Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

THE HUMAN BODY



GRADE 1 UNIT 2 | ACTIVITY BOOK

EDITION 1

Grade 1 | Unit 2

The Human Body

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

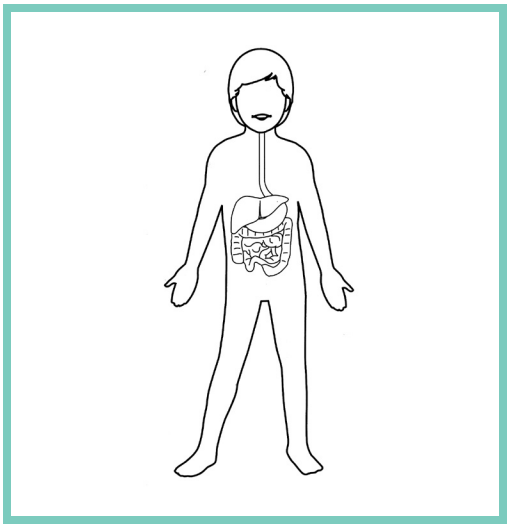
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NAME: _____

DATE: _____







Directions: Circle the image that represents a network of systems.

NAME: _____

DATE: _____

Dear Family Member,

During the next several days, your student will be learning about the human body. Your student will learn about five important body systems: skeletal, muscular, digestive, circulatory, and nervous. Below are some suggestions of activities to do at home to reinforce what your student is learning about how our bodies work to keep us alive.

1. What's Inside My Body?

Ask your student to describe a body organ that they learn about each day. Have your student tell you why the organ is important and the name of the body system to which it belongs.

2. Systems at Work

Ask your student which body systems are at work as you walk, talk, eat, and read together. Encourage the use of vocabulary being learned at school by asking your student to explain how the systems are working together.

3. Draw and Write

Have your student draw and/or write about what has been learned about each of the body systems and then share the drawing and/or writing with you. Ask questions to keep your student using the vocabulary learned at school.

4. Words to Use

Below are several of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *systems*—Human body systems include the digestive system and the circulatory system.
- *support*—The beams of the house support the roof.
- *voluntary*—His participation in the race was voluntary.
- *digestion*—The digestion of food takes the body several days to complete.
- *heart*—The heart is an involuntary muscle.
- *nerves*—The tips of your fingers are full of nerves that allow you to feel.

5. Read Aloud Each Day

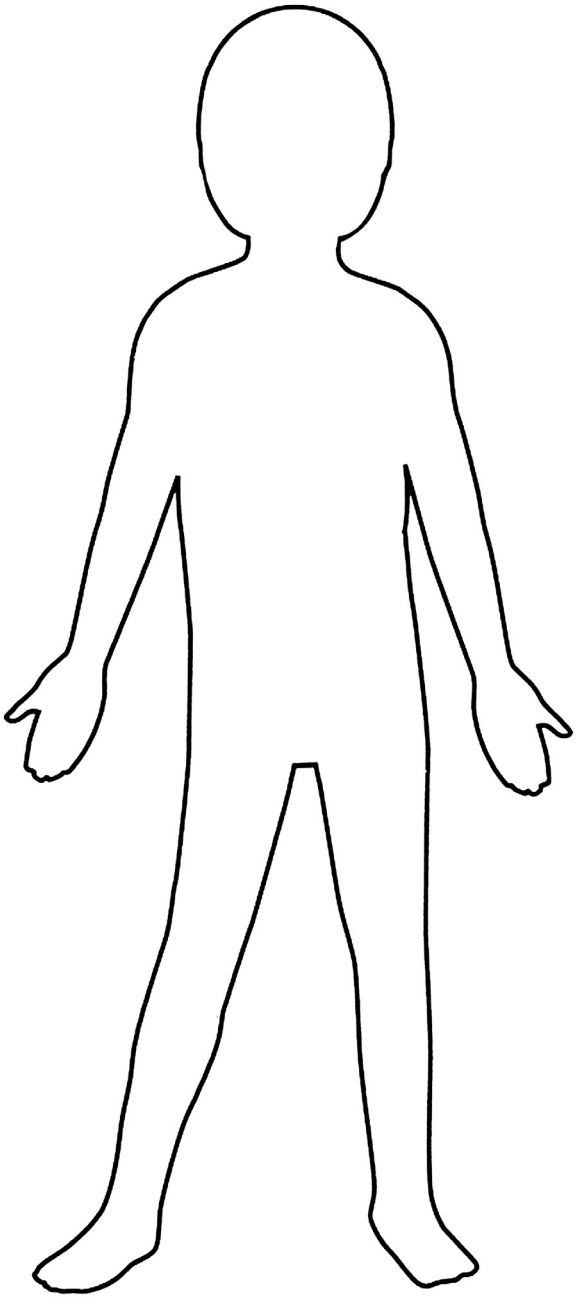
It is very important to read with your student each day.

