The Incredible Voyage

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Project Overview

'The Incredible Voyage" is a unit of study through the body systems. Using Project-Based Learning to help drive the instruction. This project is able to accommodate a variety of learning styles, multi-age levels, and differentiated instruction. It, also, allows for alternative assessment.

"The Incredible Voyage" unit was implemented over and entire semester, however, a variety of options can be adapted. It can be expanded to encompass an entire year of study. For those not interested in doing such an intensive unit, individual lessons may be used, as well.

Goals and Objectives

Goals-

(1) Teach and reinforce working cooperatively.

(2) Teach reading and comprehension skills using non-fiction texts.

(3) Improve students' knowledge of main human body systems.

(4) Teach how to use computer technology to produce a voice thread, design a graph, research a topic, and word process.

(5) Teach figurative language.

(6) Teach and expose students to healthy eating habits and exercise.

(7) Provide real world problem-solving which connects to self.

Objectives-

OVERALL:

- Students will work collaboratively to solve real-world problems.
- Students will read, using text features to comprehend non-fiction material
- Students will identify and explain the function of the human body's main systems.
- Students will define and use idioms.
- Students will create a visual representation of a body system.
- Students will locate appropriate resources on the computer.
- Students will create a voice thread.
- Students will identify examples of healthy eating and exercise.

Lessons and Activities:

(1) Students will be exposed to a variety of non-fiction reading, relating to the five body systems, including Trade Books from Journeys, library books, A-Z Learning, leveled readers, Scholastic News, and Time for Kids. These materials will be used during the students' reading block where strategies, such as text features, were implemented. This reading will provide background knowledge for the students to dig deeper into investigations.

(2) Brain Pop, an on-line program will help to reinforce science concepts.

(3) Teachers will assist students in the creation of a medical journal which will store foldables, notes, and diagrams relating to human body components.

(4) Hands-on activities, including an iron-on body T-shirt, neuron bookmark, and brain hat served to reinforce concepts.

(5) Mini-lesson on idioms will be taught and students will create an Idiomitis bulletin board.

(6) Shower curtain activity to create a transparent overlay of body systems will be one of the cooperative group projects.

(7) Students will view the movie, "Incredible Voyage", to conceptualize the human body and have movie chats relating to scenes of the body systems in action.

(8) The individual schools could provide in-house support , such as the School Nurse, PE Instructor, and Food Service Manager to speak to the class about the importance of healthy eating, exercise, hygiene, and rest.

(9) Students will be given a challenge that consists of finding a cure for a fictitious patient. This activity will assess their knowledge of body systems and how they work, where in the body the systems are located, and how to care for particular systems.

(10) The students will present their findings in front of an audience, at a mock Medical Conference where their collaboration with peers will be affirmed by parents and community members.

(11) The final activity will be to create a mile lap around the school with appropriate student-created exercises that will target specific body systems.

Standards

SCIENCE Next Generation Sunshine State Standards (NGSSS)

The Nature of Science

SC.1.N.1.1
Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

SC.1.N.1.2
Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

SC.1.N.1.3
Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.

SC.1.N.1.4
Ask “How do you know?” in appropriate situations.
SC.3.N.1.5
Recognize that scientists question, discuss, and check each others' evidence and explanations.

SC.3.N.1.6
Infer based on observation.

SC.3.N.1.7
Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.

SC.3.N.3
The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.

SC.3.N.3.1
Recognize that words in science can have different or more specific meanings than their everyday
language.

SC.3.N.3.2
Recognize that students use models to help understand and explain how things work.

SC.3.N.3.3
Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.

ENGLISH LANGUAGE ARTS Florida Standards (LAFS)

Strand- READING STANDARDS FOR INFORMATIONAL TEXT

LAFS1.Rl.1.1
LAFS3.Rl1.1-Ask and answer questions about details in text

LAFS1.Rl.1.2
LAFS3.Rl.1.2-Determine the main idea of a text

LAFS1.Rl.1.3
LAFS3.Rl.1.3-Describe the relationship between events, ideas, or concepts

LAFS1.Rl.2.4
LAFS3Rl.3. 3-Determine the meaning of words and phrases in a text

LAFS1.Rl.1.7
LAFS3.Rl.1.7-Use the illustrations and details in a text to describe key ideas

LAFS3.Rl.3.8-Describe the logical connection between a sentences and paragraphs in a text

LAFS1.Rl.1.9
LAFS3.Rl.1.9-identify basic similarities and differences between two texts on the same topic

Strand: WRITING STANDARDS

LAFS.1.W.1.1
LAFS.3.W.1.1-Write an opinion piece on a topic or text supporting a point of view

LAFS.1.W.1.2
LAFS.3.W.1.2-Write and informative/explanatory text to explain a topic

LAFS.1.W.1.7
LAFS.3.W.1.7-Conduct research projects that build knowledge

LAFS.1.W.1.8
LAFS.3.W.1.8-Recall information from experiences or gather information from sources

LAFS.1.SL.2.5
LAFS.3.SL.2.5-Demonstrate fluid reading adding audio recordings

LAFS.1.SL.2.6
LAFS.3.SL.2.6-Speak in complete sentences when appropriate to task and presentation

LANGUAGE STANDARDS

LAFS.1.L.1.1
LAFS.3.L.1.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

Sample Worksheets

A. **Human Body Paper Doll**

B. **Blood Moves Around My Body**

C. **Beady Neuron**

D. **Anatomy T-Shirt**

E. **My Amazing Lungs**

F. **Skeleton Puzzle**

G. **Skeleton Foldable**

H. **Mighty Muscle Foldable**

I. **The Muscular System**

J. **Name the Bones**

K. **Body Pattern Packet**

L. **Shaping-Up Reading Worksheet**

M. **Foods For Your Body**

N. **What Happens To My Food?**

O. **Prescription For Idiomitis**

P. **How Do I Get Oxygen?**

Q. **Types of Joints**

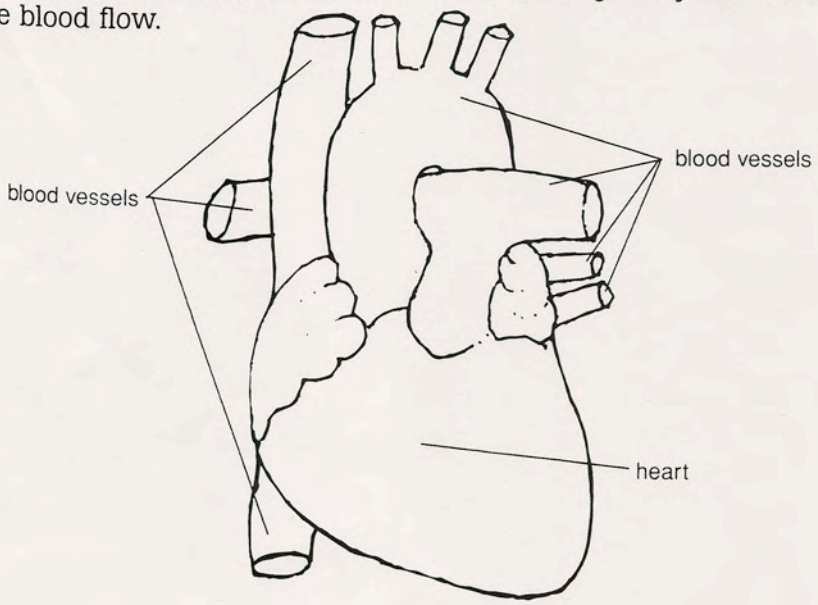
JOIN
A

Name_____

Blood Moves Around My Body (Circulation)

Every part of my body needs food and oxygen. These two things are carried around my body by blood.

My heart is a pump made of muscle. The beating of my heart makes the blood flow.

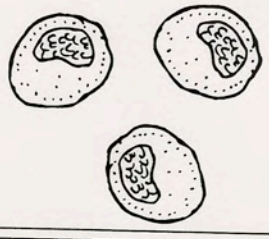


B

Blood has many parts.

Red blood cells carry oxygen.

White blood cells fight germs.



Plasma carries food.

