

Summary

This book explains the digestive process and the physical adaptations in humans and animals to suit their diet.

Guided Reading Level	Lexile Level	100th word	Total Word Count
P	675	down pg.8	673

Standards:

Common Core Language Arts

- Ask and answer questions to demonstrate understanding of a text
- Describe the relationship between a series of ideas or concepts
- Use text features and search tools

Science

- Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival, and reproduction

Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary	
Order a sequence of steps in a process Create and use informational text features	Summarizing information Using graphic features Determining important supporting details	Locating known and unknown words Self-monitoring and self-correcting Reading text features	abdomen acid canines carnassials crop cud intestine	nutrients pancreas saliva

Lesson

1. Warm up for reading – Students read familiar books independently.
2. Introduction of **Eating and the Digestive System** - Introduce **Eating and the Digestive System** by looking at the cover photo and starting a discussion about what students know about the digestive system.
Suggested questions to facilitate introductory conversation:
 - Look at the illustration on the cover and the title of the book. What do you think this book is going to be about?
 - Do you know what happens to your food after you eat it? Tell me what you think.
 - What parts of the body are involved in the digestive system?
3. Skimming and Scanning **Eating and the Digestive System** – Use this time to introduce or review your lesson focus strategies and/or skills.
Suggested skimming and scanning prompts:
 - Look at the glossary. Are there words in the glossary that are unfamiliar to you? Which ones?
 - Look at the Table of Contents. What do you think we'll read about in the chapter, Meat Eaters?
 - Take a minute and look at the pictures. Can you explain what is happening in any of them?
 - Point out captions and any other text features. Ask students how these might support their learning.
4. Reading **Eating and the Digestive System** – Students read independently or with a partner.

5. After reading **Eating and the Digestive System** – Open the conversation with a question that relates to the comprehension strategy of determining important supporting details. After a brief conversation about the contents of the book move to questions that support your lesson focus.
Suggested after reading content connection questions:
 - Why do you think the author wrote this book?
 - Explain parts of the digestive system. What role does each play?
 - The stomach has two important jobs. What are two details to support this statement?
 - Why do stomachs growl?
 - Digestive systems have adaptations to perfectly suit every diet need. Provide some details to support this statement.
 Suggested after reading lesson focus prompts:
 - I noticed (student's name) using (reading strategy) while you were reading. Did it help with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)
 - What text features helped you? Tell us about it.
 - Were you aware when you did not understand a piece of the text?
 - How did self-monitoring help you? Did you find yourself having to reread parts of the text to gain more understanding?
 - What specific parts did you find hard to understand?
6. After Reading Application for **Eating and the Digestive System** – Have students complete the reproducible on Sharing Facts.

EXTENSION ACTIVITY - Eating and the Digestive System Draw, Label, and Share Facts

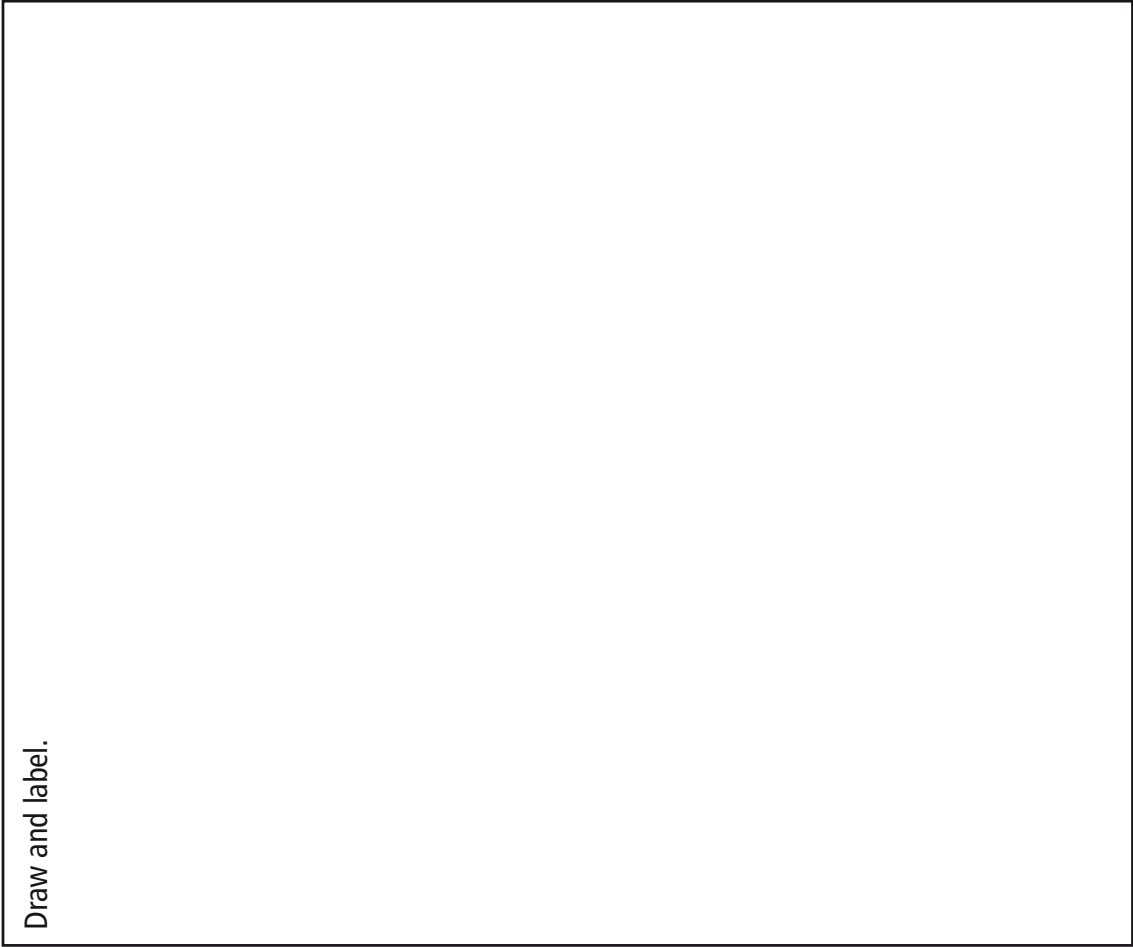
Name: _____

Date: _____

Eating and the Digestive System

Directions: Draw a picture of something you learned about in the book. Label all of its parts. Then write five "Did you know..." facts about your object.

Draw and label.



Did you know... _____

Did you know... _____

Did you know... _____

Did you know... _____

Did you know... _____

