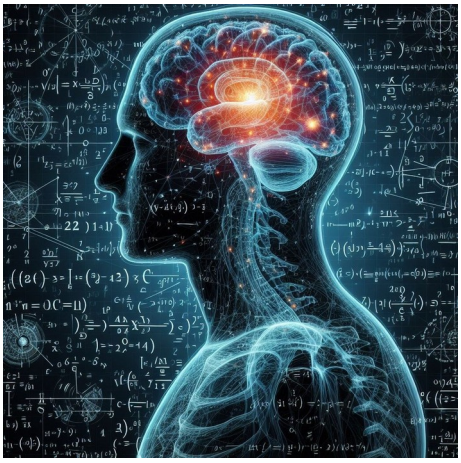
Grade: 3rd
Strategy: Questioning
Technique: Student Generated Questions
Text Type: Science

The human body is a machine

Aims of the lesson:

- Encourage the development of critical thinking skills.
- Promote meaningful questioning and exploration of the topic.
- Teach students how to effectively organize their writing.
- Actively engage students with the text to enhance comprehension.
- Facilitate discussions that result in complex, open-ended answers driven by student interests and choices.
- Support students in developing independence and confidence as learners.



The human body is an amazing machine. It is made up of many parts that have different functions but work together to allow us to do things like breathing, eating, sleeping, and playing with our friends. Let's explore the main parts of the body together!

Our body is divided into three main parts: the head, the trunk, and the upper and lower limbs. The head consists of the skull and the face. The skull is partially covered with hair and protects our brain from blows or falls. On our face, we find the forehead, eyes, and eyebrows, as well as the nose, cheeks, mouth, and chin. The ears are located on each side of the face.

Did you know that our face houses our sense organs? On the face, we find the eyes (sight or vision), ears (hearing), tongue (taste), and nose (smell). The skin, which is responsible for the sense of touch, covers our face and body.

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The trunk connects all the main parts of the body. It includes the neck, chest, back, abdomen, and waist. The trunk houses many vital organs: the heart, which pumps blood throughout the body; the lungs, which help us breathe; and the stomach, which is responsible for digestion.

The upper limbs are connected to the trunk by the shoulders and consist of the arm, forearm, and hand. Thanks to them, we can hold or grasp things, as well as write and draw. The lower limbs are the legs, which are attached to the trunk at the hips and consist of the thigh, calf, and foot. The lower limbs support the weight of our body and allow us to walk, jump, and run.

Vital organs are the parts of our body that we need to stay alive. They are located in spaces in our bodies called cavities. The most important ones are the heart, brain, lungs, kidneys, liver, and pancreas.

Process phase 1: Planning (Teachers' perspective)
During this stage, the teacher has planned and prepared a suitable text for the reading.
Materials to support engagement, such as diagrams and illustrations of the human body, flashcards with key terms like "head," "trunk," "limbs," "organs," "heart," and "lungs."
A framework to guide students in generating questions, including prompts and question stems (e.g., "Why is the human body like a machine?" or "What parts of the body help us move and play?").

Cognitive stage 1: Pre-reading (Students' perspective)
Students are introduced to the text through a fun **brainstorming activity**:

- What do you think makes our body work like a machine?
- What body parts do we use for running, jumping, and playing?
- Why do we need our heart and lungs?
- What happens if a part of our body stops working?
- How do we take care of our body to keep it strong and healthy?

Teacher ask students to create a **KWL chart.**

Process phase 2: Teaching (Teachers' perspective)
The teacher reads the story aloud, pausing at key points to model and guide question generation.The teacher encourages students to ask their peers' questions aloud and discuss possible answers.

KWL chart:

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Question Words	Student Questions	Student Answers
Who?		
Where?		
When?		
Why?		
What?		
How?		

E.g.

Who controls our body movements?
Where is our heart located?
When do our muscles work the most?
What protects our brain?
What kind of adventures can we have in books?
How does our body get energy?

Cognitive stage 2: During the reading (Students' perspective)
Students engage with the text by:

- Listening carefully to identify details that answer their thin questions.
- Reflecting on and discussing their thick questions in pairs or groups.
- Adding new questions as they hear more of the text..

Process phase 3: Feedback (Teachers' perspective)
The teacher walks around the students or pairs and supports their work with advice and feedback.

Cognitive stage 3: Post reading (Students' perspective)
Students reflect on what they learned by completing their KWL chart. They discuss:

- The most interesting fact they discovered about the human body.
- How their understanding of the body as a machine has changed.
- What new questions they have after reading.

Finally, students create a simple **diagram labeling the main parts of the body** and their functions.

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Ways of Communication:

- **Interpretive (receptive)** - students read the text and determine the relevant qualities of the characters.
- **Interpersonal (mixed)** - students work in groups and advise each other on the correct connection of the table.
- **Presentational (productive)** – the groups present to the class the answers they have indicated.

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