

The Human Body

CKLA- Domain 10

Vocabulary Word Icons used in these slides are from: <https://thenounproject.com/>
These slides were adapted from work by Joshua Blackburn and Tristan Kirkland.

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What We Already Know

3

- **The Five Senses**
 - Sight
 - Hearing
 - Smell
 - Taste
 - Touch
- **How do we take care of our bodies?**
- **What is life like for someone who is blind or deaf?**

What We Already Know

- **The body is a network of systems:**
 - Skeletal
 - Muscular
 - Digestive
 - Circulatory
 - Nervous
- **Is exercise and a healthy diet important?**
- **Brain is the main control center**
- **Germs cause sicknesses**

Lesson 1

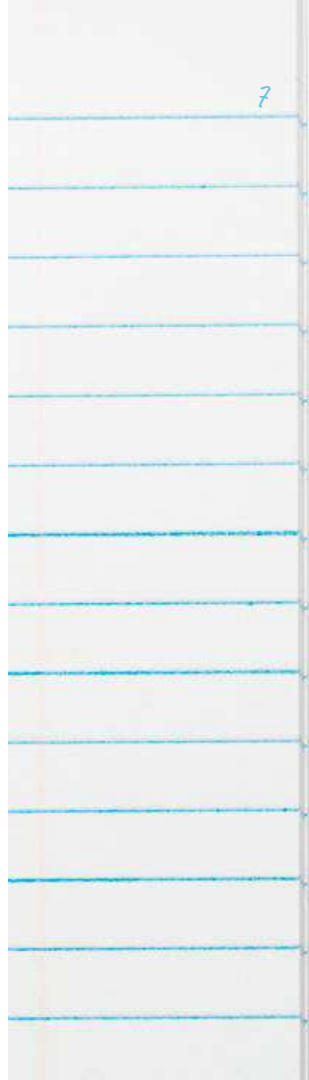
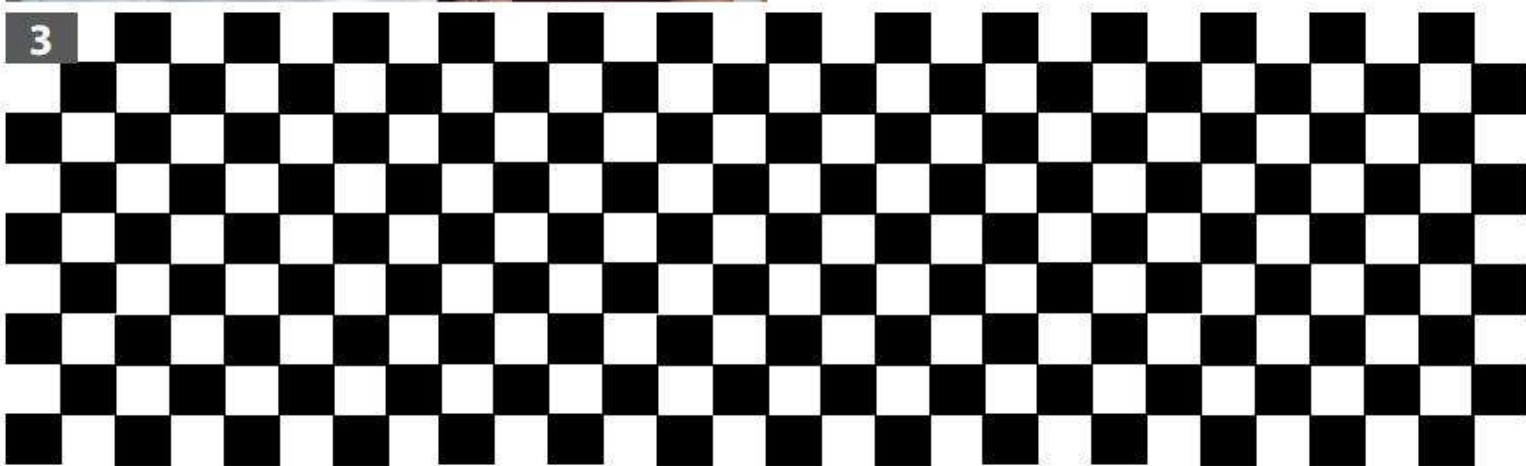
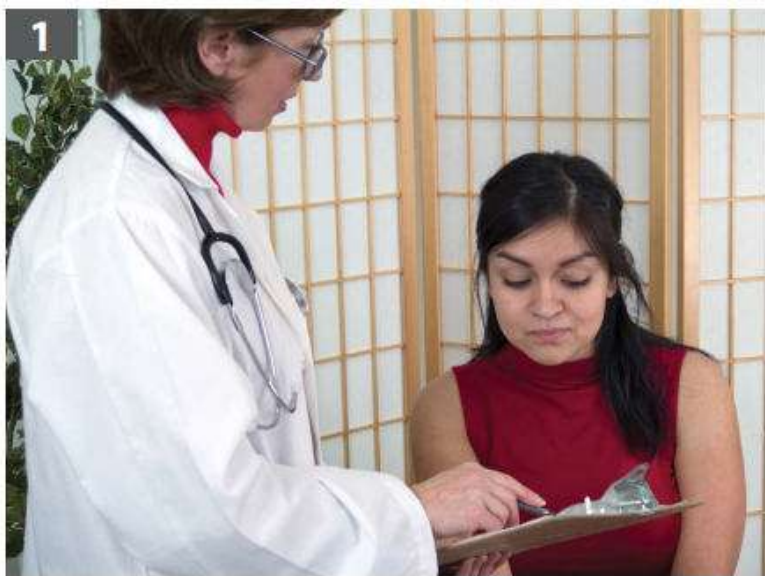
The Amazing Human Body

Lesson Objectives

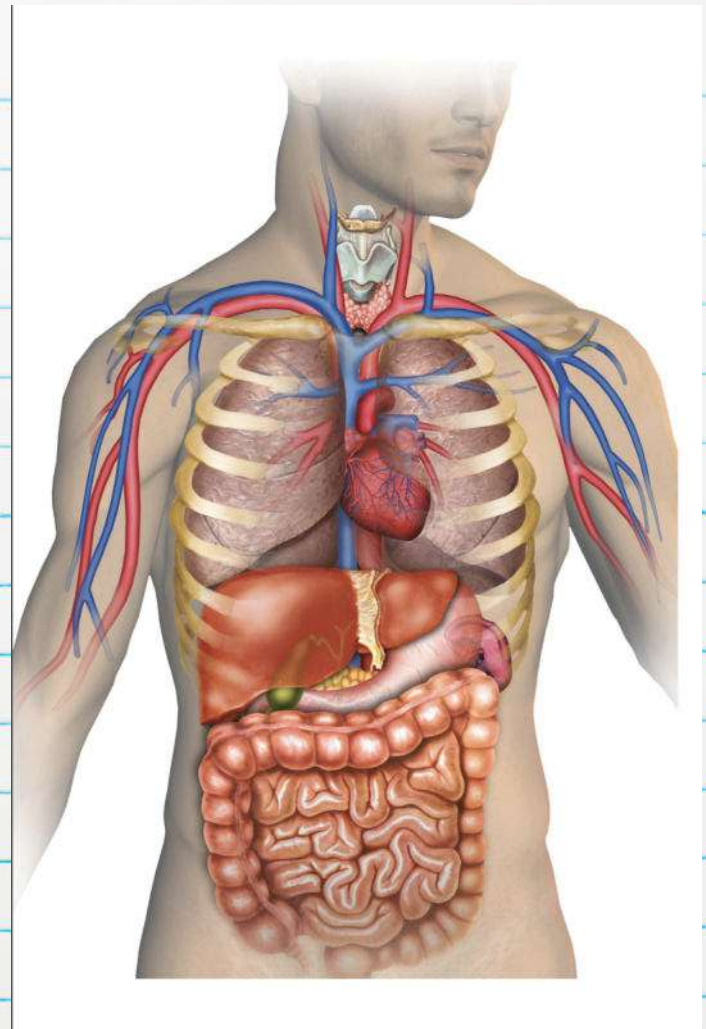
6

Students will:

- Identify the five senses and associated body parts
- Identify the skeletal, muscular, circulatory, nervous, digestive, and excretory systems as important systems in the human body

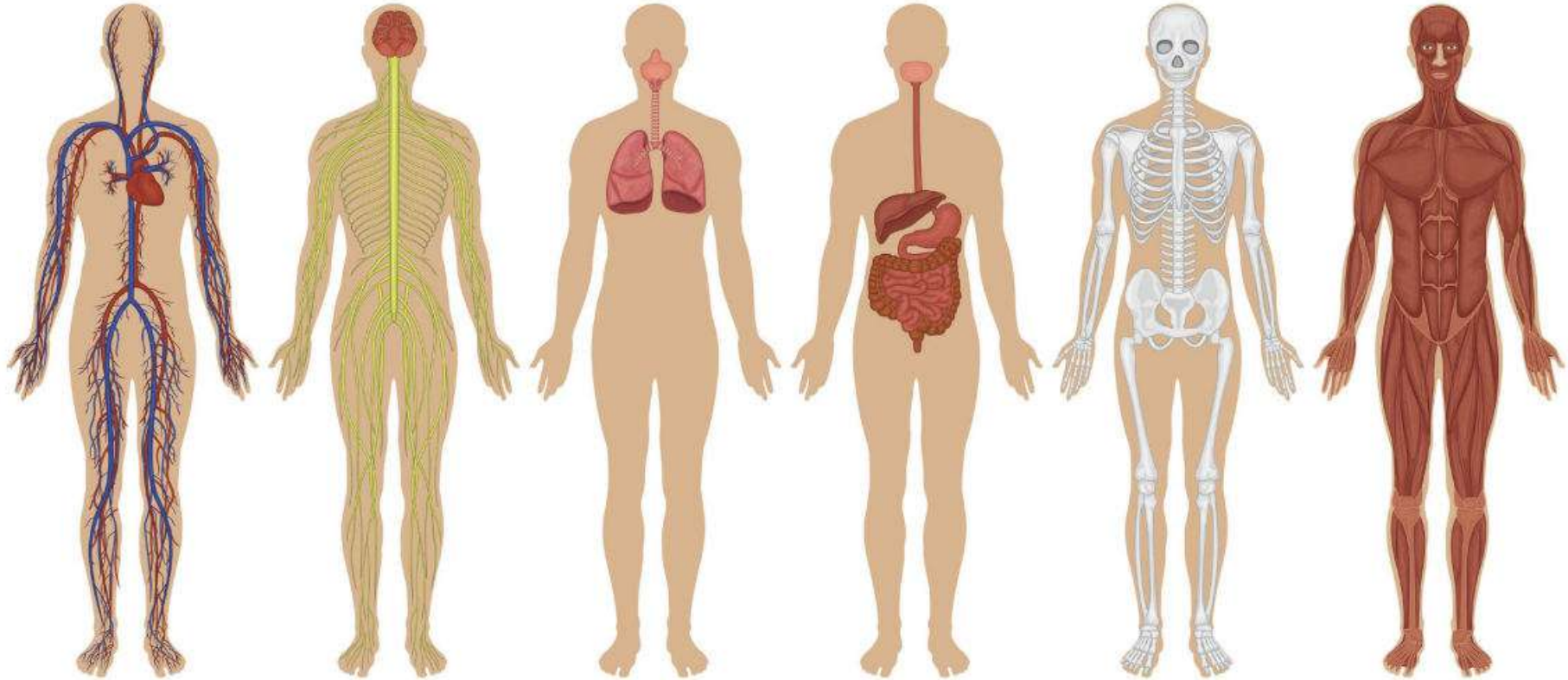


**What items on
the chart do
you recognize?**



Name any of the body systems.

9



Healthy

10

- What is healthy?
- Do you like to eat?

Lesson Vocabulary

11

- **nutrients** - nourishing substances, necessary for growth and the maintenance of life



Lesson Vocabulary

12

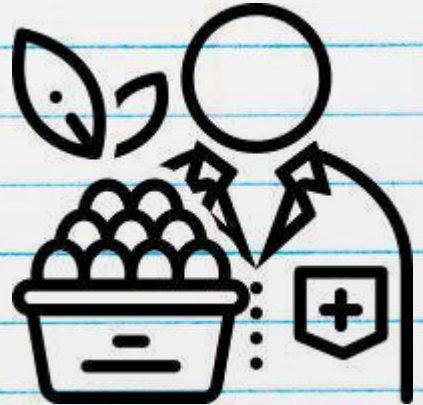
- **nutrition** - the process of supplying the body with the proper foods for growth; nourishment



Lesson Vocabulary

13

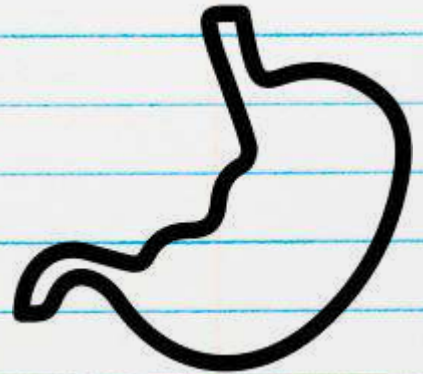
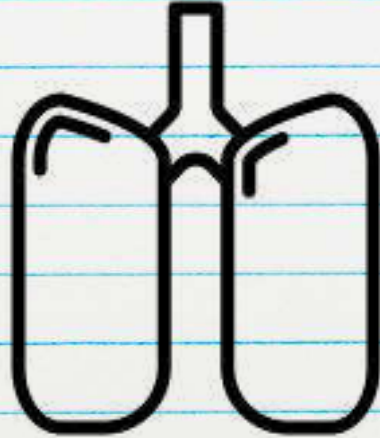
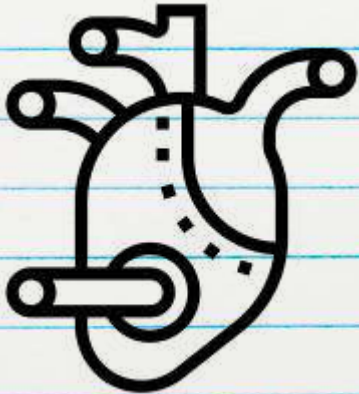
- **nutritionist** - one who studies nutrition, learning what the body needs to live



Lesson Vocabulary

14

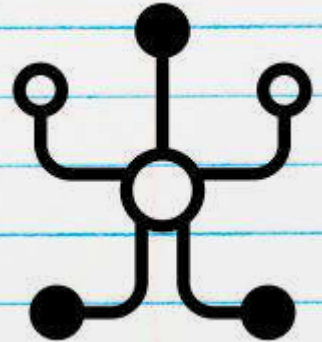
- **organs** - body parts that perform specific jobs within the body systems



Lesson Vocabulary

15

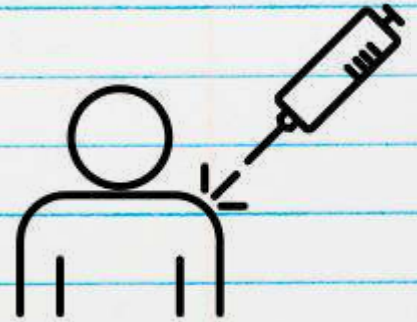
- **systems** - sets of connected parts that work together to perform a job



Lesson Vocabulary

16

- **vaccinations** - the process of getting vaccine treatments to prevent diseases in living things



Lesson 1

The Amazing

Human Body

Video







1A-3



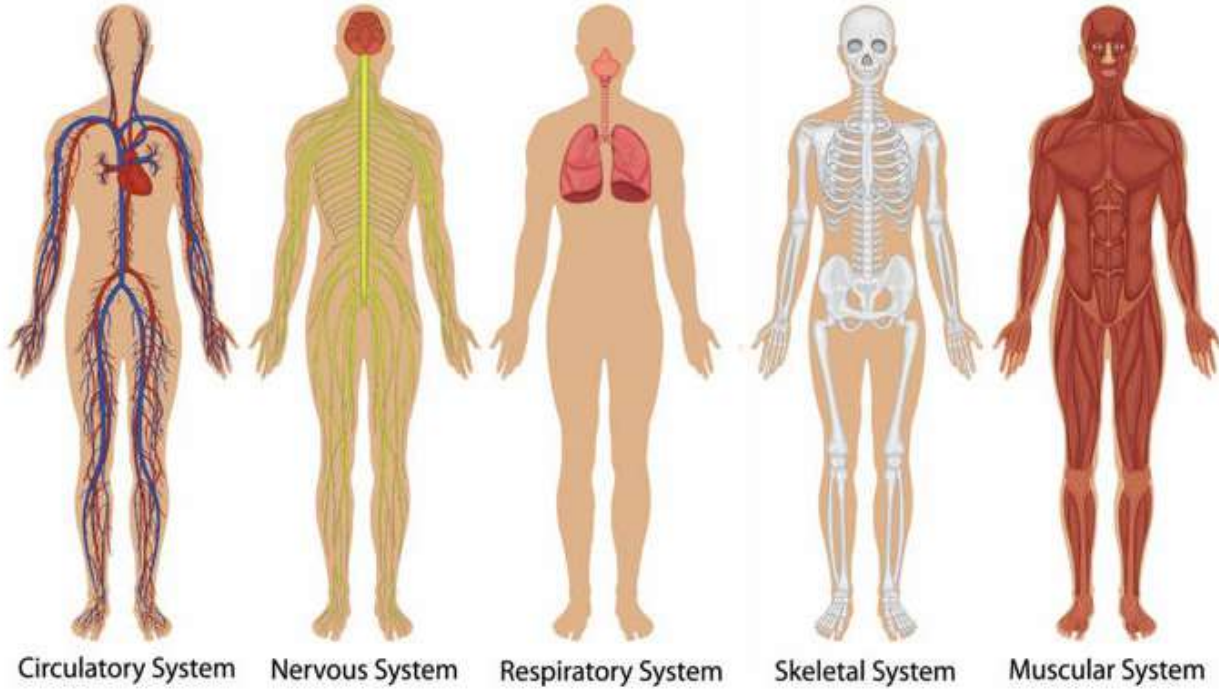
1A-4

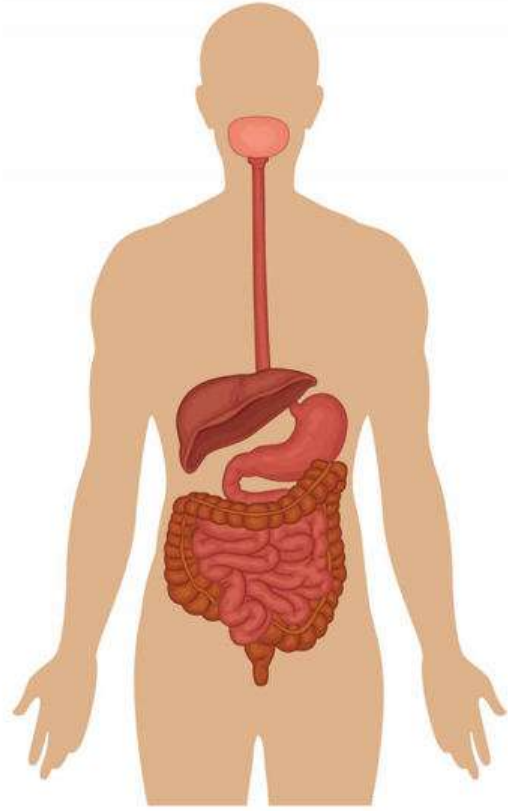


1A-5



Human Body Systems





1A-8







1A-11





1A-13

Comprehension Questions

31

- What is the name of the body system that processes the food that you eat?
- What is the name of the system that removes liquid waste from your body?
- What are the other body systems?
- Why does a nutritionist need to understand the human body?

Comprehension Questions

- When you eat a sandwich, which body senses do you use, and what are the body parts associated with each sense?
- Sometimes when you have a cold, you lose your appetite. What other sense, working together with your sense of taste, could affect your appetite?
- Many people have their eyes examined by an eye doctor if they have trouble seeing correctly. What might the eye doctor suggest to help them?

Comprehension Questions

33

- Washing your hands is an important way to fight germs, but sometimes doctors inject weakened germs into your body on purpose. Why do they do this and what is it called?

