

*Let's make a
big book!*

Unit: Nutrition

A need to know

Digestive
system


Excretory
system

Respiratory
system

Circulatory
system

We want to understand how the body systems interact

Executive Function Skills



Working
memory



Sustained
attention

CALP

Excretory system

Kidneys

Urethra

Bladder

Circulatory system

Heart

Veins

Arteries

Capillaires

Respiratory system

Breathing

Lungs

Trachea

Bronchi

Diaphragm

Digestive system

Digestion

Stomach

Intestines

Liver

Rectum

Healthy Habits

Illness

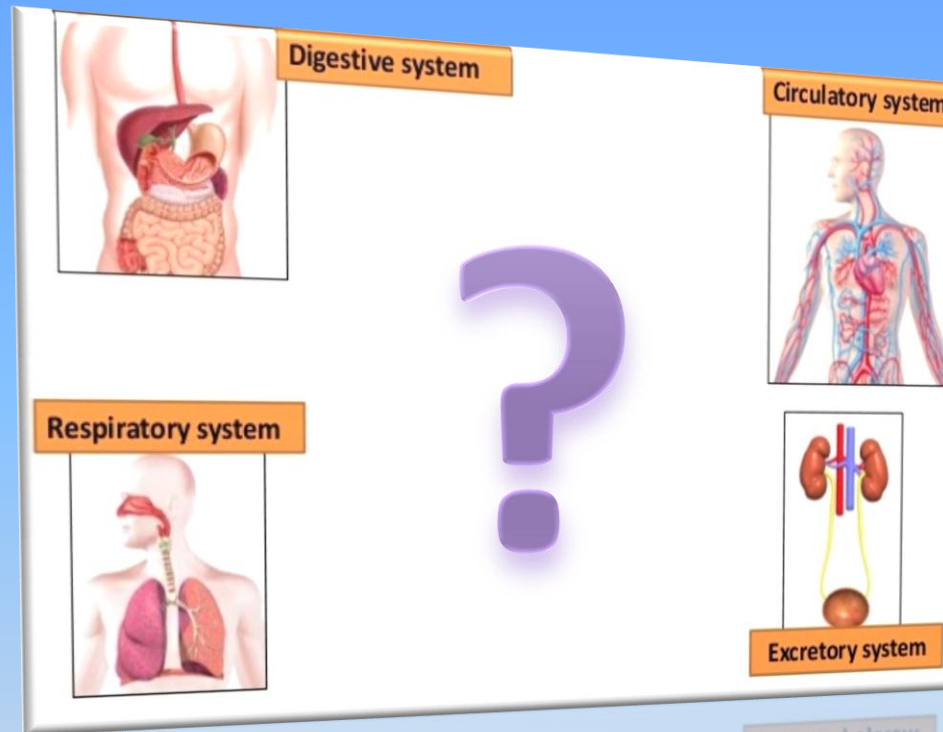
ADVANCE ORGANIZER

Film: *Ghost in the shell*



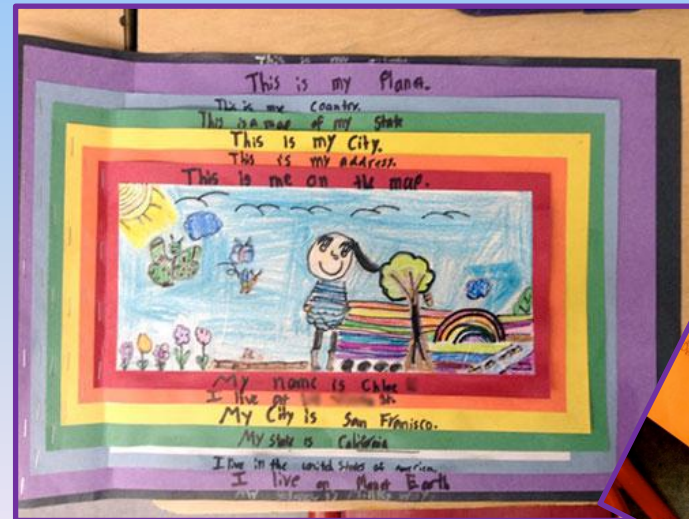
What's this? Is it human? How would it be inside? Is our body a machine?

A driving question



Although each body system has its precise task, how do all of them interact to make our body a perfect nutrition machine?

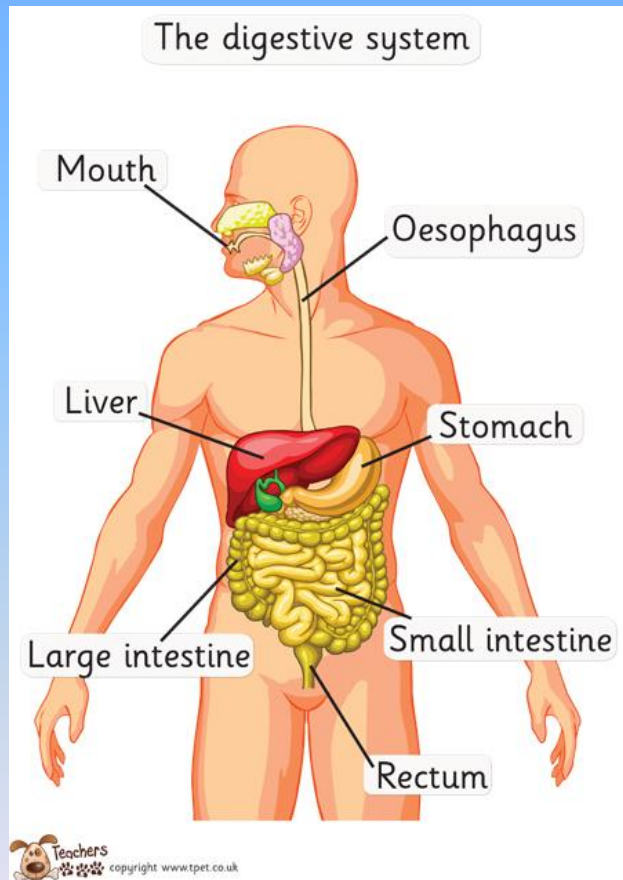
Introduction to the project (exemplars)



