

UNIT 6: Digestive System *at a glance*

WORDS		
LEVEL 1	LEVEL 2	LEVEL 3
Body Large Small Push	Blood Saliva Tiny	Digestive system Esophagus Incisors Liver Molars

SUGGESTED BOOKS	
Expository	Narrative
<i>Digestive System</i> by Sarah Tieck	<i>The Magic School Bus: Inside the Human Body</i> by Joanna Cole

DRILL AND PRACTICE
<ul style="list-style-type: none"> ❖ Go Fish ❖ Guess the Word

CONCEPTUAL ACTIVITIES
<ul style="list-style-type: none"> ❖ Saltine Crackers and the Importance of Saliva ❖ Stomach Simulator

COMMON CORE STANDARDS FOR SCIENCE	
K	Strand 1 Inquiry Process, Concept 3 Analysis and Conclusions: PO 1. Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics.
1	Strand 1 Inquiry Process, Concept 3 Analysis and Conclusions: PO 1. Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics.
2	Strand 4 Life Sciences, Concept 1 Characteristics of Organisms: PO 2. Identify the following major parts of: <ul style="list-style-type: none"> • <i>the digestive system – mouth, esophagus, stomach, small and large intestines</i> • respiratory system – nose, trachea, lungs, diaphragm • circulatory system – heart, arteries, veins, blood PO 3. Describe the basic functions of the following systems: <ul style="list-style-type: none"> • <i>digestive – breakdown and absorption of food, disposal of waste</i> • respiratory – exchange of oxygen and carbon dioxide • circulatory – transportation of nutrients and oxygen throughout the body

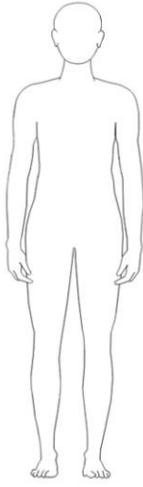
DIGESTIVE SYSTEM: WORDS AND DEFINITIONS

LEVEL 1 WORDS	DEFINITION
Body	A person's or animals' whole self
Large	Another word for big
Small	Little in size
Push	To use force to move something forward or away from you

LEVEL 2 WORDS	DEFINITION
Blood	The red liquid that flows through the bodies of people and animals
Saliva	Liquid that helps us taste and digest food
Tiny	Very small

LEVEL 3 WORDS	DEFINITION
Digestive system	How organs work together to break down food
Esophagus	A muscular tube that pushes food to the stomach
Incisors	Teeth that slice food into pieces
Liver	Organ that stores vitamins and destroys poisons, and helps digest food
Molars	Teeth that grind food

body



a person's or animals' whole self

large



another word for big

small



little in size

push



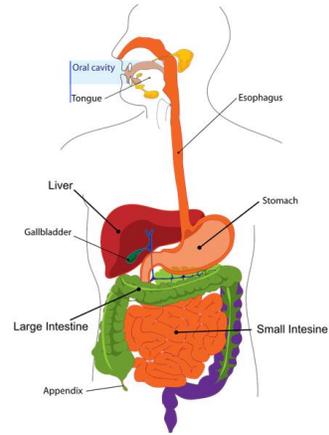
to use force to move something forward or away from you

tiny



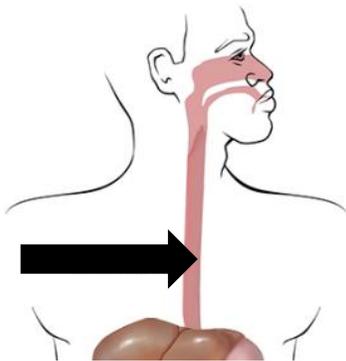
very small

digestive system



how organs work together to break down food

esophagus



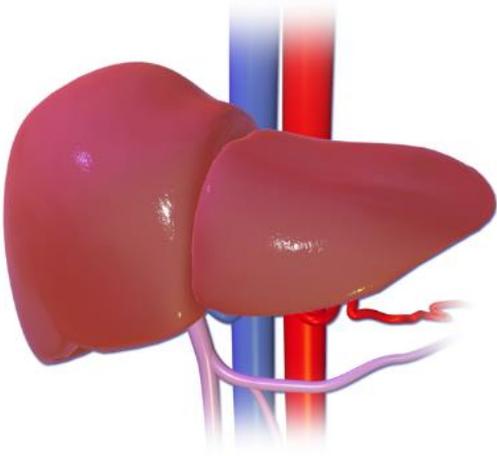
a muscular tube that pushes food to the stomach

incisors



teeth that slice food into pieces

liver



the organ that stores vitamins,
destroys poisons, and helps
digest food

molars



teeth that grind food

saliva



liquid that helps us taste and digest
food

blood



the red liquid that flows through the
bodies of people and animals

DIGESTIVE SYSTEM: ASSESSMENTS

WORD	PRE-INTERVENTION SCREENING	POST-INTERVENTION ASSESSMENT
LEVEL 1		
Body		
Large		
Small		
Push		
LEVEL 2		
Blood		
Saliva		
Tiny		
LEVEL 3		
Digestive system		
Esophagus		
Incisors		
Liver		
Molars		

DIGESTIVE SYSTEM: INTERACTIVE BOOK READING QUESTIONS

Before reading the book, place each question on a sticky note and place it on the corresponding page.

