

What's Inside Stuffee? PreK to Grade 1

DESCRIPTION

Anatomy for little ones! In this 45-minute program students explore the basic body systems that help us breath, eat, exercise and live a healthy life. Meet Stuffee and explore the plushie 'organs' his body uses to survive, explore nutrition, and practice social emotional skills.

OBJECTIVES

- At an age-appropriate level, describe the basic anatomy and physiology of the digestive, respiratory, and cardiovascular systems.
- Identify the major organs in the body, such as the heart, lungs, stomach, and brain.
- Compare how different foods and different exercise levels make the body feel, and explore how to use that knowledge to make more informed choices for individual health.

OHIO'S LEARNING STANDARDS

Kindergarten

- K.LS.1: Living things have specific characteristics and traits.
- K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- K.MD.1 Identify and describe measurable attributes (length, weight, and height) of a single object using vocabulary terms such as long/short, heavy/light, or tall/short.
- K.MD.2 Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute, and describe the difference. For example, directly compare the heights of two children, and describe one child as taller/shorter.
- SL.K.1 Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Physical Education Benchmark A: Identify health benefits as reasons to value physical activity.

Grade 1

- 1.LS.1: Living things have basic needs, which are met by obtaining materials from the physical environment.
- SL.1.1 Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Before your Program

If you are visiting us at the Museum...

If this will be your first trip to the Museum for some of your students, you may want to discuss the following questions:

- What is a Museum? Why are we going to the Cleveland Museum of Natural History?
- How should we handle objects at the Museum?
- Use the vocabulary and additional resources provided in this Teacher Guide to preview or review program content with your class

If you are joining virtually...

How you can help us make this virtual field trip a success:

- If your students are joining us from your classroom computer, please arrange your room and projection screen so everyone can see us clearly.
- Please test your visual and audio connections prior to the day of the program. If you would like us to facilitate a test connection with you, we are happy to do so.
- If you and your students are joining us from your homes, we will have an educator monitoring the Chat feature for questions. We request that you or another staff person serve as a Co-Host to help monitor students for any inappropriate Chat or camera behavior.
- If you will have a hybrid class (some at school, some joining from home), our educator will monitor the Chat and camera behavior, and we reserve the right to temporarily move any disruptive students to our Waiting Room so we or school staff can correct the undesired behavior.
- If you prefer, we can turn off all cameras and interact solely via the Chat feature.



VOCABULARY

anatomy – the study of the structures that form the bodies of living things.

diaphragm – a muscle below the lungs that moves up and down to push air in and out of the lungs.

digestion – the process of breaking food down into nutrients that can be absorbed by the body and used for energy.

esophagus – a tube in the throat that is made of muscle and squeezes food from the mouth down to the stomach.

heart – a muscular 4-chambered pump that pushed blood through all the blood vessels in the body.

intestine – long, muscular tubes in the body that help break down food further after it has gone through the stomach and allow nutrients to be absorbed to the bloodstream. Humans have a large intestine and a small intestine.

kidneys – these two organs clean your blood by filtering wastes out and passing them to your bladder. You then get rid of the wastes when you urinate (go pee).

liver – an organ that produces bile, a liquid that helps to break down the fats that we eat.

lungs – organs that allow oxygen from the air that you breathe to enter your blood, and carbon dioxide to leave the blood. They are connected to your nose and mouth by a hard tube called the trachea.

nutrients – materials that provide living organisms with energy they require for life and growth.

organ – in animals and plants, a part that is adapted to perform a specific task.

pancreas – this organ sits near the stomach and produces insulin, a liquid that helps our body to use and control how much sugar is in our blood. If your pancreas is not working properly, doctors call it diabetes.

stomach – a muscular bag-like organ that receives swallowed food and physically squishes it while adding acid to break the food down into a soupy liquid called chyme.



ONLINE RESOURCES FOR TEACHERS AND STUDENTS

Click the link below to find additional online resources for teachers and students. These websites are recommended by our Museum Educators and provide additional content information and some fun, interactive activities to share with your class.

[Eat a Rainbow](#)

[The Way I Feel read aloud](#)

[Rainbow Relaxation Mindfulness Exercise for Children](#)

[Watermelon, Watermelon body percussion play along](#)

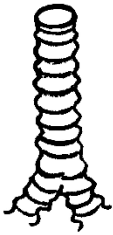
CMNH Educators regularly review these links for quality. Web addresses often change so please notify us if any links have issues.

Cleveland Museum of Natural History <http://www.cmnh.org>

EXTENSION ACTIVITIES

1. Attached you will find two worksheets for the students to review the organs they will see during the 'What's Inside Stuffee?' program. For younger students, the first worksheet has organs labeled for them to color. For older students, the second worksheet shows Stuffee with all his organs for students to label and color.
2. Ask your students if they can feel their diaphragm working. Have them stand or sit up very straight, and place one hand just above their belly button. Tell them to take a deep breath and try to breathe without moving their chest or shoulders. Next, have them try lying flat on the floor while they take a deep breath. Ask the students where they feel movement while in this new position.

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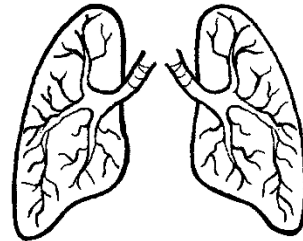
Esophagus



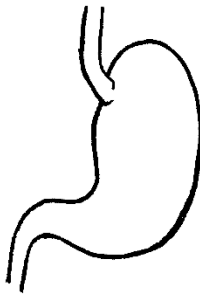
Heart



Lungs



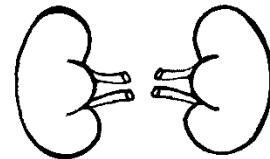
Stomach



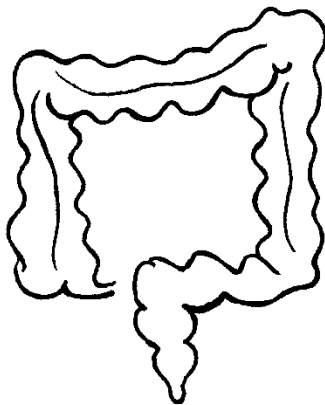
Liver



Kidneys



Large Intestine



Small Intestine

