

Here's What You'll Get in the The Brain: All about Our Nervous System and More! Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

The Brain: All about Our Nervous System and More!
By: Seymour Simon
Grade Level: 4 / Guided Reading Level: R

Asking Questions

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

Summary

Did you know that your brain can do more jobs than the most powerful computers in the world? **The Brain: All about Our Nervous System and More!** is a nonfiction text filled with interesting facts and colorful photographs to help you learn more about this amazing organ. This informative book covers many topics related to the brain and nervous system including the structure, how signals are sent through the body, and how the body can respond to messages. In addition to the detailed text, there are real-life photographs, illustrations, and captions to help explain the technical information.

Link to What You Know

- What do you wonder about the brain?
- Why is the brain important?

Important Words to Know and Understand

Cerebrum – The part of the brain where you form your thoughts

Cranium – The set of bones that protect your brain (your skull)

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt where they job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

Asking questions after reading will help you decide whether or not you understand what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

The Brain: All about Our Nervous System and More!
By: Seymour Simon
Grade Level: 4 / Guided Reading Level: R

Asking Questions

3
Asking Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions will bring you further.
- Stop from time to time. Ask yourself if you've found the answers to your questions.

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 5 – This page tells about nerves, dendrites, and axons. Is there anything on this page that you find confusing? What question can you ask to clear up your confusion?

Page 11 – What fact do you find most interesting on this page? What question can you ask to learn more about that fact?

Page 17 – What questions do you have about the cerebrum? Will the answer to your question help you as a reader? Why or why not?

Page 22 – This page tells about the brain stem. What is one question you have about the brain stem? Where can you go to answer your question?

Page 24 – Look at the photograph of the spinal cord on this page. What are you wondering about this photo?

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy **The Brain: All about Our Nervous System and More!**

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the questioning work you did while reading **The Brain: All about Our Nervous System and More!** Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **The Brain: All about Our Nervous System and More!** (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

The Brain: All about Our Nervous System and More!
By: Seymour Simon
Grade Level: 4 / Guided Reading Level: R

1
Determining Importance

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3
Determining Importance While Reading

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 – Which is more important: a neuron or a glial cell? Why? What information do you need to answer this question?

Page 7 – This page tells about the part of the brain. Name one part of the brain.

Page 11 – This page tells about the part of the brain. Name one part of the brain.

Page 17 – This page tells about the part of the brain. Name one part of the brain.

Page 22 – This page tells about the part of the brain. Name one part of the brain.

Page 24 – This page tells about the part of the brain. Name one part of the brain.

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think – How did you determine what was important in the text? How did you know what to do when you got confused?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the determining importance work you did while reading **The Brain: All about Our Nervous System and More!** Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **The Brain: All about Our Nervous System and More!** (Remember to include examples from the book!)

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The Brain: All about Our Nervous System and More!
By: Seymour Simon
Grade Level: 4 / Guided Reading Level: R

3
Synthesizing

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3
Synthesizing While Reading

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 – What new information do you learn about the brain or why it is important?

Page 7 and 10 – Look at the diagram on this page. How does the diagram help you understand the brain?

Page 11 – How does the information about the brain's hemisphere help you understand the brain's hemisphere?

Page 17 – How does the information about the brain's hemisphere help you understand the brain's hemisphere?

Page 22 – How does the information about the brain's hemisphere help you understand the brain's hemisphere?

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think – How did you synthesize information from the text? How did you know what to do when you got confused?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the synthesizing work you did while reading **The Brain: All about Our Nervous System and More!** Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **The Brain: All about Our Nervous System and More!** (Remember to include examples from the book!)

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Determining Importance

Synthesizing

The Brain: All about Our Nervous System and More!
By: Seymour Simon
Grade Level: 4 / Guided Reading Level: R

1
Retelling and Summarizing

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3
Retell and Summarize While Reading

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 – How do we use nerve cells? What information do you need to answer this question?

Page 7 – This page tells about the part of the brain. Name one part of the brain.

Page 11 – This page tells about the part of the brain. Name one part of the brain.

Page 17 – This page tells about the part of the brain. Name one part of the brain.

