



**Grade 1**

**Knowledge 2** | Activity Book

**The Human Body**

**Editable**

Grade 1

Knowledge 2

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# **The Human Body**

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## **Editable Activity Book**

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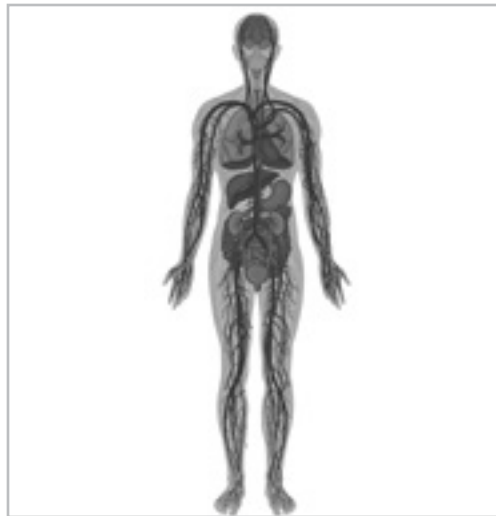
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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Directions: Type yes in the text box against 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

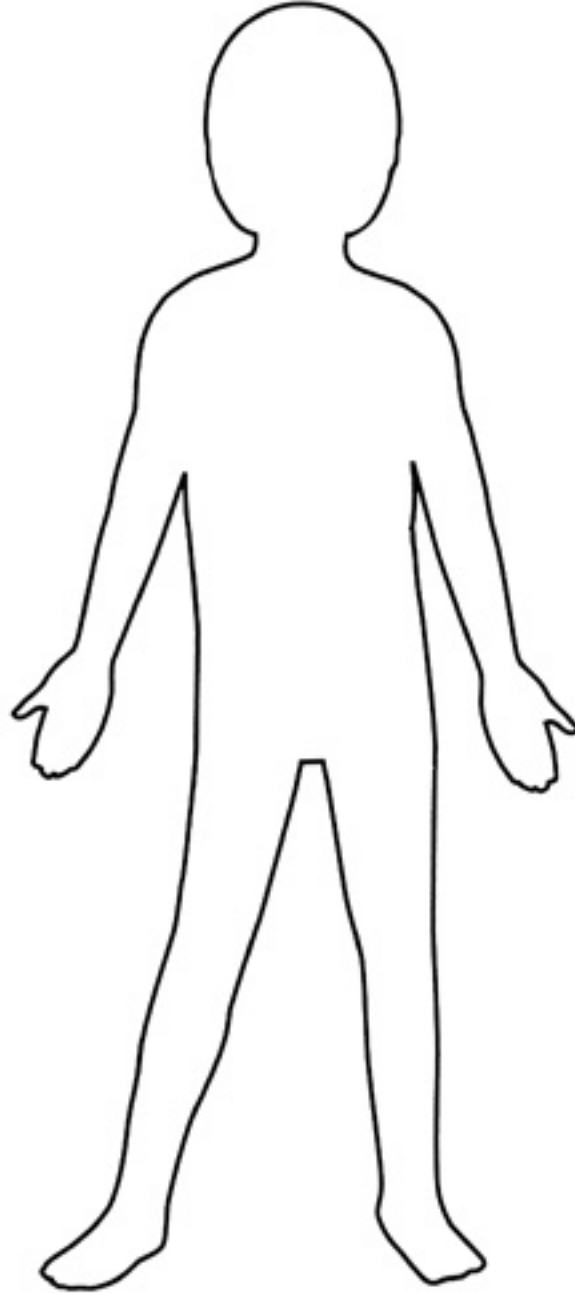
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1

**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 type a sentence about the system.*



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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**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”**

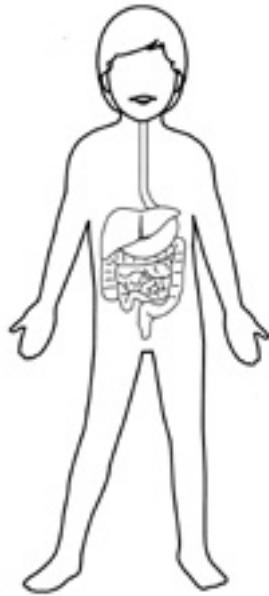
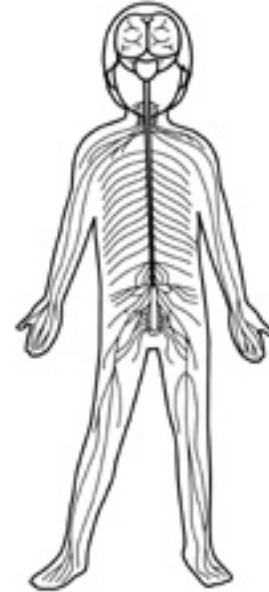
Your student will learn the saying “an apple a day keeps the doctor away.” Talk with your student about its meaning. Discuss the importance of going to the doctor for regular checkups and vaccinations.