Think-Pair-Share

34

Nick Nutri is a nutritionist. He helps people learn about nutrition, making the right food choices to keep their bodies working well. Do you think this is an important job? Why or why not?

Check for Understanding

35

- Why did the author call the human body “the human machine”? Is this a good name for the human body? Why or why not?

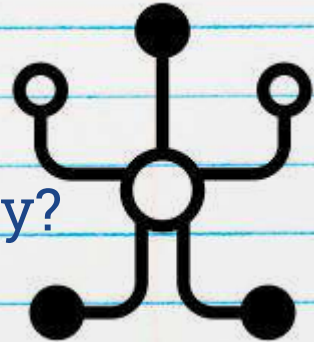
Word Work - Systems

36

"You have already learned that your body is a collection of many different **systems**, each with its own job to do."

Systems are a set of interconnecting parts working together.

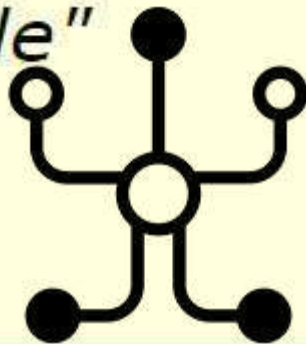
Which one of the human body **systems** do you think is the most important? Why?



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Word Work - Systems

38

1. Hundreds of skeletal bones make up the ____.
2. Blood circulates, or travels, through the body as part of the ____.
3. Food is digested, or broken down, in the ____.
4. Muscles expand and shrink, working as part of the ____.
5. Nerves travel up and down the spinal cord to the brain, the center of the ____.

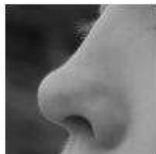
NAME: _____

DATE: _____

1.1

Activity Page











Human Body Journal

39

Write a sentence about each of the five senses.

Knowledge 10

Sayings and Phrases

40

Keep Your Fingers Crossed
means
Hope for a good result

Dear Family Member,

Over the next few days, your child will be learning about the human body systems and their important parts—organs, tissues, and cells. He/she will learn about the discovery of human cells. Below are some suggestions for home activities to reinforce your child's own observations and discoveries.

1. Sense Organs

Reinforce your child's previous knowledge of the five senses by talking about the organs responsible for each one: eyes, nose, tongue, ears, and skin. Ask your child to tell you which organ is the largest body organ (skin).

2. Examining Objects Closely

If possible, provide your child with a magnifying glass. Encourage him/her to examine, draw, and label common objects in the environment.

3. Words to Use

Below is a list of some of the words that your child will be using at school. Try to use these words as they come up in everyday speech with your child.

- *Nutrition*—Reading nutrition labels can help you select the right foods to eat.
- *Magnify*—Microscopes magnify, or enlarge, microscopic organisms.
- *Stomach*—When the digestive system is upset, your stomach may ache.
- *Vaccinations*—Vaccinations prevent many children from getting once-common diseases.

4. Finding Everyday Lenses

Talk about the everyday use of lenses, and look for different kinds of lenses together: eyeglasses, contact lenses, telescopes, microscopes, binoculars, cell phone/cameras, digital cameras, and car headlights.

Senses

<https://jr.brainpop.com/health/bodies/senses/>

Lesson 2

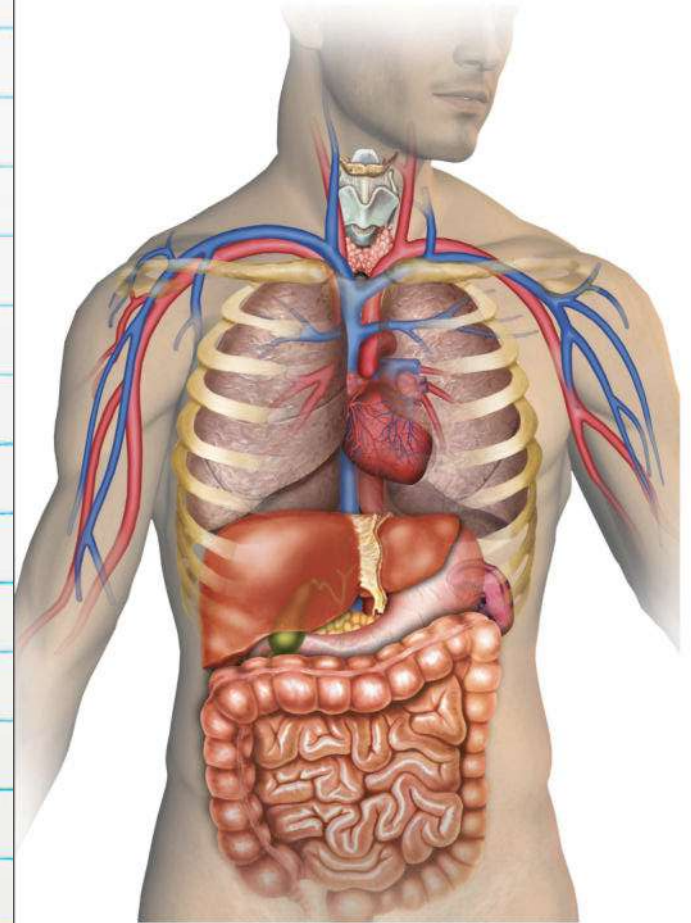
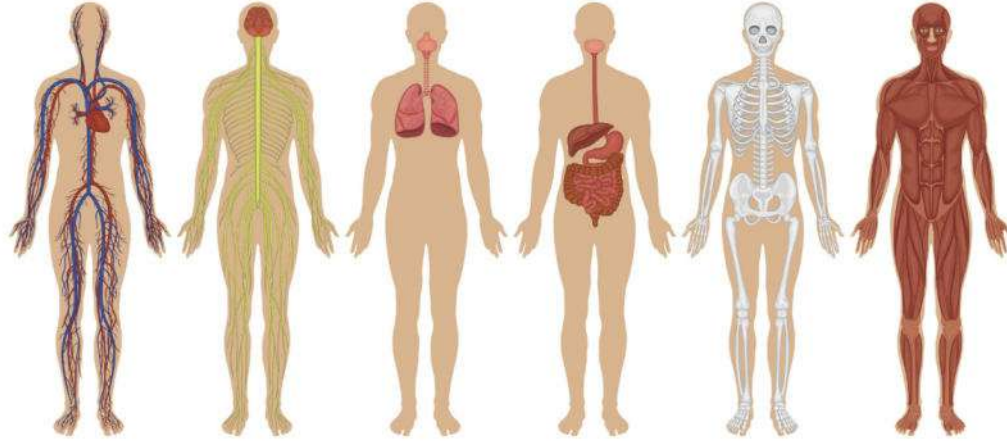
Anton van Leeuwenhoek

Lesson Objectives

43

Students will:

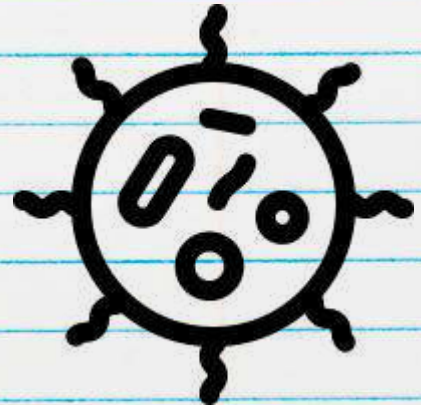
- Describe the significant contributions of Anton van Leeuwenhoek



Lesson Vocabulary

45

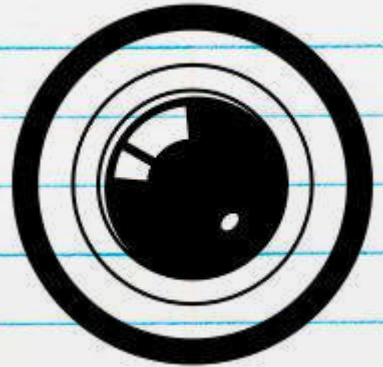
- **bacteria** - very small living things not visible with the naked eye, some of which may cause disease



Lesson Vocabulary

46

- **lens** - a curved piece of glass used in magnifying glasses and microscopes



Lesson Vocabulary

47

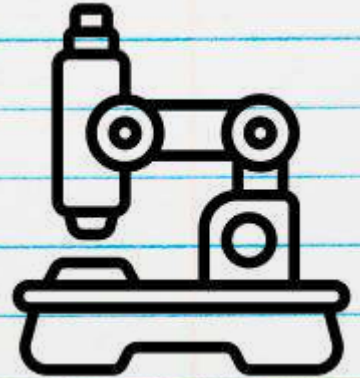
- **magnifies** - makes something appear larger than it really is



Lesson Vocabulary

48

- **microscope** - a magnifying instrument used for viewing very small objects



Lesson Vocabulary

49

- **observations** - information gathered by closely watching someone or something





Slides

Lesson 2

Anton van

Leeuwenhoek

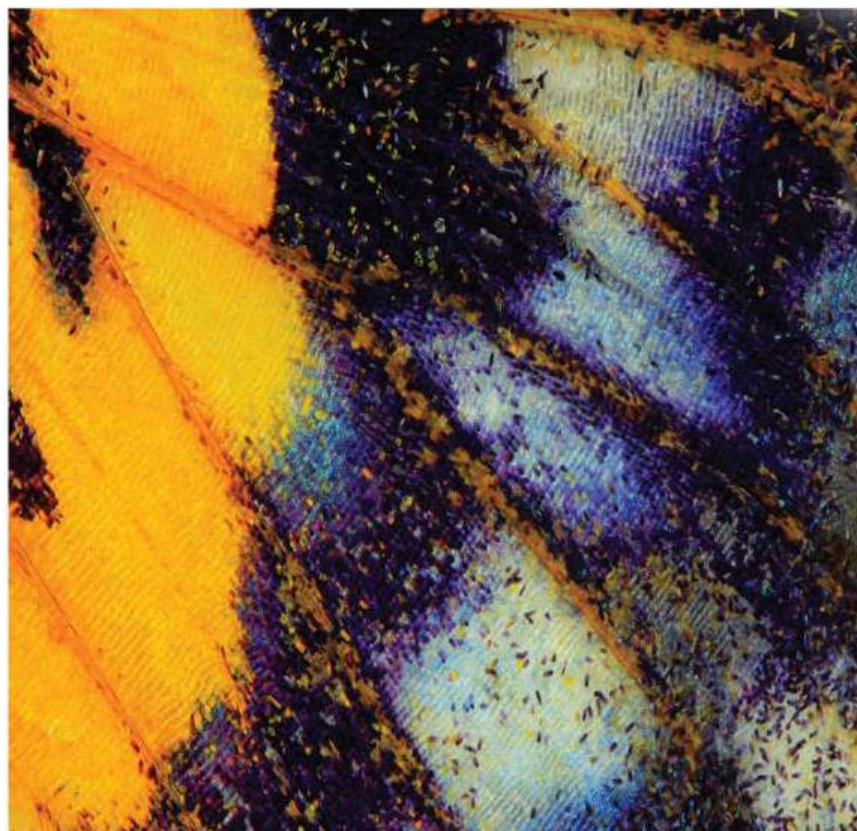
Video



2A-1



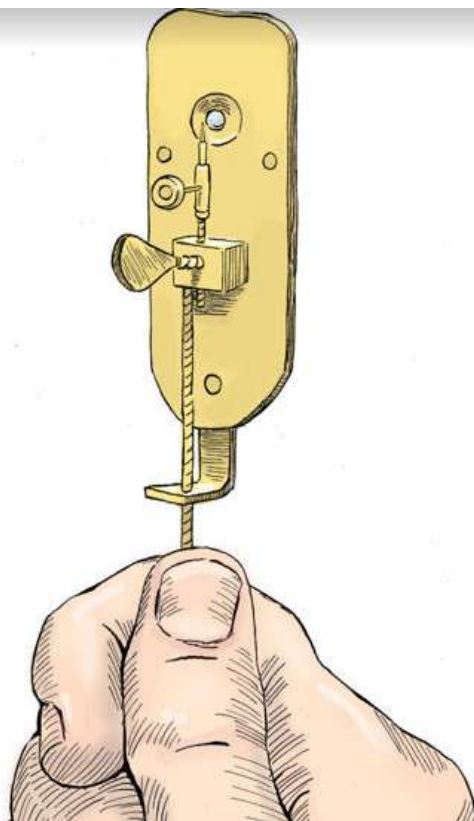
2A-2



2A-3







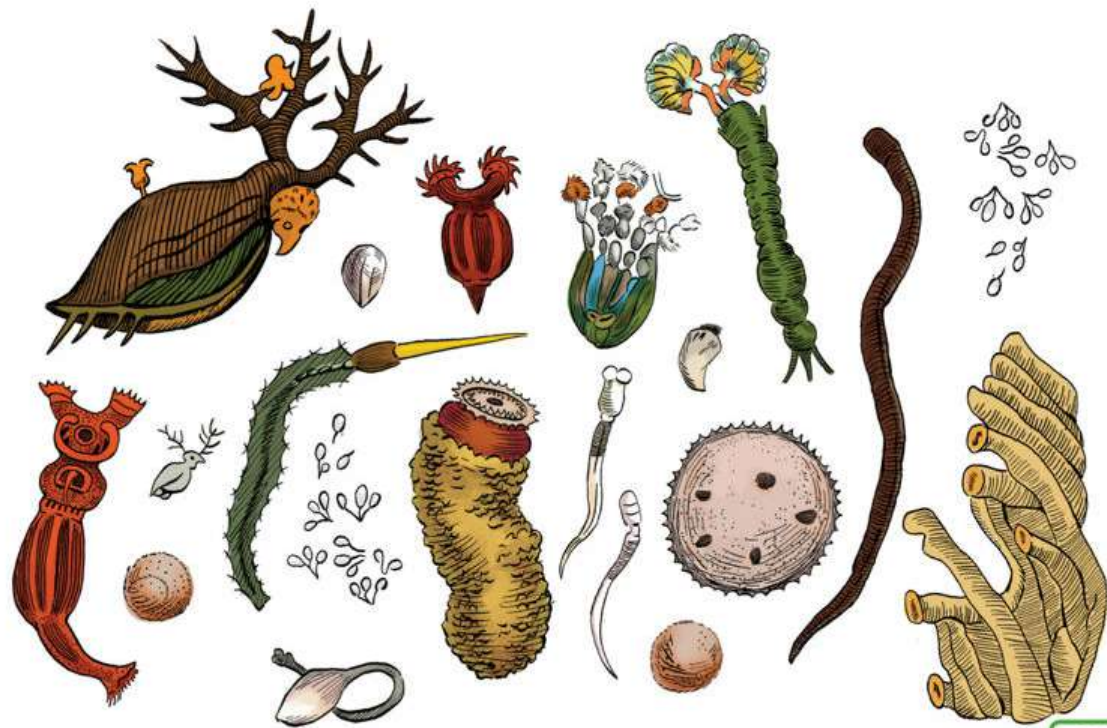
2A-7

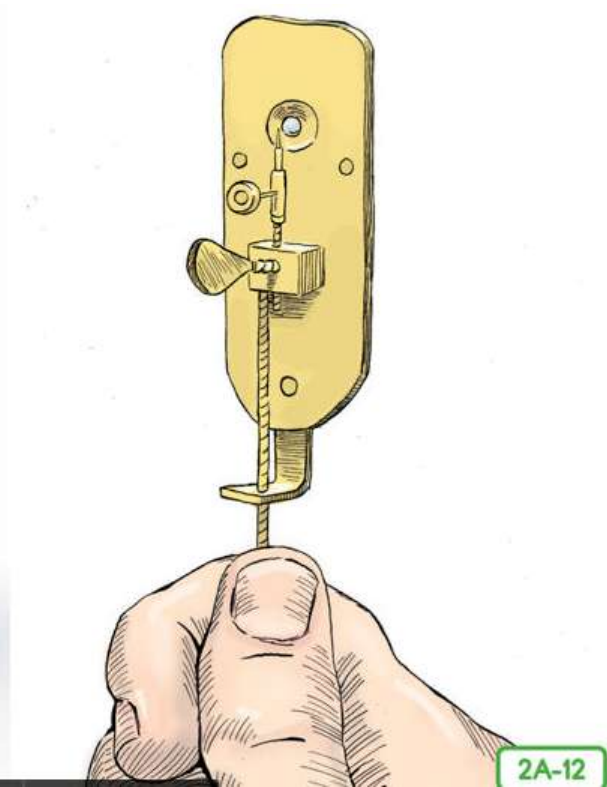


2A-8









2A-12



2A-13

Comprehension Questions

65

- What was Anton van Leeuwenhoek's important discovery?
- What instrument made Anton's discovery possible?
- If you could choose one word to describe Anton, what would it be? Why?

Comprehension Questions

66

- Anton had a name for the living things he saw under his microscope's lens. What did he call these living things?
- Do you think that was a good name for these things? Why or why not?
- Anton lived a very long time ago, so how do we know so much about his discoveries?

Think-Pair-Share

67

Do you think Anton van Leeuwenhoek is a good hero for Nick Nutri? Why or why not?

Do you think it's possible, that there may still be things too small to see even with our powerful microscopes today?

Word Work - Observations

68

“His customers appreciated Anton’s careful observations.”

Observations include the information that is gathered when watching someone or something very closely.



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Word Work - Observations

70

Look around the room and make **observations** about what you see.

Tell us about one of your **observations**. Did you notice something you've never noticed before?



Word Work - Observations

71

Does this describe one of Anton's observations?
Yes or no?

1. At sixteen, Anton began working in the textile business.
2. Anton used a magnifying glass to make sure that the threads of the cloth were straight and tightly woven.
3. Anton found that the sticky coating on the outside of his teeth was crawling with millions of tiny organisms.
4. Anton discovered what looked to him like tiny "little animals" in lake water.

NAME: _____

DATE: _____

2.1

Activity Page



Anton van Leeuwenhoek _____

Knowledge 10

Human Body Journal

72

**Write about Anton van
Leuwenhoek.**

NAME: _____

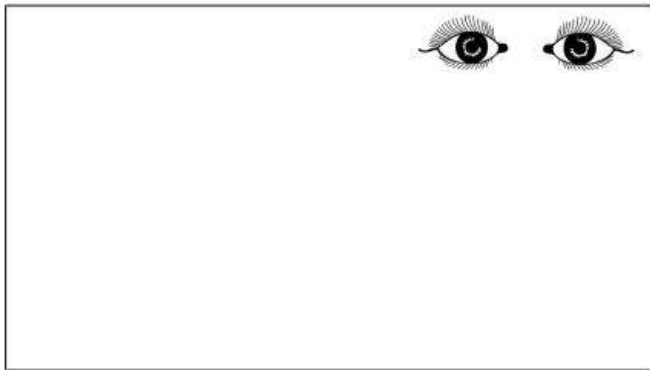
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2.2

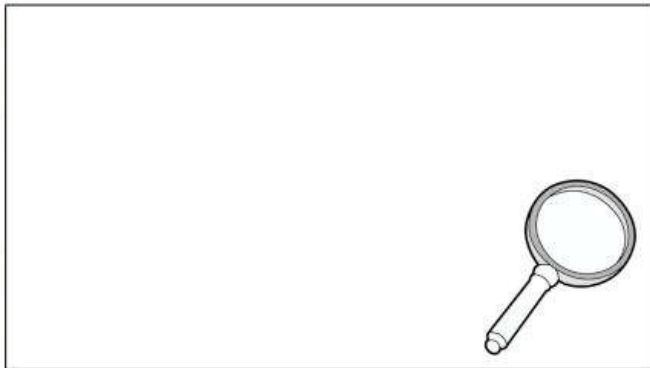
Activity Page

Using a Magnifying Glass

What I See With My Eyes Alone



What I See Through the Magnifying Glass



Directions: Look at the fabric swatch you have been given without using the magnifying glass. Draw what you see under the heading "What I See With My Eyes Alone." Then, look at the fabric swatch using the magnifying glass, and draw what you see under the heading "What I See Through the Magnifying Glass."

Knowledge 10

Using a Magnifying Glass

73



BrainPopJr.

