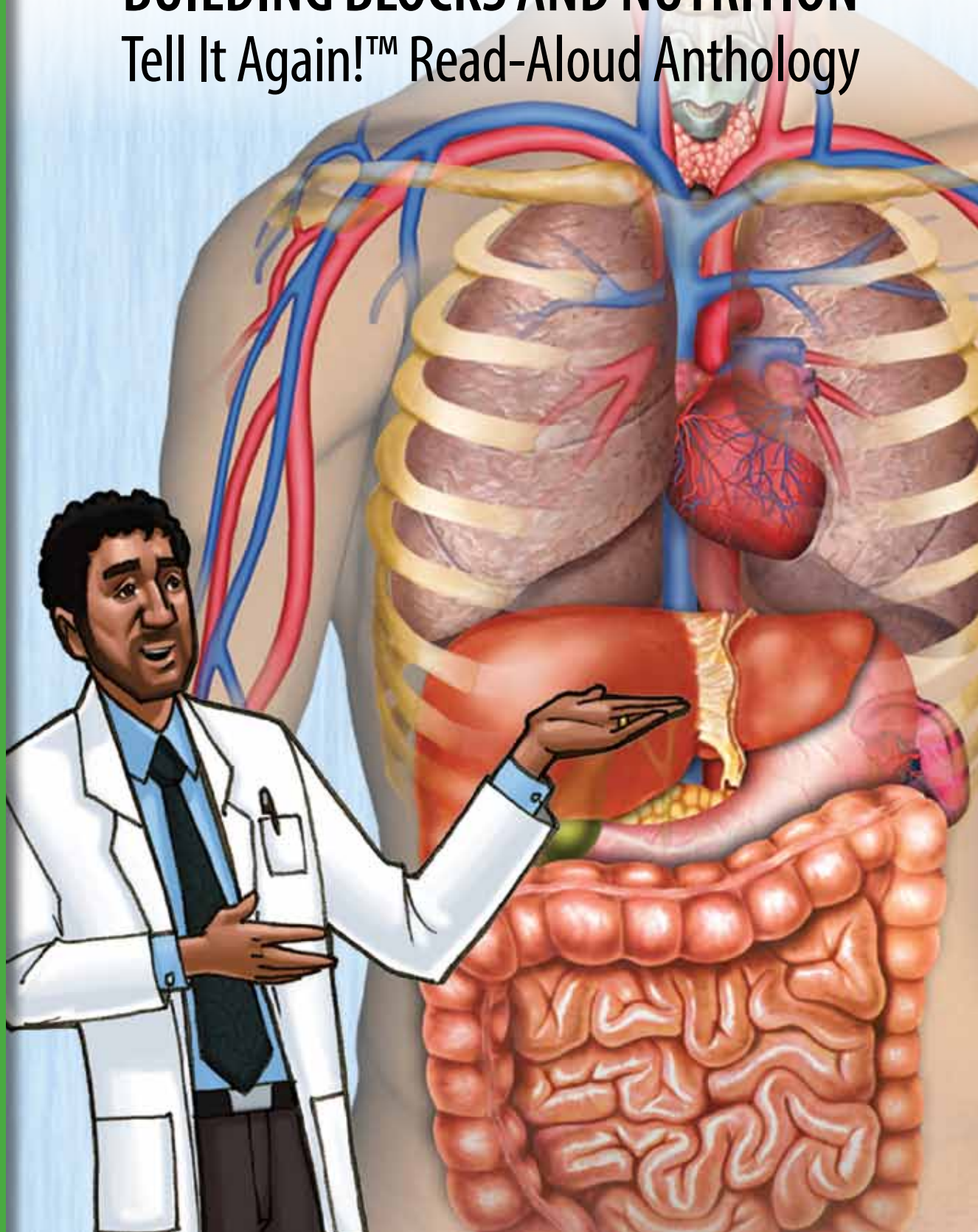


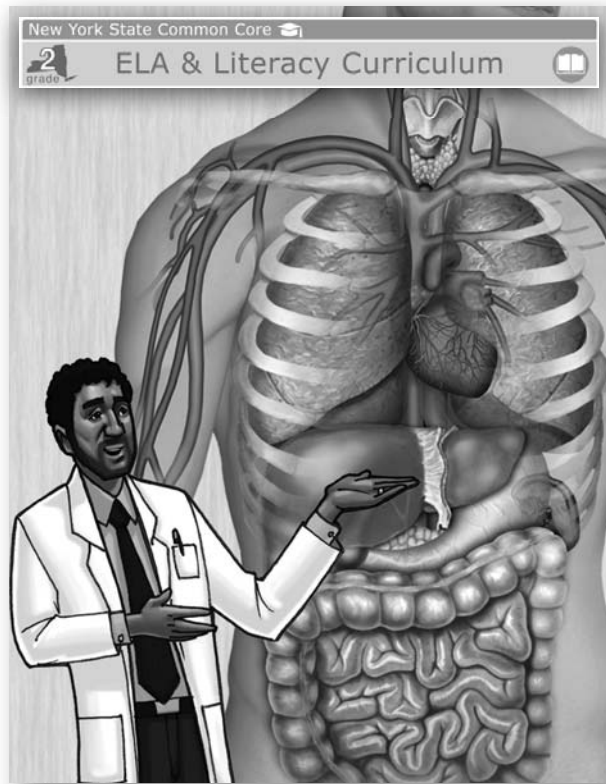


The Human Body

BUILDING BLOCKS AND NUTRITION

Tell It Again!™ Read-Aloud Anthology





The Human Body

BUILDING BLOCKS AND NUTRITION

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition



Core Knowledge®

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BUILDING BLOCKS AND NUTRITION

Tell It Again!™ Read-Aloud Anthology

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Alignment Chart for The Human Body: Building Blocks and Nutrition

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for The Human Body: Building Blocks and Nutrition

| | Lesson | | | | | | | | |
|--|--------|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Core Content Objectives | | | | | | | | | |
| Identify the five senses and associated body parts | ✓ | | | | | | | | |
| Identify the skeletal, muscular, circulatory, nervous, digestive, and excretory systems as important systems in the human body | ✓ | | | | | | | | ✓ |
| Describe the significant contributions of Anton van Leeuwenhoek | | ✓ | | | | | | | |
| Explain that all living things are made of microscopic cells | | | ✓ | | | | | | |
| Describe the relationship among cells, tissues, organs, and systems | | | ✓ | ✓ | | | | | ✓ |
| Identify important components of the digestive system and their functions | | | | | ✓ | | | | |
| Describe the process of nourishing the body from the time food is taken into the mouth until waste is removed from the body | | | | | ✓ | | | | |
| Identify important components of the excretory system and their functions | | | | | | ✓ | | | |
| Describe how the digestive and excretory systems work together | | | | | | ✓ | | | |
| Explain the importance of vitamins and minerals to the body | | | | | | | ✓ | | |
| Explain the importance of eating a balanced diet | | | | | | | | ✓ | |
| Classify foods as healthy or unhealthy | | | | | | | | ✓ | |
| Plan a daily balanced diet | | | | | | | | ✓ | |










Alignment Chart for *The Human Body: Building Blocks and Nutrition*

Lesson


| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
|---|---|---|---|---|---|---|---|---|

Reading Standards for Literature: Grade 2











Key Ideas and Details

| | | | | | | | | | | |
|--------------|--|---|---|---|---|---|---|---|--|--|
| STD RI.2.1 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. | | | | | | | | | |
| CKLA Goal(s) | Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud |  | | | | | | | | |
| | Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships |  | | | | | | | | |
| STD RI.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | | | | | | | | | |
| CKLA Goal(s) | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud |  |  |  |  |  |  |  | | |

