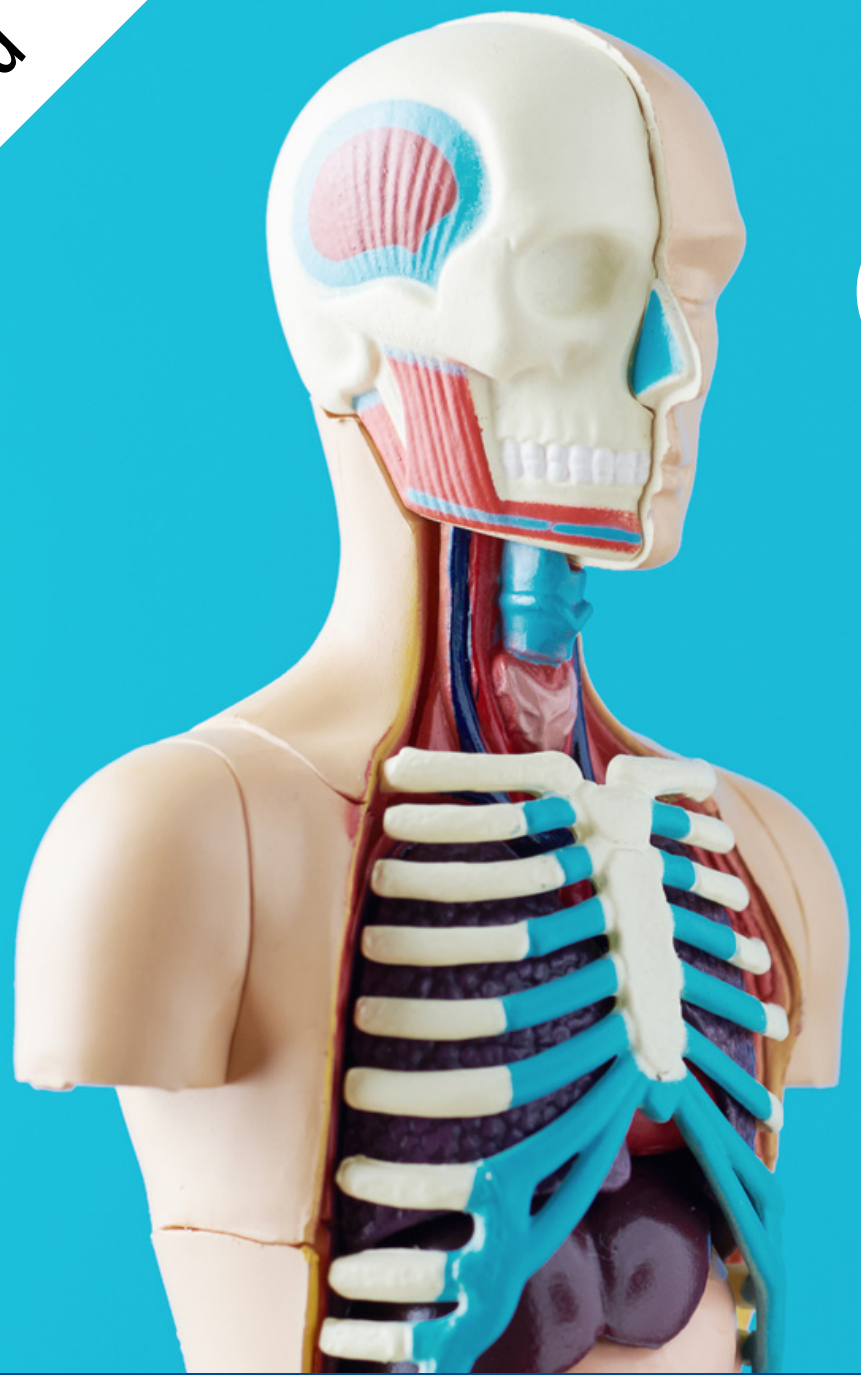


Special Ed



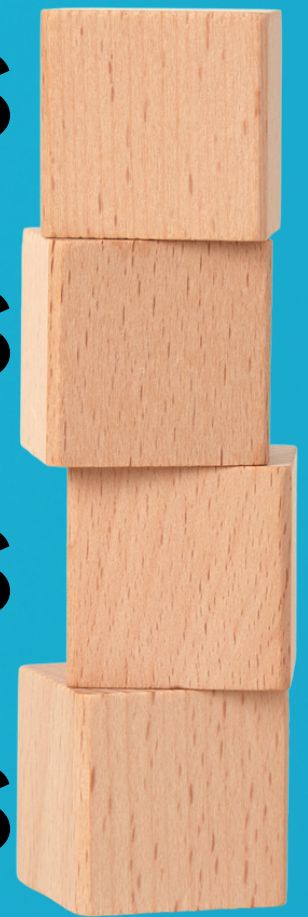
# LEVELS OF ORGANIZATION

ORGAN SYSTEMS

ORGANS

TISSUES

CELLS



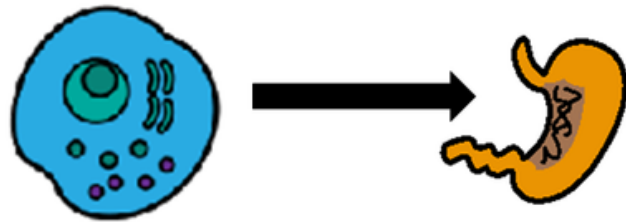
INCLUDES GOOGLE SLIDES



*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and needs things broken down into simple steps. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*

# Levels of Organization Unit

By  
Christa Joy  
Special Needs for Special Kids



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## Table of Contents

Pages	Activity
4-5	Vocabulary board
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26-31	Ordering activities
32-38	Matching activities
39-41	Maintaining Homeostasis
42-48	Vocabulary Sudoku
49-50	Vocabulary Word search
51-56	Cloze worksheets
57-67	Assessment
68-69	Terms of Use

Also included in this resource as separate files:

- Lesson plans
- Links and directions to digital activities
- PowerPoint **(this is the book in the lesson plan)**
- Voice recorded PowerPoint
- Activities in black and white

This unit contains 14 days of material that is in both printable and digital formats. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

It comes in 2 separate files. One in color and one in black and white.

