6th Grade Science Hyperdoc for April 13th - April 17th

Learning Target: Support the claim that body systems are connected and interact.

Focus of the week: Skeletal and Muscular Systems

Links to each day's work

Monday 4/13 | Tuesday 4/14 | Wednesday 4/15 | Thursday 4/16 | Friday 4/17

Monday (4/13) - Body Systems Review

Engage

Please watch the video National Geographic: Human Body 101

After watching the intro video↑, answer these questions:

1. Which four systems create an **infrastructure** that supports all the other systems (Stuck? Rewatch from 0:38-0:47)?
   -
   -
   -
   -
2. Which three systems **regulate** the body's environment?
   -
   -
   -
3. Which two systems work together to provide **energy** to the body?
   -
   -
4. What is the one body system responsible for **creating life**?
   -

Explain

We are going to learn about each of the body systems one by one over the next few weeks. We will begin with the Skeletal System.

View this Skeletal System Information Sheet. Answer the following questions:

What are 3 of the functions (or jobs) of the skeletal system?

(Stuck? Look at the first sentence at the top of the Skeletal System Information Sheet.)

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-
-

Name 4 of the bones shown in the arm and hand.

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-
-
-

What is cartilage? Where might you find it in your body?

Check Point

If you are unsure of an answer in the Check Point, you may want to refer back to the Skeletal System Information Sheet (above).

1. Which of the following is **NOT a job of the skeletal system**?
   A. Support and movement
   B. Protection of internal organs
   C. Helps fight infection
   D. Mineral storage

The answer to #1 is:

2. **True or false**: the skeletal system is made entirely of compact bone.

The answer to #2 is:

STOP

Tuesday (4/14) - Skeletal System

Explore

Play this interactive game to help you learn the scientific names of bones.

You can refer back to the Skeletal System Information Sheet if you are still learning bone names.

Answer the two questions below.

Which bones are easiest for you to remember? Why?

Which bones are most difficult to remember? Why?

Check Point

Watch this Brainpop Video: Skeletal System.
Use the login and password from below.

- Brainpop Login: pattonmiddle
- Brainpop Password: brainpop

Do this Brainpop Quiz

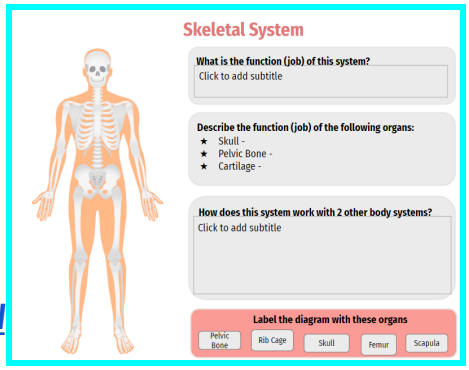
I got **out of 10**

STOP

Wednesday (4/15) - Skeletal System

Apply

Carefully read these Directions↓



1. **Go to the "Body Systems Slides" assignment that has been posted in google classroom.**
2. **Read through slides 1-4**
3. **On slide 5, record what you have learned about the skeletal system. *(Stuck? Use the skeletal system information sheet)***
   - ➔ **Describe the function (job) of that system**
   - ➔ **Describe the function (job) of the organs listed.**
   - ➔ **Describe how the system works with 2 other systems**
     - ◆ Think, how does it help another system, how does it work together with another system to get something done?
   - ➔ **Label the diagram by using the line tool and dragging the organ labels.**
     - ◆ Don't know how to use the line tool? Watch this video.
     - ◆ Not sure what to label? Google "skeletal system labeled"

Check Point

Please take this Skeletal System Exit Ticket

Extend: Above and Beyond!

Optional: If you are done with all of the required steps above and want to take this a bit farther, you can:

- ★ Write 10 scientific bone names (cranium, not skull) on index cards or pieces of paper.
- ★ Place/tape them in the correct location on you, your sibling, or your stuffed animal (or anything with "bones").
- ★ Take a picture of your model and email it to your teacher.

STOP

Thursday (4/16) - Muscular System

Engage

★ Watch this Brainpop Video: Muscle Systems
- Brainpop Login: pattonmiddle
- Brainpop Password: brainpop

Explain

View this Muscle System Information Sheet. Fill in the following table with information about the muscle system. ***(Stuck? Look at the first sentences at the top of the information AND the text on the left side of the sheet.)***

Fill out the blue boxes below↓

Type of muscle	Where is it found?	Can you control it?
Cardiac		NO

Voluntary: something you CAN control

Involuntary: something you CANNOT control

What can muscles do for our body? ***(Stuck? Look at the first sentences at the top of the Information Sheet.)***

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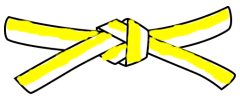
-

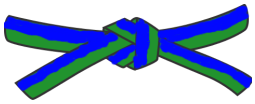
Explore

WATCH ONE: Choose your level to learn more about the muscular system.



[Yellow Belt]

The Basics



[Blue Belt]

Next Steps

[Black Belt]

Expert Mode

Write two things you learned and one question you still have, from the belt that you chose.

-
-
-

Check Point

If you are unsure of an answer in the Check Point, you may want to refer back to the Muscular System Information Sheet.

1. Where would you find **involuntary** muscles?
   A. Your arm
   B. Your mouth
   C. Your stomach

The answer to #1 is:

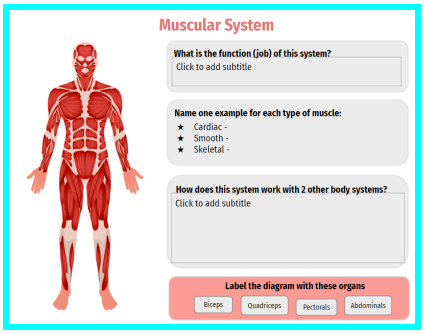
2. Place the following events in sequence: A) Your arm moves; B) An impulse travels along a nerve; C) You decide you want to move your arm.

The answer to #2 is:

Friday (4/17) Muscular System

Apply

Carefully read these Directions↓



Go to the "Body Systems Slides" assignment that has been posted in google classroom.

On slide 6, record what you have learned about the muscular system. ***(Stuck? Use the muscular system information sheet)***

- ➔ **Describe the function (job) of that system**
- ➔ **List one example of each type of muscle.**
- ➔ **Describe how the system works with 2 other systems**
  - ◆ Think, how does it help another system, how does it work together with another system to get something done?
- ➔ **Label the diagram by using the line tool and dragging the organ labels.**
  - ◆ Don't know how to use the line tool? Watch this video.
  - ◆ Not sure what to label? Google "muscular system labeled"

Check Point

Please take this Muscular System Exit Ticket

Extend: Above and Beyond!

Optional: If you are done with all of the required steps above and want to take this a bit farther, you can…

Look through the options for building your own muscle(s). Choose one to create at home! ***(Be flexible with supplies: use floss instead of yarn, or macaroni instead of a straw).***

- Build a hand
- Build a different Hand

Take a picture and paste it below - OR - Record a video and email it to your teacher.

My Muscular Model
Take a picture of your model and insert it here↓


TURN IN