LESSON #    H-7
UNIT TITLE:  The Human Body
Created By:  Patricia Sedano - Fall 1997
GRADE:      1st
THE HUMAN BODY

First Grade

Prepared by
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BINKO /Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the "Five Themes"

Objective: (only one)
The students will __________________________ by __________________________ (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
The teacher will.....
The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
RATIONALE

The purpose of this unit is to introduce and have the students participate in the general makeup of the human body. The students will gain an understanding of five concepts. These are the bones, muscles, heart and blood flow, air and lungs, and food as fuel and their functions in relation to who they are. After the successful teaching of the unit, the students will recognize and be aware of who they are and able to appreciate themselves and their own lives through knowledge of the human body.
blood
bones
elbow
flat
heart
joints
long
lungs
muscles
oxygen
saliva
small intestine
short
smallest
stomach
thighbones
$SUBJECT$: Bones

$TOPIC$: What Do Your Bones Do?

$CONCEPT$: The human body contains many bones. They help give the body its shape and hold it up.

$VOCABULARY$: bones, thighbones, flat, short, long, smallest, spine

$OBJECTIVE$: The students will explore the physical structure of the human body by tracing a body outline, drawing some of their bones onto it and discussing the function of bones.

$MATERIALS$: butcher paper, crayons or markers, scissors, yarn, handout p.5

$SET$: "Students, today we are going to create our own body shapes and discover what kinds of bones help to hold up our bodies."

$PROCEDURE$: 1. The teacher will help the students measure yarn to form the spine and bones.
2. The students will receive help to cut around their own animated body shape.
3. Students will decorate and identify major bones.

$CLOSURE$: Students will successfully complete their own human body and describe their creation to the teacher.

$EVALUATION$: A handout will be given to each student to complete in order to document that they understand the concept of what it is their bones do.
What Do Your Bones Do?

One of your body systems is made up of bones. There are 206 bones inside you.

Find your bones.

1. Lie down on the paper. Ask a partner to trace your shape.
2. Feel your own arms, legs, and head. Can you feel your bones? Draw them on your body map.
3. Cut out your body shape.
SUBJECT: Muscles

TOPIC: How Do You Move?

CONCEPT: Muscles help control the movement of bones at joints.

VOCABULARY: muscles, elbow, joints

OBJECTIVE: The students will explore how muscles move the bones at the joints and know that the human body has parts and systems that work together.

MATERIALS: stretch material or yarn

SET: "Today we are going to do an experiment using our muscles and arms. You will bend your arm at the elbow to experience what happens to your arms and muscles."

PROCEDURE: 1. The teacher will demonstrate to the students how to utilize their muscles.
2. The students will stretch the material with their arms to observe how muscles work together and pull bones.
3. The teacher will monitor and assist where it is necessary as students perform this task on their own or with a partner.

CLOSURE: The students will share what they have observed and experienced through discovery.

EVALUATION: The students will draw or write what they have found about their muscles and joints. Which are in control?
Make a muscle model.

1. Hook the band over your thumb. Hold the other end inside your elbow.

2. Bend your arm and straighten it. How does the band change? How is it like your arm muscles? Draw muscles on your body map.

THINK!
What muscles do you use when you talk?
SUBJECT: Heart And Blood Flow

TOPIC: Where Does Your Blood Flow?

CONCEPT: The circulatory system contains blood that is pumped from the heart to bring air and food to the whole body.

VOCABULARY: blood

OBJECTIVE: The students will observe that blood is pumped by the heart into the blood vessels to bring air and food to the whole body.

MATERIALS: body map, handout pp. 19,20

SET: "Students today we are going to observe and compare what happens when our heart pumps blood to our whole body."

PROCEDURE: 1. The teacher will demonstrate to the students how to control their blood flow by pressing on the fingernail. The students will notice what happens in the fingernail's color. 2. The students will then do this experiment together with the teacher and students. 3. The students will record and share whether they can control the way their blood flows.

