

GRADE 3

GROWTH AND DEVELOPMENT

GROWTH AND DEVELOPMENT

GRADE: 3

LESSON: 1

THEME: BODY SYSTEMS

CONCEPT: THE BODY HAS MANY INTERNAL ORGANS

PREPARATION: 1. Prepare a class set of "The Inside Story" (Activity Sheet GD20)
2. Prepare a child-size body outline which opens - with detachable body organs (Activity Sheets GD21A, 21B, 21C)
3. Prepare a class set of Inside My Insides worksheet (Activity Sheet GD22)
4. Enough strings or tape measures for Student Activity 5

VOCABULARY: brain, heart, lungs, stomach, liver, kidneys, abdomen

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) name the major body organs	Students: 1. Play the game "Simon Says." 2. Learn the poem "The Inside Story."	Teachers may be able to use animal parts for students to examine. (The Science Language Development Unit 'Fish' gives instructions for dissecting and examining a fish.) This is a review of the external body parts (from Kindergarten, Lesson 1). Refer to Activity Sheet GD20. Distribute sheets to students to refer to as they learn the poem.

OBJECTIVES

STUDENT ACTIVITIES

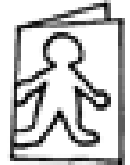
TEACHER NOTES

ii) locate the major body organs

3. Name and locate the major body organs.

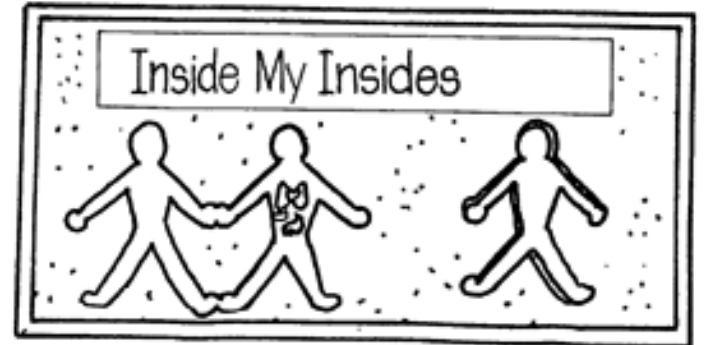
Refer to Activity Sheets GD21A, 21B, 21C.

Make a child-size body outline. Fold a piece of brown paper in two. Cut out a child-size body outline, keeping it joined at the arm and leg, as illustrated.



Post the body outline on the wall.

Cut out body organs illustrated on Activity Sheets GD21A, 21B, 21C. Have students tape the organs to the inside of the body outline, as each is named. See illustration.



OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

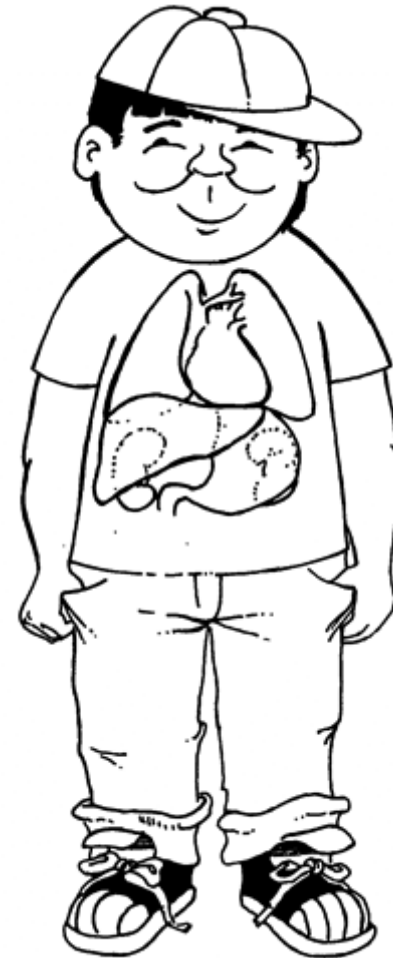
	<p>4. Locate their own hearts with their hands and feel them beating.</p> <p>5. Measure a partner's chest while s/he is breathing in and out.</p> <p>6. Practise naming body organs and correctly placing them on the child-size body outline.</p>	<p>Emphasize these organs:</p> <table border="1" data-bbox="1297 342 2022 667"> <thead> <tr> <th data-bbox="1297 342 1724 423">Major Body Organs</th> <th data-bbox="1724 342 2022 423">Locations</th> </tr> </thead> <tbody> <tr> <td data-bbox="1297 423 1724 464">Brain</td> <td data-bbox="1724 423 2022 464">Head</td> </tr> <tr> <td data-bbox="1297 464 1724 505">Heart</td> <td data-bbox="1724 464 2022 505">Chest</td> </tr> <tr> <td data-bbox="1297 505 1724 545">Lungs</td> <td data-bbox="1724 505 2022 545">Chest</td> </tr> <tr> <td data-bbox="1297 545 1724 586">Stomach</td> <td data-bbox="1724 545 2022 586">Abdomen</td> </tr> <tr> <td data-bbox="1297 586 1724 626">Liver</td> <td data-bbox="1724 586 2022 626">Abdomen</td> </tr> <tr> <td data-bbox="1297 626 1724 667">Kidneys</td> <td data-bbox="1724 626 2022 667">Abdomen</td> </tr> </tbody> </table> <p>If a stethoscope is available, they can listen to each other's hearts.</p> <p>Group students in pairs. One student breathes in as much air as possible while the partner measures his/her chest using a piece of string or a tape measure. The first student then breathes out as much air as possible while the partner measures the chest size.</p> <p>Compare and discuss differences in the two measurements. Explain that the lungs are filling up with air and emptying air as a person breathes in and out.</p> <p>Have students work in pairs. (If schools have commercial models of the body, teachers will be able to use these for locating the major body organs.)</p>	Major Body Organs	Locations	Brain	Head	Heart	Chest	Lungs	Chest	Stomach	Abdomen	Liver	Abdomen	Kidneys	Abdomen
Major Body Organs	Locations															
Brain	Head															
Heart	Chest															
Lungs	Chest															
Stomach	Abdomen															
Liver	Abdomen															
Kidneys	Abdomen															

