Copy down words, phrases, or sentences in the passage that are unclear. Then explain how you clarified your understanding.</p>
<p>Words or Phrases:</p>

Story Quilt

Directions: While reading this section, many body parts have been discussed rather it is scientific explanation or in a humorous joke. You will write your selected body part (3-5 sentences) and how that body part was described in the particular section. Finally, you will add an artistic impression to your quilt square, and it will be added to the class quilt. The class quilt will be an variety of different body parts and how they were expressed in the story.

Example (from the 1st section):

Word: Mandible: another word for jaw

Quote: Pg. 20

"Judy Moody dropped her *mandible!* And her Grouchy pencil."

Judy Moody: Section 2



DOUBLE ENTRY DIARY: Section 2

Directions: In your book I want you to find quotes, passages, pictures, or anything that stood out to you. Tell me what it is, where you found it, and what it means to you. Below are guidelines on creating you Double Entry Diary (DED).

<i>Significant passage copied from the text; include page and paragraph #.</i>	<i>Connections or reactions to recorded statement</i>
<i>1. Quote</i>	<i>Reaction (How you feel about the quote)</i>
<i>2. Quote</i>	<i>Connection (Self, Text, World)</i>
<i>3. Quote/Picture</i>	<i>Inference (What you think it means)</i>
<i>4. Quote</i>	<i>Question</i>
<i>5. Prediction</i>	<i>What Really Happened (You will complete this after you know)</i>
<i>6. Question you have or something you don't understand</i>	<i>Answer or possible answer</i>
<i>7. Fact</i>	<i>Your Opinion</i>
<i>8. Effect (What happened?)</i>	<i>Cause (Why did it happen?)</i>
<i>9. Author's Craft (Simile, metaphor, personification)</i>	<i>Explanation of what it means and how it adds importance to the passage</i>

For section three you will be reading in Judy Moody, M.D. The Doctor Is In! Start on page 55 and read until you hit page 101. You only have to create three entries.

Here are some things to consider when reading these pages:

- Judy and Stinks relationship*
- Figurative language (how does the author use simile and metaphors? How about personification? Onomatopoeia?)*
- Being sick*
- Going to the doctors*
- Presenting reports (show-n-tell and Presentation/Biographies)*

Double Entry Diary (DED) Judy Moody Section 2

<i>From the book (words, quotes, passages). Please include the page and paragraph.</i>	<i>What it means to me...</i>
<i>From the book (words, quotes, passages). Please include the page and paragraph.</i>	<i>What it means to me...</i>
<i>From the book (words, quotes, passages). Please include the page and paragraph.</i>	<i>What it means to me...</i>

Character Sketcher- Stink Moody

Your job as **Character Sketcher** is to identify a character's actions (traits) and explain or prove these traits, identify the character's goal (which is what the character wants to do or accomplish), identify the problem and solution in the reading, and complete an artistic impression of the character. You need to be aware that the character traits you will choose will be *implied* character traits. In other words, they are not directly stated in the passage. The traits are listed below.

When you begin artistically representing your character, try to use any physical descriptions from the text to help you. Your "**artistic impression**" of the character will probably be on a separate piece of paper. The next page gives you an example of how your paper may look with the character's information.

Your job as Character Sketcher is to think carefully about **Stink Moody** as you read. As you are reading, think about the way he interacts with other characters and how his character is important to the story. **Think about the following traits as you read Chapters 6-9. LOCATE 3 PASSAGES THAT REVEAL 3 OF THESE TRAITS IN STINK MOODY. Complete the Character Sketcher.**

Impolite	Harsh	Anxious	Worried
Stingy	Vindictive	Ruthless	Can you think of your own trait?

1. (*Trait*) _____ p. _____ par. _____
(*Explanation or proof of trait*)

2. (*Trait*) _____ p. _____ par. _____
(*Explanation or proof of trait*)

Character's *Goal*: _____'s goal is to

Problem: _____'s problem is

Solution or Possible Solution:

Word Wizard

Section 2

You are a Word Wizard. Now that you have read section 3 go back and look at the words. I want you to write your words in your Word Wizard Notebook.

