

Project G.L.A.D
Forest Grove School District
The Body
Idea Pages

I. UNIT THEME

- Major organs of the body
- Function of the organs
- All parts of the body work together

II. FOCUS/MOTIVATION

- Big book: The Important Thing About our Body
- Inquiry chart: What do we know about the body? What would we like to know?
- Various songs, chants, and poems about the body
- Signal words to teach vocabulary (choose a vocabulary word as a signal word to line up, etc, for the day)

III. CLOSURE

- Process all charts, especially inquiry
- Present reports to small groups and to the class
- Make web about body/organs/functions of organs
- Using model of body from district - students replace organs and tell function
- Play pin-the-body-part on the body
- Visit hospital/medical clinic
- Field trip to OMSI

IV. CONCEPTS/UNDERSTANDINGS

There are major organs in the body that:

- (1) perform their own function
- (2) are an integral part of the body system
- (3) all work together

The body works all the time - even when you sleep

V. VOCABULARY

Organs:

brain

esophagus

lungs

oxygen, carbon dioxide, breathe

heart

liver

small intestine

large intestine

Bones:

skeleton

cranium

spinal cord

rib cage

sternum

clavicle

humerus

radius

ulna

metacarpals

pelvis

femur

fibula

tibia

metatarsals

Processes/Systems:

digestion/digestive

respiration/respiratory

circulation/circulatory

nervous

5 Senses:

sight - eyes

hearing - ears

touch - skin, epidermis, dermis

taste - tongue, taste buds, saliva

smell - nose

Muscles:

arms: biceps, triceps

legs: quadriceps

heart: cardiac muscle

joints

ligaments

Blood:

veins

arteries

blood vessels

white blood cells

red blood cells

capillaries

pulse

General Words:

nutrition

health

process

message

eliminates

cleans

protects

nerves

waste

VI. ORAL LANGUAGE/READING/WRITING SKILLS

- Use complete sentences to communicate oral and written ideas
- Demonstrate respectful listening when others are speaking
- Use capitals and correct punctuation in writing
- Use writing process
- Guess the organ game (name of organ taped to student's back).
 - Student tries to guess organ by asking another student
 - questions which can only be answered with yes or no.
- Pop up organ riddle book
- Imaginative writing - "A Trip through the Body"
- Create a jump rope rhyme about an organ and share with the class
- Journaling

- Read charts, poems, stories, and student writings
- Tell the story of the narrative input chart

VII. MATH/SCIENCE/SOCIAL STUDIES/ART

- Problem solving
- Graphing - measurement of bones
- Sorting and classifying pictures of organs
- Process grid
- Graphic organizer
- Classification of organ/other body parts to system
 - Take home and share with family
- Trace body/color/paste on organs
- Contrast/compare size of their hearts (closed fist) with an adult
- Use adding machine tape - measure it for size of intestines
- Listen and count pulse rate/at rest/moderate exercise/active
 - exercise/graph

VIII. RESOURCES AND MATERIALS

ESD Resources through District:

- 62048 Bodytalk: Beating and Bleeding
- 62071 Bodytalk: Breathing and Talking
- 62352 Bodytalk: In and Out
- 62621 Bodytalk: Running, Jumping, and Standing Still
- 62648 Bodytalk: Sensing, Thinking, and Feeling
- 62664 Bodytalk: Skin and Hair
- 54840 Healthwise: The Stomach Story
- 62339 How the Heart and Circulatory System Works
- 60797 Magic School Bus Flexes its Muscles (Body mechanics)
- 60785 Magic School Bus For Lunch (Digestion)
- 60791 Magic School Bus Inside Ralphie (Human health)
- 59227 Wonder Why: Human Body

Other Videos:

- The Magic School Bus Inside the Haunted House (Sound)
- The Magic School Bus (Germs)
- The Magic School Bus (Smell)
- Bill Nye the Science Guy: The Human Body: The Inside Scoop! (Epidermis/Skin and Blood/Circulation) - 2 videos on one tape

Books:

- *Body Battles*, Rita Golden Gelman
- *Germs Make Me Sick*, Melvin Berger
- *Parts*, Tedd Arnold
- *The Senses*, Angela Royston
- *Inside Guides Human Body* (DK), Dr. Frances Williams,
- *My Five Senses*, Alike
- *The Human Body* (Nature Company Discoveries Library/Time Life Books), Dr. Marie Rose
- *The Magic School Bus Explores the Senses*, Joanna Cole and Bruce Degen
- *The Magic School Bus Inside the Human Body*, Joanna Cole and Bruce Degen
- *The Heart: Our Circulation System*, Seymour Simon
- *Bones: Our Skeletal System*, Seymour Simon
- *I Wonder Why: I Blink and Other Questions About My Body*, Brigid Avison
- *What's Inside? My Body* (DK), Angela Royston
- *Why Do We Laugh? Questions Children Ask About the Human Body*, Terry Martin
- *Me and My Amazing Body*, Joan Sweeney
- *The Human Body*, Gilda Berger
- *The Magic Anatomy Book*, Carol Donner
- *Outside and Inside You*, Sandra Markle
- *Heart Beats: Your Body, Your Heart*, Leslie LeMaster
- *Your Body: Movement*, John Gaskin
- *The Inside Story: Liver and Kidneys*, Tage Voss
- *The Brain and Nervous System*, Mark Lambert
- *The Story of Your Brain and Nerves*, Edith Weart
- *The Lungs and Breathing*, Brian Ward
- *Inside Story: Lungs and Heart*, Tage Voss
- *Super Book of the Human Body*, Margaret Bevans
- *What Happens to a Hamburger*, Paul Showers
- *A Drop of Blood*, Paul Showers
- *You Can't Make a Move Without Your Muscles*, Paul Showers
- *Looking Into My Body*, Nigel Nelson
- *Human Body*, Claude Delafosse and Gallimard Jeunesse

Spanish books:

- *Las batallas del cuerpo*, Rita Gelman, Scholastic, 1993
- *Me pregunto por qué me ruge la tripa*, Brigid Avison, Editorial Everest, 1997

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The Body
Unit Planning Pages

I. FOCUS/MOTIVATION

- Important Book about the Body
- Inquiry Chart
- Observation charts
- Models of body systems and parts

II. INPUT

- Narrative input chart
- 10-2 lecture with primary languages about the organs of the body and their function
- Chant - Body chant boogaloo
- Read-alouds
- Video list
- Yes, Ma'am chant - "Are these your body parts?"
- 10-2 lecture on the systems of the body
- Pictorial input chart
- Guest speaker - nurse/doctor

III. GUIDED ORAL PRACTICE

- T graph on cooperation - looks like, sounds like
- Poetry, chanting, modeling, highlighting
- Daily oral processing of all charts
- Picture file cards
- Process grid
- Graphic organizer on body systems
- Three step interview about an organ - 1 speaks, 2 listens and then shares with group
- Narrative input chart
- Student-made poster of system and organ in groups of 2 (fold large paper into fourths). Children draw, label, and write about one of the organs and a fact about it in each quadrant.