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>7. Make their own "The Inside Story" bodies.</p>	<p>Refer to Activity Sheet GD22.</p> <p>Cut out and paste organs on inside of body outline.</p>

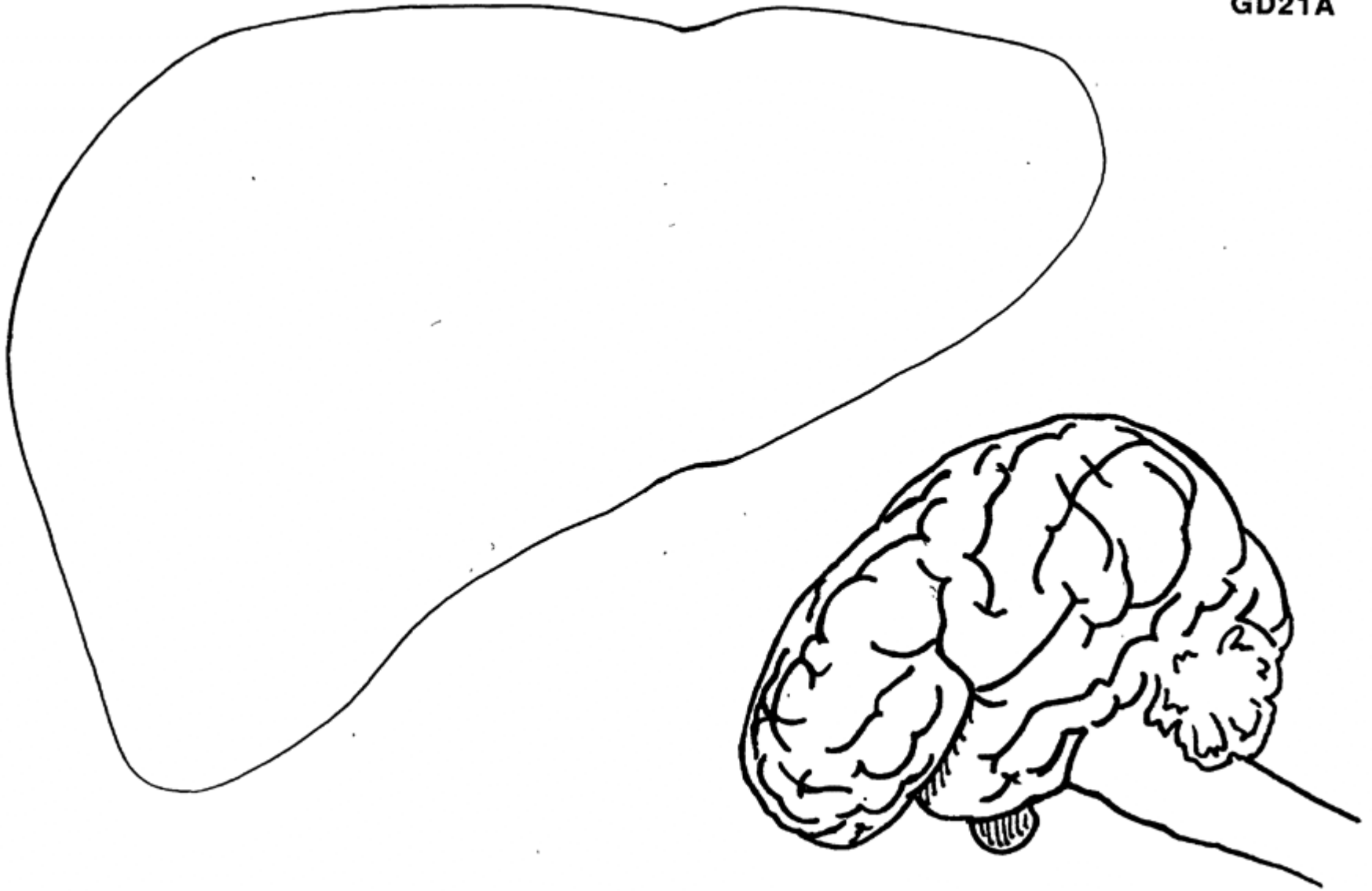
THE INSIDE STORY

There are parts of me
You cannot see.
They're there;
There is no doubt.
If I were magic
You could see them,
'Cause I'd turn
My insides out!

(Source Unknown)



