



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

- The MORE HEALTH website is equipped with a Classroom TEACHER section. Here you will find pre- and post-visit activities, vocabulary words, and in many cases pre-and post-visit videos.
- Visit [morehealthinc.org](https://www.morehealthinc.org) – <https://www.morehealthinc.org/teachers/>
- Password: resources

Pre-Visit Activities

- Review the enclosed vocabulary. Students do not need to have a working knowledge of the terms, rather a beginning familiarity.
- Click the link to play video: *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, video has activities and a quiz on the website.
- Read aloud: *Your Circulatory System* by Conrad J. Storad **and/or** *Why do Bruises Change Color?* by Angela Royster.
- Create a writing activity for your students having them 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 and book should make writing more accurate and interesting.
- For teacher reference, see enclosed Diagram of the Heart (page 6).

Suggested Post-Visit Activities

- Have students complete the Walk Through the Heart crossword puzzle-Answer Key (page 7)
- Distribute “Dear Parent” letter including the Heart Healthy Pledge to each student.
- Have entire fifth grade class work together to decorate a lunchroom bulletin board showing “Heart Healthy” foods and activities. They could use digital photos, magazine advertisements, newspaper clippings, etc.
- As homework or in groups, have students research possible snacks to determine which are the healthiest/unhealthiest snacks. (for groups, assign a snack item, i.e.: chips, crackers, yogurts, cheeses, etc.)
- Have your students research different illnesses/diseases that can cause distress to the heart. Their report can include the illness, whether it is genetic, environmental, or self-induced due to risky behaviors, and if there is a cure or treatment to help.

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Vocabulary

- **aorta_n** the largest artery in the body responsible for carrying oxygen-rich blood from the heart to all parts of the body
- **arteries_n** blood vessels that carry blood away from the heart
- **atrium/atria_n** the two upper chambers of the heart that fill with the blood returning to the heart from the body and lungs
- **blood_n** a liquid 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 body
 - white blood cells** attack germs, like viruses and bacteria that make people sick
 - platelets** smallest blood cells that form clots and control bleeding by sticking to each other and the edges of an injury to form a plug
 - plasma** the liquid part of the blood that transports the red blood cells, white blood cells, and platelets; mostly water
- **blood bank_n** a place where blood and blood products are collected and stored for future use or transfusion
- **blood vessels_n** network of tubes that carry blood through the body
- **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
- **capillaries_n** the smallest blood vessels
- **carbon dioxide_n** a gas produced as a waste product in the body exhaled by the lungs
- **cells_n** tiny building blocks for all parts of the body
- **chambers_n** the four hollow spaces in the heart where the blood flows
- **circulatory system_n** the body system comprised of the heart and blood vessels
- **heart_n** a muscular pump which sends blood throughout the body
- **heartbeat_n** the sound of the heart valves opening and closing
- **nutrition_n** the process by which an animal or plant takes in food and uses it in living and growing

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- **oxygen_n** a gas that is needed by cells in the body and is taken from the air by the lungs
- **pulse_n** rhythmic vibration in the arteries caused by the beat of the heart which can be felt on the skin typically at the wrist or neck
- **valves_n** “doors” in the heart which ensures that blood flows properly in and out of the heart
- **veins_n** blood vessels that return blood to the heart
- **vena cava_n** the two largest veins in the body (superior and inferior) bringing waste-filled blood from the body to the heart
- **ventricle_n** either of the two lower chambers of the heart that pumps blood into the arteries

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Goals

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

Objectives

- Students will be able to locate the heart and identify its four chambers.
- Students will be able to name the three types of blood vessels.
- Students will be able to define pulse, pump, muscle, and valve as they relate to the heart.
- Students will be able to name at least three components of blood and their functions.
- Students will be able to participate in the Walk-Through-The-Heart activity.
- 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.B.3.3 compile resources from home, school, and community, technologies that provide valid health information. (*suggested post-visit activity*)
- 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.
- HE.5.C.1.1 describe the relationship between healthy behaviors and personal health.
- HE.5.C.1.3 explain ways a safe, healthy home and school environment promote personal health.
- HE.5.C.1.4 compare ways to prevent common childhood injuries and health problems.
- HE.5.C.1.5 explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.
- HE.5.C.2.2 predict how friends/peers may influence various health practices of children.
- 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. (*suggested post-visit activity*)
- HE.5.P.8.1 persuade others to make positive health choices. (*suggested post-visit activity*)

