**Title:** Respiratory System – flash cards/story writing

Name: _________________________________ Date: _________________________________

Subject: _______________________________ Grade: ________________________________

**Content:** (Topic) Respiratory System

**Instructional Strategies:** (Specific)

- Interactive instruction – brainstorming, discussion
- Direct instruction – structured overview, compare and contrast, listening and viewing
- Experiential Learning – project work, inventing

**Outcomes:**

| HB5.2 – Investigate the structure, function of the respiratory system |

**Indicators:**

| (a) Explain at least two functions of the human respiratory system |
| (b) create a written representation of the location of the major organs in the respiratory system |

**Cross Curricula Competencies:**

Develop thinking, developing illiteracies

**Prerequisite Learning:**

**Adaptive Dimension:**

Students struggling with concepts or activities can be paired up to work on flashcards.

**Preparation/materials:** have overhead showing the respiratory system functions, be knowledgeable in the various functions. Have pre-made flash cards ready, 6 per student.
-Flashcards (pre-cut), 6 per students  
-markers  
-pens  
-respiratory system overhead  
-journals

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<th>Set: (5 min)</th>
<th>Classroom Management Strategies</th>
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| -ask students what they remember about the respiratory system  
-show the overhead and walk through the diagrams |

| Development: (30 min) | Only answer students who raise their hands and are sitting quietly.  
-Secure attention – give signal, wait until still and listening  
-Clear concise directions, using eye contact  
-Check for understanding – ask students to explain procedure, ask if there are any questions  
-Circulate the room  
-Encourage participation and collaboration at appropriate times  
-Encourage students to be positive about theirs and others ideas. |

- Talk with students about the various functions of the respiratory system.  
-Write some definitions on the board that the class helps to create.  
-Pass out 6 flash cards to the students and tell the students that they will be creating their own flashcards to help them with their studying.  
-The front side will have a picture of the respiratory system; students will color the part of the respiratory system that the particular flash card deals with.  
-On the backside of the card students will write out the definition.  
-This will be repeated on all six cards.  
-Once students have finished this they can write in their journals.  
*Students will pretend that they have been shrunken down to fit into the passages of the respiratory system. They will describe their journey. How did they get there? What did the ride in (if anything), what did it look like, what did it smell like, were there any adventures along the way. What kinds of things did they see? How did they feel?
**Development: (30 min)**

Talk with students about the various functions of the respiratory system.

Write some definitions on the board that the class helps to create.

Pass out 6 flash cards to the students and tell the students that they will be creating their own flashcards to help them with their studying.

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**Extensions:**

Students can draw a picture of their journey.

Only answer students who raise their hands and are sitting quietly.

Secure attention – give signal, wait until still and listening

Clear concise directions, using eye contact

Check for understanding – ask students to explain procedure, ask if there are any questions

Circulate the room

Encourage participation and collaboration at appropriate times

Encourage students to be positive about theirs and others ideas.