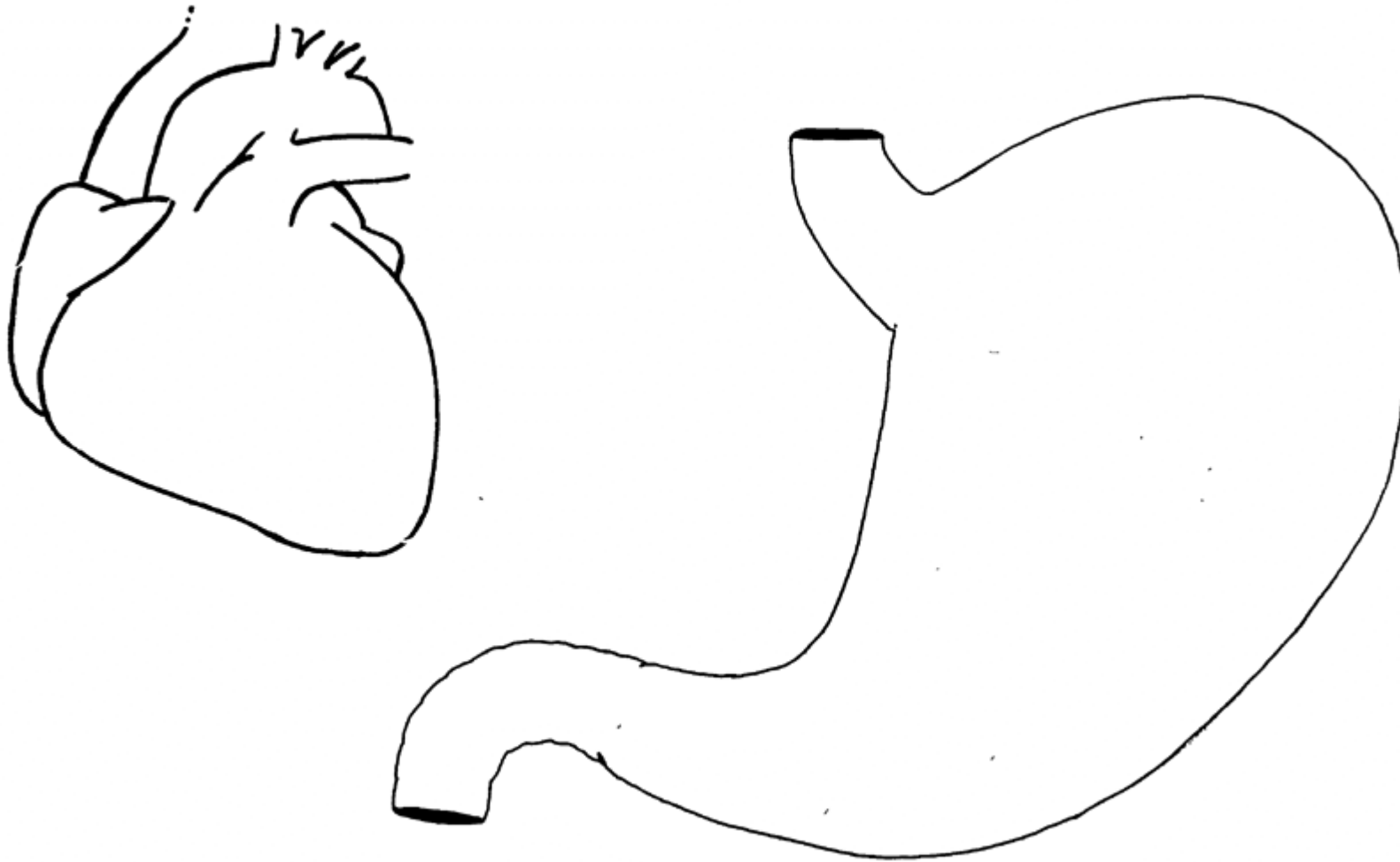
GD21A



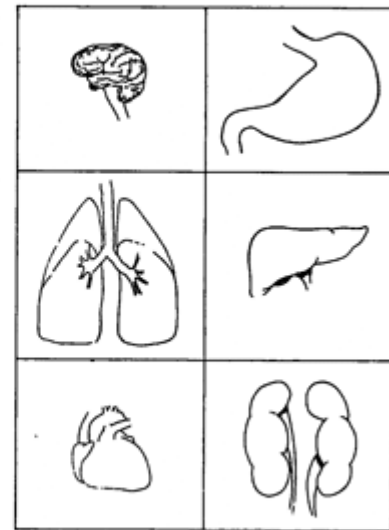
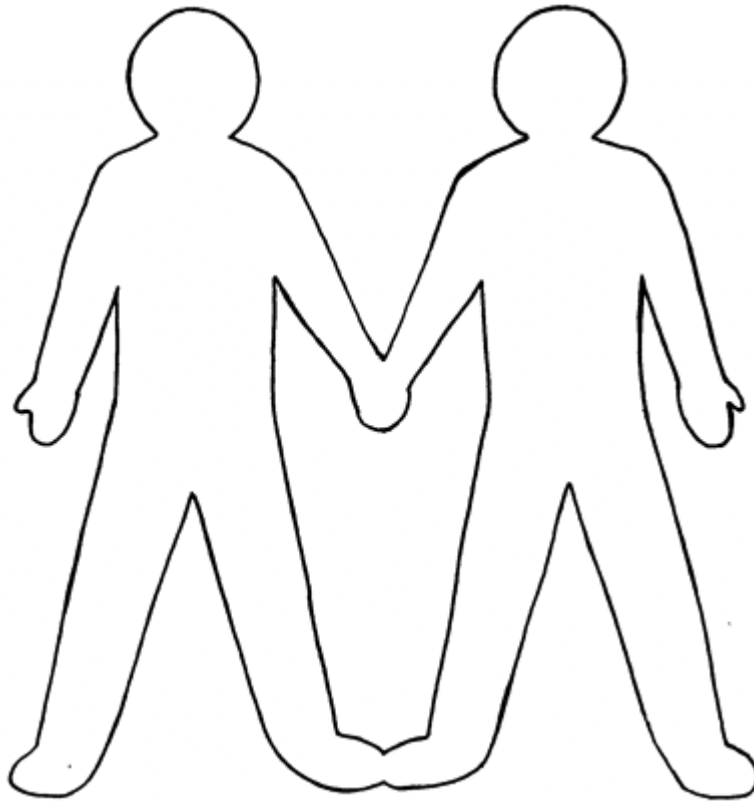
GD21B



GD21C



INSIDE MY INSIDES



GROWTH AND DEVELOPMENT

GRADE: 3

LESSON: 2

THEME: BODY SYSTEMS

CONCEPT: THE BODY HAS MANY INTERNAL ORGANS

PREPARATION: 1. Child-size body outline and organs from Lesson 1
2. Pocket chart and sentence strips
3. Prepare Body Organ Function Cards (Activity Sheet GD23)
4. Prepare a class set of "Inside and Out" poem (Activity Sheet-GD24)
5. Prepare a class set of Symbols worksheet (Activity Sheet GD25)

VOCABULARY: breathe, pump, blood, clean, wastes, poisons, controls

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe the functions of the major body organs	Students: 1. Review the names and locations of the major body organs. 2. Demonstrate how the heart works.	Use the child-size body outline from Grade 3, Lesson 1. Fold one hand over the other. Keep squeezing it (80 times in 1 minute). This is how the heart works - as a pump. Have students find some pulse points: - wrists - right and left side of neck

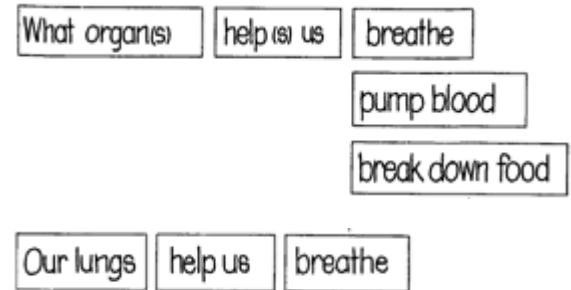
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

3. Briefly describe what the major organs do.

Use a pocket chart or an experience chart and have students respond using the sentence pattern as illustrated:



ORGAN	FUNCTION
heart	pumps blood through the body
brain	controls all body activity thinks
lungs	help us breathe air in and out
kidneys	clean wastes from the blood
liver	cleans wastes and poisons from the blood
Stomach	breaks down food for the body to use

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES								
<p>■</p> <p>ii) describe behaviours that promote healthy internal organs</p>	<p>4. Match the named body organ function cards to the appropriate organ on the child-size body outline.</p> <p>5. Learn the poem "Inside and Out."</p> <p>6. Identify positive behaviours that promote healthy internal organs.</p>	<p>Refer to Activity Sheet GD23.</p> <p>Prepare cards with each major body organ on one side and its function on the reverse side. Students take turns matching the cards to the body outline.</p> <p>Refer to Activity Sheet GD24.</p> <p>Ask students what things they can do to keep themselves healthy. Record student responses using a pocket chart and the sentence pattern as illustrated.</p> <div style="text-align: center;"> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Exercise</td> <td style="padding: 5px;">keeps my</td> <td style="padding: 5px;">heart</td> <td style="padding: 5px;">healthy</td> </tr> <tr> <td style="padding: 5px;">Not smoking</td> <td></td> <td style="padding: 5px;">lungs</td> <td></td> </tr> </table> </div>	Exercise	keeps my	heart	healthy	Not smoking		lungs	
Exercise	keeps my	heart	healthy							
Not smoking		lungs								

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES	
		Discussion should include:	
		BEHAVIOUR	ORGAN AFFECTED
		exercising regularly	heart, lungs
		playing outdoors	heart, lungs
		eating regular balanced meals	stomach
		having regular medical and dental check-ups and immunizations	all organs
		getting plenty of sleep and rest each day	all organs
		avoiding the use of tobacco or snuff	lungs, heart, brain, kidneys
		avoiding use of alcohol	liver, heart, brain, kidneys
		drinking adequate fluids	kidneys
		maintaining normal weight	heart

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

7. Illustrate a behaviour that promotes healthy internal organs.

Refer to Activity Sheet GD25.



Display by matching to appropriate body organs on the child-size "Inside Story" body outline.

BODY ORGAN FUNCTION CARDS

one side

reverse side

Brain	<ul style="list-style-type: none">■ controls all body activity■ thinks
Lungs	<ul style="list-style-type: none">■ help us breathe air in and out
Kidneys	<ul style="list-style-type: none">■ clean wastes from the blood
Heart	<ul style="list-style-type: none">■ pumps blood through the body
Stomach	<ul style="list-style-type: none">■ breaks down food for the body to use
Liver	<ul style="list-style-type: none">■ cleans wastes and poisons from the blood.

INSIDE AND OUT

I have two lungs to breathe with,
Kidneys that make my blood good.
I have a brain to think with,
A stomach to break down my food.

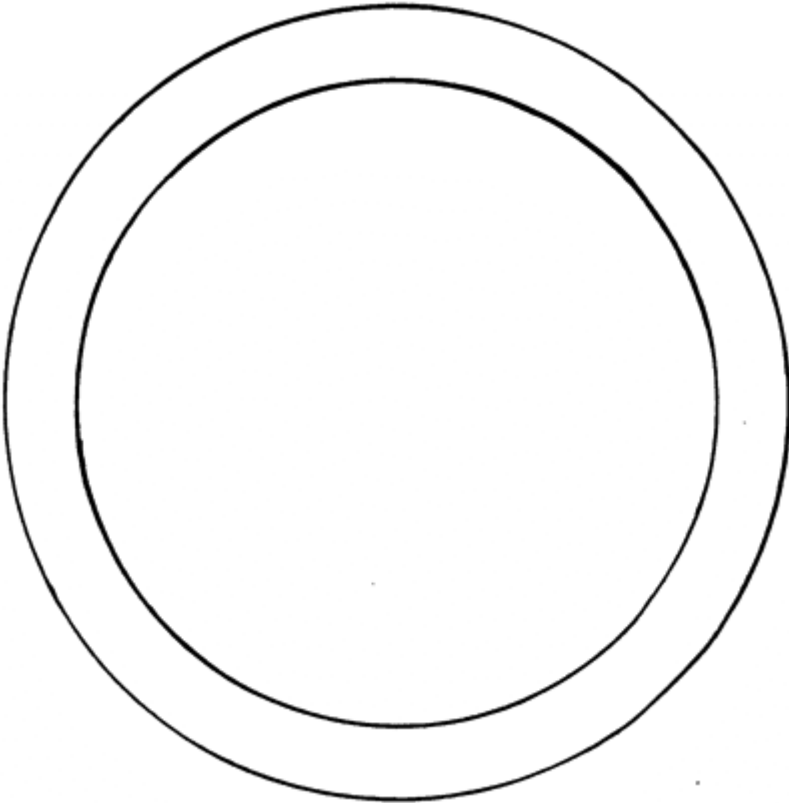
My liver cleans out wastes and poisons.
My heart pumps my blood through my veins.
I have to take care of these organs
To keep my whole body from pains.

