

Horizons

Health

Grade 3


Student Book





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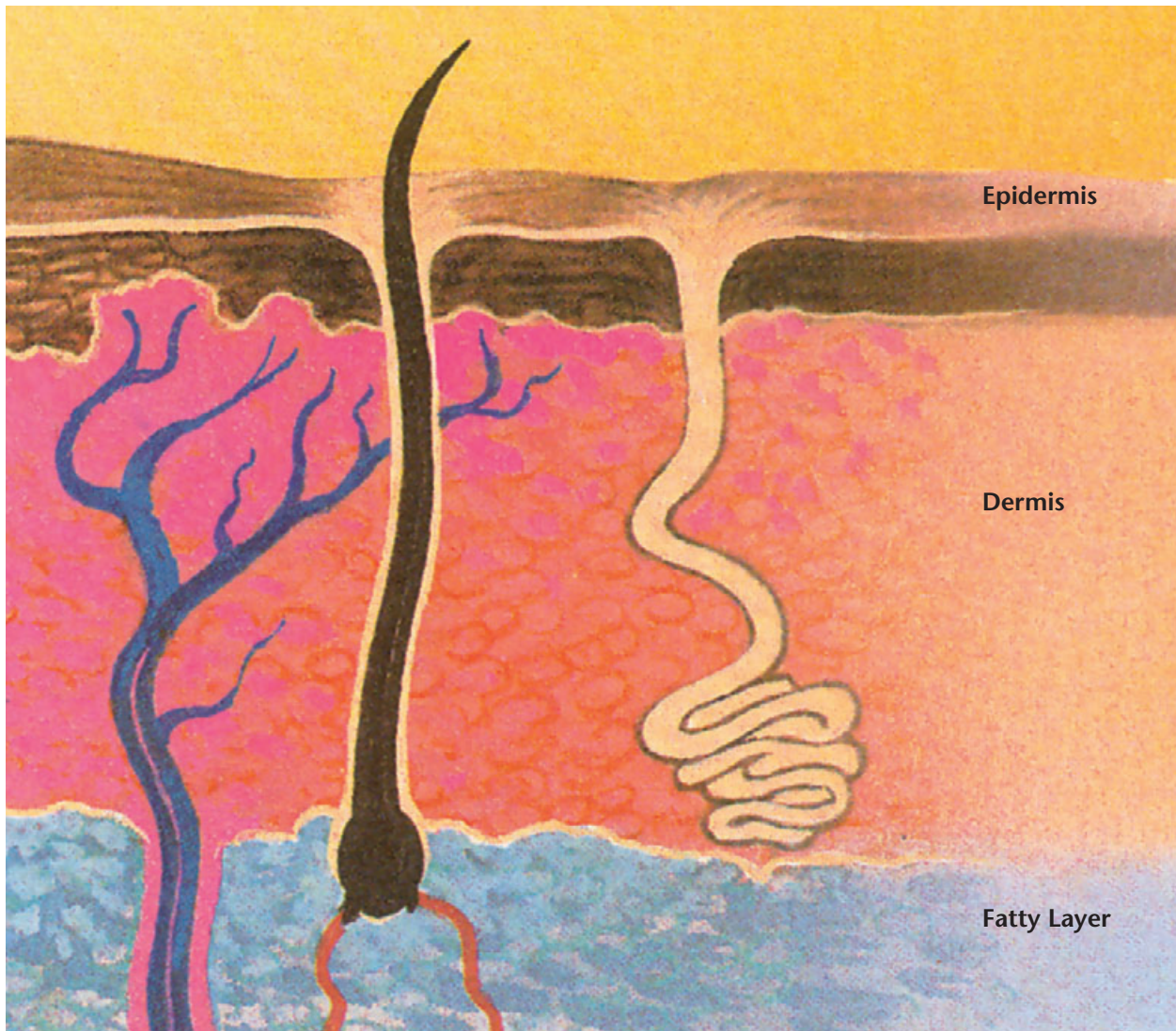
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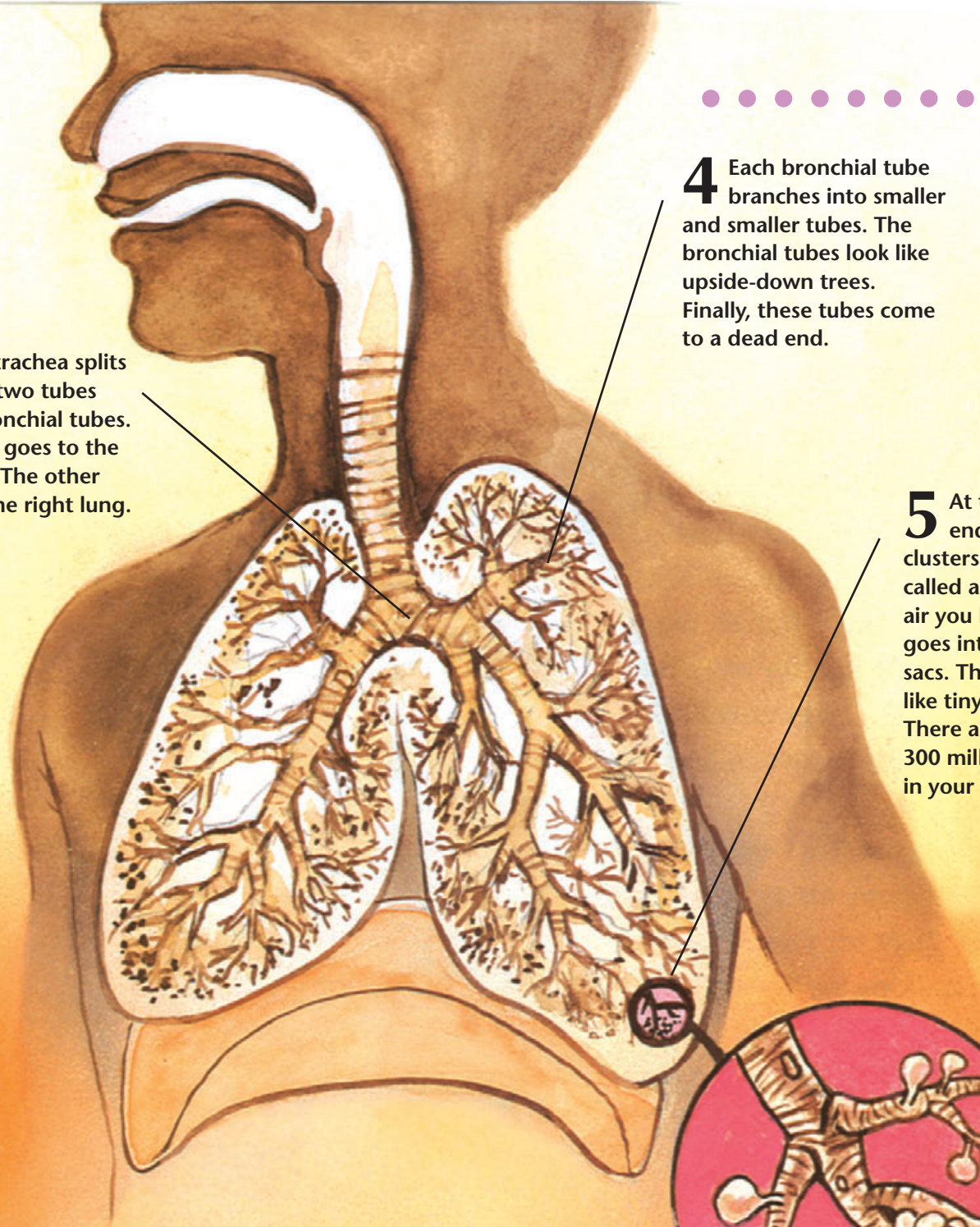