74

Making Observations

<https://jr.brainpop.com/science/beascientist/makingobservations/>

Lesson 3

Cells and Tissues

Lesson Objectives

76

Students will:

- Explain that all living things are made up of microscopic cells
- Describe the relationship among cells, tissues, organs, and systems



Lesson Vocabulary

78

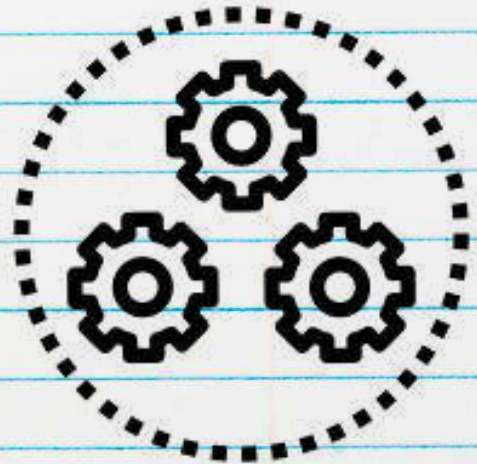
- **cells** - the smallest units of living things; the body's building blocks



Lesson Vocabulary

79

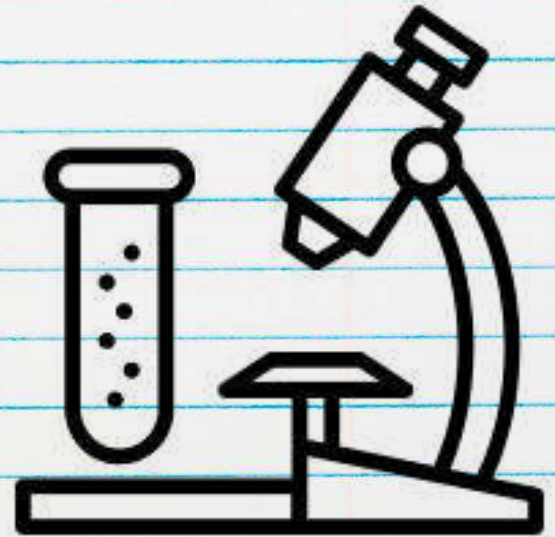
- **functions** - roles, jobs, or purposes that support particular activities



Lesson Vocabulary

80

- **microscopic** - too small to be seen without the aid of a microscope



Lesson Vocabulary

81

- **stimulus** - a thing or event that starts actions, feelings, and thoughts



Lesson Vocabulary

82

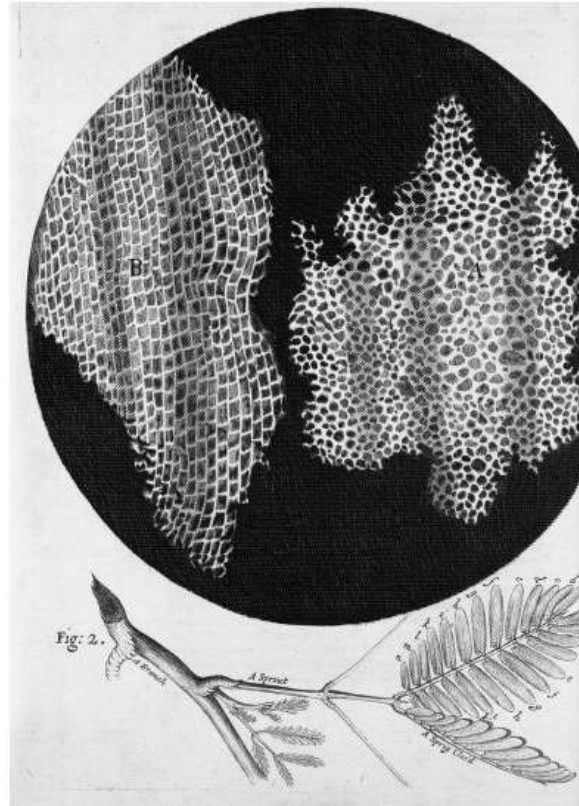
- **tissue** - a group of cells that perform the same job in living organisms



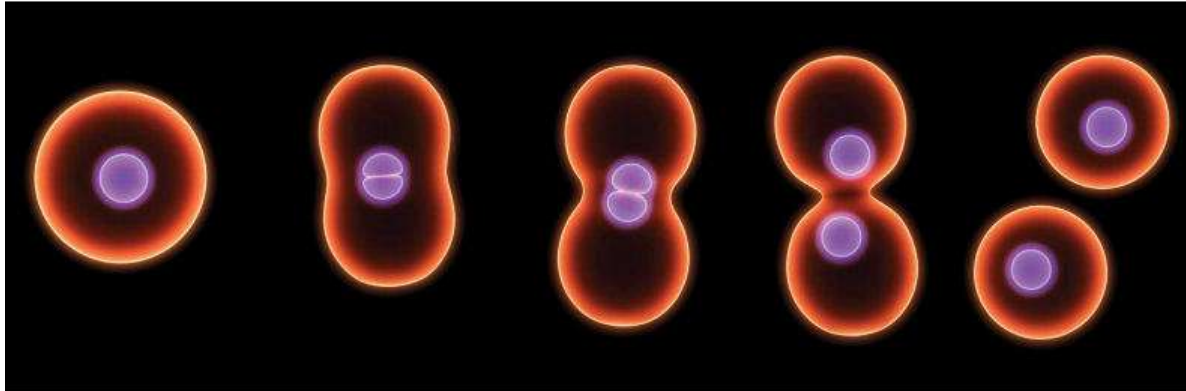
Lesson 3
Cells and
Tissues
Video



3A-1



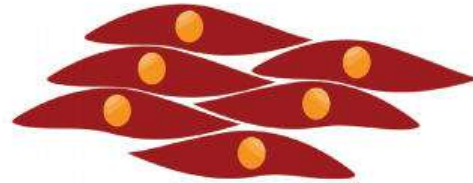




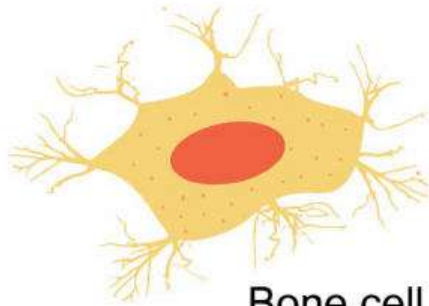
3A-4



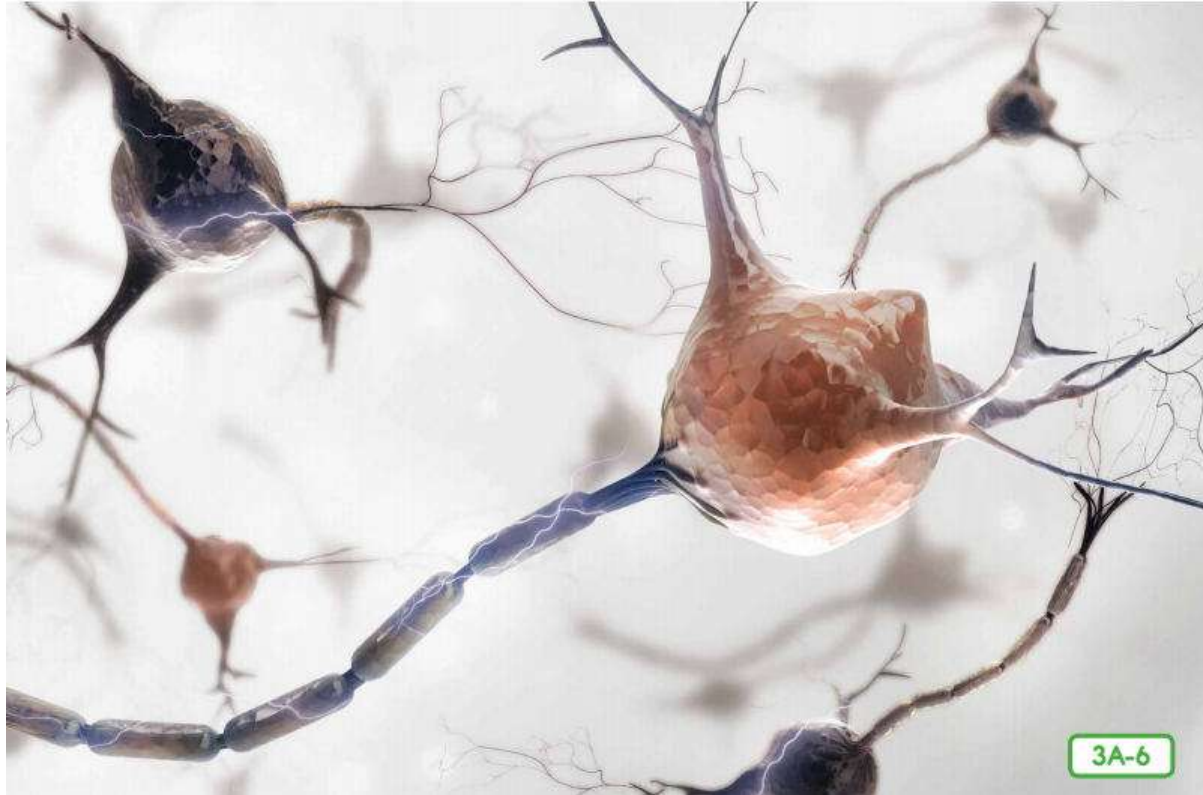
Red blood cells



Smooth muscle cells

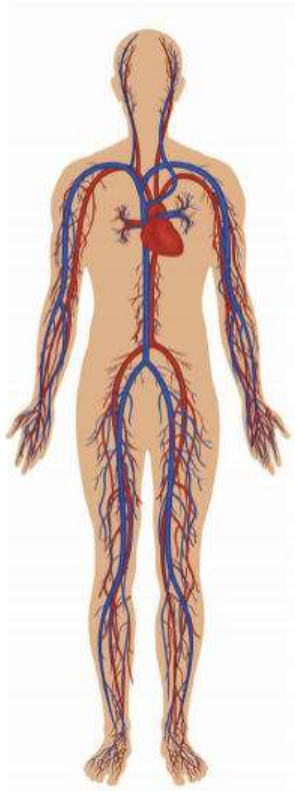


Bone cell





3A-7



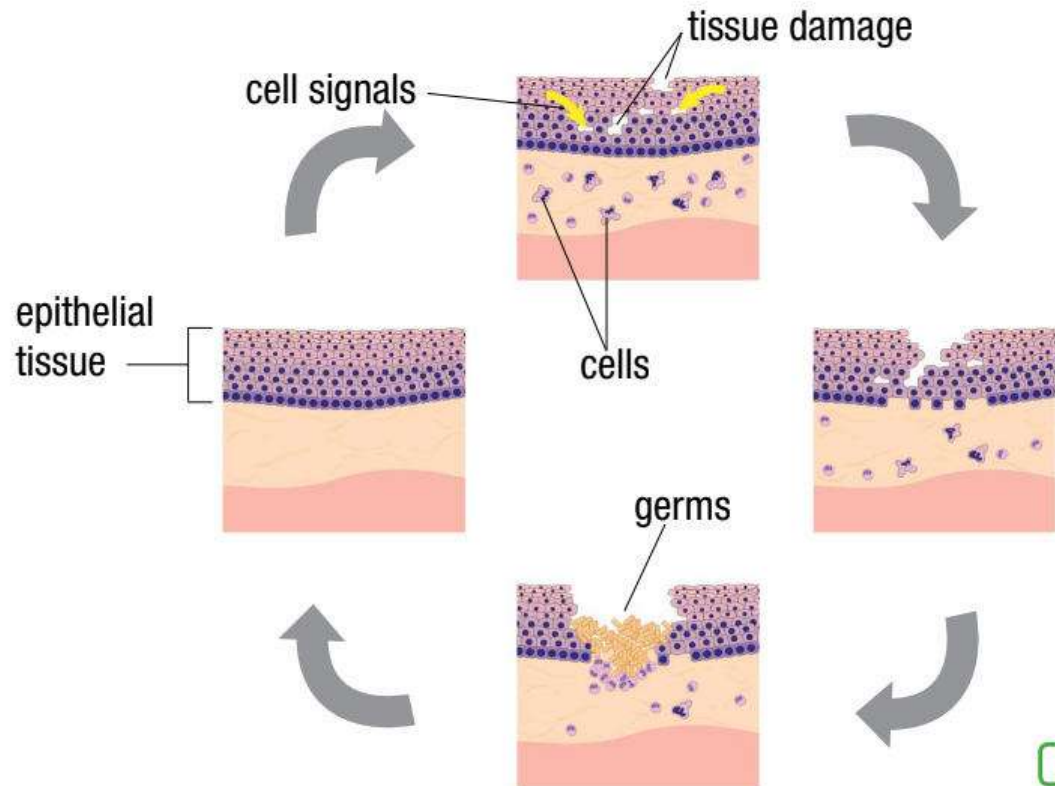
3A-8

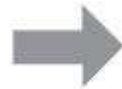
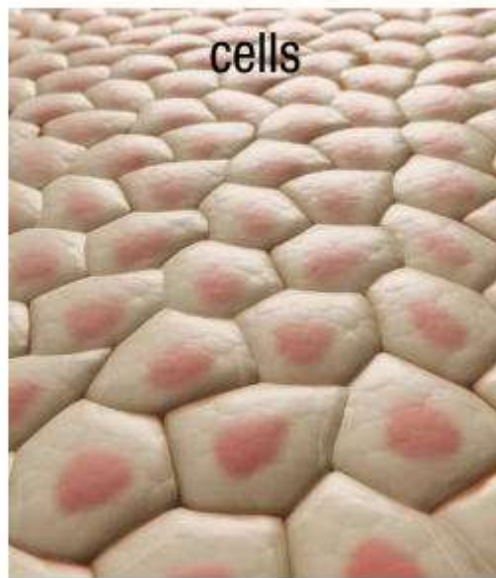


3A-9



3A-10





?

Comprehension Questions

96

- What is the smallest microscopic building block of all living things?
- What is a group of these same things called?
- Name all four types of body tissue.
- Your blood is a tissue, made up of many cells. What type of tissue is blood? Why?

Comprehension Questions

97

- Whenever you hear the word cardiac you may safely guess that it has something to do with your heart. Therefore, where is cardiac muscle tissue located?
- Why are cells called microscopic?
- How do we know that cells are alive?
- What is the name of the body tissue that protects? Name some parts of the body where epithelial, or protective tissue is found.

Think-Pair-Share

98

Nerve cells form nervous tissue. You have already learned about the nervous systems. Where do you think nerve cells and nervous tissue are found?

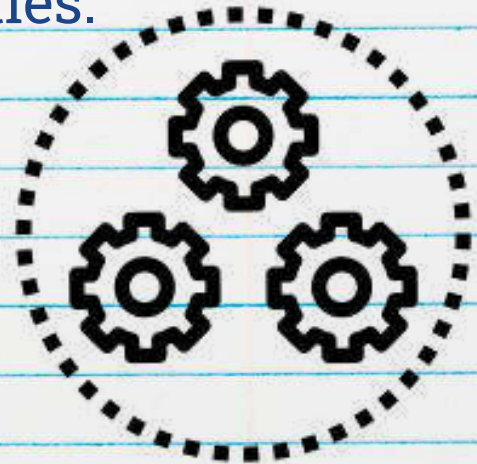
Word Work - Functions

99

“Cells are the body’s building blocks, the smallest units of life that can carry out the **functions** of a living thing.”

Functions are the roles, jobs, or purposes that support particular activities.

Think of some **functions** that schools serve.



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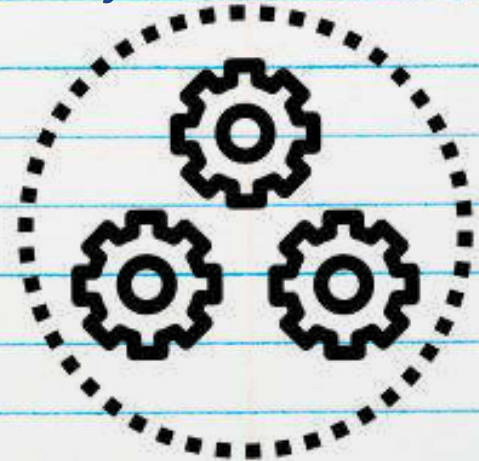
function

Word Work - Functions

101

Does this correctly describe one of the body's functions?

1. The circulatory system circulates blood through the heart to every part of the body.
2. The nervous system gets rid of your body waste.
3. The respiratory system helps you digest your food.
4. The skeletal system supports your body and give it shape.



NAME: _____

DATE: _____

3.1

Activity Page

Cells and Tissue

[To Table of Contents](#)

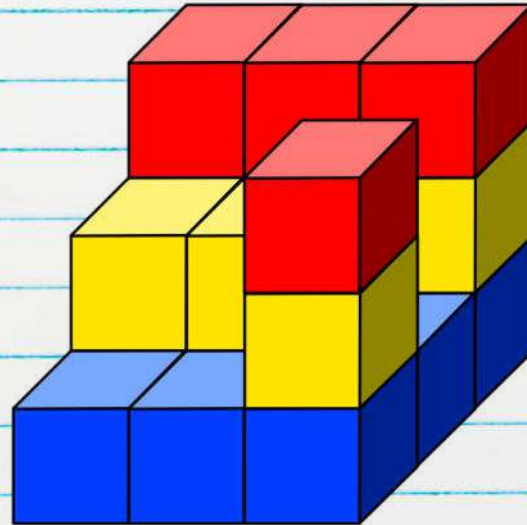
Knowledge 10 - The Human Body: Building Blocks and Nutrition

Human Body Journal

102

**Write a sentence about cells and
a sentence about tissues.**

Knowledge 10



BrainPopJr.

