THE INCREDIBLE MACHINE: YOUR BODY

Introduction

The Incredible Machine: Your Body is a thematic unit that introduces basic facts about two of the five body systems. The two systems taught in this unit are the digestive system and nervous system (focusing on the two senses of taste and smell). In its entirety, this unit would include all systems, (muscular/skeletal, circulatory, respiratory, digestive, and nervous). Due to the extensive nature of this topic, we have chosen to narrow our focus to only those two systems listed.

Our fifth grade classroom consists of 30 percent English Language Learners (ELL) of varying English proficiency, from beginning to intermediate.

Extreme care was taken to ensure that all students were able to contribute in each activity, regardless of the level of English proficiency. For example, students were allowed to write in his/her own language, use visual aids, work with a partner and group, and share his/her own language and culture.

This unit contains the following skills:

✓ Cooperative groups
✓ Technology (Internet)
✓ Games and songs
✓ Drawing/Creative expression
✓ Hands-on activities
✓ Communication skills
✓ Language
✓ Social Studies
✓ Research
✓ Math (Graphing)
✓ Writing
✓ Presentation

We feel that the variety of instructional strategies used will allow for maximum participation, no matter the level of English proficiency and ability.
# The Incredible Machine: Your Body
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ESL Goals and Standards

Goal 1: To use English to communicate in social settings
Standards:
1. use English to participate in social interaction
2. interact in, through, and with spoken and written English for personal expression and enjoyment
3. use learning strategies to extend their communicative competence

Goal 2: To use English to achieve academically in all content areas
Standards:
1. use English to interact in the classroom
2. use English to obtain, process, construct, and provide subject matter information in spoken and written form
3. use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways
1. use the appropriate language variety, register, and genre according to audience, purpose, and setting
2. use nonverbal communication appropriate to audience, purpose, and setting
3. use appropriate learning strategies to extend their sociolinguistic and sociocultural competence
Lesson 1: Introduction to the Digestive System

ESL Standards
Goal 1: Standards 1, 2
Goal 2: Standards 1, 2

Oxford Strategies
Direct
Memory- Review of nutrition
Cognitive- Receiving information, taking notes
Metacognitive- Linking with already known material
Indirect
Social- Asking questions
Cooperating with parents

Multiple Intelligences
Kinesthetic, artistic, interpersonal, verbal

Procedure:
1. Teacher asks what the students remember from the 4th grade unit on nutrition. What do you remember? What do you know about the body’s digestive system? How does the body break down the food we eat? Teacher makes a list on the board of what the students know. She asks them if they can name the major body organs involved in digestion.

2. The teacher introduces the digestive system by showing Scholastic’s The Magic School Bus for Lunch video (New York, NY: Distributed by KidVision, 1995) Call no. E Video 612.3 Magic. The video is 30 minutes in length. The video tells about Arnold who accidentally swallows the magic school bus. Ms. Frissell’s class takes a field trip through Arnold’s digestive system. The teacher reminds the students to listen for and write down the places Ms. Frissell’s class visits in the digestive system.

3. To summarize the video, the students recall the major parts of the digestive system as the teacher records them on the board. A word bank is created with mouth, esophagus, liver, pancreas, gallbladder, stomach, small intestine and large intestine. The teacher displays an overhead transparency of the digestive system with the parts labeled.

4. The students copy the word bank into their science notebooks. They also write the homework assignment in their planner—have their family trace them on butcher paper and write the parts of the digestive system in their native language. Science textbooks are available for reference.

Resources:
Scholastic’s Magic School Bus for Lunch video, overhead transparency, 25 pieces of 5’ long butcher paper, science textbooks
Lesson 2: Researching the Digestive System

ESL Standards:
Goal 1: Standard 1
Goal 2: Standards 1, 2, 3
Goal 3: Standard 3

Oxford Strategies:
Direct
Cognitive- using resources for receiving and sending messages
Metacognitive- setting goals and objectives, planning
Indirect
Social- cooperating, asking questions

Multiple Intelligences
verbal, logical-mathematical, interpersonal

Procedure
1. Students label the parts of the digestive system in English – the teacher hangs an outline of her body with the digestive systems parts identified in English. Students can copy from this outline. Those whose first language is English will label their digestive system parts in another language. They can consult a classmate for help.
2. The teacher divides the class into five groups of five members each. She ensures that each group has several members who are proficient in speaking and writing English. She assigns each group one of the following topics to research: mouth, esophagus, stomach and how the liver, pancreas and appendix help digestion, small intestine, and large intestine.
3. The teacher displays materials that the students can use. She also writes a list of Internet sites that have information on the human body.
4. Each group meets and decides what each member’s task is. They make plans.
5. The groups will meet for the next two classes to research their topic.