# Levels of Organization

## Lesson Plan

### Preparation

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Book
  - Print out, laminate, and bind
  - OR your students can listen to the pre-recorded version
- Vocabulary cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and also one for the teacher to use in I Spy games

### Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

### Teaching Tips

- **Color Coding:** this is a really easy way to a activity. Outline or color in an empty box the corresponding picture symbols the same task.
  - For more info, read more here: <https://specialneedsforspecialkids.org/differentiation/>
  - I also have a blog post on differentiation <https://specialneedsforspecialkids.org/3-ways-easily-and-effectively/>
- **Make your own copies of the activities:** Ever yesterday. For that reason:
  - I often complete the activity myself so that I could use year after year.
  - My copies were also helpful as either more support or as a way for more work.

### Day 7


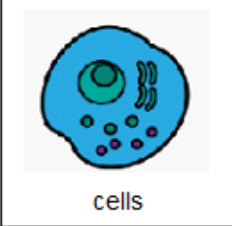

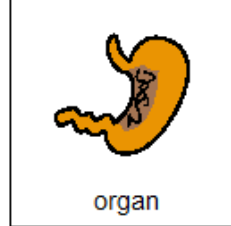
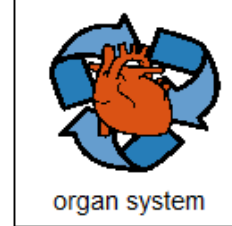
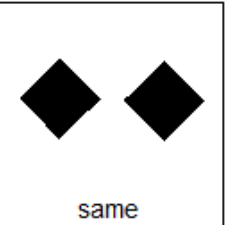

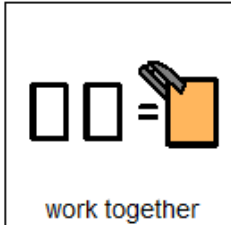
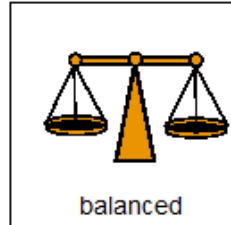
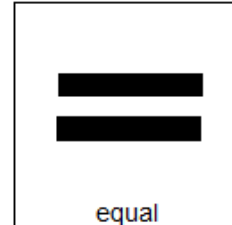
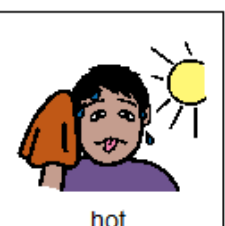