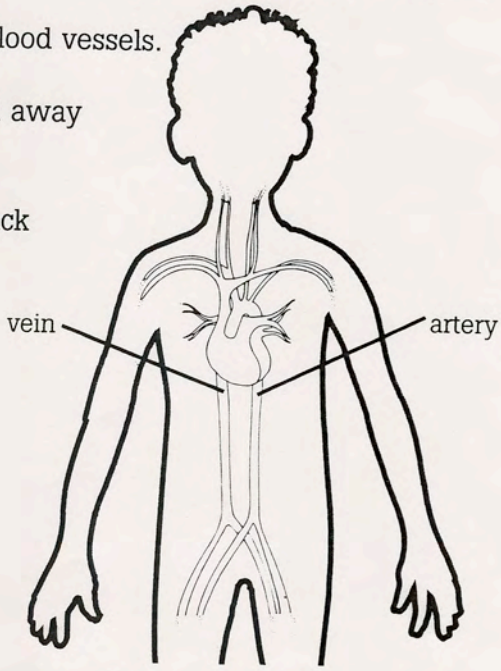
Platelets help stop bleeding.

61

There are two kinds of blood vessels.

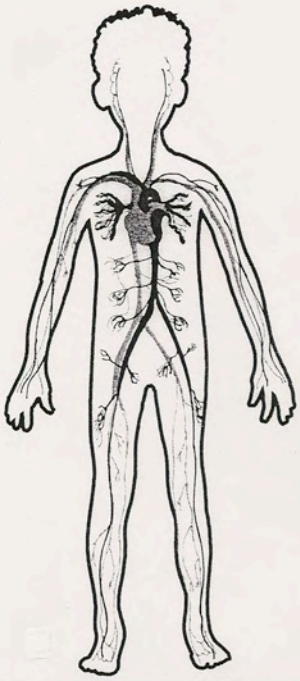
Arteries take fresh blood away from my heart.

Veins take used blood back to my heart.



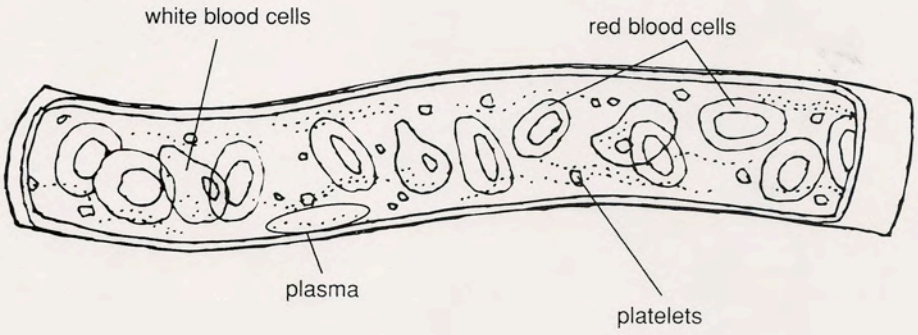
B

My heart pumps blood through pipes called **blood vessels**.



60

Arteries and veins are connected by tiny vessels called **capillaries**. Capillaries are so small, blood has to go through them one cell at a time.

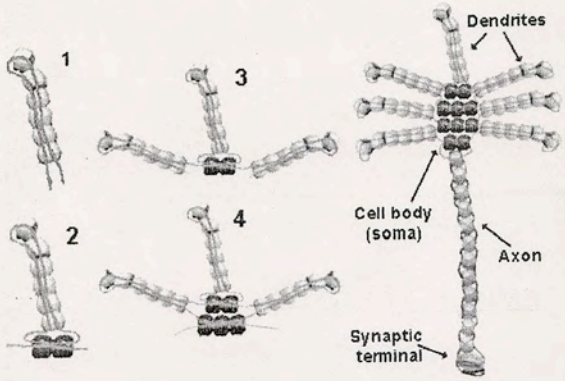


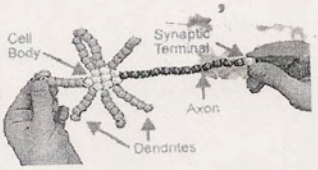
B

Beady Neuron

For grades 3-12

Get out those beads and make a neuron! This neuron with seven dendrites requires 65 beads: 42 beads for the dendrites, 10 beads for the cell body, 12 beads for the axon and 1 bead for the synaptic terminal. String the beads using the pattern in the diagrams below. The string can be yarn, rope, or for the best result use flexible wire. You can also create your own pattern or use a different colored bead for a nucleus in the cell body.





Materials:

- Wire
- 65 beads
- or get a full Beady Neuron Kit

C

ANATOMY T-SHIRT

NOTE: This project needs adult input. For option 1, an adult must make arrangements to have T-shirts printed. For all options, adults will need to do any ironing necessary.

You will need:

- a white T-shirt for each student
- a package of fabric markers (must be fabric markers-- don't use regular markers!)
  (or fabric crayons for option 5)
- T-shirt transfer paper for ink jet printers (if you are doing options 2 or 3)
- iron and ironing board (or towels laid flat on a table)

Notes about fabric markers:

I discovered that Crayola makes an inexpensive set of fabric markers that costs about $3.50. I found them at a Michael's Crafts store in the kids section with all the other Crayola markers. I checked at WalMart, but they don't seem to carry the Crayola fabric markers. WalMart does carry fabric markers in their craft section, but the package only has six markers in it and is double the price of Crayola. If price is not an issue, any good craft store will give you several options of fabric markers, with a good variety of colors. Most fabric markers require ironing to make them water-proof, but there are a few brands out there that do not require ironing. Make sure to read the labels before you purchase.

Size recommendations:

The small design fits shirt sizes 2-3, 4-5, and 6-7
The medium design fits shirt sizes 6-7, 8-10, and 12-14
The large design fits shirt size 12-14, 14-16 and adult sizes

If you would like an extra large size, you could enlarge the pattern on a copier, then cut it into three sections instead of two.

OPTIONS FOR HOW TO DO THIS PROJECT:

OPTION 1: Have the design professionally printed (silk-screened) onto the shirts, then have the students color the shirts with the fabric markers.

USE THE REGULAR PATTERNS FOR THIS OPTION, NOT THE REVERSE

This might be the best option if you are doing the project with a large-ish group. Many T-shirt printing places will do a batch as a small as a dozen shirts. In my town (which is a college town) you can get single-color, one-sided T-shirts for less than $5 a piece. However, I did run into a problem with the printers being able to print a maximum size of only 12 inches. On medium and large size shirts what I had to do was use the "best" 12 inches from the middle of the design, which trimmed off the top of the lungs and the bottom of the colon. When I got the shirts back from the printer, I just took a thin Sharpie marker and drew in the missing lines. Sounds hard but actually it was very easy.

The advantage to this option is that you don't have to bother with iron-on transferring of the design (which is kind of tricky). The students will be coloring directly onto the fabric. This is much easier than coloring the iron-ons themselves, as in the other options. Put paper between the front and back of the T-shirt so the marker doesn't bleed through to the back.

OPTION 2: Draw the design directly onto the shirt using a thin Sharpie permanent marker

USE THE REGULAR PATTERNS FOR THIS OPTION, NOT THE REVERSE.

D

Put a pattern underneath the top layer of the shirt (slide it up inside, between the front and back) then use a thin Sharpie permanent marker to trace over the pattern. You should be able to see the pattern well enough if you use a white T-shirt. (You might not be able to see every tiny line, but you will be able to add the tiny lines without using the pattern, after the major shapes are in place.) Then add color with fabric markers.

OPTION 3: Print the design onto transfer paper, color the transfer paper, then iron on.

USE THE REVERSE PATTERNS FOR THIS OPTION

To use this option, students must be old enough to color without scribbling and going over the same spot more than once. When you color onto the transfer paper, you have to be VERY CAREFUL NOT TO "SCRUB" with the marker. Going over the same place more than once will result in scratching off some of the transfer stuff, leaving a black spot in the color.

Put transfer paper into your ink jet printer and print out the designs. Trim the paper to within 1/4 inch around the edges of the design. Use the fabric markers to color the picture, being very, very careful not to go over the same place twice. Follow directions that come with the transfer paper concerning how to iron it onto the T-shirt. (My directions said to use dry heat on the highest setting and press for about 3 minutes. Let cool, then peel off backing.) You will have to match the two halves of the design as you iron. I recommend doing the top half first, putting the trachea right under the collar. If there are any gaps in the two halves of the design, use a thin Sharpie marker on the transfer paper to fill in the gaps.

WARNING: If the students label the drawing before it is transferred, the letter will come out backwards! If you want them to label their organs, they will have to do it after the design is ironed on. They can use either a fabric marker (you may have to do a second ironing) or a fine point Sharpie permanent marker (no additional ironing required).