Be sure to praise your student whenever they share what has been learned at school.

NAME: _____

DATE: _____

My _____ System



Directions: Complete the title line with the name of the system being reviewed. Next, draw the organs included in that system within the body form. Use the lines at the bottom of the page to write a sentence about the system.

_____

_____

NAME: _____

DATE: _____

6.1 **Take-Home**

Dear Family Member,

I hope your student has enjoyed learning about their body and how its systems work together to keep us alive. Over the next several days, your student will learn about health, nutrition, and ways to keep their body at its best. Below are some suggestions for activities that you may do at home to reinforce the healthy habits your student is learning about at school.

1. Healthy Eating

You may wish to visit the USDA website or the library to learn more about a healthy diet.

2. Menu Planning, Shopping, and Cooking

Have your student help you plan a well-balanced meal for the family's dinner using foods from a variety of food groups. Then, go to the grocery store together to buy the ingredients. Have your student help in the preparation of the food.

3. Words to Use

Below are several of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *diseases*—Scientists work hard to cure diseases that make people sick.
- *nutritious*—Every day, Luke ate a nutritious lunch with fruits and vegetables.
- *complicated*—The recipe was extremely complicated and had many steps to follow.

4. Read Aloud Each Day

It is very important to read with your student each day.

5. Sayings and Phrases: "An Apple a Day Keeps the Doctor Away"

Your student will learn the saying "an apple a day keeps the doctor away." Talk with your student about its meaning. Discuss the importance of going to the doctor for regular checkups and vaccinations.

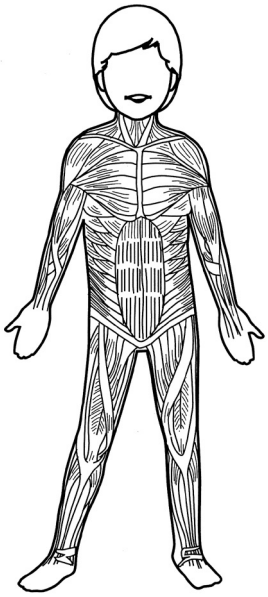
Be sure to praise your student whenever they share what has been learned at school.

NAME: _____

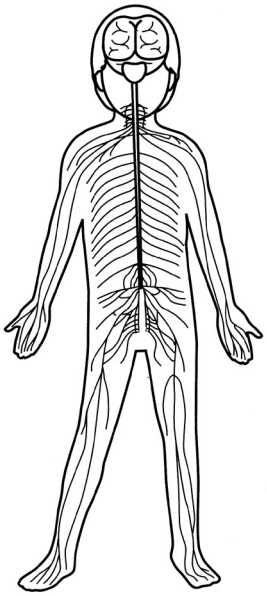
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Body Systems

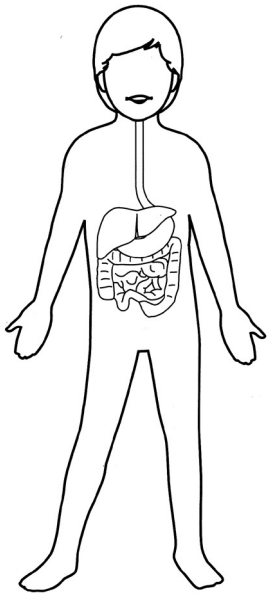
Directions: Identify pictures of the nervous, digestive, circulatory, and muscular systems. Write the number on the line next to its corresponding picture.