Craft and Structure














| | | | | | | | | | |
|---------------------|--|---|--|--|--|--|--|--|--|
| STD RI.2.4 | Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. | | | | | | | | |
| CKLA Goal(s) | Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions |  | | | | | | | |

Integration of Knowledge and Ideas

| | | | | | | | | | |
|---------------------|--|---|--|--|---|---|---|---|---|
| STD RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | | | | | | |
| CKLA Goal(s) | Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud |  | | |  |  |  |  |  |
| STD RI.2.8 | Describe how reasons support specific points the author makes in a text. | | | | | | | | |
| CKLA Goal(s) | Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud | | | | | | | |  |
| STD RI.2.9 | Compare and contrast the most important points presented by two texts on the same topic. | | | | | | | | |
| CKLA Goal(s) | Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds |  | | | | |  |  | |



Alignment Chart for The Human Body: Building Blocks and Nutrition

Lesson

| Alignment Chart for The Human Body: Building Blocks and Nutrition | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|--|---|---|---|---|---|---|---|---|---|---|---|---|
| Range of Reading and Level of Text Complexity | | | | | | | | | | | | | |
| STD RI.2.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | | | | | | | | | | |
| CKLA Goal(s) | Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4 |  | | | | | | | | | | | |
| Writing Standards: Grade 2 | | | | | | | | | | | | | |
| Research to Build and Present Knowledge | | | | | | | | | | | | | |
| STD W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. | | | | | | | | | | | | |
| CKLA Goal(s) | Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds |  |  | | | | | | | | | |  |
| | With assistance, categorize and organize facts and information within a given domain to answer questions | | |  |  |  |  |  |  | | | | |
| Speaking and Listening Standards: Grade 2 | | | | | | | | | | | | | |
| Comprehension and Collaboration | | | | | | | | | | | | | |
| STD SL.2.1 | Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups. | | | | | | | | | | | | |
| STD SL.2.1a | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | | | | | | | | | | | | |
| CKLA Goal(s) | Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. |  | | | | | | | | | | | |
| STD SL.2.1b | Build on others’ talk in conversations by linking their comments to the remarks of others. | | | | | | | | | | | | |
| CKLA Goal(s) | Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age |  | | | | | | | | | | | |
| STD SL.2.1c | Ask for clarification and further explanation as needed about the topics and texts under discussion. | | | | | | | | | | | | |
| CKLA Goal(s) | Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud |  | | | | | | | | | | | |


Alignment Chart for The Human Body: Building Blocks and Nutrition

Lesson

| Alignment Chart for The Human Body: Building Blocks and Nutrition | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| Presentation of Knowledge and Ideas | | | | | | | | | | |
| STD SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | | | | | | | | |
| CKLA Goal(s) | Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences | ✓ | | | | | | | | ✓ |
| STD SL.2.5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | | | | | | | | | |
| CKLA Goal(s) | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings | | | | | | | ✓ | | |
| STD SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.) | | | | | | | | | |
| CKLA Goal(s) | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification |  | | | | | | | | |
| Language Standards: Grade 2 | | | | | | | | | | |
| Vocabulary Acquisition and Use | | | | | | | | | | |
| STD L.2.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and context, choosing flexibly from an array of strategies. | | | | | | | | | |
| STD L.2.4b | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>). | | | | | | | | | |
| CKLA Goal(s) | Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions | | | | | ✓ | | | | |
| STD L.2.5 | Demonstrate understanding of word relationships and nuances in word meanings. | | | | | | | | | |
| STD L.2.5a | Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). | | | | | | | | | |
| CKLA Goal(s) | Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>) |  | | | | | | | | |
| | Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions | | | ✓ | | | | | ✓ | |