OPTION 4: Print the design onto transfer paper, iron it onto fabric, then color the design

USE THE REVERSE PATTERNS FOR THIS OPTION

This option is better for younger students who don't have as much control when coloring. They can scrub away on the design and it will still turn out okay. The two "down sides" to this option are 1) you have to color onto the smooth, shiny surface of the iron-on and therefore the colors may not be quite as vivid, and 2) you will have to iron twice, once for the design and then again after it is colored. (The "up side" of this option is that you don't have to worry about having backwards letters and words getting ironed onto the shirt!) You will still have to match the two halves as you iron it onto the shirt. You can touch up any gaps by using a thin Sharpie permanent marker.

OPTION 5: Use fabric crayons to both transfer and color the design.

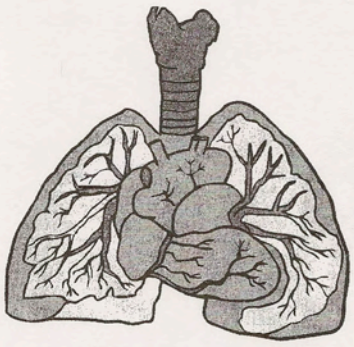
USE THE REVERSE PATTERNS FOR THIS OPTION

This option will take more time and effort for the student. Print the design onto regular white copy paper. Use a black fabric crayon to trace over all the lines, then use colored fabric crayons to fill in the areas of color. Follow directions that come with the fabric crayons to iron onto T-shirt. As with option 3, if you want the students to lable their drawings, they will have to do it after the design is transferred, in order to avoid backwards lettering.

ellenjmchenry.com

D

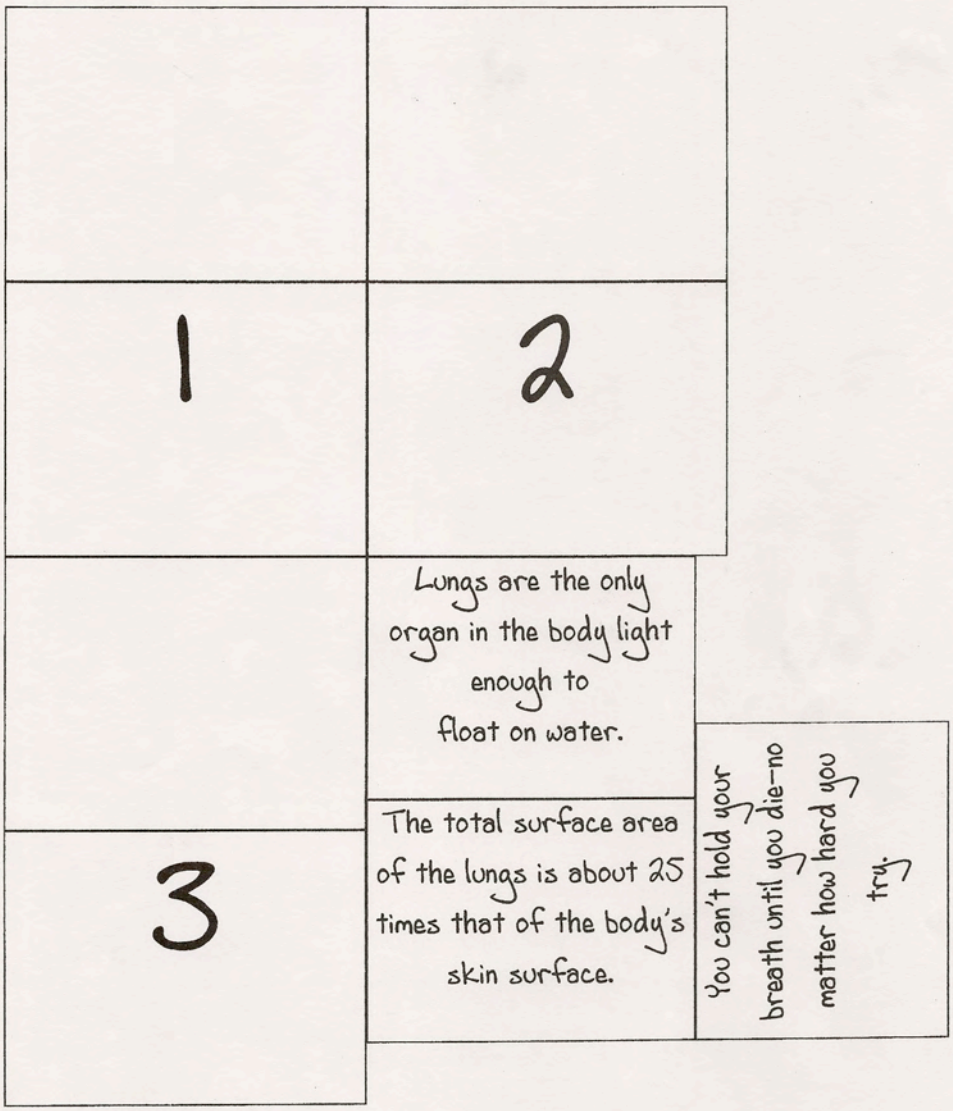
My Amazing Lungs



Cut book out as one piece. Fold in half. Cut the six books out (on the next two pages); fold in half

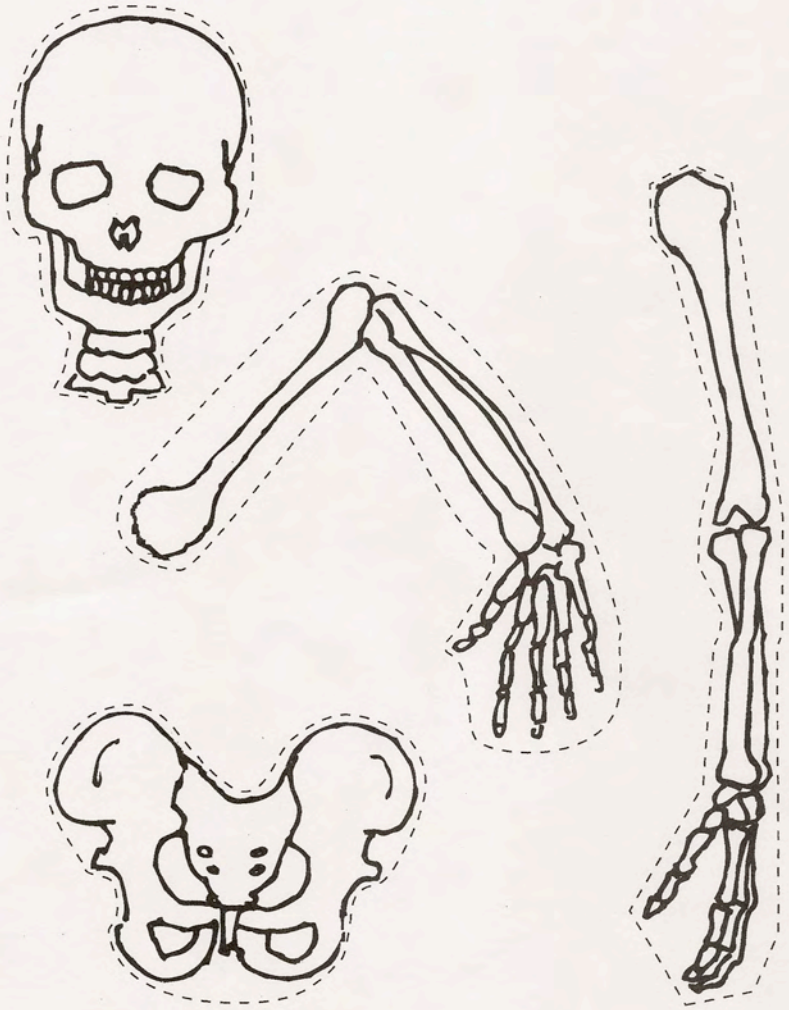
Open the large book. Paste three miniature books on the right side of the book and three miniature books on the left side.

E


1
2
3
Lungs are the only organ in the body light enough to float on water.
The total surface area of the lungs is about 25 times that of the body's skin surface.
You can't hold your breath until you die—no matter how hard you try.

E

Note: Reproduce the skeleton puzzle on this page and page 74 for each student to use with page 66.

