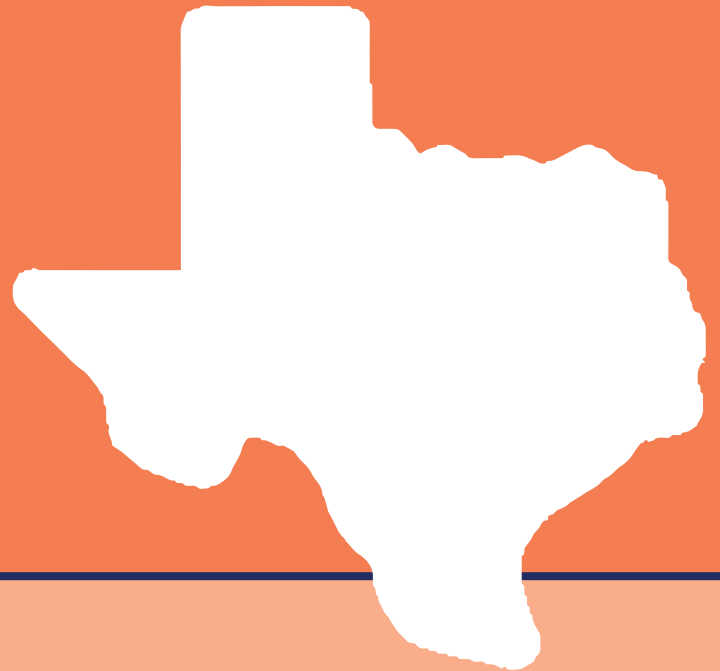




**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

THE HUMAN BODY: BUILDING BLOCKS AND NUTRITION



GRADE 2 UNIT 8 | ACTIVITY BOOK

EDITION 1

Grade 2

Unit 8

The Human Body:
Building Blocks and Nutrition

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.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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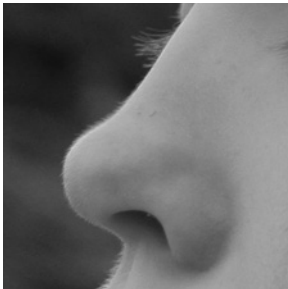
NAME: _____

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1.1

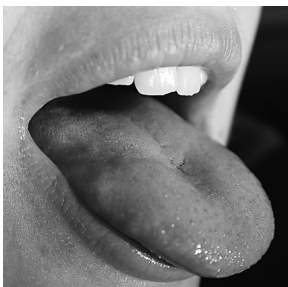
Activity Page











NAME: _____

DATE: _____

1.2

Take-Home

Dear Family Member,

Over the next few days, your student will be learning about the human body systems and their important parts—organs, tissues, and cells. They will learn about the discovery of human cells. Below are some suggestions for home activities to reinforce your student's own observations and discoveries.

1. Sense Organs

Reinforce your student's previous knowledge of the five senses by talking about the organs responsible for each one: eyes, nose, tongue, ears, and skin. Ask your student to tell you which organ is the largest body organ (skin).

2. Examining Objects Closely

If possible, provide your student with a magnifying glass. Encourage them to examine, draw, and label common objects in the environment.

3. Words to Use

Below is a list of some of the words that your student will be using at school. Try to use these words as they come up in everyday speech with your student.

- *nutrition*—Reading nutrition labels can help you select the right foods to eat.
- *magnify*—Microscopes magnify, or enlarge, microscopic organisms.
- *stomach*—When the digestive system is upset, your stomach may ache.
- *vaccinations*—Vaccinations prevent many children from getting once-common diseases.

4. Finding Everyday Lenses

Talk about the everyday use of lenses, and look for different kinds of lenses together: eyeglasses, contact lenses, telescopes, microscopes, binoculars, cell phone/cameras, digital cameras, and car headlights.

5. Read Aloud Each Day

It is very important that you read to your student each day. The local library has numerous books on the human body and nutrition that you may share with your student.

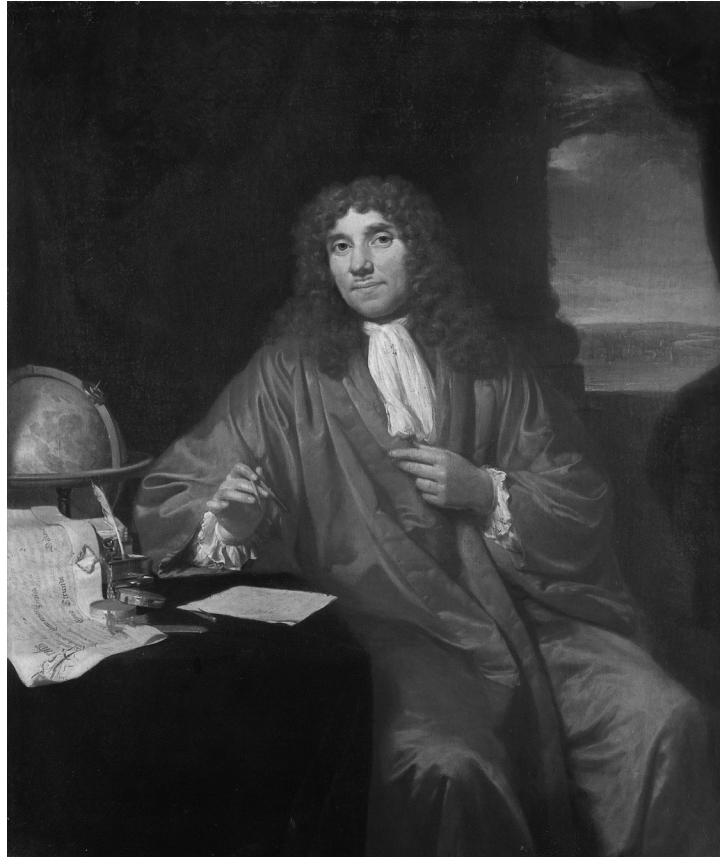
Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

