

Grade 2 Science

Unit 5: Human Cells and Digestion

7 lessons and a unit quiz. Use this pack with the **Human Cells and Digestion Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Lesson 1: Why Do We Get Hungry?	PDF pages 6–9	AP 1.1
☐	Lesson 2: What Is the Digestive System?	PDF pages 10–15	AP 2.1
☐	Lesson 3: Food Is Fuel	PDF pages 16–21	—
☐	Lesson 4: Cells Work Together	PDF pages 22–27	AP 4.1
☐	Lesson 5: Tissues Make Up Organs	PDF pages 28–33	AP 5.1
☐	Lesson 6: Body Wastes	PDF pages 34–39	AP 6.1
☐	Lesson 7: Science in Action: Nutrition and Staying Well	PDF pages 40–50	—
☐	Unit review and assessment	—	—
☐	Words quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Lesson 1: Why Do We Get Hungry?

THE BIG QUESTION

What makes you get hungry on a hike? Lesson Question: How does physical activity make you feel?

Words to know

- **hike** — a long walk in a natural setting
- **hungry** — having the feeling of wanting to eat

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 17–22: the steps, materials and timing for this lesson.

Read

Read Student Book, Chapter 1: “A Hungry Hiker”: PDF pages 6–9. Look at the pictures and maps together.

Talk it over

1. question board Activity Page What Do I Eat?
2. Sample answer: No, because he would not be doing as much walking. 3. Make a food journal. Activity Page AP 1.1 Distribute What Do I Eat?
3. Use the following questions as prompts (see Know the Science 1): • What is Winnie the Pooh's tummy doing?
4. Ask, How do you feel after you eat something?
5. LITERAL—What food does Jason eat for breakfast?
6. LITERAL—What do Jason and Uncle Bryson pack to eat as a snack?
7. Why or why not?
8. LITERAL—What do Jason and Uncle Bryson do on their first rest break?
9. It is these food materials that enter the blood and are distributed to cells. 14 HUMAN CELLS AND DIGESTION INFERENTIAL—Does the water that they drink count as food?
10. LITERAL—What is Jason eating for his second snack?
11. Do you think he would be as hungry?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What makes you get hungry on a hike? Lesson Question: How does physical activity make you feel?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: What Do I Eat? — Teacher Guide PDF page 59

Lesson 2: What Is the Digestive System?

THE BIG QUESTION

**What makes you get hungry on a hike? Lesson Question:
What is the digestive system?**

Words to know

- **digestion** — the process the body goes through to break down food
- **digestive system** — the group of organs that take food in, break it down, absorb nutrients, and excrete wastes
- **energy** — (food energy) allows the body to do work and carry out life processes
- **esophagus** — a tube within the body that connects the throat to the stomach

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 23–29: the steps, materials and timing for this lesson.

Read

Read Student Book, Chapter 2: “The Digestive System”: PDF pages 10–15. Look at the pictures and maps together.

Talk it over

1. It pushes the food around in your mouth and helps it mix with saliva; it helps with swallowing. 20 HUMAN CELLS AND DIGESTION EVALUATIVE—Why is your esophagus important?
2. Sample answer: It is broken down by digestive juices and physically churned up to reduce its size and aid in digestion. LITERAL—What are some body parts that make the juices that help you digest food?
3. Prompt students to start eating their snacks, using the following questions as discussion points: • What is the first thing you do when you put food in your mouth?
4. Explain that each picture shows food that someone would eat at a different meal LITERAL—What does the body use food for?
5. INFERENTIAL—What do you think would happen if you skipped a meal?
6. LITERAL—What are some parts of the digestive system?
7. Ask, Do you think your mouth is part of the digestive system?
8. LITERAL—What does your tongue do?
9. INFERENTIAL—Why do you think it is important to chew your food thoroughly?
10. LITERAL—What happens when food reaches your stomach?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What makes you get hungry on a hike?
Lesson Question: What is the digestive system?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 2.1: Build-A-Body — Teacher Guide PDF page 60

Lesson 3: Food Is Fuel

THE BIG QUESTION

What makes you get hungry on a hike? Lesson Question: What are cells?