IV. READING/WRITING ACTIVITIES

- "I Am" cards (9x12 tagboard - on one side, students write some distinguishing facts about a certain organ. On the other side, students draw a picture of the organ. Present to small group, which tries to guess the organ
- Sentence strip book - "The Body Contains . . ."
- Pop-up riddle book
- Found poetry - choose words from charts, copy, compose new poem
- Students pretend that they are a brain. What kind of messages would they send throughout the body and why? Write a short story showing how they would communicate back and forth between the brain and heart, legs, or other body parts
- Writer's workshop with mini-lessons, word web
- Pretend to be an organ, tell about your life
- Write an imaginary story about an organ
- Use words from pictorial input chart in sentences
- Write a story using words from the pictorial input chart
- Individual choices:
 - Focused reading
 - Library books on the body
 - Sentence strip books
 - Read the wall
 - Ear-to-ear reading
 - Expert groups
 - Poetry
 - Journal writing

V. EXTENSIONS/ACTIVITIES FOR INTEGRATION

- Trace/cut out body - paste organs onto the body. Label each body part and write its function
- After discussions of the skeleton, have students estimate the size of each of their 2 major bones, draw, cut, and paste them onto butcher paper forming their own skeleton
- Students make their own big book about the body
- Write a play about the body
- Write a poem about the body
- Measurement of body/chart/compare
- Picture cards to help students visualize the concepts

- Students dramatize concepts on which their understanding was weak
- Students create puppet show to illustrate their learning. Put on show for the class or other classes.
- Write and illustrate a story from an organ's point of view
- Find pictures of parts of body from magazines and group them according to the system they belong to
- Compose another "Bugaloo"
- Add to the poem "Yes, Ma'am"
- Color pictures on pictorial input chart
- Walk through the body (With masking tape, make a large body on the floor)
- Take a tour of local hospital or medical clinic to learn more about the body
- Look at x-rays of the body

VI. CLOSURE/EVALUATION

- Formative Assessments: (Much of this is informal and some of the guided experiences can be used as a type of assessment also)
 - Revisit the inquiry chart (regularly)
 - Students do individual quick writes indicating all they can about organs and systems of the body
 - Students individually make an organ web (organ in the center). The students write or draw all they have learned about the body
 - Students choose a body part and write a report
 - Given picture cards of body parts, students will group them according to the system they belong
 - Play pin the body part on the body
- Closure:
 - Evaluate/reflect in journals/share
 - Field trip to OMSI if there is an exhibit on the body

Project G.L.A.D.
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The Body
Portfolio Items

Writing Process:

Expository:

- Explain how to do 3 exercises that will help to strengthen your muscles.
- Explain what organ a piece of food passes through and what happens to the piece of food as it passes through that organ.

Imaginative:

- Students pretend that they are a brain. What kind of messages would they send throughout the body and why? Write a short story showing how they would communicate back and forth between the brain and heart, legs, or other body parts.
- Pretend to be an organ - tell about your life.
- Write an imaginary story about an organ.

Math:

- Write a story about body parts or bones to go with this number sentence. Draw a picture to match. Then give the answer. $6 + \underline{\quad} = 15$
- Can you show another way to figure out the answer to this problem?
- Each foot has 26 bones. There are 4 pairs of shoes. How many bones will be in all of the shoes?
- There are 27 bones in your hand. If 6 students were raising their hands, how many bones are in the air?
- Your body has 206 bones. Each arm and leg has 30 bones. How many bones are in the rest of your body? Explain your work and try to solve the problem 2 ways.

Project G.L.A.D.
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The Body
State Benchmarks/Frameworks

Science: Program Goal

- 1-03 Organisms
- 1-04 Structure and function
- 1-13 Model
- 2-01 Observation
- 2-02 Communication
- 2-03 Using numbers
- 2-04 Classifying
- 2-05 Measuring
- 2-08 Interpreting data
- 3-01 Inquiry
- 5-01 Characteristics of organisms
- 7-01 Relationships between/among organisms

Math: Strand

- 1-01, 1-05, 1-06 Calculation and number sense
- 3-01 To apply number theories, mathematic rules and algorithms to solve problems
- 5-01, 5-02 Measurement
- 8-02 Variety of tables/charts/graphs
- 9-01 - 9-04 Statistics and Probability
- 14-01 - 14-04 Problem Solving

Language Arts: Program Goal

- 1 - Meaning of words
- 2 - Comprehension (Summary, sequence, cause and effect, facts, main idea)
- 3 - Connect real world application
- 4 - Demonstrate written language skills
- 5 - Writing process
- 6 - Convey clear idea using language and organization appropriate to audience and purpose

THE IMPORTANT BOOK ABOUT THE BODY

THE IMPORTANT THING ABOUT OUR BODIES IS THAT ALL
PARTS WORK TOGETHER

The important thing about our bodies is that
our lungs help us breathe.

The important thing about our bodies is that
our bones support our bodies.

The important thing about our bodies is that
our muscles help us move.

The important thing about our bodies is that
our brains help us think.

The important thing about our bodies is that
our intestines process and eliminate waste.

The important thing about our bodies is that
our heart pumps blood through our body.

The important thing about our bodies is that
our skin covers our bones.

The important thing about our bodies is that
our stomach helps us digest food.

ALL THE PARTS WORKING TOGETHER IS THE IMPORTANT THING
ABOUT OUR BODIES.

Narrative Input Text

The Amazing Human Body Adventure: Digestion

By Ramona Matzke

Nancy and José were studying the human body and learning about digestion at school. It was still a little confusing how the body digested food, so they decided to practice learning all the parts at home. Their teacher had sent home a diagram of all the main organs, so they tacked it to the wall at José's house and began to practice naming each part.

After a while, José got really hungry and wanted a snack. He and Nancy walked downstairs to the kitchen and chose two very red, crisp apples. José took a bite and realized that this was the perfect time to learn about digestion. He and Nancy would track the path the apple made as it was being digested. Nancy thought that this was a great idea.

José took a bite and slowly chewed his apple.

Nancy said, "Digestion begins in your mouth. You have take a bite of whatever you're eating and then chew it up with your teeth so you can swallow it." With that, José swallowed his first bite of apple.

"Then," said Nancy, "the food moves to your esophagus, or the food tube, where it gets squeezed like toothpaste down toward your stomach."

"I can feel it moving down my throat," said José.

"What happens next?" asked Nancy.

"Well, according to Mrs. Jones, the esophagus brings food to my stomach," said José. "Since the apple isn't small enough yet, it has to be churned and broken up into smaller bits."

"It's kind of like a food processor, right?" asked Nancy.

"That's right," said José. "The apple is getting smashed into a liquid so that my body can use it."

"From there, the first place it goes is your small intestine," said Nancy. "The small intestine is pretty long, almost 25 feet in adults. There, your apple is broken down even more and the nutrients, the good stuff from food, is absorbed into your body to use as energy."

"The parts of the apple my body doesn't use up travel to my large intestine," said José. "The leftover liquid begins to dry up and becomes solid waste that will leave my body when it's ready. Then it starts all over again the next time I eat!"

"Wow! Your apple went through a lot!" exclaimed Nancy. "First from your mouth to your esophagus, then from your stomach to your small intestine, and finally to your large intestine where it will be eliminated."