Page 22 – This page tells about the part of the brain. Name one part of the brain.

Page 24 – This page tells about the part of the brain. Name one part of the brain.

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think – How did you retell and summarize the text? How did you know what to do when you got confused?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the retelling and summarizing work you did while reading **The Brain: All about Our Nervous System and More!** Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **The Brain: All about Our Nervous System and More!** (Remember to include examples from the book!)

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The Brain: All about Our Nervous System and More!
By: Seymour Simon
Grade Level: 4 / Guided Reading Level: R

1
Understanding Text Structure

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3
Understand Text Structure While Reading

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 – How does the author describe the brain? What does the author describe?

Page 7 – How does the author describe the brain? What does the author describe?

Page 11 – How does the author describe the brain? What does the author describe?

Page 17 – How does the author describe the brain? What does the author describe?

Page 22 – How does the author describe the brain? What does the author describe?

Page 24 – How does the author describe the brain? What does the author describe?

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think – How did you understand the text structure? How did you know what to do when you got confused?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the understanding text structure work you did while reading **The Brain: All about Our Nervous System and More!** Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **The Brain: All about Our Nervous System and More!** (Remember to include examples from the book!)

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Retelling and Summarizing

Understanding Text Structure

Your Turn to Practice Retelling and Summarizing with The Brain: All about Our Nervous System and More!

How do you use nerve cells?

Page 1: This page tells about the part of the brain. Name one part of the brain.

Pages 7 and 10: This page tells about the part of the brain. Name one part of the brain.

Page 11: This page tells about the part of the brain. Name one part of the brain.

Page 17: This page tells about the part of the brain. Name one part of the brain.

Page 22: This page tells about the part of the brain. Name one part of the brain.

Page 24: This page tells about the part of the brain. Name one part of the brain.

Your Turn to Practice Synthesizing with The Brain: All about Our Nervous System and More!

How do you synthesize information from the text?

Page 4: What new information do you learn about the brain or why it is important?

Page 7 and 10: Look at the diagram on this page. How does the diagram help you understand the brain?

Page 11: How does the information about the brain's hemisphere help you understand the brain's hemisphere?

Page 17: How does the information about the brain's hemisphere help you understand the brain's hemisphere?

Page 22: How does the information about the brain's hemisphere help you understand the brain's hemisphere?

Your Turn to Practice Determining Importance with The Brain: All about Our Nervous System and More!

How do you determine what is important in the text?

Page 4: Which is more important: a neuron or a glial cell? Why? What information do you need to answer this question?

Page 7: This page tells about the part of the brain. Name one part of the brain.

Page 11: This page tells about the part of the brain. Name one part of the brain.

Page 17: This page tells about the part of the brain. Name one part of the brain.

Page 22: This page tells about the part of the brain. Name one part of the brain.

Page 24: This page tells about the part of the brain. Name one part of the brain.

Your Turn to Practice Asking Questions with The Brain: All about Our Nervous System and More!

How do you ask questions while reading?

Page 5: This page tells about nerves, dendrites, and axons. Is there anything on this page that you find confusing? What question can you ask to clear up your confusion?

Page 11: What fact do you find most interesting on this page? What question can you ask to learn more about that fact?

Page 17: What questions do you have about the cerebrum? Will the answer to your question help you as a reader? Why or why not?

Page 22: This page tells about the brain stem. What is one question you have about the brain stem? Where can you go to answer your question?

Page 24: Look at the photograph of the spinal cord on this page. What are you wondering about this photo?

Your Turn to Practice Understanding Text Structure with The Brain: All about Our Nervous System and More!

How do you understand the text structure?

Page 4: How does the author describe the brain? What does the author describe?

Page 7: How does the author describe the brain? What does the author describe?

Page 11: How does the author describe the brain? What does the author describe?

Page 17: How does the author describe the brain? What does the author describe?

Page 22: How does the author describe the brain? What does the author describe?

Page 24: How does the author describe the brain? What does the author describe?