2.1

Activity Page



Anton van Leeuwenhoek _____

NAME: _____

DATE: _____

2.2

Activity Page

Using a Magnifying Glass

What I See With My Eyes Alone



What I See Through the Magnifying Glass



Directions: Look at the fabric swatch you have been given without using the magnifying glass. Draw what you see under the heading "What I See With My Eyes Alone." Then, look at the fabric swatch using the magnifying glass, and draw what you see under the heading "What I See Through the Magnifying Glass."

NAME: _____

DATE: _____

3.1

Activity Page

Cells and Tissue



NAME: _____

DATE: _____

4.1

Activity Page

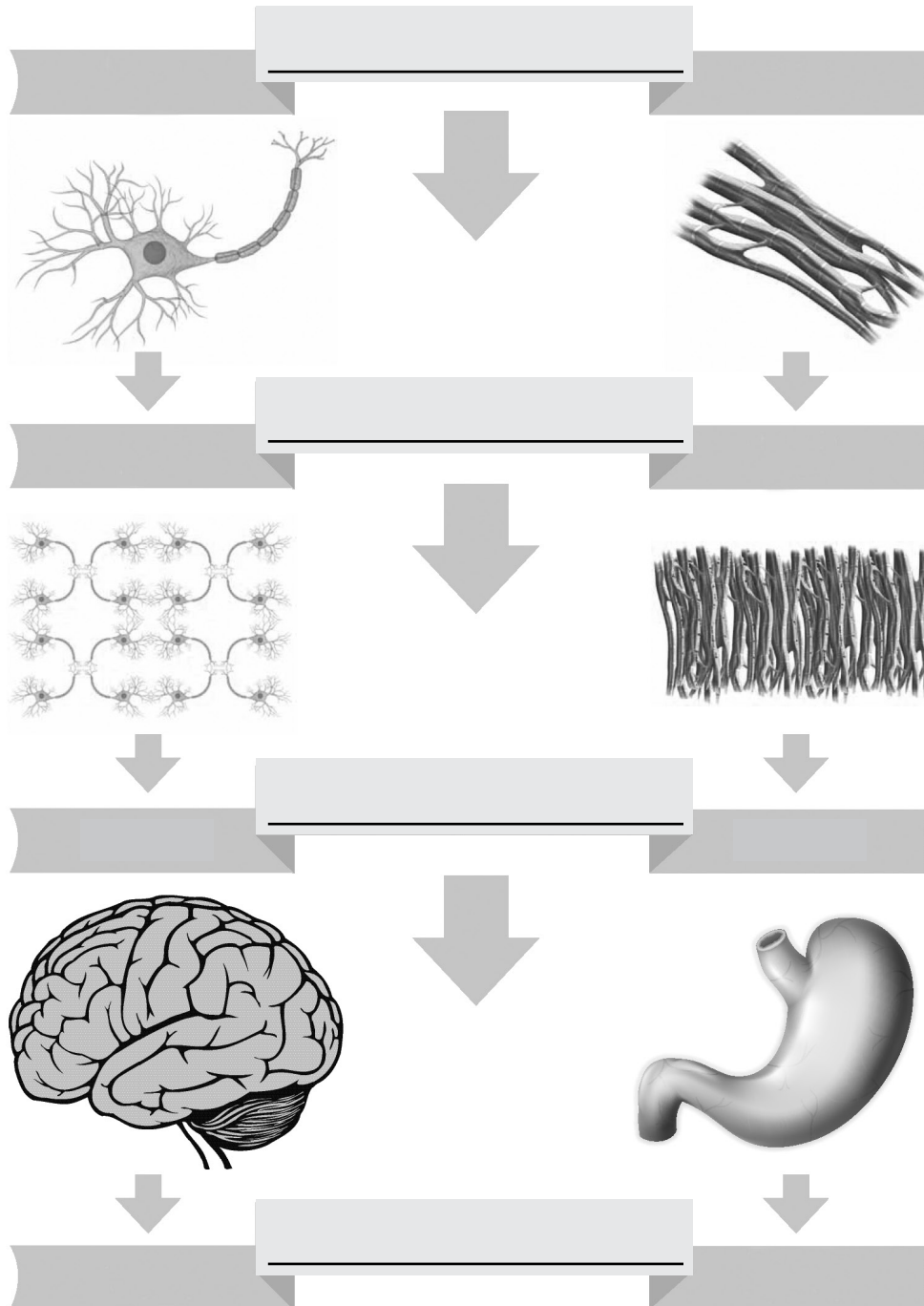
What's the Connection?

systems

cells

tissues

organs



Directions: Choose the correct word from the word bank to write in each blank, starting with the smallest unit and building up to the largest.

