

# **Body Systems**

## **5<sup>th</sup> and 6<sup>th</sup> grade science**

### **By Rebekah Gano**

#### **Objectives**

Fifth grade: Using Inspiration, students will list ten facts about one human body system.

Sixth grade: Using Inspiration, students will list eight facts about a human body system and six facts about the same animal body system. Students will then write a paragraph comparing and contrasting the human and animal body systems.

#### **Indiana State Standards**

##### Science

5.4.9 State that humans have body systems

5.6.1 Recognize that systems contain objects and processes

6.2.7 Locate information from reference sources

6.2.8 Analyze and interpret findings

6.4.11 Understand that humans have body systems with many functions

##### Language arts

5.2.1 Use informational text to find information

5.4.5 Use note-taking skills

5.6 Use standard English conventions

6.5.2 Compare and contrast, offering evidence to support conclusions

6.6 Use standard English conventions

##### Technology

4 Use technology productively in cooperative groups

13 Appropriately operate technological devices and systems

#### **Time**

The fifth grade project takes about two hours. The sixth grade project takes about three hours, on average. Students usually work on the projects over a period of two to four days.

#### **Materials**

- Computers with Inspiration and Internet access
- Webiste links
- Instruction sheets
- Rubrics
- LCD projector attached to computer with directions (optional)

#### **Proposed Instructional Sequence**

1. Introduce the lesson. Ask students if they can name some of the human body systems they have already studied. Then tell them that they are going to be creating projects on the computers that tell facts about the body systems.
2. Pass out the instruction sheets, and review what the students are supposed to do. Reading the instructions outloud helps students. You may also want to project the directions (in Inspiration) to aid students' understanding.

3. Review basic Inspiration usage and where to find the Internet links. Having a projector with Inspiration and your Internet browser is helpful but not necessary.
4. Divide students into groups and monitor them as they work. Make sure they are finding information and putting it in their own words.
5. Have students share and/or evaluate their projects. Students can present their projects using the projector or rotate with other groups of students and share in a jigsaw-like manner. Students can evaluate their own or others' projects using the rubrics provided.

**Assessment**

Use the rubrics to grade students' work. Observing students as they complete the project is necessary and helpful. Many students don't completely understand the facts they are writing, so asking questions about their projects and clarifying facts helps their learning.

**Other comments**

- This lesson should follow a general introduction to human body systems. Students should already be familiar with the major body systems.
- Working in pairs or small groups allows students to help each other on the project. Pairing confident computer users with those who are less confident especially will aid the teacher and focus attention on the science concepts, rather than the computer.
- Students who finish early can add pictures, change fonts, and choose new colors and patterns for their projects. They can also spend more time surfing the provided websites.

Name \_\_\_\_\_

**5<sup>th</sup> Grade Body Systems Project Student Rubric**

Put an X in the box that you think matches how well you did on the Inspiration body systems project.

	1 - Poor	2 - Okay	3 - Good	4 - Excellent
Body system name in bubble				
At least twelve facts about the body system				
Facts written in your own words				
Spelling and grammar				
Effort on the project				

Name \_\_\_\_\_

**6<sup>th</sup> Grade Body Systems Project Student Rubric**

Put an X in the box that you think matches how well you did on the Inspiration body systems project.

	1 - Poor	2 - Okay	3 - Good	4 - Excellent
Body system name in bubble				
At least eight facts about human body system				
At least six facts about animal body system				
Facts written in your own words				
Paragraph compares and contrasts human and animal systems				
Spelling and grammar				
Effort on the project				

Name \_\_\_\_\_

### 5<sup>th</sup> Grade Body Systems Project Grade

	Points possible	Points Earned	Comments
Body system name in bubble	1		
At least twelve facts about the body system	12		
Facts written in your own words	12		
Spelling and grammar	5		
Effort on the project	10		

Total score \_\_\_/40 Percentage \_\_\_\_\_%

Name \_\_\_\_\_

### 6<sup>th</sup> Grade Body Systems Project Grade

	Points possible	Points Earned	Comments
Body system name in bubble	1		
At least eight facts about human body system	8		
At least six facts about the animal body system	6		
Facts written in your own words	14		
Paragraph compares and contrasts systems	6		
Spelling and grammar	5		
Effort on the project	10		

Total score \_\_\_/50 Percentage \_\_\_\_\_%