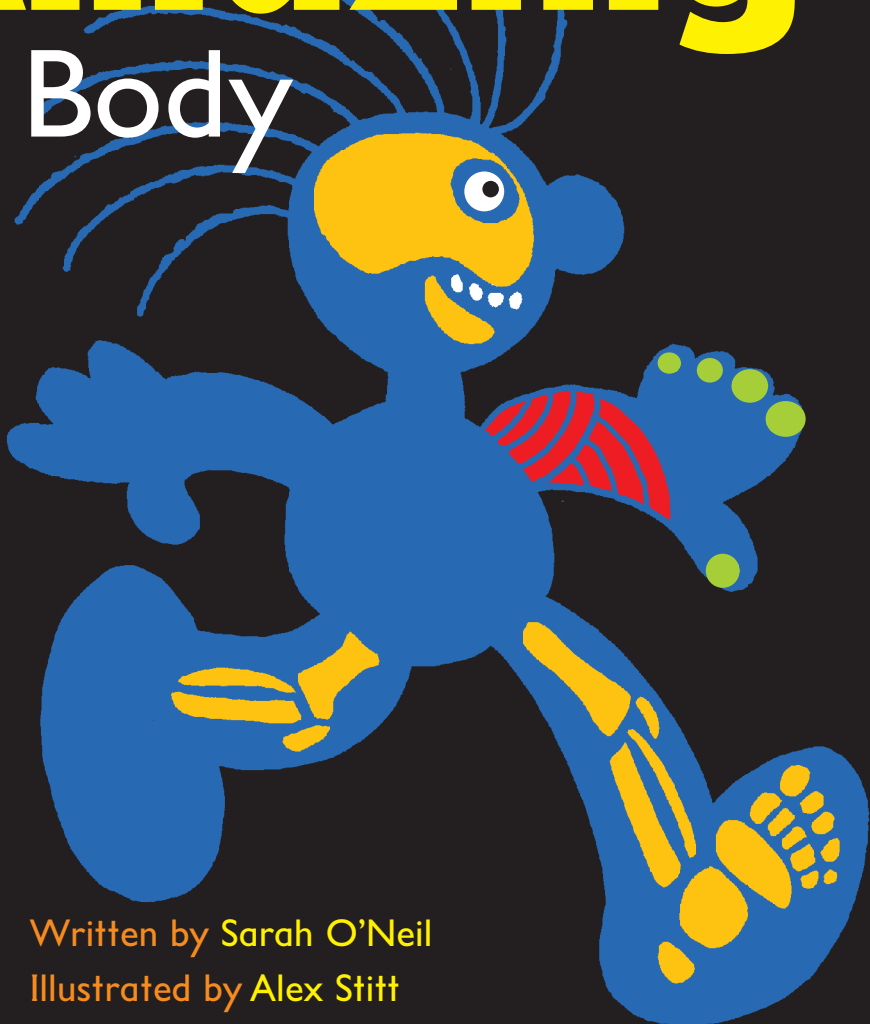


Teacher Edition



alphakids

# Your **Amazing** Body



Written by Sarah O'Neil

Illustrated by Alex Stitt

Published edition  
© Eleanor Curtain  
Publishing 2004

First published 2004

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Developed by  
Eleanor Curtain Publishing  
Text: Nicole Di Marco  
Consultant: Susan Hill  
Designed by  
Alexander Stitt  
Production by  
Publishing Solutions

Printed in China

ISBN 0 7253 3416 9

1 2 3 4 5 6 7 8 9  
04 05 06

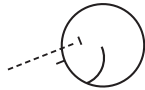
## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- A contents page is provided.
- Diagrams, labels and pointers are used.
- Amazing facts are featured in fact boxes.
- Humorous illustrations support and extend the text.

## Vocabulary

adult, amazing, bone, centimetres, connected, hair, human, kilograms, metres, muscles, nails, protect, sheds, skeleton, skin, teeth

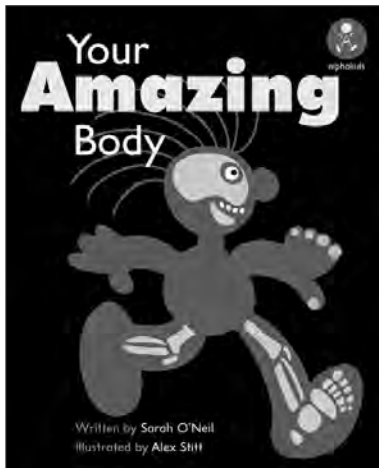
## Setting the context

Discuss different parts of the body with the children.

