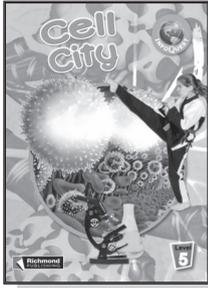


Student Book Notes—*Cell City*



Synopsis

Cell City explores the nature and functions of human cells. The book highlights the main structures in the body and contains a series of useful tips to help keep the body healthy.

Vocabulary Development

bacteria, carbohydrate, enzyme, intestine, melanin, mineral, nutrient, organ, pigment, tissue, vertebrae, vitamin

Challenges in the Text

technical vocabulary

Cross-Curricular Connections

health; physical education

Learning Outcomes

Students will:

1. be able to state the main functions of a cell.
2. display an understanding of the role of the nervous system.
3. explain how the lungs work.

For Independent Readers

Provide these questions before students read the text:

- What are cells, and how many of them do we have in our bodies?
- What different actions do cells do?
- Why do we usually feel pain when we injure ourselves?
- Why are there different skin colors?

Visual Elements

Students have the opportunity to:

1. gain information from a variety of diagrams and photographs.
2. view cross-sectional and cutaway diagrams.
3. read and interpret a diagram with labels.

Purposes for Reading

Possible choices include:

1. to learn about the major types of cells in the human body.
2. to learn how we can keep ourselves healthy.
3. to learn how the major organs of the body function.

Critical Thinking

Students have the opportunity to:

1. summarize information about how the brain functions.
2. form generalizations about the relative importance of the five senses.
3. locate and record important information in the form of a chart.

Special Features

- Read “Try This!” and find out how to improve your fitness.
- Who invented the first hair conditioner? Check out “Fast Facts” to find out.
- See if Kyle can get fit for a sports day. Read about his efforts in “My Diary.”

Guiding Learning

Before Reading

Invite students to help list what they know about cells. Prompt with questions such as *What are cells? What different kinds are there? What does each kind of cell do?*

During Reading

Key text to guide:

Pages 4–5: Share read these pages. Discuss the different kinds of cells and their functions. Highlight the “Health Tip” and tell students to watch for these throughout the rest of the book.

Pages 6–11: If possible, have students read independently to the end of page 11 after you first pose the following questions: *Why is learning early in life very important? What is the function of the spinal cord? How does the sense of taste work?* When students have finished, discuss their responses to these questions. Ask, *Which of the five senses do you think is the most important?*

Pages 12–15: Have students read these pages. Help them interpret each of the diagrams. Discuss the way bones and muscles work together to enable us to move. Help students understand that some bones, such as the rib cage and skull, are present to protect vital organs.

Pages 16–19: Say, *Our heart and lungs are two very important organs. Read to the end of page 19 and find out how they work and how we can take care of them.* (Share read with students needing support.) Discuss the health tips and how each of these organs functions.

Pages 20–25: Share read pages 20 and 21. Ensure that students understand the diagram and how skin color is determined. Have students finish reading this section. Discuss the reasons many adults no longer have all their teeth.

Pages 26–27: Share read these pages, helping students understand how the digestive system works. Discuss the food pyramid and then invite students to think about their own eating habits.

Pages 28–29: Have students read these pages and then ask, *Why do you think training got much easier for Kyle?*

After Reading

Responding: Have students review what they have learned from reading *Cell City*. Then have students look at the diagram on page 4 and state the purpose of each type of cell.

Thinking Activity Master 3

Cell City Chart: Locating and Recording Important Information

Demonstrate how to use the contents page and index to locate the required information. Read through the activity with students and then have them complete the worksheet.

Cell City Chart

Name _____ Date _____

Use what you've read to summarize important information.

Part of the Body	Function	Keeping Healthy
Teeth	Chewing and grinding food for digestion	Brush and floss teeth at least twice a day.
Bones		
Heart		
Lungs		
Skin		
Muscles		
Brain		

Nonfiction Assessment Record

Book Title: *Cell City*

Student _____ Date _____

<p>Say, <i>Read pages 4 and 5 silently.</i> Ask, <i>What is the main function of a cell?</i></p>	<p>Did the student understand that cells turn nutrients into energy? (Learning Outcome 1) <input type="checkbox"/></p>
<p>Ask, <i>Can you name at least four different types of cells?</i></p>	<p>Did the student use the information from the diagram? (Purpose for Reading 1) <input type="checkbox"/></p>
<p>Say, <i>Read pages 6 and 7 silently.</i> Ask, <i>Why do brain cells need to be connected to one another?</i></p>	<p>Did the student indicate that “paths” are needed in order for the brain to function? (Critical Thinking 1) <input type="checkbox"/></p>
<p>Say, <i>Read pages 8 and 9 silently.</i> Ask, <i>What is the main function of the nervous system?</i></p>	<p>Did the student understand the role of moving messages to and from the brain? (Learning Outcome 2) <input type="checkbox"/></p>
<p>Say, <i>Read pages 10 and 11 silently.</i> Ask, <i>Which sense do you think is the most important? Why?</i></p>	<p>Could the student articulate and justify an opinion? (Critical Thinking 2) <input type="checkbox"/></p>
<p>Say, <i>Read pages 16 through 19 silently.</i> Ask, <i>Why do children’s hearts beat faster than those of adults?</i></p>	<p>Did the student understand that children are using more energy to grow? (Purpose for Reading 3) <input type="checkbox"/></p>
<p>Ask, <i>What do the lungs do with the air we breathe?</i></p>	<p>Could the student recall the correct information? (Learning Outcome 3) <input type="checkbox"/></p>
<p>Ask, <i>Can you recall three “Health Tips” you have read in this book?</i></p>	<p>Could the student recall at least three tips presented in the text? (Purpose for Reading 2) <input type="checkbox"/></p>