Introduction of Human Body Unit / Human Body Corporation

Day 1

Objectives: After completing this two day activity, the student will be able to:
- Defend in a letter why their organ is essential to the success of the human body by writing a letter to the human body corporation using provided materials to find the information.
- Explain what would happen to an organ if it was not in the human body by explaining in the letter to the human body corporation using provided materials to find the information.
- Describe the main functions of the organ by explaining it in the letter to the human body corporation using provided materials to find the information.

Show-Me Standards:
G 1.4-use technological tools and other resources to locate, select and organize information
S 1-characteristics and interactions of living organisms
S 8-processes of scientific inquiry (such as formulating and testing hypotheses)

Pre-requisite Concepts: writing letters, paragraphs, using books to find information

Materials:
Picture of Wizard of Oz characters
Books from libraries about the organs and human body
Human Body Organ prompt page
Human Body Organ organizer page
Paper and pencil for each student
7 sheets of half paper for each student
Sample “Human Body Dictionary”

Introduction: During this two-day activity, students will explore the organs of the human body. Each student will be assigned an organ and use books and handouts about the human body to research what their organ does. They will write a letter to present to the class explaining how their organ is vital to the human body. They will use their prompt and outline to organize the information. Since this is the beginning of the entire human body unit, students will also spend time creating a small dictionary to write words they are unfamiliar with.

Mind Capture: Hold up a picture of the characters in the Wizard of Oz. Ask students what they know about the characters, why were they looking for the Land of Oz? (Specifically, the tin man did not have a heart and the scarecrow had no brain.) To activate prior knowledge, ask students if it is really possible to lack an entire organ (yes, but the human body cannot function properly.) Tell students that they will investigate whether an organ is vital to the entire human body. Remind students that since it is their body, they already have a wealth of information that they can use to build on while we discuss in depth the human body.
Procedure:
1. As part of the human body unit, each student will create a dictionary of words about the human body. Each letter should have a word and possibly picture or definition with each.
2. Pass out 7 half sheets of paper to each student.
3. Have each student put all 7 papers together and fold in half to create a book.
5. Write on each page a letter of the alphabet, from A to Z.
6. Show students the example, and explain that their goal is to have a letter and a definition or picture on every page for each letter.
7. Explain to students that today they are part of the Human Body Corporation. Due to recent cost increases, the Human Body has to fire workers. They need you to investigate whether or not an organ is vital to the success of the Human Body.
8. Assign each student an organ prior to the class. Write the organ and name of each student on the outline to be given to student.
9. Explain the organizer sheet, and how students will use handouts and books to find information about their organ.
10. Allow students to use the books and handouts to fill out the sheet.
11. Once all students are finished finding their information, hand out the prompt page.
12. Review with students characteristics of a good paragraph and letter (has at least 5 sentences, etc.). Read the back rubric and explain that students will be graded based on whether or not they include certain information, so explain to students that some paragraphs may have more than five sentences.
13. Have students write their letter to the Human Body Corporation describing to the corporation the characteristics listed on the prompt page.
14. Before students turn in their letter, as a self-assessment, have students write the scores they think they earned on the back of their prompt page.

Post-Activity Discussion:
Ask students if they found enough information about their organ to write a letter to the Human Body Corporation. Invite students to share interesting information they found about their organ. Tell students that tomorrow they will be presenting their information to the Human Body Corporation during a meeting (class time). Make sure to collect all activity sheets, especially where students graded their letter on the provided rubric.

Assessment:
Students will create a letter to the Human Body Corporation defending whether or not they should stay in the human body. Students will come to a conclusion using provided books and hand outs to write a well developed paragraph.