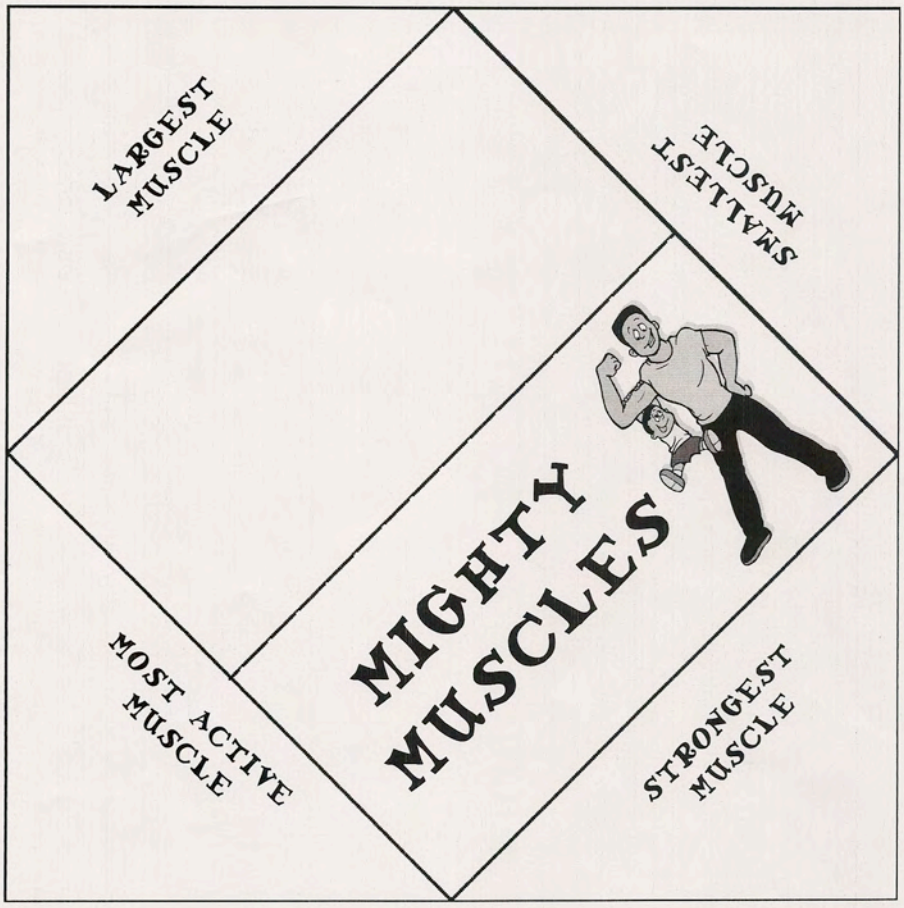


	the supporting frame that gives the body shape, protects and anchors delicate internal organs, and with the muscles, enables the body to move
	rigid organs that form the skeleton of the body
	the point where two bones meet
	the mineral that makes your bones hard

	the supporting frame that gives the body shape, protects and anchors delicate internal organs, and with the muscles, enables the body to move
	rigid organs that form the skeleton of the body
	the point where two bones meet
	the mineral that makes your bones hard

G

Cut book out as one piece. Fold triangle flaps under. Fold book in half.



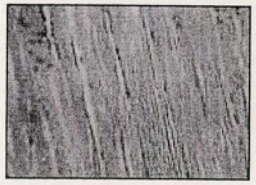
Amazing Facts About Muscles Minit Book

Use with Usborne bookUnderstanding Your Muscles & Bones p. 31

H

Cardiac muscle

Smooth muscle



Skeletal muscle

Cut and fold on dotted lines.
Attach this side to lapbook.

Describe each muscle type and give some examples. There is a space to draw or glue a picture of each type.

I added another option of no drawing or picture too.

The Muscular System

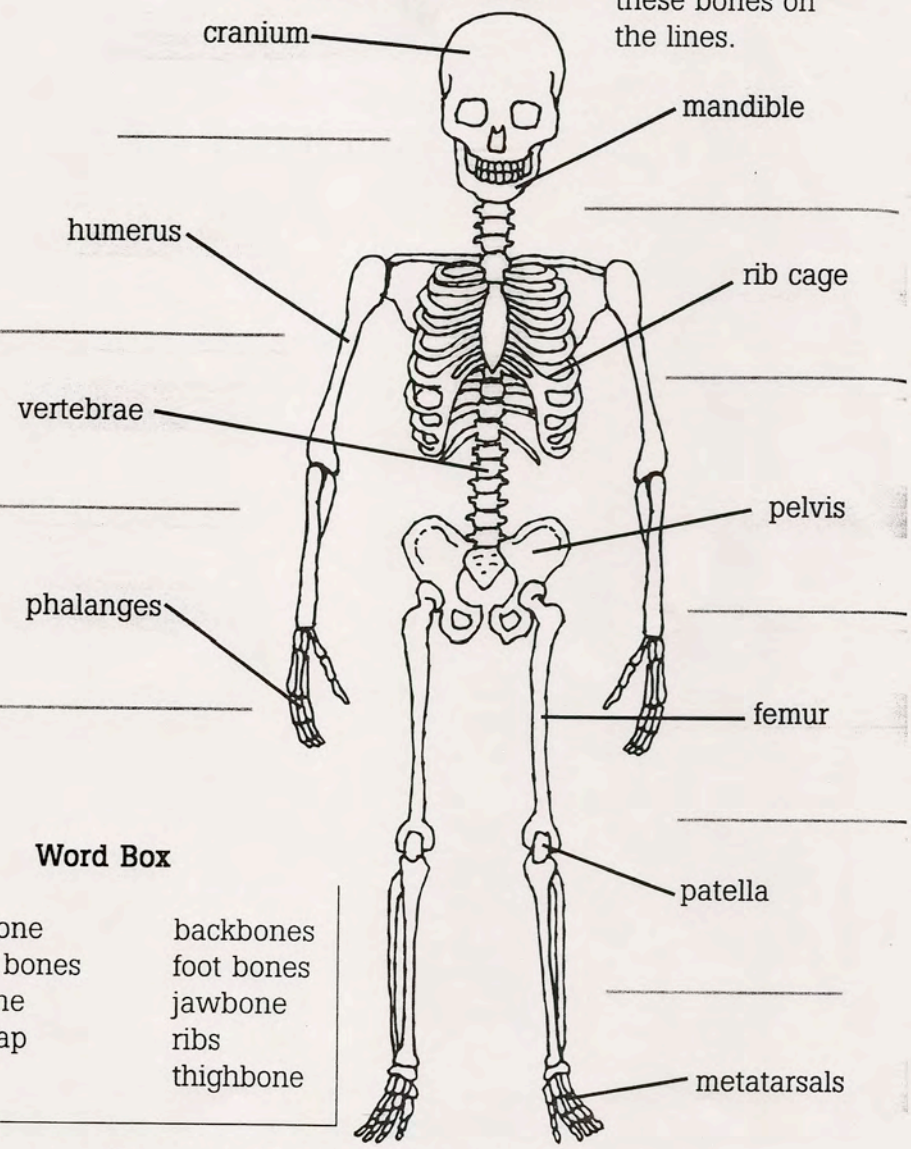
H

Note: Reproduce this form for each student to use with page 65.

Name _____

Name the Bones

Different bones have different names. Write the names of these bones on the lines.