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What is Your Skin Made Of?

The outer layer of the skin is the **epidermis**. The epidermis is mainly made of dead skin cells. Under the epidermis is a thicker layer of skin called the **dermis**. The dermis gives skin its springiness. The nerve endings and sweat glands are found in the dermis. Below the dermis lies a **fatty layer**. This layer helps to keep you warm.





3 The trachea splits into two tubes called bronchial tubes. One tube goes to the left lung. The other goes to the right lung.

4 Each bronchial tube branches into smaller and smaller tubes. The bronchial tubes look like upside-down trees. Finally, these tubes come to a dead end.

5 At the dead end are clusters of air sacs, called alveoli. The air you breathe goes into these air sacs. They fill up like tiny balloons. There are about 300 million alveoli in your lungs.

6 What happens next? Your lungs do a very amazing thing. They trade oxygen for carbon dioxide. How? The alveoli are surrounded by capillaries. Because the alveoli have very thin walls, gases can pass right through. Oxygen passes through the walls and into capillaries. At the same time, carbon dioxide in the "used up" blood in capillaries passes into alveoli. When you breathe out, you get rid of the waste gas.



Communicating with Family Members

What Do You Say, Dear?

What kind of messages do you send each day to members of your family? Take a moment to think about it.

You probably send many different kinds of messages. You give information. You share ideas. You tell about experiences. You try to control actions (“Don’t leave without me!”). You express your feelings.

You’ve probably developed certain ways of sending messages, too. All of us develop these habits. But sometimes it’s helpful to stop and think about how we talk to others.

