



2.1

<p>The taste buds on my tongue “taste” the food. My teeth grind the food into smaller pieces.</p>	<p>My saliva (spit) mixes with the food. It turns the food to mush. I can swallow the food.</p>
<p>The mush goes down a tube to the stomach. The tube is called the esophagus.</p>	<p>My stomach muscles mix the food. The food becomes a soupy liquid. Food stays in the stomach for about four hours.</p>
<p>The small intestine breaks down food. Juices from the liver mush up the food. Good things from the food go into the blood.</p>	<p>The blood takes the good things to parts of the body where they are needed.</p>
<p>The body has taken all the things it needs from the food. Waste is left behind. It goes through the large intestine and out the body.</p>	





3.1

<p>Table Sugar</p> <p>Description: _____</p> <p>_____</p> <p>_____</p>	<p>Brown Sugar</p> <p>Description: _____</p> <p>_____</p> <p>_____</p>
<p>Powdered Sugar</p> <p>Description: _____</p> <p>_____</p> <p>_____</p>	<p>Clear Liquid</p> <p>Description: _____</p> <p>_____</p> <p>_____</p>

I think the clear liquid is _____ because _____



4.1

Food Flowchart Cards

Food		
Proteins	Carbohydrates	Fats
<p>make strong muscles heal wounds provide energy</p>	<p>are the main source of energy for our body</p>	<p>carry vitamins provide energy</p>
<p>sample sources: meats, dairy products, eggs, and nuts</p>	<p>sample sources: bread, rice, pasta, cereals, fruit, and beans</p>	<p>sample sources: butter, oil, mayonnaise, and fried foods</p>





5.1

glucose	glucose
glucose	glucose
glucose	glucose





5.2

Blood and Glucose Model

Directions: Complete the T-table. The first one is done for you.

My Role Play	Real Life
Students in the class	Blood in the body
The cards my teacher gave out	
Shoe boxes	
Getting more cards	
Getting rid of cards	
Students holding more cards	

Name two things you can do to have less glucose in the blood.

1. _____

2. _____

