



Domain Review

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Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Identify the five senses and associated body parts
- ✓ Identify the skeletal, muscular, circulatory, nervous, digestive, and excretory systems as important systems in the human body
- ✓ Describe the significant contributions of Anton van Leeuwenhoek
- ✓ Explain that all living things are made of microscopic cells
- ✓ Describe the relationship between cells, tissues, organs, and systems
- ✓ Identify important components of the digestive system and their functions
- ✓ Describe the process of nourishing the body from the time food is taken into the mouth until waste is removed from the body
- ✓ Identify important components of the excretory system and their functions
- ✓ Describe how the digestive and excretory systems work together
- ✓ Explain the importance of vitamins and minerals to the body
- ✓ Explain the importance of eating a balanced diet
- ✓ Classify foods as healthy or unhealthy
- ✓ Plan a daily balanced diet

Activities

Riddles for Core Content

Ask students riddles such as the following to review core content:

- Many human organs are inside the body, but all of your sense organs (that's us) are visible. What are we? (eyes, ears, nose, tongue, skin)
- I lived many hundreds of years ago in a small Dutch village. My curiosity led me to the naming of microscopic cells. Who am I? (Anton van Leeuwenhoek)
- The urethra and two ureters carry urine out of your body. These three tubes are all part of my system. What am I? (the excretory system)
- What is the name of the tube, located near the windpipe, that takes food from the throat to the stomach? (esophagus)
- I am a particularly important nutrient in the first two years of life, but after that you need to limit how much of me you consume. What am I? (fats)
- We are two nutrients that are important to the body, but we are needed in smaller quantities than proteins, fats, and carbohydrates. What are we? (vitamins and minerals)
- I am a liquid that is vitally important to all life on Earth. What am I? (water)
- I am a favorite snack food made from potatoes and fried in oil. I am sold at many fast food restaurants, but it would be unhealthy to eat me every day. What am I? (French fries)
- We are made up of cells and tissues and work within body systems. We include both the heart and the brain. What are we? (organs)

Image Review

You may show the Flip Book images from any read-aloud again and have students retell the read-aloud using the images.

Image Card Review

Materials: Image Cards 8–13

Hold Image Cards 8–13 in your hand, fanned out like a deck of cards. Hand one card to each of six students. Students must then look at their cards and figure out the correct sequence for the digestive process. Ask them to stand in the proper order, facing the others so that they may give their input as well.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book to review a particular domain-related topic; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key vocabulary word such as *fats*. Have them brainstorm everything that comes to mind when they hear the word, such as, “Too many fats will make you fat.” Record their responses on chart paper, a chalkboard, or a whiteboard for easy reference.

Audio-Visual Reinforcement of the Digestive System

Materials: Internet connection; audio/visual equipment. [May require advance preparation if needed equipment is not already present in the classroom.]

Present a video about the digestive process. The following link to a video on YouTube is a suggestion for an age-appropriate video that may be of interest.

<http://www.youtube.com/watch?v=08VyJOEcDos>

Class Book: Eating Our Way to Health—What Foods a Healthy Body Needs

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember important nutritional information that they have learned in this domain. Have students brainstorm which nutrients humans need and which foods supply those nutrients. Have each student choose one food to draw a picture of and then write a caption for the picture, including which important nutrients that food supplies for the growth of a healthy human body.

Bind the pages to make a book to put in the class library for students to read again and again

- ✦ **Above and Beyond:** Those students who are ready to do so, may contribute multiple illustrations and captions, or they may plan an organized structure for the book (for example, categorized by food group, color, or important nutrients).