Adapted by: Reiko Trudeau



SYMBOLS

Inside the circle, draw a picture of something which you do to keep your body organs healthy.
Colour the outside circle green.



GROWTH AND DEVELOPMENT

GRADE: 3

LESSON: 3

THEME: GROWTH PATTERNS

CONCEPT: HEIGHT AND WEIGHT CHANGE AS PEOPLE GROW

PREPARATION: 1. Metre sticks, measuring tape and scales
2. Pocket chart and sentence strips
3. Prepare a class set of "I'm Growing," "Measuring Me" poems (Activity Sheet GD26)
4. Prepare a class set of Measuring Me worksheet (Activity Sheet GD27)
5. Ask students to bring photos of themselves (or invite mother and child to class)

VOCABULARY: height, weight, grow, measure, tall, short, gain, kilogram, centimeter

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify changes in personal height and weight over time	Students: 1. Measure height and weight.	Students work in pairs. Use metre sticks or measuring-tapes to measure the heights of students. Use a bathroom scale for weighing students. To make a height chart, cut strips of paper equal to each student's height. Make into a large graph. (Adding machine paper is suitable.) To make a weight chart simply list each student's name on chart paper and record the weight beside. Above the column of weights write the date.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Identify changes in height and weight during the year.</p> <p>3. Learn the poem, "Measuring Me."</p> <p>4. Complete the Measuring Me worksheet.</p> <p>5. Identify how people's height and weight change over time.</p> <p>6. Learn the poem "I'm Growing."</p>	<p>Repeat Student Activity 1 a number of times over the year. Ask students how their weight and height have changed. Record their responses using a pocket chart and the sentence pattern as illustrated.</p> <p style="text-align: center;"> John is taller than me Mary smaller than John Mary the smallest I was , now I am </p> <p>Refer to Activity Sheet GD26.</p> <p>Refer to Activity Sheet GD27. .</p> <p>Have students work in pairs. Repeat the activity sheet in two or three months.</p> <p>By examining photos of students at different ages, discuss changes in height and weight over time. (Or ask a mother to bring in a baby and a toddler.) Emphasize that children grow and develop at their <u>own</u> rates, and that variations are normal.</p> <p>Refer to Activity Sheet GD26.</p>

1'M GROWING

Look at me!
It' isn't showing.
You can't see it
But I'm growing.

(Source Unknown)

MEASURING ME

I measure from top
Of my head to my toes.
I measure my arms
Starting here by my nose.

I measure my legs
And I measure me all.
I measure to see
If I'm growing tall.

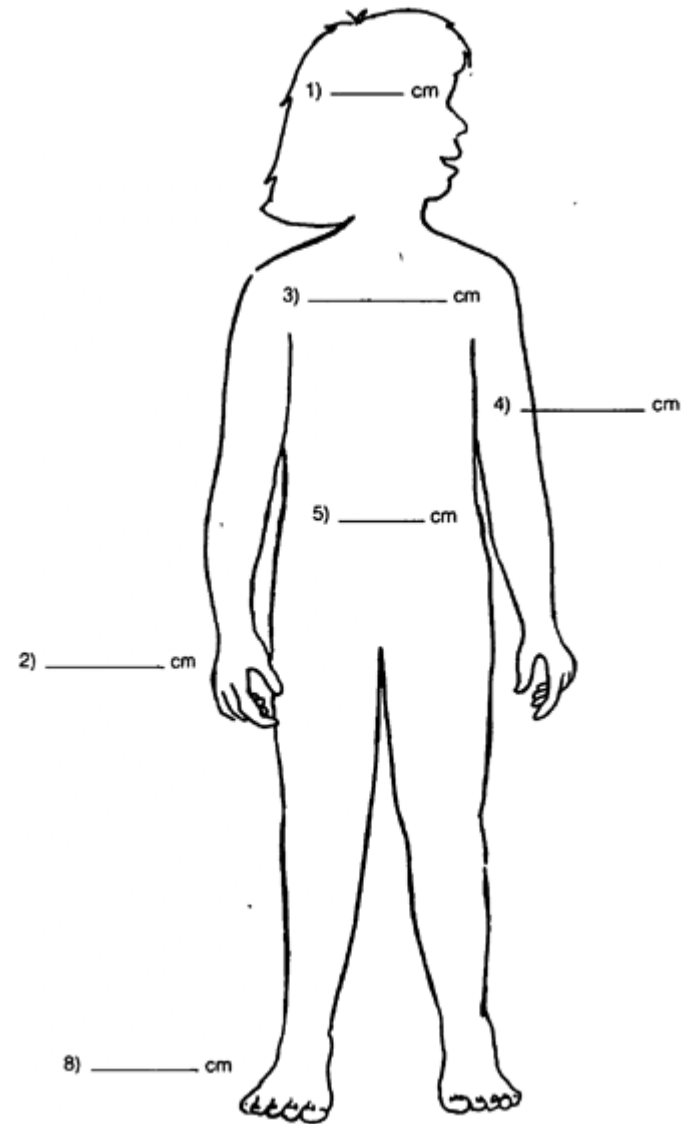
(Source Unknown)