Name: _____ ©BookPages.com

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
 1. Answer each of the questions.
 2. Circle all of the details.
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:
 1. Answer each of the questions.
 2. Circle all of the details.
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Asking Questions

Title: _____

Question/Sentence Starters

I wonder...	Why don't I...	How does...
I am confused when...	Can you tell me about...	Can you tell me why...

Question Answer

Question Answer

Question Answer

Question Answer

Directions:
 1. Answer each of the questions.
 2. Circle all of the details.
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure Was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

Text Structures You Might See While Reading

Description	Sequence	Compare and Contrast	Problem and Solution	Cause and Effect
-------------	----------	----------------------	----------------------	------------------

Directions:
 1. Answer each of the questions.
 2. Circle all of the details.
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Synthesizing

Title: _____

As I fell was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	How I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:
 1. Answer each of the questions.
 2. Circle all of the details.
 3. Glue, tape, or staple into your reader's notebook.

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Synthesizing

Vocabulary Connections Resources

Important Words to Know and Understand in The Brain: All about Our Nervous System and More! Word List

Vocabulary Connections

The Brain: All about Our Nervous System and More!
By: Seymour Simon
Grade Level: 4 / Guided Reading Level: R

Important Words to Know and Understand in The Brain: All about Our Nervous System and More!

Brain Stem
The part of your brain that controls many things your body does without you thinking about them, like breathing, swallowing, and keeping your heart beating.

Cerebrum
The part of the brain where you form your thoughts.

Cranium
The set of bones that protect your brain (your skull).

Hemisphere
A symmetrical half of a sphere.

Nerves
Thin bands (or strings) that contain billions of neurons. Nerves connect your entire body together.

Neuron
Nerve cells that send messages back and forth from your brain to your body.

Reflex
Quick, simple response that works through the brain stem.

Stimulus
Something that makes a nerve cell fire off a message called a response.

Vocabulary Word List | @BookPages.com

Vocabulary Connections

The Brain: All about Our Nervous System and More!
By: Seymour Simon
Grade Level: 4 / Guided Reading Level: R

Brain Stem	Cerebrum	Cranium
Hemisphere	Nerves	Neuron

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

The Brain: All about Our Nervous System and More!
By: Seymour Simon
Grade Level: 4 / Guided Reading Level: R

Brain Stem	Cerebrum	Cranium
The part of your brain that controls many things your body does without you thinking about them, like breathing, swallowing, and keeping your heart beating.	The part of the brain where you form your thoughts.	The set of bones that protect your brain (your skull).
Hemisphere	Nerves	Neuron
A symmetrical half of a sphere.	Thin bands (or strings) that contain billions of neurons. Nerves connect your entire body together.	Nerve cells that send messages back and forth from your brain to your body.

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

The Brain: All about Our Nervous System and More!
By: Seymour Simon
Grade Level: 4 / Guided Reading Level: R

Brain Stem is a/an noun/verb adverb/adjective Definition of Brain Stem: Brain Stem looks like this: Brain Stem reminds me of:	Cerebrum is a/an noun/verb adverb/adjective Definition of Cerebrum: Cerebrum looks like this: Cerebrum reminds me of:	Cranium is a/an noun/verb adverb/adjective Definition of Cranium: Cranium looks like this: Cranium reminds me of:
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Interactive Vocabulary Notebook Cards | @BookPages.com

Interactive Vocabulary Notebook Cards

Word Games with Words from The Brain: All about Our Nervous System and More!

Directions: Read each clue below. Choose the correct vocabulary word and write the word in the puzzle.

Across

1. A symmetrical half of a sphere.
2. The set of bones that protect your brain.

Down

1. Largest portion of the brain.
2. A nerve cell that receives and sends electrical signals over long distances within the body.
3. It makes a nerve cell fire off a message called a response.

Directions: Graph the number of syllables in each of the words below.

CEREBRUM					
CRANIUM					
NERVES					
REFLEX					
	1	2	3	4	5
	Number of Syllables				

Word Bank: CEREBRUM, CRANIUM, HEMISPHERE, NEURON, STIMULUS

Key with Words from Nervous System and More!
Directions: Write the correct vocabulary word and number in the blank.

