

## Explore

1. Organize students into groups of four. Give each group a set of organ cards in random order and materials to complete the activity.
  - The esophagus is a clear rubber tube that can be squeezed. Give students crackers and water to squeeze down.
  - Stomach is a zip-lock bag. Give students crackers and 0.05M hydrochloric acid.
  - Small intestine - two different types of paper towels (with different absorbencies), a container of liquid "nutrients", and two plastic 100ml graduated cylinders.
  - Large intestine - stores a mushy mess of crackers and water. Use paper towels to absorb water from the mess. Quantitative.
2. Give each student a copy of Activity One.
3. Explain to the students the importance of lab safety.
4. Ask the students to complete the activity.

## Explain

1. Ask each group to share their idea of sequence for digestion. Keep a tally on the board for first, second, third, and fourth.
2. Discuss the actual sequence of digestion with the students. (Mouth, esophagus, stomach, small intestine, large intestine, also include some reference to the liver, pancreas, and gall bladder's secretion of the necessary enzymes for digestion to occur).
3. Give each student a copy of Activity Two: Reading - Paula Plasma and the Digestive System.



Select Inquiry #9 "The Digestive System" and have students view the "Digestive System" and "Paula Plasma and Digestion" sequences.

## Extend

1. Organize students into pairs or groups of four.
2. Have students return to their KWL charts and complete the L section.
3. Explain to students that they will use the knowledge they now have about the digestive system to write a creative story, rap, song, or poem describing what happens to food after it has been digested.