MEASURING ME

With a partner measure:

- 1) around your head _____ cm
- 2) from your fingertips to your shoulder
_____ cm
- 3) across your shoulders _____ cm
- 4) around your upper arm _____ cm
- 5) around your waist _____ cm
- 6) your height _____ cm
- 7) your weight _____ kg
- 8) the length of your foot _____ cm



GROWTH AND DEVELOPMENT

GRADE: 3

LESSON: 4

THEME: DISEASE PREVENTION

CONCEPT: THE SPREAD OF DISEASE CAN BE PREVENTED

PREPARATION: 1. Materials for making posters
2. Invite a nurse or doctor to visit the class or arrange a visit to the nursing station

VOCABULARY: disease, prevent

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify common communicable childhood diseases	Students: 1. Describe how the body tells a person s/he is sick.	Ask students if they have ever been sick. Ask students how their bodies told them they were sick, and have them respond using the sentence pattern: I knew I was sick because I _____. - had a sore throat -was not hungry - had a headache - was really tired - had a fever - had a runny nose - had a chill - had watery eyes - had a stomach ache - threw up

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) identify ways to prevent the spread of disease	2. Name some common communicable diseases. 3. State why it is important to wash hands. 4. Identify other ways to prevent the spread of communicable diseases.	Common communicable diseases include: <ul style="list-style-type: none"> - common cold - measles - impetigo - ear infection - flu - lice - scabies To prevent the spread of disease. Make an experience chart. At the top of the chart write the sentence pattern: _____ helps prevent the spread of disease. <ul style="list-style-type: none"> - washing hands with soap and water before eating - washing hands with soap and water after going to the bathroom - boiling water that may be unsafe to drink - storing leftovers properly - using a tissue to cover the nose and mouth when coughing, sneezing - throwing dirty tissues in the toilet or garbage - using your own towel, comb, etc. - telling an adult when you feel sick - taking medicine as told by an adult - taking care of cuts and scratches immediately - keeping the area where you live and play clean

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>5. Demonstrate ways to prevent the spread of communicable diseases.</p> <p>6. Learn the poem "Coughs And Sneezes."</p> <p>7. In small groups, make posters illustrating ways of preventing the spread of disease.</p> <p>8. Discuss signs of common diseases and ways to prevent them with a nurse or doctor.</p>	<p>Divide students into small groups. Have each group mime or act out one way to prevent the spread of disease. other students guess what method is being acted out.</p> <p>Germs are spread through Coughs and sneezes. Use a tissue To stop diseases. C. McGregor</p> <p>At the bottom of each poster have students write the sentence pattern: _____ helps prevent the spread of disease.</p> <p>Invite a nurse or doctor to visit the class to talk about what signs s/he looks for when identifying common diseases and ways of preventing them.</p> <p>Alternatively, students can visit the nursing station.</p>

GROWTH AND DEVELOPMENT

GRADE: 3

LESSON: 5

THEME: DISEASE PREVENTION

CONCEPT: HEALTH IS A SHARED RESPONSIBILITY

PREPARATION: 1. Pocket chart and sentence strips
2. Prepare a class set of "Sick In Bed" poem (Activity Sheet GD28)
3. Prepare a class set of Feeling Better worksheet (Activity Sheet GD29)

VOCABULARY: feeling better

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) identify personal responsibilities when recovering from sickness</p>	<p>Students:</p> <p>1. Describe some of the things they do when they are sick to help themselves get better.</p>	<p>Everyone has been sick at one time. Ask students to identify some of the things they do when they are sick to help themselves get better.</p> <p>Have students respond using a pocket chart and the sentence pattern as illustrated.</p> <p>When I was sick I stayed in bed told my mother</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<ol style="list-style-type: none"> 2. Learn the poem "Sick In Bed." 3. Complete the Feeling Better worksheet. 	<p>Discussion should include:</p> <ul style="list-style-type: none"> - told my parents/an adult I was not feeling well - stayed in bed when I had a - drank plenty of fluids - stayed away from friends and school until I would not pass on my germs - saw a nurse, doctor or dentist (depending on sickness) - stretched and walked for a short time each day once I started feeling better - took medicine as told by an <p>Refer to Activity Sheet GD28.</p> <p>Refer to Activity Sheet GD29.</p>

SICK IN BED

Little Mary, sick in bed,
Her mother called the nurse.