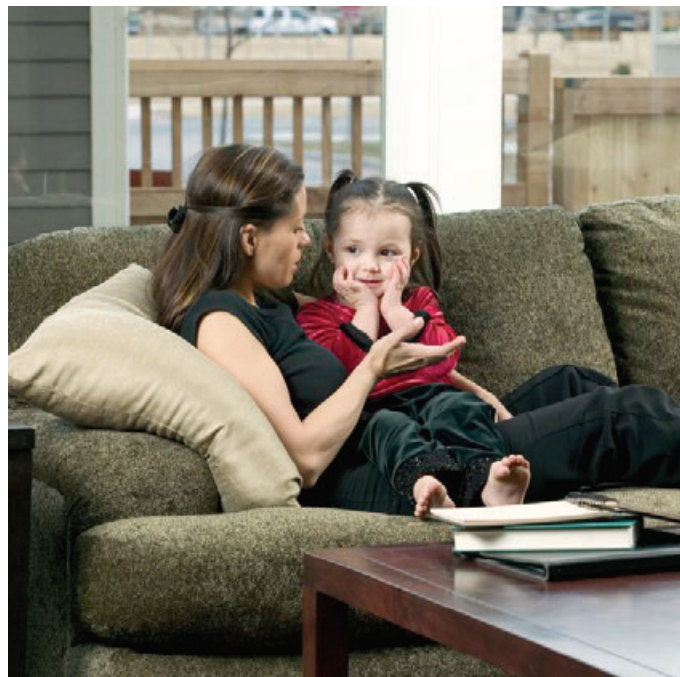


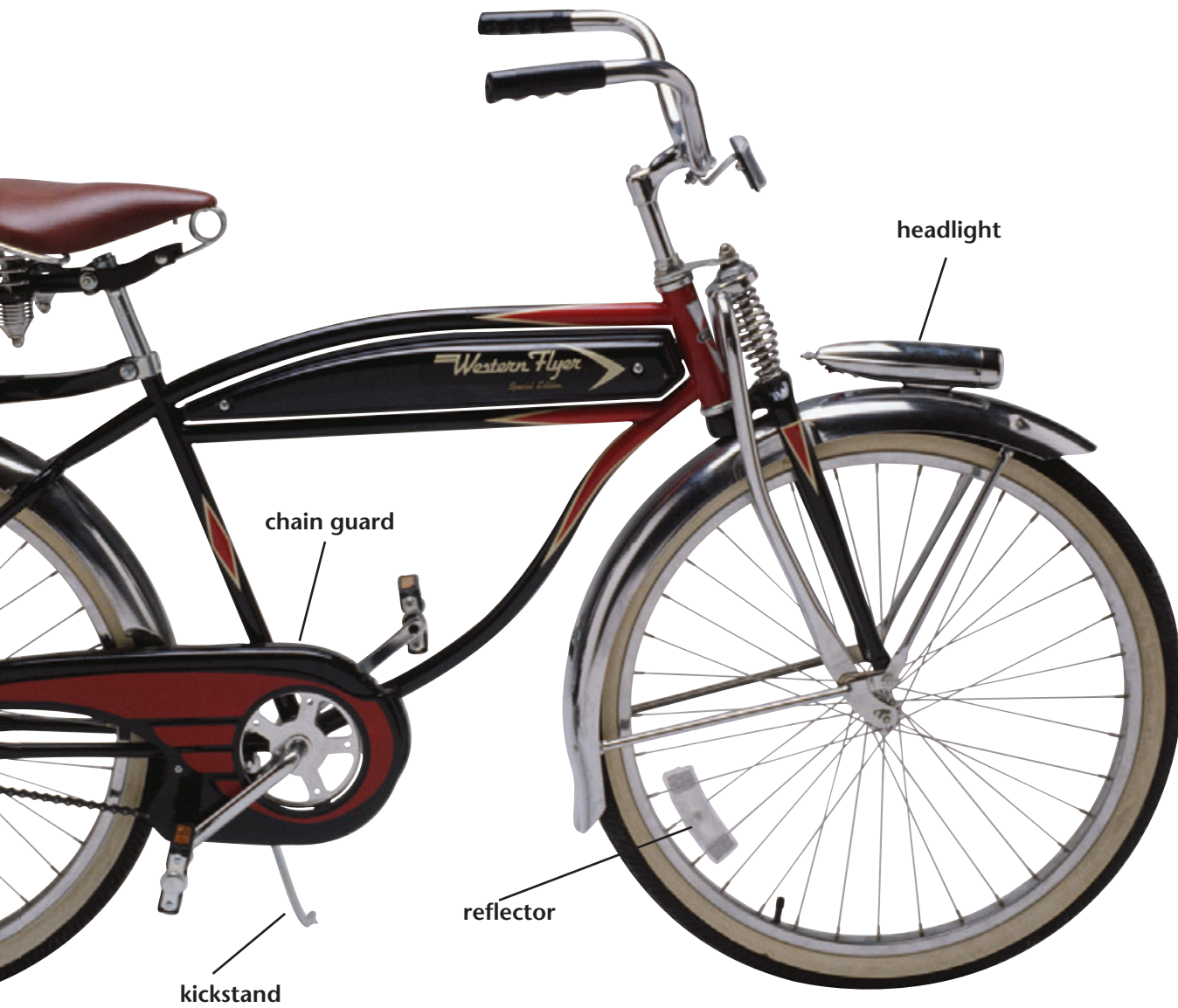
Sending “I” messages

You or I, what is the best choice?

“You” messages talk about the other person and what the other person does. These messages are often hurtful. “You” messages seldom change the way things go.

“I” messages let the other person know what you really want. These messages are honest. They share real feelings—without being hurtful. Using “I” messages is a caring way to communicate with members of your family. “I” messages bring good results, too!