Session 3: HOTS

- **Analyze** and **compare** big books: the common components and qualities.
- **Evaluate**: what kind of book you want to create (with/without pop ups, desplegable, squared, lapbooks, etc.): “*voice and choice*”.
- **Create**: layout of the book for the digestive system.

TASK: Draw and write about the digestive system



1. **Presentation:** by teacher on the digestive system using specific CALP and BICS.
2. **Practice:** Students in pairs design (draw and write on cardboards) two pages for their book, practising the CALP and BICS.
3. **Performance:** Students will present their pages to other groups using the CALP and BICS.

TEACHING SEQUENCE

- **Session 1: Advance Organizer** (15 min), **driving question** and introduce section 1: "**Digestive system**".
Inquiry: What is the function of the digestive system and what are its main parts?
- **Session 2:** continue with "**Digestive system**". **Cooperative learning:** Inside-outside circle (to review the digestion steps). **Inquiry:** What illnesses are related to this system?
Begin section 2: "**Excretory system**".
- **Session 3:** Start project: Exemplars - Big Books - Analyze, Evaluate and Create - Layouts. **HOTS:** analyze and compare big books components and qualities; evaluate how to create your big books; create the layout of your big book.
- **Session 4:** Continue with "**Excretory system**".
Inquiry: What is the function of the excretory system and what are its main parts?
Project: start writing/drawing about the digestive system according to the decided layout.
- **Session 5 and 6:** Work on section 3: "**Respiratory system**".
Inquiry: What is the function of the respiratory system and what are its main parts? **Cooperative learning:** Gallery walk (template to find out about the respiration process).
Project: start writing/drawing about the excretory system according to the decided layout.
Problem: What are the most common respiratory problems that you, your families or your neighbours have? What healthy habits would you recommend them if you were doctors?
- **Session 7:** Start section 4: "**Circulatory system**". **Cooperative learning:** Jigsaw (reading about blood circulation).
Inquiry: What is the function of the circulatory system and what are its main parts?
Project: start writing/drawing about the respiratory system according to the decided layout.
- **Session 8:** **Project:** start writing/drawing about the circulatory system according to the decided layout.
Problem: In our village there are a lot of elderly; what are their circulatory problems? What kind of lifestyle would you suggest to avoid this blood problems?
- **Session 9:** Present our books.

Benchmarks and Checklist for NUTRITION BODY SYSTEMS BIG BOOK:

1. Completed Big Book Cover and 2 layout pages with area for drawing, area for description, area for related illnesses and area for healthy tips. _____
2. Completed pages for the Digestive system, with titles, pictures, explanations, illnesses and healthy tips. _____
3. Completed pages for the Excretory system, with titles, pictures, explanations, illnesses and healthy tips. _____
4. Completed pages for the Respiratory system, with titles, pictures, explanations, illnesses and healthy tips. _____
5. Completed pages for the Circulatory system, with titles, pictures, explanations, illnesses and healthy tips. _____
6. Presentation of the Big Books. _____

RUBRIC

Science Notebook Rubric

Student: _____

CATEGORY	Wow! (4)	Good. (3)	Almost. (2)	Poor. (1)	SCORE
Neatness & Organization	Handwriting is neat. Notebook is organized in an easy-to-understand format.	Handwriting is usually neat. Notebook is organized in an easy-to-understand format.	Handwriting is not very neat. Notebook organization is not easy to understand.	Handwriting is sloppy and hard to read. Notebook organization is difficult to follow.	
Content Accuracy	written responses demonstrate an understanding of science concepts and proper vocabulary use.	written responses demonstrate an understanding of some science concepts and proper vocabulary use.	written responses demonstrate a limited understanding of science concepts and proper vocabulary use.	written responses demonstrate an inaccurate understanding of science concepts and proper vocabulary use.	
Required Elements	Table of contents is up-to-date, pages are numbered, no pages have been skipped, and titles are included.	Table of contents is up-to-date, mostly all pages are numbered and include a title, no skipped pages.	Table of contents is not up-to-date, missing some page numbers and/or titles, a few skipped pages.	Table of contents has not been updated, pages are not numbered/titled, several skipped pages.	
Illustrations & Diagrams	Illustrations and diagrams are clear, accurate and labeled.	Illustrations and diagrams are usually clear, accurate and labeled.	Some illustrations and diagrams are clear, accurate, and labeled, with some missing.	Illustrations and diagrams are sloppy/unclear or missing.	