Name	Date	Class	
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Chapter 5

## Study Guide

**Nutrients at Work** 

Dir	ections: Read chapter 5, and answer the following questions. Later, you can use this study guide to review.			
1.	Name the six categories of nutrients, and explain what each category does in your body.			
2.	Why is it important that you eat a variety of food in order to maintain good health?			
3.	What is malnutrition? Can it exist where food is abundant?			
4.	Name at least five benefits of healthy eating.			
5.	What are DRIs?			
6.	Describe digestion and where it takes place.			
7.	What is the first nutrient broken down during digestion? Where does the break down start, and what is the end result?			

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8.	Describe peristalsis.
9.	Where do proteins and fats break down? Describe this process and the end result.
10.	Explain basal metabolism.
11.	Which has more calories: a gram of carbohydrate, a gram of protein, or a gram of fat? How many calories are in each substance?
12.	Why do teens need more calories than adults?

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Chapter 5

**Activity 1** 

**Nutrients at Work** 

## **Digestive Tract at Work**

**Directions:** Using the diagram of the digestive system, describe the function of each organ on the corresponding lines below.

1.	Mouth:	
		Salivary glands Mouth
2.	Salivary glands:	Esophagus
		Liver Stomach Pancreas
3.	Esophagus:	
		Small intestine
		Large
		(colon)
4.	Stomach:	
5.	Liver:	
(		
0.	Pancreas:	
7.	Small intestine:	
8.	Large intestine:	

**Activity 2** 

**Nutrients at Work** 

Chapter 5

## **Human Body Machine**

**Directions:** The human body has been called an amazing machine. The digestive system is one part of the machine. Work in small groups. On a large sheet of paper, old wall paper or a tablecloth roll works well, have one student in your group lie on his or her back. Trace the outline of the student in crayon or marker. Using sculpture materials provided by your teacher or materials you bring from home, such as tubing, cotton, Styrofoam™ peanuts, yarn, or balloons, create a digestive system sculpture within the outline. Be sure to include all the parts listed in the activity on page 29. Present your sculpture to the class, and explain how a slice of pizza will travel through the digestive system and where each part of the pizza will break down. Draw a sketch of your group's sculpture in the space provided on this page along with a description of pizza digestion.