Each word in your word wizard notebook should include the following:

- a. the **word and the page and paragraph** where it is located
- b. a **child-friendly definition** for the word (remember to use your context clues)
- c. **synonyms** you know (you can use the THESAURUS if you need help)
- d. any **associations/connections** you may have with that word
- e. an **illustration or sketch** of the word

After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

Section 2 Words from *Judy Moody*

<i>Crumpled</i>	<i>p.58 par. 1</i>
<i>Prescribed</i>	<i>p. 75 par. 2</i>
<i>Shriveled</i>	<i>p. 77 par. 3</i>
<i>Petrified</i>	<i>p. 78 par. 5</i>
<i>Fascinating</i>	<i>p. 87 par. 3</i>
<i>Mocked</i>	<i>p. 90 par. 4th stanza</i>

Vocabulary Activities Section 2 Judy Moody

Synonyms and Antonyms

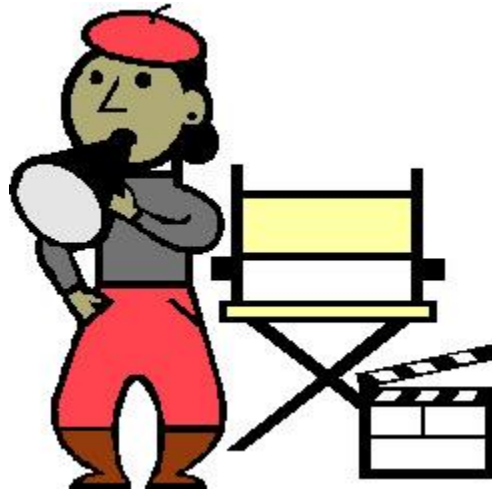
Directions: Look at the vocabulary word under the “word” column. Recall its definition (look back at your definition if needed). Think of other words associated with the vocabulary word and write them under the “synonym” column. Think of other words not associated with, or the opposite of, the vocabulary word and write them under the “antonym” column. Examples have been provided!

<i>Synonym</i>	<i>Word</i>	<i>Antonym</i>
<i>Made fun of, teased, and ridiculed</i>	<i>Mocked</i>	
	<i>Shriveled</i>	
	<i>Petrified</i>	
	<i>Fascinating</i>	<i>Dull, glooms, and boring</i>
	<i>Prescribed</i>	
	<i>Crumpled</i>	

Judy Moody: Section 3



Discussion Director Section 3 (pp. 102-151)



Directions: Your job is to involve the students in your group by thinking and talking about the section of the book you have just read. You are going to ask questions that really help the students in your group think about the reading. Your questions should require students to discuss their interpretations of the text and connect background experience and knowledge with the text. You want all students involved in the discussion and talking about issues that come up during the reading.

Your job as the Discussion Director is to come up with **five (5) thinking questions**. You really want to make your group **THINK** about the readings. You are trying to make sure everyone in your group understands or comprehends the reading. It is very important that you ask your group critical thinking questions and **NOT** easy, right- there, in-the-book questions. You want the members of you group to stop, think, look back at the text, and synthesize and interpret what they have read. Remember you may wish to begin your questions with the following words/phrases:

Who?, What?, Where?, When?, Why?, How?,

If _____ then _____ ?

You need to write down the following:

1. the **questions**
2. your **answers** to your questions
3. **the page numbers** where the students can reference the text to justify their responses to your questions

You may want to think about the following characters, places, and ideas when developing your questions:

- ❖ **Judy's friends**
- ❖ **Stink**
- ❖ **Judy's Parents**
- ❖ **Judy's Opinions on missing school**
- ❖ **Paws for healing**
- ❖ **The human body**

Examples of a few good thinking questions:

1. Judy's friends played a mean trick, how does that affect Judy? What will happen that makes the situation worse? Can they make it up to her?
2. Why is school important? Is it better to stay at home? What about the BRAT diet?