Word Bank: CEREBRUM, CRANIUM, HEMISPHERE, NEURON, STIMULUS

Word Games and Answer Key

Vocabulary Connections

The Brain: All about Our Nervous System and More!
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A new word that I learned in this book is: _____

if I like... _____

if I don't like... _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | @BookPages.com

Personalized Vocabulary Bookmark

Vocabulary Connections

Directions:
1. Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word: _____

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Vocabulary Connections

Directions:
1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | @BookPages.com

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book



The Brain: All about Our Nervous System and More!
By: Seymour Simon
Grade Level: 4 / Guided Reading Level: R

Word Work

Instructional Focus:
Affixes (Latin & Greek Prefixes and Suffixes)

Background:
Understanding of Greek and Latin prefixes and suffixes can help students comprehend the building blocks of a word.

Examples:

Materials and Prep:

- A Copy of Simon
- Chart paper
- "Brainburst"
- Timer
- Dictionary
- Scissors
- Optional--
- Optional--

Step 1: Introduce the Focus of Word Work

Introduce Latin & Greek Prefixes and Suffixes

- Explain to students that many of our English words come from the Latin and Greek languages. Therefore, it is an important strategy to learn what these prefixes and suffixes mean. Once we have learned a number of these, we can decode the words we read that share the same affixes.
- Make a table with six columns and ten rows on your chart paper or interactive whiteboard.
- Label the columns, Prefix, Meaning and Suffix, Meaning.
- Write the word, 'replay' on the board.
- Underline the prefix, 're'.
- Explain to students that 'replay' means to 'play again', and because they know this, they can transfer that knowledge to an unknown 'new' word that they might come across in their reading.
- For example, write 'relocation' on the board.
- Explain that this word has a prefix and a suffix. Underline the prefix 're' once and the suffix 'tion' twice.
- Draw attention to the word 'locate' in the middle. This is the root word.
- Explain that 'locate' means 'to find the exact place of.' To determine the meaning of 'relocation', we add this definition to the meaning of 're' (again) and the meaning of 'tion' (act or process).
- We can figure out that the meaning of 'relocation' is related to the process of finding another place. [Example: The movers will help with the family's relocation from New York to Texas.]

Sample Anchor Chart

Prefix	Meaning	Suffix	Meaning
re-	again	-er	one who
dis-	opposite	-ed	turned to
tri-	three	-ous	possessing the quality of
under-	under	-ing	act or process

Step 2: Connect Word Work to Reading

Latin & Greek Prefixes and Suffixes in the Text

- Explain that authors add prefixes and suffixes to a root (or base) word to enhance comprehension.
- Read the first paragraph on **page 7** aloud to students.
- Ask students to look at the word "messenger".
- Ask for volunteers to define the root word, "message." (They should say something like, "a note or letter.")
- Add the suffix "er" to the chart.
- Explain that this suffix means "one who."
- Ask students to think of a verb to explain what someone could do with a message. (They may say something like "write or deliver.") Therefore, "messenger" means "one who delivers messages."
- Ask the students how understanding this suffix could help them comprehend the meaning of another word that ends in the same suffix.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan



Independent Practice Page

Prefixes and Suffixes
Word Work Practice Page

Directions:
Underline the prefix or suffix in each word. What is the root word? Based on the prefix or suffix, what do you think the word means?

Word	Root Word	Word Definition
1. disapprove	_____	_____
2. celebration	_____	_____
3. misspell	_____	_____
4. nonstop	_____	_____
5. preview	_____	_____
6. cheerful	_____	_____
7. unfair	_____	_____
8. walked	_____	_____
9. impatient	_____	_____
10. eater	_____	_____
11. underwater	_____	_____
12. smartest	_____	_____
13. deactivate	_____	_____
14. actor	_____	_____

Name: _____ Independent Word Work Practice | @BookPagez.com

List of words in the book that match the instructional focus



Interactive Activity

The Brain: All about Our Nervous System and More!
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Grade Level: 4 / Guided Reading Level: R

Word Work

Step 2: Connect Word Work to Reading (continued)

Extend Engagement

Word Tree

- Draw a tree on your chart or SMART board.
- Write a prefix or suffix under the tree.
- Ask students to create words using the prefix or suffix.
- Add their responses to the tree's branches.
- Choose another prefix or suffix and create new words.