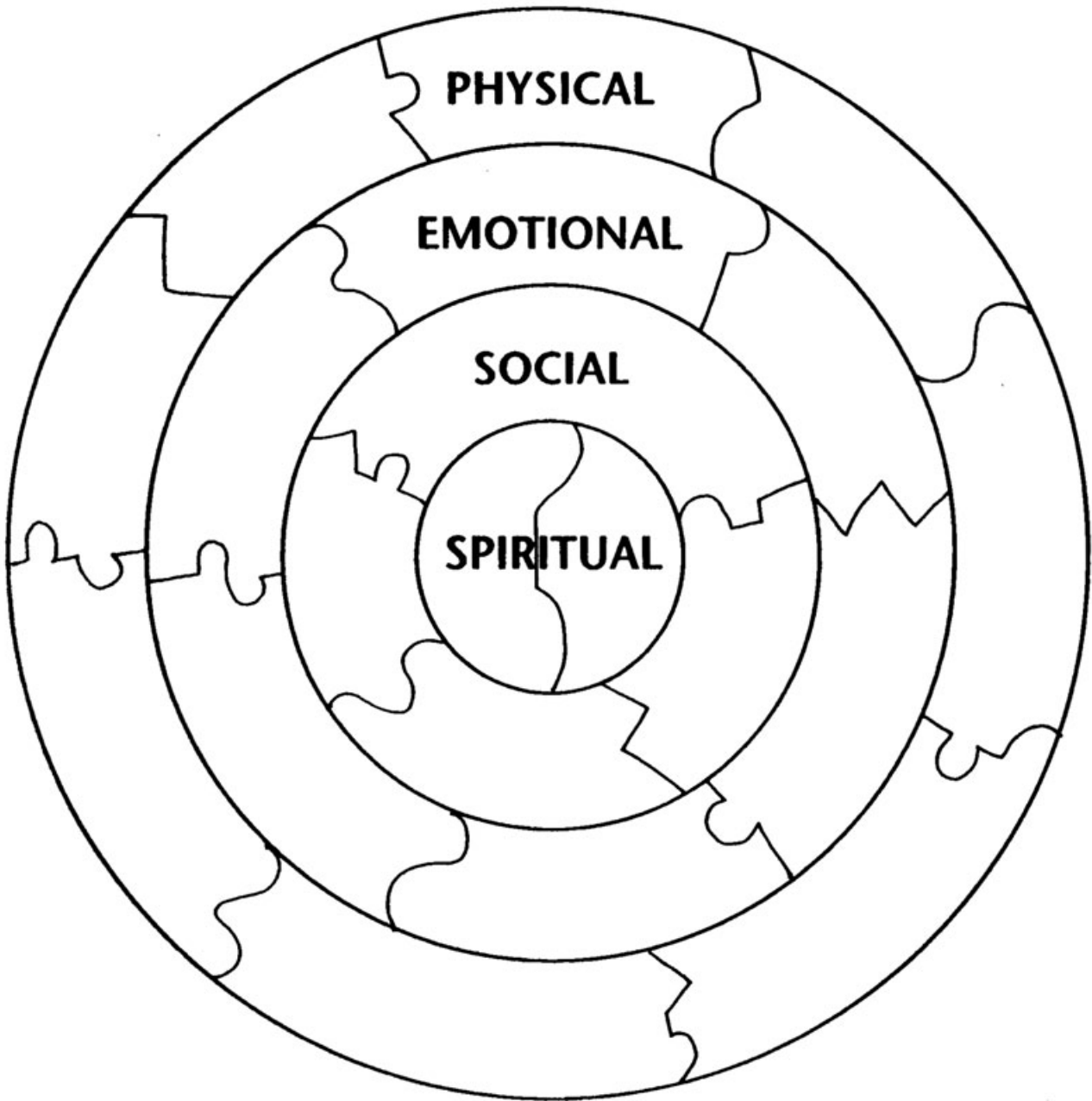
THINK IT OVER

- What can you do to make sure your bike is safe?
- What rules help bike drivers to ride safely?
- How do following these safety rules help keep others safe?

Name: _____

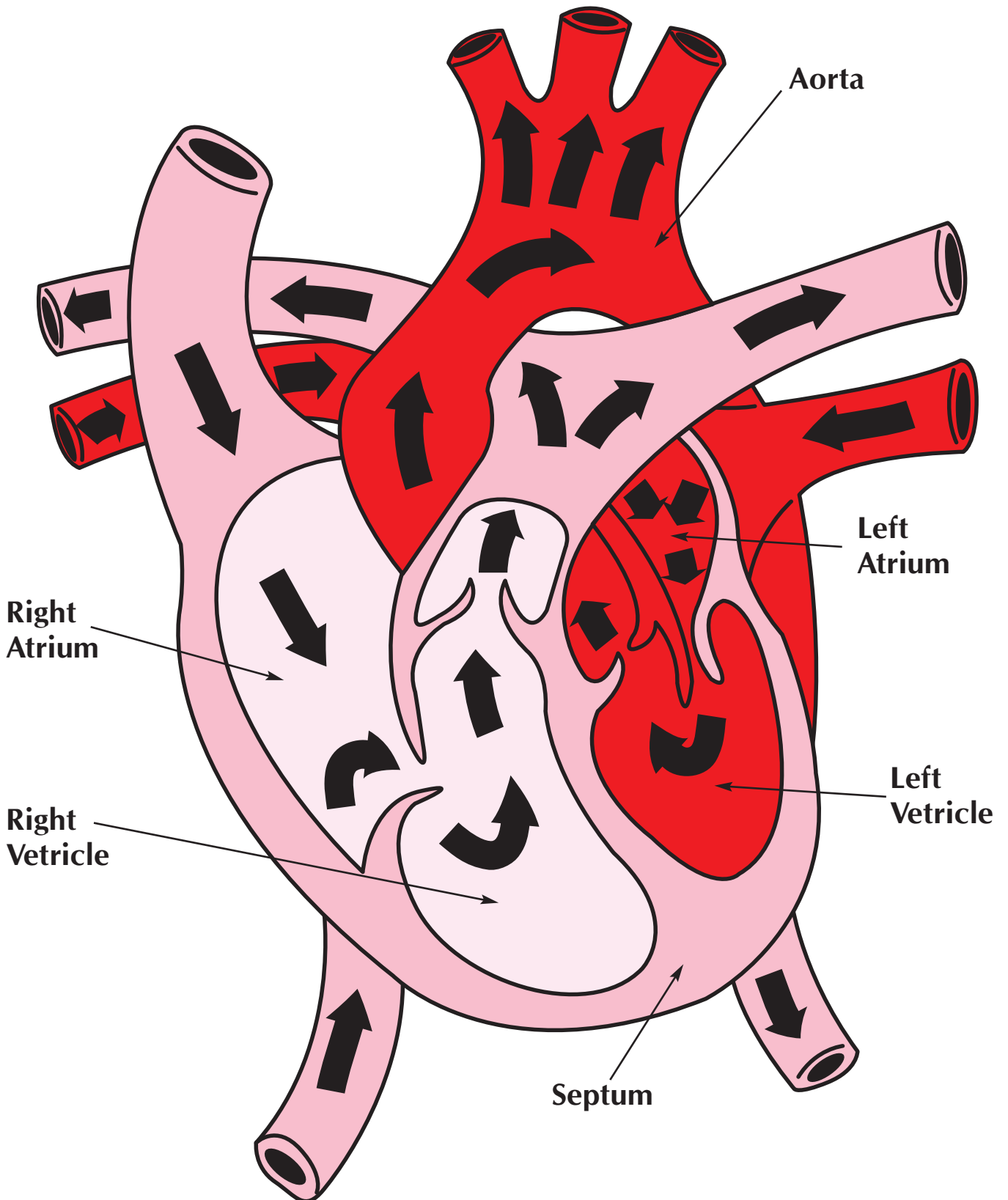


Color the puzzle pieces. Cut out the pieces of the outer, “physical” ring. Write a word or phrase on the back of each piece that describes that part of who a person is. Do the same thing with the other three rings. When the puzzle is completely cut apart, shuffle the pieces and reassemble the puzzle.