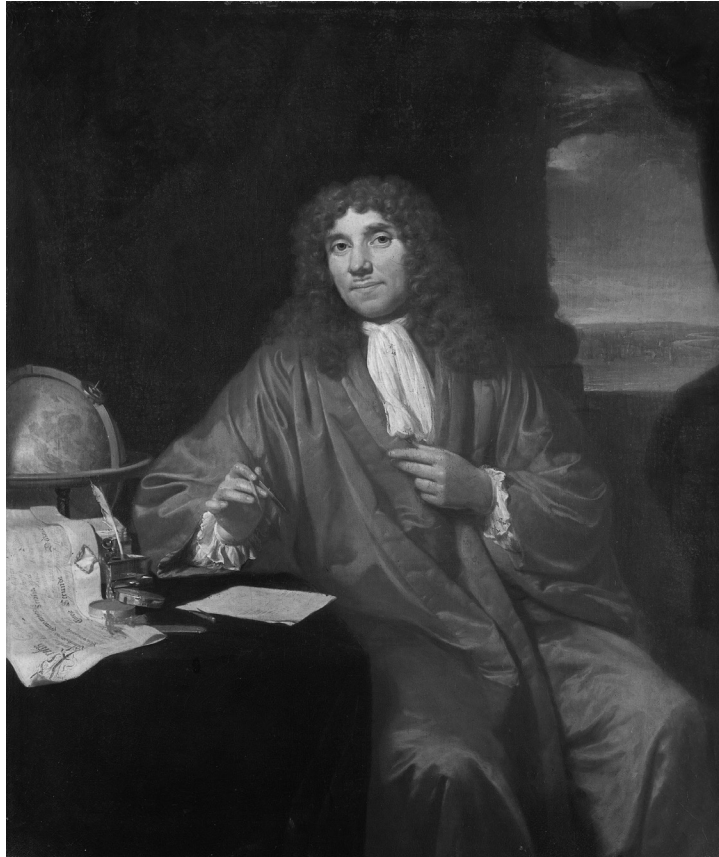
NAME: _____

DATE: _____

PP.1

Assessment

Part I:
Anton van Leeuwenhoek



- _____ He invented the microscope.
- _____ He wrote a book called *Micrographia*.
- _____ He was the first person to describe bacteria.
- _____ He made cloth from tiny animal hairs.

Directions: Read the statements below and put an X beside the statement that best describes Anton's contribution to the world.

Directions: Choose the word from the word bank that goes with the sentence, and write it in the blank. Not all words in the word bank are used; some are used more than once.

Part II: **Cells, Tissues, Organs, Systems**

cells	tissues	organs	systems	
function	connective	muscle	epithelial	nervous

1. The smallest units of human life are called _____.
2. Tissues are made up of similar _____.
3. Organs are made up of _____.
4. Your heart is one of your most important _____.
5. The tissue that forms protective barriers is called _____ tissue.
6. Blood, bone, and fat are all _____ tissues.

NAME: _____

DATE: _____

7. Body systems are made up of different _____.
8. Every organ in the body has a special job, or _____.
9. The digestive and excretory _____ process your food and waste.

NAME: _____

DATE: _____

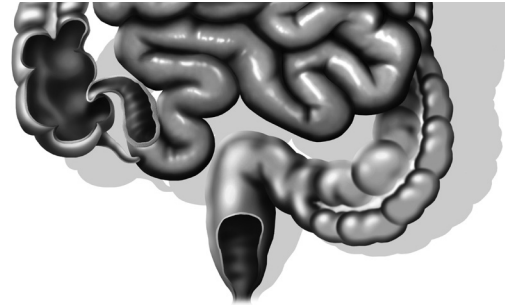
5.1

Activity Page

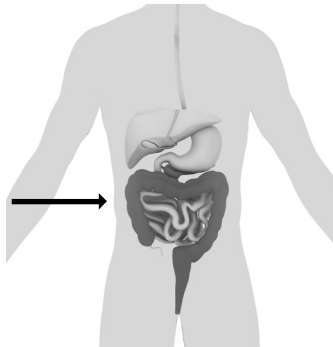
Directions: The following pictures show the different steps in the process of digestion. Number each one in the correct order from 1–6, following food from the mouth to the end of the large intestine.



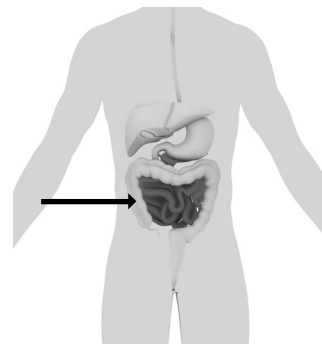
☐ Teeth crush the food, and saliva softens it into a mashed up lump of food.



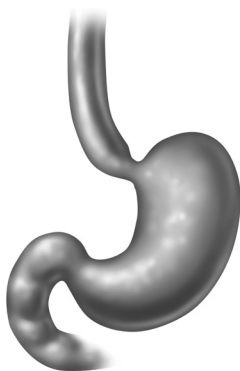
☐ Solid waste is stored at the end of the large intestine until it is ready to be passed out of the body.



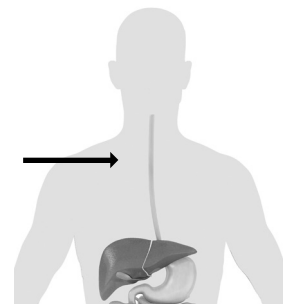
☐ Food enters the large intestine, where water is absorbed from the waste and passed into the blood-stream.