Rubric:

<table>
<thead>
<tr>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Grammar, punctuation, use of complete sentences: 5</td>
</tr>
<tr>
<td>Mentioned name of organ</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Mentioned where the organ is located</td>
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<tr>
<td>Identified what systems of the body it works with</td>
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<tr>
<td>Described how it worked with those systems</td>
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<tr>
<td>Listed the other organs that the organ works with</td>
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<tr>
<td>Described the main functions of the organ</td>
</tr>
<tr>
<td>Told how the organ performs these functions</td>
</tr>
<tr>
<td>Told why the organ is important</td>
</tr>
<tr>
<td>Explained what may happen if the organ is gone</td>
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<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

**Extensions:** Students can research entire body systems to create a research paper. Students can also explore how medical technology has enabled those without certain organs to survive.

**Adaptations:** The ESL student will orally read his letter to me, and I will use the rubric to assess if he knows the information. He will also have an aide to help him read all the books and research information. The students with IEPs will be allowed to go to the learning center to write a well developed paragraph.

**Technology:** If every student had a computer, I would use a web quest to have them research information about their organ. Students could also use a word processor to type their letter.

**References:**
Human Body Corporation Organizer

Name of organ: ____________________________

Location of organ: ____________________________

Systems of the body the organ works with:
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

How does the organ work with each of these systems?
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

Other organs what with this organ
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

The main functions as a Human Body organ
1. ____________________________
2. ____________________________
3. ____________________________

How does the organ perform these functions?
1. ____________________________
2. ____________________________
3. ____________________________

Why is the organ important and why should they not fire you?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What might happen if your organ is gone?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
As a body organ, you are an employee of the Human Body Corporation. Due to recent cost increases, the Human Body has to fire workers. You need to write a letter to the Human Body Corporation defending your position in the company. In your letter, you need to describe to the corporation the following characteristics of your organ and explain why you are important to the Human Body Corporation.

1. Tell what the name of your organ is and where you are located.
2. Identify what systems of the body you work with.
3. Describe how you work with these systems.
4. List the other organs that work with you in your system.
5. Describe your main functions as a Human Body organ.
6. Tell the corporation how you perform these functions.
7. Tell the corporation why you are important and why they should not fire you.
8. Explain what might happen to the Human Body Corporation if they fired you.

As you read your letter to the Human Body Committee (the rest of the class) you will need to have a photograph of your organ to use as a visual aid. If the committee decides to keep you, you will get to put your organ on our layout of the human body.
RUBRIC:

<table>
<thead>
<tr>
<th>Points</th>
<th>Possible</th>
<th>Earned</th>
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<td>TOTAL</td>
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* Please write what points you think you earned next to the possible points.
Human Body Corporation

Day Two

Objectives: After completing this two day activity, the student will be able to:
- Explain that their organ is vital by presenting their letter to the Human Body Corporation to the class.
- Locate where their organ is on the human body by putting the colored picture in the correct location on the human body outline.

Show-Me Standards:
G 1.5- comprehend and evaluate written, visual and oral presentations and works
S 1-characteristics and interactions of living organisms
S 8-processes of scientific inquiry (such as formulating and testing hypotheses)

Pre-requisite Concepts: writing letters, paragraphs, using books to find information

Materials:
Letters to Human Body Corporation from Day One
Human Body pictures from “My Body” by Patricia Carratello
Poster of human body outline
Markers/crayons for students
Sissors
Glue

Introduction:
During Day One, students researched an organ and wrote a letter to the Human Body Corporation about whether or not the corporation can cut that organ. Today the students will share their letters with the Human Body Corporation (the class), and the class will vote whether or not the organ is essential. If the organ is essential then they will color in their organ from the “My Body” book and put it on the outline of the human body.

Mind Capture:
Ask students what we did yesterday (wrote letters to the Corporation about our organ). Ask students if they think any organs will not be essential and why they believe this. Explain that today they are going to read their letter to the Human Body Committee (the class) and we will vote on whether or not the organ is essential. If the organ is voted to stay in the Human Body, they will color a picture of their organ and put it in the correct spot on our human body outline.

