Third Grade: Life Science Unit (3.L.1)

Decision 1: What will students learn in this unit?

Standards Addressed:
2. Reading Informational Text: RI.3.10, RI.3.7, RI.3.5
3. Math: 3.MD.3, 3.MD.4
5. Technology: 3.TT.1, 3.IN.1
6. Other: 3.PCH.3 Health

What do I want my students to **KNOW**, **UNDERSTAND** and be able to **DO** at the end of this unit?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Do</th>
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</table>
| • Students know that the muscles and the skeleton provide a structural framework that protects and supports mobility of the human body. Students know that the skeletal system is comprised of bone. Bone is a hard material that provides support and protection to the body's soft tissues. Students know that muscles are formed from tissues that contract and relax, producing motion. Muscles are attached to bones and initiate and regulate movement. Muscles are also found in internal organs that are responsible for essential life processes (heart, stomach, intestines). | • I can explain how the skeleton and muscles create a frame for the body.  
 • I can describe how the muscles and skeleton protect the body and allow it to move.  
 • I can explain that internal organs are made of muscles.  
 • I can describe how skin protects my body. | • Build a skeleton.  
 • Describe the three functions.  
 • Describe the functions of cardiac, smooth, and skeletal muscle.  
 • Label the parts of skin.  
 • Understand how nerves and skin protect our internal organs. |
| • Students know that the skin is the largest organ of the human body, that it covers and protects the human body from external conditions and forces. Students know that the skin contains nerve receptors that provide information about external conditions. | | |
Decision 2: Assessment

Plan for how students will indicate learning and understanding of the concepts in the unit.
How will you assess learning?

Possibilities/options:
- Pre-assessment
- Short answer tests or quizzes
- Student logs, journals and informal writing
- Lab activities
- Formal writing assignments
- Informal or formal student Interviews, conferences, observations etc.

Describe the performance, product, or project that will be the culminating activity for the unit.

The student’s assignment for the Culminating Activity includes:
- **Unit** essential question or “I Can” statement for the culminating activity.
- A thorough **description** of the activity including steps or task **analysis** in completing the culminating activity.
- A copy(ies) of the rubric(s) you will use to assess the culminating activity or any other aspects of the unit.
Decision 2: Assessments – Rubric Reminders:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
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</table>

**Indicators**

What does each number or adjective in your scale mean?
### Decision 3: Student Learning Map

#### Key Learning Targets:
The learner will investigate and use the appropriate technology to build and understanding of the human body systems and how they are essential for life: protection, movement, and support.

<table>
<thead>
<tr>
<th>Concept:</th>
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<th>Concept:</th>
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</thead>
<tbody>
<tr>
<td>Muscles are made of tissues that contract and relax producing motion.</td>
<td>Internal organs are muscles responsible for essential life processes (heart, stomach, intestines)</td>
<td>Explain why skin is necessary for protection and for the body to remain healthy. (SKIN)</td>
</tr>
<tr>
<td><strong>Lesson EQ(s):</strong> I can flex and relax my arm and leg muscles and describe how the move my body.</td>
<td><strong>Lesson EQ(s):</strong> I can explain that internal organs use muscles to function.</td>
<td><strong>Lesson EQ(s):</strong> Students know that the skin is the largest organ of the human body, that it covers and protects the human body from external conditions and forces. Students know that the skin contains nerve receptors that provide information about external conditions.</td>
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</tbody>
</table>

### Vocabulary:

<table>
<thead>
<tr>
<th>Tissue</th>
<th>Muscle</th>
<th>Contract</th>
<th>Tendon</th>
<th>Heart</th>
<th>Voluntary</th>
<th>Involuntary</th>
<th>Internal</th>
<th>External</th>
<th>External</th>
<th>Internal</th>
<th>Nerves</th>
<th>Organs</th>
<th>Tissue</th>
<th>Skin</th>
<th>Protect</th>
<th>Support</th>
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</table>

*Decision 3 – Student Learning Map*
## Decision 3: Student Learning Map

<table>
<thead>
<tr>
<th>Concept:</th>
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<tbody>
<tr>
<td>Bones are made of hard material and give the body its shape.</td>
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<table>
<thead>
<tr>
<th>Lesson EQ(s):</th>
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<tbody>
<tr>
<td>I can explain that bones are made of hard material that protect, and support my body.</td>
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</table>

<table>
<thead>
<tr>
<th>Vocabulary:</th>
<th>Vocabulary:</th>
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<tr>
<td>Bones</td>
<td>Support</td>
<td>Frame</td>
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<tr>
<td>External</td>
<td>Internal</td>
<td>Movement</td>
</tr>
<tr>
<td>Protect</td>
<td>Organs</td>
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</tbody>
</table>
Decision 4: Launch Activities

Hooks and Links

Develops student interest and links prior knowledge. Provides the Student Learning Map and the key vocabulary to students.