Book 1: <i>The Magic School Bus: Inside the Human Body</i> by Joanna Cole			
Reading	Picture/ Page #	Question type	Question
1	12	competence	What does the stomach do to the food we eat?
1	13	relate	Has your stomach ever hurt after you ate something?
1	34-35	abstract	Why is the liver an important part of the digestive system?
2	8	relate	What is your favorite sweet/salty/sour thing to eat?
2	11	competence	How does food get from the esophagus to the stomach?
2	24-25	abstract	What part of the brain do you think tells the stomach muscles to move?

Book 2: <i>Digestive System</i> by Sarah Tieck			
Reading	Page #	Question type	Question
1	10	competence	What is an example of a reflex?
1	22	abstract	Do you think it would be okay if food went into your lungs? Why or why not?
1	28	relate	What are some things you eat to keep your body healthy?
2	14	competence	How does food get from the esophagus to the stomach?
2	16-17	abstract	The intestines are very long. How do they fit in our body?
2	23	relate	When you were a baby, how did your parent help you burp?

DIGESTIVE SYSTEM: CONVERSATION PROMPTS

Use the space provided to script an anticipated conversation with your student.
Consider the following:

- What will you do if the student responds with only one word?
- What will you do if the student responds off topic?
- What will you do if the student doesn't respond at all?

Prompt 1: Imagine you were on the Magic School Bus when it went through Arnold's body. What systems would you think were cool to travel through, or what do you think would be gross? Why?

Materials needed: *The Magic School Bus: Inside the Human Body* by Joanna Cole

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		

Prompt 2: Why is important to have different kinds of teeth to help us eat?

Materials needed:

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		

Prompt 3: Have you ever had to go to the doctor because your stomach hurt? What happened? OR Tell me about a time you had a stomach ache.

Materials needed:

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		

DIGESTIVE SYSTEM: DRILL AND PRACTICE

Activity: Guess the Word

Purpose	To provide practice on the target vocabulary words and definitions multiple times.
Objective	The child will express target words and definitions in response to the teacher prompts.
Materials	<ul style="list-style-type: none">• 2 sets of 10 target word cards• Headbands with paper clips
Procedure	<ol style="list-style-type: none">1. Review the words and definitions.2. Each player gets a pile of target words (10 cards). For more players, distribute the cards evenly.3. Players pick one of the target word cards and put it in their headband, without looking at the card.4. Player 1 uses the definition to describe the word in Player 2's headband.5. Player 2 guesses what the word is. If Player 2 cannot guess the word, Player 1 provides more description without using the word. For example, for the word "dentist", Player 1 could say "This person looks at your teeth. They check to see if you have decay."6. After Player 2 guesses the word, s/he describes the word in Player 1's headband for Player 1 to guess.7. Player 1 guesses the word.8. Continue taking turns until all of the cards have been described.

ACTIVITY: Go Fish	
Purpose	To provide practice on the target vocabulary words and definitions multiple times.
Objective	The child will express target words and definitions in response to the teacher prompts.
Materials	<ul style="list-style-type: none"> • 2 sets of target word cards
Procedure	<ol style="list-style-type: none"> 1. Explain the directions for Go Fish. 2. Each player gets four cards. The remaining cards are placed in the Go Fish pile. 3. Look for a match. If there is a match, then the player with the match has to say the vocabulary word for the match and give the quick definition for the word. The teacher can help with the word and the definition if the student doesn't know it. 4. Player 1 tries to make a match by asking the other person "Do you have _____?" 5. Then, the Player 2 asks "What does that mean?" and the first player has to give a definition for the word. 6. If Player 2 has the card, it is given to Player 1. If Player 1 doesn't have the card, Player 2 says "Go Fish" and Player 1 player picks a card from the deck. 7. Then Player 2 gets a turn to ask. 8. Continue this procedure taking turns asking for a card until all the cards are chosen.

DIGESTIVE SYSTEM: CONCEPTUAL ACTIVITIES

ACTIVITY: Saltine Crackers and the Importance of Saliva	
Purpose	To engage the student in a conversation about the topic while engaging in an activity.
Objective	Child will express target words and definitions in response to teacher prompts.
Materials	<ul style="list-style-type: none"> • Saltine crackers • Water
Procedure	<ol style="list-style-type: none"> 1. The student and teacher will eat saltine crackers and notice if it is easy or hard to swallow the crackers. 2. Conversation: <ol style="list-style-type: none"> a. Why it is difficult to swallow the crackers? b. What makes swallowing easier? c. If we didn't have saliva would it be easier or hard to eat? Why?

ACTIVITY: Stomach Simulator	
Purpose	To engage the student in a conversation about the topic while engaging in an activity.
Objective	Child will express target words and definitions in response to teacher prompts.
Materials	<ul style="list-style-type: none"> • Baggie • Bread • Water • <i>The Magic School Bus: Inside the Human Body</i> by Joanna Cole
Procedure	<ol style="list-style-type: none"> 1. Put a piece of bread in a ziplock bag. 2. Have the student make a comparison of the bag to an organ in the digestive system. (Stomach) 3. The student will add "digestive juices" (water) to the stomach. 4. Recall stomach page of the <i>Magic School Bus</i> and have student mush the bag back and forth like the muscles of the stomach. 5. Conversation: Ask the student to describe what is happening to the food in the stomach.