

Dear Parent or Guardian,

Our class has been working on a science and health unit from The Leukemia & Lymphoma Society (LLS) called “My Body.” We just wrapped up our activities, and I want to share some of the highlights with you.

- First, students learned that the **brain controls everything** a person does. Some students were surprised to find out that our brains work even when we are asleep!
- Next, students took turns using a turkey baster to take in liquid and force it out much like a **heart pumps blood**. We also learned that exercise is good for our heart and blood and made a display that shows different types of physical activities.
- On another day, each student used plastic bags and straws to make a simple model of the **lungs**. Students learned that when blood goes to the lungs, it picks up oxygen from the air that was breathed in. Then the **blood delivers oxygen** all around the body.
- We ended our study by watching a video of two scientists who explained that their natural **curiosity** led to their interest in science. Students then used question words to share some of the things they’re curious about. We showcased the questions in a class display.

This unit has taught us a lot about the circulatory system and about different ways LLS helps people. I hope students will see that by learning facts like these, they are taking the first steps in becoming the researchers and medical professionals of tomorrow; we’ll be counting on them to continue the search for new and innovative ways to treat blood cancers and diseases of all types. Our students will make a difference!

Sincerely,

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Our school has partnered with The Leukemia & Lymphoma Society (LLS) to give your child access to a new science and health curriculum. Through these STEM-inspired activities, students practice the scientific method, learn more about careers in science and research, and develop their curiosity about scientific questions and answers. **We want students to grow as thinkers and problem solvers, igniting a fire that leads today's learners to become the scientists of tomorrow.**

Each grade covers a different aspect of this curriculum. The kindergarten unit is called "My Body." The activities help students understand these facts:

- The brain is the control center of the body.
- The heart is a muscle that pumps blood.
- The lungs take in air.
- Our bodies will not work without blood.
- Blood delivers oxygen throughout the body.
- Exercise is important for a healthy heart and blood flow.
- The different parts of our bodies depend on each other to work well.

We realize that students may have friends, family members, and others in their lives who have been affected by leukemia, lymphoma, and other types of cancer. Rest assured that these subjects are addressed in a supportive, sensitive, science-based format.

Ask your child about the activities presented in this unit. Questions such as "What did you learn about the human body today?" and "Did anything from today's human body activity surprise you? Why?" encourage students to share the new information they're learning. Guide your child to describe the activities and show you any related items in his or her backpack. Then, in a few weeks, look for another newsletter summarizing the unit's content. You might be surprised when you see how much your child has learned!

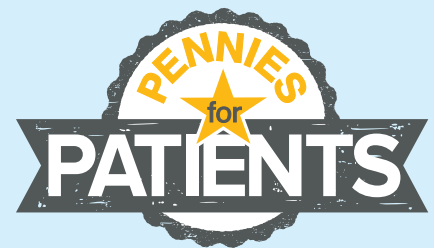
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Dear Parent or Guardian,

Our class has been working on a science and health unit from The Leukemia & Lymphoma Society (LLS) called “My Blood.” We just wrapped up our activities, and I want to share some of the highlights with you.

- Each student worked in a small group to make a model of blood that included **plasma, red blood cells, a white blood cell, and platelets**. Ask your child to describe how his or her group created the model.
- Next, students learned that our **bodies have their own first-aid**. Each student created a paper model to show how platelets help stop a minor cut from bleeding and a scab forms over the wound to protect it.
- Another activity involved using disposable cups to represent how much blood an average-size adult, a 40-pound child, and a baby have. Some students were surprised to see that it took ten large disposable cups to represent the **average amount of blood** an adult has (10 pints).
- We ended our study by watching a video of two scientists who explained that their natural **curiosity** led to their interest in science. Over a few days, each student wrote notes about things he or she is curious about. Then we showcased several questions in a class display.

This unit has taught us a lot about blood and about different ways LLS helps people. I hope students will see that by learning facts like these they are taking the first steps in becoming the researchers and medical professionals of tomorrow; we’ll be counting on them to continue the search for new and innovative ways to treat blood cancers. Our students will make a difference!

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Each grade covers a different aspect of this curriculum. The first-grade unit is called "My Blood." The activities help students understand these facts:

- Our bodies need blood.
- Blood has four main parts—plasma, red blood cells, white blood cells, and platelets.
- More than half of our blood is plasma.
- Red blood cells carry oxygen.
- White blood cells fight illness.
- Platelets help blood clot.
- Sometimes a person's blood doesn't work well. We will meet Steve, a restaurant owner and chef who beat non-Hodgkin lymphoma.