"And my body doesn't just break down the food, but it changes food into energy so that I can move and play, and so that my brain has the energy to learn," said José. "Without digestion, we wouldn't have the energy to play baseball or learn to read. We would just want to sleep all the time."

"Digestion sure is cool, isn't it?" asked Nancy.

"You bet it is, Nancy!" exclaimed José. "I can't wait to tell Mrs. Jones tomorrow about what we learned."

Pictorial Input Chart: My Body

Note: Pictorial input should first be given as input by teacher drawing body and its parts (with marker, over a penciled drawing) and labeling as students watch. The following flashcard activity can be done later as independent or team practice, but information about body parts and their functions should be given first by teacher.

My Body - Pictorial Input Chart

Make an overhead of page 3, "My Body," and then trace onto butcher paper so it is rather large. Laminate and then hang on the wall. There should be flashcards made with the following words: brain, esophagus, right lung, left lung, heart, stomach, small intestine, large intestine, liver. Then the functions of each should be written on a separate card: stores nutrients, control center, pumps blood, absorbs nutrients, eliminates solid waste, digests food, food tube, breathes air in and out.

Give each student or group of students a different card and have them decide where the card should be placed. Tape the card to the correct place. Practice as a group 1 or more times.

Then allow the students independent practice. Let them work on the chart on the floor or in the back of the room during free time or centers. Tape will not be necessary since you can lay the paper on the floor and the flashcards can simply be placed on the paper. The teacher can easily walk by and see if the flashcards are in the correct place.

Strip Books

Sentence Strip Books: Students make their own books

Use the following text:

| | |
|--------------------|-------------------------------|
| Our bodies contain | lungs that breathe. |
| | stomachs that digest food. |
| | muscles that help us move. |
| | bones that give us support. |
| | skin that covers our bones. |
| | brains that help us think. |
| | a heart that pumps our blood. |

Directions:

One long strip used for the first full sentence. Then 5-6 strips for parts of the body and what they do - just write the second half, no need to repeat the "Our bodies contain" part. The first part of the sentence remains the same, while the second changes as the strips are flipped up. Write in pencil first. Then trace with marker.

Chants

Are These Our Body Parts?

By Myrna Williams and Ramona Matzke

| | |
|------------------------------|-----------------------|
| Is this the heart? | Yes, ma'am! |
| Is this the heart? | Yes, ma'am! |
| Well, what does it do? | It pumps the blood. |
| Well, where does it go? | All through the body. |
| Is this the blood? | Yes, ma'am! |
| Is this the blood? | Yes, ma'am! |
| What does it carry? | Food and oxygen. |
| Where does it leave it? | All around the body. |
| Is this the stomach? | Yes, ma'am! |
| Is this the stomach? | Yes, ma'am! |
| Well, what does it do? | It digests food. |
| Where does the food go? | Into the intestines. |
| Is this the small intestine? | Yes, ma'am! |
| Is this the large intestine? | Yes, ma'am! |
| What do they do? | They process food. |
| What else do they do? | They eliminate waste. |
| Is this the liver? | Yes, ma'am! |
| Is this the liver? | Yes, ma'am! |
| Well, what does it do? | It stores energy. |
| What else does it do? | It cleans the blood. |

Are these the lungs?
Are these the lungs?
Well, what do they do?
What else do they do?

Yes, ma'am!
Yes, ma'am!
Breathe in oxygen.
Breathe out carbon dioxide.

Is this the skeleton?
Are these the bones?
Well, what does it do?
What else does it do?

Yes, ma'am!
Yes, ma'am!
It supports the body.
It gives us shape.

Are these the muscles?
Are these the muscles?
Well, what can they do?
What tells muscles to move?

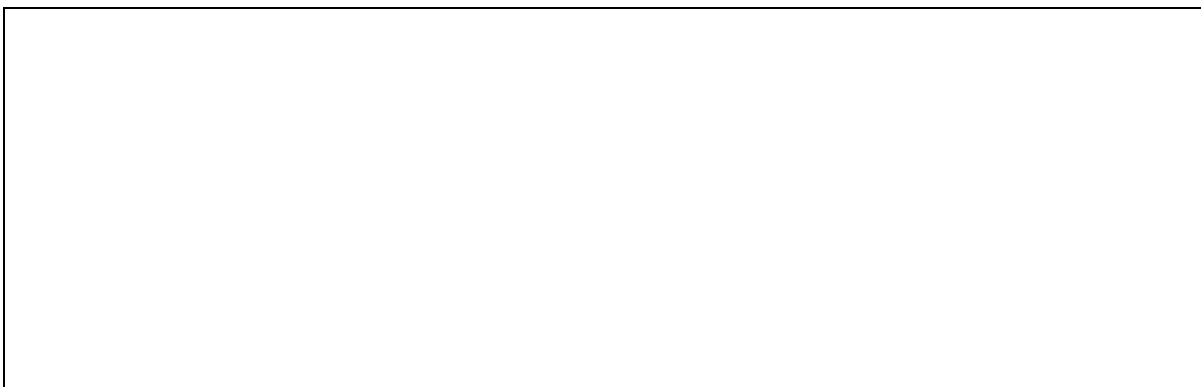
Yes, ma'am!
Yes, ma'am!
Make the body move.
Our brain tells them to.

Is this the brain?
Is this the brain?
Well, what does it do?
Well, what does it boss?

Yes, ma'am!
Yes, ma'am!
Why, it's the boss.
All the body parts.

Are there any more parts?
Are there any more parts?
Well, what do they do?
Well, what do they do?

Yes, ma'am!
Yes, ma'am!
They all work together.
They work as a team.



BODIES HERE, BODIES THERE

By Laura Curry

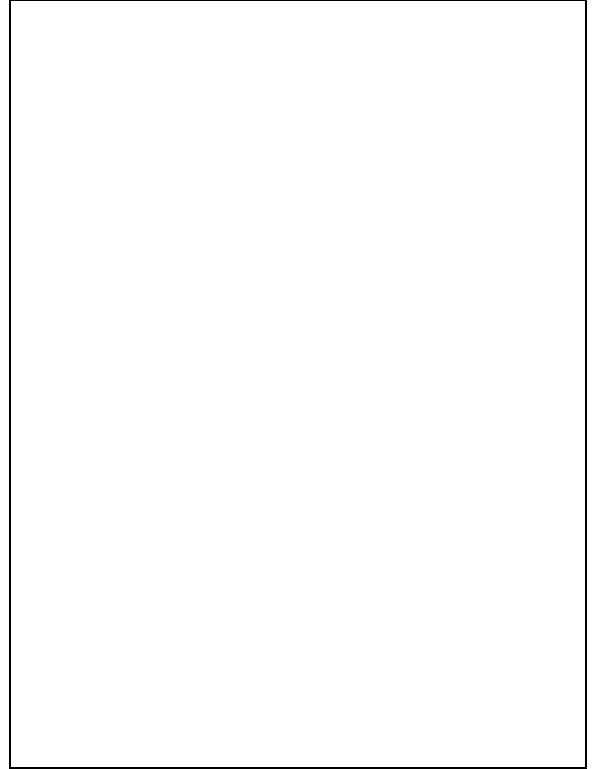
Bodies here, bodies there,
Healthy humans everywhere.