Latin & Greek Prefixes and Suffixes in the Text

- Tell students that the book you are reading today has lots of examples of words with prefixes and suffixes.
- Ask them to listen for prefixes and suffixes, such as the ones on the anchor chart, and raise their hand when they hear one. Explain that some words will have both a prefix and a suffix.
- Read page 1 aloud.
- Ask students to identify words with a prefix or suffix that they heard. (Examples: remember, around, inside, copying, doing, etc.)
- Discuss how the addition of these affixes changes the meaning of the root word.

Examples of Latin & Greek Prefixes and Suffixes Found in the Text:

Prefixes	Suffixes
• reflexes	• computer
• reverses	• spiral
• discovers	• function
• underneath	• nervous
• invading	• central

Other prefixes and suffixes:

Prefix	Meaning	Example	Suffix	Meaning	Example
un-	Not	unstable	-A, -es	More than one	socks
mis-	Bad or wrong	misbehave	-ed	Past tense verb	talked
B, B, in-	Not	irresponsible	-ly	Changes adjective to adverb	swearily
non-	Not	nonfiction	-ing	Present tense verb	reading

Interactive Exploration

- Divide the class into two teams and place them on opposite sides of the room.
- Explain that this activity will involve creating words using various Latin and Greek prefixes and suffixes.
- Ensure that students have paper and pencils.
- Explain that the first two players from each team will have two minutes to create as many words as they can with a given prefix or suffix from a card. (Cards should be cut out beforehand.)
- The object of the game is to list as many unique words as possible before time runs out. Teammates may help but should keep their voices low to prevent the other team from overhearing.

Word Work Lesson Plan | @BookPagez.com

"Brainburst" Prefix and Suffix Word Cards

Directions:
Cut the words out along the dotted lines.

Materials:

- Prefix and Suffix Cards
- Timer
- Paper
- Pencils

Players:

- 2 teams

re	ing	dis
de	un	im
under	ly	pre
en	s	non
tion	ous	mis
est	in	ful
able	er	ness

Guided Word Work Practice | @BookPagez.com

Extension Activity



Word Detective: Prefixes and Suffixes
Extension Activity

Directions:
Be a word detective!

Be on the lookout for affixes (Latin & Greek prefixes and suffixes) while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Word Work Extension Activity | @BookPagez.com

Running Record Assessment

Running Record				
Title: The Brain: All about Our Nervous System and More!		Guided Reading Text Level: R		Word Count: 100
Name: _____ Date: _____				
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____				
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				
Page		COUNT		INFORMATION USED
		E	SC	E MSV SC MSV
4	Your brain, like the rest of your body, is made up of hundreds of billions of microscopic cells. Many of them are special messenger cells called neurons. Neurons carry signals back and forth from the brain to other parts of your body. Billions upon billions of neurons are linked throughout your body in networks that make up the two main parts of your nervous system. The central nervous system, or CNS, consists of your brain and spinal cord. The network of nerves outside your brain is called the peripheral nervous			
Tested By: _____		©BookPagez.com		

:

Use the first 100 words from the text to assess oral reading fluency

Extension Activity

Name: _____ Date: _____

Directions: In the book *The Brain: All about Our Nervous System and More!*, you learned a lot about the brain and how it works. Test your knowledge by matching the definition to the word.

1. synapse _____	A. These carry messages from fingertip to the brain and back.
2. nerves _____	B. A cell that processes and transmits information.
3. impulse _____	C. Something that evokes a reaction.
4. axon _____	D. A reaction to a stimulus.
5. neuron _____	E. A motivating force.
6. pathways _____	F. Takes information away from a cell.
7. stimulus _____	G. These connect one part of the nervous system to another.
8. response _____	H. The system that includes the brain and the spinal cord.
9. sensors _____	I. Detects electrical input.
10. brain _____	J. The part of the brain that controls voluntary actions.
11. spinal cord _____	K. Information from one neuron to another flows through this.
12. central nervous system _____	L. The center of the nervous system.
13. cerebrum _____	M. Carries sensory information through the body.