Alignment Chart for The Human Body: Building Blocks and Nutrition

Lesson

| Alignment Chart for The Human Body: Building Blocks and Nutrition | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| STD L.2.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). | | | | | | | | | |
| CKLA Goal(s) | Learn the meaning of common sayings and phrases | ✓ | | | | | | | | ✓ |
| | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>) |  | | | | | | | | |
| Additional CKLA Goals | | | | | | | | | | |
| Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud | | | | | | | ✓ | | ✓ | ✓ |
| Sequence five pictures illustrating the digestive process | | | | | | ✓ | | | | |



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to The Human Body: Building Blocks and Nutrition

This introduction includes the necessary background information to be used in teaching *The Human Body: Building Blocks and Nutrition* domain. The *Tell It Again! Read-Aloud Anthology* for *The Human Body: Building Blocks and Nutrition* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point after Lesson 4 when students have covered the topic of organs. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

| Week One | | | | |
|---|--|--|---------------------------------|-------------------------|
| Day 1 | Day 2 # | Day 3 # | Day 4 # | Day 5 ⑩# |
| Lesson 1A: “The Amazing Human Body” (40 min.) | Lesson 2A: “Anton van Leeuwenhoek” (40 min.) | Lesson 3A: “Cells and Tissues” (40 min.) | Lesson 4A: “Organs” (40 min.) | Pausing Point (60 min.) |
| Lesson 1B: Extensions (20 min.) | Lesson 2B: Extensions (20 min.) | Lesson 3B: Extensions (20 min.) | Lesson 4B: Extensions (20 min.) | |
| 60 min. | 60 min. | 60 min. | 60 min. | 60 min. |

| Week Two | | | | |
|---|---|----------------------------------|---|---|
| Day 6 # | Day 7 | Day 8 | Day 9 # | Day 10 |
| Lesson 5A: “The Digestive System” (40 min.) | Lesson 6A: “The Excretory System” (40 min.) | Lesson 7A: “Nutrients” (40 min.) | Lesson 8A: “A Well-Balanced Diet” (40 min.) | Lesson 9A: “A Healthy Human Body” (40 min.) |
| Lesson 5B: Extensions (20 min.) | Lesson 6B: Extensions (20 min.) | Lesson 7B: Extensions (20 min.) | Lesson 8B: Extensions (20 min.) | Lesson 9B: Extensions (20 min.) |
| 60 min. | 60 min. | 60 min. | 60 min. | 60 min. |

| Week Three | | |
|-------------------------|-----------------------------|----------------------------------|
| Day 11 # | Day 12 ⑩ | Day 13 # |
| Domain Review (60 min.) | Domain Assessment (60 min.) | Culminating Activities (60 min.) |
| 60 min. | 60 min. | 60 min. |

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *The Human Body: Building Blocks and Nutrition*
- *Tell It Again! Image Cards* for *The Human Body: Building Blocks and Nutrition*
- *Tell It Again! Supplemental Guide* for *The Human Body: Building Blocks and Nutrition*

*The *Tell It Again! Posters* and *Multiple Meaning Word Posters* for *The Human Body: Building Blocks and Nutrition* are found at the end of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Grade 2 Teacher Handbook*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2005) ISBN 978-1890517748

Why The Human Body: Building Blocks and Nutrition is Important

This domain covers a number of topics regarding the human body. This domain first covers concepts regarding cells and how cells form the building blocks of life on Earth. Students are then taught how collections of cells form tissues, and tissues form organs, and finally how organs work within the various body systems. In addition, students are taught about Anton van Leeuwenhoek and his work with the microscope and his discovery of the tiny one-celled bacteria.

Students will then hear about the digestive and excretory systems. They will learn the fundamental parts and functions of these two body systems. The narrator of these read-alouds is a nutritionist named Nick Nutri, who reinforces basic facts that students will be learning.

