

The Respiratory System

The respiratory system is how we breathe. It is primarily made up of two organs, our lungs and windpipe, but blood vessels are also used when we breathe. The purpose of the respiratory system is not only to provide oxygen to the body, but also to remove the wasteful gas known as carbon dioxide. Carbon dioxide can be harmful, so the body must get rid of it.

Why Breathing is Important

The human body needs many things to function properly, including energy. Energy is obtained through food that is eaten and digested to get glucose. But this alone is not enough. The cells also need oxygen to combine with the glucose to create energy. The body gets oxygen by breathing through the use of the respiratory system.

How the Body Breathes

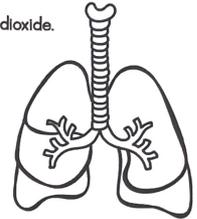
The diaphragm is a muscle located just below the lungs. As a person takes a deep breath, the muscle contracts allowing the lungs to enlarge and fill with air. The air is taken in through the mouth or nose and travels down the trachea to the bronchi tubes in the lungs. There are two main bronchi tubes and many smaller ones.

Name: _____

The Respiratory System

1. The respiratory system is important because

- it is how the body gets oxygen and releases carbon dioxide.
- the diaphragm moves up and down.
- it has two lungs.
- the nose filters dust out of the air.



2. What organ(s) make up the respiratory system?

- trachea
- lungs
- diaphragm
- All of the above

3. What is the main idea of the section titled "Why breathing is important?"

- The human body needs energy to function.

Energy is obtained through food that is eaten and digested to get glucose. But this alone is not enough. The cells also need oxygen to combine with the glucose to create energy. The body gets oxygen by breathing through the use of the respiratory system.

Other

su

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energy for the body.

body.

into the lungs.

lungs.

Name: _____

Why is the Respiratory System Important?

Respiratory System

How Does the Respiratory System Work?

Other Facts

Close Reading Steps

1 Read the text

2 Annotate the text

3 Read the text again

4 Define unknown words

5 Read the text again

6 Respond to reading

This resource includes:

- Teacher Tips
- Questions to Ask Students
- Student Bookmarks:
 - Close Reading Steps
 - Annotate/Mark the Text
- The Respiratory System Informational Text
- 10 Multiple Choice Questions
- 8 Graphic Organizers
- Answer Key

The Respiratory System

The respiratory system is how we breathe. It is primarily made up of two organs, our lungs and windpipe, but blood vessels are also used when we breathe. The purpose of the respiratory system is not only to provide oxygen to the body, but also to remove the wasteful gas known as carbon dioxide. Carbon dioxide can be harmful, so the body must get rid of it.

Why Breathing is Important

The human body needs many things to function properly, including energy. The body gets energy from food that is eaten and digested to produce energy. The body also needs oxygen to produce energy.

The Respiratory System

Name: _____

7. Read the following sentence from the passage:
The purpose of the respiratory system is not only to provide oxygen to the body, but also to remove the wasteful gas known as carbon dioxide.

What does the word wasteful mean in this passage?

- important
- garbage
- dangerous
- safe

8. Why did the author write this passage?

- To inform the reader about how the respiratory system works.
- To entertain the reader with a humorous story about a person who was exercising.
- To persuade the reader to exercise more.
- All of the above

9. Read the following sentence from the passage:
This system repeats over and over again to keep the body oxygenated.

What does the word oxygenated mean in the passage?

- Without oxygen
- Having the proper amount of oxygen
- Having too much oxygen
- Needing oxygen

10. Which word would be the best choice in searching for the respiratory system on the Internet?

- run
- oxygen
- alveoli

The Respiratory System

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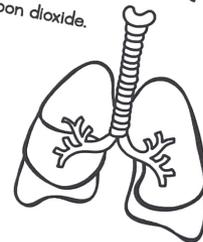
- The human body needs energy to function.
- Energy is obtained through food.
- The body gets oxygen by breathing through the use of the respiratory system.
- The body breathes by using the respiratory system.