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Brain: Our Nervous System Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Brain: Our Nervous System" correlate with the following English Language Arts Common Core State Standards for fourth grade:</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Informational Text</p> <p>RI.3 - Cite specific textual evidence to support analysis of what the text says explicitly and what it implies, based on specific information in the text.</p> <p>RI.8 - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.4 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.10 - Review the key ideas, expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.12 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.4 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>winded</i>, <i>stammered</i>) and that are basic to a particular topic.</p> <p>The Brain: Our Nervous System CCS Alignment @BookPagez.com</p>	<p>The Brain: Our Nervous System Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Brain: Our Nervous System" correlate with the following English Language Arts Common Core State Standards for fourth grade:</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Informational Text</p> <p>RI.3 - Cite specific textual evidence to support analysis of what the text says explicitly and what it implies, based on specific information in the text.</p> <p>RI.8 - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Recall information from experiences or gather relevant information from print and digital sources; 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

The Brain: Our Nervous System Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Brain: Our Nervous System" correlate with the following English Language Arts Common Core State Standards for fourth grade:

Vocabulary Lesson Plan and Resources

Language

L.4.6 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.6 - Consult general and domain-specific dictionaries, glossaries, thesauruses, and other print and digital tools to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.4 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *winded*, *stammered*) and that are basic to a particular topic.

The Brain: Our Nervous System CCS Alignment | @BookPagez.com

Common Core State Standards Correlation

The Brain: Our Nervous System Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Brain: Our Nervous System" correlate with the following English Language Arts Common Core State Standards for fourth grade:

Vocabulary Lesson Plan and Resources

Language

L.4.6 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.6 - Consult general and domain-specific dictionaries, glossaries, thesauruses, and other print and digital tools to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.4 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *winded*, *stammered*) and that are basic to a particular topic.

The Brain: Our Nervous System CCS Alignment | @BookPagez.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for The Brain: All about Our Nervous System and More! Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir
con The Brain: All about Our Nervous System and More!
(El cerebro: Todo sobre nuestro sistema nervioso y más!)

Página 1:
Esta página te dice lo que hace tu cerebro. Nombra tres cosas que hace el cerebro humano.

Páginas 9 y 10:
Esta página nos dice cómo percibimos cuando algo está caliente. Resume cómo el cerebro nos deja saber cuando algo está caliente.

Página 14:
Esta página habla sobre las partes del cerebro. Nombra cada parte del cerebro.

Página 17:
Esta página habla sobre el cerebelo. Resume lo que hace el cerebelo

Nombre: _____ ©BookPages.com

Page by Page
Guided
Questions

Sample answers
written in Spanish

Answer Key

Volver a contar y resumir
con The Brain: All about Our Nervous System and More!
(El cerebro: Todo sobre nuestro sistema nervioso y más!)

Página 26:
¿De qué trata principalmente esta página?
Esta página es sobre recuerdos.

Resume lo que aprendiste sobre el cerebro en esta página.
Las respuestas varían. Podrían incluir: Aprendí que los científicos están aprendiendo cómo el cerebro almacena recuerdos, pero por ahora creen que los recuerdos se almacenan en sustancias químicas que se encuentran en las células nerviosas.

Nombre: _____ Answer Key | ©BookPages.com

Determinar la importancia
con The Brain: All about Our Nervous System and More!
(El cerebro: Todo sobre nuestro sistema nervioso y más!)

Página 15:
Esta página hermafrento e
Las respus
capacidad
nuestra c

Página 19:
Cuente un
Las respus
mantiene

Página 7:
Esta página nos cuenta acerca de importante.
Las respus
porque se
mantener
que si ten
hipotálom

Página 11:
Esta página tiene tres párrafos. Cu párrafo.

Nombre: _____

Determining
Importance

Hacer preguntas
con The Brain: All about Our Nervous System and More!
(El cerebro: Todo sobre nuestro sistema nervioso y más!)