Guiding Questions:

1. How are you going to get students engaged?
2. How are you going to develop student interest and link their prior knowledge?
3. How are you going to start the Student Learning Map of the unit with students?
4. How are you going to preview key vocabulary with students?
Decision 5: Acquisition Lesson (BONES 1)

Language Objective(s), where appropriate:

Students will understand that bones in the human skeleton are similar to bones in other animals and that the bones are made of a hard material.

Lesson Essential Question(s) or “I Can” Statement(s):

I can explain that bones are made of hard material.

Activating Strategies: (Learners Mentally Active)

Have students stand and remove their shoes. As you lead them, have them feel the shape of the bones in their fingers, arms, ribs, back, hips, legs, ankles, and toes. Show a transparency of the human skeleton and x-rays of the human skeleton. Tell them they are going to look at bones which look very much like those in their bodies.

Acceleration/Previewing: (key vocabulary)

Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Using chicken bones, BBQ rib bones, or owl pellets (as available), divide students into groups and distribute the bones and a piece of dark construction paper.

Have students "explore" the bones. Ask groups to talk about the relative strength of bones.

Pose questions such as "Are bones stronger than your pencil, stronger than a ruler, stronger than a piece of chalk, than a piece of wood, etc.? Allow students time to form their own comparisons.

Break, cut, or saw the bones in half and give students time to explore the inside of the bone. Ask questions such as "Are the bones solid, hollow?" Ask them to talk in their group about what they see.

The following activity will give students an idea of bone strength and help them understand that bones are not relatively heavy because of air pockets in the core.

Have students make a model bone using stiff paper, tape, scissors, and drinking straws.

1) Cut a piece of stiff paper 5.5 inches wide and the length of a straw.
2) Using double-sided tape, line the paper with two layers of straws. Roll the paper into a tube with the straws inside. Tape it firmly shut with regular tape.
3) Have students stand their "bone" upright on a table.

Have students predict what will happen if they press hard with their hands, or place a book on top of it. Will the roll be able to hold their weight, or the weight of the book, or will the roll be bent or broken? Their "bone" should easily support both.

Explain: Tell students that bones are not solid, but hollow like the paper roll. "As we saw, a hollow tube is as strong as a solid and is able to support a lot of weight. As bones grow, calcium and phosphorous are put into the cartilage. They become strong and are able to support and protect our body. Discuss with students ways to keep our bones strong through a healthy diet and exercise.

Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)
Summarizing Strategies: Learners Summarize and Answer Essential Questions

**Write:** Have students write in their science journal what they know about the strength of bones, and why they think good diet and exercise are important for bone health.

**Lesson Resources**

| Transparency of human skeleton | Sheets of black construction paper |
| X-rays of human skeleton       | Sheets of stiff paper              |
| Bones, or owl pellet(available from [www.kidwings.com](http://www.kidwings.com)) | Straws |
| Tape (double-sided and regular) | Student journals |
Decision 5: Acquisition Lesson (BONES 2)

Language Objective(s), where appropriate:
The skeleton is a system of the human body. It is the framework that supports and protects the body. It also works with our muscles to move our body. We have 206 bones in the adult skeleton.

Lesson Essential Question(s) or “I Can” Statement(s):
I can describe how bones give my body shape; create a frame for and protect my internal organs, and work with the muscles to help me move.

Activating Strategies: (Learners Mentally Active)
Complete a KWL with students and watch a Magic School Bus or National Geographic Video (as available) having students list 10-15 ideas of new learning they see in the video. Demonstrate several ways to jump rope. Ask several "proficient" jumpers to help you demonstrate.

Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)
- Divide students into pairs to observe each other jumping rope. One student records his or her observations in their science journal while the other jumps. Students will then change places and repeat.
- Explain: Have a class discussion on what the students observed while they were jumping. Create a class chart listing all the ways that the body moved in order to successfully jump rope. Ask the students what was allowing their bodies to move in those ways. Lead them to the discovery of bones and muscles working together to allow those movements.
- Elaborate: Have students act out other various scenarios where they need to move their bodies (i.e. swimming, climbing, hiking, etc.). Working in the same pairs, have students complete a Venn diagram comparing one of the activities to the jumping rope. Pose questions such as: “Do your bodies move in the same way? What differences did you find?”
- Further Discussion: Lead students in a discussion and observation of where their internal organs are, and “feel” what protects those organs. Have students work in pairs to create a skeleton model using Foss Kit pieces, if available, on large construction paper. Guide discussion, while students are working, about what bones protect what organs.

