



HEART LESSON *“Walk-Through-the-Heart”* Fifth Grade

WELCOME!!

MORE HEALTH is going to look a little different this school year. We are very excited to continue to offer you our health and safety lessons via a live virtual platform. Our instructors have been preparing and working hard to bring you the fun, interactive, and engaging lessons you have come to expect and rely on for many years. Because things will look a little different this year, I urge you to read through this pre-packet thoroughly. As always, if you need further assistance please don't hesitate to reach out to us directly. Along with this pre-packet, you will find the necessary materials you will need to assist in student learning. **If you would like to access this pre-packet virtually, use the instructions below.**

Online Teacher Resources

- **The MORE HEALTH website is equipped with a classroom Teacher section.**
In this section you have the capability to access pre and post-visit activities, vocabulary words, and pre and post-visit videos. **Books will not be sent for the school year 2020-2021.**
- **To access the Teacher section - visit morehealthinc.org,**
The teacher section is located close to the top of the home page.
Click on “teacher” and find the MORE HEALTH lesson you need.
- **Password: resources**

Take Home Materials for Students

- Parent Letter
- MORE HEALTH Newsletter
- Walk Through the Heart Crossword Puzzle

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Pre-Visit Activities

1. Review the enclosed vocabulary. Students do not need to have a working knowledge of the terms, rather a beginning familiarity.
2. Follow the directions above to access and find the video link to play: *How the Heart Works* (6:15 minutes)
<https://kidshealth.org/en/kids/csmovie.html?WT.ac=en-k-htbw-main-page-c>
If time permits, there are activities and a quiz associated with the video on the website.
3. Create a writing activity for your students asking them to use as many of the Vocabulary words as possible. You may want them to retrace where blood travels or what makes up their blood. Using these new words immediately after completing the video should make their writing more accurate and interesting.
4. Use the enclosed diagram of the heart as a teaching reference.

Post-Visit Activities

1. Have students complete the crossword puzzle. This will serve as a review of the lesson.
2. Distribute “Dear Parent” letter including the Heart Healthy Pledge to each student.
3. Have entire fifth grade class work together to make a bulletin board for the lunchroom of “Heart Healthy Foods and Activities” using digital photos, magazine advertisements, newspaper clippings, etc.
4. Have students research snacks to determine the healthiest snacks. This could be done as homework or in groups. (Each group assigned a snack item, i.e: chips, crackers, yogurts, cheeses, etc.)
5. **Recommended reading (NOT REQUIRED):** Your Circulatory System by Conrad J. Storar **and/or** Why do Bruises Change Color? by Angela Royster.

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Vocabulary

1. **aorta_n** the largest artery in the body found attached to the heart carrying oxygen-rich blood to all parts of the body
2. **arteries_n** blood vessels that carry blood away from the heart
3. **atrium/atria_n** either of the two upper chambers of the heart that is a receiving room and receives blood from veins
4. **blood_n** a fluid that circulates oxygen and nutrients in the body and helps remove carbon dioxide from the cells
 - red blood cells** carry oxygen and remove carbon dioxide from the tissues
 - white blood cells** fight diseases and infections
 - platelets** help control bleeding by sticking to each other and the edges of an injury to form a plug that covers the injury area
 - plasma** the liquid part of the blood that transports the red blood cells, white blood cells, and platelets; mostly water
5. **blood bank_n** a place where blood and blood products are collected and stored for future use or transfusion
6. **blood vessels_n** network of tubes that carry blood through the body
7. **bone marrow_n** the soft blood forming tissue that fills the cavities of the bones; acts as the chemical manufacturing plant for cells of the body
8. **capillaries_n** the smallest blood vessels
9. **carbon dioxide_n** a gas produced as a waste product in the body
10. **cells_n** tiny building blocks for all parts of the body

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11. **chambers_n** hollow spaces in the heart where the blood flows
12. **circulatory system_n** the heart and blood vessels
13. **heart_n** a muscular pump which sends blood throughout the body
14. **heartbeat_n** the sound of the heart valves opening and closing
15. **nutrition_n** the process by which an animal or plant takes in food and uses it in living and growing.
16. **oxygen_n** a gas that is needed by all cells in the body and is taken from the air by the lungs
17. **pulse_n** bulges or ripples of the arteries caused by the beat of the heart which can be felt on the skin such as the wrist
18. **valves_n** “doors” in the heart which keep the blood flowing to the heart
19. **veins_n** blood vessels that return blood to the heart
20. **vena cava_n** the two largest veins in the body (superior and inferior) bringing waste-filled blood from the body to the heart
21. **ventricle_n** either of the two lower chambers of the heart that pumps blood into the arteries

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TAMPA GENERAL
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Heart Diagram Here

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Goals:

1. Students will understand the structure and function of the heart and circulatory system.
2. Students will understand their responsibility for their healthy heart.
3. Students will understand the importance of blood donation in their community.

Objectives:

1. Students will be able to locate the heart and identify its four chambers.
2. Students will be able to name the three types of blood vessels.
3. Students will be able to define pulse, pump, muscle and valve as they relate to the heart.
4. Students will be able to name at least three components of blood and their functions.
5. Students will be able to participate in the Walk-Through-the-Heart activity.
6. Students will be able to name at least three ways to keep their heart healthy (e.g., nutrition, exercise, avoid alcohol, drugs, and cigarettes).

Standards:

The student will...

- HE.5.C.1.1 describe the relationship between healthy behaviors and personal health.
- HE.5.C.1.4 compare ways to prevent common childhood injuries and health problems.
- HE.5.C.2.1 predict how families may influence various health practices of children.
- HE.5.C.2.2 predict how friends/peers may influence various health practices of children.
- HE.5.C.2.4 give examples of school and public health policies that influence health promotion and disease prevention.
- HE.5.B.3.3 compile resources from home, school, and community, technologies that provide valid health information.
- HE.5.B.4.1 illustrate techniques of effective verbal and nonverbal communication skills to enhance health.
- HE.5.B.4.2 discuss refusal skills and negotiation skills that avoid or reduce health risks.
- HE.5.B.5.1 describe circumstances that can help or hinder healthy decision making.
- HE.5.B.5.2 summarize healthy options to health-related issues or problems.
- HE.5.B.5.3 compare the potential short-term impact of each option on self and others when making a health-related decision.
- HE.5.B.5.4 select a healthy option when making decisions for yourself and/or others.
- HE.5.B.6.1 specify a personal health goal and track progress toward achievement.

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- HE.5.P.7.1 model responsible personal health behaviors.
- HE.5.P.7.2 illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
- HE.5.P.8.1 persuade others to make positive health choices.
- SC.5.L.1.4.1 Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.
- SC.5.L.1.4.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- LAFS.5.RI.1.2 determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LAFS.5.RI.1.3 explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- LAFS.5.2.1.2 write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LAFS.5.SL.1.1 engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts* building on others' ideas and expressing their own clearly.
- LAFS.5.SI.1.3 summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- LAFS.5.L.3.4 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- PE.4.L.2.10 recognize the benefits of maintaining a healthy body composition.
- PE.4.L.2.11 develop strategies for improving selected fitness components.
- PE.4.R.2.1 recognize physical activity as a positive opportunity for social and group interaction.

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