Words to know

- **digestion** — the process the body goes through to break down food
- **unit** — a defined, single part of a whole

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 30–35: the steps, materials and timing for this lesson.

Read

Read Student Book, Chapter 3: “Cells”: PDF pages 16–21. Look at the pictures and maps together.

Talk it over

1. Ask, What are all of the walls made of?
2. LITERAL—What do Jason and Uncle Bryson do when they get to the waterfalls?
3. The third diagram shows what the muscle tissue is made of (muscle cells). (See Know the Standards 2.) INFERENTIAL—How is each part of the diagram different?
4. LITERAL—What do cells do?
5. LITERAL—How big are cells?
6. Call on student volunteers to read the types of cells in the illustration. (See Know the Science 1.) EVALUATIVE—Why do you think there are so many different types of cells?
7. What is it showing you?
8. LESSON 3 | FOOD IS FUEL 27 INFERENTIAL—What do you think would happen if you did not drink enough water?
9. Use the following questions to elicit a discussion after the video: What part of the body do the blocks represent?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What makes you get hungry on a hike? Lesson Question: What are cells?
- Use one of today's words in a sentence of your own.

Lesson 4: Cells Work Together

THE BIG QUESTION

What makes you get hungry on a hike? Lesson Question: How do cells work together?

Words to know

- **connective tissue** — a type of fibrous tissue that supports and connects other types of tissue in the body
- **epithelial tissue** — a type of tissue that makes up the skin and covers the internal surfaces within the body
- **nervous tissue** — made up of nerve cells that carry sensory signals

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 36–40: the steps, materials and timing for this lesson.

Read

Read Student Book, Chapter 4: “Cells Work Together”: PDF pages 22–27. Look at the pictures and maps together.

Talk it over

1. LITERAL—How do cells get the materials they need?
2. LITERAL—What do similar cells working together form?
3. LITERAL—What does connective tissue do?
4. INFERENTIAL—What can you infer about someone who has healthy skin?
5. LITERAL—What are some of the things nervous tissue lets us do?
6. LITERAL—What are some other kinds of tissues?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What makes you get hungry on a hike? Lesson Question: How do cells work together?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 4.1: Types of Tissue — Teacher Guide PDF page 61

Lesson 5: Tissues Make Up Organs

THE BIG QUESTION

What makes you get hungry on a hike? Lesson Question: What are organs and organ systems?

Words to know

- **nervous system** — the group of organs, tissues, and nerves that receive and respond to stimuli
- **organ system** — a group of organs that work together to do a job

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 41–45: the steps, materials and timing for this lesson.

Read

Read Student Book, Chapter 5: “Tissues Make Up Organs”: PDF pages 28–33. Look at the pictures and maps together.

Talk it over

1. LITERAL—What are Jason and Uncle Bryson doing now?
2. LITERAL—What does Jason's digestive system do?
3. Ask students, Does this mean that organs are also made up of cells?
4. INFERENTIAL—What do all organs have in common?
5. LITERAL—What organs are shown on this page?
6. LITERAL—What do your bones and skin need to stay healthy?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What makes you get hungry on a hike? Lesson Question: What are organs and organ systems?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 5.1: Cells, Tissues, Organs — Teacher Guide PDF page 62

Lesson 6: Body Wastes

THE BIG QUESTION

What makes you get hungry on a hike? Lesson Question: How does the body get rid of waste materials?

Words to know

- **bladder** — an organ that is a hollow sac that collects urine
- **digestion** — the process the body goes through to break down food
- **excretory system** — the group of organs that remove wastes from within the body and excrete them from the body
ced words and phrases are the unit that you should model for or use in isolated drill or memorization
- **kidneys** — a pair of organs that filter and remove waste from the blood in the form of urine

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 46–51: the steps, materials and timing for this lesson.