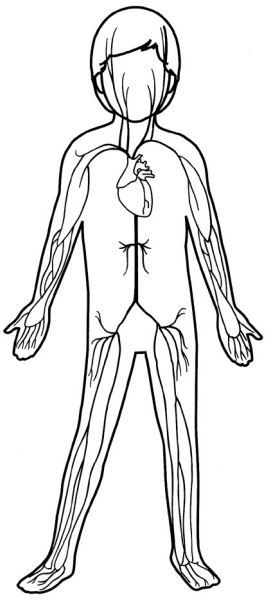
_____



_____



_____



_____

1. Nervous system	2. Digestive system
3. Circulatory system	4. Muscular system

NAME: _____

DATE: _____

7.1 **Activity Page**

Directions: Think about what you heard in the read-aloud, and then fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

NAME: _____

DATE: _____







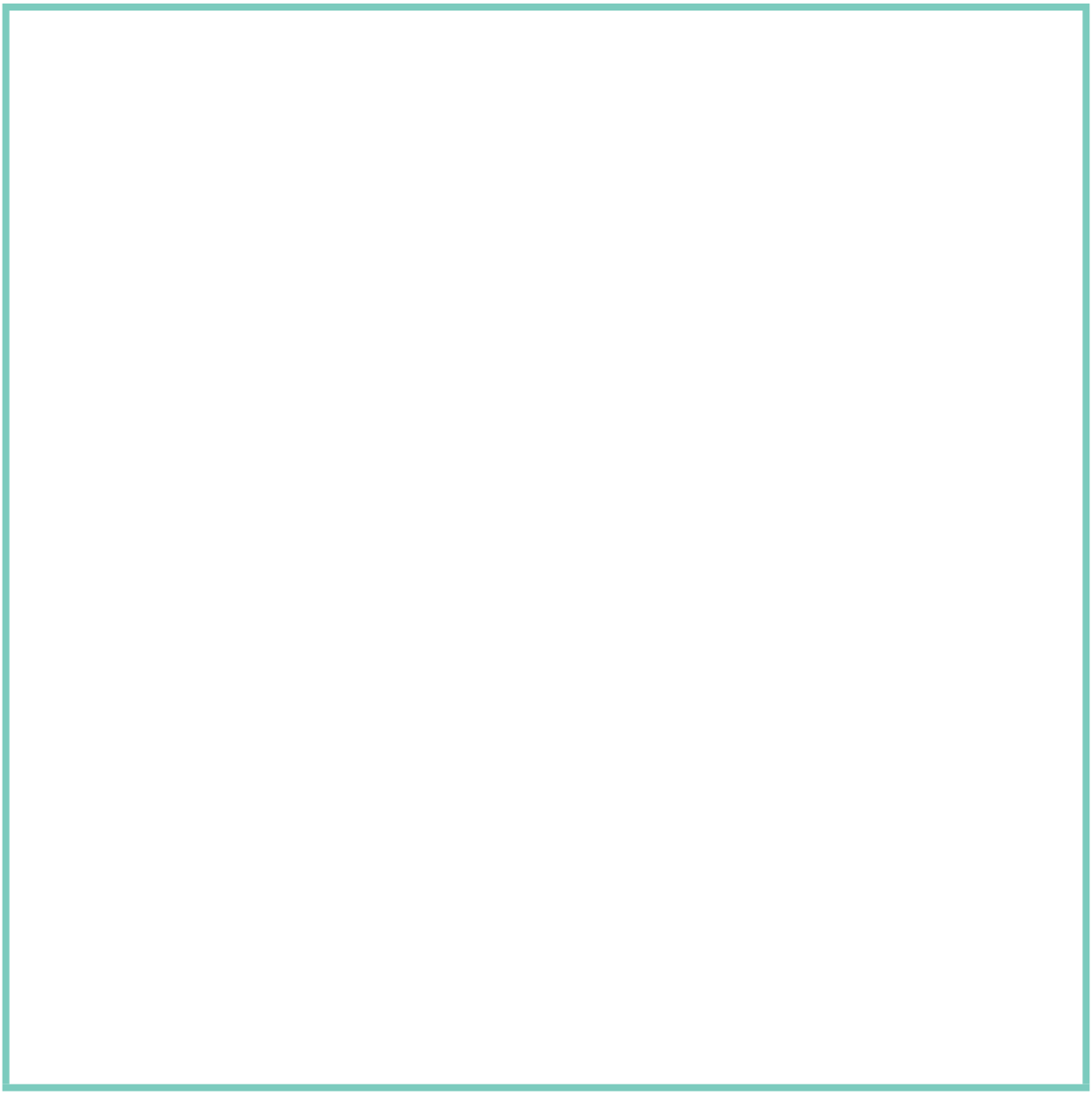
Directions: Circle the images that show how you can help prevent disease.