The remainder of this domain focuses on the importance of good nutrition and how to make good choices in order to eat a well-balanced diet. Students will be taught five keys to good health—eat well, exercise, sleep, keep clean, and have regular checkups.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *The Human Body: Building Blocks and Nutrition*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

The Five Senses (Kindergarten)

- Identify and describe the five senses: sight, hearing, smell, taste, and touch
- Identify the body parts associated with the five senses
- Provide simple explanations about how the eyes, ears, nose, tongue, and skin work
- Describe how the five senses help people learn about their world
- Describe some ways the five senses help protect people from harm
- Describe ways people take care of their bodies and protect them from harm
- Describe the experiences and challenges of someone who is blind or deaf

The Human Body (Grade 1)

- Explain that the human body is a network of systems
- Identify the skeletal, muscular, digestive, circulatory, and nervous systems
- Recall basic facts about the skeletal, muscular, digestive, circulatory, and nervous systems
- Identify the heart as a muscle that never stops working
- Explain the importance of exercise and a balanced diet for bodily health
- Identify the brain as the body's control center
- Explain that germs can cause disease in the body

- Identify Edward Jenner as the man who developed the first vaccine
- Identify Louis Pasteur as the man who discovered pasteurization
- Explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health
- Explain the importance of regular checkups
- Explain how vaccinations can prevent disease
- Explain that the food pyramid is one way to depict a balanced diet
- Identify the component food groups in a balanced diet

Core Vocabulary for The Human Body: Building Blocks and Nutrition

The following list contains all of the core vocabulary words in *The Human Body: Building Blocks and Nutrition* in the forms in which they appear in the domain. These words appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

nutrients
nutrition
nutritionist
organs
systems
vaccinations

Lesson 2

bacteria
lens
magnifies
microscope
observations

Lesson 3

cells
functions
microscopic
stimulus
tissue

Lesson 4

collapse
kidneys
liver
nourish
transplant

Lesson 5

absorb
esophagus
filtering
saliva
villi

Lesson 6

bladder
excrete
regulate
sweat
toxic

Lesson 7

carbohydrates
essential
fats
minerals
proteins

Lesson 8

fiber
moderation
scan
variety
well-balanced diet

Lesson 9

calories
network
recovery
terms
windpipe

Comprehension Questions

In the *Tell It Again! Read-Aloud Anthology* for *The Human Body: Building Blocks and Nutrition*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.2.1) and Reading Standards for Informational Text 1 (RI.2.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2 through 5 (RL.2.2–RL.2.5) and Reading Standards for Informational Text 2 through 4, and 6 (RI.2.2–RI.2.4; RI.2.6).

Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.2.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.2.9) and Reading Standards for Informational Text 9 (RI.2.9).

The *Tell It Again! Read-Aloud Anthologies* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.2.7) and Reading Standards for Informational Text 7 (RI.2.7) are addressed as well.

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology* for *The Human Body: Building Blocks and Nutrition*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: 10. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology* for *The Human Body: Building Blocks and Nutrition*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning Strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for The Human Body: Building Blocks and Nutrition

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic, domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *Bones: Our Skeletal System*, by Seymour Simon (HarperCollins, 2000) ISBN 978-0688177218
2. *The Bones Book and Skeleton*, by Stephen Cumbaa (Workman Publishing Company, 2006) ISBN 978-0761142188
3. *The Brain: Our Nervous System*, by Seymour Simon (HarperCollins, 2006) ISBN 978-0060877194