103

Muscles

<https://jr.brainpop.com/health/bodies/muscles/>

Lesson 4

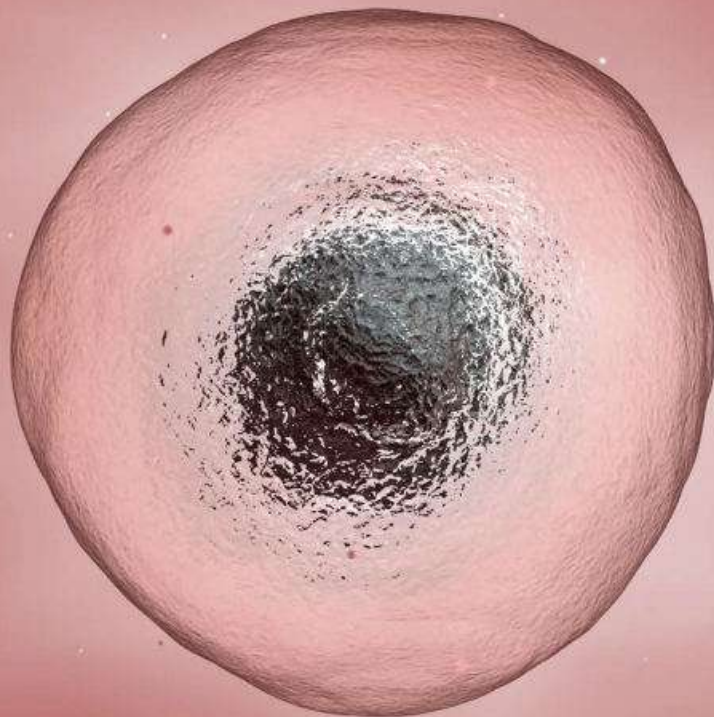
Organs

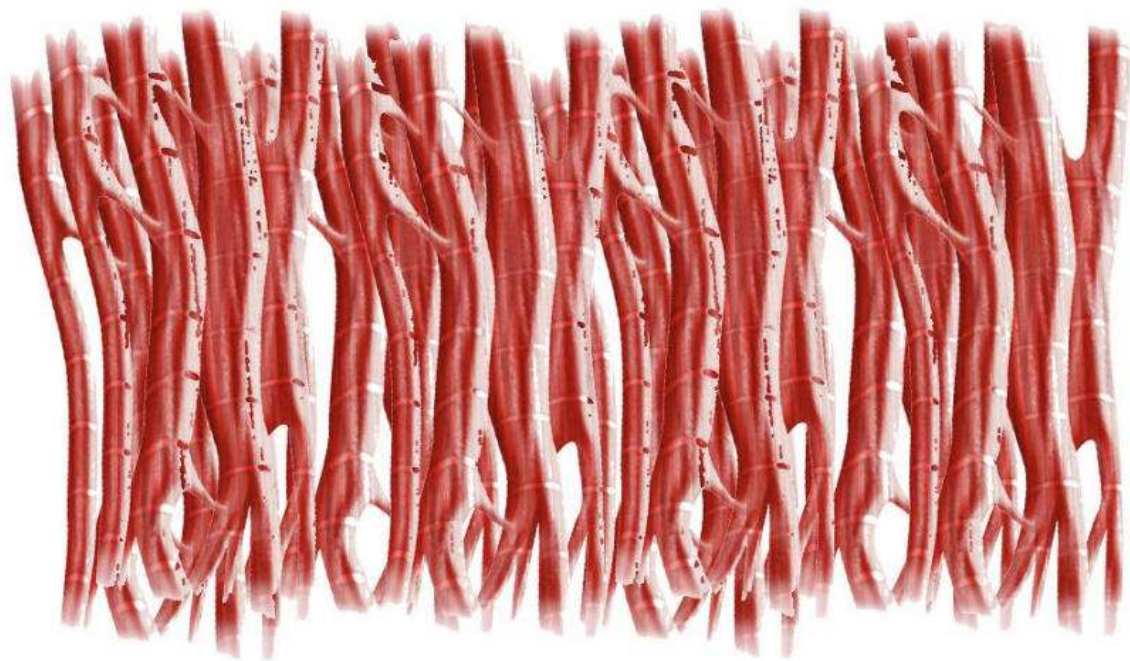
Lesson Objectives

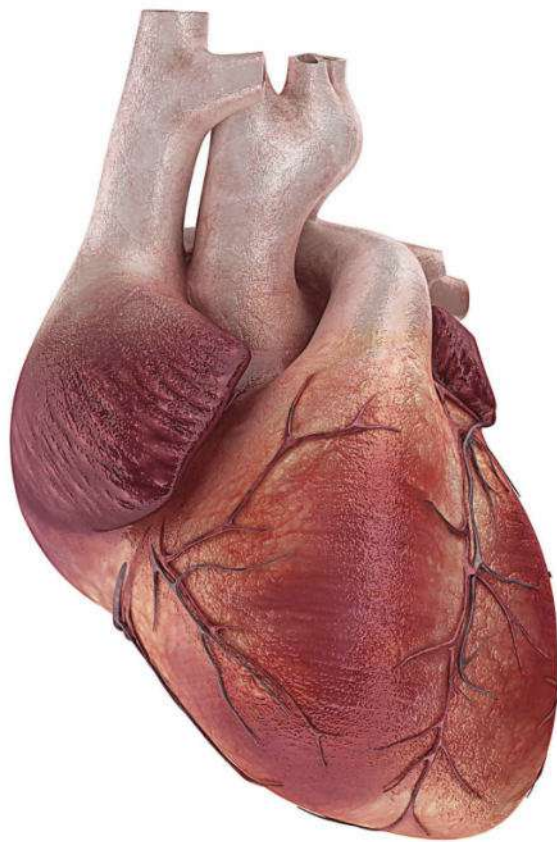
105

Students will:

- Describe the relationship among cells, tissues, organs, and systems







Lesson Vocabulary

109

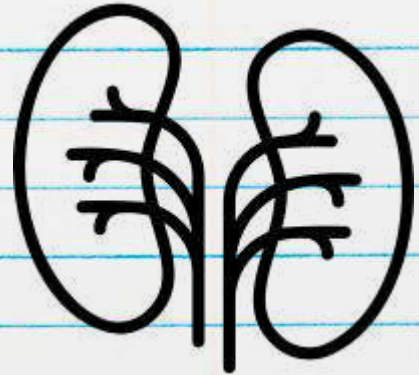
- **collapse** - to fall or cave in



Lesson Vocabulary

110

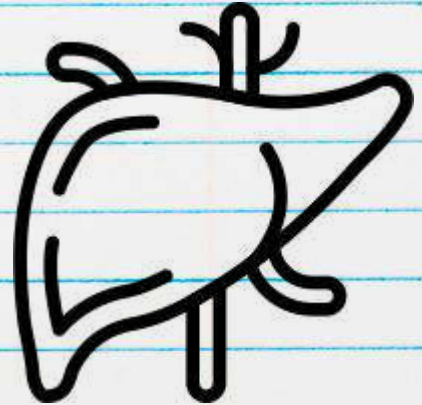
- **kidneys** - a pair of abdominal organs that helps clean the body's blood



Lesson Vocabulary

111

- **liver** - a large body organ that secretes juices to aid in digestion



Lesson Vocabulary

112

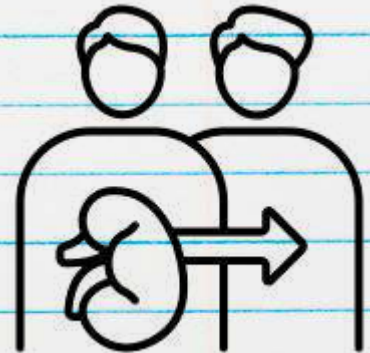
- **nourish** - provide with food or other substances necessary for growth



Lesson Vocabulary

113

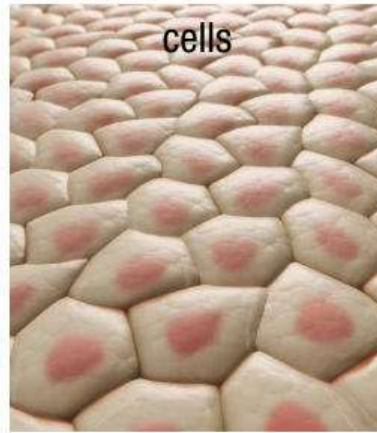
- **transplant** - to move something from one place to another place



Lesson 4

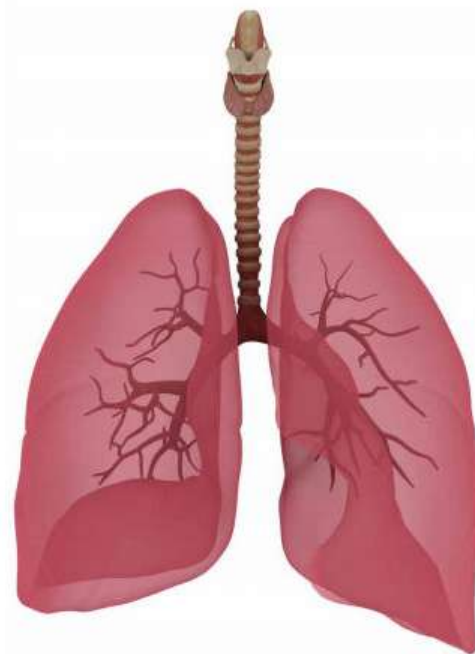
Organs

Video

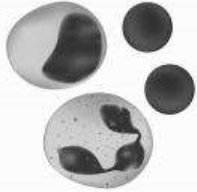


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4A-1



4A-2



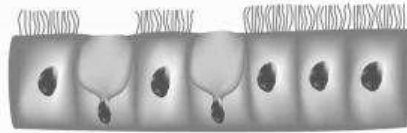
Blood cells



Surface skin cells



Bone cell



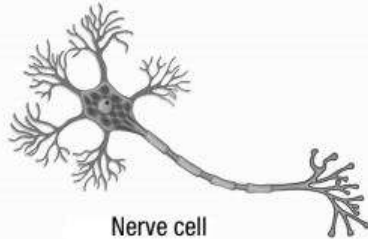
Epithelial cells



Cardiac muscle cell



Skeletal muscle cells



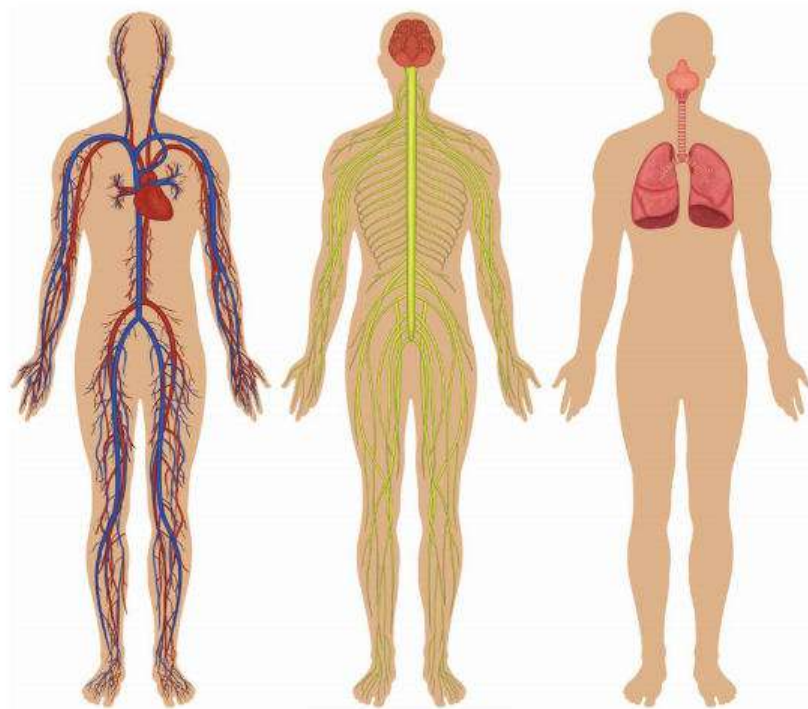
Nerve cell



Smooth muscle cells



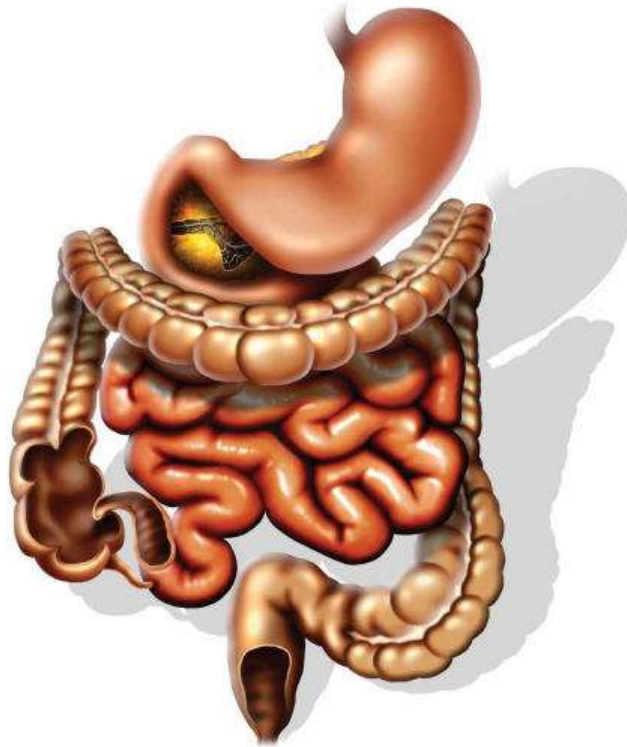
4A-4



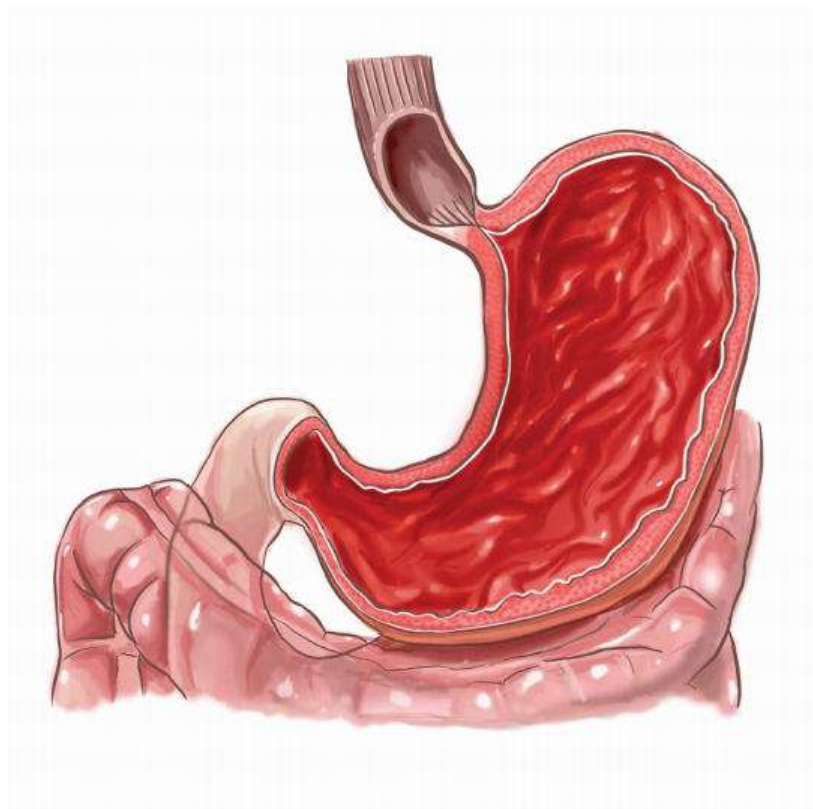
Circulatory System

Nervous System

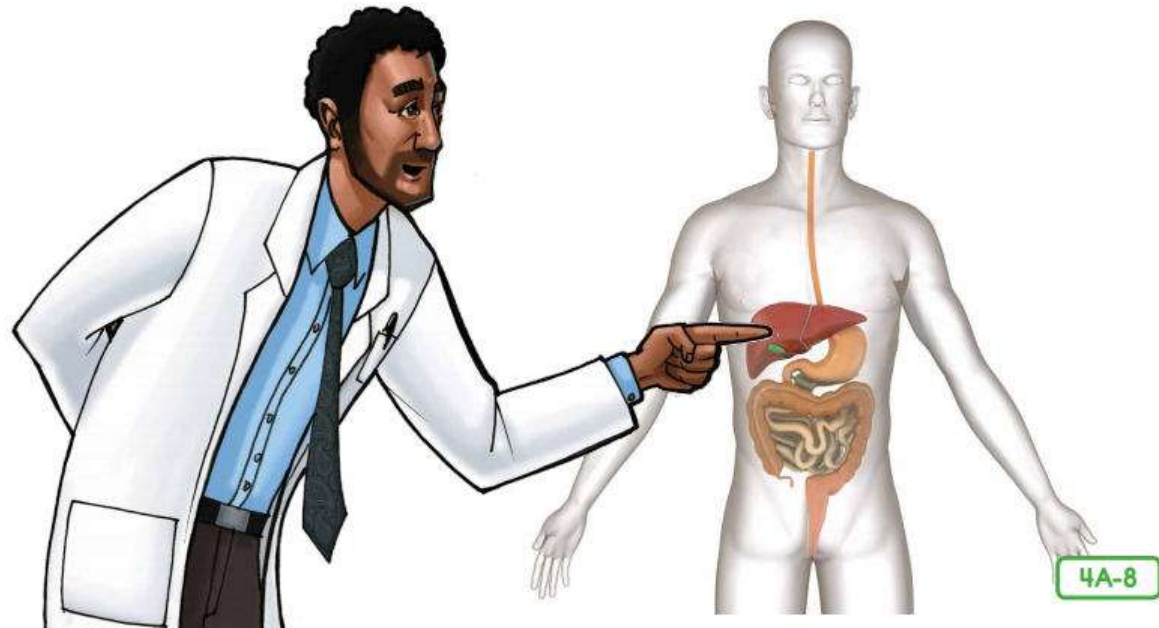
Respiratory System

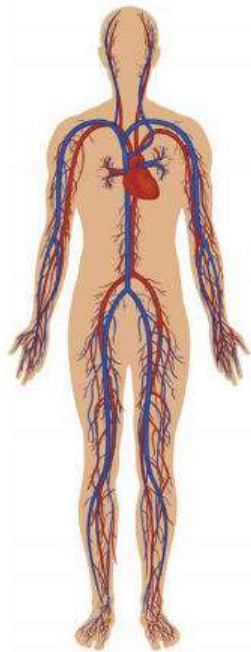


4A-6

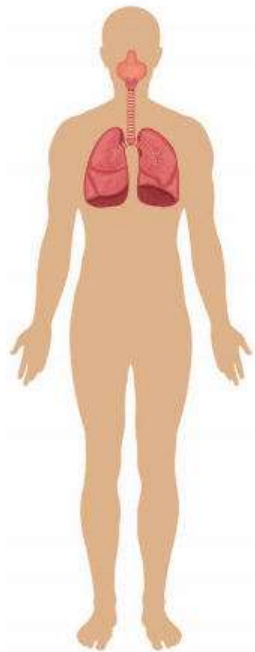


4A-7

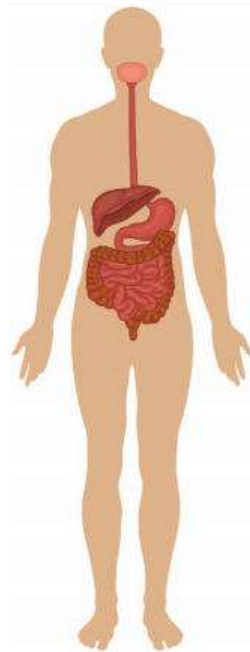




Circulatory System



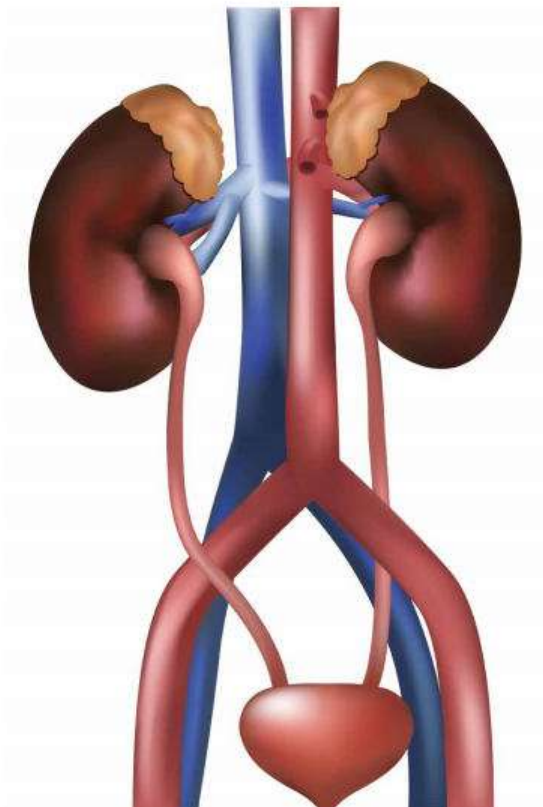
Respiratory System



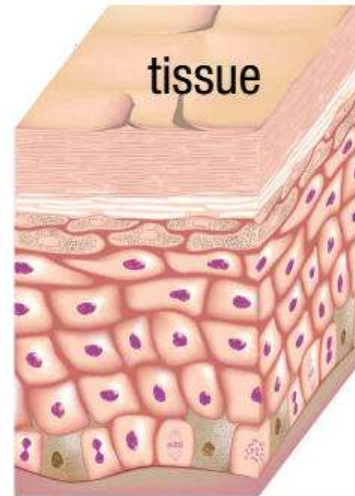
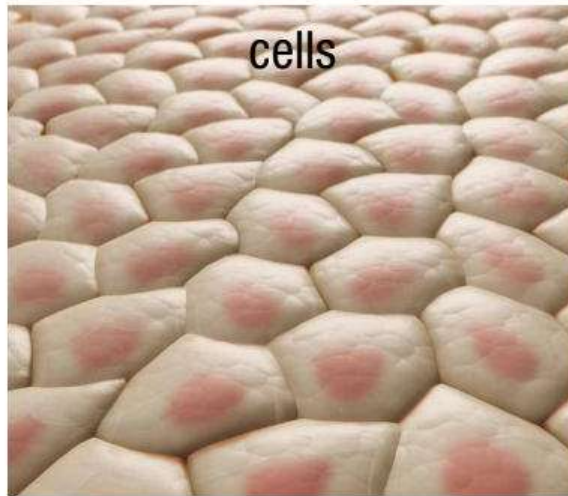
Digestive System

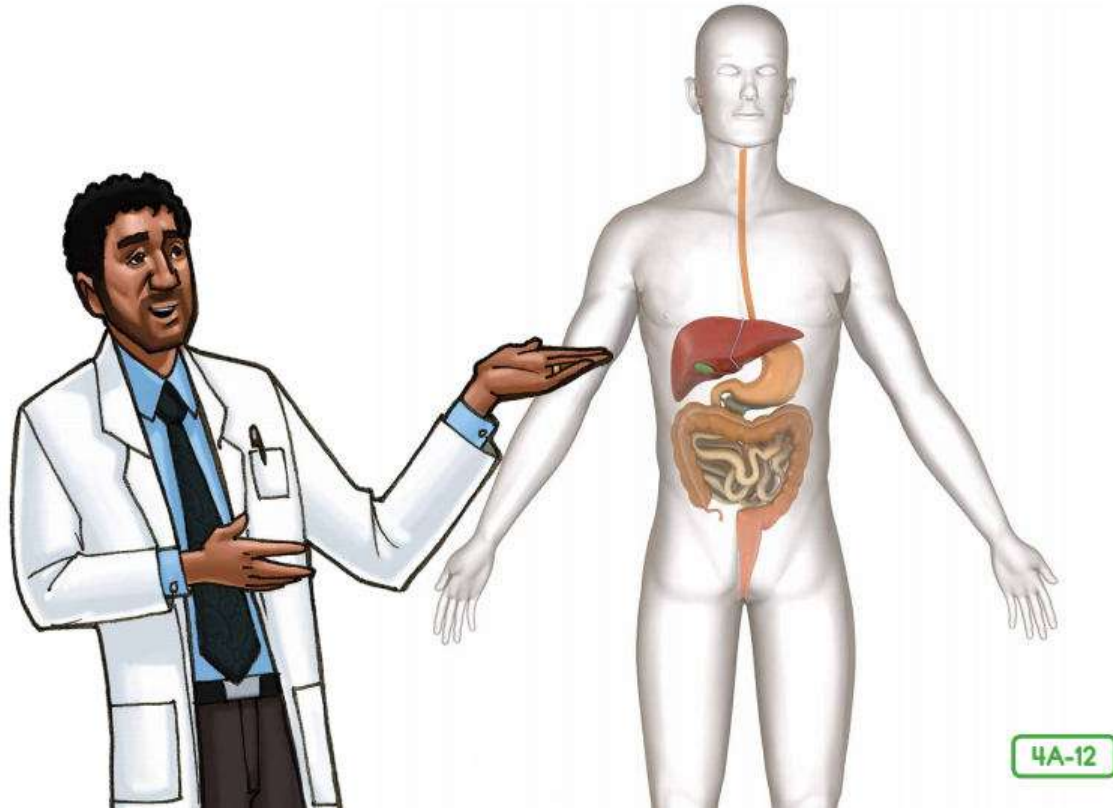


Muscular System



4A-10





Comprehension Questions

127

- Name one of the important body organs that you heard about today.
- The heart, skin, and bones are all organs. What does that tell you about the size, shape, and texture of body organs?
- Cells group together to form tissues; tissues group together to form organs. What do groups of organs form?

