**Digestive System Review Lesson**

**Grade Level:** 5th Grade

**Subject Area:** Science

**Materials Needed:** homemade game boards (3), game pieces of any sort (counters, toy animals, etc.), dice, riddles written on note cards (3 copies), paper, pencils, sticky notes

**Standard:**

* ***5.4.2🡪*** Explain the function of a human organ system (e.g., digestive system, respiratory system, circulatory system, muscular system, skeletal system)

**Objectives:**

* Students will relate the event in a board game to the process of digestion.
* Students will recall information about organs within the digestive system as they decode riddles.
* Students will apply their knowledge of the digestive system as they sequence the organs involved in the digestive system.

**Learning Activities:**

OPENING ELEMENT: REVIEW/ PURPOSE FOR LEARNING

* “Today we are going to do some fun activities because I know you just finished learning about the digestive system and so we are going to use that knowledge to play games and solve riddles. First though, let’s do a quick review of organs within the digestive system and their functions.”
  + “All of the organs in our body need to work together so that we can survive. If we had an esophagus but no stomach, then digestion could not take place. Let’s do a quick review of all of the organs that are involved in the digestive system.”
    - Mouth🡪 food broken down through chewing and by saliva
    - Esophagus🡪 transports food from mouth to stomach
    - Stomach 🡪 muscular organ that mashes food/mixes it with juices to break it down
    - Small intestine 🡪 digests food and absorbs nutrients
    - Large intestine 🡪 soaks up water and minerals, leaves behind solid waste
    - Pancreas 🡪
    - Gall Bladder 🡪
    - Liver 🡪
* *Students will be put into groups of 4. Half of the class will start with the board game and described as part of the learning activities and the other half of the class will start with the riddles described in the assessment portion. I wrote them in this particular order because one is slightly more difficult but the entire lesson is a review so they can be interchangeable because the students have already learned the material and this review will just help them prepare for their summative assessment on systems.*
* <https://classroom.kidshealth.org/classroom/prekto2/body/systems/digestive.pdf>
* Reproduce gameboards but bigger
  + Students practice order (game is sequential)
  + Each organ could have short blurb about its function
  + 4 students per game board
    - Have dice, work their way through game board. Make sure they are paying attention to blurbs.
    - Place sticky notes with organ name on board next to blurb

(formative assessment)

* Have students start by placing the sticky notes in the right spots and then play the game.

**Assessment:**

* *Riddles will be written on note cards. On the back of the note card will be a letter. Students will be expected to decide which organ the riddle is explaining and then decide the order in which they would follow the digestive system. As a group, students will write: A= esophagus for example on a blank sheet of paper. For the second half of the activity, students will number 1-7 and correlate A-B accordingly to the order they would fall in.*
  + Answers are the different organs in the digestive system
    - Once all riddles are solved🡪 put them in order
* Examples of Riddles:

1) I am entering a cave. It’s dark and it’s damp. It’s closing around me; I could sure use a lamp. Where in the body am I?

2) I’m falling so quickly, racing down this steep slide. I’m heading straight down without any guide. Where in the body am I?

3) Up next on my journey I see a carrot named Kyle. He’s swimming around in a pool made of bile. Where in the body am I?

4) This organ shoots bile as if out of a squirt gun. It’s ooey and gooey and not very much fun. Where in the body am I?

5) I’ve come to this big empty room. But I think I am soon going to meet my own doom. I’m being pushed and pummeled. I’m surrounded by juice. I think it just grumbled, it sounded like a moose. Where in the body am I?

6) I’ve come to an organ and it’s filled full of juice, it’s breaking me down, right down to my roots! Where in the body am I?

7) I’m in a new spot and it’s a tight squeeze. I thought this trip was going to be a breeze. It’s long and it windy, it’s full and it’s tiny. Where in the body am I?

8) I’m in a new organ, it’s big like a hose but it takes OUT the water, who knows where it goes? Where in the body am I?

**KEY:**

A=

B=

C=

D=

E=

F=

G=

H=

DIFFERENTIATION: **Visual**🡪 Pictures & definitions/ordered **Spatial**🡪 Sequencing

**Linguistic** 🡪 Talking w/ partners **Kinesthetic🡪** Moving pieces