Word Box

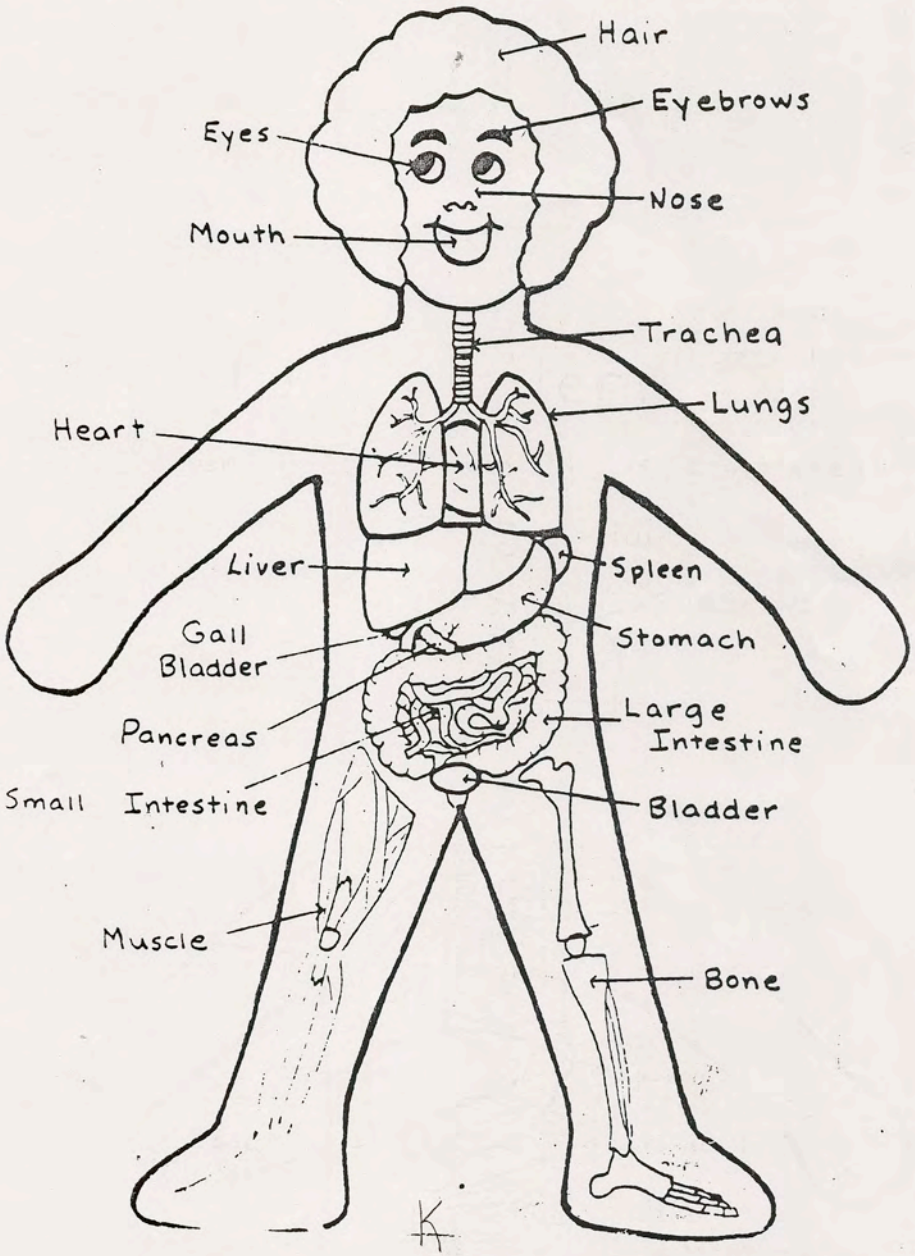
arm bone	backbones
finger bones	foot bones
hipbone	jawbone
kneecap	ribs
skull	thighbone

When I am grown up, I will have 206 bones.

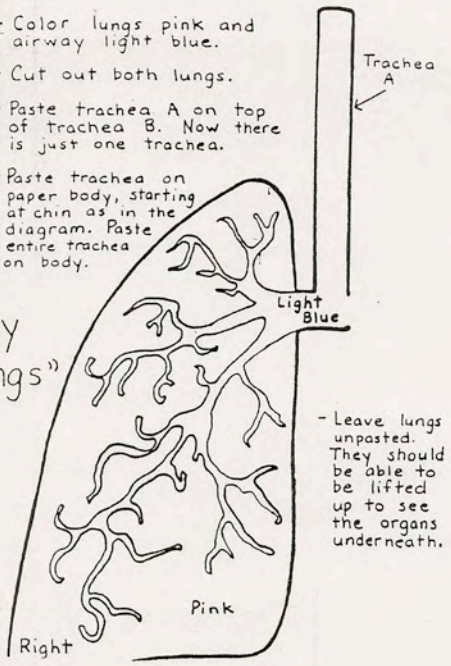
-- Schulson

"Body Pattern #2"

- Use after Body Pattern #1 is completed.

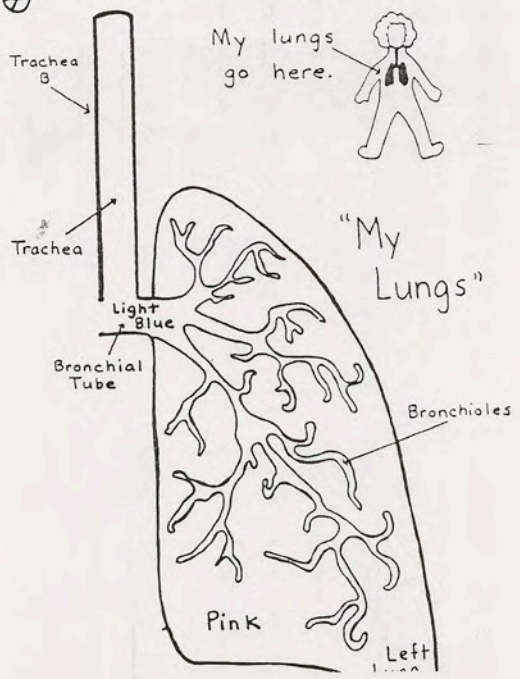


- Color lungs pink and airway light blue.
- Cut out both lungs.
- Paste trachea A on top of trachea B. Now there is just one trachea.
- Paste trachea on paper body, starting at chin as in the diagram. Paste entire trachea on body.



- Leave lungs unpasted. They should be able to be lifted up to see the organs underneath.

(4)



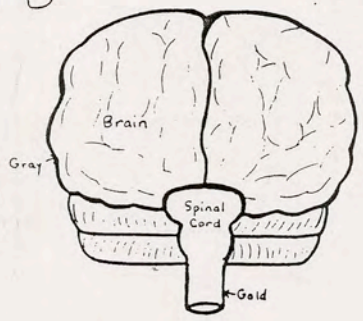
My lungs go here.

"My Lungs"

"My Brain"

My brain goes here.

- Color brain gray. Color spinal cord gold.
- Cut out.



- Paste on top part of head as in diagram. (Leave a little room for some hair!)
- When the face is pasted on, the eyes are even with the top part of the spinal cord. Do not paste the face on the brain. [illegible] mouth, and chin area. You

(2) "My Face"

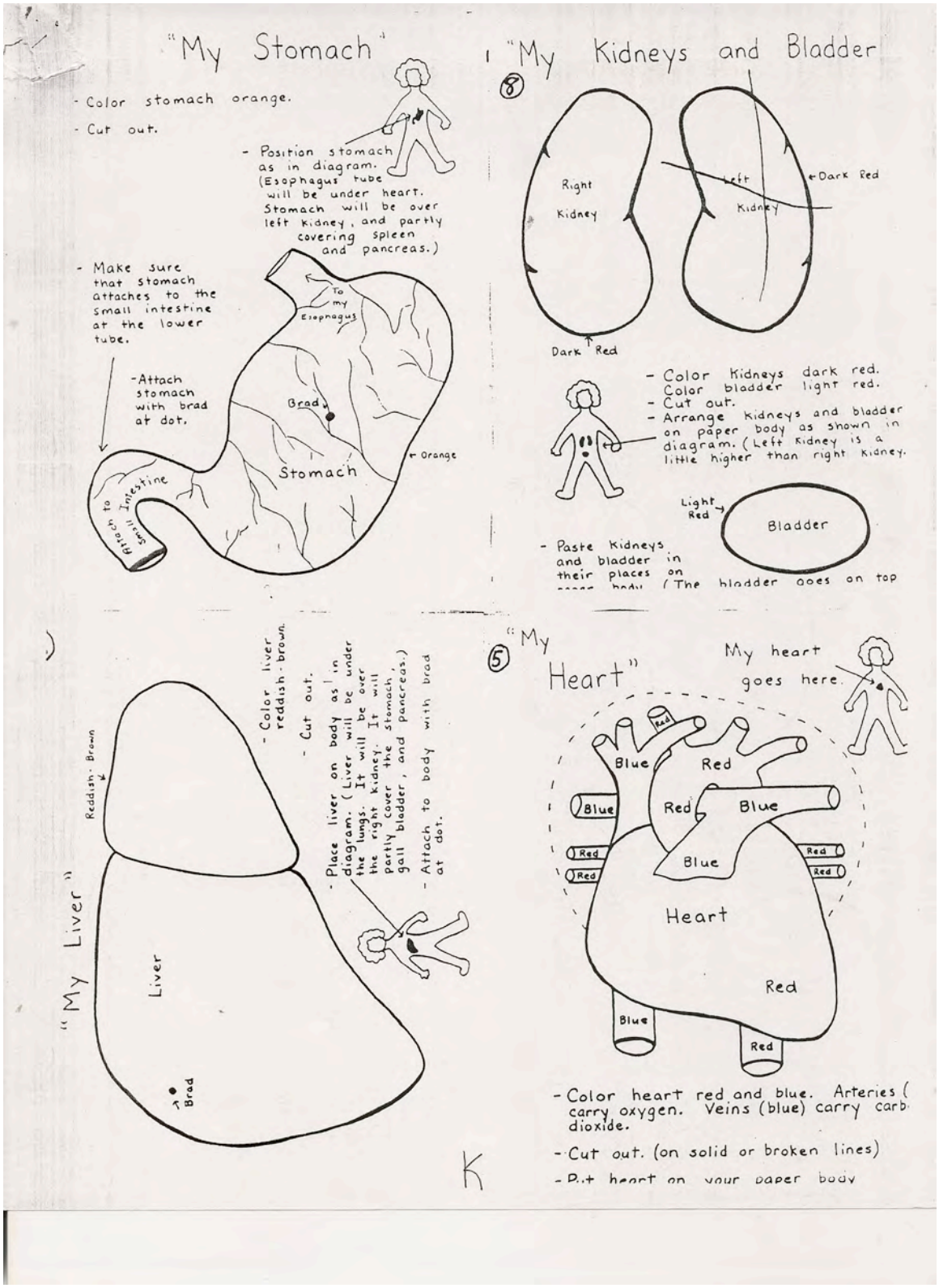
- Make [illegible] and eyeb[illegible] are th[illegible] fa[illegible]
- C[illegible]

Paste here. →

here.