4. *Cells, Tissues, and Organs*, by Richard Spilsbury (Heinemann Library, 2008) ISBN 978-1432909048
5. *The Digestive System*, by Rebecca L. Johnson (Lerner Publications Company, 2005) ISBN 978-0822512479
6. *The Digestive System*, by Kirstin Petrie MS, RD (ABDO Publishing Company, 2007) ISBN 978-159679710
7. *The Digestive System*, by Christine Taylor-Butler (Scholastic Inc., 2008) ISBN 978-0531207314
8. *Dinosaurs Alive and Well!: A Guide to Good Health*, by Marc Brown and Laurie Krasny Brown (Little, Brown Books for Young Readers, 1992) ISBN 978-0316110099
9. *The Dynamic Digestive System: How Does My Stomach Work?*, by John Burnstein (Crabtree Publishing Company, 2009) ISBN 978-0778744290
10. *The Edible Pyramid: Good Eating Every Day*, by Loreen Leedy (Holiday House, 1994) ISBN 978-0823420742
11. *Food and Digestion*, by Andrew Solway (Sea-to-Sea Publications, 2011) ISBN 978-1597712644
12. *Good Enough to Eat: A Kid's Guide to Food and Nutrition*, by Lizzy Rockwell (HarperCollins, 2009) ISBN 978-0064451741
13. *Greg's Microscope*, by Millicent E. Selsam, illustrated by Arnold Lobel (HarperCollins, 1990) ISBN 978-0064441445
14. *Gurgles and Growls: Learning About Your Stomach*, by Pamela Hill Nettleton (Picture Window Books, 2004) ISBN 978-1404805040
15. *Guts: Our Digestive System*, by Seymour Simon (HarperCollins Publishers, 2005) ISBN 978-0060546519
16. *The Human Body*, by Seymour Simon (Collins, 2008) ISBN 978-0060555412
17. *The Magic School Bus: Inside the Human Body*, by Joanna Cole, illustrated by Bruce Degen (Scholastic Audio Books, 2011) ISBN 978-0545240833
18. *Muscles: Our Muscular System*, by Seymour Simon (HarperCollins, 2000) ISBN 978-0688177201

19. *My Food Pyramid: Eat Right. Exercise. Have Fun.*, by Alisha Niehaus (Dorling Kindersley Limited, 2007) ISBN 978-0756629939
20. *My Organ Buddies*, by Lee Downing and Felice Downing (Organ Buddies, Inc, 2010) ISBN 978-0615329406
21. *Parts*, by Tedd Arnold (Puffin, 2000) ISBN 978-0140565331
22. *The Race Against Junk Food (Adventures in Good Nutrition)*, by Anthony Buono and Roy Nemerson (HCOM Inc., 1997) ISBN 978-0965810807
23. *The Quest to Digest*, by Mary K. Corcoran (Charlesbridge, 2006) ISBN 978-1570916649
24. *Ultra-Organized Cell Systems*, by Rebecca L. Johnson (Millbrook Press, 2008) ISBN 978-0822571384
25. *What Am I Made Of?*, by David Bennett, illustrated by Stuart Trotter (Aladdin Paperbacks, 1991) ISBN 978-0689714900
26. *Where Does Your Food Go?*, by Wiley Blevins (Scholastic Inc., 2003) ISBN 978-0516258607

Websites and Other Resources

Student Resources

1. How the Human Body Works (various systems)
http://kidshealth.org/kid/htbw/htbw_main_page.html
2. Human Body Systems Game
<http://sciencenetlinks.com/media/filer/2011/10/13/allsystems.swf>
3. I Know That
<http://www.iknowthat.com/com/L3?Area=Science%20Lab>
4. Mission Nutrition
http://kidshealth.org/kid/games/mission_nutrition.html#cat20918
5. A Ride Through the Human Body
<http://www.healthexplorationstation.com/fun/hes2.htm>
6. Science Interactive Body
http://www.bbc.co.uk/science/humanbody/body/interactives/3djigsaw_02/index.shtml?muscles

Teacher Resources

7. **Discovery Kids: Your Digestive System**
<http://kids.discovery.com/tell-me/science/body-systems/your-digestive-system>
8. **Enchanted Learning**
<http://www.enchantedlearning.com/subjects/anatomy/digestive>
9. **Ducksters: Science for Kids**
http://www.ducksters.com/science/digestive_system.php
10. **History of the Microscope**
<http://www.history-of-the-microscope.org/anton-van-leeuwenhoek-microscope-history.php>
11. **Scholastic: Human Body**
<http://www.scholastic.com/teachers/unit/human-body-everything-you-need>