Resources:
Cole, Joanne. Autobus magico en el cuerpo humano. Jefferson City, MO:
Scholastic Books.
http://digestioninfo.com/how_it_works
http://icarito.tercera.cl/carito/2001 - in Spanish
WorldAlmanac database.
www.encyclopedia.com/articles/03656.html
www.kidshealth.org/kid/closet/bodyworks.html – in English and Spanish
www.yucky.com/body/systems/digestion
Lesson 3: Pulling the Research Together

ESL Standards
Goal 1: Standards 1, 3
Goal 2: Standards 1, 2, 3

Oxford Strategies
Direct
Cognitive- analyzing and summarizing, practicing presentation, translating
Metacognitive- organizing and planning presentation
Indirect
Social- cooperating with peers, encouraging one’s self and others, taking risks

Multiple Intelligences
verbal, logical-mathematical, artistic, interpersonal

Procedures
1. The teacher hands out four to five pieces of poster paper or heavy light-colored construction paper to each group.
2. Each group is to break down their information into four or five major facts.
3. For each major fact, the group illustrates and writes several sentences both in English and in the native language of a team member.
4. Each team continues until they have completed four or five illustrations and explanations.
5. Each team selects a spokesperson for the group.

The next science class meeting, the spokesperson for each of the five groups gives an oral presentation while team members hold up the illustrations. A variation of this activity could be preparing the illustrations and explanation sentences on a transparency overhead.

Resources:
five large pieces of poster paper or heavy light-colored construction paper for each group (25), transparencies, crayons or fine-tipped markers, pencils or pens
Lesson 4: History Lesson on the progress made on the Human Body

ESL Standards
Goal 1
Standard 2, participate in a favorite activity
Standard 3, use written sources to discover or check information
Goal 2
Standard 1, following oral and written directions, participating in class discussion, follows directions to form groups
Standard 2, gathering information, connecting information, representing information visually, locate reference material, construct a chart displaying information, locate information appropriate to an assignment in text or reference materials
Standard 3, make pictures to check comprehension of a story or process

Oxford Strategies
Direct
Memory-Applying Images
Cognitive-Creating structure of input and output
Compensation-Overcoming limitations in speaking and writing by creating a collage
Indirect
Metacognitive-Arranging and planning your learning
Social-Asking questions
Cooperating with peers

Multiple Intelligences
Naturalist

Procedure
1. Ask students whom they think we have to thank for making all the amazing discoveries about our incredible human bodies. Take predictions, names, etc.
2. Show pictures of two men who contributed—Andreas Vesalius (dissected humans to see how anatomy worked) and Claude Bernard (one of the first to study physiology—how the body parts and organs work together). Display these prominently in the classroom, along with the names of the men. Explain briefly the contribution made by each man using the information listed here in step 2.
3. Add the terms “anatomy” and “physiology” to the Class Word Bank.
4. Students will rejoin the groups used in the TrackStar lesson. Together, they will create a collage using the information given below. The collage will include magazine cutouts, pictures drawn by students, and/or written descriptions of the contributions made by each man.
5. The children may use other reference materials besides the information that will be provided such as Internet, encyclopedia, other books, etc.
6. Display collages outside the classroom for all to see.
Vesalius, Andreas, 1514–64, Flemish anatomist. He made many discoveries in anatomy and became noted as professor of anatomy at the Univ. of Padua. There he produced his chief work, *De humani corporis fabrica* (1543), based on studies made by dissection of human cadavers; the notable illustrations are attributed to Jan von Calcar. Vesalius's condensation (1543) appeared in English as *The Epitome of Andreas Vesalius* (1949). His work overthrew many of the hitherto-uncontested doctrines of the second-century anatomist Galen, and caused a storm of criticism from other anatomists. Vesalius's work was revolutionary, as he was among the first to perform thorough cadaver dissections himself. He showed that Galen's anatomy was merely an attempt to apply animal structure to the human body, and was not based on any direct knowledge of human anatomy. He left Padua, becoming physician to Emperor Charles V and to his son Philip II. In 1563, he made a pilgrimage to Jerusalem and on the return voyage died in Greece.

Bernard, Claude, 1813–78, French physiologist. He turned from literature to medicine, working in Paris under Magendie and teaching at the Collège de France and at the Sorbonne. One of the great scientific investigators, he is known as the founder of experimental medicine because of his work on digestive processes, especially the discovery of the glycogenic function of the liver and of the action of pancreatic juice, and on the vasomotor mechanism. He wrote *An Introduction to the Study of Experimental Medicine* (1865, tr. 1927).