Name: _____

The Heart

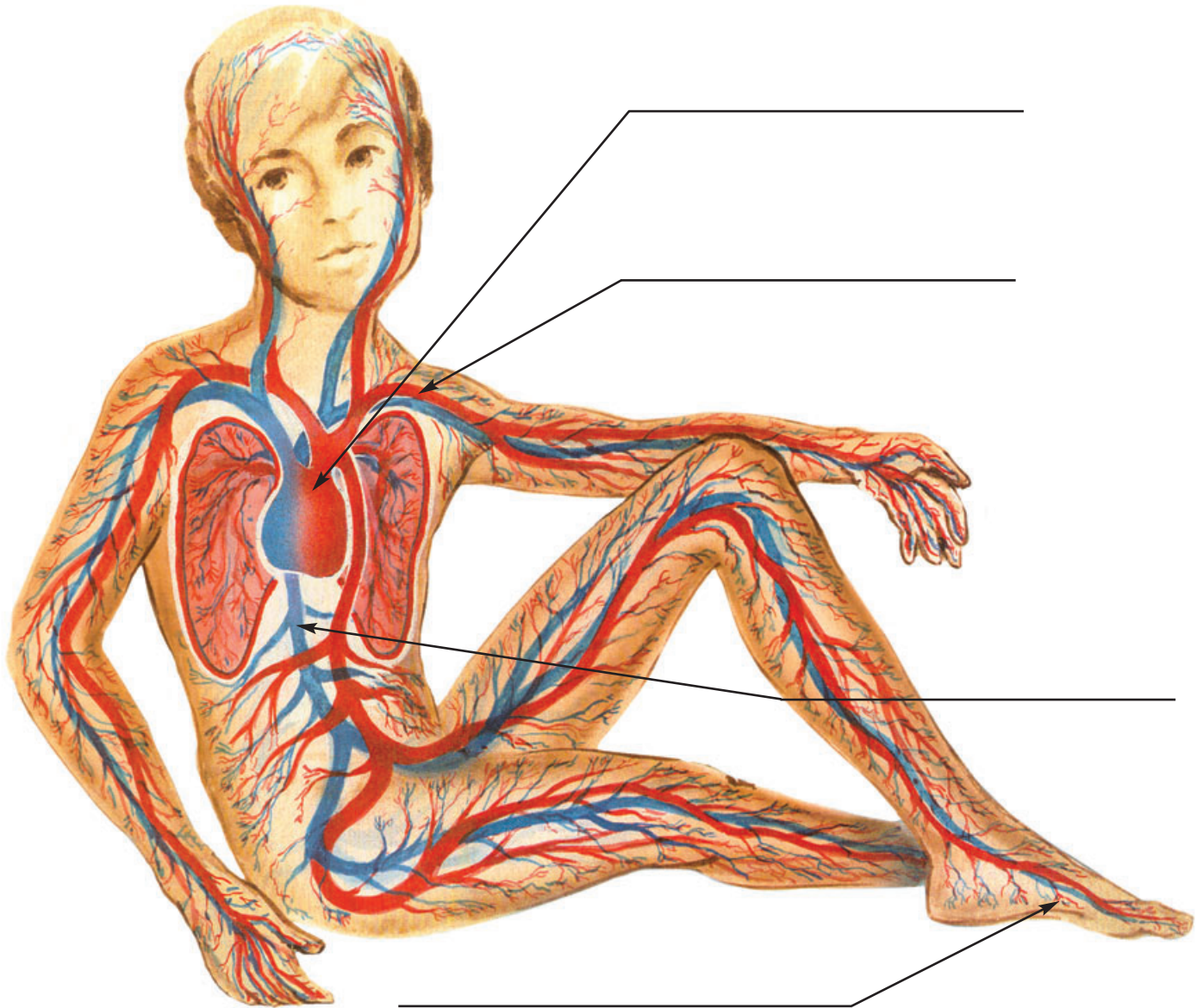


Name: _____

The Circulatory System



Fill in the blanks with the words from the word bank.



Word Bank

veins

arteries

heart

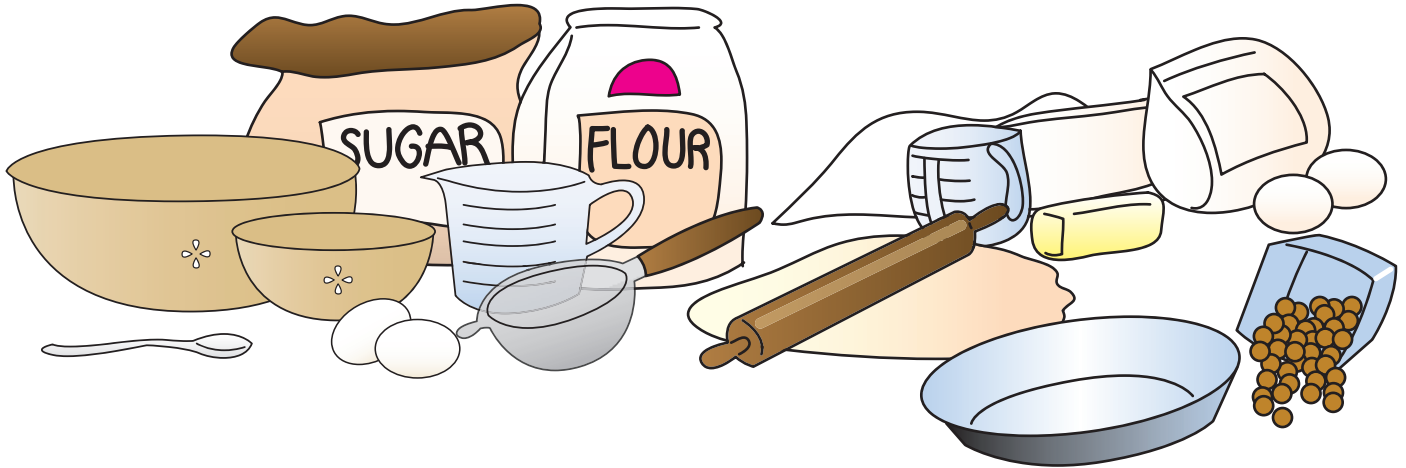
capillaries

Name: _____

Recipe for Friendship



Complete these activities.