Read

Read Student Book, Chapter 6: “Body Wastes”: PDF pages 34–39. Look at the pictures and maps together.

Talk it over

1. bladder, kidneys, urethra CORE VOCABULARY—Explain that urine is a liquid form of body waste. Students will know it as pee. LITERAL—What is the name of the organ system that removes liquid waste from the body?
2. LITERAL—What do Jason and Uncle Bryson have to do?
3. LITERAL—What body part is the diagram focusing on?
4. EVALUATIVE—Why do you think waste has to leave the body?
5. INFERENTIAL—What can you tell from the diagram about waste?
6. LITERAL—What organs help the body remove liquid waste?
7. LITERAL—What are the people in the pictures doing?
8. Explain that this is the respiratory system. (See Know the Science 3.) LITERAL—What gas do the cells need to carry on life activities?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What makes you get hungry on a hike? Lesson Question: How does the body get rid of waste materials?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 6.1: Getting Rid of Wastes — Teacher Guide PDF page 63

Lesson 7: Science in Action: Nutrition and Staying Well

THE BIG QUESTION

What makes you get hungry on a hike? Lesson Question: Why does it matter what we eat?

Words to know

- **balanced diet** — a diet with food that is in proper amounts and has a healthy distribution of nutrients
- **digestion** — the process the body goes through to break down food
- **food safety** — the handling, preparing, and storing of food that reduces the risk of spoiling or becoming contaminated
- **pathogen** — a microorganism that causes disease
- **vaccine** — a treatment that stimulates the body to fight a pathogen once it gets inside the body

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 52–57: the steps, materials and timing for this lesson.

Read

Read Student Book, Chapter 7: “Science in Action”: PDF pages 40–50. Look at the pictures and maps together.

Talk it over

1. from food, from air, from surfaces we touch LITERAL—What did Edward Jenner study?
2. INFERENTIAL—Who does Uncle Bryson care about as a nutritionist?
3. They can also work in other fields that use science, such as engineering, mathematics, robotics, and medicine. 48 HUMAN CELLS AND DIGESTION EVALUATIVE—Which food do you think is healthier: the leafy vegetables or the cookie?
4. LITERAL—How do nutritionists group foods?
5. LITERAL—What could happen if you eat something that is old or spoiled?
6. Explain that the second picture is a portrait of Louis Pasteur. (See Know the Standards 2 and 3.) LITERAL—What did Louis Pasteur investigate and study?
7. LITERAL—What are some ways that germs enter our bodies?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What makes you get hungry on a hike? Lesson Question: Why does it matter what we eat?

- Use one of today's words in a sentence of your own.

UNIT REVIEW

Unit review and assessment

- Activity page answer key (for the teacher): Teacher Guide PDF pages 64–64

WORDS QUIZ

Human Cells and Digestion

Name: _____ Date: _____

Circle the letter of the best answer.

1. Which word means “a group of organs that work together to do a job”?
 - a) healthful nutrition
 - b) organ system
 - c) waste
 - d) digest
2. Which word means “all the parts that make up you”?
 - a) body parts
 - b) connective tissue
 - c) feces
 - d) bone
3. Which word means “an organ that is a hollow sac that collects urine”?
 - a) waste
 - b) intestine
 - c) bladder
 - d) esophagus
4. Which word means “having the feeling of wanting to eat”?
 - a) hike
 - b) different types
 - c) hungry
 - d) kidneys
5. Which word means “the hoselike body part where food goes after it leaves stomach”?
 - a) stomach
 - b) hungry
 - c) bladder
 - d) intestine
6. Which word means “anything you eat that gives you the chemical energy and substances to run life processes”?
 - a) food safety
 - b) digest
 - c) kidneys
 - d) food
7. Which word means “the process the body goes through to break down food”?
 - a) tissue
 - b) balanced diet
 - c) digestion
 - d) unit

