

## The Digestive System

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### 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  
Flow Map

Exit Slip  
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

**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

### Engage

- As students enter the classroom, each will be given an “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.

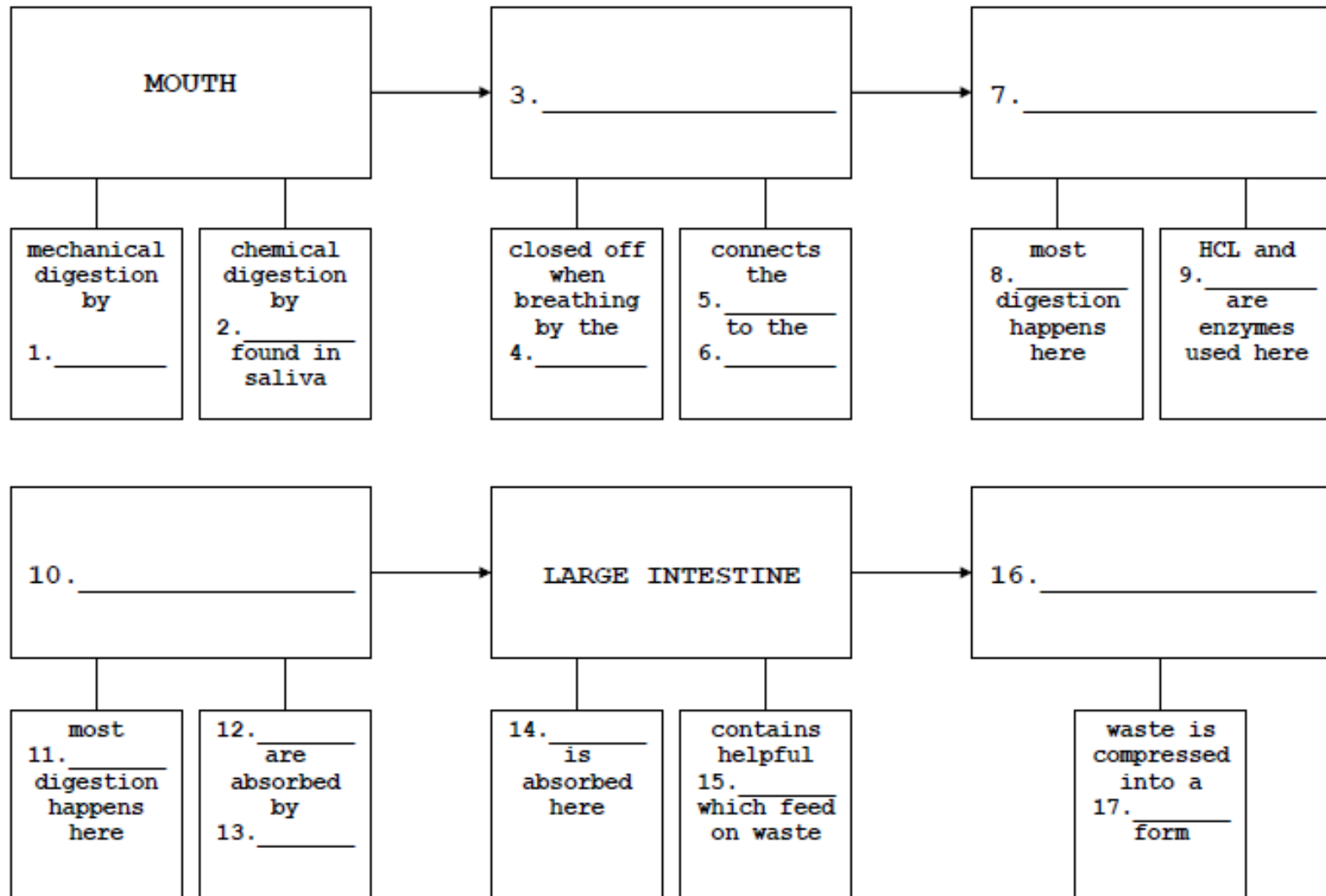
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FILL IN THE BLANKS  
EACH BLANK IS WORTH 2 POINTS