Procedure:
1. Start at the top of the human body and go down with the organ presentations.
2. Following each organ presentation have a short class discussion about why the organ is essential or not, then vote. If the majority of the class wants to keep the organ then the organ will stay. (essentially all the organs stay)
3. After all of the presentations, the students will color in their organ in the “My Body” book.
4. When the pictures are colored in, they may cut it out and glue the organ on the human body outline hanging in front of the room.

Post-activity discussion:
Ask students why they thought all the organs were essential. Explain how the process of deciding is similar to what would happen with an executive board in a large company (someone would research and they would collaborate by working together to come to a decision). Ask students what they learned about the human body by doing this activity.

Assessment:
Students will create a letter to the Human Body Corporation defending whether or not they should stay in the human body. Students will come to a conclusion using provided books and hand outs to write a well developed paragraph. They will present this paragraph to be read to the class during day two of this activity. Students will also have an informal assessment when they have to put the picture on the large human body outline, as this assesses the objective that students know the location of their organ.

Rubric:

<table>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>

Extension: Students can research entire body systems to create a research paper. Students can also explore how medical technology has enabled those without certain organs to survive.

Adaptations: The ESL student will orally read his letter to me, and I will use the rubric to assess if he knows the information. He will also have an aide to help him read all the books and research information. The students with IEPs will be allowed to go to the learning center to write a well developed paragraph.

Technology: If every student had a computer, I would use a web quest to have them research information about their organ. Students could also use a word processor to type their letter.

References:
“My Body” by Patricia Carratello
Nervous System Day

Objective: After completing this activity, the student will be able to:
- Explain how the nervous system functions throughout the body by simulating a thought to understand how the body works together.
- Create a poster of a way to keep a healthy nervous system by recalling information from the discussion and using the rubric as a guide.

Show-Me Standards:
G 3.3-develop and apply strategies based on one’s own experience in preventing or solving problems
S 1-characteristics and interactions of living organisms
S 8-processes of scientific inquiry (such as formulating and testing hypotheses)

Pre-requisite Concepts: familiarity with how the human body functions together

Materials:
Nervous system handout for each student
Activity sheet for each student
Index card that says “Left hand feels itchy”
5-10 manila folders, cut in half along the fold
markers
crayons
pencils
white string
construction paper for each student

Introduction: Students will read a short handout on the nervous system and simulate how messages travel between the brain and the nerves. After this simulation students will brainstorm ways they can keep a healthy nervous system and then create a poster about the way they choose.

Mind Capture:
Ask students “how do telephone calls travel from house to house?” (through wires). What travels in the wires to get the message there so quickly? (electricity) Inform students that they have special wires in their bodies that carry messages from all over their body to their brain, and this system is known as the nervous system.

Remind students of a hot, sunny day, when they walked barefoot on sand or concrete, and suddenly realized it was so hot that they began to hop around (act it out). How did they know to hop? The skin on their feet sent a message to their brain, and their brain sent a message to their leg and feet muscles to begin hopping.

Tell students that nerve cells work like wires in their body to carry messages to and from the brain. Nerves work in a similar way to telephone wires because they use small amount of electricity to rapidly send messages.
Have the class brainstorm other parts of their bodies, besides their feet, that have nerve endings that can receive and send messages. (They should realize that every part of their body is connected to the brain by nerves.)

Explain that yesterday they learned about how the whole human body works together, and today they will learn about the nervous system.

Procedure:
1. Assign the follow roles to four students: the brain, the spinal cord, the right hand, and the left hand. Have them stand on the designated spots along the string pathway. Tell students that these “body parts” will act out how the nervous system works.
2. Give the left hand the appropriate message card and have him or her read it out loud. Then ask the class how the left hand could get the message to the brain. *The left hand should pass the message to the spinal cord, who reads it and passes it on to the brain.*
3. Ask: What should the brain do now? *The brain should send a message instructing the right hand to scratch the left hand. The brain should send the message through the spinal cord, who should pass it on to the right hand.* Have the brain write his or her message on an index card and pass it to the appropriate players. When the right hand gets the message, he or she should scratch the left hand.
4. Ask students if they understood how the message went to each body part (check for comprehension).
5. Pass out the Nervous System and the Senses hand out, read aloud.
6. Invite students to write words they are unfamiliar with in their “Human Body Dictionary.”
7. Pass out the Nervous System activity sheet.
8. Brainstorm with students ways they can keep a healthy nervous system (exercise, healthy diet, avoid drugs/alcohol)
9. Have students create a poster of a way to keep a healthy nervous system on provided construction paper. Make sure students are aware of the criteria.
10. Before students turn in the poster, have them write how many points (out of 20) they think they’ve earned.