Summarizing Strategies: Learners Summarize and Answer Essential Questions
- Write: Have students write a reflective paragraph in their science journals about the ways that the body moves in order to complete various activities. They should include the reasons that their bodies are able to move in these ways.
- Draw/Write: Have students draw a picture of what they think their body would look like if they did not have a skeleton and write why they think it would look that way.

Lesson Resources
- Pre-made KWLs or paper
- Science Journals
- Videos
- Foss skeleton pieces
- Jump Ropes
- Large construction paper
Decision 5: Acquisition Lesson (Skeletal Muscle 1 and 2)

**Language Objective(s), where appropriate:**

| 3.L.11 Students know that muscles are formed from tissues that contract and relax, producing motion. Muscles are attached to bones and initiate and regulate movement. [Two 60-minute lessons.] |

**Lesson Essential Question(s) or “I Can” Statement(s):**

| I can describe how the muscles protect the body and allow it to move. |

**Activating Strategies: (Learners Mentally Active)**

- Students will work in pairs to observe each other jumping rope. One student records his or her observations in their science notebook while the other jumps rope. Students will then change places and repeat.
- Write vocabulary words in journal and define-tissue, muscle, contract, and tendon.
- Power point on CLIMB
- Read a book about Muscles
- Video: Bill Nye

**Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)**

Bones cannot move by themselves. They need muscles in order to move. Muscles called skeletal muscles are attached to a bone and allow movement. These muscles pull bones to move them. A strong band of tissue called a **tendon** connects a muscle to a bone. Muscles can be damaged. A muscle tear occurs when the fibers of a muscle are separated by a sudden force or stretching. The quick start of runners who run short dashes can result in a tear. A muscle strain occurs when muscles that have not been exercised for several weeks are overused.

**Materials (per student pair):**

- two bendable straws
- one rubber band
- two paper clips
- scissors
- pushpin (optional)

**Engage:**

Have students put one hand, palm up, against the underside of their desk and push upward. With their other hand, have them feel the front and back of their upper arm. Discuss with students what they think is happening. This will give you their prior knowledge about muscles.

**Explore:**

Discuss with students the parts of the arm that are causing it to move. Tell them that the bones cannot move alone, they need a muscle to help them. Tell students that they will be creating a model of the bicep muscle in the arm to help them better understand how that muscle helps them move their arm. Pass out materials to each student group.

**Procedure:**

- First, students will cut the bendable part off of one straw.
- They will then insert the cut straw into the bendable end of the other straw. The point where the straw bends represents the hinge joint in the arm.
Students should then poke one paper clip into Point A of the straw structure as shown in the figures below. (If students have difficulty poking the paper clips through the straws, a pushpin may be used to poke a hole first.)

Students will then poke the second paper clip into Point B of the straw structure as shown in the figures below. These paper clips represent the tendons that attach the muscles to the bones.

Once the paper clips have been properly attached, the students will hook the rubber band onto each of the paper clips as shown in the diagram below. This represents the bicep muscle.

Once the students have created their model, they should be able to pull the rubber band to simulate bicep muscle contraction.

Tell students that the muscles that are attached to and move the bones are called skeletal muscles. These muscles are attached to bones by a tough cord called a tendon. Skeletal muscles pull bones to move them. Muscles do not push bones. The names of the muscles in the upper arm are the biceps and triceps. Have students flex their arm. Feel the top of the arm. This is called the bicep. Have students discuss how this is similar to what they saw happen with their arm model. Now straighten your arm. The muscle on the other side of the upper arm, the triceps, contract and your arm straightens. Students can draw conclusions about how other skeletal muscles work to move other bones. Have students formulate a plan in order to construct a model of either a hand or leg, using similar materials from the arm model. This could be done on a separate day.

Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)

**Summarizing Strategies: Learners Summarize and Answer Essential Questions**

- Have the students write a reflective paragraph in their science notebooks about the ways that the body moves in order to complete various activities. They should include the reasons that their bodies are able to move in these ways.
- Have students write a PSA (public service announcement) for the school that would convince people to take care of the muscles by exercising, and stretching before or after exercising.

**Lesson Resources**

CLIMB, FOSS Kit, Safari Montage
Decision 5: Acquisition Lesson (Internal Muscle 1)

Language Objective(s), where appropriate:

3.L.1.1

Lesson Essential Question(s) or “I Can” Statement(s):

I can name and define the three kinds of muscles in the body.