Comprehension Questions

128

- Give some examples of organs, and the body system the organ belongs to.
- You heard today that your eyes and ears and skin are all organs. They are not parts of major organ systems, but they are grouped together as sense organs, and they work closely with the nervous system. You already know about your five senses. Which ones control smell and taste?

Think-Pair-Share

129

You learned that people donate, or give away, organs to save other people's lives. Some organs are easier to transplant, or move, than others. Which organs would be very hard to donate? Why?

Word Work - Nourish

130

"If your lungs collapse, there is not enough oxygen to feed, or **nourish**, your cells with the things they need to live and grow."

Nourish means to provide with food or other substances necessary for growth.

Think of your favorite foods and drinks that you use to **nourish** your body.
Do you think they are healthy for you?





nourish

"nurture, feed"

mal
under

ed
es
ing
ment

Word Work - Nourish

132

Does this describe something that will nourish you?

- Soda
- Eggs
- Jelly beans
- Black beans
- Squash
- Jolly Rancher



1



2

Tissue



NAME: _____

DATE: _____

4.1 Activity Page

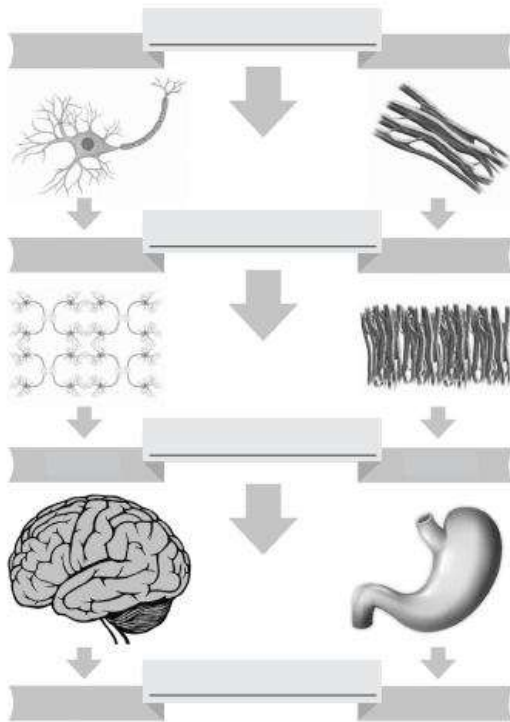
What's the Connection?

systems

cells

tissues

organs



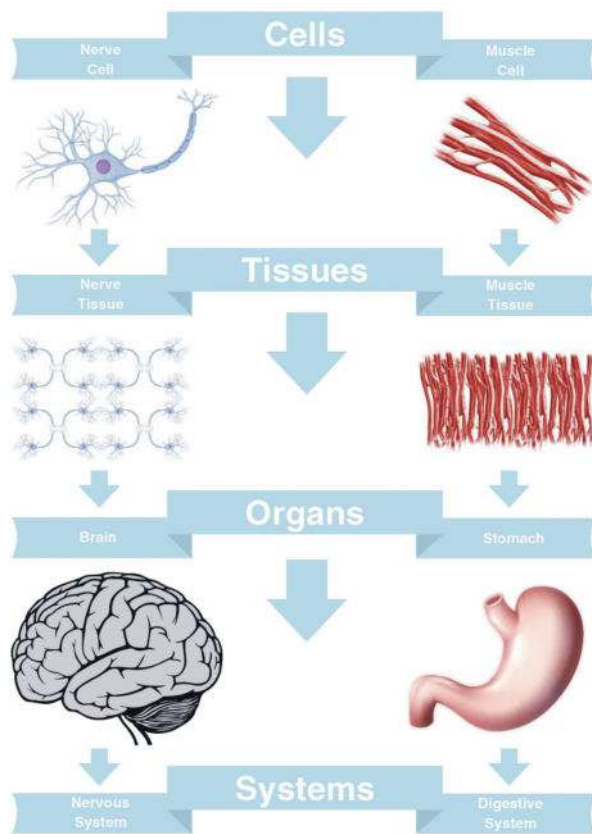
Directions: Choose the correct word from the word bank to write in each blank, starting with the smallest unit and building up to the largest.

Knowledge 10

What's the Connection

134

Answers on the next slide



BrainPopJr.

136

Lungs

<https://jr.brainpop.com/health/bodies/lungs/>

Pausing Point

Riddles

138

- I am one of your sense organs, the largest body organ. What am I?
- I am the system responsible for circulating, or moving, blood to all other systems. What am I?
- I am an instrument used to view microscopic organisms. What am I?
- I am the system responsible for carrying oxygen to your lungs so that you can respire, or breathe. What am I?
- I work with your sense of taste to make eating pleasurable for you. What am I?

Riddles

139

- I am one of the body's building blocks, the smallest unit of life that can carry out functions of living things. What am I?
- I am a curved piece of glass used to magnify objects on a microscope. What am I?
- I am the softest and most abundant tissue in the human body. What am I?
- I am a tiny, one-celled organism that Anton van Leeuwenhoek discovered when looking at water through a microscope. What am I?
- I am made up of body tissues, groups of similar cells. What am I?

NAME: _____

DATE: _____

PP.1

Assessment

Part I:
Anton van Leeuwenhoek



- _____ He invented the microscope.
- _____ He wrote a book called *Micrographia*.
- _____ He was the first person to describe bacteria.
- _____ He made cloth from tiny animal hairs.

Knowledge 10

Directions: Choose the word from the word bank that goes with the sentence, and write it in the blank. Not all words in the word bank are used; some are used more than once.

Part II:
Cells, Tissues, Organs, Systems

cells	tissues	organs	systems	
function	connective	muscle	epithelial	nervous

- The smallest units of human life are called _____.
- Tissues are made up of similar _____.
- Organs are made up of _____.
- Your heart is one of your most important _____.
- The tissue that forms protective barriers is called _____ tissue.
- Blood, bone, and fat are all _____ tissues.

140

Directions: Read the statements below and put an X beside the statement that best describes Anton's contribution to the world.

[To Table of Contents](#)

Lesson 5

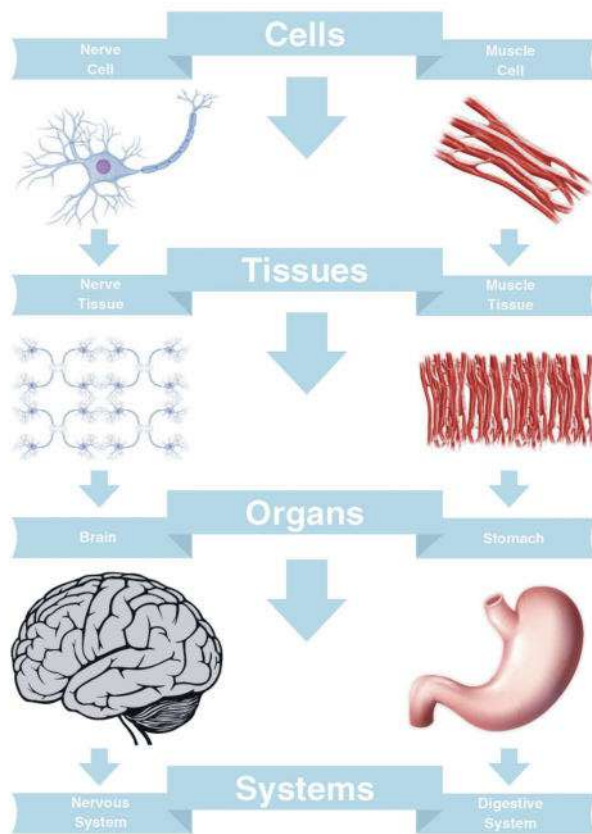
The Digestive System

Lesson Objectives

142

Students will:

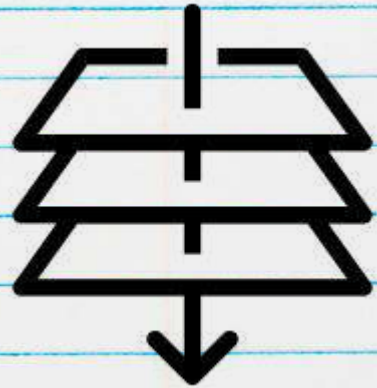
- Identify important components of the digestive system and their functions
- Describe the process of nourishing the body from the time food is taken into the mouth until waste is removed from the body



Lesson Vocabulary

144

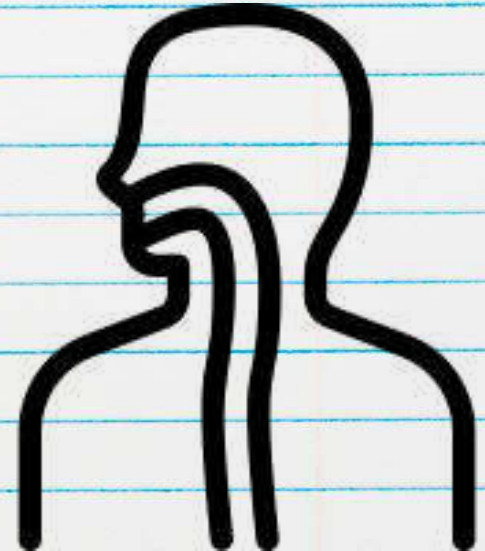
- **absorb** - to take in, or soak up a substance



Lesson Vocabulary

145

- **esophagus** - a muscular tube that connects the throat to the stomach



Lesson Vocabulary

146

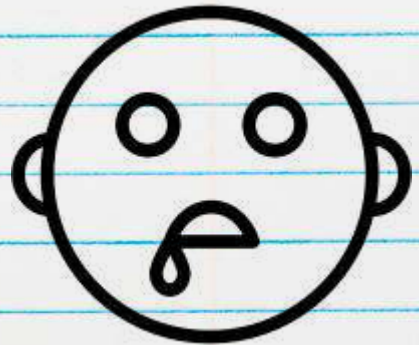
- **filtering** - passing through a device to remove unwanted material



Lesson Vocabulary

147

- **saliva** - a watery liquid in the mouth that helps soften food, making it easier to swallow



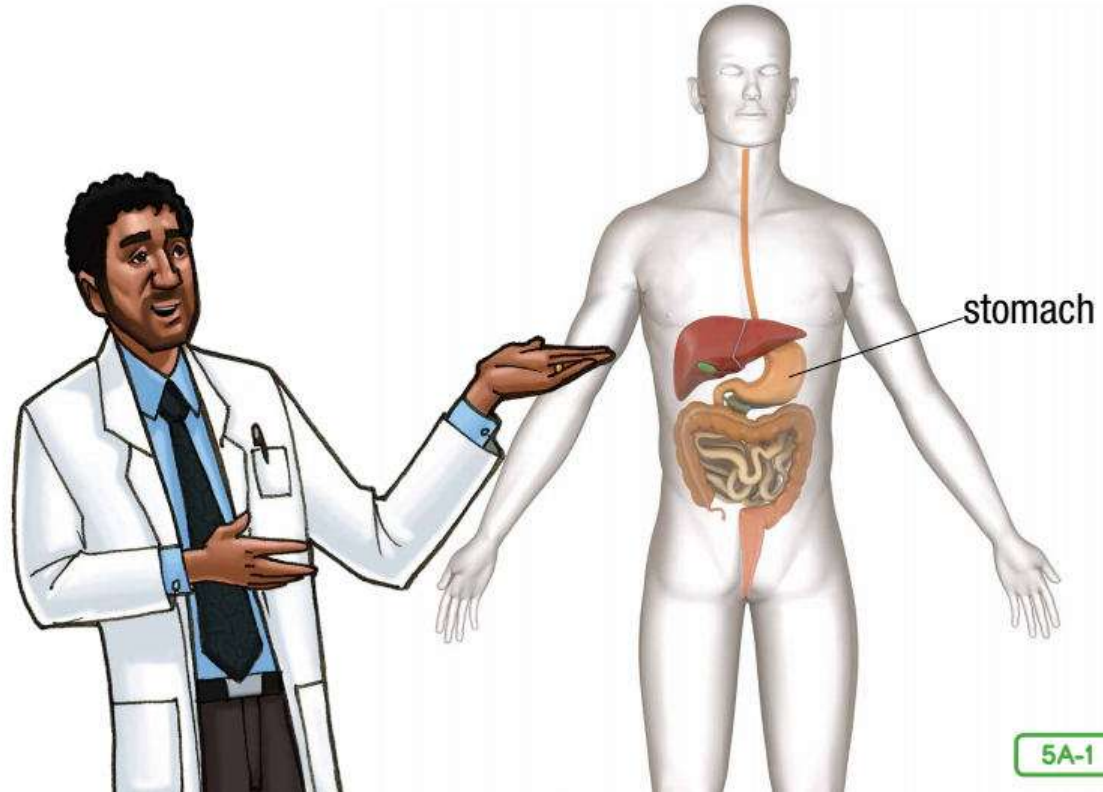
Lesson Vocabulary

148

- **villi** - the small finger-like threads inside the small intestine through which nutrients from food are absorbed into the body