CLOSURE: After further observation and discovery, the students will be able to understand how their heart releases blood through vessels in their body. They will then show understanding and share what they know now.
Watch your blood flow.

1. Press a finger against your fingernail. What happens to the color in the nail? Stop pressing. What happens to the color now?

2. Look for the lines in your hand and wrist. These lines are blood vessels. Where do you think they go? Draw them on your body map.
SUBJECT: Lungs And Air

TOPIC: How Much Air Can Your Lungs Hold?

CONCEPT: The lungs are able to fill with air and to hold air.

VOCABULARY: lungs, oxygen

OBJECTIVE: The students will observe the amount of air that they can breathe by blowing into paper bags, to the teacher's satisfaction.

MATERIALS: paper bags, handout pp22, 23

SET: "Today students, we are going to see how your lungs can help you to breathe. We will use paper bags to catch our air."

PROCEDURE: 1. First you will blow into your paper bag. What happens?
2. Now take two slow breaths. Take one more very big breath and hold it. Now breathe out all the air into the paper bag.
3. The bag shows how much air your lungs can hold.

CLOSURE: The students will share and identify on a handout/worksheet pp 22,23 what it is they have learned about air, oxygen, and their lungs. This will be done to the teacher's satisfaction.
How Much Air Can Your Lungs Hold?

Your lungs are part of a system that gets oxygen from the air you breathe in.

Test your breath.

1. Take two slow breaths. Take one more very big breath and hold it. Then breathe out every bit of air into the paper bag.

2. Pinch the bag shut. The bag shows how much air your lungs can hold.
SUBJECT: The Body's Fuel

TOPIC: What's Your Body's Fuel?

CONCEPT: The food people eat changes into fuel that the body uses for everything it does. Some of these changes occur in the mouth.

VOCABULARY: saliva

OBJECTIVE: The students will study what saliva and teeth do by observing what happens to crackers in their mouths.

MATERIALS: crackers, handout p 28

SET: "Students today we are going to test how food changes in order to provide fuel for us to work and play."
"How does food start changing in your mouth?"

PROCEDURE: 1. First I will chew a cracker with my front teeth.
2. Now you may chew a cracker toewing only your front teeth.
3. Now try just your back teeth. Put another cracker in your mouth, chew, but wait one minute before you swallow.
4. What did we find out? Where does the cracker go when you swallow?

CLOSURE: The students will discuss and do a follow up by drawing conclusions to what will happen to the cracker from the mouth and into their bodies to provide fuel.

EVALUATION: The students will sequence an activity of what happens to their food in order to document what they understand of the concept of what is their body's fuel.
Test how food changes.

1. Chew a cracker with just your front teeth. Now try just your back teeth. Which teeth cut? Which teeth grind?

2. Put another cracker in your mouth. Chew, but wait one minute before you swallow. How does it taste and feel now?

Saliva is the liquid in your mouth. How does saliva change food?
SUBJECT:   English Language Development

CONCEPT:  The concepts of bones, muscles, heart and blood flow, air and lungs, food as fuel have functions, to be learned through identification and language vocabulary.

VOCABULARY:  Please see the vocabulary page in the unit.

OBJECTIVE:  The students will be introduced to the language vocabulary and be able to list and identify the general makeup of the human body.

MATERIALS:  Parts of the Body handouts and cut and paste for identification, pp 156-196

SET:  "Today we are going to say the words, point to where the words belong and write the words of many of these body parts."

PROCEDURE:  1. The teacher will point to the word, say the word out loud.
2. The students will watch the teacher and do the same. The students will perform the language vocabulary.
3. The teacher will further list and identify the general makeup of the human body.
4. The students will demonstrate the desired content on their own.

CLOSURE: The teacher will review the concepts and language vocabulary for the students benefit.