Write down the ingredients needed for friendship.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

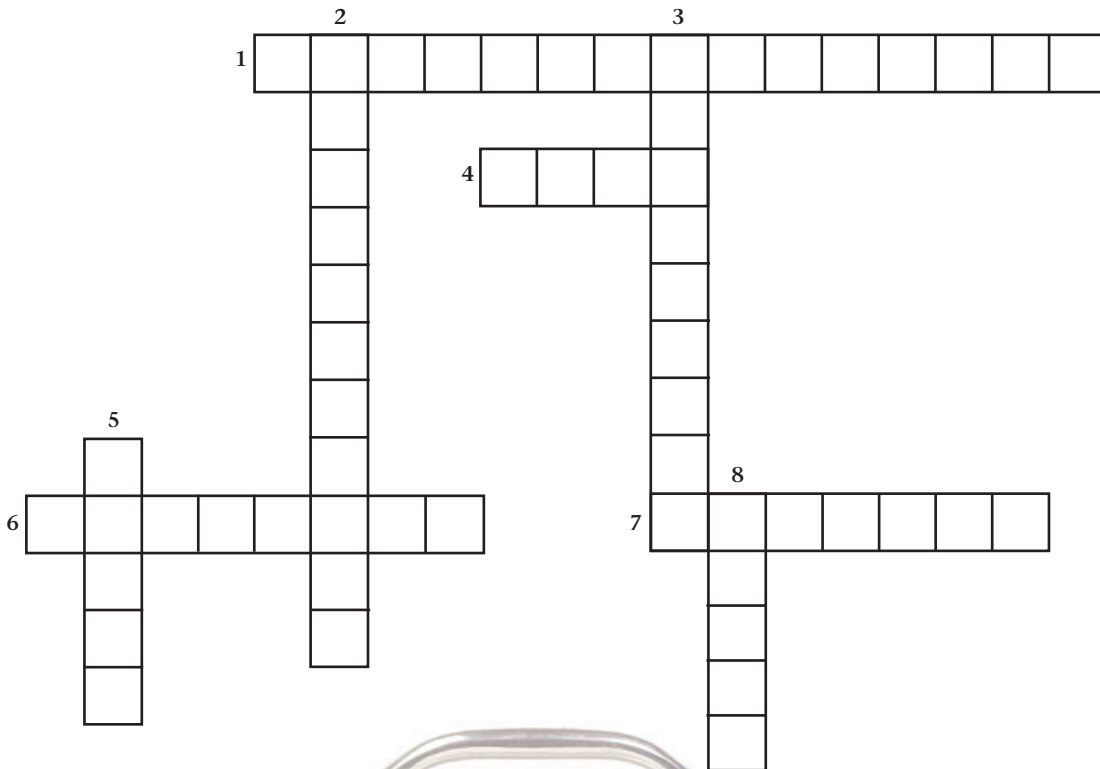
Using your list of ingredients, write down what makes a friend.



Name: _____



Use the words in the toolbox to complete the crossword puzzle.



Across

- _____ means paying attention to someone when they speak to you.
- God's law for families is to _____ one another.
- Help someone see a better way to do things by using _____ messages.
- Letting other use your things is _____.

Down

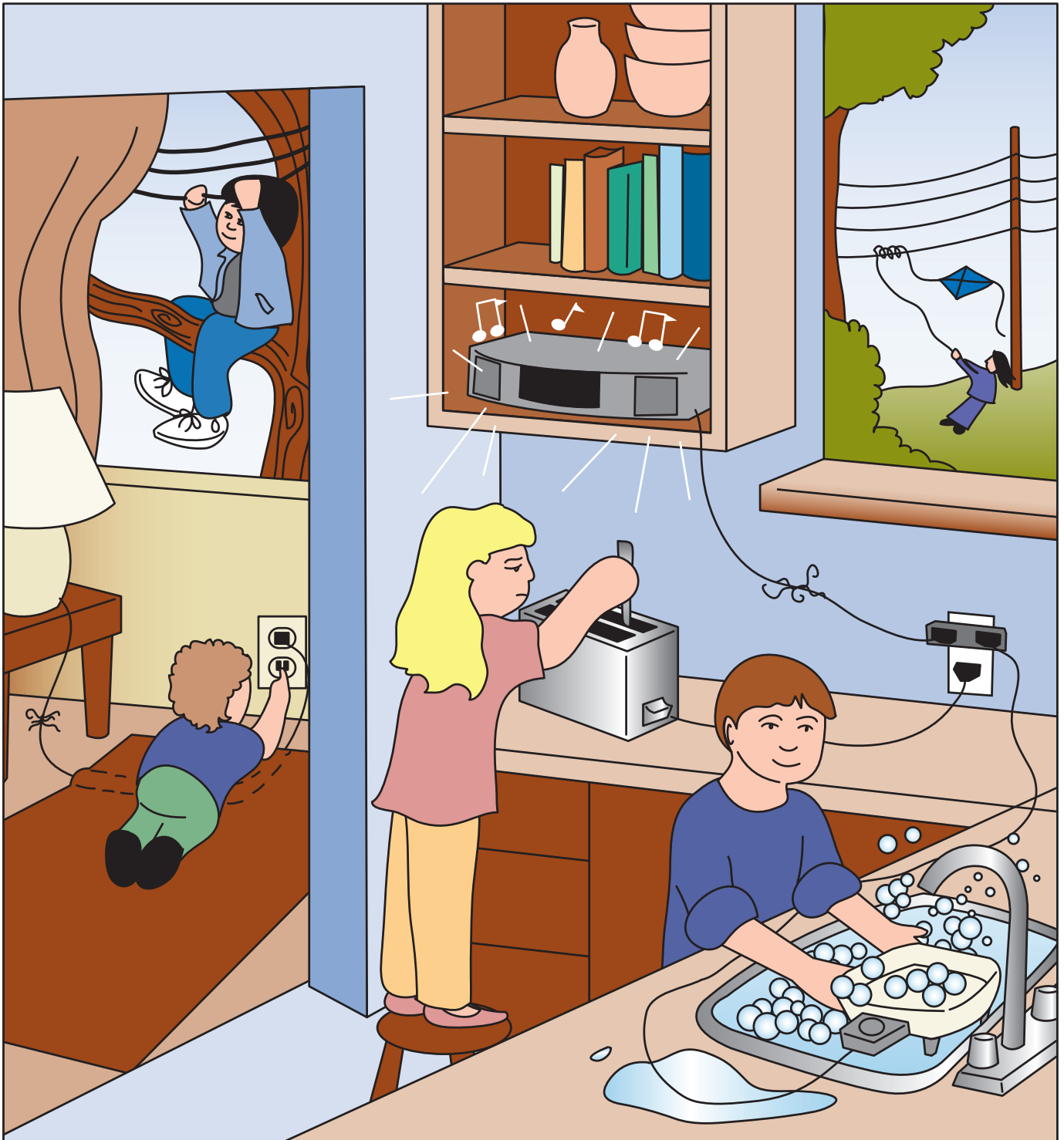
- Working together for the good of all is _____.
- Let the other person know what you want by using _____.
- The Bible says to _____ your mother and father.
- _____ was the best way to handle things when Daddy fell into the pond.