Post-activity discussion:
Ask students what they learned about the nervous system. How is the entire body linked together? *Through the nervous system* Ask students what are ways that they, as sixth graders, can keep a healthy nervous system. *Exercise, healthy diet, avoid drugs/alcohol.*

Assessment:
Students will create a poster of a way to keep a healthy nervous system using the rubric.

Rubric:
- Neatness (5 points)
- Creativeness (5 points)
Promotes a way to keep your nervous system healthy (5 points)
Has a caption that explains the way you can keep your nervous system healthy (5 points)

**Extensions:** During the simulation, students can write their own messages that players can act out, this may require more than four players. Students can also research information about how each side of the brain functions, as well as more about the sensory organs.

**Adaptations:** I will make sure to explain individually the prompt to the ESL student. The IEP students will go to the learning center to read the Nervous System handout page.

**Technology:** I could display the information about the Nervous System on the SMART board or on the overhead projector. If each student had an individual computer, they could research a way to keep their nervous system healthy using the World Wide Web.

**References:**
Name: _________________________________

What are some ways you can keep a healthy nervous system?
List your ideas here:

1. _________________________________
2. _________________________________
3. _________________________________
4. _________________________________
5. _________________________________

Your task is to create a poster of a way to keep a healthy nervous system. You will be graded on the following criteria:

<table>
<thead>
<tr>
<th>Neatness (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativeness (5 points)</td>
</tr>
<tr>
<td>Promotes a way to keep your nervous system healthy (5 points)</td>
</tr>
<tr>
<td>Has a caption that explains the way you can keep your nervous system healthy (5 points)</td>
</tr>
</tbody>
</table>

Please write how many points you think you earned before turning in your poster!
Name: KEY

What are some ways you can keep a healthy nervous system?  
List your ideas here:

1. Exercise  
2. Eat Healthy  
3. Don't use drugs  
4. Don't drink alcohol  
5. Drink milk (calcium)

Your task is to create a poster of a way to keep a healthy nervous system.  
You will be graded on the following criteria:

<table>
<thead>
<tr>
<th>Neatness (5 points)</th>
<th>Creativeness (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Promotes a way to keep your nervous system healthy (5 points)</td>
</tr>
<tr>
<td></td>
<td>Has a caption that explains the way you can keep your nervous system healthy (5 points)</td>
</tr>
</tbody>
</table>

Please write how many points you think you earned before turning in your poster!
Skeletal System Day

Objectives: At the end of this activity, the student will be able to:
- Identify the major bones in the skeletal system by using a diagram to label the bones.
- Locate major bones in the skeletal system during a game of Simon Says after reading *Dem Bones*.

Show-Me Standards:
- G 1.5 – comprehend and evaluate written, visual and oral presentations of works
- S 1 – characteristics and interactions of living organisms
- G 3.3 – develop and apply strategies based on one’s own experience in preventing or solving problems

Pre-requisite Concepts: familiarity with how the human body functions together

Materials:
*Dem Bones*, by Bob Barner
Overhead of skeleton
Skeleton model
Activity sheet for each student
*Dem Bones* music

Introduction: After reading aloud *Dem Bones* to the class, students will play Simon Says using the bones from the book. After the game, students will label a skeleton with the major bones of the skeletal system.

Mind Capture:
Have *Dem Bones* music playing as students enter the classroom.

To activate prior knowledge, ask students to name the functions of the skeletal system (*protection, support, and movement*). Explain that yesterday they learned about the nervous system, and today they are going to learn about the skeletal system.