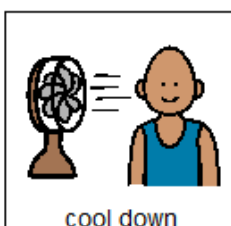




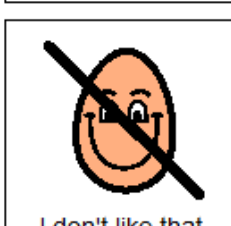
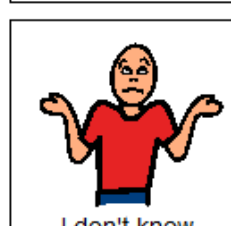
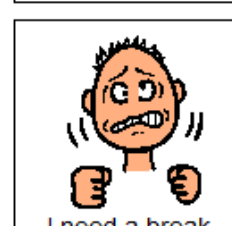
Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	<ul style="list-style-type: none"> <li>• Read through the story, asking lots of questions</li> <li>• Continue to make connections between book and vocabulary board</li> </ul>	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocabulary board</li> </ul>
Vocabulary cards <b>Bean Bag Toss</b> (10 minutes)	<ul style="list-style-type: none"> <li>• Glue the cut apart symbols to the paper plates (one on each plate)</li> <li>• Arrange them around the room</li> <li>• Students toss the bean bag trying to get it to land on a paper plate</li> <li>• Students retrieve the paper plate and share the vocabulary card they retrieved</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary cards</li> <li>• Vocabulary cards cut apart</li> <li>• Small paper plates (you can also use pieces of construction paper)</li> <li>• Bean bags</li> </ul>
Matching review (5 minutes)	<ul style="list-style-type: none"> <li>• Review the matching worksheet completed yesterday</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet completed yesterday</li> </ul>
Matching activities (10 minutes)	<ul style="list-style-type: none"> <li>• Do one of the matching worksheets</li> <li>• I provided a version with dashed lines for students to use if extra support is needed                             <ul style="list-style-type: none"> <li>◦ Also works as an answer key</li> <li>◦ Consider letting students use highlighters to increase engagement</li> </ul> </li> <li>• Make connections to the book as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• worksheet</li> <li>• highlighters</li> </ul>
Sharing (10 minutes)	<ul style="list-style-type: none"> <li>• Each student shares their finished matching activity with the group using the communication method of their choice</li> </ul>	<ul style="list-style-type: none"> <li>• Completed activity</li> <li>• Communication devices</li> </ul>

### Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Circle map</li> </ul>	8	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Matching activity</li> </ul>
2	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Circle map</li> </ul>	9	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Maintaining homeostasis</li> </ul>
3	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Circle map</li> </ul>	10	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards cut and p</li> <li>• Sudoku puzzle</li> </ul>
4	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Ordering levels</li> </ul>	11	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards cut</li> <li>• Word search</li> </ul>
	<ul style="list-style-type: none"> <li>• Book</li> </ul>	12	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards</li> <li>• Close w</li> </ul>
		13	<ul style="list-style-type: none"> <li>• Book</li> <li>• Voc</li> <li>• Cl</li> </ul>
		14	<ul style="list-style-type: none"> <li>• Ass</li> </ul>

The lesson plans contain:

- Overall tips for teaching students with significant needs
- A quick look at what you will do each day
- Detailed instructions on how that day's lesson should run

 living	 cells	 tissues	 organ	 organ system
 same	 job	 work together	 balanced	 equal
 hot	 cold	 cool down	 warm up	 automatic
 repeat that	 I like that	 I don't like that	 I don't know	 I need a break