Active bodies using muscles.
Hungry bodies digesting food.
Thinking bodies using brains.
Breathing bodies using lungs.

Bodies here, bodies there,
Healthy humans everywhere.

Strong bodies in the gym,
Well-fed bodies at the table,
Intelligent bodies with their books,
Out in the fresh air whenever they're able.

Bodies here, bodies there,
Healthy humans everywhere.
Healthy human bodies!



Body Sound-off

(chanted to the "Marine Cadence")

By Ramona Matzke

Bodies

(Bodies)

Are Cool

(Are Cool)

Bodies, bodies, bodies, are COOL!

Bodies really are the best,
Without them we would be a mess.
Starting at the very top,
The brain tells us to go or stop.

The brain is boss, it's really true,
Without it, we wouldn't have a clue.
It sends our bodies messages,
That's one important thing it does.

Bodies

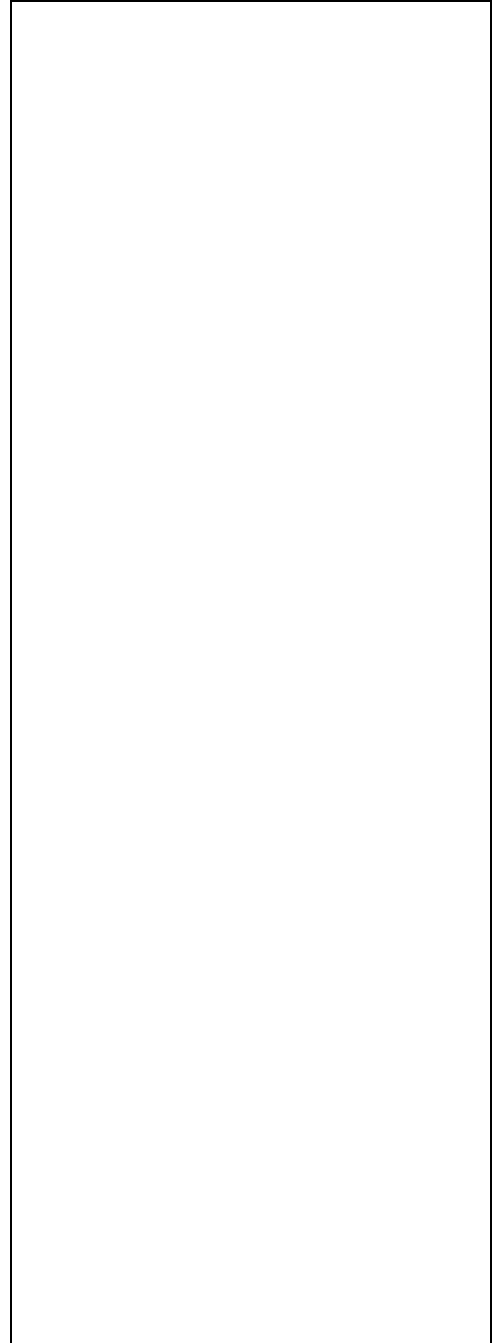
(Bodies)

Are Cool

(Are Cool)

Bodies, bodies, bodies, are COOL!

When your mouth has chewed your food,
The esophagus works to move it through.
From there it works the food on down,
The stomach is where food's broken down.



Unused food must go away,
It travels far each and every day.
Through the small intestine first,
To the large intestine, lots of work.

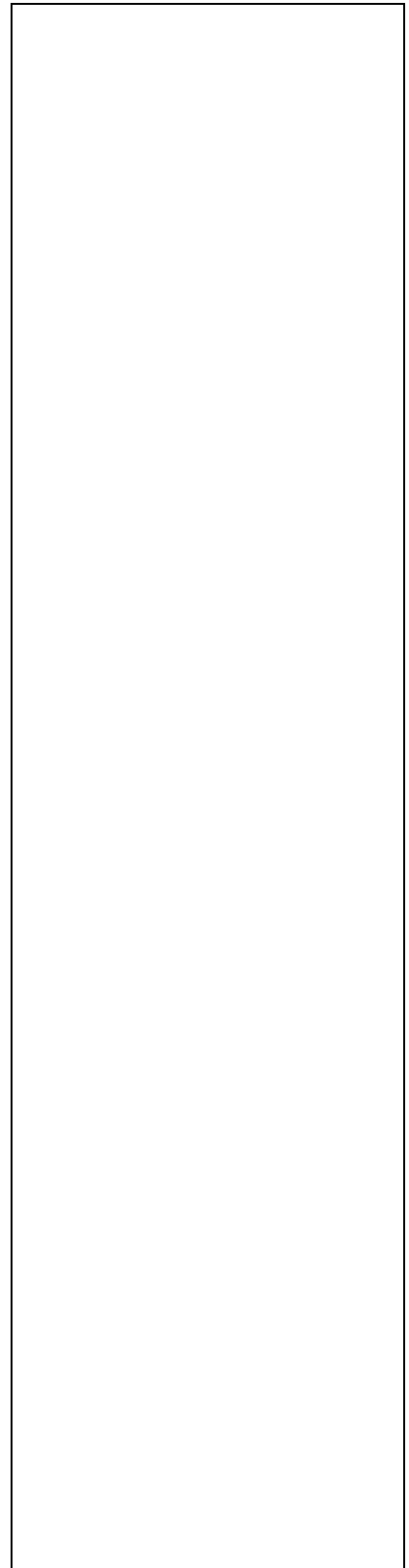
Bodies
(Bodies)
Are Cool
(Are Cool)
Bodies, bodies, bodies, are COOL!

Now that you know digestion,
You should learn respiration.
Oxygen is air you breathe,
It's something that we really need.

Air travels down into the lungs,
Breathe in, breathe out, it's really fun.
Between the lungs you'll find your heart,
Pumping blood to all your body parts.

When blood pumps it circulates,
When you breathe, you respire,
Digestion works your food on through,
Your body's great, it's really true.

Bodies
(Bodies)
Are Cool
(Are Cool)
Bodies, bodies, bodies, are COOL!



The Healthy Teeth Bugaloo

By John Gorman

I'm talking about teeth and I'm here to say,
"I brush my teeth three times a day.
I eat good and healthy food,
Milk, apples, and carrots, too!"