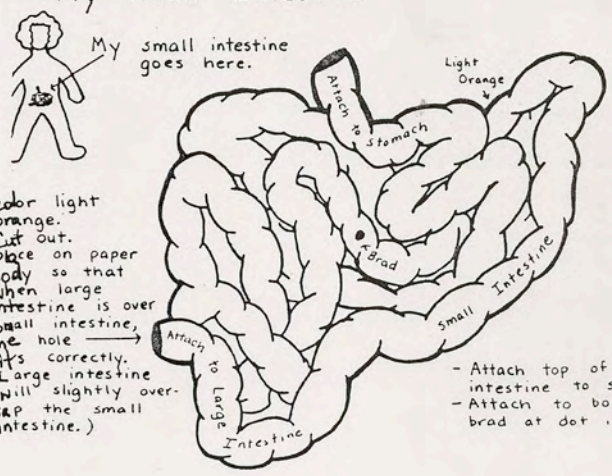
Color your hair on the paper body.

- It is starting


"My Stomach"
- Color stomach orange.
- Cut out.
- Position stomach as in diagram. (Esophagus tube will be under heart. Stomach will be over left kidney, and partly covering spleen and pancreas.)
- Make sure that stomach attaches to the small intestine at the lower tube.
-Attach stomach with brad at dot.
To my Esophagus
Brad
Stomach
Orange
Attach to Small Intestine
"My Kidneys and Bladder"
8
Right Kidney
Left Kidney
Dark Red
Dark Red
- Color Kidneys dark red. Color bladder light red.
- Cut out.
- Arrange Kidneys and bladder on paper body as shown in diagram. (Left Kidney is a little higher than right Kidney.
Light Red
Bladder
- Paste Kidneys and bladder in their places on
(The bladder goes on top
"My Liver"
Reddish-Brown
Liver
Brad
- Color liver reddish-brown.
- Cut out.
- Place liver on body as in diagram. (Liver will be under the lungs. It will be over the right kidney. It will partly cover the stomach, gall bladder, and pancreas.)
- Attach to body with brad at dot.
K
"My Heart"
5
My heart goes here.
Blue
Red
Heart
- Color heart red and blue. Arteries (carry oxygen. Veins (blue) carry carb dioxide.
- Cut out. (on solid or broken lines)
- Put heart on your paper body

(10)

"My Small Intestine"

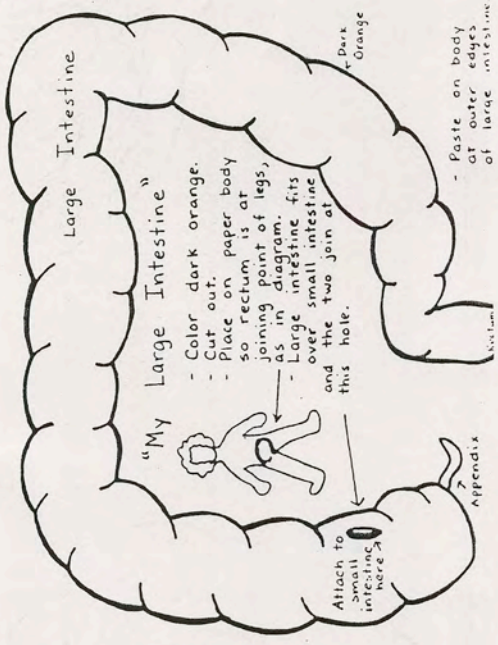


color light orange. Cut out. Place on paper body so that when large intestine is over small intestine, the hole → fits correctly. (Large intestine will slightly overlap the small intestine.)

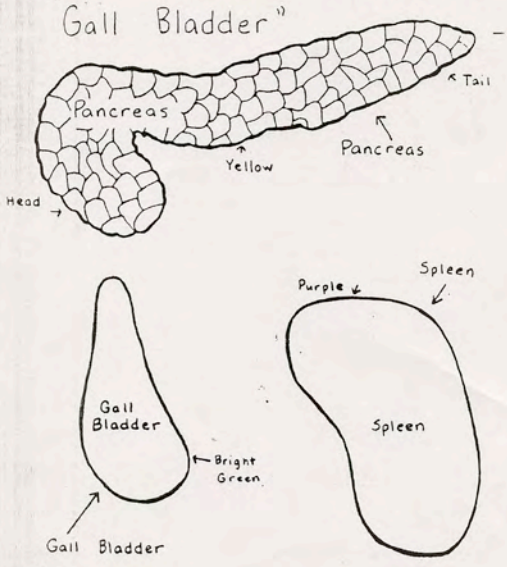
- Attach top of small intestine to stomach.
- Attach to body with brad at dot in center.

(11)

"My Large Intestine"



"My Pancreas, Spleen, and Gall Bladder"



K

(13)

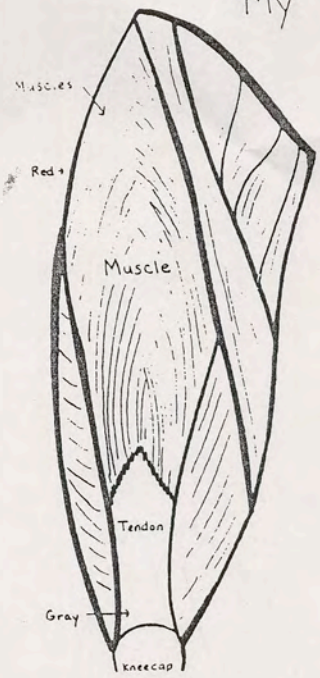
"My Muscles"

- Color muscles red. (All "lined" areas)
- Color tendons gray.
- Leave Kneecap white.
- Cut out leg parts. Arrange the muscles of the leg inside the right leg. (Big toe should be on the inside as in diagram.)
- Paste on leg. The foot joins at "C." The two kneecaps are "combined." (Paste Kneecap "B" over Kneecap "A.")

(Continued)

(12)

"My Muscles"



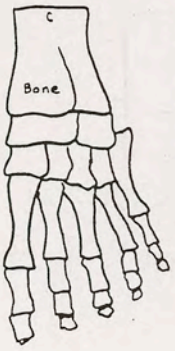
My muscles go here.

"My Skeleton"

(14)

My bones go here.

- Run on white or off-white (ivory) paper.

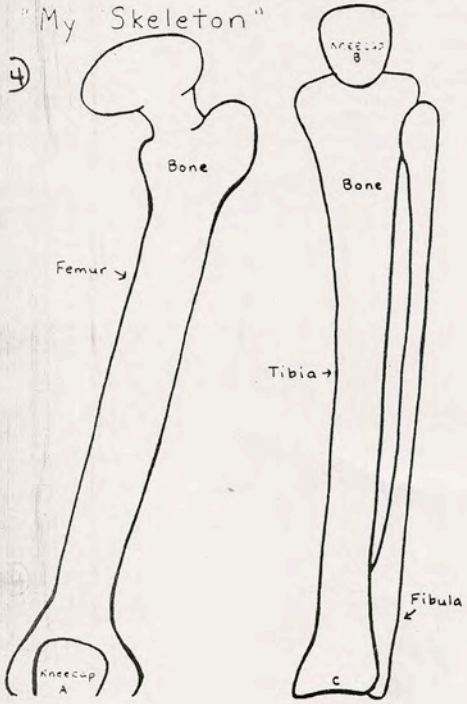


- Cut out bones of leg. Arrange the bones of the leg inside the left leg. (Big toe should be on the inside as in diagram.)
- Paste on leg. The foot joins at "C." The two kneecaps are "combined." (Paste Kneecap "A" over Kneecap "B.")