*What is a skeleton? What does it do? Where is it? What are muscles? What do they do? What does your skin do?*

## Introducing the book

*This book is about different parts of your body. It includes some amazing facts.*



## Front cover

*Look at the front cover. What is unusual about the picture? Why would a person be drawn like this? What parts of the body might this book investigate?*



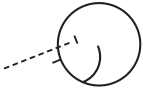
## Title page

Read the title together.  
*What does 'amazing' mean?*  
Point out the names of the author and illustrator.



## **Talkthrough**

*This is the contents page. The contents page lists the chapters in the book and the page on which each chapter begins. Do we need to read the book from cover to cover or can we just read the sections we want to?*



## **Observe and support**

*Can the children use information in the illustrations and text to understand new vocabulary?  
What is a skeleton? What helped you to work that out?*

Contents

**Skeleton** 4

**Muscles** 6

**Skin** 8

**Hair** 10

**Teeth** 12

**Nails** 14

**The  
human  
body** 16

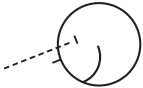




## **Talkthrough**

*Where is your skeleton? What is it made up of?*

*Have a look at the 'That's amazing!' fact box. What interesting facts about the skeleton does it tell you?*



## **Observe and support**

*Can the children locate what the book tells them?*

*What is the biggest bone in your body? How do you know?*

*What is the smallest bone? Show me where it tells you this.*

# Skeleton

You have a skeleton inside your body.

It is made up of bones.

You have more than 200 bones.

## That's amazing!

The biggest bone is in your leg.

The smallest bone is in your ear.



4



# Skeleton

5

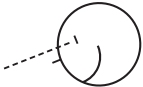


## **Talkthrough**

*What is this section called?*

*Can you flex your arm and show me your muscles? Your muscles help you to move and lift things.*

*What amazing facts about muscles are contained in the fact box?*



## **Observe and support**

*Can the children use their knowledge of letter-sound relationships to support their reading?*

*If a child cannot read a word, ask the following questions:*

*What letter does that word start with? What sound might it make?*

*What sound does it end with?*

*What would make sense here?*



# Muscles



6

# Muscles

Muscles are connected to your skeleton. They help you to move and to lift things.



7



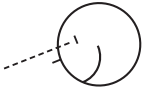
## **Talkthrough**

*Show me where your skin is on your body.*

*What do you think skin keeps out of your body?*

*What does it mean to 'shed' your skin? Is two kilograms a lot of skin?*

*Did you know that dust could be made up of skin? That is amazing!*



## **Observe and support**

*Do the children read the text fluently?*

*I liked the way you read that. It sounded like talking and was easy for me to understand.*

# Skin

Your body is covered in skin.  
Skin keeps dirt, heat and light  
out of your body.

Each person sheds about  
two kilograms of skin a year.  
You grow a new skin  
every two weeks.

## **That's amazing!**

Most dust  
in your house  
is made up of skin.



8

# Skin



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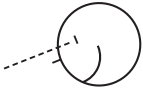


### **Talkthrough**

*Does the hair on your head grow all the time? How much does it grow each year?*

*What amazing fact is in the fact box?*

*Is eight metres very long? Let's get the metre ruler and check.*



### **Observe and support**

*Can the children understand the inferences in the text?*

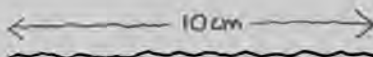
*Would having hair eight metres long be a good or bad thing?*

*Why?*

# Hair



The hair on your head grows all the time. It grows about ten centimetres a year.



## That's amazing!

The person with the longest hair on record lives in India. His hair is almost eight metres long.