We realize that students may have friends, family members, and others in their lives who have been affected by leukemia, lymphoma, and other types of cancer. Rest assured that these subjects are addressed in a supportive, sensitive, science-based format.

Ask your child about the activities presented in this unit. Questions such as "What do you wonder about how blood works?" and "What did you learn about your blood today?" encourage students to share the new information they're learning. Guide your child to describe the activities and show you any related items in his or her backpack. Then, in a few weeks, look for another newsletter summarizing the unit's content. You might be surprised when you see how much your child has learned!

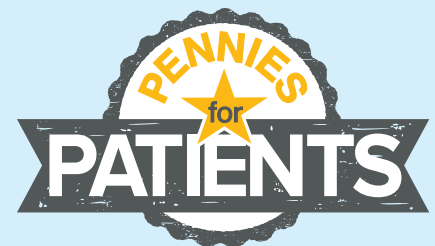
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Dear Parent or Guardian,

Our class has been working on a science and health unit from The Leukemia & Lymphoma Society (LLS) called “My Bones.” We just wrapped up our activities, and I wanted to share some of the highlights with you.

- First, we studied diagrams that show **what bones are made of**. We learned that bone has four main layers: the **periosteum, compact bone, cancellous bone, and bone marrow**.
- Next, students heard a passage about the **functions of bones**. This includes things like **giving our bodies their shape, protecting our organs, storing minerals for the body, and making blood cells**. Students then participated in a fun activity that had them moving around the room to identify statements about the functions of bones as fact or fiction.
- Another activity had students building a model to better understand how **joints** work. Joints are places where two bones meet. They help with movement. This lesson also helped students understand that some bones are special. For example, did you know the **skull** is made of 22 bones that are fused together? Or did you know that the **spine** is made of small bones that are stacked on top of each other but together act as one?
- Our final activity involved two different-colored sponges. Why? We were learning about **bone marrow**, which is a spongy tissue in the center of our bones. Once students knew basic facts about bone marrow, they then learned that sometimes the cells in bone marrow get taken over by bad cells. These bad cells make a person sick. One type of sickness that happens in the bone marrow is called **leukemia**. Some people who have leukemia need new bone marrow cells to get better. We followed up this activity with a reading passage about **Katie**, a young girl diagnosed with leukemia who received a bone marrow transplant from her sister. Throughout the unit, we learned about different ways LLS helps people like Katie who have blood cancers.

This unit has taught us a lot about bones and about different ways LLS helps people. I hope students will see that by learning facts like these they are taking the first steps in becoming the researchers and medical professionals of tomorrow; we'll be counting on them to continue the search for new and innovative ways to treat blood cancers. Our students will make a difference!

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Each grade covers a different aspect of this curriculum. The second-grade unit is called "My Bones." The activities help students understand:

- what bones are made of
- the function of bones
- what joints are and why some bones—like the skull, spine, and ribs—are special
- what bone marrow is and health problems that are associated with it
- how bone marrow and the number of bones change over time
- how a young girl named Katie got help from her sister to overcome leukemia

We realize that students may have friends, family members, and others in their lives who have been affected by leukemia, lymphoma, and other types of cancer. Rest assured that these subjects are addressed in a supportive, sensitive, science-based format.

Ask your child about the activities presented in this unit. Questions such as "What did you learn about bones today?" and "Did anything from today's activity surprise you? What? Why?" encourage students to share the new information they're learning. Guide your child to describe the activities and show you any related items in his or her backpack. Then in a few weeks, look for another newsletter summarizing the unit's content. You might be surprised when you see how much your child has learned!

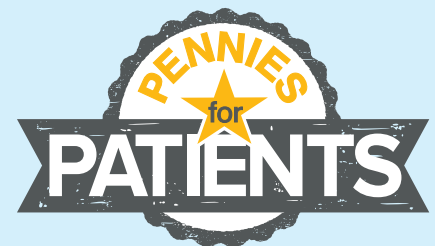
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Dear Parent or Guardian,

Our class has been working on a science and health unit from The Leukemia & Lymphoma Society (LLS) called “My Circulatory System.” We just wrapped up our activities, and I wanted to share some of the highlights with you.