- 8.** Which word means “a type of fibrous tissue that supports and connects other types of tissue in the body”?
- a) connective tissue
 - b) cell
 - c) kidneys
 - d) waste
- 9.** Which word means “a long walk in a natural setting”?
- a) waste
 - b) health
 - c) feces
 - d) hike
- 10.** Which word means “a defined, single part of a whole”?
- a) unit
 - b) cell
 - c) stomach
 - d) nervous system
- 11.** Which word means “a type of tissue that makes up the skin and covers the internal surfaces within the body”?
- a) bone
 - b) epithelial tissue
 - c) intestine
 - d) nervous tissue
- 12.** Which word means “the group of organs that remove wastes from within the body and excrete them from the body”? Words and phrases are the unit that you should model for or use in isolated drill or memorization”?
- a) stomach
 - b) body parts
 - c) nervous tissue
 - d) excretory system

Answers

Lesson 1: Why Do We Get Hungry?

1. **question board Activity Page What Do I Eat?**
AP 1.1
2. **Sample answer: No, because he would not be doing as much walking. 3. Make a food journal. Activity Page AP 1.1 Distribute What Do I Eat?**
AP 1.1
3. **Use the following questions as prompts (see Know the Science 1): • What is Winnie the Pooh’s tummy doing?**
Growling; gurgling
4. **Ask, How do you feel after you eat something?**
I am less hungry. Sometimes I am full. I feel better; I have more energy; I can do more things.
5. **LITERAL—What food does Jason eat for breakfast?**
Cereal, berries, apple, orange juice, orange LITERAL—What is Uncle Bryson doing to prepare for their hike?
6. **LITERAL—What do Jason and Uncle Bryson pack to eat as a snack?**
Carrot sticks and apple EVALUATIVE—Why are these good choices?
7. **Why or why not?**
Yes, because the hike will take most of the day and will use up a lot of his energy.
8. **LITERAL—What do Jason and Uncle Bryson do on their first rest break?**
They drink water and eat some nuts and dried fruit. INFERENTIAL—Do you think the bag of nuts and dried fruit will be enough to keep them full for the rest of the hike?
9. **It is these food materials that enter the blood and are distributed to cells. 14 HUMAN CELLS AND DIGESTION INFERENTIAL—Does the water that they drink count as food?**
No, water is a drink, and it doesn’t fill you up or give your body nutrients. Page 5
10. **LITERAL—What is Jason eating for his second snack?**
Raisins
11. **Do you think he would be as hungry?**
No, because he would not be doing as much walking.

Lesson 2: What Is the Digestive System?

1. **It pushes the food around in your mouth and helps it mix with saliva; it helps with swallowing. 20 HUMAN CELLS AND DIGESTION EVALUATIVE—Why is your esophagus important?**
See Know the Science 2.
2. **Sample answer: It is broken down by digestive juices and physically churned up to reduce its size and aid in digestion. LITERAL—What are some body**

parts that make the juices that help you digest food?

See Know the Science 3.

3. **Prompt students to start eating their snacks, using the following questions as discussion points:** • **What is the first thing you do when you put food in your mouth?**

I start to chew it.

4. **Explain that each picture shows food that someone would eat at a different meal LITERAL—What does the body use food for?**

Growing, moving, staying alive, getting energy

5. **INFERENTIAL—What do you think would happen if you skipped a meal?**

Your body would get hungry, and you could be tired and grumpy. **EXTEND**—Invite students to keep a food log or journal for one week, where they write down what they eat and classify it into specific food groups. Then, have students bring the journal into class and discuss the results. Talk about the data related to food groups and which food group is the most popular among students.

6. **LITERAL—What are some parts of the digestive system?**

Esophagus, stomach, small intestine, large intestine **CORE VOCABULARY**—Explain that when the body digests food, it breaks it down physically and chemically for energy and nutrients. Whatever is not used becomes waste. Different body parts in the digestive system help break down the food.