NAME: _____

DATE: _____

8.1 **Activity Page**

Directions: Draw a picture about one of Dr. Welbody's five keys to health. Use the lines at the bottom to write a sentence about the key to health you drew.

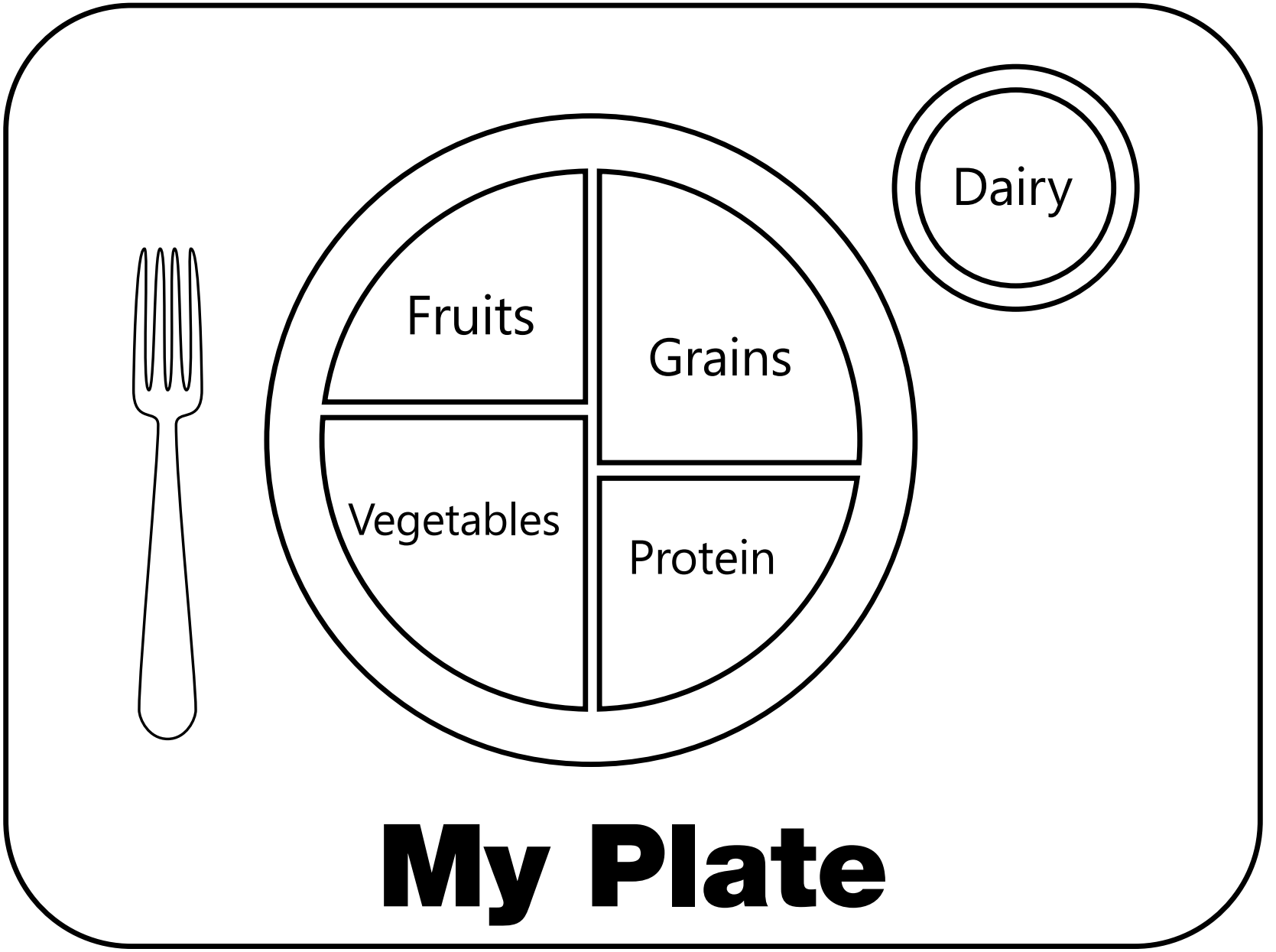


NAME: _____

DATE: _____

9.1 Activity Page

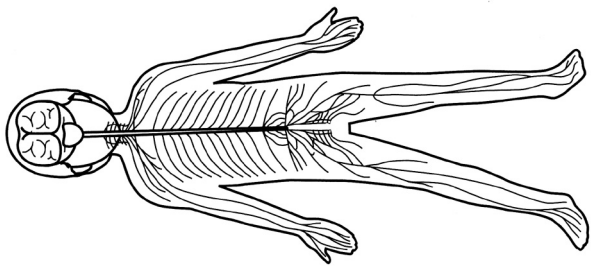
Directions: Color the "vegetable" section green; the "fruit" section red; the "grains" section orange; the "protein" section purple; and the "dairy" section blue.



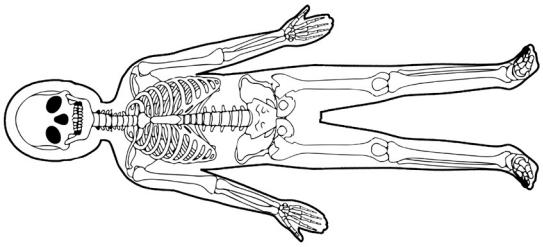
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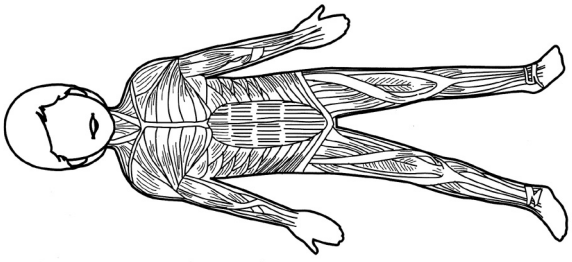
Directions: Cut out the pictures. Follow the teacher's instructions.