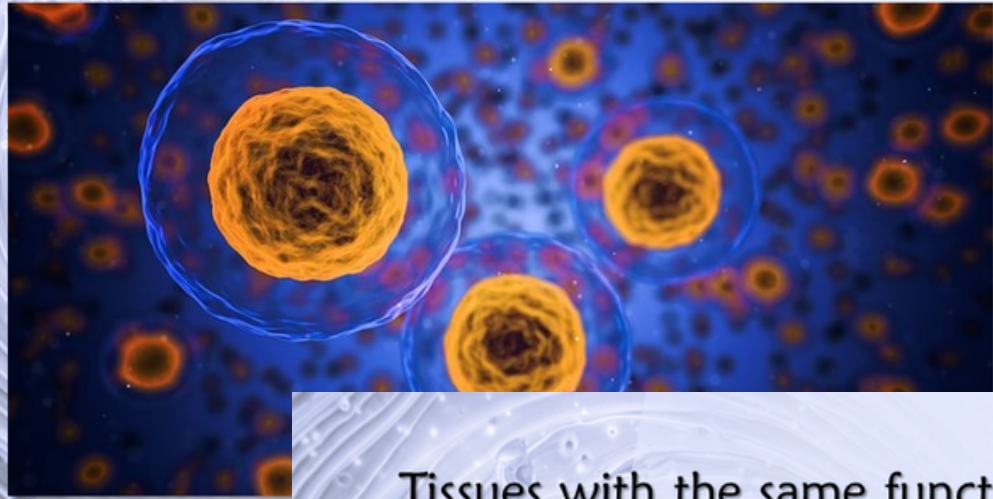
This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

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Everything that is alive is made up of **cells**. This includes plants, animals and even bacteria.



Tissues with the same function then come together to form **organs**.



There is a 29 page book with this unit using simple text and photos.

It comes in a PowerPoint version as well as a voice-recorded movie (mp4).

## organism

Any living thing.



## cell

Building block of all living things.



## tissue

Group of similar cells that perform a specific function.



## organ

Group of tissues with the same function.



## organism

Any living thing.



## cell

Building block of all living things.



## tissue

Group of similar cells that perform a specific function.



## organ

Group of tissues with the same function.



There are 7 vocabulary cards that come in color and black and white.

- Included are suggestions for group activities to do with these each day.
- There is also a cut-and-paste activity.

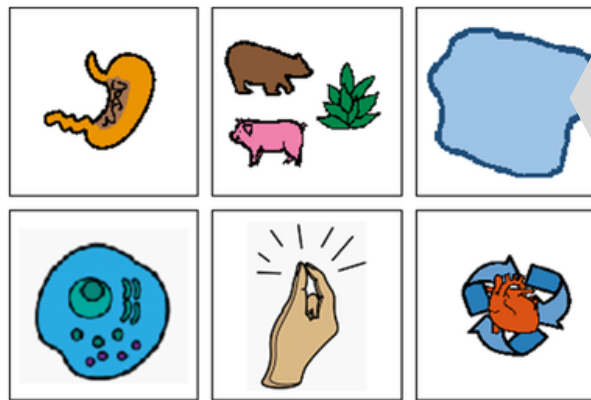
## organ system



## homeostasis



## involuntary



Group of tissues with the same function.

Keeping things the same.

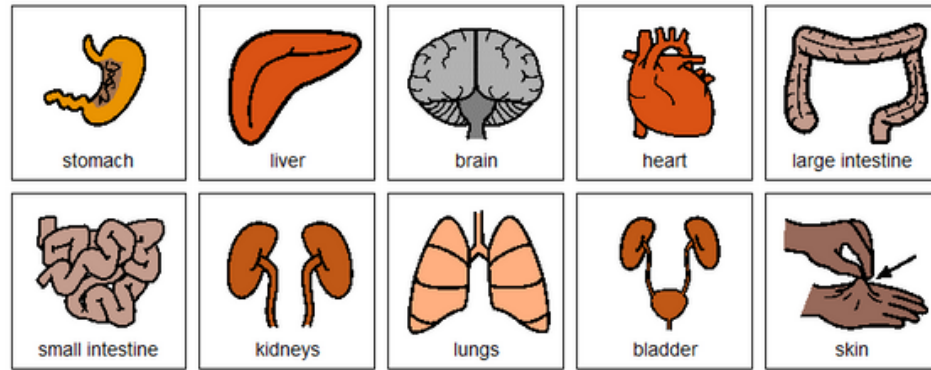
Any living thing.

Building block of all living things.