Lesson 5 The Digestive System Video

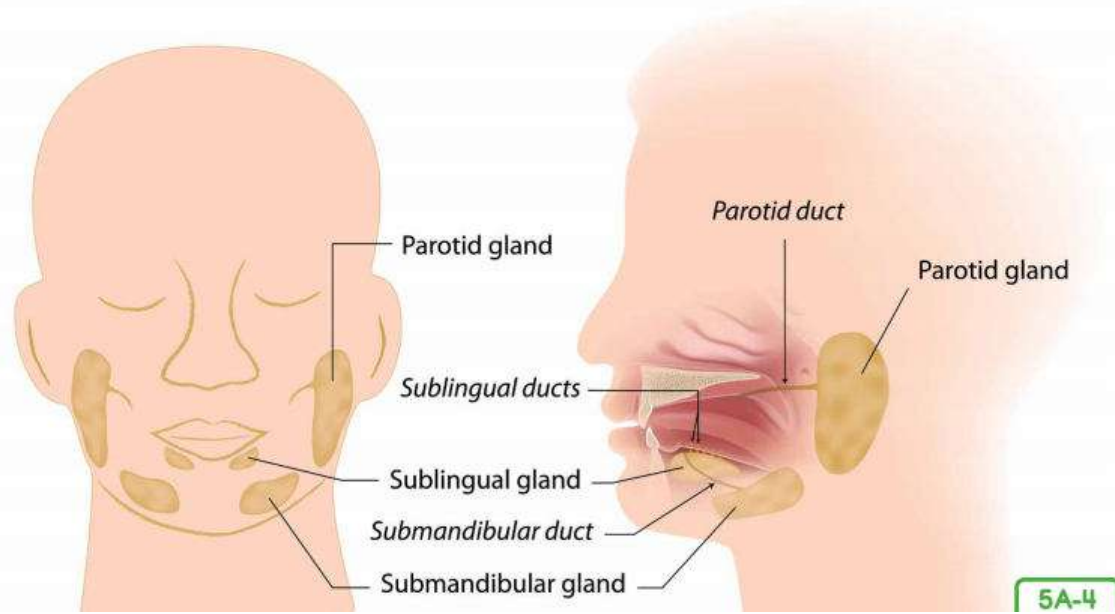


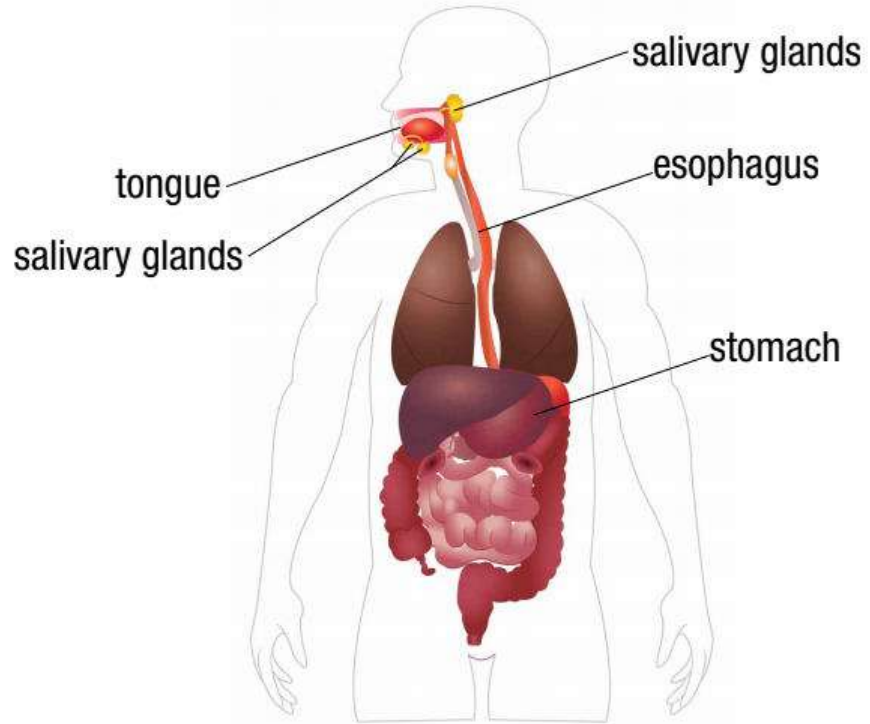
5A-1

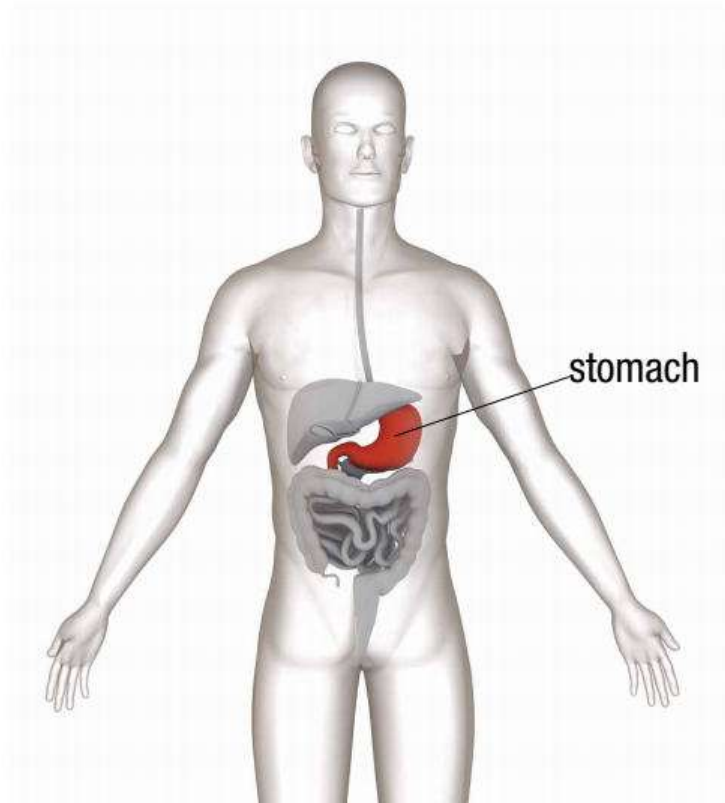




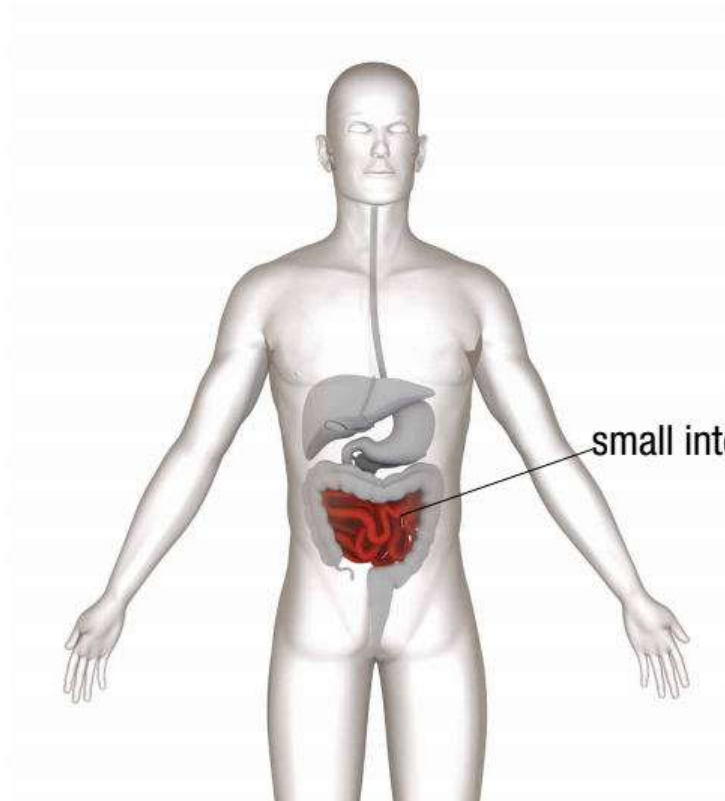
The Salivary Glands







5A-6

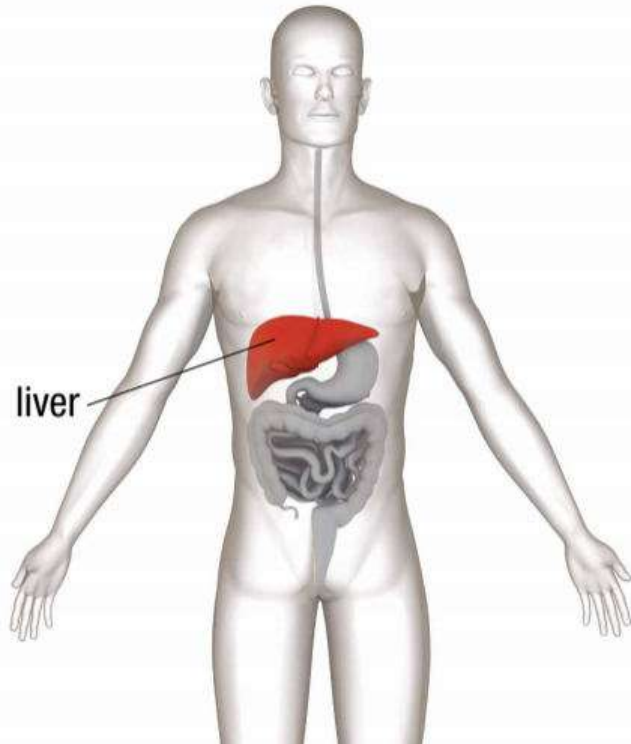


small intestine

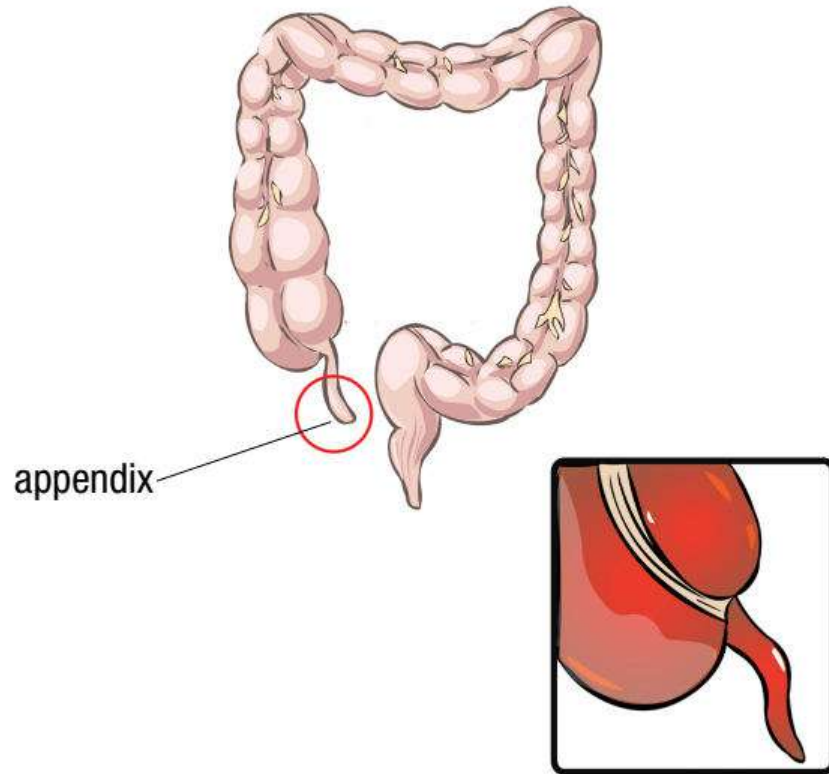
5A-7

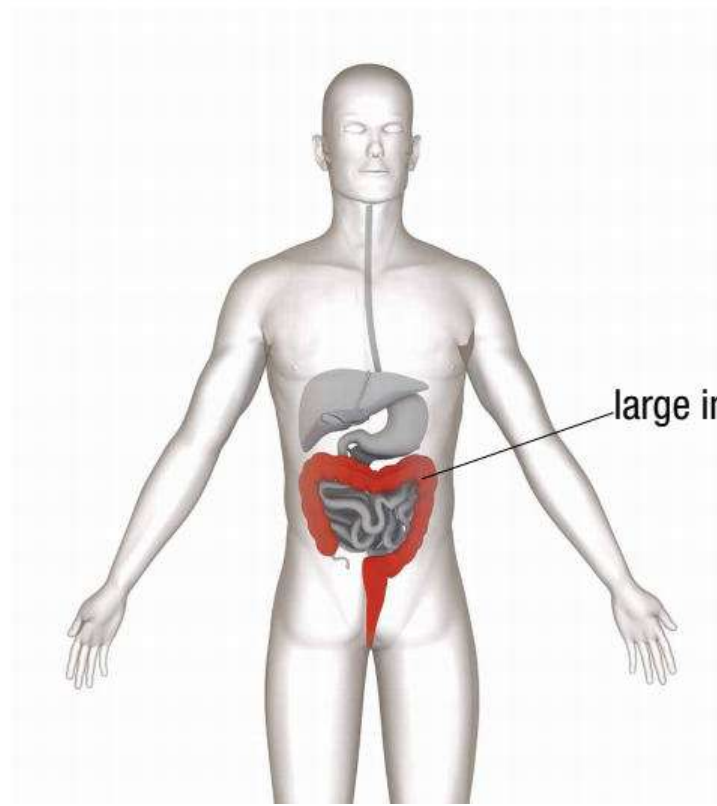
cross-section of the small intestine



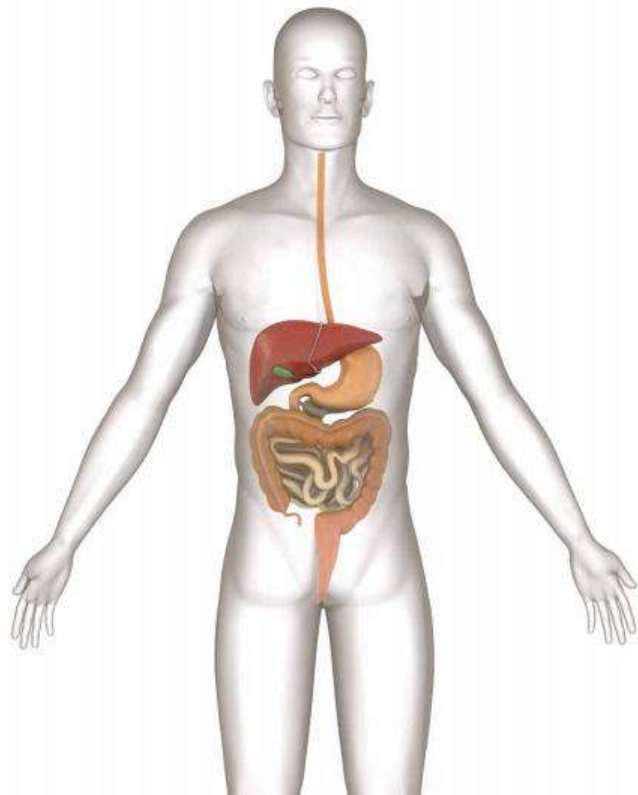


5A-9





large intestine



5A-12

Comprehension Questions

162

- What is the name of the long, stretchy tube that carries food from your throat to your stomach?
- You learned that both saliva and gastric juices work to kill germs. Why is that necessary? How do germs get into your body?
- If the intestines are one, long, coiled tube, why do you think we talk about them separately, using the terms *small intestine* and *large intestine*?

Comprehension Questions

163

- You learned that the liver filters waste from your blood. Why is it important to have clean blood?
- If you have appendicitis, the doctor may operate on you to remove one of your organs. What is the name of that organ? Is it dangerous to remove the appendix?

Think-Pair-Share

164

Think of a question you could ask your neighbor about the read-aloud that starts with the word *what*.

For example, “*What* organ filters the blood?”

Turn to your neighbor and ask your *what* question.

Think-Pair-Share

165

After this read-aloud we know what *digestion* means. If we put the prefix **in-** before a word, it changes the meaning of the word to *not* or *without*. If we put **in-** before the word *digestion*, we get the word *indigestion*. What do you think that means? What are some possible causes of indigestion?

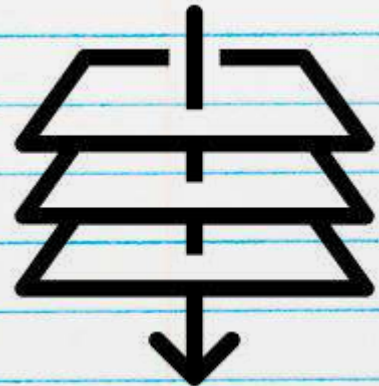
Word Work - Absorb

166

“The villi reach out and **absorb** usable nutrients and water, passing them through the bloodstream into all the cells of your body.”

Absorb means to take in or soak up a substance.

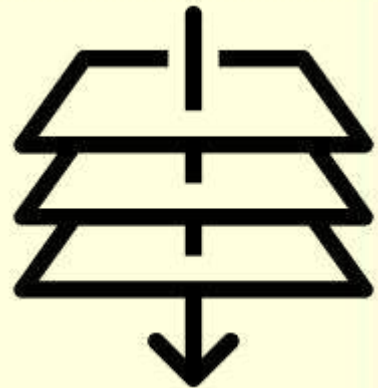
Think of an absorbent material,
something that will **absorb** -
or soak up a substance easily.



absorb

"soak in"

ed
ent
ing
s



ence

y

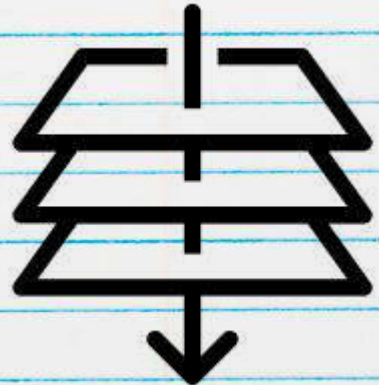
Word Work - Absorb

168

Put these two words in the correct order to complete this sentence:

_____ absorbs_____.

- trees/rainwater
- saliva/food
- towels/bathwater
- nutrients/villi
- mop/water



NAME: _____

5.1

Activity Page

DATE: _____

NAME: _____



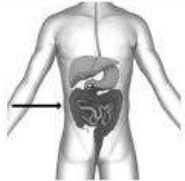


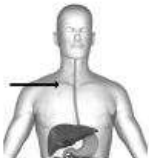
5.2

Activity Page

DATE: _____

169

Directions: The following pictures show the different steps in the process of digestion. Number each one in the correct order from 1-6, following food from the mouth to the anus.

 <p><input type="checkbox"/> Teeth crush the food, and saliva softens it into a mashed up lump of food.</p>	 <p><input type="checkbox"/> Feces, or waste, is stored in the rectum until it is ready to be passed out of the body through the anus.</p>
 <p><input type="checkbox"/> Food enters the large intestine, where water is absorbed from the waste and passed into the blood-stream.</p>	 <p><input type="checkbox"/> Food enters the small intestine, where millions of tiny villi absorb its nutrients.</p>
 <p><input type="checkbox"/> Food enters the stomach, where it is broken down by gastric juices into a paste-like substance.</p>	 <p><input type="checkbox"/> The lump of food travels down a stretchy tube called the esophagus.</p>

Knowledge 10

Human Body Journal

Knowledge 10

Write and draw about the digestive system.

[To Table of Contents](#)

Sequencing

NAME: _____

DATE: _____

5.3

Take-Home

Take Home

170

Dear Family Member,

Your child is learning about the digestive system and the excretory system, the two body systems that process our food and help us get rid of wastes. Over the next few days s/he will learn the importance of keeping bodies healthy by eating nutritional foods. Below are some suggestions for activities that you can do at home to reinforce your child's learning about these important systems and the foods that supply our bodies with the most nutrients.

1. How Long Are My Intestines?

The large and small intestines combined are about 25 feet long. Using a tape measure, help your child find objects or measure distances that are of a similar length. This will reinforce an incredible fact about this lengthy digestive organ!

2. A Fact-Finding Trip to the Grocery Store

Spend additional time in the produce section during a regular visit to the grocery store. Ask your child to find a fruit or vegetable that is unfamiliar to him/her. Identify the item, and, if it is not too expensive, buy one to try. Find out more about its origins and nutritional value by looking it up in a book or online. Another fun and informative grocery store activity for you and your child is to read package labels, making healthy meal selections based on good nutritional content—those foods that are low in sodium, sugars, and fats.

3. Words to Use

Your child has learned technical terms for discussing the body. Try to use these words as they come up in everyday speech with your child.

- *Excrete*—One way our bodies excrete, or get rid of, waste is through our skin.
- *Digest*—It is important to eat slowly in order to digest our food well.
- *Perspire/perspiration*—I perspire, or sweat, on a hot day.
- *Urine/urination*—Urine is made up largely of water.

4. Read Aloud Each Day

It is very important that you read to your child each day. The local library has numerous books on nutrition that you may share with your child. A list of books and other relevant resources is included in the previous letter.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

Knowledge 10

BrainPopJr.

171

The Digestive System

<https://jr.brainpop.com/health/bodies/digestivesystem/>

Lesson 6

The Excretory System

Lesson Objectives

173

Students will:

- Identify important components of the excretory system and their functions
- Describe how the digestive and excretory systems work together

NAME: _____

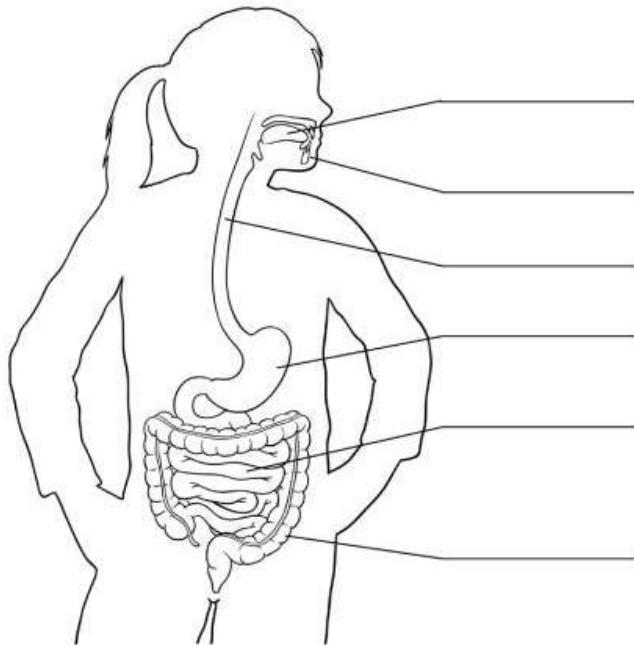
DATE: _____

6.1

Activity Page

Digestive System Matchup

stomach	large intestine	esophagus
tongue	small intestine	teeth



Directions: Label the parts of the digestive system using the terms provided in the word bank.