Name: _____

Electrical Hazards



Circle the ten electrical hazards in this picture.



Horizons

Health

Grade 3

Teacher's Guide



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LESSON 5: LOOKING INSIDE—YOUR BONES

Preparation/Materials

- For Step 4 experiment:
 - leg bone of a chicken or turkey (clean, with no meat on it)
 - vinegar, enough to cover the bone
 - jar with lid
- Student books
- Student Activity
- Optional: model of human skeleton

Objective

- Students will identify two functions of bones: protection for soft parts of the body and support for the body.

Background

The human skeleton provides the body with a framework. Each part of the skeleton is marvelously shaped to fit its specific purpose.

Its bones provide solid support for the muscles and skin. Bones also protect important organs such as our brain and lungs.

To do their job, bones must be strong and rigid; mineral deposits (a balance of calcium and phosphorus salts) provide this necessary hardness. But bones must also be resilient; their porous construction helps them to resist bumps and blows.

The experiment in Step 4 demonstrates what happens when the minerals in bone are dissolved. If you want to set up a control for this experiment, put another bone in a jar of water and watch what will—or will not—happen. (*Note:* Because this experiment takes two to three weeks, begin it at the beginning of the unit if you want to observe the results during this lesson. Or you can start the experiment during the lesson and then observe changes each day.)

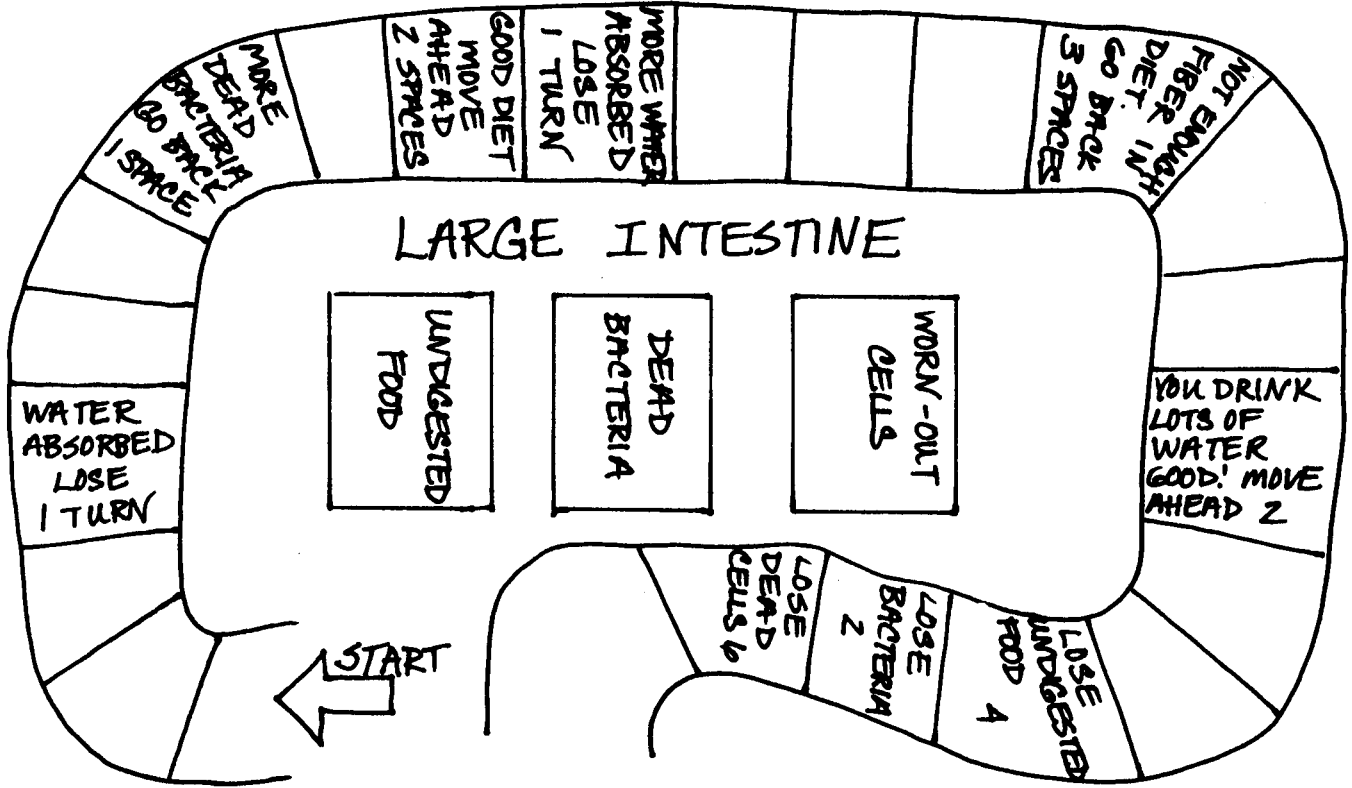
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Lesson