Activating Strategies: (Learners Mentally Active)

**THREE TYPES OF MUSCLES - YouTube**

www.youtube.com/watch?v=Y9yTtwS4v0Gc
(Use gaggle account.)

Acceleration/Previewing: (key vocabulary)

Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Day 1: On the Smartboard or on computers in the lab, access kidshealth.org and select the muscles circular tab. View and discuss the movie with students.

Day 2: Prior to the lesson, print the article “Your Muscles” and have students work with a partner to complete a tree map on the skeletal, cardiac, and smooth muscles. Have them bullet major ideas.

Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)

Summarizing Strategies: Learners Summarize and Answer Essential Questions

Choose two muscle types. Write one sentence stating a way they are alike and one sentence stating a difference.

Lesson Resources

kidshealth.org
### Decision 5: Acquisition Lesson (Internal Muscle 2)

#### Language Objective(s), where appropriate:

| 3.L.1.1 |

#### Lesson Essential Question(s) or “I Can” Statement(s):

I can explain that internal organs are muscles responsible for essential life processes.

#### Activating Strategies: (Learners Mentally Active)

Teach students to take their pulse rate by placing their middle and index finger on their wrist. Have students count the number of beats for one minute. Discuss results. Have students jog in place for one minute and then quickly take as second pulse rate for one minute. Discuss the difference in the two rates. Have students pair up to discuss why the pulse rate increased with activity.

Inform students that they will learn about the heart muscle which is an internal organ responsible for circulating the body’s blood.

#### Acceleration/Previewing: (key vocabulary)

#### Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

On Smartboard or with computers in a lab, access kidshealth.org and select the How the Body Works tab. Then choose the Heart tab as it scrolls across the page. Select the movie “Your Heart and the Circulatory System.” View and discuss the main ideas. On the purple activities tab (prior to teaching the lesson), print and copy a diagram of the heart (one per student). Have student label the parts of the heart and glue in the science journals.

#### Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)

#### Summarizing Strategies: Learners Summarize and Answer Essential Questions

Tell a friend one fact you learned about the heart in today’s lesson.

#### Lesson Resources

kids.health.org
Decision 5: Acquisition Lesson (SKIN 1)

Language Objective(s), where appropriate:

3.L.1.2. Explain why skin is necessary for protection and for the body to remain healthy
W.3.2. Write Informative/explanatory texts to examine a topic and convey ideas and information clearly.

Lesson Essential Question(s) or “I Can” Statement(s):

I can describe how skin protects my body.

3.L.1.2
Students know that the skin is the largest organ of the human body, that it covers and protects the human body from external conditions and forces. Students know that the skin contains nerve receptors that provide information about external conditions.

Activating Strategies: (Learners Mentally Active)

<table>
<thead>
<tr>
<th>Word Splash Centers:</th>
<th>Journal Key Vocabulary:</th>
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</thead>
<tbody>
<tr>
<td>feathers</td>
<td>protect</td>
</tr>
<tr>
<td>smooth skin</td>
<td>external</td>
</tr>
<tr>
<td>hair</td>
<td>internal</td>
</tr>
<tr>
<td>scales</td>
<td>organ</td>
</tr>
<tr>
<td>shell</td>
<td>support</td>
</tr>
</tbody>
</table>

Acceleration/Previewing: (key vocabulary)

Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)


Collaborative Pairs work on describing different integumentary systems for each respective organism. They should look at a (+), and a (-) for each evolutionary strategy.

Huddle up and discuss (Which system is best? Trick question, all of them because they provide the advantages the organism needs for its environment.)

Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)

Summarizing Strategies: Learners Summarize and Answer Essential Questions

Ticket out the door. Name two purposes for the skin.

Lesson Resources

http://kidshealth.org/parent/general/body_basics/skin_hair_nails.html
Decision 5: Acquisition Lesson (SKIN 2)

Language Objective(s), where appropriate:
RI.3.7. Use information gained from illustrations (i.e., Maps, photographs) and words to convey understating of the text.

Lesson Essential Question(s) or “I Can” Statement(s):
I can identify the skin as the body’s largest organ.

Activating Strategies: (Learners Mentally Active)
Quick Write: What is the largest organ in an organism? Why do you think so?
Investigation: Lay out 2 square yards of paper (the square area of the skin of a 150 lb man)

Journal Key Vocabulary:
- protect tissue
- external skin
- internal nerves
- organ support

Accelerating/Previewing: (key vocabulary)

Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Explain and Model*
Listen to the three articles from kidshealth.org whole group. There are certain hair and skin diseases listed as well. This is important to view so children can tell if themselves or others have dermatitis or impetigo.