4. What is one detail that supports your answer to question 3?

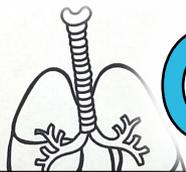
- Glucose is not needed for energy.
- Cells only need oxygen to create energy for the body.
- Cells need oxygen in addition to glucose in order to create energy for the body.
- All of the above.

5. What is an alveoli?

- How the oxygen travels from the lungs to the rest of the body.
- A tiny sac of air located at the end of the trachea.
- The windpipe that takes air from the mouth to the nose.



10 Multiple Choice Questions



Close Reading

Close Reading: A reading strategy that is used to comprehend and analyze a text closely. Students will typically read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

Steps for Close Reading:

1. Read the Text
2. Mark Up the Text or Annotate the Text
3. Read the Text Again
4. Define Unknown Words
5. Read the Text Again
6. Respond to Reading

Includes:

- Teacher Tips
- Questions to Ask Students
- Close Reading Steps - Bookmark
 - Version with "Mark the text"
 - Version with "Annotate the text"
- Steps to "Mark the Text" Bookmark
- Steps to "Annotate the Text" Bookmark
- Informational Text: The
- 10 Multiple Choice Questions
- 7 Graphic Organizers

Teacher Tips & Suggestions

Questions to Ask Students

- What is the text mostly about?
- Who is the audience for this text?
- What's is the writer's purpose of this text?
- What's your favorite part of the passage?
- What words are new to you? What do you think the words mean?
- What detail stands out to you?
- What questions do you now have about the topic?
- If you can ask the author 2 questions, what would you ask them?
- In this paragraph, what is the author saying?
- What is the structure of the text? How does it help

Teacher Tips

Close reading: A reading strategy that is used to comprehend and analyze a text closely. Students will typically read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

1. Read the Text: When students read the text for the first time, they are reading just to identify what the passage is mostly about. The first read is surface level and allows the students to understand the gist of the text.
2. Mark Up the Text or Annotate the Text: Encourage students to use their annotation bookmarks (provided below) to make notes directly on the text. Students can write in the margins, use sticky notes to make notes, use color coding. You can even slip the text inside a dry-erase pocket and encourage students to use dry-erase markers to mark up the text.
3. Read the Text Again: If the teacher is working with the students for this, the teacher can read the text aloud this time. Model think-alouds and use expression while you read. If students are working with partners in a station, encourage them to each read a paragraph then switch readers.
4. Define Unknown Words: During this step, invite students to circle any unknown or unfamiliar words. Use the provided graphic organizer to select 4-5 unknown words and work to identify the meaning of each word.
5. Read the Text Again: With this third time reading the text, encourage the students to read the passage independently.
6. Respond to Reading: Students will now use the text to answer the 10

Graphic Organizers

- Main Ideas with Text Evidence
- Central Ideas with Text Evidence
- Central Ideas with Details
- Main Idea, Details, Conclusion
- KWL: What I Know, What I Want to Know, What I Learned
- Overview: Topic, Author's Purpose, Key Vocabulary, Most Important Thing, I Wonder, Important Facts, Illustration
- Context Clues (3 Versions: 3 words, 4 words, 5 words)
- The Respiratory System

Name: _____

Unknown Word	Context Clue	Word Meaning

Name: _____

What I Know	What I <u>Want</u> to Know	What I Learned

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Name: _____

Topic	Author's Purpose
Key Vocabulary	Most Important Thing
Important Facts	I Wonder...
	Illustration

Graphic Organizers

Ideas for Use

- Whole Group Instruction
- Partner Practice
- Guided Reading Groups
- Substitute Plans
- Send home to practice
- ELA Work Stations or Centers
- Assessment

Unknown Word	Context Clue

Name: _____

Central Idea

Details

Name: _____

Main Ideas

- 1
- 2
- 3

Text Evidence #1

Text Evidence #2

Text Evidence #3

Name: _____

Main Idea

Detail

Detail

Graphic Organizers

Purchase now to
connect science
and literacy
in your
classroom!