☐ Food enters the small intestine, where millions of tiny villi absorb its nutrients.



☐ Food enters the stomach, where it is broken down by gastric juices into a paste-like substance.



☐ The lump of food travels down a stretchy tube called the esophagus.

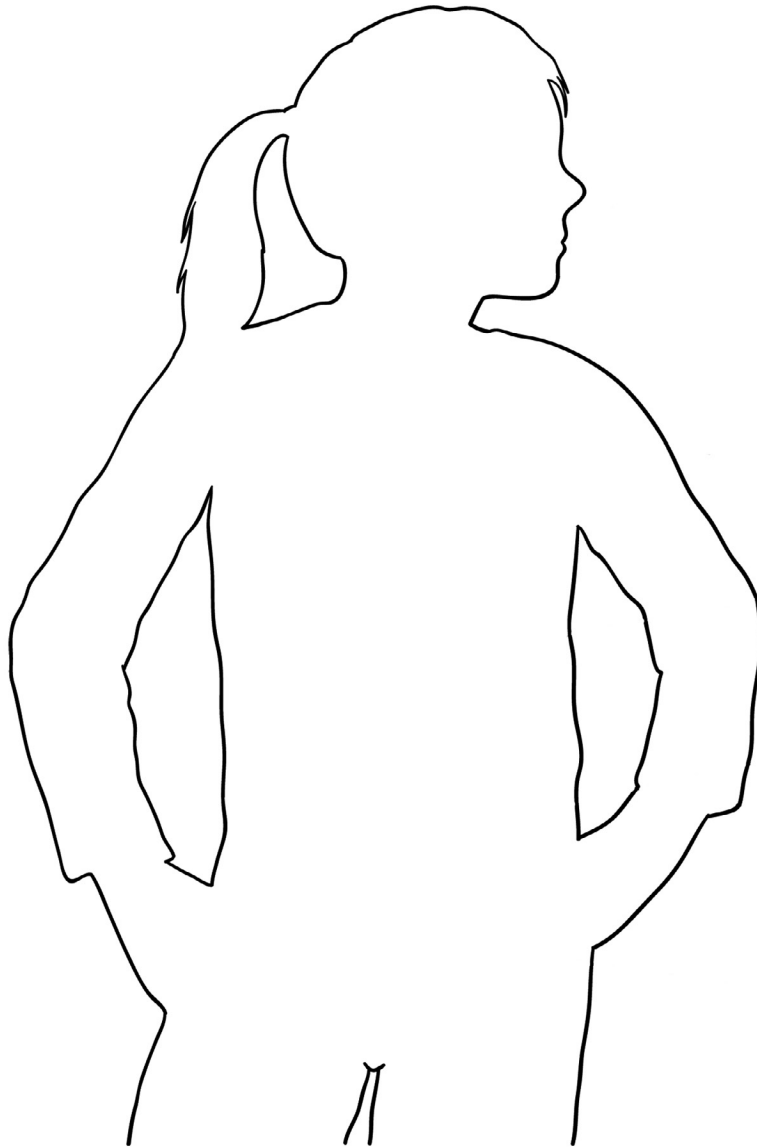
NAME: _____

DATE: _____

5.2

Activity Page

The Digestive System



NAME: _____

DATE: _____

Dear Family Member,

Your student is learning about the digestive system and the excretory system, the two body systems that process our food and help us get rid of wastes. Over the next few days they will learn the importance of keeping bodies healthy by eating nutritional foods. Below are some suggestions for activities that you can do at home to reinforce your student's learning about these important systems and the foods that supply our bodies with the most nutrients.

1. How Long Are My Intestines?

The large and small intestines combined are about 25 feet long. Using a tape measure, help your student find objects or measure distances that are of a similar length. This will reinforce an incredible fact about this lengthy digestive organ!

2. A Fact-Finding Trip to the Grocery Store

Spend additional time in the produce section during a regular visit to the grocery store. Ask your student to find a fruit or vegetable that is unfamiliar to them. Identify the item, and, if it is not too expensive, buy one to try. Find out more about its origins and nutritional value by looking it up in a book or online. Another fun and informative grocery store activity for you and your student is to read package labels, making healthy meal selections based on good nutritional content—those foods that are low in sodium, sugars, and fats.

3. Words to Use

Your student has learned technical terms for discussing the body. Try to use these words as they come up in everyday speech with your student.

- *excrete*—One way our bodies excrete, or get rid of, waste is through our skin.
- *digest*—It is important to eat slowly in order to digest our food well.
- *perspire/perspiration*—I perspire, or sweat, on a hot day.
- *urine/urination*—Urine is made up largely of water.

4. Read Aloud Each Day

It is very important that you read to your student each day. The local library has numerous books on nutrition that you may share with your student.

