

# Lesson 10: Lymphatic System and Cancer

## Teacher Notes

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### Objectives

1. Students will be able to explain the lymphatic system and how immunity works
2. Students will be able to describe what cancer is
3. Students will be able to explain cancer prevention and diagnosis
4. Students will be able to identify where to get more information about cancer

### Pre-lesson (10 minutes)

1. Discuss colds and other ailments and the process of getting sick and then getting better to introduce the subject of immunity and the lymphatic system.

### Lesson – choose from any of the following activities

#### Reading Comprehension (15 minutes)

1. First read the passage about the lymphatic system 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 discuss the question with a partner or individually.
5. Discuss as a class.

#### Definitions Match and Complete the Sentence (10 minutes)

1. Have students match each word with the correct definition.
2. Next have students complete each sentence in the reading passage using a word from the box.
3. Correct on the board with the whole class, by having students come to the board and each write a sentence.

#### Reading Comprehension (15 minutes)

1. First read the passage about cancer to the class.
2. Next have students read the passage silently.
3. Then have the students read aloud with a partner, taking turns.

#### Definitions Match and True / False (10 minutes)

1. Have students match each word with the correct definition.
2. Next have students read each sentence and circle True or False for each statement.
3. Correct on the board with the whole class, by having students come to the board, each write a sentence and tell whether it is true or false.
1. Have the students complete the questions with a partner or individually.
2. Correct as a class.

#### Partner Dictation (15 minutes)

1. Put students in pairs.
2. Give one partner the Partner A worksheet and the other partner the Partner B worksheet.
3. Model in front of the class. Partner A reads the sentences first, while Partner B writes them down. Then they switch. Partner B reads the sentences, while Partner A writes them down.
4. Correct on the board with the whole class when everyone is finished.

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## 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.
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 prevention and diagnosis of cancer, using the glossary.

## Appendix of Internet Resources – can be used for computer lab activities

### How do I learn more about cancer?

#### *Talk to your doctor*

Additional websites:

- American Cancer Society: [www.cancer.org/index](http://www.cancer.org/index)
- Minnesota Cancer Surveillance System - Minnesota Department of Health: [www.health.state.mn.us/divs/hpcd/cdee/mcss/](http://www.health.state.mn.us/divs/hpcd/cdee/mcss/)
- Cancer Prevention and Control - Centers for Disease Control and Prevention: [www.cdc.gov/cancer/](http://www.cdc.gov/cancer/)
- Minnesota Cancer Alliance: [www.mncanceralliance.org/](http://www.mncanceralliance.org/)