



Skeletons

A Little Background

Skeletons introduces the framework of bones that supports the human body. The book opens with background on bones and joints and concludes with a discussion on broken bones. Major bones in the body are highlighted throughout the book with descriptions, illustrations, and photographs.

Guided Reading Level: N/O

Lexile: 760

Word Count: 1,121

Vocabulary

- **Content Words:** ball-and-socket joints, bladder, brittle, carpals, cartilage, cast, cell, compound fracture, femur, fracture, hairline fracture, hinge joints, immune system, joint, marrow, metacarpals, metatarsals, nervous tissue, osteoporosis, pelvis, phalanges, pivot joints, red blood cells, ribs, skull, spinal cord, spine, sternum, stress fracture, tarsals, vertebrae, white blood cells, X-ray

Before Reading

- Ask students to look at the back cover of the book. Read the synopsis aloud. Ask students to share what they know about the important bones in their body, how bones move, or how they grow. Then offer students practice using the Table of Contents by asking questions such as the following:
On what page will you learn about bones?
On which page will you learn about the skull?
- Explain that the skeleton is the framework of bones in the body. Ask students to imagine what their bodies would be like without a skeleton.
- Ask students if anyone has broken a bone. Encourage them to share experiences with the class.

Jump Start (ELL & Struggling Readers)

Preteach content words. Introduce the words by arranging them in categories such as shown below.

Bones	Other Body Parts	Joints*
carpals	bladder	ball-and-socket joints
femur	cartilage	hinge joints
metacarpals	cell	pivot joints
metatarsals	immune system	
pelvis	marrow	
phalanges	nervous tissue	
ribs	red blood cells	
skull	white blood cells	
spine		
sternum		
tarsals		
vertebrae		

* *Joints* is a content word. Clarify its meaning for students before using the categories.

After Reading Comprehension

- Work with students to create a job description for the skeleton. Prompt students to contribute ideas by asking them to think about what the skeleton does for a body.
- Play a game of Simon Says with bones and joints. Use directions such as “Simon says to point to your rib cage” or “Simon says to point to the ball-and-socket joint in your hip.”

Word Study

- *Double Up.* Review consonants and vowels. Then write the word *brittle* on the board. Use the glossary in the book to review the meaning of the word. Then draw attention to the double consonant pattern.

Explain to students that several of the important words in *Skeletons* have double consonant patterns. They should find these words on the reproducible and underline the double consonants.

Double Up

Several of the body parts discussed in *Skeletons* have double consonant patterns. Circle the words in the list below that have double consonants. Then underline the double consonants in each word.

ball-and-socket joints

knee joint

bladder

phalanges

bone marrow

skull

collarbone

spine

foot

wrist

Choose two of the words that you circled. Write them in a sentence that shows you understand what the word means.

1. _____

2. _____

Give Yourself a Hand

Trace one of your hands in the box. Use the picture on page 16 of *Skeletons* to help you draw in the bones in your hand. Color in the areas where there are joints. Then answer the questions below.



1. What are three things you can do with your hands?

2. Do all of the joints in your hands move the same way?
Why or why not?

Objective Test

Directions: Match each word and its meaning.

- | | |
|-------------------|--|
| _____ 1. fracture | a. line of bones down the back;
backbone |
| _____ 2. spine | b. cage of bones in the chest and back |
| _____ 3. joint | c. break in a bone |
| _____ 4. ribs | d. place where bones meet |
| _____ 5. skeleton | e. firm framework of bones that
supports the body |

Directions: Choose the best answer.

- | | |
|---|--|
| 6. Babies are born with _____ bones than adults have.
a. more
b. fewer
c. the same number of | 9. The joints in your shoulder work like
a. a ball and socket.
b. hinges.
c. the joints in the spine. |
| 7. As adults age,
a. their bones get weaker.
b. they build new bones.
c. they lose bones. | 10. Which part of your body has no bones?
a. nose
b. ear
c. neck |
| 8. White blood cells in your bones protect you from
a. broken bones.
b. illness.
c. blood in your bones. | |