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

6.1

Activity Page

Digestive System Matchup

stomach

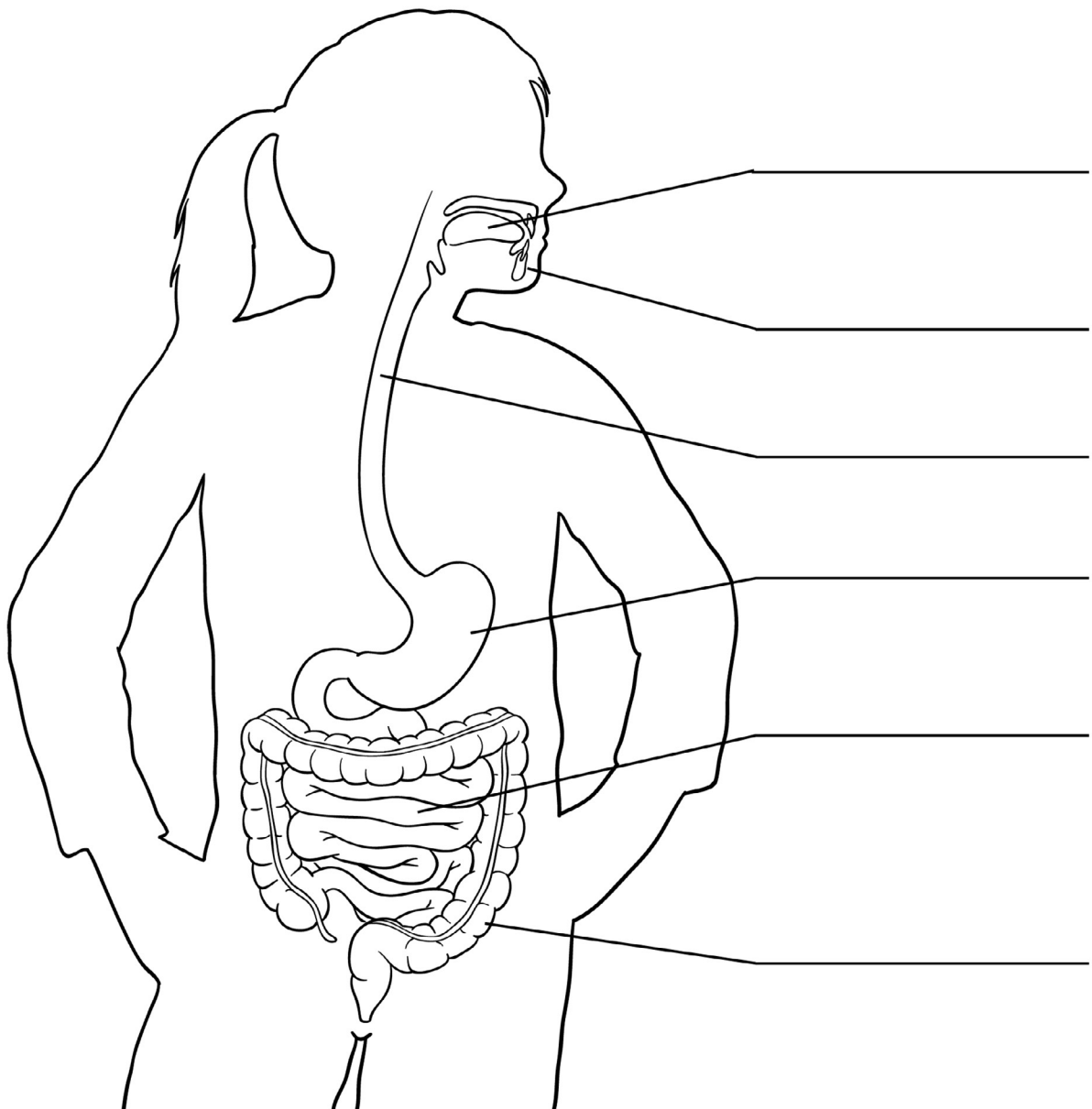
large intestine

esophagus

tongue

small intestine

teeth



Directions: Label the parts of the digestive system using the terms provided in the word bank.