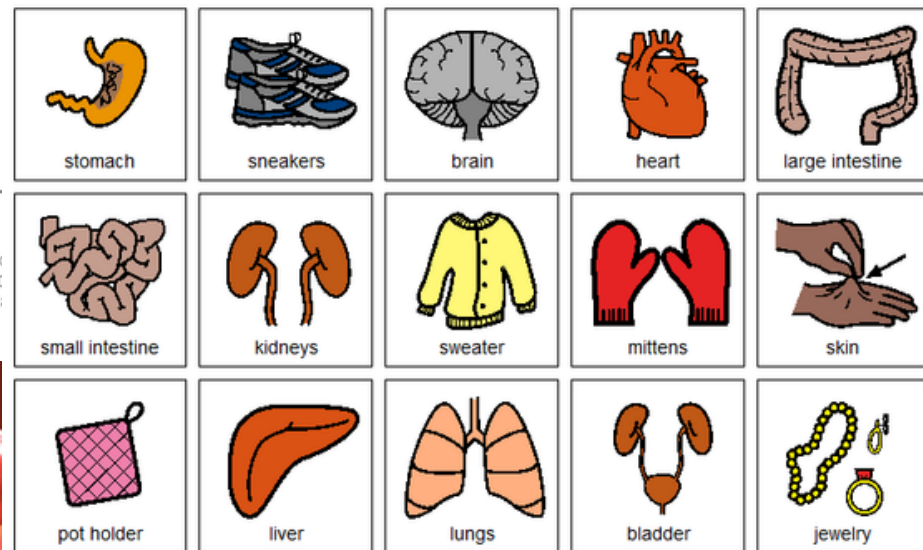
Action that is done without thinking about it; automatic.

Group of organs that work together to complete a job.

Cut apart pictures and place in circle map about organs.



Cut apart pictures and place in circle map **ONLY IF** they relate to types of organs.



There are 3 circle maps that review the main points from the book.

- tissues
- organs
- organ systems

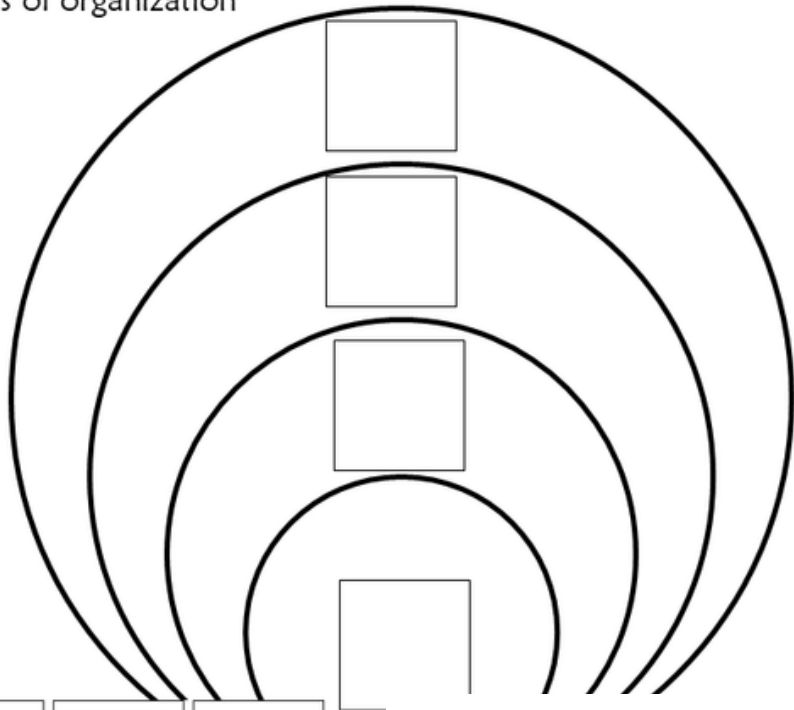
Circle maps are a great way for students to see the concept at a glance.

There are 2 versions:

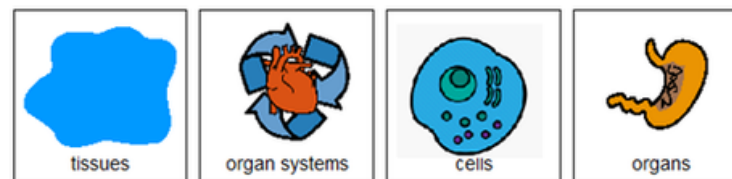
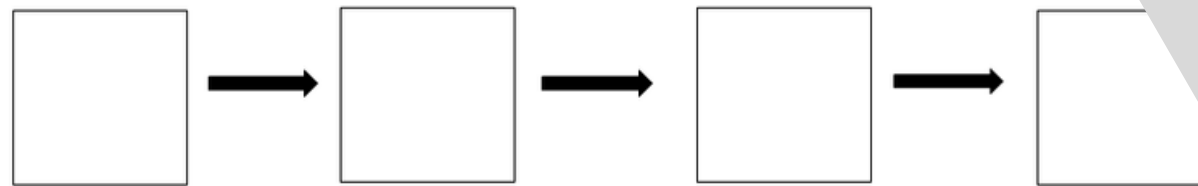
- One is errorless
- One has wrong answers mixed in students will have to set aside.