(Continued)

(4)

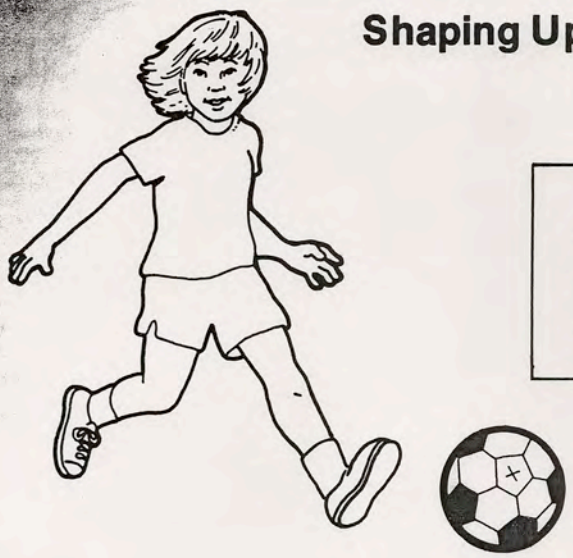
"My Skeleton"



K

Name _____ Skill: Cloze

Shaping Up



Word Box	
flexible	fat
muscles	health
effort	benefit
beat	relaxed
maintain	strengthens

Use the words in the Word Box to finish the paragraphs.

Exercise is very important for good _____ (1) . Exercise helps certain parts of your body work better than they would otherwise.

Exercise _____ (2) your heart. Your heart will learn to pump more blood with less _____ (3) when you exercise. Your heart will also _____ (4) fewer times each minute when you are not exercising.

Your muscles will _____ (5) from exercise, too. The more you use your _____ (6) the stronger they will become. Also, the more you exercise, the easier your muscles move. They become more _____ (7).

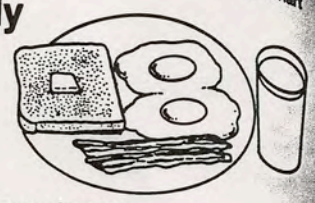
Exercise can help you _____ (8) the right weight. When you exercise, your body burns stored _____ (9).

You'll feel less tired, look healthier, and feel more _____ (10) if you exercise for twenty minutes at least three times a week.

Brainwork! Plan an exercise program for the next week. Invite a friend to "shape up" with you.

Name _____ Skill: Reading a chart

Foods for Your Body



Foods from the four groups listed in the chart can become healthy meals for your body. Study the chart and answer the questions below.

Group Name	Provides	Food Sources	Use in the Body
Meat and meat substitutes	proteins	poultry, fish, eggs, dried peas and beans, lean meats, nuts and seeds	build and repair body tissues; also provide energy
Milk and dairy products	calcium (a mineral) and proteins	yogurt, cheeses, milk	calcium strengthens bones and teeth
Breads and cereals	vitamins, minerals and fiber	noodles, rice, cereals, breads	vitamins and minerals maintain body parts; fiber cleans digestive tract
Fruits and vegetables	vitamins and minerals	all fruits and vegetables	maintain body parts

1. Which groups provide proteins for the body? _____

_____

2. How are proteins used by the body? _____

_____

3. Give two examples of meat substitutes. _____

_____

4. How is fiber from breads and cereals used by the body? _____

_____

5. Name two food sources that provide what the body needs for strong bones and teeth. _____

Brainwork! Humans are omnivores—they are able to eat both plants and animals. Use a dictionary to define these words: **carnivore** and **herbivore**.

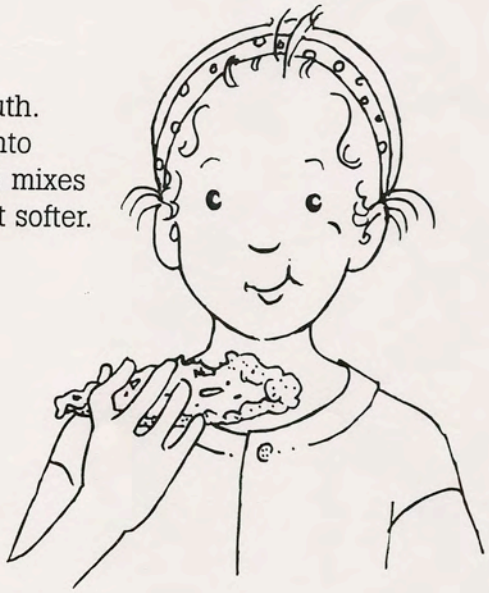
M

Name _____

What Happens to My Food? (Digestion)

My body can't use food the way I eat it. It has to be changed first. Let's follow this piece of pizza through my body.

I chew the pizza in my mouth. Chewing breaks the food into smaller pieces. **Saliva** (spit) mixes with the pizza and makes it softer.



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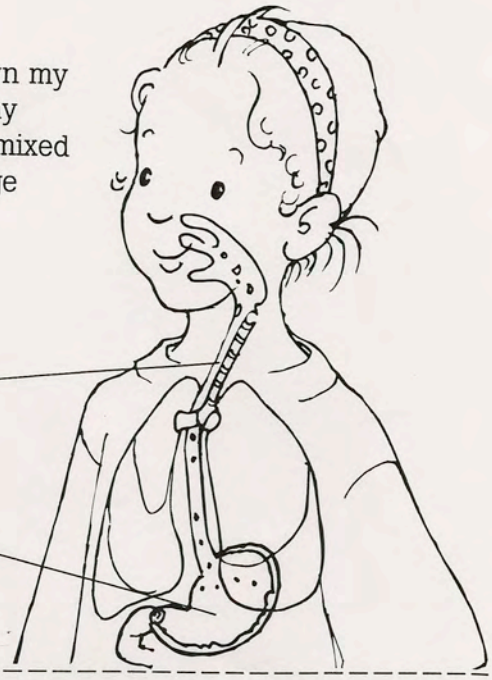
I swallow and the pizza goes down my **food tube** (esophagus) and into my **stomach**. In my stomach, food is mixed all together. Stomach juices change the food into a thick liquid.



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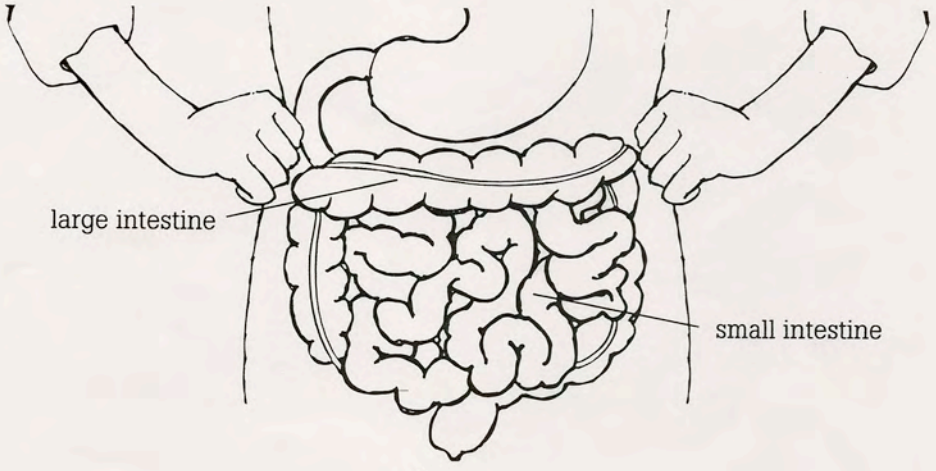
The food moves to my **small intestines**. Here the digested food goes into my blood. The blood carries food all around my body. My body uses the food for energy.