Knowledge 10

Review

174

[To Table of Contents](#)

Lesson Vocabulary

175

- **bladder** - a balloon-like sac in which urine collects before it is excreted from the body



Lesson Vocabulary

176

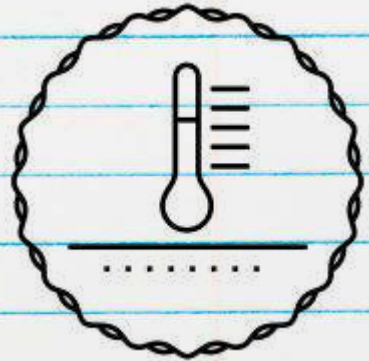
- **excrete** - to expel or get rid of



Lesson Vocabulary

177

- **regulate** - to control something



Lesson Vocabulary

178

- **sweat** - moisture that comes out of the skin's pores due to exercise



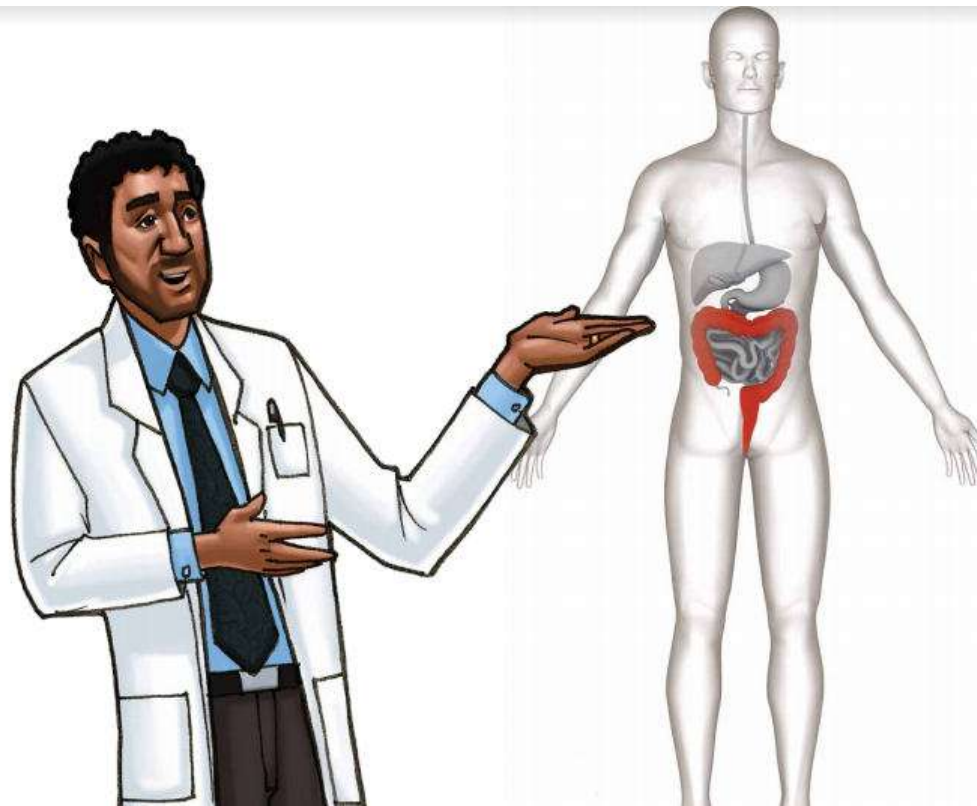
Lesson Vocabulary

179

- **toxic** - poisonous



Lesson 6
The Excretory
System
Video



6A-1

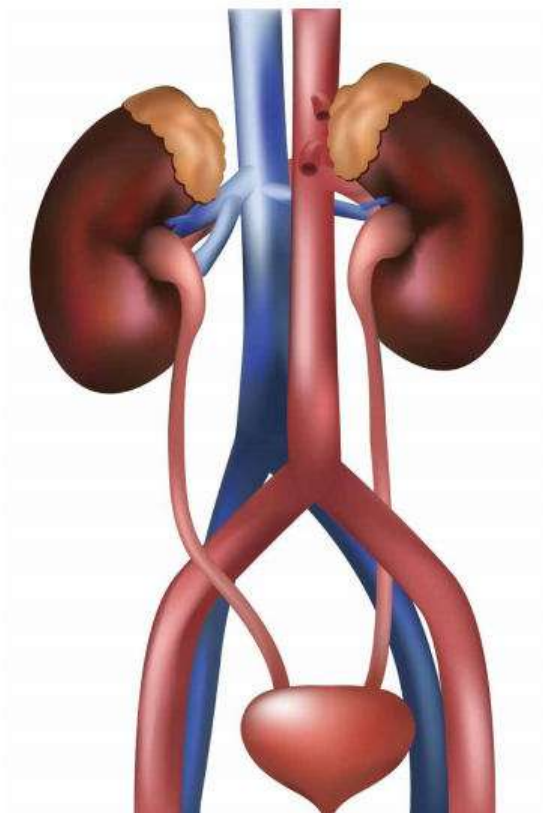


6A-2



6A-3





6A-5



6A-6



Comprehension Questions

188

- What are the names of the organs involved in the excretory system?
- What are two ways your body excretes liquid waste?
 - Which of the two is the primary, or main, way?
- How are the digestive and excretory systems similar?
- How are the digestive and excretory different?

Comprehension Questions

189

- What are the names of the two red, bean-shaped organs that clean the blood of undesirable substances?
- Once the blood is filtered, two tubes called ureters carry the leftover liquid waste from the kidneys to a balloon-like storage bag. What is this stretchy bag called?
- What does the word urinate mean?

Comprehension Questions

190

- Urine is the body's main liquid waste. What is another form of the body's liquid waste?
- How are the digestive and excretory systems similar? How are they different?

Think-Pair-Share

191

It is important to drink plenty of water? Why or why not?

Think-Pair-Share

192

You are watching a marathon race. One of the runners has not had anything to drink during the race and suddenly collapses. What is a logical explanation for his collapse?

Word Work - Toxic

193

"If these **toxins** hang around in your body too long, they may become toxic, or poisonous, to you. "

Toxic means something is poisonous.

If a container has a picture of a skull and crossbones on it, it can be **toxic**; you should not touch it or use it without the assistance of an adult. Have you ever seen something with that label?



de in	tox <i>"poison"</i>	aemia emia		
		ic	ant	s
			ate	ed ing ion s
			ity	es
			ology	ic al
				ist s
		ify	ed es ing	
			ic	ate ion
		in	s	



toxic

Word Work - Toxic

195

Is this item **toxic** to humans?

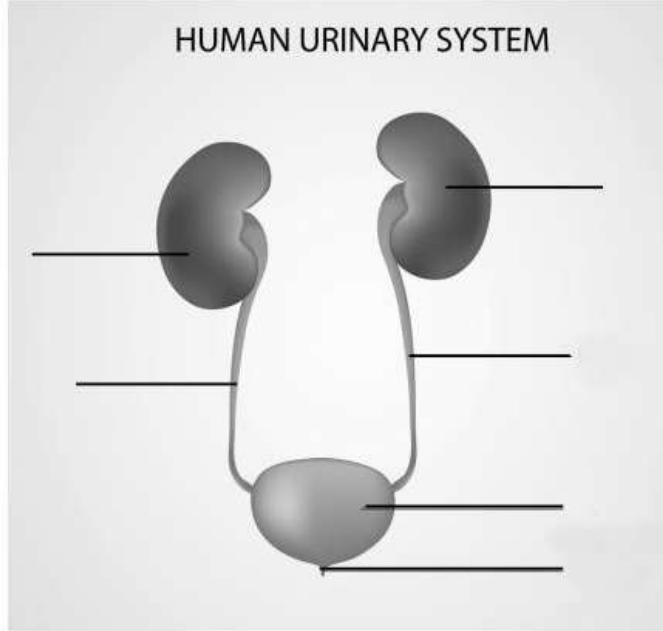
- Insect spray
 - Milk
- Gasoline
- Dog food
- Cookies
- Motor oil



NAME: _____
DATE: _____

6.2 Activity Page

Excretory System Matchup



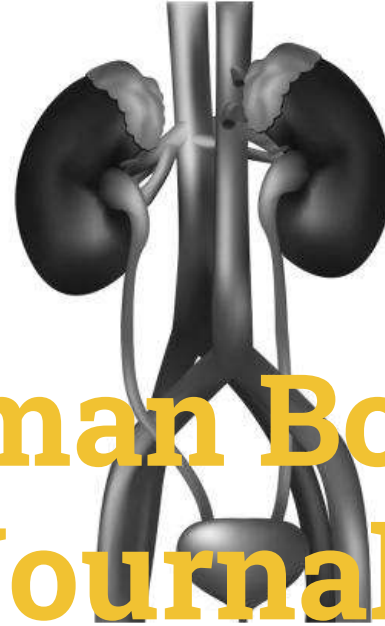
ureter	bladder
kidney	urethra

Directions: Use the words at the bottom of the page to label each part correctly. The words kidney and ureter are each used twice.

NAME: _____
DATE: _____

6.3 Activity Page

The Excretory System



Human Body Journal

Write about the excretory system.

[To Table of Contents](#)

Word Work - Maintain

197

“Help to maintain a state of balance in the body by controlling the amount of water your body loses, balancing the amount of water excreted with the amount of water kept in the body.”

Maintain means to keep something the same way.

Students who maintain good grades usually do so by always completing their homework and studying for tests.

BrainPopJr.

198

Exercise

<https://jr.brainpop.com/health/bewell/exercise/>

Lesson 7

Nutrients

Lesson Objectives

200

Students will:

- Explain the importance of vitamins and minerals to the body

Check for Understanding 201

Are these healthy?

- orange juice
- candy
- broccoli
- milk
- soda

Lesson Vocabulary

202

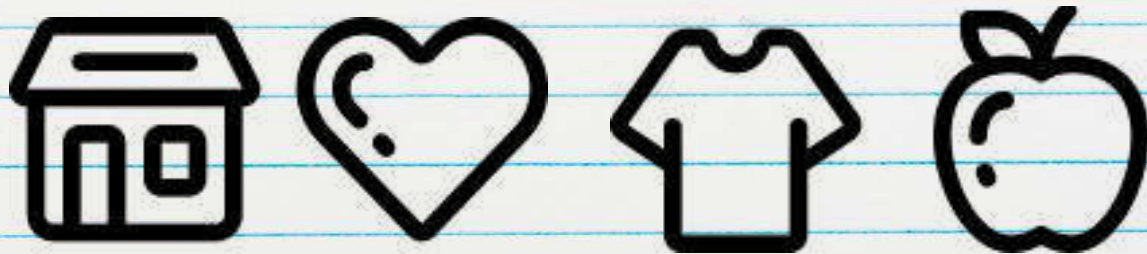
- **carbohydrates** - substances that supply the human body with energy



Lesson Vocabulary

203

- **essential** - absolutely necessary



Lesson Vocabulary

204

- **fats** - substances that are essential to a healthy body in small doses



Lesson Vocabulary

205

- **minerals** - inorganic (nonliving) substances, small quantities of which are part of a healthy diet



206

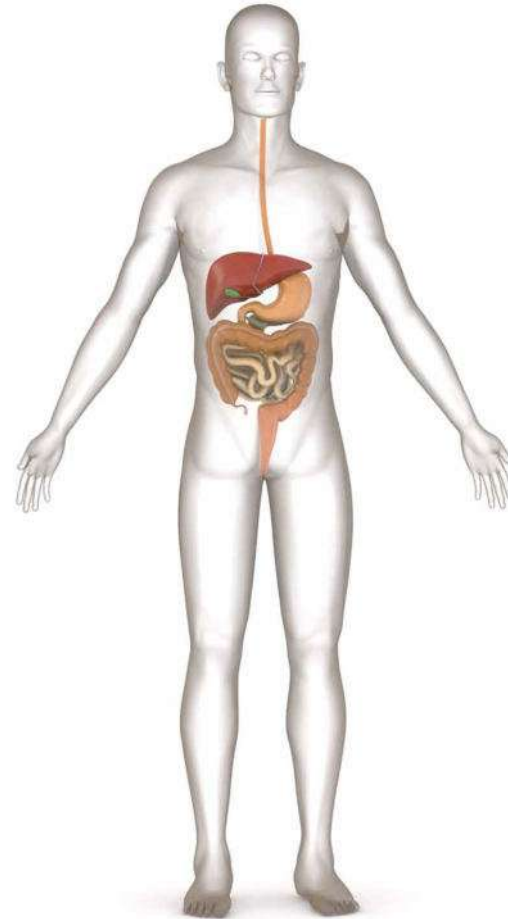
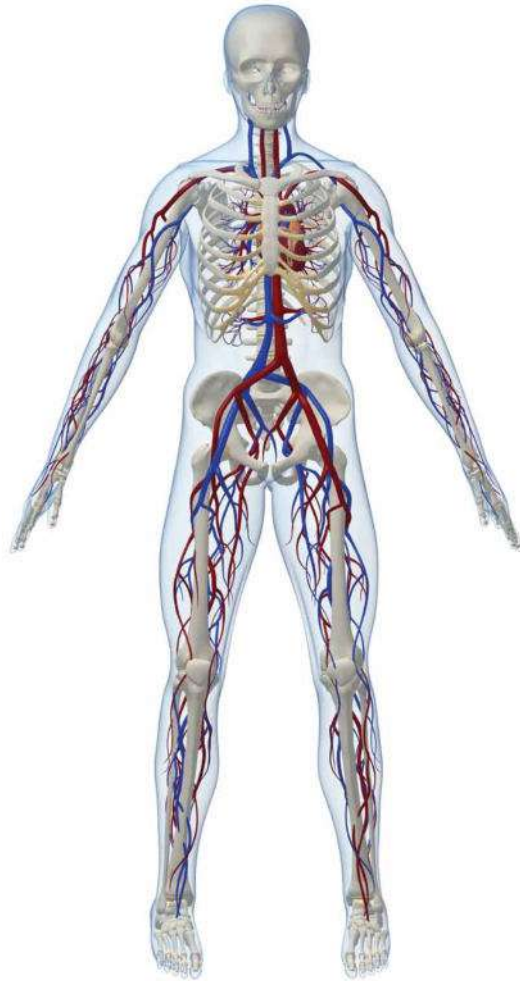
-
- A collection of 20 different types of seafood and meat products, arranged in a grid-like fashion. The items include: a whole roasted chicken, a large piece of raw red meat, a plate of raw chicken wings, a large piece of raw salmon, a plate of two cooked fish with lemon, a large piece of raw salmon, a plate of cooked fish with vegetables, a plate of cooked fish with vegetables, a plate of raw salmon, a large piece of raw red meat, a plate of cooked fish with vegetables, a large piece of raw salmon, a plate of cooked fish with vegetables, a large piece of raw salmon, a plate of cooked fish with vegetables, a large piece of raw salmon, a plate of cooked fish with vegetables, a large piece of raw salmon, a plate of cooked fish with vegetables, a large piece of raw salmon, a plate of cooked fish with vegetables.

Lesson 7

Nutrients

Video







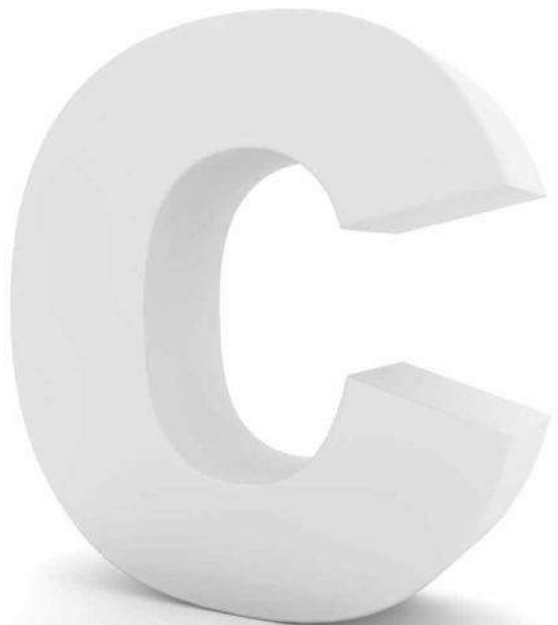






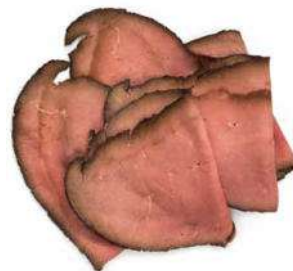
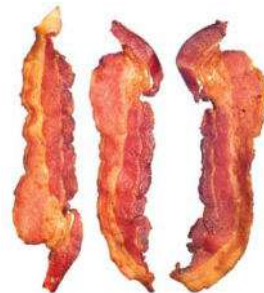












[To Table of Contents](#)

Check for Understanding

220

- soda
- water
- carbohydrates
- systems
- proteins
- fats
- cells



Comprehension Questions

221

- What are the four basic nutrients the body needs to grow? What are two nutrients needed by the body in lesser amounts?
- We learned that our body is two-thirds water. How much is not made up of water?
- Which one of the four basic nutrients supplies most of the body's energy?

Comprehension Questions

222

- At what stage of life do humans need the most fats in their diets?
- If your hair and nails stop growing, which essential nutrient are you most likely missing?
- Which vitamin, supplied by citrus fruits like oranges, lemons, and limes, helps build tissue to fight germs?

Think-Pair-Share

223

If you had to plan a meal that contained many nutrients, what would you eat and drink at that meal?

What nutrients would you get from each of the foods and drinks?

Think-Pair-Share

224

Vitamin D is sometimes called “the sunshine vitamin” because sun is a better source of Vitamin D than most foods. If you apply sunblock when you go outdoors, your skin will not make Vitamin D, but the sunblock will protect you from some of the sun’s harmful rays. How else do people get enough Vitamin D to build strong bones?

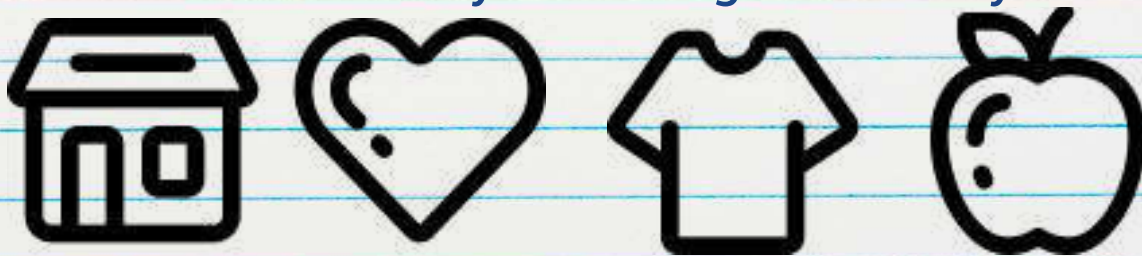
Word Work - Essential

225

“Providing the body with the nutrients it needs is an **essential** part of staying healthy.”

Essential means absolutely necessary.

Think of some things that are **essential** to our classroom. What is absolutely necessary to keep our day running smoothly?





essential

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Word Work - Essential

227

Is this **essential** to living a healthy life?

- Singing songs
- Eating chocolate
- Sleeping well
- Drinking water
- Reading books



NAME: _____

DATE: _____

7.1

Activity Page

Human Body Journal

228

Draw examples of the four essential nutrients. Write about how they keep a body healthy.

See the next slides for examples of each nutrient.

Knowledge 10

water	proteins
carbohydrates	fats
<hr/> <hr/> <hr/> <hr/>	









BrainPopJr.

233

Food Groups

<https://jr.brainpop.com/health/food/foodgroups/>

Lesson 8

A Well-Balanced Diet

Lesson Objectives

235

Students will:

- Explain the importance of eating a balanced diet
- Classify foods as healthy or unhealthy
- Plan a daily balanced diet









Lesson Vocabulary

240

- **fiber** - fiber is part of plant foods that your body can't digest or absorb



Lesson Vocabulary

241

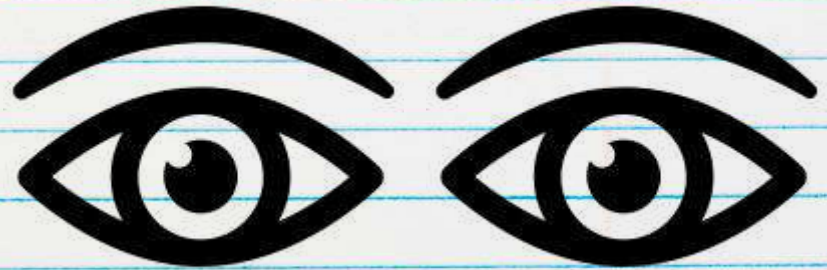
- **moderation** - the act of keeping things within a middle range, neither too much or too little



Lesson Vocabulary

242

- **scan** - to look around an area quickly



Lesson Vocabulary

243

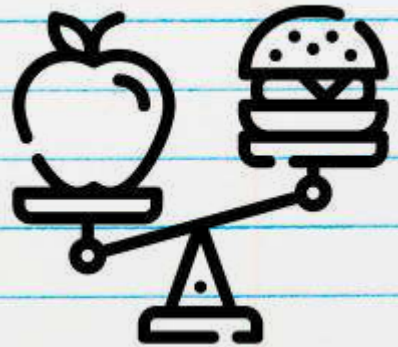
- **variety** - a range of different things



Lesson Vocabulary

244

- **well-balanced diet** - a variety of foods, eaten in proper proportions



Lesson 8

A Well-Balanced

Diet

Video





8A-2



8A-3



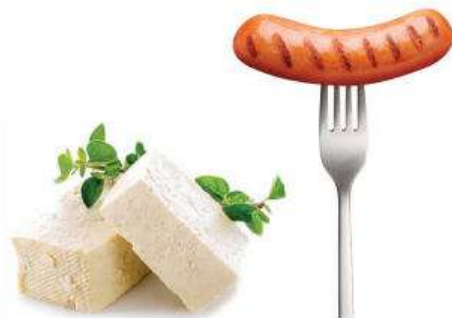
8A-4

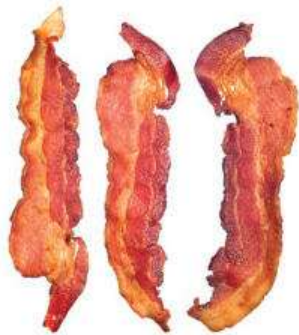
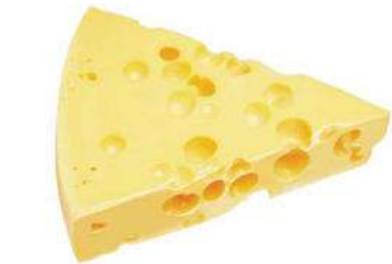


8A-5



8A-6





8A-8



8A-9





8A-11



8A-12

Comprehension Questions

258

- In which area of the grocery store will you find the healthiest foods? Why are fresh foods better for you than processed foods?
- Pretend that you just ate a meal that consisted of fried fish, a baked potato and butter, green beans, and a glass of milk.
Which of the four basic nutrients did you consume and from which foods?