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- SC.5.L.14.1 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.
- LAFS.5.L.1.2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (*pre/post-visit activities*)
- LAFS.5.L.2.3 use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LAFS.5.W.1.2 write informative/explanatory texts to examine a topic and convey ideas and information clearly. (*pre/post-visit activities*)
- LAFS.5.W.3.7 conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (*pre/post-visit activities*)
- ELA.5.C.1.4 write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions. (*Pre/post-visit activities*)
- ELA.5.C.4.1 conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources. (*pre/post-visit activities*)
- ELA.5.V.1.1 use grade-level academic vocabulary appropriately in speaking and writing.
- PE.5.L.3.1 identify a moderate physical activity.
- PE.5.L.3.2 identify a vigorous physical activity.
- PE.5.L.3.3 identify opportunities for involvement in physical activities during the school day.
- PE.5.L.3.4 identify opportunities for involvement in physical activities after the school day.
- PE.5.L.3.5 formulate a plan to increase the amount of time spent in physical activity.
- PE.5.L.3.6 discuss lifestyle behaviors that can be made to increase physical activity.
- PE.5.L.4.2 identify activities that develop and maintain each component of physical fitness.
- PE.5.L.4.3 identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.
- PE.5.L.4.6 plan a menu for a balanced meal.
- PE.5.R.6.2 explain the benefits of physical activity

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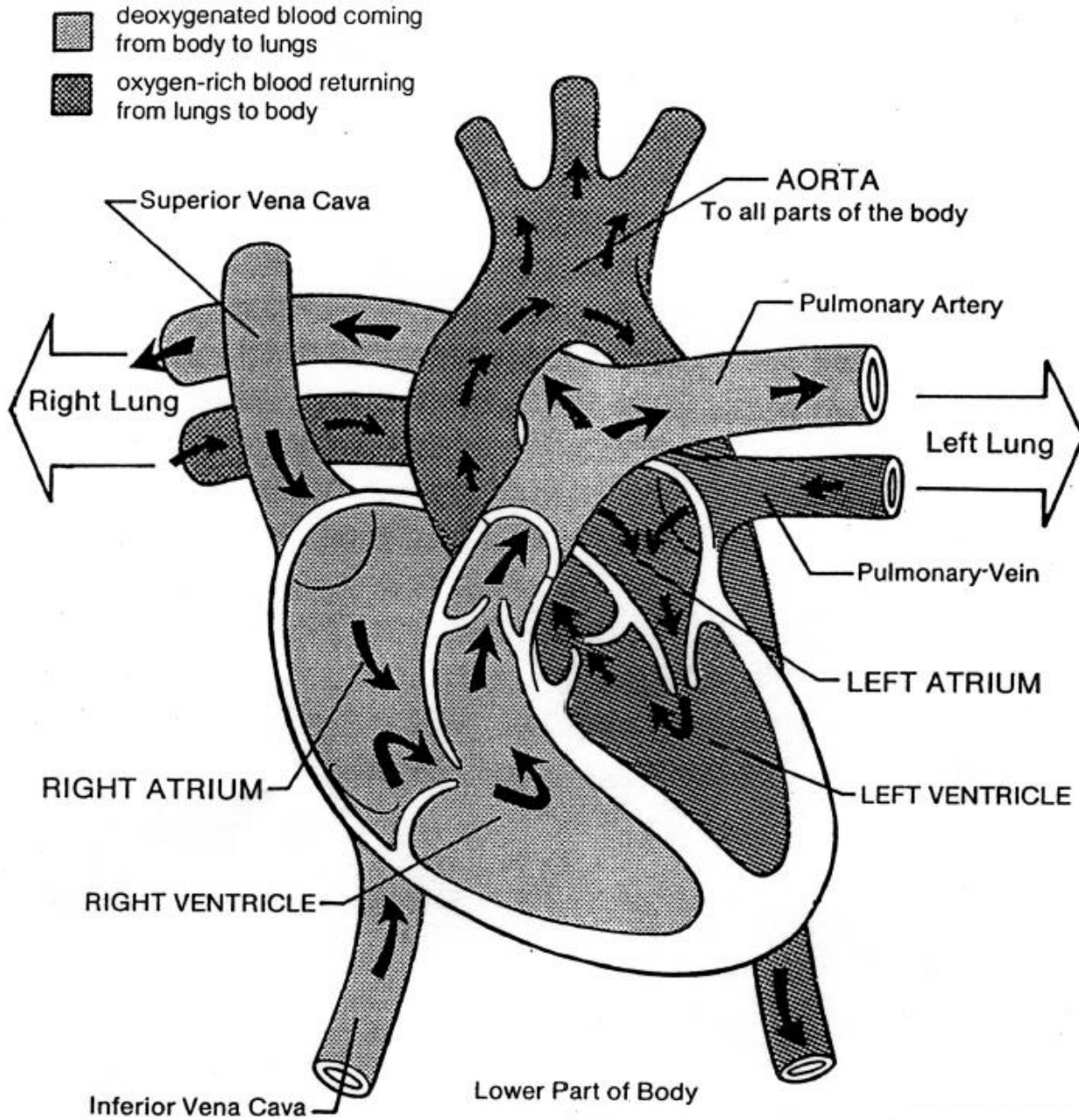
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