Materials
Posterboard or large sheets of construction paper
Magazines
Scissors
Glue
Crayons, markers, or colored pencils
Lesson 5: TrackStar Internet Lesson on Digestion

ESL Standards
Goal 1
Standard 1, sharing and requesting information
Goal 2
Standard 1, following oral and written directions
Standard 2, gathering information, connecting information

Oxford Strategies
Direct
Memory-Review of digestion
Creating mental linkages
Cognitive-Practicing
Receiving information
Analyzing and reasoning

Indirect
Metacognitive-Centering your learning
Arranging and planning your learning
Social-Asking questions
Cooperating with peers

Multiple Intelligences
Interpersonal
Visual/Spatial

Procedure
1. Organize students into heterogeneous groups of 2-3 people.
2. On the overhead, write the following web address:
3. This site will take them through the Internet TrackStar Lesson on Digestion

Materials
Computer
Printer
Crayons
Pencil
Lesson 6: SPONGE Activity—Review lesson of the digestive system—SONG

ESL Standards

Goal 1
Standard 2, participating in a favorite activity
Standard 3, sing aloud, associate diagrams with written labels to learn vocabulary and construct meaning

Oxford Strategies

Direct
Memory-Review of digestion
Applying images and sounds
Cognitive-Practicing
Indirect
Affective-Lowering your anxiety

Multiple Intelligences
Musical/Rhythmic

Procedure
1. Display the lyrics to the song on the overhead projector.
2. Display a diagram of the digestive system and the process food goes through in the classroom.
3. Teacher models the song to make sure students are familiar with the phrasing.
4. Class participates in song as a whole, incorporating motions when called for.

Song-to the tune of The Farmer in the Dell
The Digestive System, The Digestive System
It’s gross and really cool, The Digestive System

The mouth chews the food, the mouth chews the food
It’s gross and really cool, the mouth chews the food

After you swallow, the esophagus moves it down
It’s gross and really cool, the esophagus moves it down

The stomach mixes it up, it churns it all around
It’s gross and really cool, the stomach mixes it up

The small intestine, it breaks it down some more
It helps you get your nutrients by breaking it down some more

But it needs some help, it can’t do it all alone
The pancreas, liver, and gallbladder, send juice to that small intestine
Whatever you don’t need, the large intestine takes it away
It’s gross and really cool, the large intestine takes it away

What’s left becomes a solid, you know what happens next
It’s gross and really cool, you know what happens next

The Digestive System, The Digestive System
It’s gross and really cool, The Digestive System
Lesson 7: Reviewing the Information – Playing Bingo

ESL Standards:
Goal 1: Standard 2
Goal 2: Standards 1, 2, 3

Oxford Strategies:
Direct
Memory- recalling information
Cognitive- reasoning
Metacognitive- paying attention
Indirect
Social- cooperating by taking turns

Multiple Intelligences
verbal, logical-mathematical, interpersonal

Procedure:
1. The teacher passes to each student “The Body Game” card.
2. Each student randomly fill in each box of “The Body Game” card with one of the following: mouth, esophagus, stomach, liver, pancreas, appendix, small intestine, and large intestine. Each term is entered in two spaces.
3. The teacher draws a card with a description of one of the above organs. The description is read.
4. Students cover a space with the name of the organ described. The students will use Cherrios as markers.
5. The first student who gets four across or four down is the winner. The winner gets to be the caller for the following game. Another variation could be that the winner selects the next caller.

Resources:

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Making the Body Game Bingo Caller Cards

The Body Game Bingo caller cards can be created using the following information taken from The Human Body pp.15-17:

**Stomach**
- food travels from your mouth, to the esophagus, to this organ
- this organ growls because there are gases in it
- this organ is like a food processor
- this organ turns your food into a thick liquid

**Mouth**-
- it produces saliva to wet food
- its molars have many points for grinding food
- its incisors cut food when you bite down
- its tongue shapes the mashed food into a ball or *bolus*

**Esophagus**
- this carries your food from your mouth to your stomach
- its muscles squeeze the food ball to your stomach in only 7 seconds

**Small intestine**
- its *villi* absorb nutrients from the digested food
- digestive enzymes enter from the liver, pancreas and gall bladder enter it to further break down fat and protein
- it passes food into blood

**Large intestine**
- it absorbs the water from undigested waste
- it expels the undigested waste through the anus
Lesson 8: Introduction to the Nervous System

ESL Standards
Goal 1- Standard 1
   Standard 3

Goal 2- Standard 1
   Standard 2
   Standard 3

Oxford Strategies
Direct
Memory- Creating mental linkages with worksheet
   Reviewing information
Cognitive- Practice with the worksheet

Indirect
Social- Cooperating with others while working in partners

Multiple Intelligences
Verbal
Visual
Interpersonal

Procedure
1. Teacher informs students that they will be studying the nervous system. As a beginning activity, the teacher will put students in groups of two and hand out a KWL worksheet to each group. The students will be instructed to discuss and write down what they know and what they want to know about the nervous system.