Label the levels of organization

















Sequence the levels of organization



There are 2 ordering activities.















Suggestions for differentiation and answer key are included.

Draw a line matching the organ to its function.

 heart	 digest food
 stomach	 thinking
 bladder	 protect
 lungs	 pump blood
 brain	 going to bathroom
 uterus	 grow a baby
 skin	 breathing

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Draw a line matching the organ to its function.

 heart	 digest food
 stomach	 thinking
 bladder	 protect
 lungs	 pump blood
 brain	 going to bathroom
 uterus	 grow a baby
 skin	 breathing

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There are 3 matching worksheets.

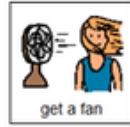
- tissue >> function
- organ >> function
- organ system >> function

Each one comes with a differentiated version for students to trace a dashed line.

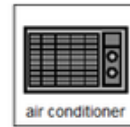
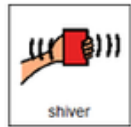
differentiated

Remember cells, tissues, and organs all want to stay in the same state as much as possible. Circle the best answer to maintain homeostasis in each situation.

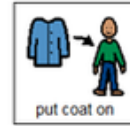
1. The air conditioner broke, and it was so hot!



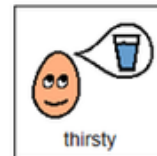
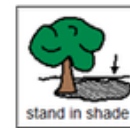
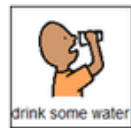
2. The cold wind was blowing so hard, I was freezing



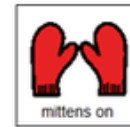
3. I took my dog for a walk on a hot summer day.



4. We ate so much popcorn at the movies.



5. I went outside to build a snowman.




















There is a worksheet where students will figure out what the person should do to help their body maintain homeostasis.

Suggestions for differentiation are included.






# Levels of Organization

Sudoku puzzles comes in 2 sizes.
















 organ system		 organ	 tissue	 cell	 homeostasis
				 involuntary	
	 homeostasis		 cell	 tissue	
	 cell	 organ system			

 involuntary	 organ	 cell	 homeostasis
 homeostasis			 involuntary

## Levels of Organization

 organ		 cell	
		 organ	
		 organ system	

Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

 cell	 tissue	 tissue	 tissue	 organ
 organ	 organ	 organ	 organ system	 organ system
 organ system	 involuntary	 involuntary	 homeostasis	 homeostasis

## Levels of Organization

OVNEZUPBNQJGZXA  
 REEZUWCZXVGOIBA  
 GTPRFORGANIUONZ  
 APGINVOLUNTARYC  
 NDZHGLTKBSQRHQP  
 SIIILLHBLNPBNYK  
 YCLVIFSAQURAUML  
 SZXRWQBMNETXX  
 TNVXBOTSUAWMC  
 ERM YRDEF SAMF  
 MHOMEOSTASIS  
 JBVRSPRCXPC  
 PGZSXORGAN  
 BMRJAYNXSG  
 CLNLYATISSU

organ system      involuntary      homeostasis  
 tissue              organ              cell

Students will have the opportunity to work with new vocabulary with 2 different puzzles.

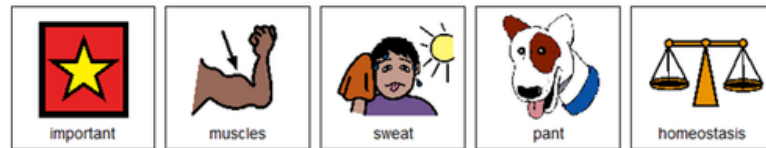
## Levels of Organization

1. Cells that are similar, group together to form .
2. Muscle cells would group together to form  tissue.
3. Tissues that are similar, group together to form .
4. Nervous tissues would group together to form the .
5. Organs that are similar, group together to form .