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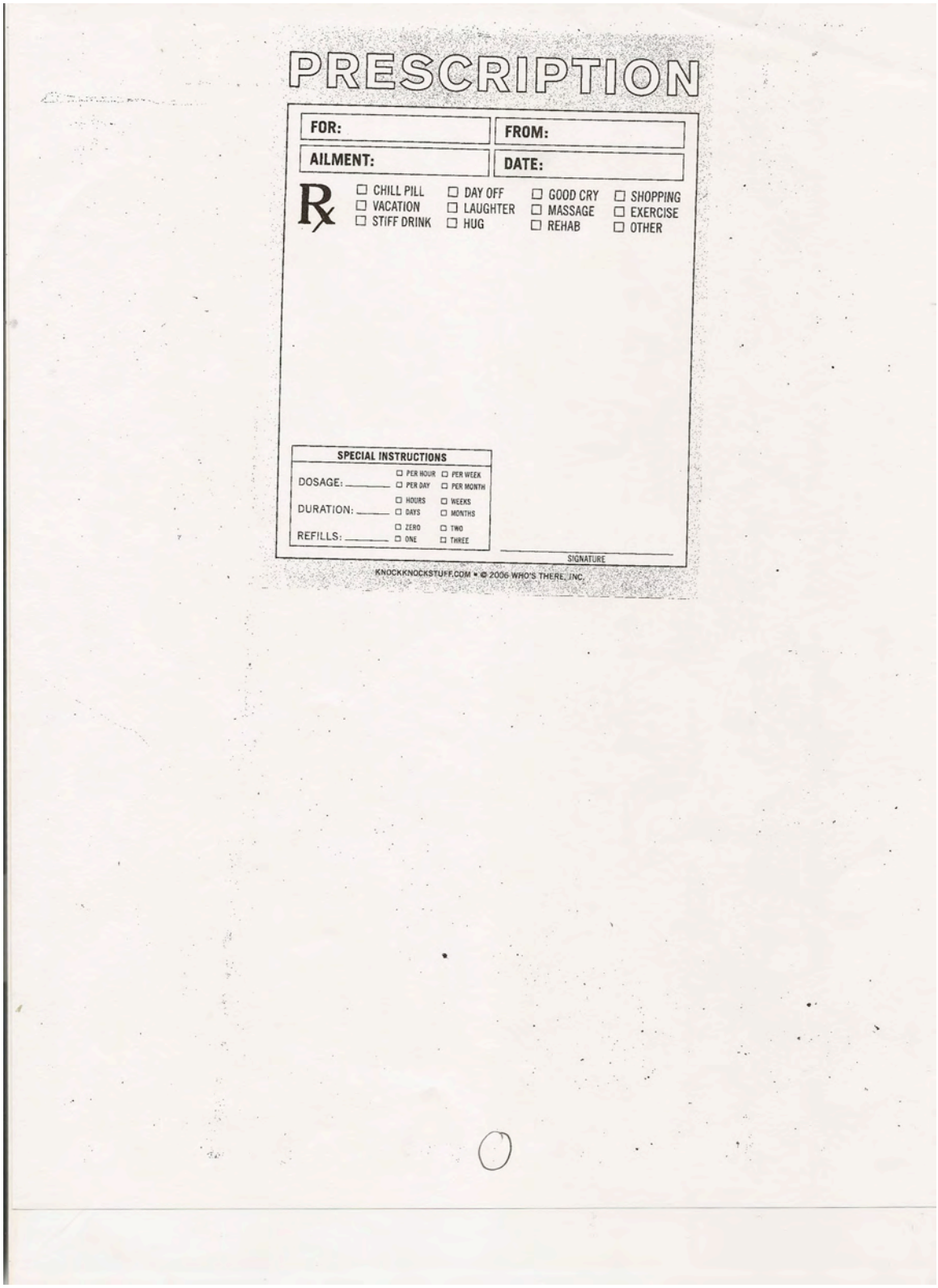


PRESCRIPTION

FOR: | FROM:

AILMENT: | DATE:

℞

- ☐ CHILL PILL
- ☐ VACATION
- ☐ STIFF DRINK
- ☐ DAY OFF
- ☐ LAUGHTER
- ☐ HUG
- ☐ GOOD CRY
- ☐ MASSAGE
- ☐ REHAB
- ☐ SHOPPING
- ☐ EXERCISE
- ☐ OTHER

SPECIAL INSTRUCTIONS

DOSAGE: _____ ☐ PER HOUR ☐ PER DAY ☐ PER WEEK ☐ PER MONTH

DURATION: _____ ☐ HOURS ☐ DAYS ☐ WEEKS ☐ MONTHS

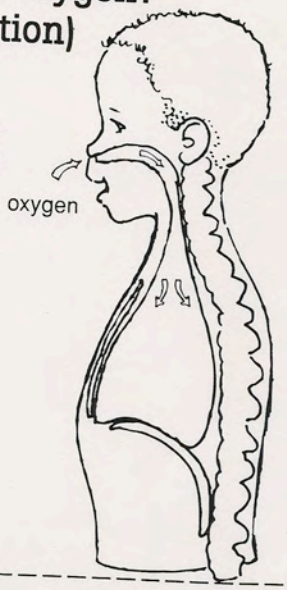
REFILLS: _____ ☐ ZERO ☐ ONE ☐ TWO ☐ THREE

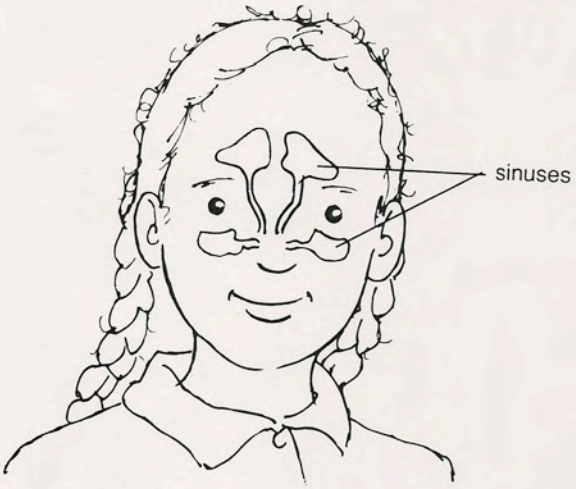
SIGNATURE

Name_____

How Do I Get Oxygen? (Respiration)

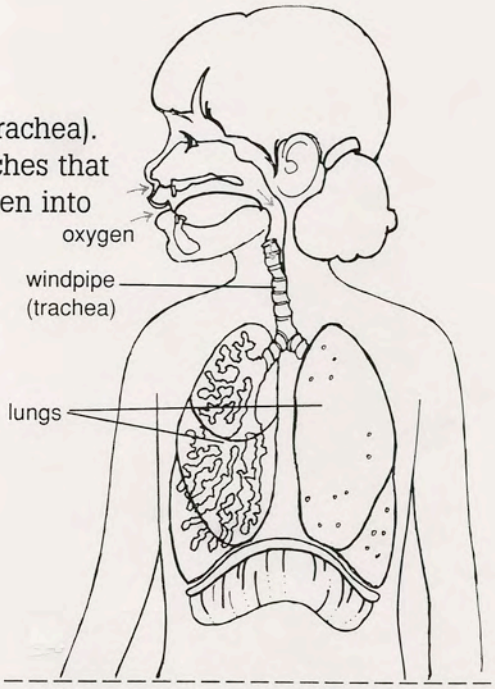
My body needs a special kind of gas called **oxygen**. Oxygen is in air. I get oxygen when I breathe.





I breathe air in through my nose. Hairs and sticky mucus inside my nose keep the dust and dirt from getting into my lungs. Spaces in my head called **sinuses** make the air wet and warm.

Air goes down my **windpipe** (trachea). My windpipe has smaller branches that end in my **lungs**. Oxygen is taken into my lungs when I breathe in.



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My lungs don't have muscles. I breathe by changing the size of my chest. When I **inhale** (make my chest bigger), air comes into my body.

When I **exhale** (make my chest smaller), air is pushed out. This is breathing. I keep breathing even when I am asleep.

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P

Supplies

Item	Estimated Cost
Class set of composition books	$30.00
5 clear shower curtains	$5.00
Assorted colored copy paper	$25.00
Art supplies	$95.00
White t-shirts	$80.00
A-Z Learning	$90.00
Brain Pop Junior	$100.00
Scholastic/Time for Kids News	$100.00
Movie: The Incredible Voyage	$15.00
Trash to Treasure Membership	$60.00
Estimated Total: $600.00	

Evaluation & Student Assessment

The Incredible Voyage: Human Body Project

Activities	**QUALITY** 0 = No signs of quality 1 = some signs of quality 2 = many signs of quality 3 = quality work	**KNOWLEDGE** 0 = no signs of knowledge 1 = some signs of knowledge 2 = many signs of knowledge 3 = Knowledge of skill is present	**GROUP WORK** 0 = did not work well with group 1 = some signs of group work 2 = many signs of group work 3 = worked well in group	**TOTAL**
Medical Journal	0 1 2 3	0 1 2 3	0 1 2 3	
Shower Curtain Organs	0 1 2 3	0 1 2 3	0 1 2 3	
Idiomitis	0 1 2 3	0 1 2 3	0 1 2 3	
"Finding A Cure"	0 1 2 3	0 1 2 3	0 1 2 3	
The Medical Conference	0 1 2 3	0 1 2 3	0 1 2 3	

ACTIVITIES TOTAL _____/35

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