2. The teacher introduces the nervous system to the students by handing out the *Brain at Work* reproducible book (attached).

3. The teacher will read the book out loud with the class, giving clarifications and descriptions when necessary. The students will follow along with their personal books writing down notes etc.

4. The teacher will create a word bank using the vocabulary words listed below. Students will work in pairs to find the definition of each word.
   - Nerves
   - Neurons
   - Cerebrum
   - Cerebellum
   - Spinal cord
   - Brain stem
   - Central Nervous System
   - Peripheral Nervous System
5. Using an overhead, the teacher will go over the parts of the brain, defining and labeling each part.
6. Teacher will hand out the *Map Your Brain* worksheet (attached) and the students will work independently filling out the map of the brain. They will be able to use their *Brain at Work* book as a reference.
7. The teacher will pair the students up (with different partners than KWL). The pairs will discuss how they filled out their worksheets and why they colored each section the way they did.
8. The teacher will ask one group to share their worksheets with the class.

**Materials**
- KWL Worksheets
- *Brain at Work* reproducible books
- *Map Your Brain* worksheets
- Vocabulary lists

Lesson 9: Walking On Nerves

ESL Standards
Goal 1- Standard 1
  Standard 3

Goal 2- Standard 1
  Standard 2
  Standard 3

Goal 3- Standard 2

Oxford Strategies
Direct
Memory- Creating mental linkages- through the activity
  Applying images and sounds
Cognitive- Practicing writing and speaking

Indirect
Social- Cooperating with others- partners and group activity

Multiple Intelligences
Verbal
Visual
Interpersonal

Procedure
  1. Have student’s pair up with their KWL partners from the previous day. Instruct
     students to add to their KWL sheets.
  2. Review the vocabulary words and definitions from the previous day. Have a poster
     with each word/definition at the front of the room so the class can refer to it
     throughout the unit.
  3. Activity- Walking on Nerves (The Incredible Human Body)
     Write one of the following messages on each of three index cards: “Left hand
     feels itchy.” “Eyes see the traffic light change to red.” “Nose smells favorite food.” Label
     folder halves as follows: brain, spinal cord, right hand, left hand, right foot, left foot, eyes,
     nose, mouth. Keep extra folder halves for later use. Before class, lay out a string path and
     signs on the floor as shown.
     travels in the wires to get the messages 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.
  5. Remind students of a hot, sunny day when they walked barefoot on sand or
     concentrate, and suddenly realized that it was so hot that they began to hop around.
     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.
6. 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 amounts of electricity to rapidly send messages.

7. Have the class brainstorm other parts of their bodies, besides their feet, that have nerve endings that can retrieve and send messages. (They should realize that every part of their body is connected to the brain by nerves.)

8. Assign the following 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.

9. 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.)

10. 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.

11. Repeat the procedure with the second and third messages, asking for another set of volunteers each time. For each message, ask students where the messages should go and what should happen.

12. Invite students to write their own messages that players can act out. Change players for every message, to give all students a chance to participate. (Note: Depending on the message, you may require more than four players. Have students think about how many players need to be involved in acting out a message.)

Materials
Index Cards
5-10 manila folders cut in half along the fold
Markers
Pencils
String

Lesson 10: A Nose’s Job

ESL Standards
Goal 1 - Standard 1
  Standard 2

Goal 2 - Standard 1
  Standard 2
  Standard 3

Oxford Strategies
Direct
Memory Strategies- Creating mental linkages
Cognitive Strategies- Practicing