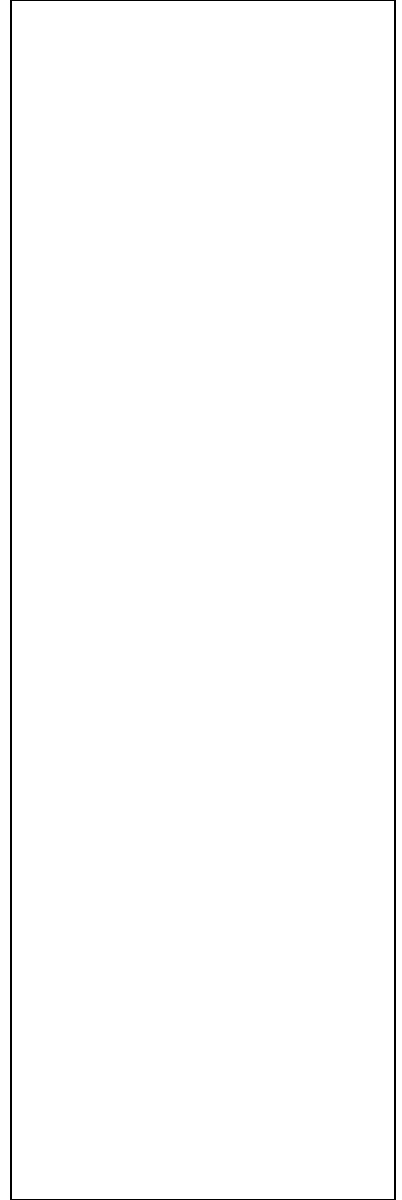
Brush, floss, and eat right, too,
Doing the healthy teeth bugaloo!

When I was a baby my teeth started to grow,
Now I am losing them . . . Oh, no!
Soon I will have all my permanent teeth,
They are growing in underneath.

Brush, floss, and eat right, too,
Doing the healthy teeth bugaloo!

I go to the dentist two times each year,
Or I may lose my teeth, I fear.
So I brush after every meal,
Healthy teeth, that's the deal.

Brush, floss, and eat right, too.
Doing the healthy teeth bugaloo.



Digestion Bugaloo

by Ramona Matzke

I'm a piece of food and I'm here today,
To travel through the body and show you the way.

The teeth chew me first,
So I'm nice and small.
Then I'm swallowed down the food tube,
The esophagus, it's called.

Chew, swallow, digest, too,
Doing the digestion bugaloo.

I move on down to the next hop,
The stomach's the place where I sit and stop.
Gastric juices break me down,
I get churned and turned all around.

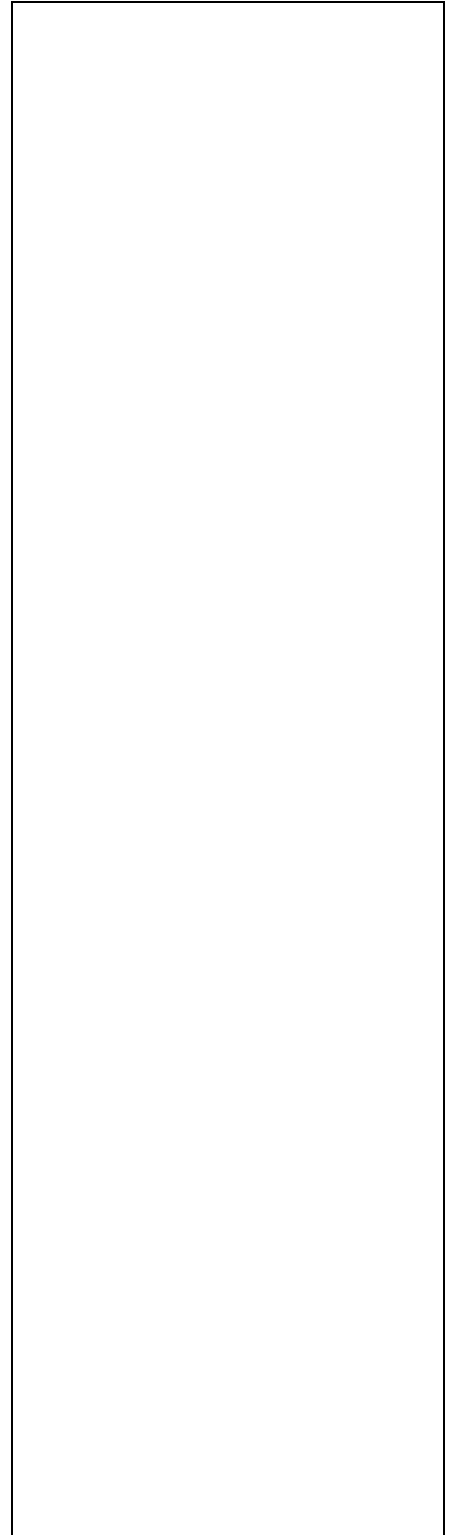
Break down, churn, digest, too,
Doing the digestion bugaloo.

Intestines are where I travel next,
Small and large, they both connect.
The small intestine processes me,
The large intestine eliminates me.

Process, eliminate, digest, too,
Doing the digestion bugaloo.

I'm turned to energy and stored in the liver,
That's used when I'm needed - I deliver!
From there I'm sent to all the parts,
To energize the body and keep the brain smart.

Store, energize, digest, too.
Doing the digestion bugaloo.



Five Senses Sound Off

(chanted to the "Marine Cadence")

by Ramona Matzke

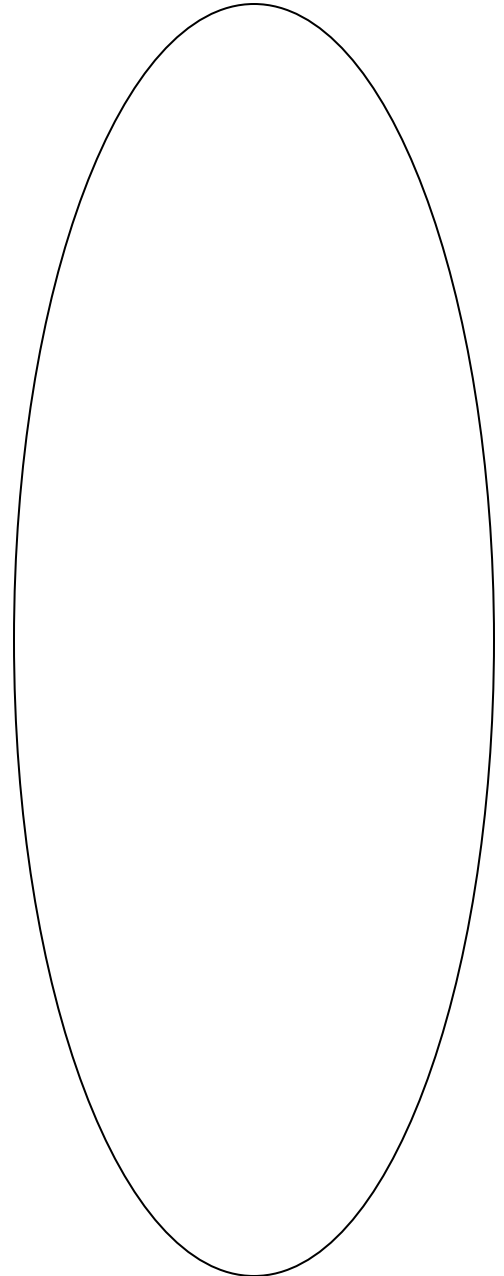
Sound off, Five
Sound off, Senses
Sound off, sound off, sound off,
Five Senses!

Five senses are super, don't you know?
Five senses are super, don't you know?
See, hear, feel, smell, taste, this we know.
See, hear, feel, smell, taste, this we know.