Explain to students that today they will be playing a game to help them learn the names of the major bones in the human body.

Procedure:
1. Hold up *Dem Bones* (by Bob Barner) and ask students what they think the book is about just by looking at the cover. Explain that the book is the same as the music, but with greater detail.
2. Read aloud *Dem Bones*, and as you get to each bone label it on the overhead so that students can associate the bone name with the visual representation of the bones. You can also point out the bones on the skeleton model.
3. Explain that today you are going to be able to label the major bones of the skeletal system, but first we are going to play a game of Simon Says.
4. Tell students to stand behind their desks.
5. The students will be playing a version of Simon Says, where they point to the name of a certain bones when "Simon" tells them to do so. (The teacher is the Simon).
6. The object of the game is to be the last student still standing that has correctly identified all of the proper bone names.
7. After playing the game, give each student the opportunity to share the name of one bone name they learned while playing the game (as a way to informally assess). 
8. Ask students to think of ways that they can help their skeletal system after knowing all of the specific bones.
9. Give each student the activity sheet. They are asked to recall some of the trade book, name a way that they can keep their skeletal system healthy, and label the bones in a skeleton diagram.
10. Allow students to use the skeleton model as well as the overhead with some of the bones labeled.

**Post-activity Discussion:**
Ask students what the skeleton protects (the heart, lungs, brain). Ask students what they learned today about the skeletal system.

**Assessment:**
Students will complete the activity sheet which asks for the definition of skeleton, how many bones are in the adult body, the basement of your skeleton, and the 3 organs that the skeleton protects. Students will also label the skeleton with the major bones of the human body.

**Rubric:** There is an answer key of the activity sheet, there are a total of 18 points possible (one for each answer).

**Extensions:** Students can play the Simon Says game with the location of the major organs. Students can also research more about how calcium helps keep healthier bones, or create a power point presentation about the skeletal system.

**Adaptations:**
Students with IEPs will be allowed to go to the learning center to get the activity sheet read to them, and the ESL student will have his aide to read the activity sheet to him.

**Technology:**
I could use the SMART board and interactive websites to show x-rays of the bones in Dem Bones. This could provide students with an opportunity to see how bones look in a real human body, not a cartoon skeleton.

**References:**
Write the definition of skeleton:

How many bones are there in an adult body?

What bone is at the basement of your skeleton?

What 3 organs does your skeleton protect?
   1. 
   2. 
   3. 

Label the skeleton with the following bones by putting the letter on the bone or drawing a line to the letter, the skull has been done for you.

A. Skull (Head Bone)
B. Metatarsals (Foot bone)
C. Tarsals (Ankle bone)
D. Tibia (Leg bone)
E. Fibula (Leg bone)
F. Patella (Knee bone)
G. Femur (Thigh bone)
H. Pelvis (Hip bone)
I. Lumbar Vertebrae (Backbone)
J. Clavicle
K. Scapula
L. Humerus
M. Neck Vertebrae (Neck bone)
Write the definition of skeleton:
A framework for all the body

How many bones are there in an adult body? 206

What bone is at the basement of your skeleton? Foot bone

What 3 organs does your skeleton protect?

1. brain
2. lungs
3. heart

Label the skeleton with the following bones by putting the letter on the bone or drawing a line to the letter, the skull has been done for you.

A. Skull (Head Bone)
B. Metatarsals (Foot bone)
C. Tarsals (Ankle bone)
D. Tibia (Leg bone)
E. Fibula (Leg bone)
F. Patella (Knee bone)
G. Femur (Thigh bone)
H. Pelvis (Hip bone)
I. Lumbar Vertebrae (Backbone)
J. Clavicle
K. Scapula
L. Humerus
M. Neck Vertebrae (Neck bone)
Digestive System Day

Objectives: After completing this activity, the student will be able to:
- Write a paragraph about a sandwich journeying through the digestive system using the diagram labeled as a guide of the steps the sandwich will go through.
- Label a diagram of the steps/organisms involved in the digestive system on the activity sheet using the website on the steps.