Página 4:
Cuál es más importante: una neur esta página para decir por qué pi

Página 22:
Esta página el franco ce
Las respus
hacer latin

Página 5:
Esta página habla sobre los nervios, las dendritas y los axones. ¿Hay algo en página que te resulte confuso?
Las respus
para mí po
pueden ob

Página 11:
¿Qué hecho encuentras más interesante en esta página?
Las respus
grises y q

Página 24:
Mire la foto preguntando
Las respus
grises y q

Página 17:
¿Qué preguntas tienes sobre el cerebelo?

Nombre: _____ ©BookPages.com

Asking Questions

Sintetizar
con The Brain: All about Our Nervous System and More!
(El cerebro: Todo sobre nuestro sistema nervioso y más!)

Página 15:
¿Cómo se c
El diagram
cuando tod

Página 15:
¿De qué me
que has ap
Las respus
cerebro m
de la pági

Página 27:
¿Cómo apr
Las respus
La científ

Página 15:
¿Cómo se conecta el diagrama con el texto?
Las respus
para decir u

Página 15:
¿De qué manera la información sobre los hemisferios que has aprendido sobre el cerebro hasta ahora?
Las respus
da detalles

Página 27:
¿Crees que esta información es importante? ¿Por qué?
Las respus
La científ

Página 27:
¿Cómo aprenden los científicos sobre el cerebro?
Las respus
para mí po
pueden ob

Página 15:
¿Esta información importante para tí? ¿Por qué o p
Las respus
para mí po
pueden ob

Nombre: _____

Synthesizing

Entender la estructura del texto
con The Brain: All about Our Nervous System and More!
(El cerebro: Todo sobre nuestro sistema nervioso y más!)

Página 1:
El autor está describe el c
Las respus
centro de c

Página 1:
El autor está usando la descripción para decir lo que hace el cerebro. ¿Cómo describe el autor el cerebro?
Las respus
centro de c

Página 7:
El autor está través del cu
secuencia e
Las respus
instantáne
mensaje se

Página 14:
El autor nos e
usando el cu
El autor es

Página 14:
El autor nos está hablando sobre el cerebro. ¿Qué estructura de texto está usando el autor?
Las respus
centro de c

Página 14:
¿Cómo lo sa
Lo sé porq

Página 14:
¿Cómo lo sabes?
Las respus
centro de c

Nombre: _____ ©BookPages.com

Understanding
Text Structure

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement
written in
Spanish

The Brain: All about Our Nervous System and More!
(El cerebro: Todo sobre nuestro sistema nervioso y más!):
Volver a contar y resumir

Escribe un breve resumen sobre lo que aprendiste sobre el cerebro mientras lees este libro.

Puedo usar mis propias palabras para resumir los textos informativos que he leído. CCSS: RI.4.2

The Brain: All about Our Nervous System and More!
(El cerebro: Todo sobre nuestro sistema nervioso y más!):
Volver a contar y resumir

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPage.com

The Brain: All about Our Nervous System and More!
(El cerebro: Todo sobre nuestro sistema nervioso y más!):
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The Brain: All about Our Nervous System and More!
(El cerebro: Todo sobre nuestro sistema nervioso y más!):
Volver a contar y resumir

Escribe un breve resumen sobre lo que aprendiste sobre el cerebro mientras lees este libro.