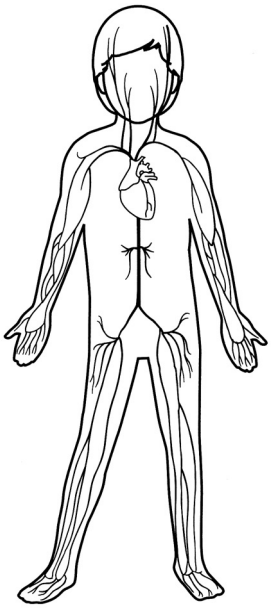
NERVOUS



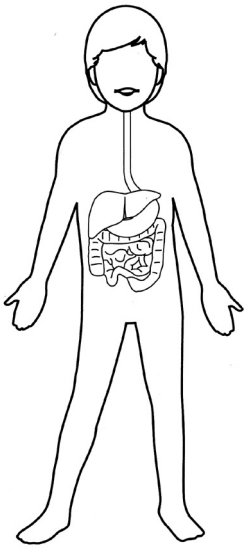
SKELETAL



MUSCULAR



CIRCULATORY



DIGESTIVE

NAME: _____

DATE: _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

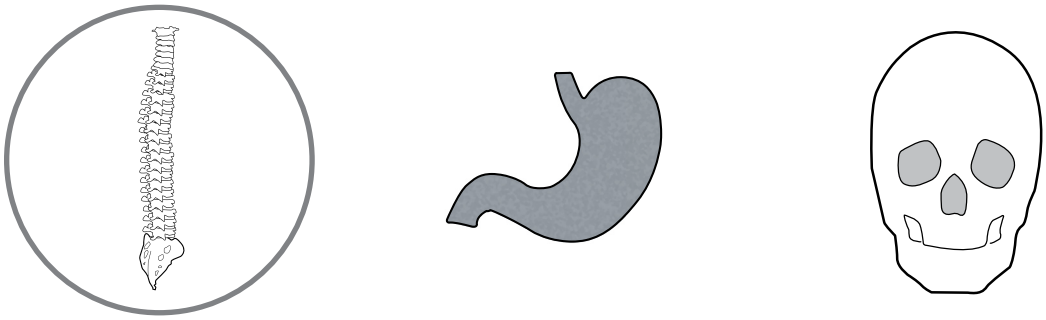
Directions: Listen to your teacher's instructions.

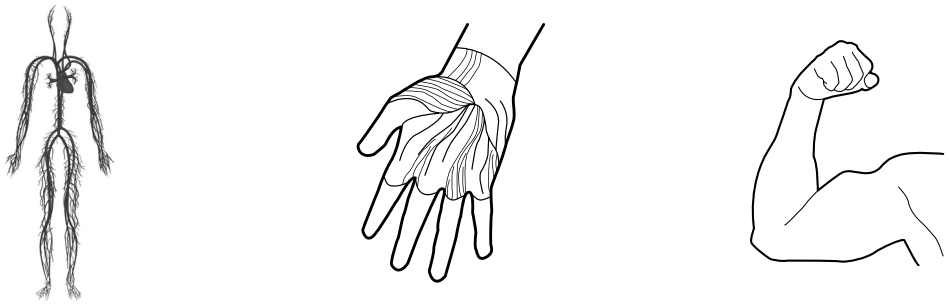
11.		
12.		
13.		
14.		
15.		

NAME: _____

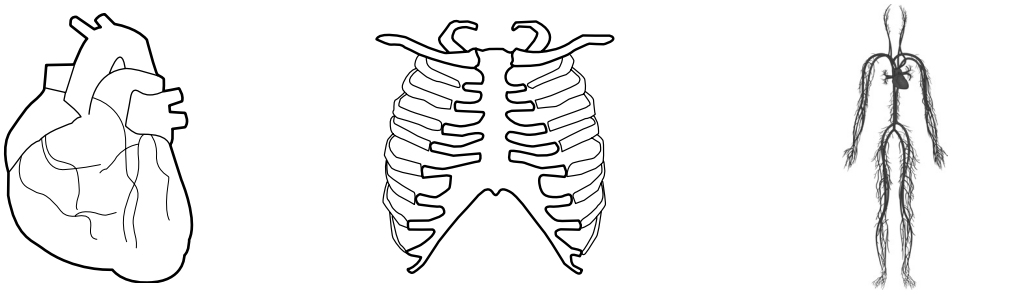
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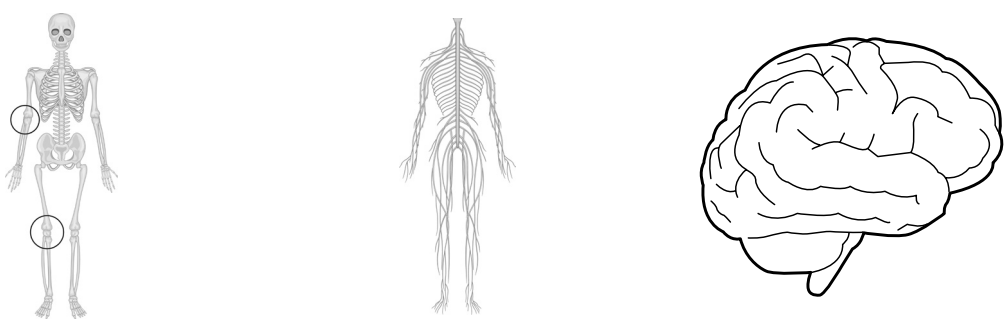
Directions: Listen to the teacher's instructions. Then, draw a circle around the correct picture(s) in each row.

