Lesson Topic: **The Digestive System**  
Length of lesson: **50 Minutes**

### Stage 1 – Desired Results

**Content Standard(s):** No content standard fit with what I wanted the students to learn in this lesson, so there is no standard identified for this lesson.

**Understanding (s)/goals**

Students will understand:
- the process of digestion
- the role of each organ in the digestive system
- the location of each organ in the digestive system

**Essential Question(s):**
- If students understand the process of digestion, will they know specifically what each organ does?

**Student objectives (outcomes):**

Students will be able to:
- label each organ of the digestive system on diagrams
- properly order the process of digestion when given the sequence out of order
- describe the function of each organ in the digestive system

### Stage 2 – Assessment Evidence

**Performance Task(s):**
- The students will be given a diagram of the digestive system to label the organs discussed in the lesson.
- The students will be given a sequence of sentences describing the digestion process and be asked to put them in the proper order as they imagine eating food.

**Other Evidence:**
- The students will be given a quiz at the end of the unit and be asked to identify important concepts from their notes about the digestive system.

### Stage 3 – Learning Plan

**Learning Activities:**

Materials: assignment sheets, overheads of diagrams and each organ process, pretzels, pickles, balloon, 3 lbs., rope, film canister, pop can

Introduction: For an introduction to class, I will ask the students to take out a piece of paper and draw the digestive system as they think it should be. I will also ask them to label the different organs. I will be walking around the room to be looking at what the students are drawing.

Activity 1: After the students are done drawing I will place an overhead on the projector of the actual digestive system and have the students help me label the parts. I will then engage the students in a discussion of how close their drawing was to what it actually is. (5 Minutes)

Transition: I will explain that now that we know the location of the organs, we need to learn what the role of each organ is.
Activity 2: On pre-made overheads, I will have the organs and their purpose in the correct order. I will uncover one at a time and read the statements to the students, have them copy it in their notebook and provide any further explanation needed. As I go through each organ, I will have an object with me to show the size of the object. This is to provide the students with a visual to help learn more about the organ and to provide them with a fun fact of each organ. I will ask the students if they know the size, weight, or color of the organ of discussion to see if the students can guess the proper answer. (25 Minutes)

Transition: I will pass out a pretzel to each student to either chew or suck on to see how digestion starts to work. (1 Minute)

Activity 3: (Closing/Review) I will now start to discuss with the students how long digestion takes. This will also serve as a review of the process of digestion and the role each organ plays in digesting the food we eat. I will ask the students what happens to the pretzel after they start chewing and swallowing, and repeat what they said, asking them to then state the next step. (5 Minutes)

Transition: At this time I will ask if the students have any further questions. I will then give the directions for their homework and pass out the worksheets. (5 Minutes)

Activity 5: The students will have the remainder of the time to complete their homework and hand it in at the basket when completed. (10 Minutes)

Resources: There weren't many lesson plans for digestion to reference for ideas. The lessons were either too long or wouldn't be able to be completed with the age group of students I was teaching. The references I did use were:

Microsoft Encarta Encyclopedia Online
The Constipation Advice Website for the length of digestion: http://www.constipationadvice.co.uk/constipation/digestive_system.html
These were the only online sources I used when planning this lesson. I also contacted Dr. Keeney for ideas, other students, and my coordinating teacher. I did attach a lesson I found that I liked but wasn’t able to use for this lesson.