This is what she said:
"Stay in bed, don't go to school,
Don't go near your friends."

That's the sickness rule!

Adapted by: Margy Gilmour
Heather Nolsoe
Helen Balanoff





FEELING BETTER

Match the pictures with the correct sentence:

Stay in bed.
Take medicine from an adult. An adult knows how much to give you.
Drink lots of water or juice.
Tell an adult when you feel sick.
Stay away from school and friends.
See the doctor or nurse.
Stretch and walk when you feel better.

GROWTH AND DEVELOPMENT

GRADE: 3

LESSON: 6

THEME: ENVIRONMENTAL HEALTH

CONCEPT: POLLUTION AFFECTS THE HEALTH OF A COMMUNITY

PREPARATION: 1. Gas or oil and a bowl of water
2. A polaroid camera
3. Prepare a class set of Pollution poems (Activity Sheet GD30)
4. Pocket chart and sentence strips
5. Tape recorder for recording advertisements

VOCABULARY: pollution, health, environment

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify the different categories of pollution	Students: 1. Name what plants and other living things, need to be healthy. 2. Name examples of pollution that make the environment unhealthy.	Refer to the Science/Language Development unit "Plants." Explain that the environment provides air, water and soil which is essential to the life and health of living things. Make an experience chart with students listing examples of pollutants.

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

		Air	Water	Soil	Noise
	<p>3. Take a walk around the community to observe examples of air, water and soil pollutants.</p> <p>4. Record what they saw on their walk, the possible consequences and some solutions.</p>	particles soot dust dirt smoke	garbage oil	chemicals weeds discarded objects	skidoos motor- bikes stereos
		<p>If students have difficulty thinking of examples have them:</p> <ul style="list-style-type: none"> - observe garbage being burned at the dump, or outside the house - think about how the community looks in the spring when all the snow melts (exposing improperly disposed of garbage) <p>Students can take photographs of some of the pollution with a polaroid camera. They can make a pollution display with the photographs after the walk.</p> <p>Make an experience chart using examples observed on the walk. Ask students what will happen as a result of the pollution and what can be done about it. Have students respond using the sentence patterns:</p> <p><u>(Pollutant)</u> <u>(where found)</u> can <u>(consequences)</u>.</p> <p>One solution might be <u>(solution)</u></p>			

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES			
ii) identify ways to prevent pollution	5. Learn the "Pollution" poems. 6. Describe what people can do to prevent or reduce pollution.	Pollutant	Where Found	Consequences	Solutions
		sewage	by the river	makes the water dirty, makes people sick	a sewage treatment plant
		loud motorbike	near the school	damages the ears	not riding fast in town
		<p>Mark the location of the pollutants on a map of the community.</p> <p>Refer to Activity Sheet GD30.</p> <p>Divide the class into three groups. Have each group practise and say one poem, in unison, while the rest of the class listens. Teacher can help groups with intonation, body language, etc.</p> <p>Use examples identified by students in Student Activity 4. Ask students what people can do to prevent or reduce pollution.</p>			

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>iii) identify the prevention of pollution as a shared responsibility</p>	<p>7. Prepare and record advertisements for local' radio telling people about pollution.</p> <p>8. Prepare a poster that illustrates what each person can do to help prevent pollution.</p>	<p>Record student responses using a pocket chart and the sentence pattern as illustrated.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>People can prevent pollution by not dropping garbage</p> <p>I keeping the stereo turned down</p> </div> <p>Discussion should include:</p> <ul style="list-style-type: none"> - not dropping garbage - keeping stereo turned down - telling other people about pollution <p>Divide students into four groups. Have each group prepare a radio advertisement about one kind of pollution (e.g., air) emphasizing what people can do to reduce/prevent that type of pollution in their community, and pointing out the advantages of reduced/no pollution. Students should also deliver the message that pollution control is a <u>shared</u> responsibility.</p> <p>Ask the local radio station to play some of the advertisements.</p> <p>Have each student write a caption on the bottom of his/her poster using the sentence pattern:</p> <p>We can all prevent/reduce pollution by _____.</p>

POLLUTION

Garbage
Children sick
Because it's from the
Garbage on the ground
Everywhere.

Gerry Nitsiza
Lac La Martre

Sewage
Stinky, gross
Killing our environment
Killing fish, birds, plants
Pollution

Chad McCullough
Hay River

Noise
Awful, loud
Filling the air
Breaks your eardrums
Pollution

Charmaine Clark
Hay River