Show-Me Standards:
G 1.4-use technological tools and other resources to locate, select and organize information
S 1-characteristics and interactions of living organisms
S 8-processes of scientific inquiry (such as formulating and testing hypotheses)

Pre-requisite concepts: familiarity with how the human body functions together

Materials:
SMART Board
Computer with internet access
Digestive System activity sheet
Paper for each student
Pencil
Overhead

Introduction: Using the SMART Board, I will talk about the organs involved in the digestive system on a website. Students will then write a story about a sandwich as it journeys through the digestive system. They will use the diagram to label the seven steps of the sandwich’s journey.

Mind Capture:
Ask students if they’ve ever had a stomach that hurts, why do they think that happens? (to activate prior knowledge). Explain that yesterday they learned about the skeletal system, and today they are going to learn about the digestive system, the system that processes all their food.

Procedure:
1. Have students take out their science notebooks for notes about the discussion.
2. Go to the website
   http://www.kidshealth.org/teen/your_body/body basics/digestive_system.html
3. Read the first page aloud with the class.
4. Click on the full diagram page and explore each of the organs by clicking on the name of the organ. Begin at the mouth.
5. When you go to the stomach, outline on the overhead the important jobs of the stomach: (have students write in their science notebook)
   o to store the food you’ve eaten
   o to break down the food into a liquidy mixture
to slowly empty that liquidy mixture into the small intestine.

6. Have students write any names they are unfamiliar with in their “Human Body Dictionary.”

7. Label the diagram with the seven steps that the sandwich must go thru in the digestive system together on the overhead.

8. Hand out the Digestive System activity sheet, students should first label the diagram.

9. Each student will write a story about a sandwich as it journeys through the digestive system. They need to use complete sentences and write about all the steps of the digestive system.

10. Read the grading expectations and have students write their story on a sheet of paper.

11. Before turning in the paper, have students write what grade they think they’ve earned and why (as a self-assessment.)

Post-activity Discussion:
Invite students to read aloud their stories. Ask students what they have learned about the digestive system. Now that they have learned about the digestive system, what is a way they think they can keep a healthy digestive system? *(drink water, healthy diet)*

Assessment:
Students will write a story about a sandwich as it journeys through the digestive system. They will first correctly label a diagram to make sure they know the steps, and then use the rubric to create a well-developed story.

Rubric:
3 points – overall neatness and organization
3 points – originality/creativity of story
2 points – a complete sentence about the sandwich entering the mouth
2 points – a complete sentence about the sandwich going through the esophagus
2 points – a complete sentence about the sandwich going through the stomach
2 points – a complete sentence about the sandwich going through the small intestine
2 points – a complete sentence about the sandwich going through the large intestine
2 points – a complete sentence about the sandwich going through the rectum
2 points – a complete sentence about the sandwich leaving the anus
20 points total

Extensions:
Students can create a much longer story that has more detailed steps. I could also explore more interactive websites, and there is much more in depth. Students can also create a power point presentation instead of the story, or even a picture story of the steps that the sandwich went through.

Adaptations:
The ESL student will orally tell the story of how the sandwich makes the path of the digestive system. Students with IEPs will go to the learning center to get help writing their stories.

**Technology:**
I am using the World Wide Web and a SMART board to lecture about the Digestive System. As an extension, students could also create a power-point presentation of their story of the sandwich.

**References:**
http://www.kidshealth.org/teen/your_body/body_basics/digestive_system.html

My Life as a Sandwich

Follow a sandwich as it journeys through the digestive system. Use the diagram to label the seven steps the sandwich will go through and then write a story of the sandwich's journey. Make sure to use complete sentences and write about all the steps of the digestive system! You will be graded as follows:

A - The paragraph is neat and organized, has complete sentences, and takes the reader through all the steps of the digestive system.
B - The paragraph is neat and organized, has mostly complete sentences, and takes the reader through most of the steps of the digestive system.
C - The paragraph is not very neat and organized, doesn't have many complete sentences, and takes the reader through some of the steps of the digestive system.
D - The paragraph is not neat and organized, there are no complete sentences, but there are a few steps of the digestive system.
F - The paragraph is not neat and organized, there are no complete sentences, and there are no steps of the digestive system.