Your eyes are used to help you see,
See colors, light, and let you read.
You would be blind without your sight,
Living in the dark, never seeing light.

Sound off, Five
Sound off, Senses
Sound off, sound off, sound off
Five Senses!

Ears are used to help you hear,
Sounds loud and soft, both far and near.
Without ears we'd hear no sound,
No music, no laughing, no howling hounds.



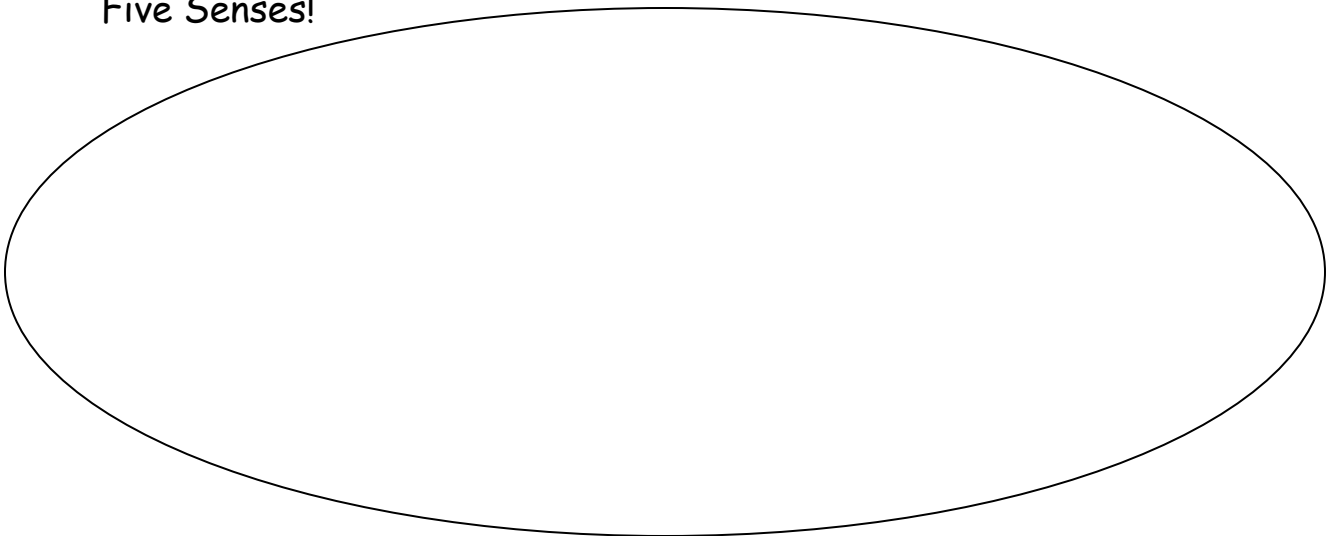
Your tongue has tons of tiny bumps,
Without them food would be just lumps.
The bumps are taste buds, yes it's true,
Tasting salty, bitter, sour, and sweet things too.

Sound off, Five
Sound off, Senses
Sound off, sound off, sound off
Five Senses!

Skin helps you to touch and feel,
Cold floors or slick banana peels.
Nerves in your skin send messages,
To and from your brain, this is what it does.

Noses help us smell our world,
Smells good and bad, they help us learn.
Without smell, life would be bland,
No roses or chocolate, how very sad.

Sound off, Five
Sound off, Senses
Sound off, sound off, sound off
Five Senses!



HEALTHY HEARTS AND VESSELS EVERYWHERE

By Laura Curry

Healthy hearts here, healthy vessels there,
Fine cardiovascular systems everywhere.

Muscular hearts pumping,
Veins and arteries pulsing,
Oxygenated blood circulating,
And well-fed blood nourishing.

Healthy hearts here, healthy vessels there,
Fine cardiovascular systems everywhere.

Exercising every day.
Eating foods with little fat.
Start smoking? No way!
We love our hearts too much for that!

Healthy hearts here, healthy vessels there,
Fine cardiovascular systems everywhere.
Healthy hearts! Healthy vessels! Healthy life!



HEART AND BLOOD

(to the tune of "When Johnny Comes Marching Home")

by Lori Klaus and Laura Curry

The heart is pumping blood for us,

Lub-dub, lub-dub.

The heart muscle is fabulous,

Lub-dub, lub-dub.

It causes our blood to circulate

Through the blood vessels—Now isn't that great?

That the blood goes around because of our pumping heart!

The blood goes out through arteries,

Lub-dub, lub-dub.

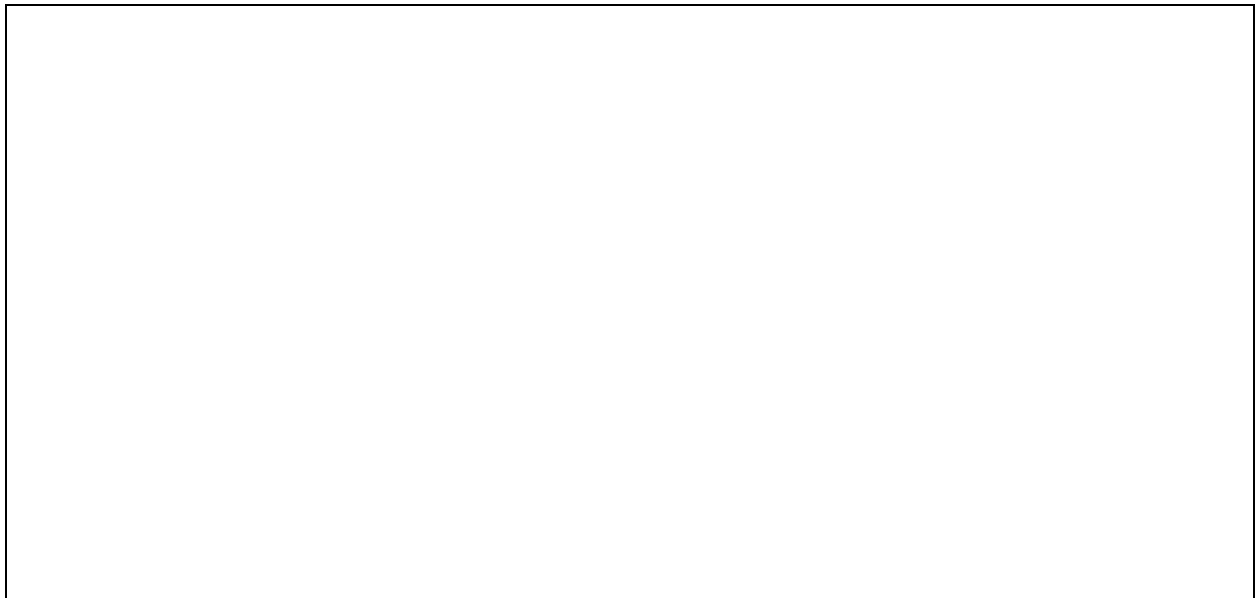
Flows through the aorta with every squeeze,

Lub-dub, lub-dub.

Blood carries oxygen to our cells

And nutrients to keep us well.

Then the blood goes back through the veins to our pumping heart!