# Hair

10

11

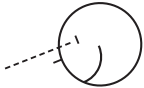


## **Talkthrough**

*What do you use teeth for?*

*Why do adults have more teeth than children?*

*Have you still got your baby teeth? What did it feel like when they fell out?*



## **Observe and support**

Do the children use a range of cues – visual, structural and contextual – when they experience difficulty? Are they relying heavily on just one source of information? At the point of difficulty, ask questions that prompt them to use the cues they are overlooking.

*Try that again. What would sound right (or look right or make sense)?*

# Teeth

Teeth grow inside your mouth.  
You use your teeth to chew food.



12



# Teeth



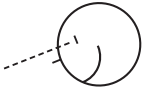
13



### **Talkthrough**

*Nails grow on the ends of your hands and feet. What do they protect?*

*What amazing facts do you now know about nails?*



### **Observe and support**

*Can the children infer meaning from the text?*

*Why do the nails on your right hand grow faster if you are right-handed?*



# Nails



Nails grow on the ends  
of your hands and feet.  
They protect your fingers and toes.

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## **That's amazing!**

Fingernails grow  
four times faster  
than toenails.  
If you are right-handed,  
your nails grow faster  
on your right hand.



# Nails

15



## Talkthrough

What does 'human' mean? What do the labels show us? Why has the author written 'You have an amazing body'?



## After reading

### Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions:

*How many teeth do you have? Do all people have this many teeth?*

*How much does your hair grow each year?*

*Could everyone grow his or her hair as long as the man in India? Why or why not?*

*Why is the largest muscle in your leg and the smallest in your head?*

## Being a code breaker

Explore the following language features:

- High-frequency words: a, about, all, and, are, every, have, I, in, is, it, made, most, of, on, out, than, the, these, they, to, up, when, with, you, your
- Hearing sounds: the children could be asked to listen for words in the book that end with the /s/ sound: bones, centimetres, ends, fingers, fingernails, grows, hands, kilograms, metres, muscles, nails, sheds, things, times, toenails, toes, weeks.
- Other conventions: diagrams, labels, pointers, fact boxes.

## Being a text user

Refer to the text when discussing these questions:

*What kind of book is this? How do you know?*

*What kind of information is provided in the fact boxes? How is this different from the other information?*

*What information is included in the illustrations?*

## Being a text critic

*What did the author need to know to write this book?*

*What has she included? What has she left out?*


## Assessment


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Can the children:

- point out a label and explain what its purpose is?
- understand the inferences in the text; for example, ‘How many teeth will you have when you are an adult?’

## Responding to text

 The children could work in cooperative groups to create a role-play about the human body. Each child could be a part of the body and tell the audience about what this part does and an amazing fact about it.

 The children could make models of some of the amazing facts in the book. They could be displayed with ‘Did you know?’ statements.

 The children could make a body dictionary, creating definitions of the different parts of the body and putting the entries into alphabetical order.

## Writing

The children could use the information in the book to make a poster about the human body. Encourage them to use labels and pointers.



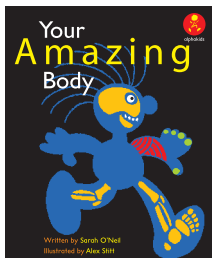
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Human body

**Curriculum Link:** Science/ Health and Physical Education

**Text type:** Explanation

**Reading level:** 11

**Word count:** 117

**High-frequency words:** a, about, all, and, are, every, have, I, in, is, it, made, most, of, on, out, than, the, these, they, to, up, when, with, you, your

**Vocabulary:** adult, amazing, bone, centimetres, connected, hair, human, kilograms, metres, muscles, nails, protect, sheds, skeleton, skin, teeth

### Possible literacy focus

Understanding the features and purpose of diagrams and labels.

Drawing inferences from the information presented in the text.

### Summary

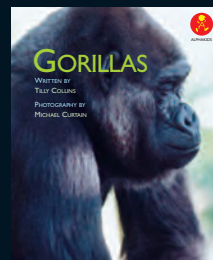
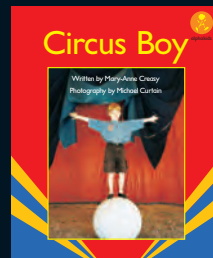
This book provides information about different parts of the human body.

ISBN 0-7253-3416-9



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## Other books at this level



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