## Maintaining Homeostasis

1. When you get too hot, you will  to cool off.
2. When dogs get too hot, they will .
3. Shivering is when your  twitch and move to get warm.
4. Drinking water after a salty snack is an example of .
5. Homeostasis is a very  process in keeping us alive.

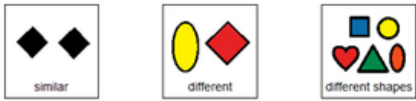


Close worksheets are a great informal assessment. This unit has 10 questions that review facts about the levels of organization and 5 questions on homeostasis.

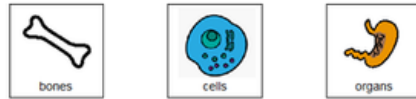
Answer key included.

Version 1

1. Tissues are made up of cells that are:



2. Groups of similar tissue form:



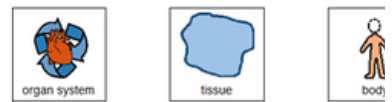
3. This type of tissue send signals to your muscles from your brain.



4. This organ helps you digest your food.



5. Organs with the same function come to

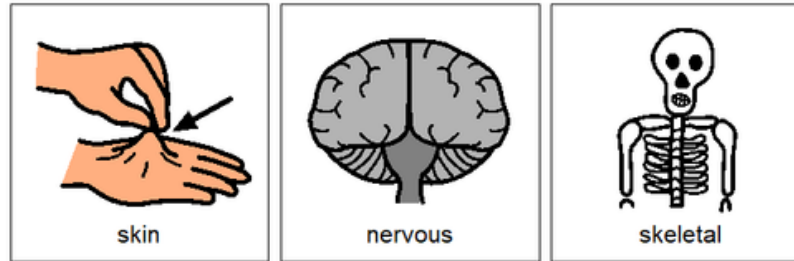


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Version 2

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 3



Q 4

Version 3

1. Tissues are made up of cells that are:

- A. similar
- B. different
- C. different shapes

2. Groups of similar tissue form:

- A. bones
- B. cells
- C. organs

3. This type of tissue send signals to your muscles from your brain.

- A. skin
- B. nervous
- C. skeletal

4. This organ helps you digest your food.

- A. bladder
- B. stomach
- C. skin

5. Organs with the same function come together to form an:

- A. organ system
- B. tissue
- C. body

6. Homeostasis is the way the body keeps everything:

- A. balanced
- B. unequal
- C. bumpy

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FINALLY the assessment!! There are 3 versions.

- 10 questions with 3 picture choices for each question
- cut out the answer choices and glue them on index cards
- traditional multiple choice

Answer key included.

Watch the  
movie on The  
Levels of  
Organization

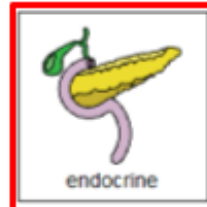
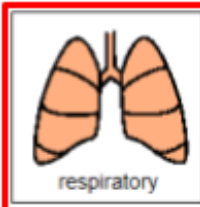
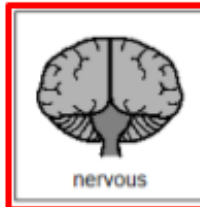
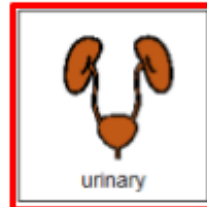
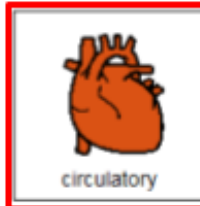
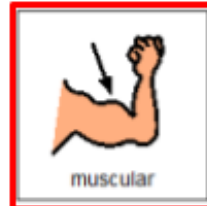
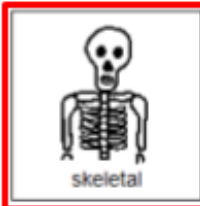


*This unit also has digital activities. There is a movie version of the books students can listen to read aloud.*

Great for review



Place the picture in the circle map about organ systems.

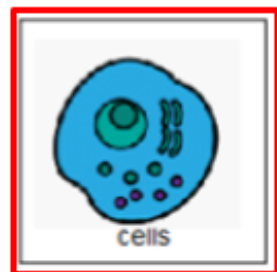


The digital activities have students click and drag their answers.