I Can Spell Body

I can spell human

H-U-M-A-N

I can spell body

B-O-D-Y

I can spell parts

P-A-R-T-S

But I can't spell esophagus

I can spell head

H-E-A-D

I can spell brain

B-R-A-I-N

I can spell throat

T-H-R-O-A-T

But I can't spell esophagus

I can spell lungs

L-U-N-G-S

I can spell heart

H-E-A-R-T

I can spell ribs

R-I-B-S

But I can't spell esophagus

I can spell kidney

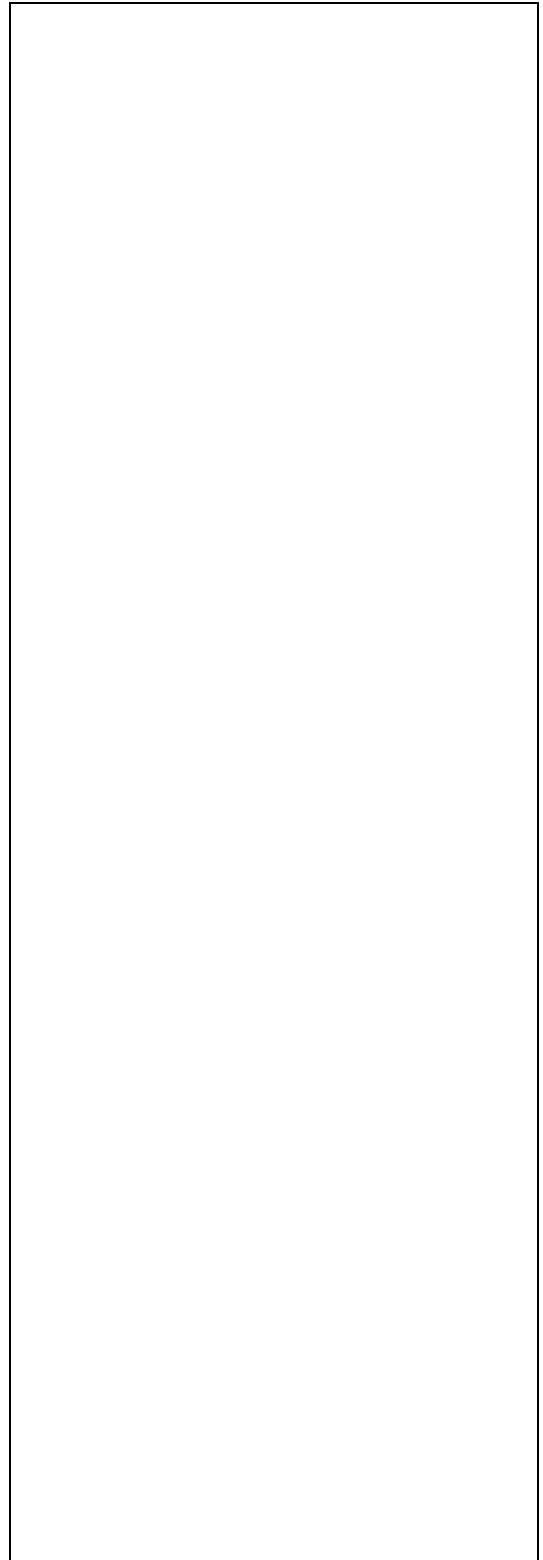
K-I-D-N-E-Y

I can spell liver

L-I-V-E-R

I can spell stomach

S-T-O-M-A-C-H



But I can't spell esophagus

I can spell small

S-M-A-L-L

I can spell large

L-A-R-G-E

I can spell intestine

I-N-T-E-S-T-I-N-E

But I can't spell esophagus

Yes I can!

Yes I can!

E-S-O P-H-A G-U-S

Esophagus!



I'M A PIECE OF FOOD YOU EAT

(to the tune of "I'm a Little Acorn Brown")

by Laura Curry

I'm a piece of food you eat,
I might be salty, might be sweet.
Saliva softens me as you chew,
And your taste buds bring my flavor to you.

I am food,
I am food,
I'm delicious, nutritious food.

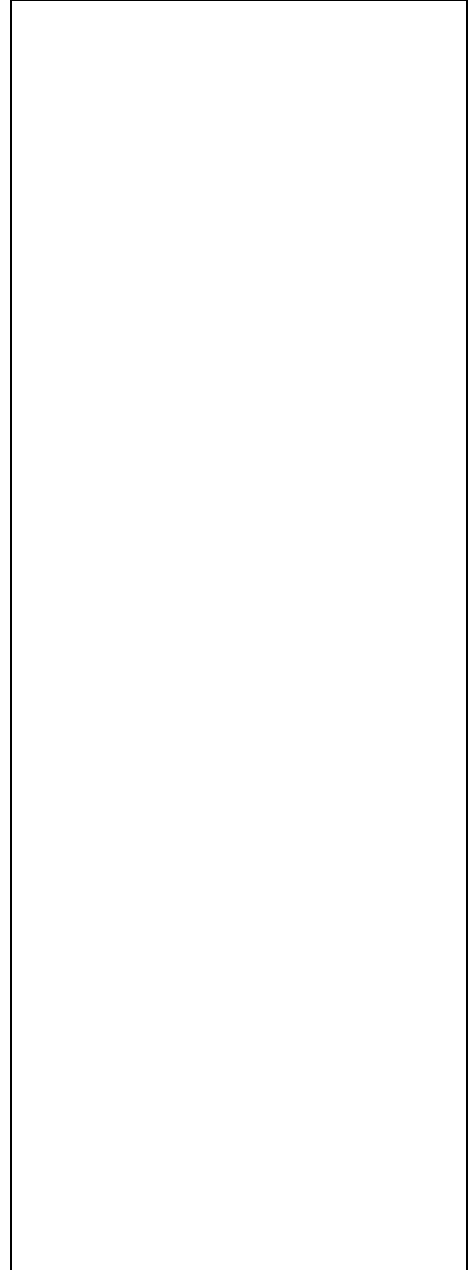
Down the esophagus I must go,
To the stomach where the enzymes flow.
They help the solid food digest,
While the muscles squeeze to do the rest.

I am food,
I am food,
I'm delicious, nutritious food.

Now I enter the small intestine,
Moved by peristaltic action.
Twenty feet to travel and all the while
I'm attacked by pancreatic juice and bile.

I am food,
I am food,
I'm delicious, nutritious food.

To your blood through the villi go my nutrients.
In the large intestine left-overs start to condense.
It's five or six feet up around the bend,
And when the waste leaves your rectum, that's the end.



Skeletal Bugaloo

By John Gorman

Your skeleton is really a necessary part,
It holds your body tight, so it won't fall apart.
The skull hugs your brain - that's quite smart,
And joins to the mandible - that toothy, mouthy part.

Bones and cartilage, joints too,
You can do the skeletal bugaloo!

