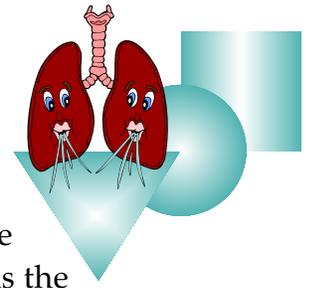


# Mapping Pulmo Park

## Student Information Page 1A



### Activity Introduction:

Can you imagine that each day we breathe in about 20,000 times and by the time we're 70 years old, we will have taken at least 600 million breaths? These breaths keep us alive and are accomplished by a remarkable system known as the respiratory system. As you map *Pulmo Park*, you will learn the landmarks of the lungs, how they support the respiratory system and how to keep your lungs healthy!

### Activity Overview:

This energetic activity is designed to help you explore the parts of the respiratory system and create an understanding of lung health. After reading and responding to the *Landmarks Background Information*, you will complete an energetic activity called, *Landmarks*. This is a vocabulary rotation game in which you and your friends will learn to recognize important respiratory landmarks and their functions. You will then complete an assessment of the health of your lungs called, *My Road Blocks*. This activity will allow you to explore the functions of the lungs and how the health of our lungs is affected by many interrelating circumstances. After determining the health of your lungs, you will complete a set of questions called *Clearing My Road Blocks*. Be ready to discuss these questions with the class before writing a reflection called *Fortunately, Unfortunately*, where you will describe the condition of your lungs. The teacher will provide a rubric for evaluating your narrative called *Landmarks Rubric*. You may choose to extend this activity in a creative collage of the lungs called *Street Media*.

### Activity Materials:

- ★ Projected image of the respiratory system.
- ★ *Landmarks Background*
- ★ *Landmarks* cards
- ★ Copy of *My Road Blocks*
- ★ Copy of *Clearing My Road Blocks*
- ★ Copy of *Fortunately, Unfortunately*
- ★ Copy of *Landmarks Rubric*
- ★ Extension: *Street Media*

### Activity Instructions:

1. The teacher will set up the class for playing the game *Landmarks*. A large, unlabeled image of the respiratory system will be displayed in the front of the classroom. This image will be a display of the respiratory system with circles of information missing. The game cards will be used to label the projected image.



LESSON 1  
ACTIVITY 1A

2. One side of the game card will say “**Your word is...**” followed by a vocabulary word. The other side will say “**My word means...**” followed by a definition. The teacher might elect to have students rotate through the chain of words before making matches to the projected image.
  - A. Pass out all of the game cards—one to each student. *Start with the “Your word is...” side up.*
  - B. The first student reads from the card, “My word means...”
  - C. Another student will have a card that reads, “Your word is...” followed by the answer. The student then turns the card over and reads “**My word means...**” followed by the definition of a new word.
  - D. The next person that matches continues and the class rotates through all the vocabulary words. This forms a vocabulary “chain”.
  - E. On their turn, students check their cards for stars and place them on the large projected image. (Only pictures with stars will be placed on the projected image.)
  - F. The object of the game is to get cleanly around the rotation without teacher assistance or intervention. Once students have practiced, challenge them to complete the round faster and without errors.
  - G. More instructions are found on the *Student Information Pages*, and in the teacher management suggestions.
2. After completing the game, it is now time to take a “reality check” on your lung health. The teacher will give you a copy of *My Road Blocks*. Take your time and do your best to check the items with careful thought. Read the instructions and total the score carefully.
3. After completing *My Road Blocks*, you will be given *Clearing My Road Blocks*, a series of questions that will help you understand important factors in maintaining lung health. The teacher will lead a class discussion of this information.
4. After the discussion, you will be given a copy of the *Landmarks Rubric* which will show you how the teacher will evaluate your narrative.
5. You will use *Clearing My Road Blocks* to help create a narrative called, *Fortunately, Unfortunately* where you reflect on things that might have jeopardized your lung health and things that has maintained your lung health.
6. A wonderful extension to this project (and a possible substitute for the narrative) is to create a piece of *Street Media* that advertises the importance of lung health.