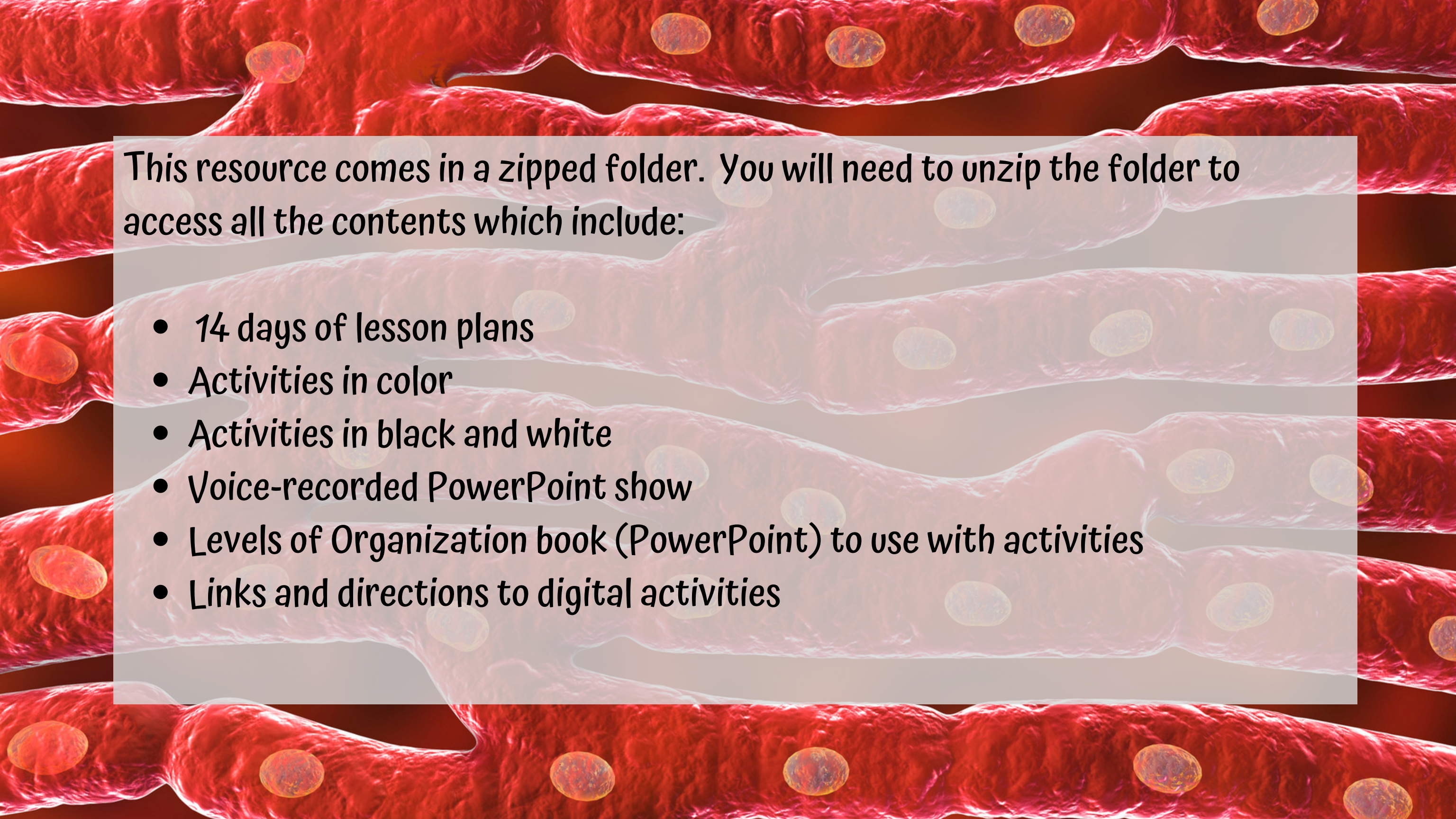
Perfect for all learning levels

Sequence the levels of organization



There are 2 sets of slides. One set has color-coding for more support.

Christa Joy, Special Needs for Special Kids  
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**This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:**

- **14 days of lesson plans**
- **Activities in color**
- **Activities in black and white**
- **Voice-recorded PowerPoint show**
- **Levels of Organization book (PowerPoint) to use with activities**
- **Links and directions to digital activities**

*Save money and get this unit as part of my  
Basic Biology Bundle*

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