- First, students participated in a whole-group activity to learn the basic parts of the circulatory system: the **heart, veins, arteries, capillaries, and blood cells**. Students each played a part in the demonstration. Ask your child which part he or she had!
- Next, students completed a diagram showing **how blood travels away from the heart** in arteries before it **crosses over small, connective blood vessels** called capillaries, and **then goes back to the heart** through veins.
- Another activity had students feeling their **arteries in action!** How? First, students learned how to take their **pulse**. Then they learned how to calculate their **heart rates**. Students applied this information as they investigated how their heart rates changed with different actions. They even graphed and wrote about their results.
- Our final activity lead students to a better understanding of **leukemia** and **lymphoma**, two types of blood cancers. Students worked in small groups to gather information about these two diseases and made a diagram to show their findings. We followed up this activity by reading about Jane, a retired teacher who was diagnosed with leukemia. Currently in remission, **Jane** uses art to cope with this disease and counsels patients going through the same issues.

This unit has taught us a lot about the circulatory system and about different ways LLS helps people. I hope students will see that by learning facts like these they are taking the first steps in becoming the researchers and medical professionals of tomorrow; we’ll be counting on them to continue the search for new and innovative ways to treat blood cancers and diseases of all types. Our students will make a difference!

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Each grade covers a different aspect of this curriculum. The third-grade unit is called "My Circulatory System." The activities help students understand:

- what the circulatory system is
- what blood is made of
- the function of different blood vessels
- how to find their pulses and how to calculate their heart rates
- the tasks related to specialized hospital jobs
- how leukemia and lymphoma affect the body
- how a former teacher named Jane uses art and communication to help herself and others with leukemia

We realize that students may have friends, family members, and others in their lives who have been affected by leukemia, lymphoma, and cancer. Rest assured that these subjects are addressed in a supportive, sensitive, science-based format.

Ask your child about the activities presented in this unit. Questions like "What did you learn about the circulatory system today?" and "Did anything from today's circulatory system activity surprise you? What surprised you? Why?" encourage students to share the new information they're learning. Guide your child to describe the activities and show you any related items in his or her backpack. Then, in a few weeks, look for another letter summarizing the unit's content. You might be surprised when you see how much your child has learned!

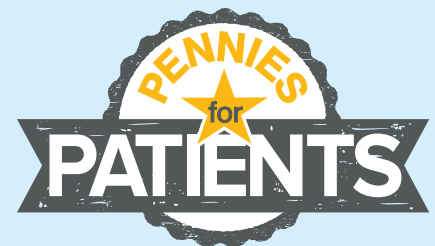
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Dear Parent or Guardian,

Our class has been working on a science and health unit from The Leukemia & Lymphoma Society (LLS) called “My Cells.” We just wrapped up our activities, and I wanted to share some of the highlights with you.

- First, students participated in a small-group activity in which they **compared and contrasted diagrams of plant and animal cells**. They discovered that these two types of cells are both alike and different. Then they learned about the **functions of different cell parts** by comparing them to everyday items like batteries and a television remote. Cells may be teeny, but they each have a BIG job to do in our bodies!
- Next, students made **models of a human cell** using familiar kitchen staples like gelatin and zippered plastic bags. After completing their models, students wrote paragraphs to explain how they would modify their models to create plant cell models. They also learned about **different types of human cells**, such as red and white blood cells, nerve cells, and muscle cells.
- Another activity had students getting out of their seats to demonstrate **how cells get the materials they need through** the process of diffusion. Some students were oxygen particles, others were carbon dioxide particles that moved in and out of a cell membrane. After cooperating to demonstrate cell transport, students wrote to explain how an everyday situation like cooking pasta is also an example of diffusion.
- Our final activity led students to a better understanding of **leukemia and lymphoma**, two types of blood cancers. Students worked as a class to sequence the **steps of how cells reproduce**. Then they worked in pairs to sort cards labeled with the **traits of normal cells and those of blood cancer cells**. Finally, we read about some record-setting athletes who are also blood cancer survivors.

This unit has taught us a lot about cells and about different ways LLS helps people who are impacted by blood cancers that affect their cells. I hope students will see that by learning facts like these they are taking the first steps in becoming the researchers and medical professionals of tomorrow; we’ll be counting on them to continue the search for new and innovative ways to treat blood cancers. Our students will make a difference!

