

LESSON TITLE: ***How to be Smart from the Inside Out!***
(Part of the National Accelerated Reader Program)

GLE Text and Benchmarks:

GLE # Mathematics

10	(PK-CM-G3) (G-3-E) Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind).
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GLE # English Language Arts

04	(PK-LL-L4) (ELA-1-E1) Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books.
06	(PK-LL-R4) (ELA-1-E4) Relate pictures to characters.
09	(PK-LL-S3) (PK-LL-R4) (ELA-1-E5) Answer simple questions about a story read aloud.
23	(PK-LL-S1) (ELA-4-E2) Repeat an instruction given orally.
24	(PK-LL-L2) (ELA-4-E2) Follow one- and two-step verbal and nonverbal directions.
29	(PK-LL-S1) (PK-SE-C1) (ELA-4-E7) Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time.
09	(ELA-1-E5) Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student.
10	(ELA-1-E5) Answer questions about the important characters, setting, and events of a story.
22d	(ELA-7-E1) Demonstrate understanding of information in texts using a variety of strategies by resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds.
21c	(ELA-7-E4) Apply basic reasoning skills: connecting what is learned to real-life situations.
11	(ELA-1-E6) Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses.
08	(ELA-1-E6) Connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written responses.
37	(ELA-4-E5) Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact.

GLE # Science

19	(PK-CS-L1) (LS-E-A3) Identify parts of the body and how they move.
27	(LS-E-A6) Determine which foods are superior for developing a healthy body.
29	(LS-E-A3) Describe basic functions of parts of the body (e.g., lungs, heart, bones, muscles).
34	(LS-E-A1) Describe what the human body needs to grow and be healthy.
42	(LS-E-A6) Describe the relationship between eating habits and maintaining a healthy body.

Grade Level: Suggested 1-5

Delivery Mode: Classroom

Time Allotted: 30 minutes

Of Participants: Class size; 10-30

Life Skill: Complex physiology with easy to understand analogies and disease prevention

Character Focus: Self-Responsibility, Decision-making, and Moderation

Integrated Curriculum Concepts:

- Language Arts: Active Listening, Sharing Experiences and Information, Responding
- Science: Human Anatomy and Physiology
- Social Studies: Developing self-help skills

Key Concepts:

- Importance of physical activity
- Making healthy food choices
- Drinking plenty of water to keep organs healthy

What you need for the Lesson:

- *How to be Smart from the Inside Out!*
- *How to be Smart from the Inside Out!* Companion Activity Book (*Optional*)

Learning/Follow up Activity:

- *How to be Smart from the Inside Out!* Companion Book Activities (*Optional*)

Getting Ready:

- Read and familiarize yourself with the book and lesson plan.

Note to Helper:

- The more animated you make the story and the more genuine your reaction is to how “smart” the students are, the more engaged the students will be.
- Depending on group size, you may wish to have them gather around in a reading area as you read aloud and show illustrations.

Lesson Plan:

What you Say:	What you Do:	What Participants Do:
Today, I am going to introduce you to some characters that live inside of you...they are the Organwise Guys. They want you to learn how to take care of them so you can live a healthy life. Listen carefully because I am going to be asking you some questions about the book when we are done reading it.	Start reading book (with ENTHUSIASM!) Prepare to approach the parts in the book where the kids will interact.	Sit quietly and listen until interactive parts of book. Respond and participate as told by the teacher reading.
Once you have completed the book, ask... Can you name all of the Organwise Guys? (ANSWER: Hardy Heart, Sir Rebrum, Calci M. Bone, Windy the Lungs, the Kidney Brothers, Pepto the Stomach, Madame Muscle, Luigi Liver, Peter Pancreas, and Peri Stolic, the Intestine.)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

What are the 4 Organwise Guys Club rules? (ANSWER: Eat a low-fat diet, Eat a high-fiber diet, Drink lots of water, and Exercise regularly)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Let's say these rules together. I am going to say them first and then we will say them together: LOW-FAT, HIGH-FIBER, WATER, EXERCISE	Say the 4 main words and then say them again along with the students a few times.	Recite the 4 main words in the Organwise Guys club rules.
There is a good and bad type of this in your body. Does anyone remember what Hardy said this was? (ANSWER: Cholesterol)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What are some high-fiber foods? (ANSWER: apples, oranges, grapes, corn, peas, salads, brown rice, wheat bread and raisin bran are some examples)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Who are your Organwise Guys counting on to make healthy choices? (YOU!) Say it again! Who are they counting on?	Encourage all students to answer together.	Respond and answer questions. (ME/US—either one)

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