

**California Science
Fifth Grade Lesson Plan
Digestive System**

Fifth Grade Life Sciences Standard

Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.

As a basis for understanding this concept:

- c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.

Time Needed: One hour. The students are divided into three rotating groups and each group takes twenty minutes. This lesson is usually done along with the 5th grade circulatory system lesson and the 5th grade respiratory system lessons which also each take one hour and are done on different days. Check with the 5th grade teacher in advance to make sure the time is available and modify the lessons as necessary if there is not enough time.

Lesson Topic: Exploring the process of digestion.

Objectives:

- To experience how digestion starts in the mouth.
- To model how digestion continues in the stomach.
- To understand the difference between the small and large intestine.
- To know the sequence of digestion.

Resources:

1. When we did these activities, we used the following resources. Modifications could be made.
 - a. Handouts.
 - b. Each 5th grade classroom has science textbooks with a chapter or section on the digestive system. It is good to show the students where this is in their textbook if they want to read more about it.
 - c. Group 1:
 - i. Small mirrors for each student to look at their own teeth.
 - ii. Enough apples for each student to have one slice, apple slicer, cutting board.
 - d. Group 2
 - i. Enough zip close sandwich bags for each student to have one.
 - ii. Enough crackers for each student to have four.
 - iii. A container of water.
 - iv. A tablespoon measure.
 - e. Group 3
 - i. Enough yarn cut into 20 foot long segments for each student to have one. An easy way to do this is to place two chairs 20 feet apart, tie the end of the yarn to one chair and then walk back and forth between the chairs pulling the yarn from the skein and looping it around the chairs. When you have enough segments of yarn for each student, cut the yarn at each chair. To transport the yarn without tangling it, start at one chair and gather the yarn into a large bunch or rope. Wrap it around a file folder or other object as you walk toward the other chair. When you arrive in the classroom, you can unwrap it and drape it over several desks to allow the students to see how long the small intestine is. To give a