1. 

2. 

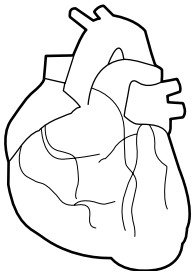
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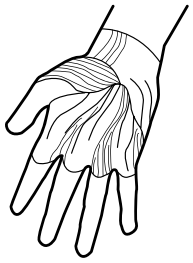
4. 

5. 

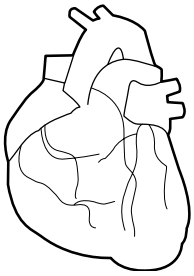
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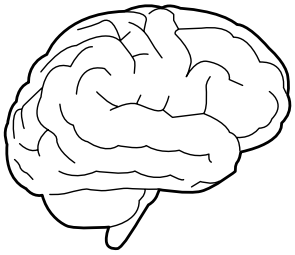


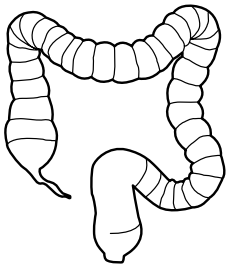




7.



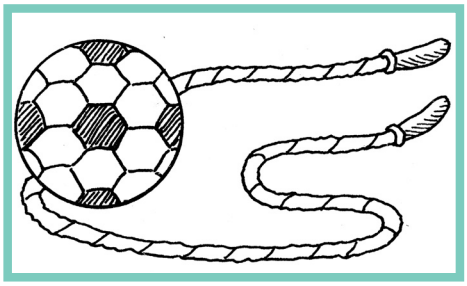




NAME: _____

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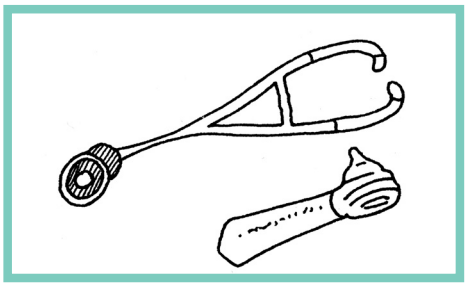
Five Keys to Keeping Healthy