*Split students into 3 groups: A) Skin B) Hair C) Nails
Have them list 5 functions for the integumentary system they are responsible for. They may use pictures or words.

*Students present their research and new learning.

Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)

Summarizing Strategies: Learners Summarize and Answer Essential Questions
Ticket out the door. What are the three regions of the integumentary system?

Lesson Resources
http://kidshealth.org/parent/general/body_basics/skin_hair_nails.html

Decision 5 - Acquisition Lessons
Decision 5: Acquisition Lesson (SKIN 3)

Language Objective(s), where appropriate:

RI.3.7. Use information gained from illustrations (i.e., Maps, photographs) and words to convey understating of the text.

Lesson Essential Question(s) or “I Can” Statement(s):

I can label the epidermis and dermis in human skin.

3.L.1.2
Students know that the skin is the largest organ of the human body, that it covers and protects the human body from external conditions and forces. Students know that the skin contains nerve receptors that provide information about external conditions.

Activating Strategies: (Learners Mentally Active)

*Watch Lebron asks, “How does sweat cool us off?” on Khan academy.

Acceleration/Previewing: (key vocabulary)

Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Distributed Guided Practice: Give students a diagram of the epidermis and dermis and have them work together to label the items correctly.


Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)

Summarizing Strategies: Learners Summarize and Answer Essential Questions

Students Share their work using the overhead. Check our own work with pens, so children can learn from their own mistakes if they have mislabeled organs.

Lesson Resources


Khan academy, “Lebron asks: ‘How does sweat cool us off?’’” Get the IPAD app for Khan academy and use the document camera.
Decision 5: Acquisition Lesson (SKIN 4)

Language Objective(s), where appropriate:
RI.3.7. Use information gained from illustrations (i.e., Maps, photographs) and words to convey understanding of the text.

Lesson Essential Question(s) or “I Can” Statement(s):
I can describe how nerves in my skin tell my brain about my existence.

Activating Strategies: (Learners Mentally Active)

Stations:
- hand warmer (warm)  
- ice cube (cold)  
- sand paper (coarse, rough)  
- water (wet)

- rock (hard, coarse)  
- jello (soft, malleable)  
- talcum powder (smooth, dry)

Acceleration/Previewing: (key vocabulary)

Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Distribute 8 point graphic organizer and have students describe the senses their nerves detected at each station.

- What are good sensations? (warmth, soft, smooth)
- What sensations do we avoid? (flames, sharp objects, rough)

Summarizing Strategies: Learners Summarize and Answer Essential Questions

What system works with our skin to help protect us?

Lesson Resources
http://kidshealth.org/kid/htbw/
### Decision 6: Extending Thinking Activities

Include extending activities for several lessons in the essential units.

<table>
<thead>
<tr>
<th>Cause/Effect*</th>
<th>Compare/Contrast*</th>
<th>Deduction*</th>
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</thead>
<tbody>
<tr>
<td>Justification</td>
<td>Induction</td>
<td>Analyzing Perspective</td>
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<tr>
<td>Error Analysis</td>
<td>Abstracting</td>
<td>Evaluation*</td>
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<tr>
<td>Classifying*</td>
<td>Constructing Support</td>
<td>Writing Prompt*</td>
</tr>
</tbody>
</table>
Decision 7: Differentiating the Unit

What accommodations will you make in order to meet the varied interests, learning styles, and ability levels of all students?

<table>
<thead>
<tr>
<th>choice menus</th>
<th>compacting</th>
<th>Grouping*</th>
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<tbody>
<tr>
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<td>visual, auditory, kinesthetic activities*</td>
<td>scaffolding</td>
</tr>
<tr>
<td>real world meaning</td>
<td>interests</td>
<td></td>
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</tbody>
</table>
Decision 8: Unit Calendar

Determine the most viable sequence for the experiences, activities, and lesson and create a timeline.

1<sup>st</sup>) Bones

2<sup>nd</sup>) Muscles (cardiac, skeletal, and smooth)

3<sup>rd</sup>) Skin
Decision 9: Resources

Provide graphic organizers, links, book titles, websites, etc. that provide support for teaching this unit.

http://scnces.ncdpi.wikispaces.net/2004+SCOS+Resources+K-8


http://www.enchantedlearning.com/Home.html

http://www.fossweb.com/

http://kidshealth.org/kid/

Gaggle
**Unit Designers:**

**Date:** 1/22/2013

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
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</thead>
<tbody>
<tr>
<td>Katherine Gainer</td>
<td></td>
</tr>
<tr>
<td>Marcie Burlett</td>
<td></td>
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<tr>
<td>Vicci Owens</td>
<td></td>
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<tr>
<td>JB Rhodes</td>
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