NAME: _____

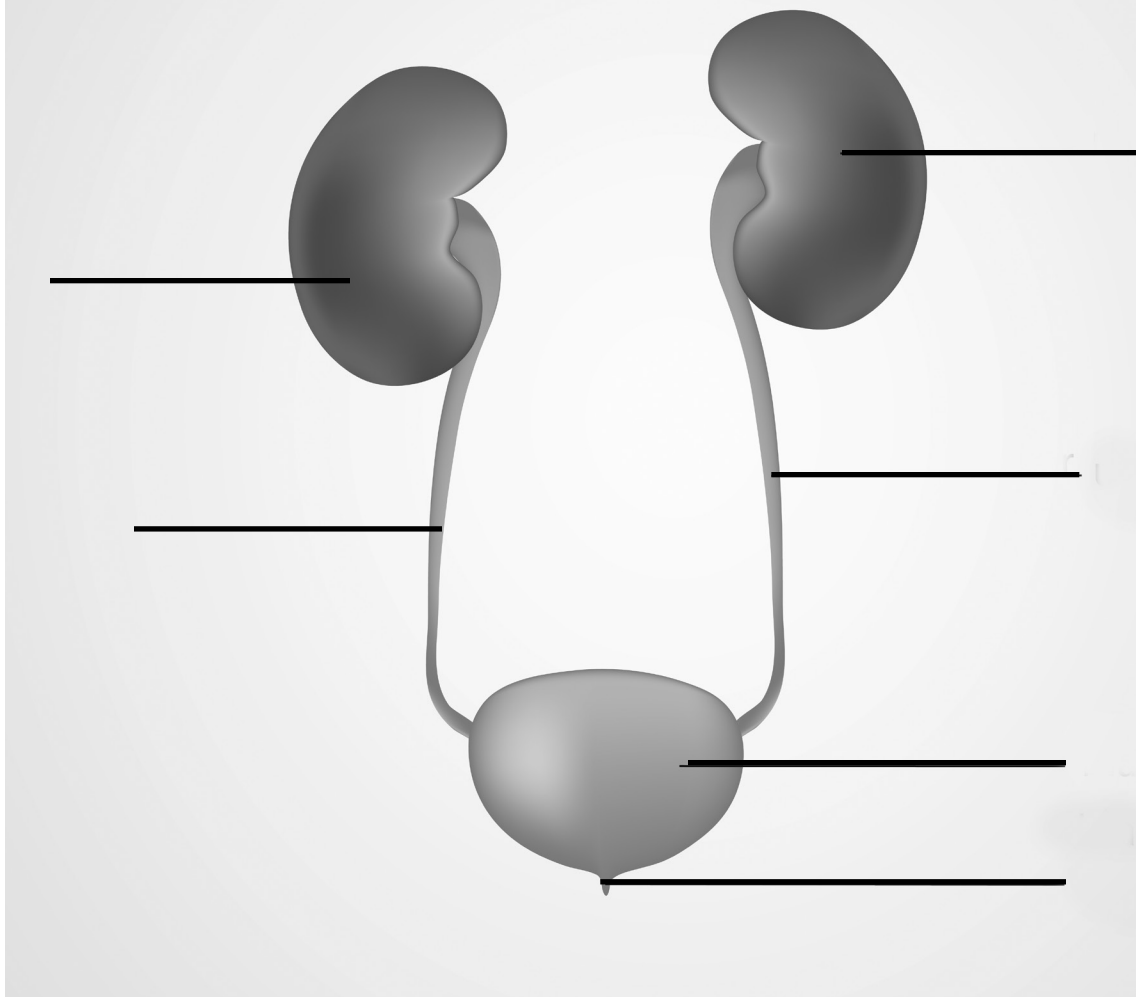
DATE: _____

6.2

Activity Page

Excretory System Matchup

HUMAN URINARY SYSTEM



ureter

bladder

kidney

urethra

Directions: Use the words at the bottom of the page to label each part correctly. The words kidney and ureter are each used twice.

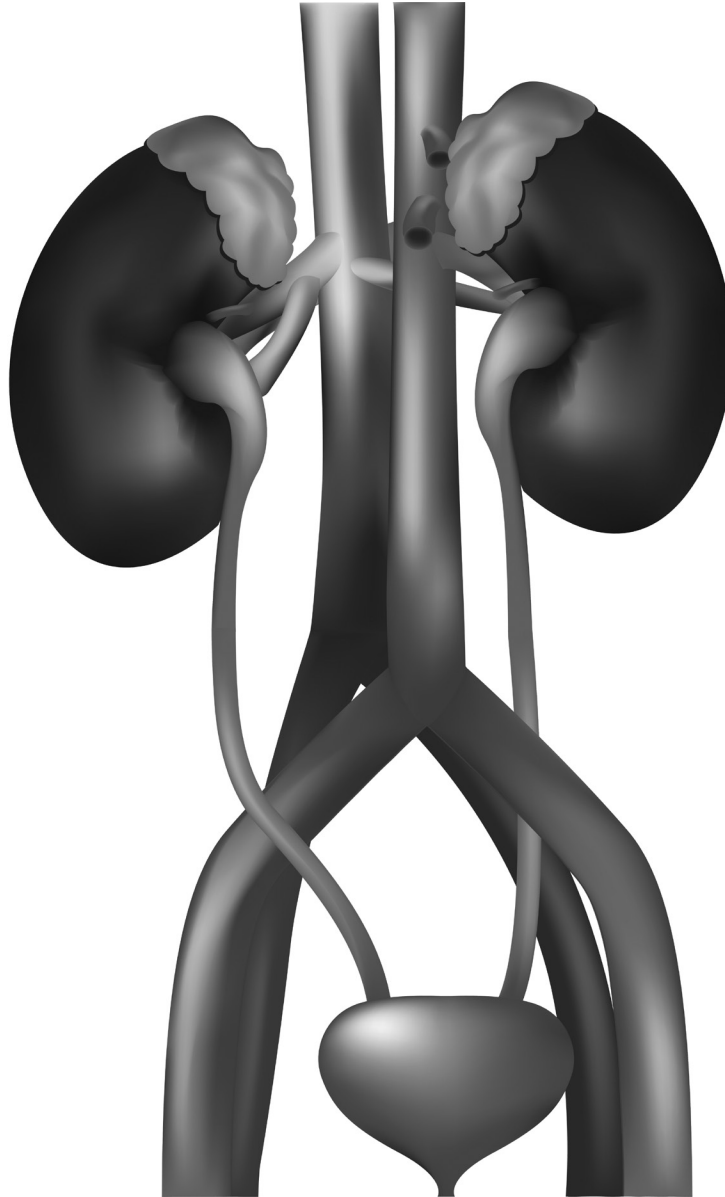
NAME: _____

DATE: _____

6.3

Activity Page

The Excretory System



NAME: _____

DATE: _____

7.1

Activity Page

water

proteins

carbohydrates

fats

NAME: _____

DATE: _____

9.1

Activity Page

Directions: Place a checkmark next to the picture of each healthy habit you practice. Then write a sentence next to each picture you checked describing what you do to practice that healthy habit.