Rest



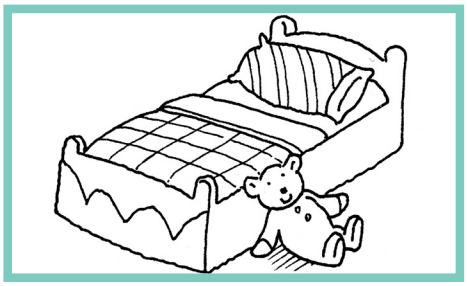
Keep Clean



Have Checkups



Eat Well



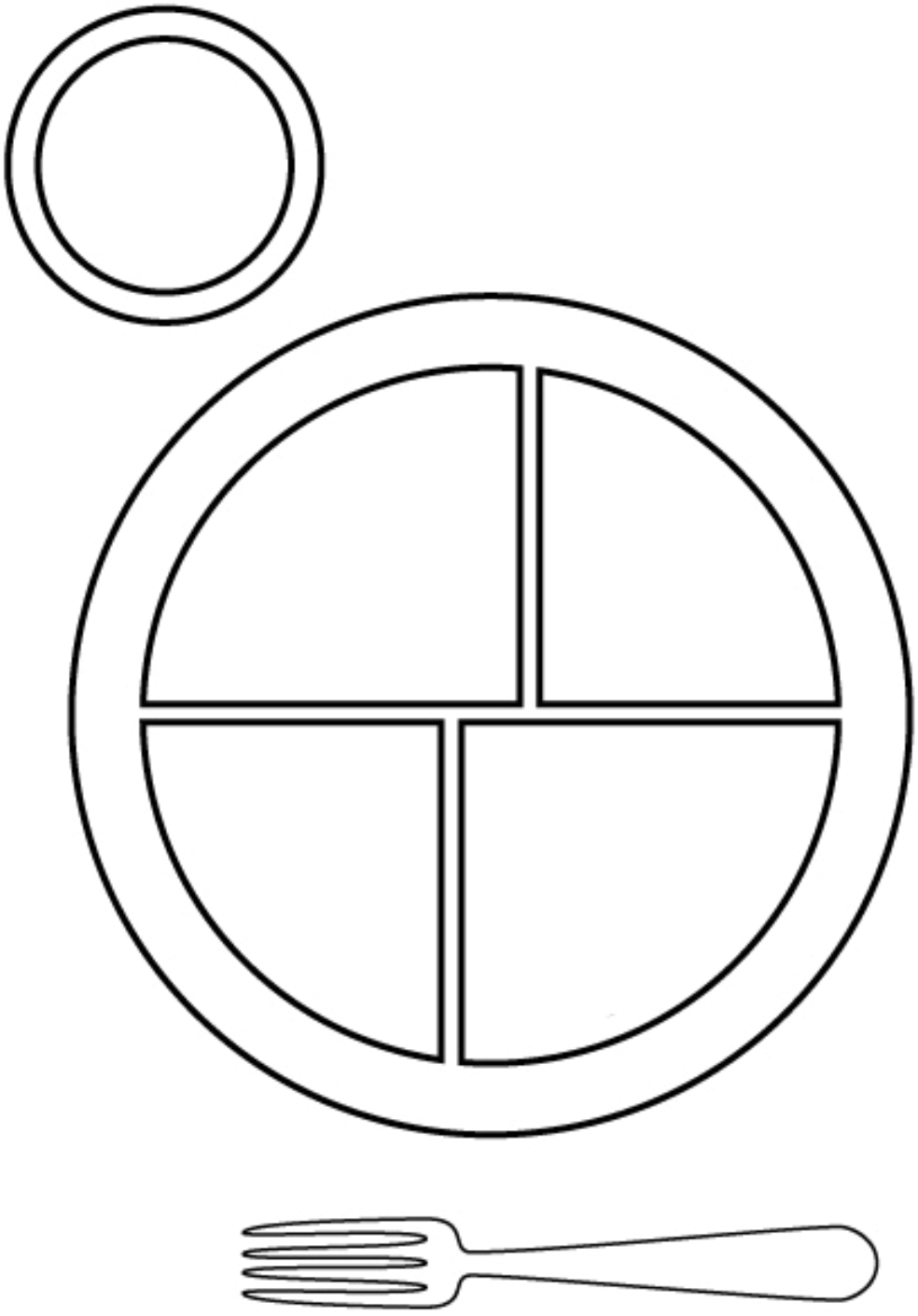
Exercise

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

A Well-Balanced Meal
(Grains, Fruits, Vegetables, Meat and Beans, Milk)



Directions: Create a healthy meal to fill the empty plate. Include foods from all food groups.

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ENGLISH

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EDITION 1

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