1. Tell students that in the last lesson they took a look under the skin and found muscle. In this lesson they'll see what's under the muscles. Have the class turn to the student book to look at the picture of the human skeleton. If you have a large skeleton model, display it. What's under the muscle? (Bone.)
2. Have students feel some of their bones. Start on the head and feel the skull. Feel around the eye sockets. Press fingers in front of the ears and open and close the jaw. Where is the jawbone?

Continue exploring body bones by feeling the collarbone and breastbone. Can students count how many ribs they have? Have them reach around and feel the backbone. Why do they think there are so many bones in the back? Then go on to feel bones in the leg and ankle and foot.

3. **Student book.** Consider the question of why we have bones. Ask: "Why do we need a skeleton?" Give students time to reply to this question, and then turn to the student book and read "Your Skeleton" and "All Kinds of Bones." Two functions of bones are



Some students may wish to also to design games for lungs and skin. For example, they could design a lung game in which players get rid of several carbon dioxide cards by moving from alveoli, to bronchial tube, to windpipe (trachea), and on out of the mouth/nose. Players could make the trip from the alveoli for each carbon dioxide card they hold.

Make the game(s) available for students to play during free time.

LESSON 2: BICYCLE SAFETY

Preparation/Materials

- Student books
- Optional: contact AAA or local police department for brochures on bicycle safety.

Objectives

- Students will identify causes of bicycle accidents.
- Students will list safety rules for bicycle drivers.

Background

Since many students in grade 3 are beginning to bike further away from home, they need to be alerted to hazards of biking. Stress that bicyclists must “go with the flow” of traffic and are expected to follow traffic rules.

Although this lesson centers on bicycle safety, we suggest that teachers be aware of new play fads or equipment and the possible safety hazards they present, adding safety instruction as necessary. The proverbial “ounce of prevention” is the rule here.

.....

Lesson

1. Introduce the lesson by asking how many class members (or their family members) have had bicycle accidents. Explain that this lesson will help students be safe bicycle riders.
2. Discuss the main causes of bicycle accidents. Work as a class to develop a list of causes, or have groups of students work together to make lists and then compare them. Some causes to include:
 - improperly maintained bike (malfunctioning brakes or horn, no reflectors or light for night riding)
 - road hazards (potholes, loose gravel, patches of mud, leaves, soft shoulders)
 - parked car problem
 - turning vehicles
 - bicycle “ride-outs”(riding into the roadway from driveways or from between parked cars without looking)
 - bad weather conditions (rain, ice patches)
 - not yielding to pedestrians
 - not obeying traffic regulations, signs, and signals
 - not signaling intended actions
3. **Student book.** Direct the class to the student book section entitled “Wanted: Expert Drivers.” Note that students have pinpointed some causes of bicycle accidents; now they are going to learn ways to avoid accidents and stay safe when they are riding bicycles.

LESSON 10: LIVING IN A HEALTHY COMMUNITY

Preparation/Materials

- Student books
- Optional: invite a resource person from a community agency to discuss what the agency does to promote community health

Objectives

- Students will become aware that members of a community depend on each other for maintaining a healthy community.
- Students will identify places/services in the community that help to keep the community healthy.
- Students will take responsibility to contribute to community.

Background

The health of a community is protected by government codes and laws that set standards for air and water quality, housing, food handling and storing, and other important basic services or aspects of community life. Local councils and agencies monitor and enforce compliance.

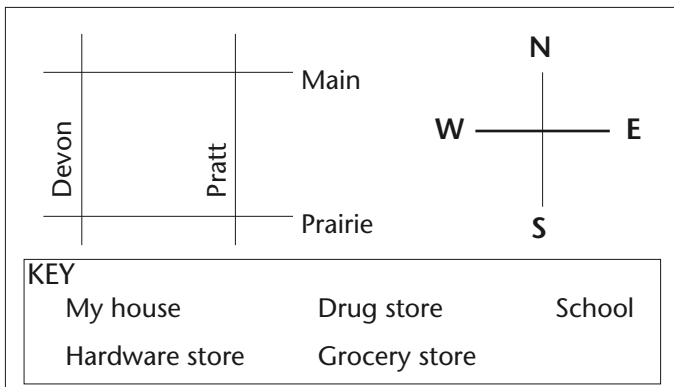
This lesson raises student consciousness of community health issues and encourages them to take their share of responsibility for the health of the community.



Lesson

1. Briefly introduce the topic of community health: “Throughout the unit, we have been talking about what each person can do to keep himself or herself healthy, but in order to build a healthy lifestyle we also need to depend on many other people in our community.” Tell students that in this lesson they will be thinking about how the community helps them to be healthy. Ask: “Is there such a thing as a healthy community? How can a community be healthy?” Tell students that’s one question they’ll be thinking about in this lesson.

2. On the board draw a simple map and have students copy the map on a piece of paper. Tell students that they are to think about places in the community that help make the community healthy. Offer or elicit one or two suggestions (hospital and drug store or pharmacy). Show students how to make a key to mark these places on the map.



Direct students to draw in as many places as they can think of. They should be prepared to tell how the place or the people working there help to make the community a healthy place. Students can work in groups to help each other complete the maps.