7. **Ask, Do you think your mouth is part of the digestive system?**

Yes, because it helps us chew and swallow food.

8. **LITERAL—What does your tongue do?**

It pushes the food around in your mouth and helps it mix with saliva; it helps with swallowing.

9. **INFERENTIAL—Why do you think it is important to chew your food thoroughly?**

It can move through my digestive system more easily; it will keep me from choking; it can aid in breaking down some kinds of food. Page 10

10. **LITERAL—What happens when food reaches your stomach?**

It is broken down by digestive juices and physically churned up to reduce its size and aid in digestion. **LITERAL**—What are some body parts that make the juices that help you digest food? (See Know the Science 3.)

Lesson 3: Food Is Fuel

1. **Ask, What are all of the walls made of?**

Blocks Discuss with students that the walls are made up of blocks. Emphasize that small things make up bigger things and they all work together.

2. **LITERAL—What do Jason and Uncle Bryson do when they get to the waterfalls?**

They eat lunch.

3. **The third diagram shows what the muscle tissue is made of (muscle cells). (See Know the Standards 2.) INFERENTIAL—How is each part of the diagram different?**

Each diagram shows a closer look at the stomach and what it is made of.

LITERAL—Which is larger: a cell or an organ?

4. **LITERAL—What do cells do?**

They use energy from food. SUPPORT—Explain for students that cells go through a life cycle, just like organisms. When new cells are made, they carry out the work that they are supposed to do. And when a certain time comes, they die and are replaced by new cells. This happens many times throughout a person's lifetime and is a

5. **LITERAL—How big are cells?**

They are very tiny. You cannot see them with your unaided eye. EVALUATIVE—Why are microscopes important?

6. **Call on student volunteers to read the types of cells in the illustration. (See Know the Science 1.) EVALUATIVE—Why do you think there are so many different types of cells?**

Different cells have different jobs; cells are found in different parts of the body.

INFERENTIAL—What do all cells have in common?

7. **What is it showing you?**

It shows how nutrients go from a blood vessel into a cell and how waste from a cell gets carried away by blood vessels.

8. **LESSON 3 | FOOD IS FUEL 27 INFERENTIAL—What do you think would happen if you did not drink enough water?**

Cells would not be able to do their work.

9. **Use the following questions to elicit a discussion after the video: What part of the body do the blocks represent?**

Cells What part of the body do the walls represent?

Lesson 4: Cells Work Together

1. **LITERAL—How do cells get the materials they need?**

Food the organism eats is broken down in the digestive system and then delivered to cells by the blood. LITERAL—What gets absorbed from the food Jason eats?

2. **LITERAL—What do similar cells working together form?**

Tissues CORE VOCABULARY—Explain that tissue is a structure made up of a group of similar cells. CORE VOCABULARY—Explain that muscle is a type of tissue that allows the body to stretch and move. (See Know the Science 2.) LITERAL—How do muscles work?

3. **LITERAL—What does connective tissue do?**

It can connect bones to muscles or bones to bones. LITERAL—What parts of your body are made from cartilage?

4. **INFERENTIAL—What can you infer about someone who has healthy skin?**

They have healthy epithelial cells. INFERENTIAL—Sometimes people say that epithelial

tissue acts like a barrier. Do you think this is true? Why or why not?

5. **LITERAL—What are some of the things nervous tissue lets us do?**
It lets us move, sense things, and do things like digest and breathe. LITERAL—What are some of the things your body does without you having to think about it?
6. **LITERAL—What are some other kinds of tissues?**
Blood and body fat LITERAL—What makes blood and body fat types of tissue?