☐

☐

☐

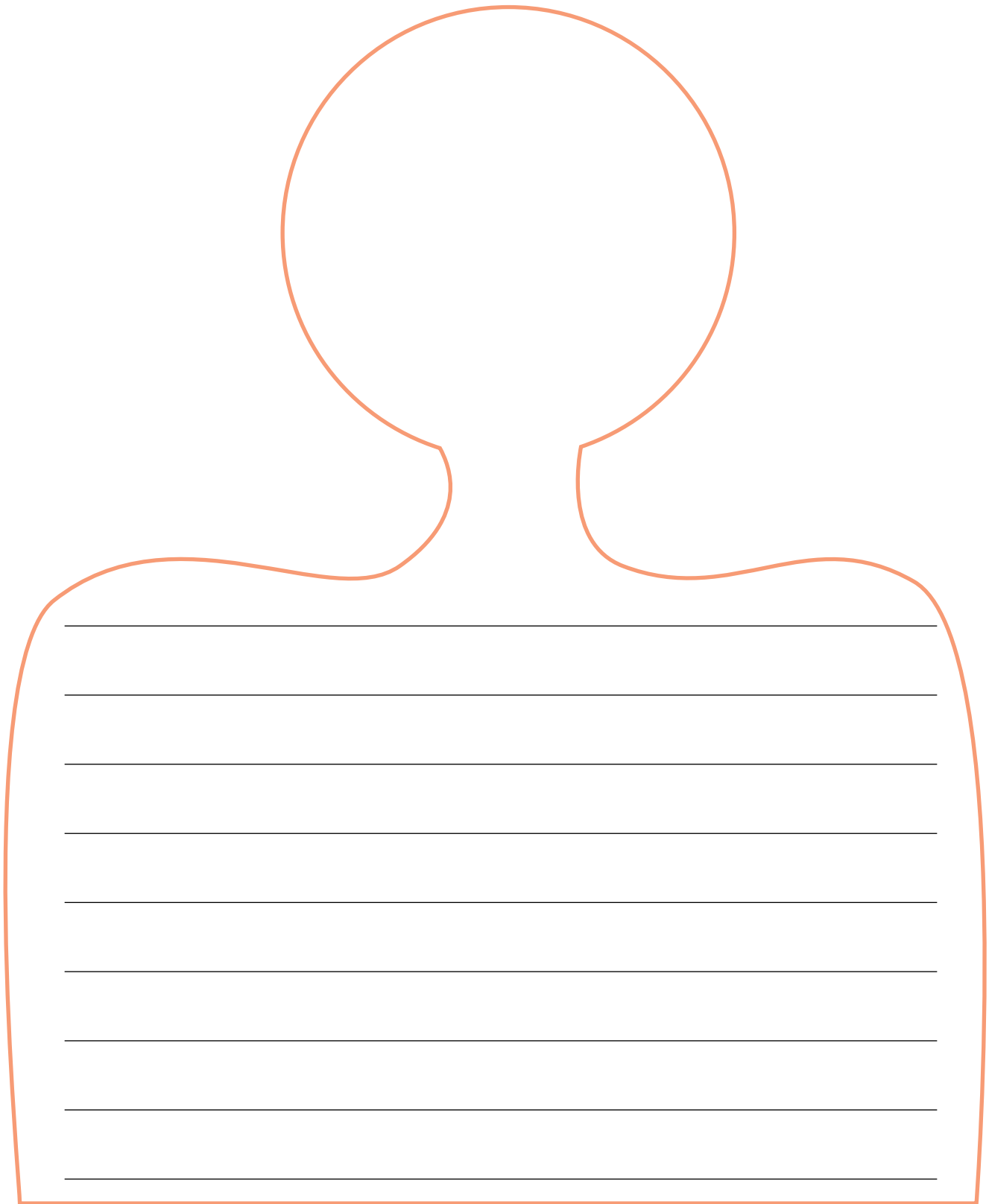
☐

NAME: _____

DATE: _____

9.2

Activity Page



NAME: _____

UA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

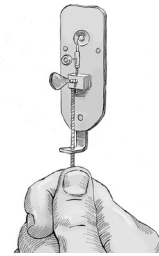
NAME: _____

DATE: _____

UA.2

Assessment

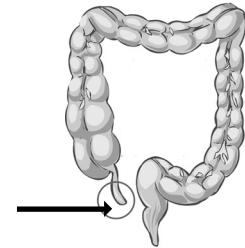
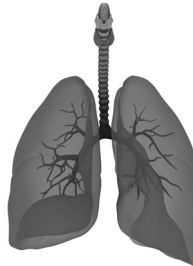
1.



2.



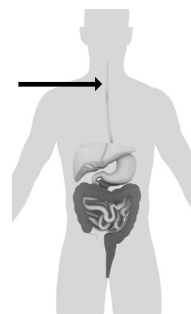
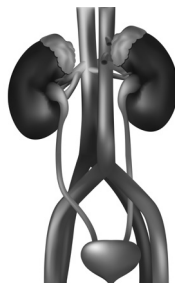
3.



4.