Comprehension Questions

259

- You learned that fiber -the part of fruits, vegetables, and grains, that cannot be digested and becomes body waste - is an important carbohydrate. Why is fiber so important if the body cannot use it for nutrients?
- Vegetarians do not eat meat, and vegans do not eat any animal products, including meat, fish, eggs, and dairy products. These foods are all rich sources of protein, so how do vegetarians or vegans get the protein they need?

Comprehension Questions

260

- Athletes need lots of energy before sporting events. Which one of the four basic nutrients will provide them with the most energy they need?
 - Water
 - Carbohydrates
 - Protein
 - Fats

Think-Pair-Share

261

Pretend that for an afterschool snack you are offered soda, a bag of chips, a cup of almonds, a strawberry-flavored carton of yogurt, and an apple. Which of these items is the healthiest for you and why?

Word Work - Variety

262

“You’ve learned that the body needs variety—a variety of nutrients that come from a variety of foods.”

Variety means different types of the same kind of things.

Think of things that come in a variety of different kinds.
Lots of times they call it a “variety pack.”
What is your favorite variety?



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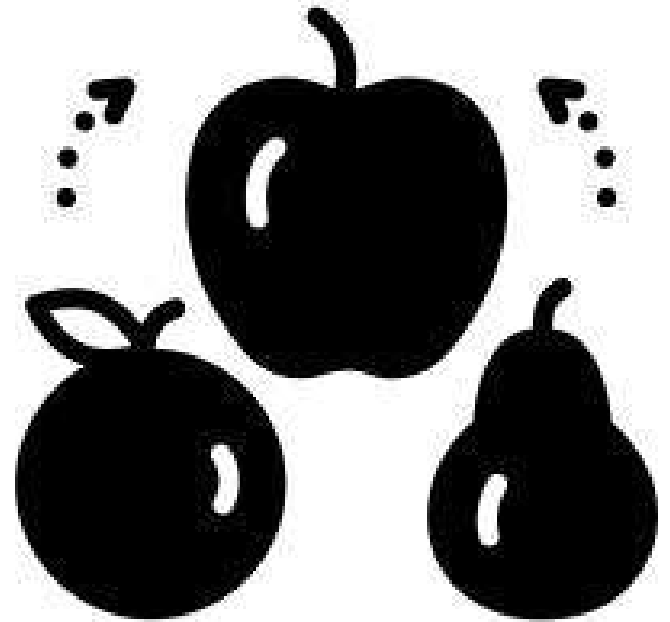
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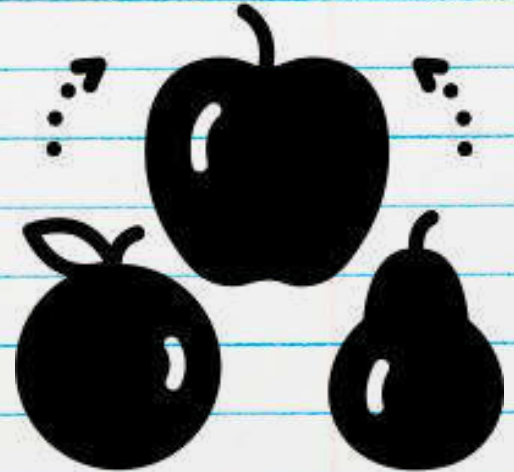
variety

Word Work - Variety

264

What are these items a variety of?

- Almonds, pecans, walnuts
- Apples, oranges, grapes
- Yogurt, milk, cheese
- Fluoride, calcium, iron
- Pork, beef, chicken



Let's Plan...

265

Breakfast



Lunch



Dinner



1



2



3



Skip

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267

Eating Right

<https://jr.brainpop.com/health/food/eatingright/>

Lesson 9

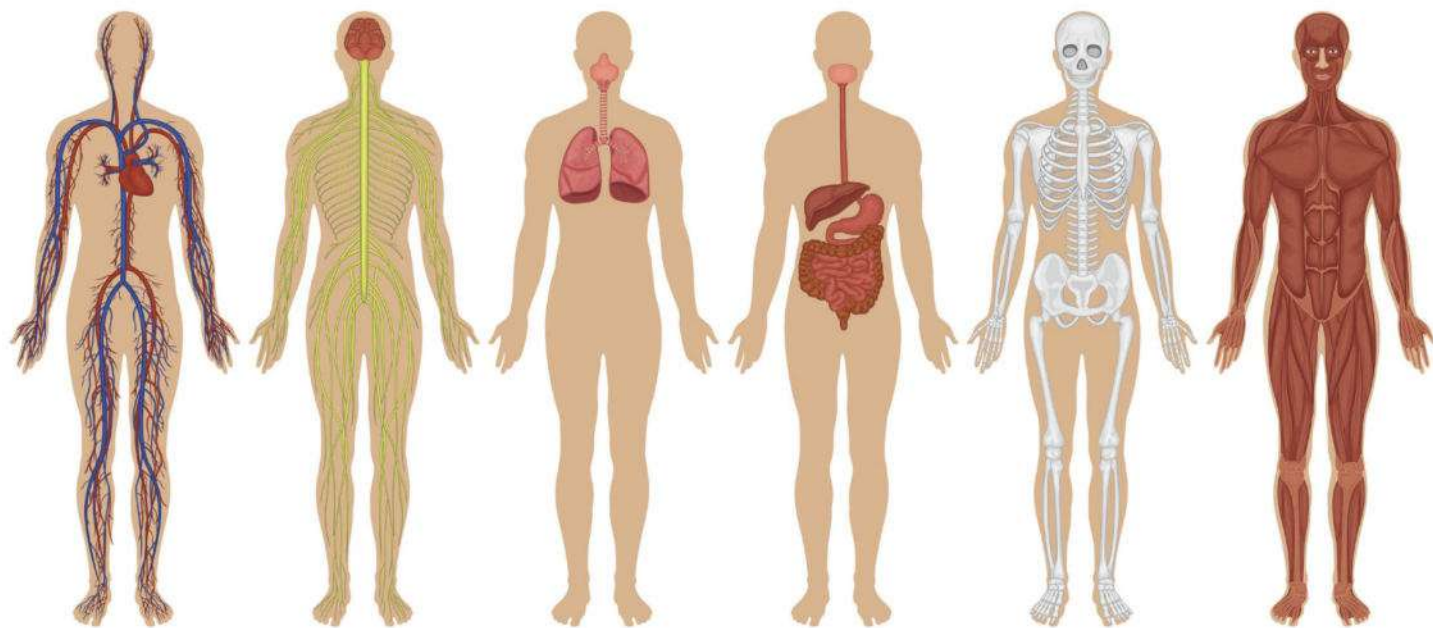
A Healthy Human Body

Lesson Objectives

269

Students will:

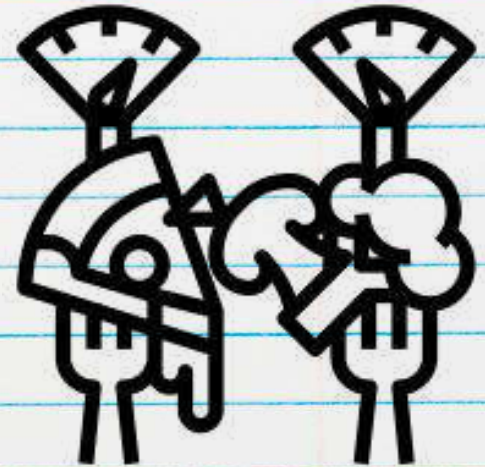
- Describe the relationship between cells, tissues, organs, and systems
- Identify the skeletal, muscular, circulatory, nervous, digestive, and excretory systems as important systems in the human body



Lesson Vocabulary

271

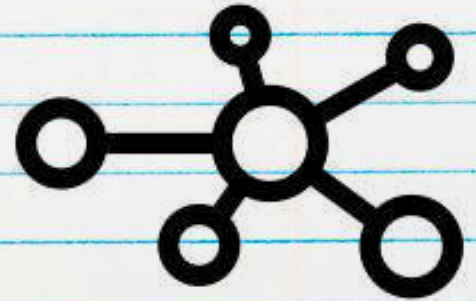
- **calories** - units used to measure the amount of energy in foods; the energy in food



Lesson Vocabulary

272

- **network** - a group of interconnecting things



Lesson Vocabulary

273

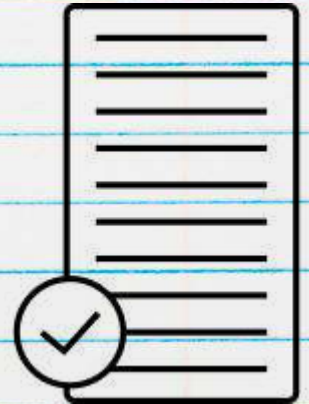
- **recovery** - a return to health



Lesson Vocabulary

274

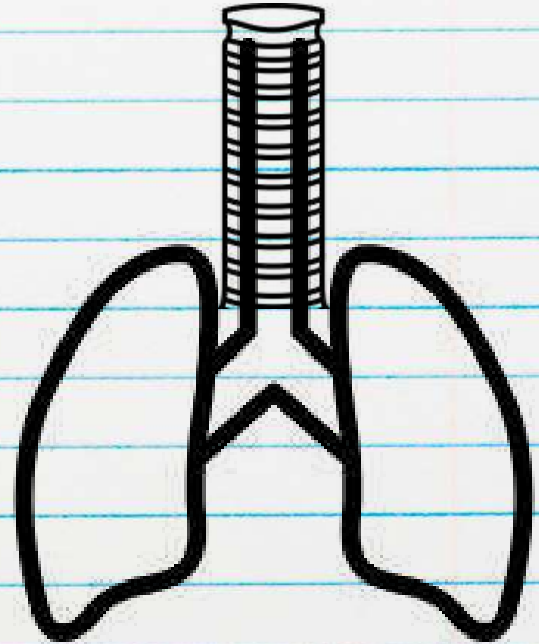
- **terms** - words or phrases used to describe a thing or an idea



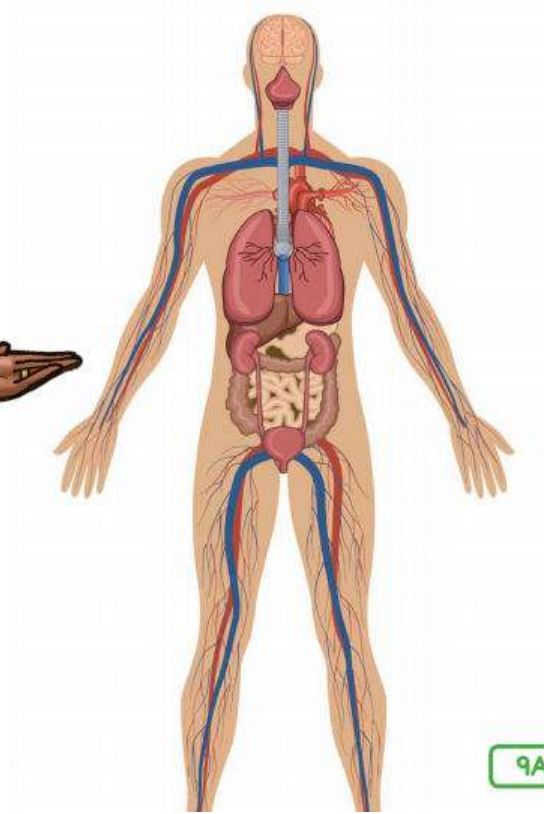
Lesson Vocabulary

275

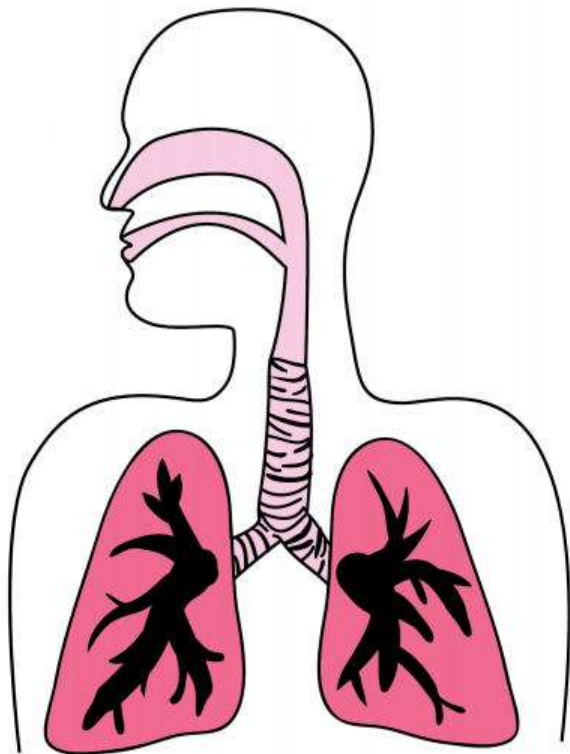
- **windpipe** - the air passage from the throat to the lungs; the trachea



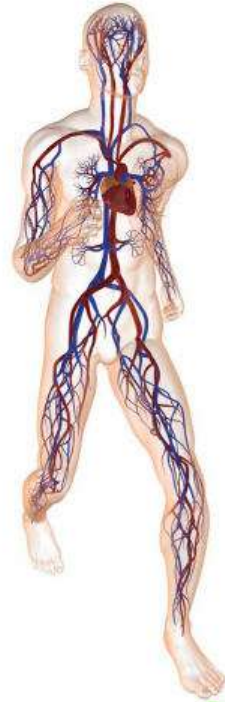
Lesson 9
A Healthy
Human Body
Video



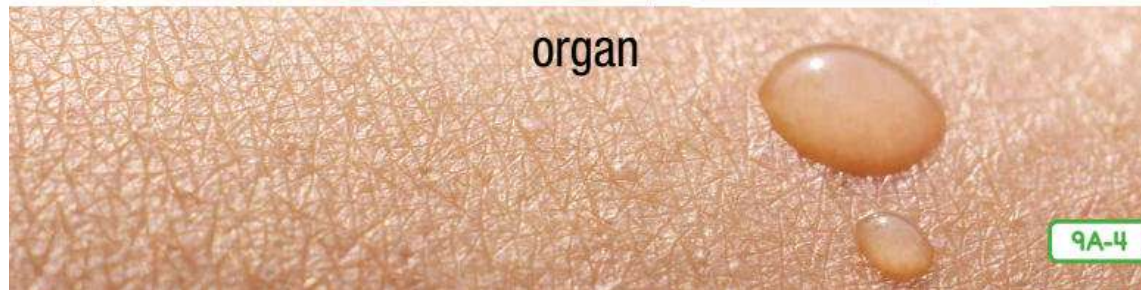
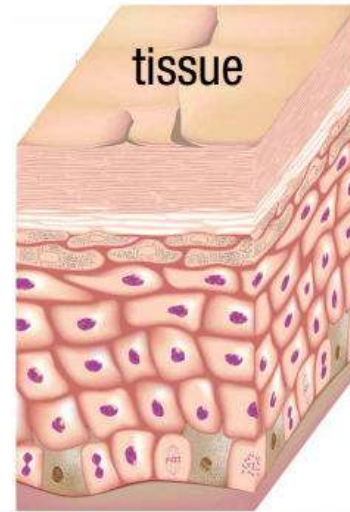
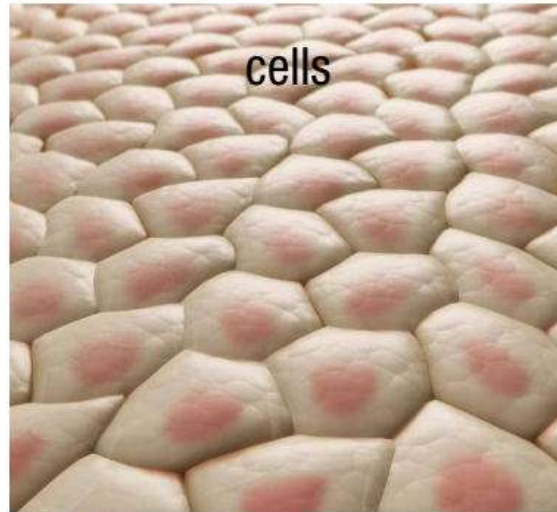
9A-1



9A-2



9A-3





9A-5



9A-6











9A-11



Comprehension Questions

289

- What are calories? What does it mean to burn calories? How do you know how many calories are in the foods you eat?
- If you eat about 2,500 calories every day for a month and only burn about 2,000 calories per day, will you be more likely to lose weight or gain weight?
- What are some ways that you can prevent germs from infecting your body?

Comprehension Questions

290

- If the cells of one of your organs are diseased, can you still have healthy tissues and a healthy organ?
- Sometimes people laugh and talk while eating. And they begin to choke on their food. They cough it up and say, "It went down the wrong way." What do they mean?

Think-Pair-Share

291

Pretend that you are sitting outside on a hot day reading a book. What body systems are at work as you read?

Word Work - Recovery

292

"If you are sick, sleep will help speed your **recovery**."

Recovery means to return to health from an illness or injury

Think of a time when you made a **recovery**.
Maybe you had surgery, or were really sick?



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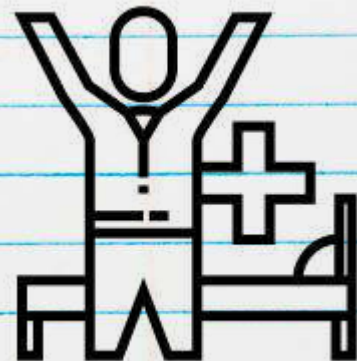
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Word Work - Recovery

294

Does this describe a **recovery**?

- Saydee missed several days of school, but she still had a fever when she woke up this morning so she missed another day.
- Tristan caught the chicken pox, was home for a week, and when he went back to school he was completely healed.
- Even after seeing the doctor, Carter's elbow still ached.
- Dr. Blackburn took a nap and felt good as new.



NAME: _____

DATE: _____

9.1

Activity Page

Directions: Place a checkmark next to the picture of each healthy habit you practice. Then write a sentence next to each picture you checked describing what you do to practice that healthy habit.

☐

Check off
the habits
you practice.

☐

Write about
how you
practice, or
can practice
these
healthy
habits.

☐☐

Knowledge 10

Human Body

9.2

Activity Page

295

Journal

Write a paragraph
describing a day in
which you practice
many healthy habits.

Knowledge 10

Sayings and Phrases

296

**Get Up on the Wrong Side
of the Bed
means**

**Wake up in a bad mood and
act grouchy or mean**

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Going to the Doctor

<https://jr.brainpop.com/health/bewell/goingtothedoctor/>

Domain Review

298

BrainPopJr. - Washing Hands

<https://jr.brainpop.com/health/bewell/washinghands/>

BrainPopJr. - Caring for Teeth

<https://jr.brainpop.com/health/teeth/caringforteeth/>

BrainPopJr. - Colds and Flu

<https://jr.brainpop.com/health/bewell/coldsandflu/>

Culminating Activities

299

- **Digestive System Activity** - <https://www.giftofcuriosity.com/human-body-activity-how-the-stomach-digests-food>
- **Heart Pumping Activity** - <https://team-cartwright.com/heart-pump-model/>