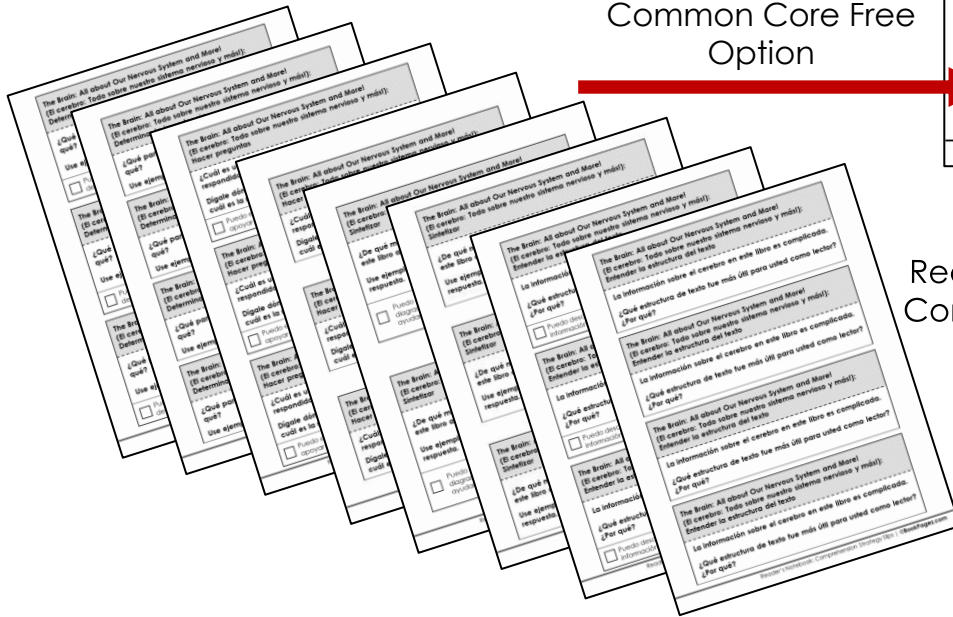
The Brain: All about Our Nervous System and More!
(El cerebro: Todo sobre nuestro sistema nervioso y más!):
Volver a contar y resumir

Escribe un breve resumen sobre lo que aprendiste sobre el cerebro mientras lees este libro.

Reader's Notebook: Comprehension Strategy Slips | ©BookPage.com

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
(Title):

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es lo más importante sobre lo que sucede en el libro?

Instrucciones:
1. Completa todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Retelling and
Summarizing

Determinar la importancia
(Title):

Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para mostrar las partes más importantes de tu libro.

#1

#2

#3

Instrucciones:
1. Completa todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Determining
Importance

Hacer preguntas
(Title):

Muéstrame para empezar una oración

Quiero saber... ¿Por qué?... ¿Cómo...? ¿Qué...?

Me confundió cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
1. Completa todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Asking
Questions

Entender la estructura del texto
(Title):

Estructura del texto	Dónde fue usada la estructura del texto	Cómo la estructura del texto me ayudó
Página...		
Página...		
Página...		
Página...		

Estructuras que pueden ser utilizadas:
Comparar y contrastar, Secuencia, Causa y efecto, Descripción

Instrucciones:
1. Completa las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Understanding
Text Structure

Sintetizar
(Title):

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...

¿Mi nueva forma de pensar es...?

Ahora entiendo...	Después de pensar sobre...
Porque...	Puedo concluir que...
Porque...	Porque...

Instrucciones:
1. Completa las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones: En el libro *The Brain: All about Our Nervous System and More! (El cerebro: Todo sobre nuestro sistema nervioso y más)*, aprendiste mucho sobre el cerebro y cómo funciona. Pon a prueba tu conocimiento al hacer coincidir la definición con la palabra.

- | | |
|------------------------------------|---|
| 1. sinapsis _____ | A. Estos llevan mensajes de la punta del dedo al cerebro y viceversa. |
| 2. nervios _____ | B. Una célula que procesa y transmite información. |
| 3. impulso _____ | C. Algo que evoca una reacción. |
| 4. axón _____ | D. Una reacción a un estímulo. |
| 5. neurona _____ | E. Una fuerza motivadora. |
| 6. caminos _____ | F. Quita información de una célula. |
| 7. estímulo _____ | G. Estos conectan una parte del sistema nervioso a otra. |
| 8. respuesta _____ | H. El sistema que incluye el cerebro y la médula espinal. |
| 9. sensores _____ | I. Detecta entrada eléctrica. |
| 10. cerebro _____ | J. La parte del cerebro que controla las acciones voluntarias. |
| 11. médula espinal _____ | K. La información de una neurona a otra fluye a través de esto. |
| 12. sistema nervioso central _____ | L. El centro del sistema nervioso |
| 13. cerebro _____ | M. Lleva información sensorial a través del cuerpo. |