Your Turn! This is what your paper should look like:

Question: _____

Answer: _____

Page and Par. #: _____

Author's Craft: Figurative Language

Similes, Metaphors, Personification, Hyperbole, Onomatopoeia, and Idioms.

(Section 3)

Directions: In section 3 of Judy Moody the author, Megan McDonald, uses lots of figurative language. Find three examples in the book where the author is using figurative language.

<i>Page and quote</i>	<i>Figurative language and Why</i>
<i>Example:</i> <i>Pg. 124 "A pill the size of Nebraska"</i>	<i>Example:</i> <i>Metaphor: Because it compares two things not using like or as.</i>

Word Wizard

Section 3

You are a Word Wizard. Now that you have read section 3 go back and look at the words. I want you to write your words in your Word Wizard Notebook.

Each word in your word wizard notebook should include the following:

- f. the **word and the page and paragraph** where it is located
- g. a **child-friendly definition** for the word (remember to use your context clues)
- h. **synonyms** you know (you can use the *THESAURUS* if you need help)
- i. any **associations/connections** you may have with that word
- j. an **illustration or sketch** of the word

After you discuss the word, you may be asked to write a sentence using 4 or more of the following: *who, what, where, when, why or how.*

Section 3 Words from *Judy Moody*

<i>Extinct</i>	<i>p. 105 par. 1</i>
<i>Grouchy</i>	<i>p. 113 par. 3</i>
<i>Lousier</i>	<i>p. 125 par. 7</i>
<i>Quarantine</i>	<i>p. 131 par. 3</i>
<i>Squirmed</i>	<i>p. 147 par. 2</i>

Vocabulary Activities Section 3 Judy Moody

Making Choices

Directions: Tell whether each item or scenario is a description of the vocabulary word given. If so, say the word. If not, don't say anything.

1) If any of the situations I describe might be extinct, say "**that/they is/are extinct.**" If not, don't say anything.

- There is a Mammoth in your backyard
- There is no more candy
- Dinosaurs are roaming around
- Doing chores

2) If any of the situations I say exhibit a grouchy behavior, say "**Grouchy.**" If not, don't say anything.

- A child gives a sarcastic answer to every question asked of him
- Your brother barges into your room without knocking
- A friend offers you candy
- You overhear a conversation and you boldly offer your opinion even when the people weren't talking to you

3) If any of the things I say could be Lousy, say "**Lousier.**" If not, don't say anything.

- No school
- Going to the dentist
- A scary storm
- Watching your favorite movie

4) If any of the things I say might get you quarantined, then say "**quarantined.**" If not, don't say anything.

- Being sick and contagious
- Passing out candy
- Failing a test
- Doing something bad

5) If any of the situations I describe may cause you to squirm, say "**Squirmed.**" If not, don't say anything.

- you are chosen as the student of the week
- Failing a class
- Taking a nap
- Going shopping

Applause! Applause!



Directions: Applause a lot if you feel like the statement applies to you. Applause a little if you think the statement somewhat applies to you. And don't applaud at all if the statement does not relate to you.



Clap to show how much you would like homework to be extinct.

Clap to show how much you would like dessert to be extinct.



Clap to show how much you like to be called grouchy



Clap to show if you feel like losing spring break is lousy.

Clap to show if you someone said you are lousier than poo.

