The Digestive System

Lesson Overview
In this lesson, students will be involved in exploring how different factors affect the digestion process. They will learn which organs are involved in the digestive process and how this process takes place. Students will discuss and evaluate the results of their experiments to confirm understanding of how the digestive system works with other systems in the body.

Standards Addressed

SC 2005 7-3.3 Summarize the relationships of the major body systems (including circulatory, respiratory, digestive, excretory, nervous, muscular, and skeletal systems.)

SC 2014 7.L.3B.2 Construct explanations for how systems in the human body (including circulatory, respiratory, digestive, excretory, nervous, and musculoskeletal systems) work together to support the essential life functions of the body.

CCSS ELA RST.6-8.4 Determine the meaning of key symbols, key terms, and other domain specific words.

WHST.6-8.2d Use precise language and vocabulary to explain or inform about a topic.

NGSS MS-LS 1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

Disciplinary Literacy Best Practices

Paired Reading Exit Slip
Flow Map Admit Ticket

Lesson Plan
Time Required: One 68-minute Class Period

Disciplinary Vocabulary: anus, esophagus, gallbladder, large intestine, liver, mouth, pancreas, rectum, salivary glands, small intestine, stomach
Virtual Library Lesson: The Digestive System

Materials Needed:

- Admit One Tickets with McDonald’s menu selection and nutritional information
- Digestive System Diagram
- Digestive System Flow Map
- McDonald’s Happy Meal
- Blender

Assessment: Completed Digestive System Diagram and Flow Map
Virtual Library Lesson: The Digestive System

Engage
- As students enter the classroom, each will be given and “Admit One” ticket. The back of the “Admit One” ticket will have a McDonald’s menu selection with its nutritional value.
- Students will review the menu information and write in their journal about the positives and negatives of the meal on their Admit Ticket.
- Teacher will use a blender to blend a soda, cheeseburger and French fries from a McDonald’s Happy Meal together.
- Key Questions: “How does this demonstration compare to the digestive process? Why is the digestive process important to survival?”

Explore
- Teacher will present a mini-lecture on the primary and secondary organs of the digestive system.
- Students will watch “The Digestive System Song” to summarize the mini-lecture (https://www.youtube.com/watch?v=SyVcyT-fOao).
- Students pairs will read a text selection on the digestive system and use the text to complete the Digestive System Flow Map.

Explain
- Students will discuss their journal entries on how the blended McDonald’s food relates to the digestive process that takes place in their own bodies.
- Key Question: “Why is the digestive system important to survival?”
- Students will complete a Digestive System Diagram to help them visualize which organs are used in the digestive process. Each organ will be included in the essential vocabulary.
- Exit Ticket: Which organ do you feel is most important to the digestive process? Why?
Teacher Reflections and Biographical Information

Making the lesson personal to the students allows for a real-life connection on the relationships between what they eat and how the body and its systems are connected to survival.

Lesson Author:

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FILL IN THE BLANKS
EACH BLANK IS WORTH 2 POINTS

MOUTH

3. ____________

THE DIGESTIVE SYSTEM

7. ____________

closed off when breathing by the

connects the

most digestion happens here

HCL and ____________ are enzymes used here

1. ____________

mechanical digestion by

closed off when breathing by the

8. ____________

connects the

HCL and ____________ are enzymes used here

9. ____________

chemical digestion by

found in saliva

4. ____________

5. ____________

2. ____________

found in saliva

3. ____________

connects the

HCL and ____________ are enzymes used here

10. ____________

11. ____________

digestion happens here

12. ____________

are absorbed by

contains helpful 15.

which feed on waste

13. ____________

14. ____________

is absorbed here

contains helpful 15.

which feed on waste

16. ____________

17. ____________

waste is compressed into a

form

NAME: ____________

BLOCK: ____________
Fill in the blanks with the correct words from the word bank. You may use your textbook to help you complete the activity.

**Digestive System Diagram**

- anus
- esophagus
- gallbladder
- large intestine
- liver
- mouth
- pancreas
- rectum
- salivary glands
- small intestine
- stomach