

Digestive System Sorting Activity.

Where do the descriptions belong?

I regulate glucose in the blood.

I store useful minerals.

I am a muscular bag.

Food is shaped into a bolus in me.

GULLET

**SMALL
INTESTINE**

MOUTH

STOMACH

LIVER

**LARGE
INTESTINE**

I connect the pharynx to the stomach.

I make poisons like alcohol harmless.

I do not digest food.

I make mucus. This stops gastric juice climbing up me.

Digestive System Sorting

This activity can be used in two ways. The sorting board can be chopped up and placed round the room. Either pupils can have a description card each and move around the room to find the other pupils who have information about their part of the system. Alternatively the pupils can work in small groups and sort the cards onto the sorting board. For this option you will best need to enlarge the sorting board.

The webaddress for this activity is;

www.collaborativelearning.org/digestivesystem.pdf

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Our talk for learning activities are designed to:

...build on prior knowledge.

...move from concrete to abstract thinking.

...ensure everyone works with everyone else.

...extend social language into curriculum language.

...provide motivating ways to go over the same topic more than once.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops and conferences worldwide but mainly in the UK. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers ideal opportunities for assessment of spoken language.

*They provide scaffolding for differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills. We strongly endorse the principles of the Learning Without Limits group to which we belong.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

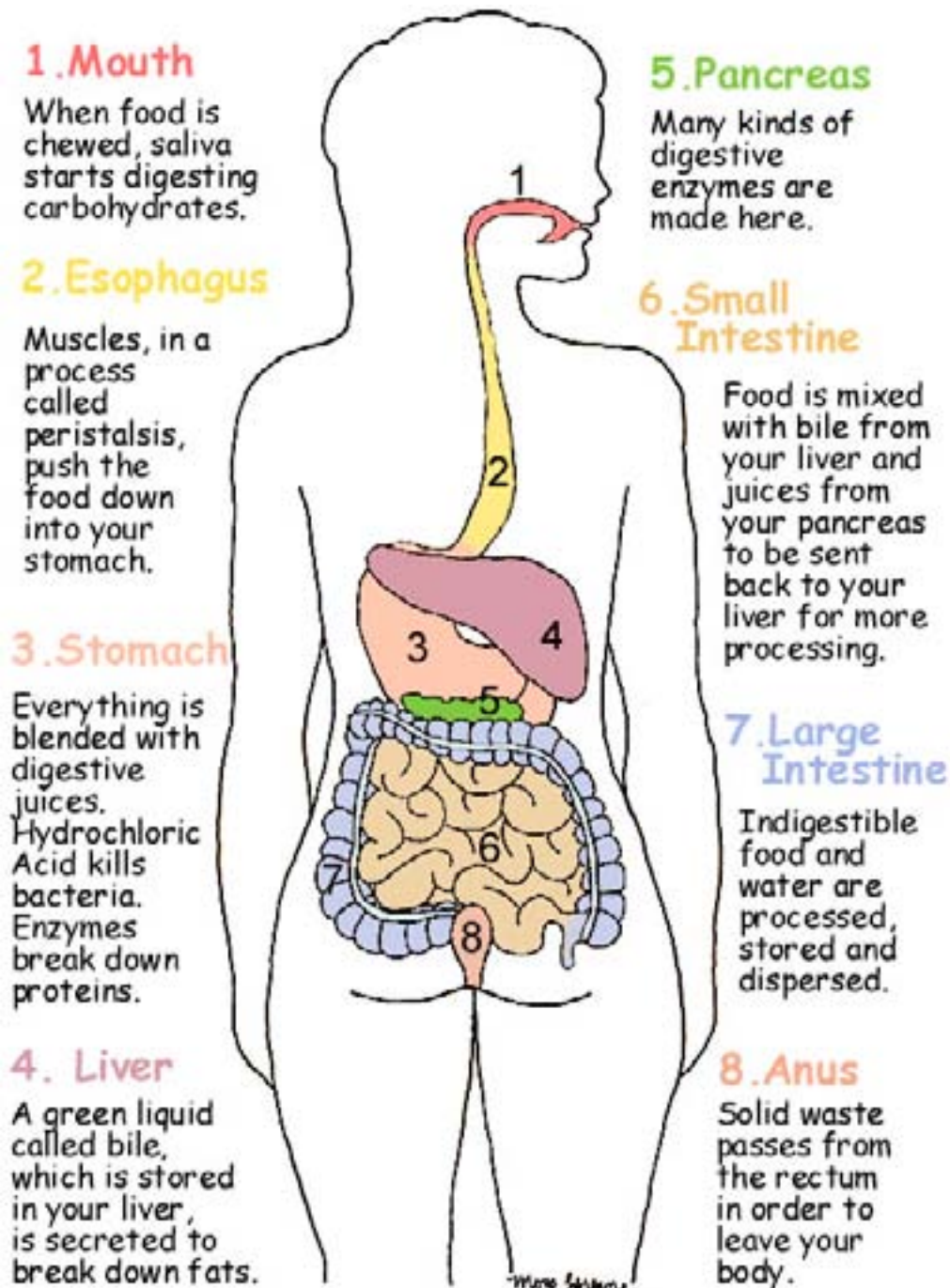
*They are generally work effectively over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Sorting the Digestive System

Instructions

You have a card with information about part of the digestive system. Find four other people who have information about the same part. When you have found the other four, either think of an extra fact about your part or a question about your part that the information does not provide. Present this in turn to the whole class.



Digestive System Description Cards

Food is shaped into a bolus in me.

I am full of teeth.

Three glands produce saliva here.

The enzyme amylase and saliva get mixed with food here.

The parotid, sublingual and submandibular glands are here.

I connect the pharynx to the stomach.

The Latin word for me is oesophagus.

I move the bolus of food to the stomach.

Digestive System Description Cards

I make mucus. This stops gastric juice climbing up me.

I use peristalsis to move boluses down me.

I am a muscular bag.

I produce gastric juice.

I can contract and expand and do so to squeeze food.

Gastric juice includes water, hydrochloric acid, mucus and pepsin. Pepsin breaks down protein.

I have a sphincter at each of my two ends.

I am seven metres long.

Digestive System Description Cards

I digest most of your food.

The gall bladder and liver pour bile into me. Bile contains salt.

The pancreas pours digestive enzymes into me.

The digestive enzymes include lipase, which breaks down fat, trypsin and carboxypeptidase, which break down protein molecules, and amylase, which breaks down carbohydrate

I make poisons like alcohol harmless.

I regulate glucose in the blood.

I am like a chemical factory.

With the help of the gall bladder I make bile which digests fat.

Digestive System Description Cards

I store useful minerals.

I take the water out of waste products and make faeces.

I am 1.5 metres long and have four parts: the caecum, the appendix, the colon and the rectum.

We now think the appendix is a safe haven for bacteria when they are destroyed in the large intestine

I have two strong sphincters at one end.

I do not digest food.

MOUTH

GULLET

OESOPHAGUS

STOMACH

SMALL
INTESTINE

LIVER

LARGE
INTESTINE