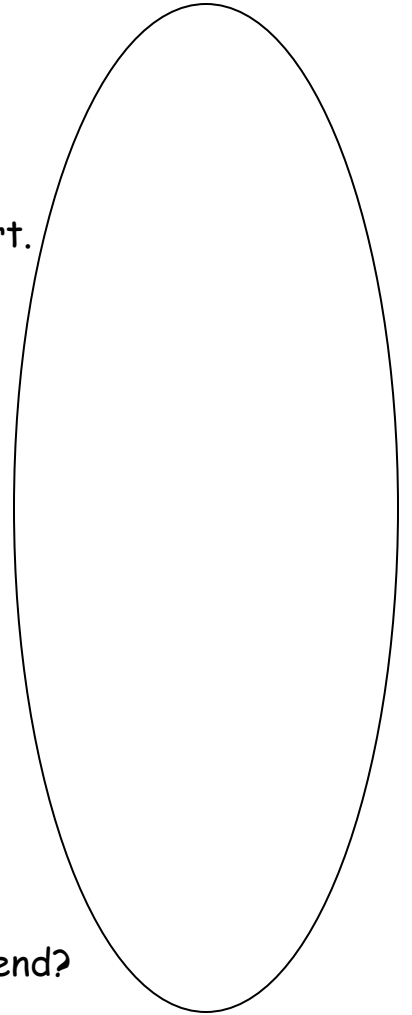
The clavicle is where your shoulders sit,
Out of its sides are where your arms fit.
The humerus isn't funny, but it's sure strong,
Yet all these funny bones make a super silly song.

Bones and cartilage, joints too,
You can do the skeletal bugaloo!

The ulna and radius articulate, or bend,
With the phalanges, or your hands, do you comprehend?
In case you don't know where the hand bones go,
They've got the same name as your feet below.

Bones and cartilage, joints too,
You can do the skeletal bugaloo!

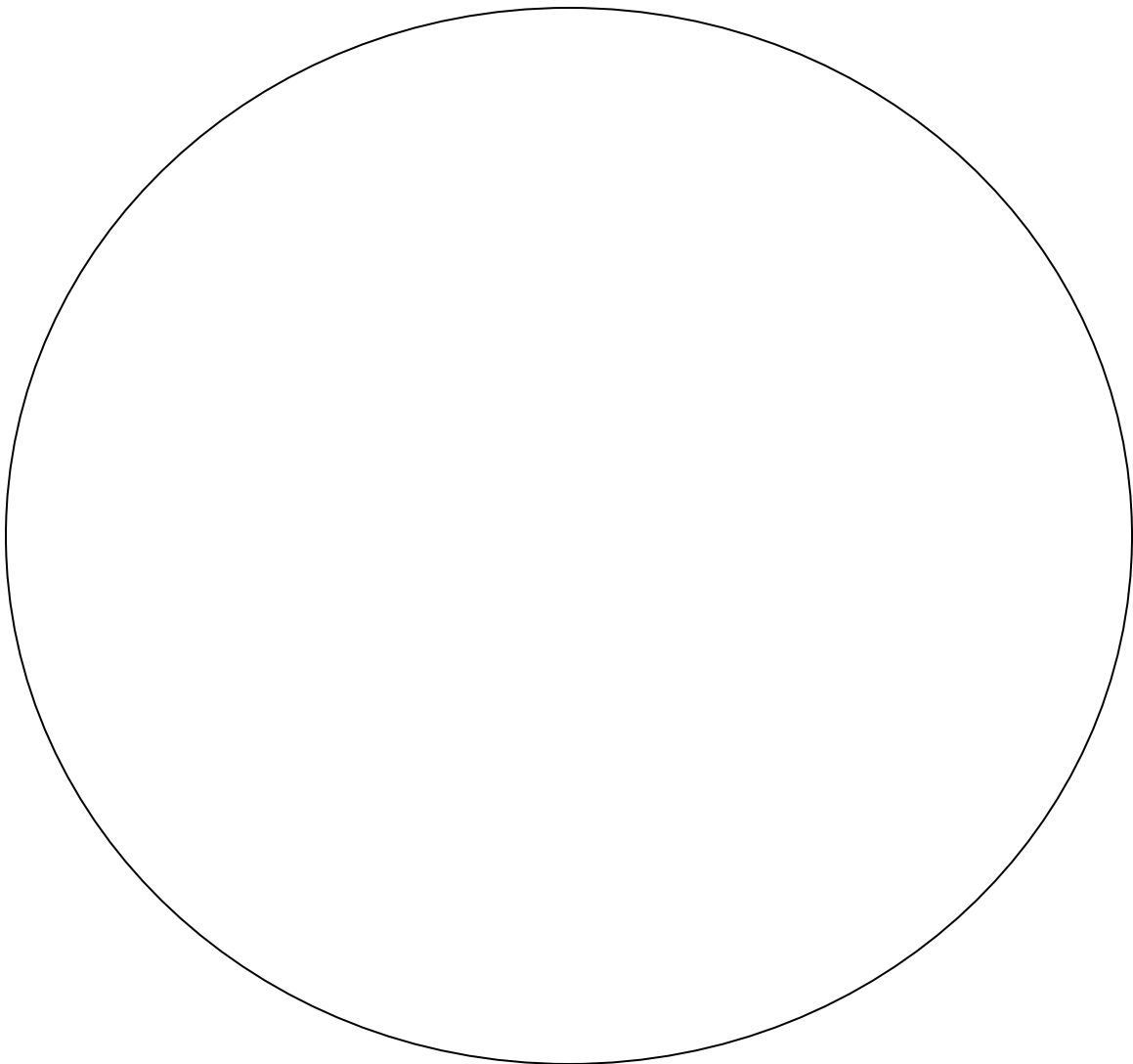
Your organs get protection from the sternum and the rib cage,
While your pelvis makes your hips groove: Dancing is the rage!
Your legs are put together with the femur, tibia, and fibula,
They're jointed, can you dig it? Of course, I wouldn't fib ya.



Bones and cartilage, joints too,
You can do the skeletal bugaloo.

The little floating kneecap is called the patella,
The cartilage holds it on, that funny little fella.
The spine! The spine! You can't live without.
It flexes and connects it all. That's what you're about.

Bones and cartilage, joints too,
You can do the skeletal bugaloo.



Poems on the Senses:

Mud

Mud is very nice to feel
All squishy-squash between the toes!
I'd rather wade in wiggly mud
Than smell a yellow rose.

Nobody else but the rosebush knows
How nice mud feels
Between the toes.

By Polly Chase Boyden

The World is Full of Wonderful Smells

The world is full of wonderful smells
And you have a nose that always tells
Of bread in the oven, hot and nice,
Of cake being baked with lots of spice,
Of a barn with fresh-cut hay in the mows,
Of horses and pigs and cats and cows,
Of a dog when he's warm and lies in the sun,
Of applesauce and chocolate and a sugar bun.
Wouldn't it be dreadful if you'd no nose to tell
Of every wonderful, wonderful smell?

By Zhenya Gay

A World to Know

Beautiful, wonderful sights to see
And wonderful sounds to hear:
The world is a place for a seeing eye
And a place for a listening ear.

Puppies and lambs and kittens to touch!
Satins and silks to feel!
Sugar and salt and honey to taste!
Fragrant fruits to peel!

Beautiful, wonderful, pleasant world!
And a child who would know it well
Has everything to see and hear,
To touch and taste and smell.

By James S. Tippert