

## Where Does It Go?

**Introduction:** Students use different parts of their bodies, like their arms and legs, as they “Walk Across Texas!” In this lesson, children learn that they also use parts that they can’t see, like their hearts. The lesson is adapted from a lesson idea on the American Heart Association’s website at: <http://www.americanheart.org/presenter.jhtml?identifier=3003096>.

**Grade Level and Subject:** Kindergarten and 1st Grade P.E., Language Arts, Health Education

**TEKS:** Science: Kindergarten – 4A, 4B, 5A  
1st Grade – 6B, 7A  
Language Arts: Kindergarten – 1A, 1B, 1C, 1D, 1E, 10A, 10C  
1st Grade – 1A, 1B, 1C, 1D, 1E, 10A, 10C, 13A  
Health Education: Kindergarten – 1C, 4B  
1st Grade – 1B, 4B

**Materials:** Chalk, “What Am I?” article, several 12-inch lengths of rubber tubing, dishpan, measuring cup, water (red food coloring can be added)

### Activity:

1. Read aloud the riddle at the beginning of the article, “What Am I?” and confirm that the answer is “the heart.” Read the rest of the article aloud, and have students participate at the appropriate times. *What did you learn about the heart in this article?* (Answers will vary. Children may mention that the heart is a muscle that works all the time; it is a kind of pump; the heart beats faster after exercise.) *What does the heart pump?* (Blood) *Where does the heart pump blood?* (To every part of the body)
2. Draw a large figure 8 on the chalkboard or on chart paper. Put an X in the middle where the lines cross each other. Give children pieces of chalk or markers, and let them take turns tracing the figure 8 beginning at the X in the middle. Children may also trace the figure 8 pattern on their own bodies. *Where did you start tracing the figure 8?* (At the X) *Where did you finish tracing the figure 8?* (At the X) Point out that the heart is like the X on the figure 8. Trace the figure 8 again while explaining that blood goes from the heart to the lungs, back to the heart, from the heart to the body and back to the heart. Expand the figure 8 to include a box labeled *Heart* in the middle, a box labeled *Lungs* at the top, and a box labeled *Body* at the bottom. Then trace the path – Heart, Lungs, Heart, Body, Heart – several times, and ask children to name the parts as you trace. Explain that the heart, lungs, and blood vessels are the main parts of the circulatory system and that the heart is the pump that pushes the blood through the system.

3. Display the dishpan filled with water, the measuring cup, and the pieces of rubber tubing. Let children examine the tubes. *What do you notice about the inside of the tubes?* (They are hollow.) *What do you think will happen to water if you put it in the tube?* (It will run through.) Let children take turns using the measuring cup to pour water through the tubes and into the dishpan. Explain that just like the water in the rubber tubes, blood goes to all parts of the body through tubes. These tubes, called *blood vessels*, are also part of the circulatory system.

**Evaluation:** Observe students for appropriate listening behavior and for participation in the discussion and activity.



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