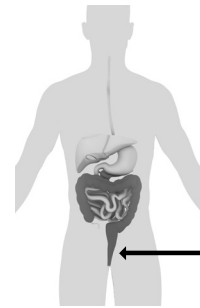
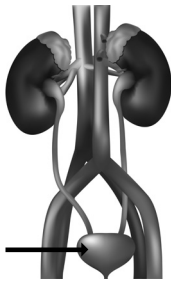
5.



Directions: Listen to your teacher's instructions.

Unit 8

6.



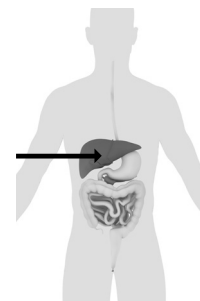
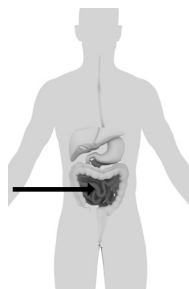
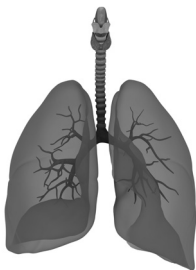
7.



8.



9.



10.



NAME: _____

DATE: _____

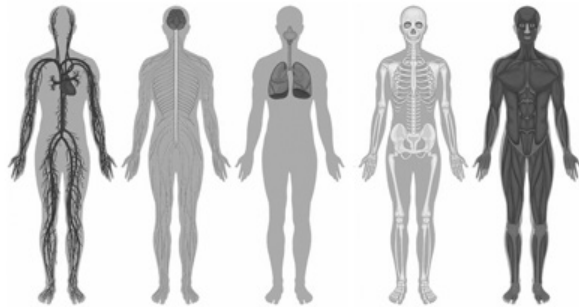
UA.3

Assessment

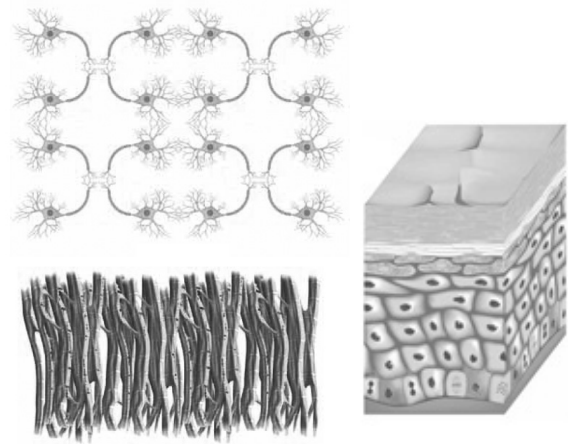
Directions: Choose the correct term from the word bank below that describes what the images are, and write the term in the blank provided for each set of images.

cells
organs

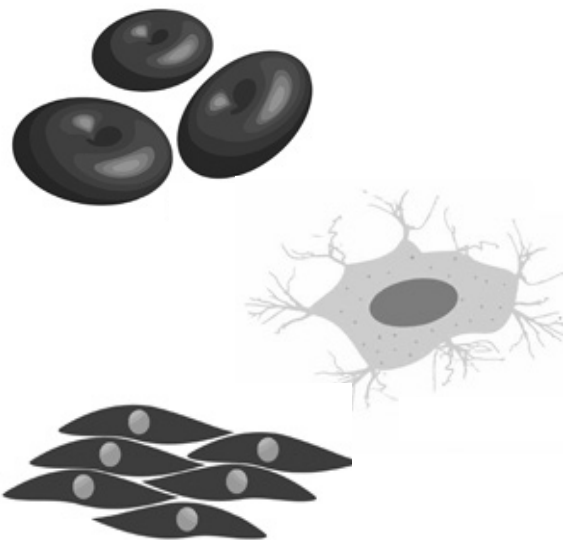
tissues
systems



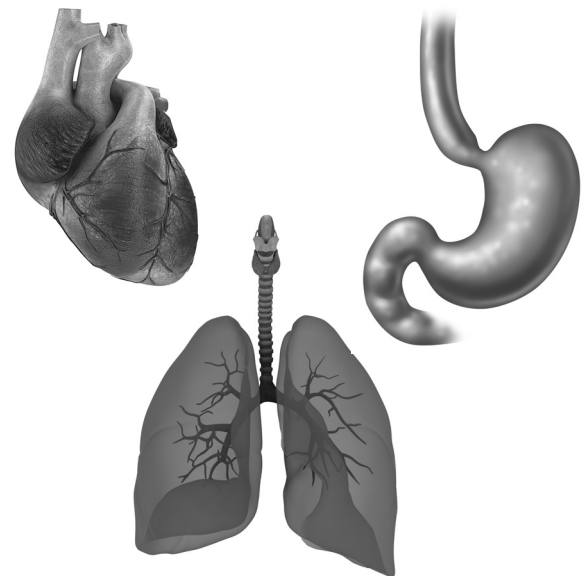
1. These are _____.



2. These are _____.



3. These are _____.



4. These are _____.

NAME: _____

UA.4

Assessment

DATE: _____

1. Explain what the digestive system does, and what some of the organs in the digestive system do.

2. Explain what the excretory system does, and what some of the organs in the excretory system do.

Directions: Listen to your teacher's instructions.

3. What should you eat to keep a well-balanced diet?

4. What are some things you can do to stay healthy?

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K-5 Reading Language Arts

ENGLISH

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EDITION 1