Lesson 5: Tissues Make Up Organs

1. **LITERAL—What are Jason and Uncle Bryson doing now?**
They are hiking back down from the falls. LITERAL—What is Jason thinking about?
2. **LITERAL—What does Jason’s digestive system do?**
It physically and chemically breaks down what he eats. LITERAL—What makes up organs?
3. **Ask students, Does this mean that organs are also made up of cells?**
Yes CHALLENGE—Challenge students to name organs in the body. Fun fact: tell students that the skin is actually one giant organ!
4. **INFERENTIAL—What do all organs have in common?**
They are made of living cells. LITERAL—What are some organs that are mentioned on this page?
5. **LITERAL—What organs are shown on this page?**
Brain and eyes LITERAL—What do the brain and eyes have in common?
6. **LITERAL—What do your bones and skin need to stay healthy?**
Chemical energy and nutrients LITERAL—Where do the chemical energy and nutrients come from?

Lesson 6: Body Wastes

1. **bladder, kidneys, urethra CORE VOCABULARY—Explain that urine is a liquid form of body waste. Students will know it as pee. LITERAL—What is the name of the organ system that removes liquid waste from the body?**
See Know the Science 1 and Know the Standards.
2. **LITERAL—What do Jason and Uncle Bryson have to do?**
Use the restroom INFERENTIAL—Do you think drinking a lot of water or eating a lot of food has anything to do with Jason needing to use the restroom? Why or why not?
3. **LITERAL—What body part is the diagram focusing on?**
Large intestine CORE VOCABULARY—Explain that waste is the material that is left over from food and liquids that the body does not use or need. CORE VOCABULARY—Explain that feces is the solid waste left over from the digestive system. Students will know it as poop. LITERAL—What is another name for poop?
4. **EVALUATIVE—Why do you think waste has to leave the body?**
It can become toxic/harmful if it stays inside the body for too long.
5. **INFERENTIAL—What can you tell from the diagram about waste?**
It moves out of cells. LITERAL—What carries waste material away from cells?

6. **LITERAL—What organs help the body remove liquid waste?**
Bladder, kidneys, urethra **CORE VOCABULARY**—Explain that urine is a liquid form of body waste. Students will know it as pee. **LITERAL—What is the name of the organ system that removes liquid waste from the body?** (See Know the Science 1 and Know the Standards.)
7. **LITERAL—What are the people in the pictures doing?**
Sweating
8. **Explain that this is the respiratory system. (See Know the Science 3.)**
LITERAL—What gas do the cells need to carry on life activities?
Oxygen

Lesson 7: Science in Action: Nutrition and Staying Well

1. **from food, from air, from surfaces we touch** **LITERAL—What did Edward Jenner study?**
See Know the Standards 4.
2. **INFERENTIAL—Who does Uncle Bryson care about as a nutritionist?**
He cares about people: he cares about what people eat, how people can be healthy, how people can be a healthy weight, and how people can get exercise.
INFERENTIAL—Do you think the food in the picture looks healthful?
3. **They can also work in other fields that use science, such as engineering, mathematics, robotics, and medicine. 48 HUMAN CELLS AND DIGESTION**
EVALUATIVE—Which food do you think is healthier: the leafy vegetables or the cookie?
The leafy vegetables **INFERENTIAL—Why are food choices important?**
4. **LITERAL—How do nutritionists group foods?**
By different types **EVALUATIVE—According to the diagram, which types of food should you have the most of and the least of on your plate?**
5. **LITERAL—What could happen if you eat something that is old or spoiled?**
It can make you sick. **LITERAL—What do you call germs that make food unsafe to eat?**
6. **Explain that the second picture is a portrait of Louis Pasteur. (See Know the Standards 2 and 3.)** **LITERAL—What did Louis Pasteur investigate and study?**
He investigated how tiny organisms make food decay and cause illness; he studied how to keep unsafe germs out of food. **LITERAL—What is Pasteur famous for inventing?**
7. **LITERAL—What are some ways that germs enter our bodies?**
From food, from air, from surfaces we touch **LITERAL—What did Edward Jenner study?** (See Know the Standards 4.)

Unit quiz key

1. b 2. a 3. c 4. c 5. d 6. d 7. c 8. a 9. d 10. a 11. b 12. d