EVALUATION: The students will complete a hand out to document comprehension of the concepts through identification and language.
SUBJECT: Reading

CONCEPT: Our bodies can do many activities. How do you use your body?

VOCABULARY: hop, play, jump, eat, swim, sit

OBJECTIVE: After reading "This Is A Frog", the students will give some input on how they use their bodies, through brainstorming and writing sentences.

MATERIALS: "This Is A Frog" from McGraw Hill Reader- "Good Day Make Way Pooh In pp20-25, writing paper, pencil

SET: "Students, now that we have read, "This Is A Frog", we are going to discuss how we use our bodies the same way that frogs do."

PROCEDURE: 1. The teacher will ask the students to discuss how they use their bodies.
2. The students will brainstorm what they like to do.
3. The teacher will write the sentences one at a time, on the board or overhead projector.
4. Now the students will read and write what they like to do, using their bodies.

CLOSURE: The teacher will review sentences one at a time and assist the students where needed to gain understanding of the concept.
SUBJECT: Math

CONCEPT: We use objects and numbers to measure and identify the shortest and the longest.

VOCABULARY: measure, ruler, object, inch, unit, long, short, centimeters

OBJECTIVE: The students will measure objects using a ruler and estimation, with 90% accuracy.

MATERIALS: writing instrument, ruler, measurement booklet

SET: "Students, today we are going to learn how to measure and count the length of certain objects using a ruler and some estimation."

PROCEDURE: 1. The teacher will tell and show the students how to measure certain objects with a ruler or another object available.
2. Have the students turn to the same page as the teacher and be able to measure and estimate as the teacher does.
3. "I want you to count how many objects measure the same. Now let's use the ruler and count. Are there objects that you can measure around the room?"
4. The students can go further and measure their feet and hands.

CLOSURE: The will model and review, writing the results on the board for the students to follow and check.

EVALUATION: The teacher will monitor for understanding that the students were able to measure using a ruler and estimation with 90% accuracy.
BIBLIOGRAPHY


ASSESSMENT

For assessment of the students' understanding of the unit concepts, the teacher will introduce and ask the students to brainstorm what they know about the human body. The teacher will document their information and understanding. At the conclusion of the unit, the students will again brainstorm what they know about the human body. An end of unit discussion will follow, about what and how much the students have learned about the human body.

Further assessment will be reflected in the students' classroom participation and behavior. The teacher will monitor the students' developmental levels and learning styles, whether they be visual, auditory, and kinesthetic. In addition, a checklist for assessment will be used to monitor the students' developmental growth in understanding and cooperation of the unit concepts. The students will show the ways that their body systems work together through visual, auditory, and kinesthetic lessons.
Assessment Chart

- Record Lesson Assessment.
- Record Unit Assessment.
- Refer to chart for lesson planning.

Key
- Notable progress
+ Demonstrated
- Yet to be demonstrated

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<thead>
<tr>
<th>Unit:</th>
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<tbody>
<tr>
<td>Behavior Check</td>
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<td>Cooperates</td>
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(Child's name or lesson name)
Science PlaceMat 3

What Do Your Bones Do?

What are three things your bones help you do?

1. Trace.

2. Draw.

3. Cut.
How Do You Move?

Draw or write about what you found out.

1. Bend arm.

2. Straighten arm.
Can You Control All Your Muscles?

Put an X on the pictures that show muscles that you make work. Circle the ones that can work when you are not thinking about them.
Science PlaceMat 10

Where Does Your Blood Flow?

Draw or write about what you found out.

1. Press.

2. Look and draw.
Where Does Your Blood Flow?
How do you get air?

When do you use a lot of air?

Draw two more activities.
Science PlaceMat 12

How Much Air Can Your Lungs Hold?

When do you need to hold your breath?

1. Breathe into the bag.

2. Pinch the bag shut.
What’s Your Body’s Fuel?

Cut out the pictures. Paste them in the correct order.

1.  
2.  
3.  