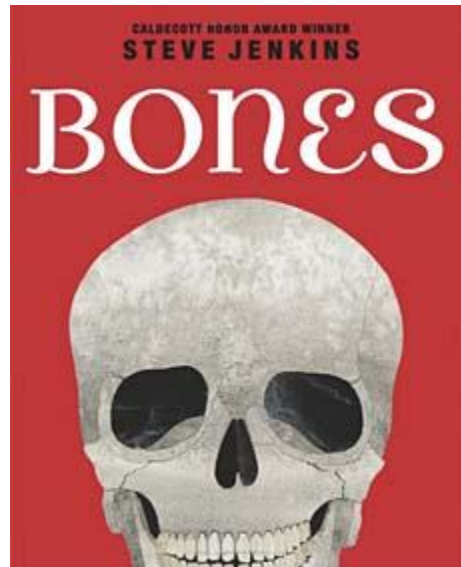


Clap to show that you are glad to be quarantined form school; because you faked being sick to get out of a test.



Clap to show if you like being called out because you squirmed in your seat.

BONES: Section 4



DOUBLE ENTRY DIARY: Section 4

Directions: In your book I want you to find quotes, passages, pictures, or anything that stood out to you. Tell me what it is, where you found it, and what it means to you. Below are guidelines on creating you Double Entry Diary (DED).

Significant passage copied from the text; include page and paragraph #.	Connections or reactions to recorded statement
10. Quote	Reaction (How you feel about the quote)
11. Quote	Connection (Self, Text, World)
12. Quote/Picture	Inference (What you think it means)
13. Quote	Question
14. Prediction	What Really Happened (You will complete this after you know)
15. Question you have or something you don't understand	Answer or possible answer
16. Fact	Your Opinion
17. Effect (What happened?)	Cause (Why did it happen?)
18. Author's Craft (Simile, metaphor, personification)	Explanation of what it means and how it adds importance to the passage

For section four you will be reading in *Bones*. You only have to create three entries.

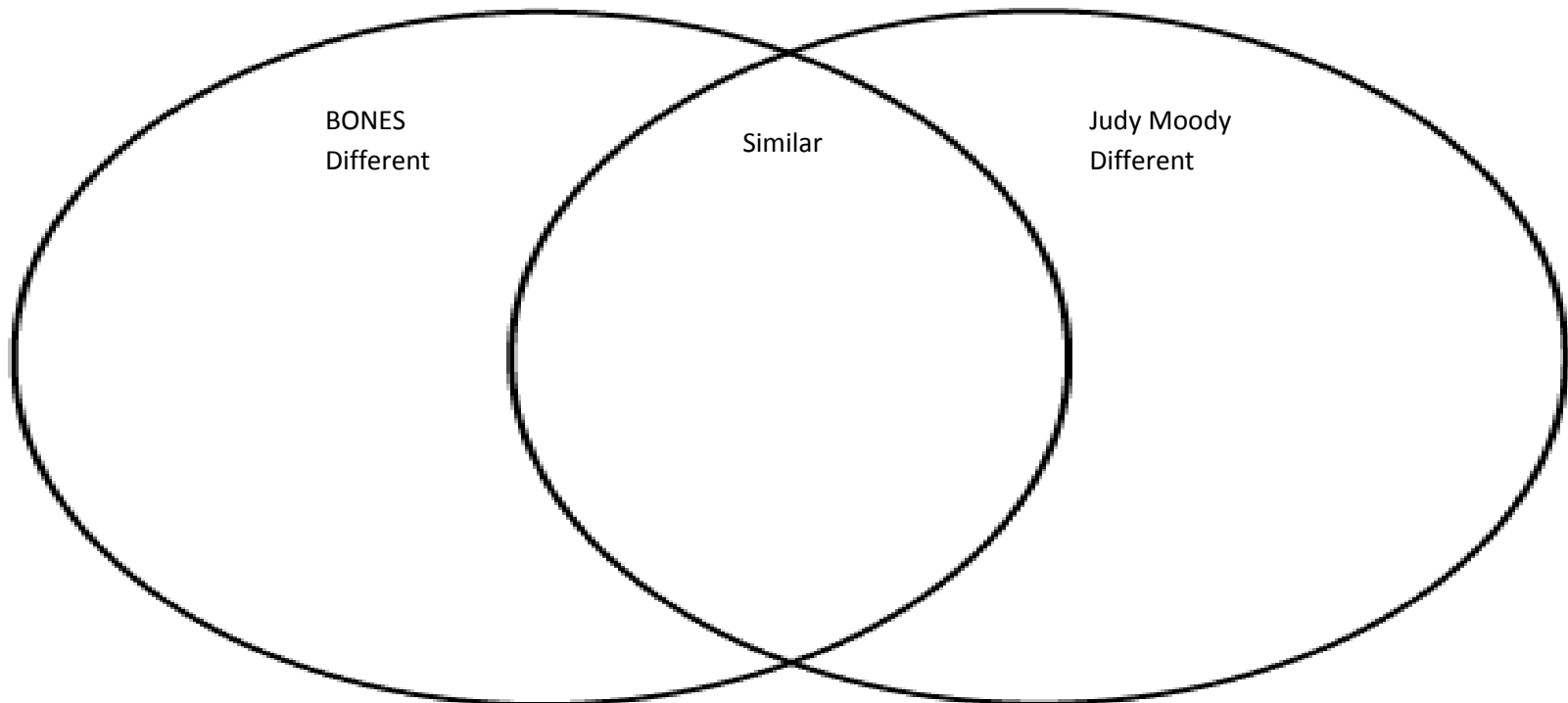
Here are some things to consider when reading these pages:

- How are human bones different from other mammal bones?
- What cool facts did you learn about bones?
- What did you notice in the pictures?

From the book (words, quotes, passages). Please include the page and paragraph.	What it means to me...
From the book (words, quotes, passages). Please include the page and paragraph.	What it means to me...
From the book (words, quotes, passages). Please include the page and paragraph.	<i>What it means to me...</i>

Venn Diagram

Directions: Compare what you learned about bones from the BONES book to what you learned in Judy Moody. What was similar and what was different.



Human Body Internet Workshop

Let's Explore the Human Body! As you are researching the Polar Bear, please write down the answers to the questions below.

**Click here to watch the video on the human body!!!

<http://video.nationalgeographic.com/video/player/science/health-human-body-sci/human-body/human-body-sci.html>

1. How many quarts do our lungs suck in each minute while we exercise?

2. About how many muscles keep us moving while we exercise?

3. How many cells are we made up of?

4. What do several organs working together create?

5. How many major organ systems do we have? List 5.

- a.
- b.
- c.
- d.
- e.

6. What systems supplies energy?

7. What is our strongest muscle in the body?

8. How long is our small intestine?

9. What make up the nervous system?

Now click here to EXPLORE these websites!

http://www.kidsbiology.com/human_biology/skeletal-system2.php

1. Your body is made up of what four types of bones?

2. How many bones does a new born baby have?

3. About how many bones do you have as an adult?

4. Where are nearly half the bones in your body found?

****Click next when you scroll to the bottom on the screen**

1. What is one important chemical that helps build strong bones?

Now click here to EXPLORE these websites

<http://library.thinkquest.org/5777/tour.htm>

**** Choose Skeletal**

****Click Spine and answer the questions below**

1. What is another word for spine?

2. What are vertebrae made of?

3. What keeps the vertebrae's from rubbing together?

4. How many vertebrae's are in our spine?

****Click back to the Welcome Page**

****Click inside the bone**

1. What is a fully bone made up of?

2. What are the two types of bone?

3. How are those two types of bones different?

4. What is bone marrow?

Resources that will enhance Human Body Knowledge:

Title	Author	Illustrator	Copyright	Publisher	Summary
The Magic School Bus: The Search of the Missing Bones	Eva Moore	Ted Enik	Copyright 1999	Scholastic Inc, The Magic School Bus	This is a scientific fiction, chapter book. Mrs. Frizzle takes her class on a field trip to search for the missing bones. Throughout the book you learn about the skeleton and how it works!
Skeletons! Skeletons!	Katy Hall	Paige Billin-Fry	Copyright 1991	Scholastic, Inc.	This is a short picture book. This book introduces different body parts and how our bones work. This book also compares human skeletons to animal skeletons.
The Skeleton Inside You	Philip Balestrino	True Kelly	Copyright 1971	Thomas Y. Crowell Junior Books	This is picture book that introduces the human skeletal system, explaining how the 206 bones of the skeleton join together, how they grow, how they help make blood, what happens when they break, and how they mend.
What's Inside Me? My Bones and Muscles	Dana Meachen Rau	Dana Meachen Rau	Copyright 2005	Benchmark Books	This picture book is about how our bones and muscles work when we are active and introduces different bones throughout the body.
You Have Healthy Bones	Susan DerKazarian	Susan DerKazarian	Copyright 2005	Scholastic Inc.	This is a book of simple text and colorful photos. This story book helps young readers learn about how bones grow and protect internal Organs and how to take care of their bodies.
How Your Body Words: A Good Look Inside Your Insides	David Stewart	Carolyn Franklin	Copyright 2008	Scholastic Inc	This is a short story picture book where you can take your tour from head to toe of your body and how it works.
Muscles: Our Muscular System	Seymour Simon	Seymour Simon	Copyright 1998	Morrow Junior Books	This book describes the nature and work of our muscles, the different kinds, and the effects of exercise and other activities on them.
FIRST: Human Body Encyclopedia	Richard Walker	Alan Hancock, Guy Smith, Gina Suter	Copyright 1999	KINGFISHER	This is an illustrated introduction to the different parts of the human body and how they work.

Rubric for *Judy Moody M.D. The Doctor Is In!* And *BONES*

Activity / Criteria	Points earned/ possible points
Before Reading Activities <ul style="list-style-type: none"> • KWL Chart is complete • Making Inferences Worksheet is complete <ul style="list-style-type: none"> ○ Setting ○ Characters ○ Problems ○ Solutions 	<p style="text-align: right;">__ / 15</p>
The Human Body ABC Book <ul style="list-style-type: none"> • Human Body related words (That start with your letter) • Consistently looked for words throughout the book • Student's illustration of word is accurate 	<p style="text-align: right;">__ / 25</p>
Vocabulary for Section One <ul style="list-style-type: none"> • Word wizard is complete • Synonyms and antonyms are accurate • Word association are accurate • Sentence stems and completion ideas are complete 	<p style="text-align: right;">__ / 10</p>
Comprehension Activities for Section One <ul style="list-style-type: none"> • Reciprocal Teaching is thorough and detailed. Shows details from the book. • Story quilt is completed with significant examples of body parts. 	<p style="text-align: right;">__ / 10</p>
Vocabulary for Section Two <ul style="list-style-type: none"> • Word Wizard is complete • Have you ever is creative with complete sentences • Synonyms and antonyms are complete and accurate 	<p style="text-align: right;">__ / 10</p>
Comprehension Activities for Section Two <ul style="list-style-type: none"> • Double Entry Diary is complete • Character Sketcher is relevant and shows understanding of the character. 	<p style="text-align: right;">__ / 10</p>
Vocabulary for Section Three <ul style="list-style-type: none"> • Word wizard is complete • Participated in making choices activity • Participates in Applause! Applause! 	<p style="text-align: right;">__ / 10</p>
Comprehension Activities for Section Three <ul style="list-style-type: none"> • Participates with thoughtful and knowledgeable conversation 	<p style="text-align: right;">__ / 10</p>

<ul style="list-style-type: none">• <i>Author Craft</i> is completed with accurate examples of figurative language	
Activities for <i>BONES</i> Book <ul style="list-style-type: none">• Double Entry Diary is complete• Venn Diagram is accurate and has detailed examples	___ / 10
Human Body Internet Workshop <ul style="list-style-type: none">• Answers question by exploring websites• General concepts are understood• Is complete	___ / 25
Total =	___ / 135