THE DIGESTIVE SYSTEM

NAME: \_\_\_\_\_  
BLOCK: \_\_\_\_\_



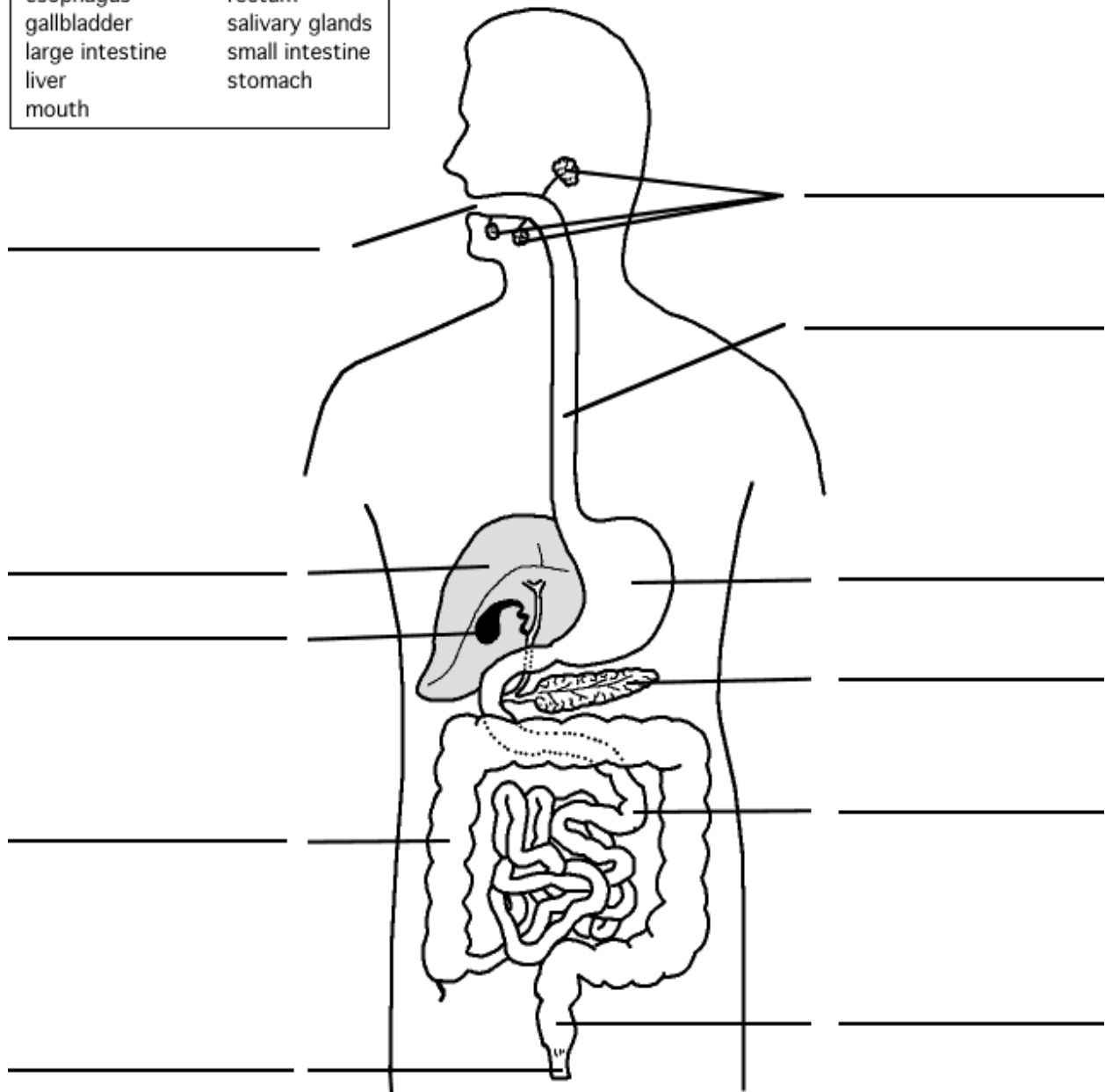
## Digestive System Diagram

Name: \_\_\_\_\_

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

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

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