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Each grade covers a different aspect of this curriculum. The fourth-grade unit is called "My Cells." The activities help students understand:

- the parts of cells and the function of each part
- how plant and animal cells are alike and different
- how human body cells have different shapes and sizes based on their function
- how materials move in and out of cells through the process of diffusion
- how diffusion relates to red blood cells and the work they do in the body
- how cells divide
- how cancer cells and normal cells differ
- how leukemia and lymphoma affect the body
- how blood cancer survivors went on to swim, run, and cycle their way to setting records

We realize that students may have friends, family members, and others in their lives who have been affected by leukemia, lymphoma, and other types of cancer. Rest assured that these subjects are addressed in a supportive, sensitive, science-based format.

Ask your child about the activities presented in this unit. Questions such as "What did you learn about cells today?" and "Did anything from today's cells activity surprise you? What? Why?" encourage students to share the new information they're learning. Guide your child to describe the activities and show you any related items in his or her backpack. Then, in a few weeks, look for another newsletter summarizing the unit's content. You might be surprised when you see how much your child has learned!

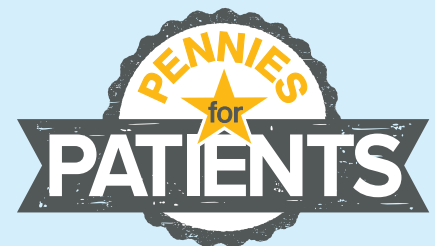
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Dear Parent or Guardian,

Our class has been working on a science and health unit from The Leukemia & Lymphoma Society (LLS) called “My Immune System.” We just wrapped up our activities, and I wanted to share some of the highlights with you.

- First, students made journals in which they could record all the new information they would learn about **the immune system**. Then they “roamed the room” reading flags labeled with true and false facts about this important system. After identifying the “false flags,” students worked in small groups to research and correct each bogus fact.
- Next, students read a nonfiction passage about how **the immune system’s first line of defense**—including the skin, tears, and even snot!—works to keep harmful pathogens from invading our bodies. They made foldable study guides to help them remember the functions of these “outer fighters.” (I hope your child shared his or her guide with you!)
- In another small-group activity, students researched **the immune system’s second line of defense** that attacks and destroys germs inside our bodies. Students learned about how **different types of white blood cells and the lymphatic system** work together to go after germs that make us sick. Then the groups worked together to create sets of trading cards that feature each “inner fighter” and the important work it does.
- Our final activity led students to a better understanding of how the immune system goes to work against diseases like **leukemia** and **lymphoma**, two types of blood cancers. Students practiced and performed a lively simulation of **how special white blood cells like T cells and B cells team up** to fight infection. Then students drew cartoons and wrote explanations about the different types of white blood cells in the immune system. Finally, we read about Mara, a high school field hockey player who not only beat leukemia but also worked to bring awareness about blood cancers to others.

This unit has taught us a lot about the immune system and about different ways LLS helps people who are impacted by blood cancers. I hope students will see that by learning facts like these, they are taking the first steps in becoming the researchers and medical professionals of tomorrow; we’ll be counting on them to continue the search for new and innovative ways to treat blood cancers. Our students will make a difference!

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Each grade covers a different aspect of this curriculum. The fifth grade unit is called "My Immune System." The activities help students understand:

- the role of the immune system in staying healthy
- vocabulary words related to the immune system
- what a pathogen is
- how the skin, mucus, saliva, and other structures protect the body from pathogens
- the inner parts of the immune system and how they help protect you
- the different types of white blood cells
- how white blood cells attack pathogens
- how high-school field hockey player Mara Hunter beat cancer and spread awareness about blood cancers

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Ask your child about the activities presented in this unit. Questions such as "What did you learn about the immune system today?" and "Did anything from today's immune system activity surprise you? What? Why?" encourage students to share the new information they're learning. Guide your child to describe the activities and show you any related items in his or her backpack. Then, in a few weeks, look for another newsletter summarizing the unit's content. You might be surprised when you see how much your child has learned!

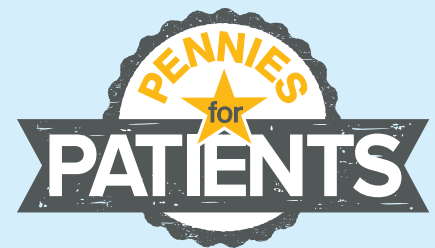
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