

# Lesson 7: Respiratory and Skeletal Systems and Tuberculosis

Teacher Notes

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## Objectives

1. Students will be able to identify the functions of the respiratory and skeletal systems
2. Students will be able to explain what causes TB and how it is transmitted.
3. Students will find out how to protect against TB
4. Students will identify where to get more information about TB

## Pre-lesson

### Sequencing and Writing (15 minutes)

1. Read the passage explaining the respiratory system.
2. Then have students put the sentences in order. Have them number each sentence, starting with 1.
3. When students have finished numbering the sentences, have them write them below.

## Lesson – choose from any of the following activities

### Vocabulary Card Match (10 minutes)

1. Copy and cut up the Vocabulary Card Match page with the vocabulary word and the definitions.
2. Give half of the students a vocabulary word and the other half the definition.
3. Students walk around and try to match themselves with the correct definition.
4. Students can also play “Memory” with the cards and a partner.
5. Discuss bone problems and have students write ways to prevent osteoporosis

### Conversation (10 minutes)

1. Have students read the asthma dialogue with a partner.
2. If time, have the students perform this dialogue in front of the class.
3. Talk about the doctor’s recommendations for Lee, as a class.

### Reading Comprehension (15 minutes)

1. First read the passage about tuberculosis to the class.
2. Next have students read the passage silently.
3. Then have the students read aloud with a partner, taking turns.
4. Have the students complete the questions with a partner or individually.
5. Correct as a class.

### Reading Comprehension (15 minutes)

1. First read the passage about tuberculosis prevention to the class.
2. Next have students read the passage silently.
3. Then have the students read aloud with a partner, taking turns.
4. Have the students read each sentence and circle True or False, with a partner or individually.
5. Correct as a class.

## Assessment

### Quiz (5-10 minutes)

1. As a formal assessment, give the quiz at the end of the lesson.
2. Check the quiz individually, or as a class.

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3. Give informal feedback to students as you circulate and listen to them read, check questions and activities.

## Extension

### Glossary (10 minutes)

1. Have students write a variety of sentences about the respiratory system and tuberculosis, using the glossary.

## Appendix of Internet Resources

Websites to check out:

- Tuberculosis (TB) Education and Training - Minnesota Department of Health:  
<https://www.health.state.mn.us/diseases/tb/hcp/trng.html>
- What you need to know about Tuberculosis - Center for Disease Control and Prevention: <https://www.cdc.gov/tb/communication-resources/tuberculosis-fact-sheet.html>