What grade do you think you earned? Why?
My Life as a Sandwich

Follow a sandwich as it journeys through the digestive system. Use the diagram to label the seven steps the sandwich will go through and then write a story of the sandwich's journey. Make sure to use complete sentences and write about all the steps of the digestive system! You will be graded as follows:

A - The paragraph is neat and organized, has complete sentences, and takes the reader through all the steps of the digestive system.
B - The paragraph is neat and organized, has mostly complete sentences, and takes the reader through most of the steps of the digestive system.
C - The paragraph is not very neat and organized, doesn't have many complete sentences, and takes the reader through some of the steps of the digestive system.
D - The paragraph is not neat and organized, there are no complete sentences, but there are a few steps of the digestive system.
F - The paragraph is not neat and organized, there are no complete sentences, and there are no steps of the digestive system.

Rubric for a total of 20 points:
3 points - overall neatness and organization
3 points - originality/creativity of story
2 points - a complete sentence about the sandwich entering the mouth
2 points - a complete sentence about the sandwich going through the esophagus
2 points - a complete sentence about the sandwich going through the stomach
2 points - a complete sentence about the sandwich going through the small intestine
2 points - a complete sentence about the sandwich going through the large intestine
2 points - a complete sentence about the sandwich going through the rectum
2 points - a complete sentence about the sandwich leaving the anus

What grade do you think you earned? Why?

* Used for self-assessment only
The Amazing Human Body

STUDY GUIDE

Write the definition next to the word:

Brain: ____________________________

Skeleton: ____________________________

Muscles: ____________________________

Stomach: ____________________________

Lungs: ____________________________

Fill in the blank:

All the parts of the body are connected to the brain by ____________________________.

The ____________________________ protects your heart, lungs, and brain.

There are a total of ____________ bones in an adult body.

The basement of your skeleton is known as the ____________ bone.

The thigh bone is connected to the ____________ bone.

What two ways does the digestive system break down food?

1. ____________________________

2. ____________________________

What three organs does your skeleton protect?

1. ____________________________

2. ____________________________

3. ____________________________
What is the order that food passes through the body. Begin at the point where the good enters the body.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________

The stomach performs three important jobs, they are...

1. ____________________________
2. ____________________________
3. ____________________________

List ways that you can keep each of the following systems healthy.

1. Digestive -

2. Skeletal -

3. Nervous -
The Amazing Human Body

Match the organ with the function. Write the correct letter next to the word.

1. Skeleton    ___    a. Holds the food that you eat and also helps to break that food down
2. Brain       ___    b. A framework for all the body
3. Muscles     ___    c. Works like a computer in my body
4. Lungs       ___    d. You have more than 600 in your body, and they help move your body
5. Stomach     ___    e. Helps my body breath

Write true or false next to each statement.

Every part of the body is connected to the brain by nerves. ___

There is nothing to protect your heart, lungs, or brain. ___

There are 206 bones in an adult body. ___

The digestive system breaks food down by mechanical or chemical digestion. ___

The basement of your skeleton is known as the toe bone. ___

The thigh bone is connected to the hip bone. ___
What three organs does your skeleton protect?
1. 
2. 
3. 

List the order that food passes through the body. Begin at the point where the food enters the body. The first and last have been done for you.

1. Mouth
2. 
3. 
4. 
5. 
6. 
7. 
8. Anus

What are the three important jobs of the stomach?
1. 
2. 
3. 

List a way that you can keep a healthy digestive system in a complete sentence.


List a way that you can care for your skeletal system in a complete sentence.


List a way that you can care for your nervous system.