Indirect
Social- Cooperating with others

Multiple Intelligences
Verbal
Bodily
Interpersonal

Procedure
1. Introduce sense of smell with word bank and definitions. Use a diagram of the nose to show where the olfactory bulb, nasal cavity and nostril are located.
   Vocabulary:
   • Chemosense
   • Olfactory bulb
   • Olfactory cells
   • Nasal cavity
   • Nostril
2. Remind students of how the nervous system works and how the sense of smell is connected to it. Discuss the Walking On Nerves activity from the previous day.
3. Activity: A Nose’s Job (The Incredible Human Body). Divide the class into groups of four. Prepare four canisters for each group, numbered 1-4. Put a cotton ball in each canister. Pour vanilla extract on the cotton ball in canister 1, mint extract into canister 2, perfume into canister 3, and vinegar into canister 4. Close all of the canisters.
4. Ask students if they have ever walked by the cafeteria and known what was for lunch, even without seeing the menu. How did they know? (They smelled the food and their brains remembered what the smell was.)
5. Inform students that humans can distinguish more than 4,000 smells. Explain that tiny odor molecules evaporate from the food and float through the air. The molecules enter our nose and travel almost directly into our brain.
6. Explain that sometimes we rely on our nose to detect whether food is safe to eat. If something smells bad, our nose warns us not to eat that food. If something smells good, it probably means that the food is good to eat.

7. Hand out the worksheet and invite students to try the activity. Discuss the fact that sometimes the nose sends messages that can trick the brain into thinking the food is good to eat, when it really isn’t. Many detergents have a lemon scent to make them smell good, and some medicines for children have a fruity scent to entice them to drink it. Ask: Why do you think it’s important to keep medicines and cleaning products out of the reach of babies and young children? (They might think these products are good to eat because of their smell.)

8. Ask students if they can think of any other situations when their nose might provide a danger warning. (Smelling smoke or fire etc.) Inform them that our nose is not as sensitive when we’re asleep. That’s why we have smoke detectors that can sense smoke molecules way before we do.

9. Have students stay in their groups and perform a round table writing activity about the sense of smell. Good smells, bad smells, how the nose works, why humans have the sense of smell etc. (Round Table is a writing activity where each group has one sheet of paper that is passed around and each student writes a sentence adding to what is already written on the page.)

Materials
Vocabulary sheets
4 empty film canisters with lids for each group
4 cotton balls for each group
Vanilla extract
Mint extract
Inexpensive perfume
Vinegar
A Nose’s Job worksheet
Round table writing paper

Lesson 11: How Does It Taste?

ESL Standards
Goal 1- Standard 1
- Standard 2
- Standard 3

Goal 2- Standard 1
- Standard 2
- Standard 3

Goal 3- Standard 1

Oxford Strategies
Direct
Compensation- Overcoming limitations of speaking and writing

Indirect
Meta Cognitive- Centering your learning- over viewing and linking with already known material
Social- Cooperating with others

Multiple Intelligences
Verbal
Bodily
Interpersonal
Intrapersonal

Procedure
1. Introduce the taste of smell with a diagram of the tongue showing where the different taste buds are located- biter, sour, sweet and salty.
2. Activity: How Does It Taste? (The Incredible Human Body) Have students generate a list of their favorite foods. Write them on the board.
3. Inform students that all those foods have only four different tastes. They might be combinations of the four, but the tongue’s taste buds can distinguish only salty, sour, sweet, and biter tastes.
4. Explain that foods taste different from one another mostly because of their smells. When we chew food, we release odor molecules that travel up the back of our throats to our noses.
5. Hand out worksheet- How Does it Taste? And assign it as homework.
6. After everyone has completed the activity, help students collate their data and make a bar graph showing foods students ate most and least. What conclusions can they draw?
7. Have students write a research paper on a type of food eaten in their native state or country. (For example if a student is originally from Minnesota he would write
about wild rice, whereas if a student is from Belgium she might write about Belgium waffles.)

8. The students would be required to do the following:
- Research a popular or personal favorite food from their native state or country
- Describe what the food tastes like, looks like, smells like and feels like
- Describe what tasted buds—spicy, sweet, sour, bitter are affected.
- Describe how the food is prepared
- Describe why they chose that particular food
- Either bring in a sample of the food for the class to taste or bring in a picture of what it looks like.

9. Each student will orally present their paper to the class

Materials
How Does It Taste Worksheets
Graph paper
Encyclopedias or other reference books for research paper

Lesson 12: Daily Language Review

Monday
Correct the following sentence:

my favorit foods is pitsa, tacos, and hamburgers

Tuesday
Alphabetize these vocabulary words:

mouth, esophagus, liver, pancreas, gallbladder, stomach, small intestine and large intestine

Wednesday
Use the following vocabulary words in a sentence:

mouth, esophagus, and stomach

Thursday
Correct the following sentences:

1. andreas vesalius and claude bernard was great mans who helped us understand how our bodys work

2. what step come after the food is churned around by the stomack ask Fernando

Friday
Which reference material would you use to find information about the following? You may choose from a dictionary, encyclopedia, telephone book

1. How the brain sends messages to body parts ____________________________

2. The address for a place to donate blood ______________________________

3. The definition of gallbladder _________________________________