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Body Systems



1. Nervous system

2. Digestive system

3. Circulatory system

4. Muscular system

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



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.1

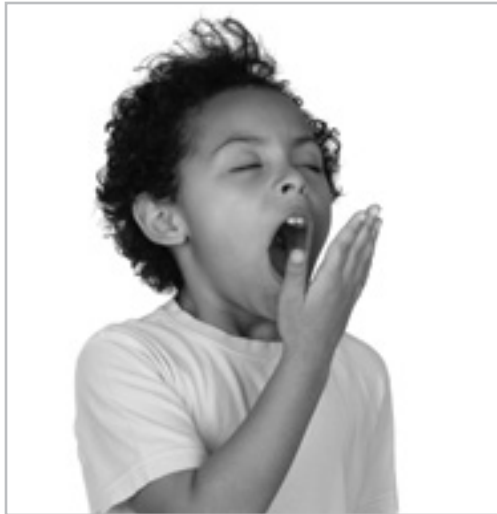
Directions: Think about what you heard in the read-aloud, and then fill in the chart using words or sentences.

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Directions: Type yes in the text box against the image that shows how you can help prevent disease.

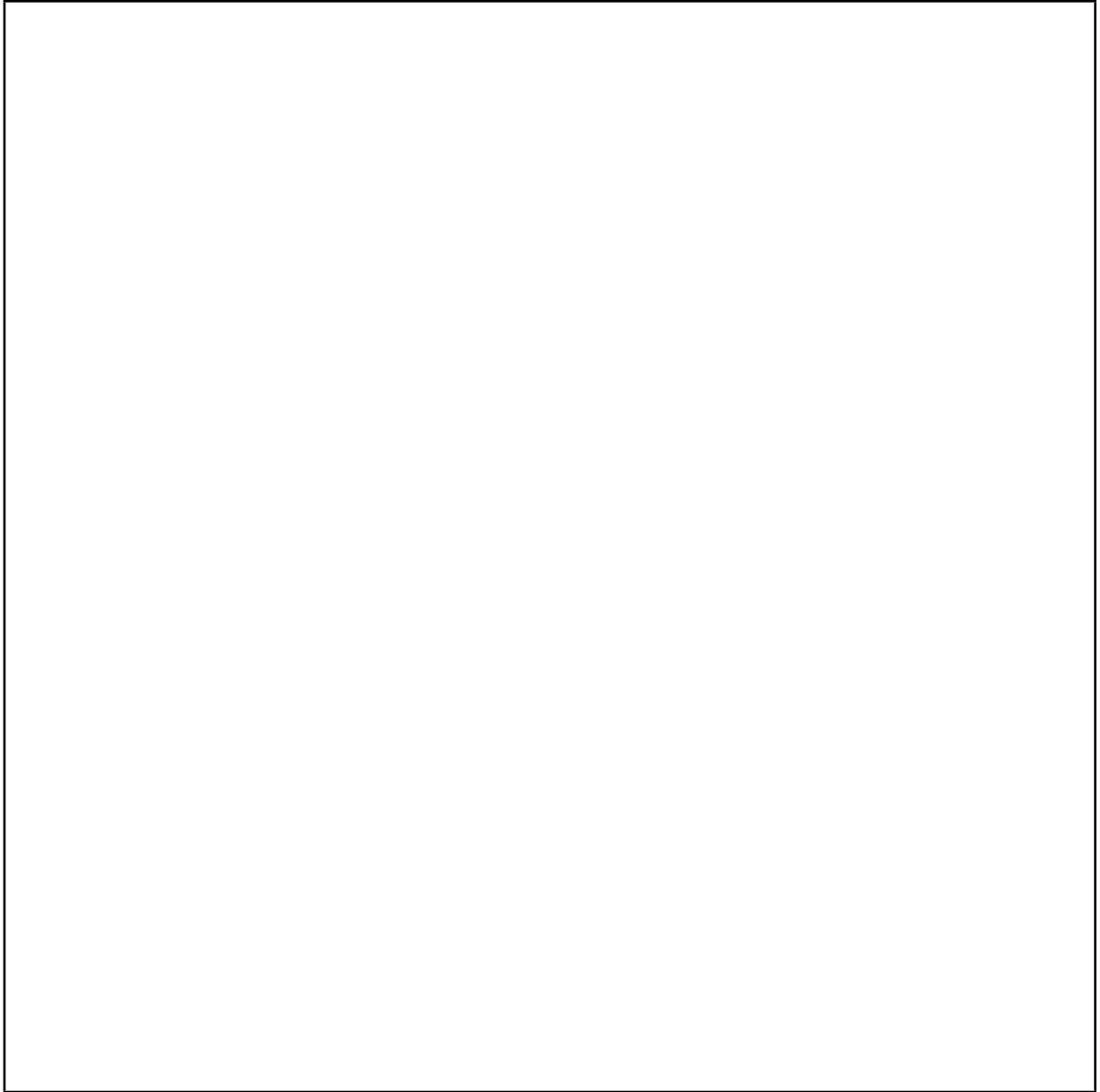


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.1

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



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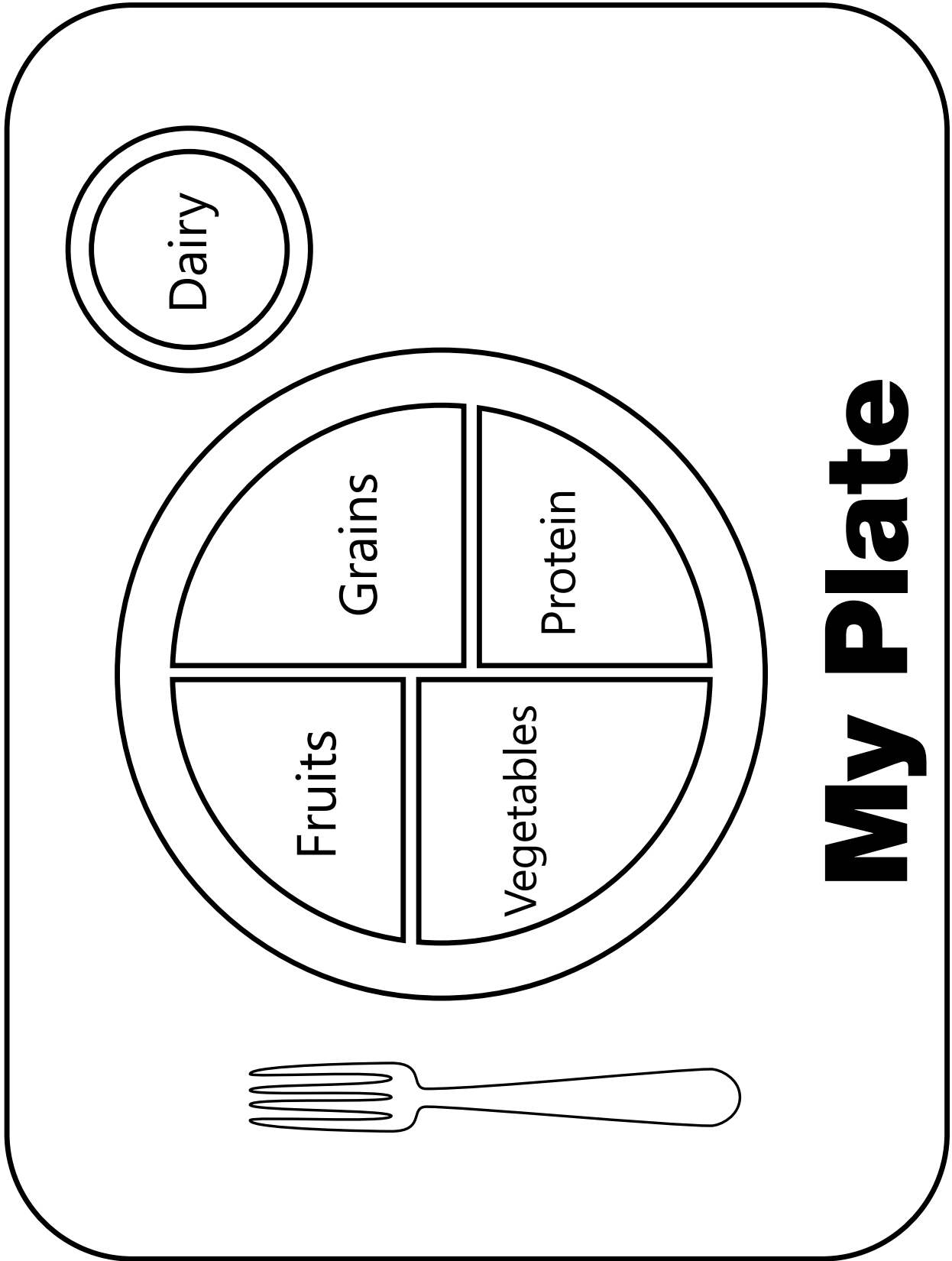
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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1

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

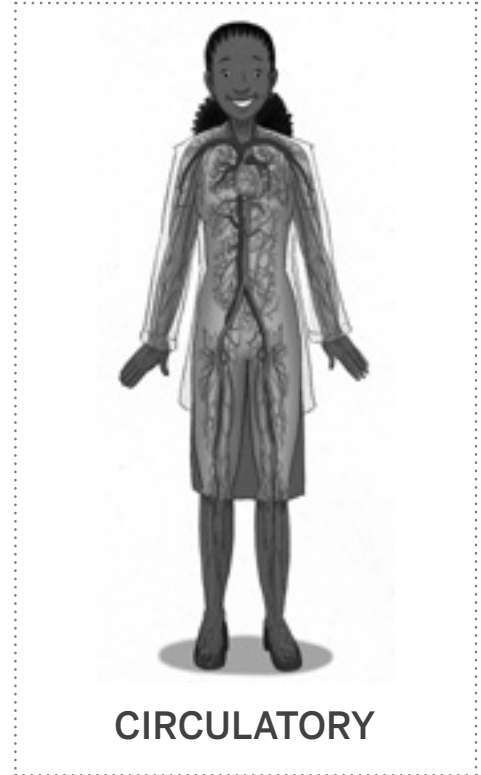
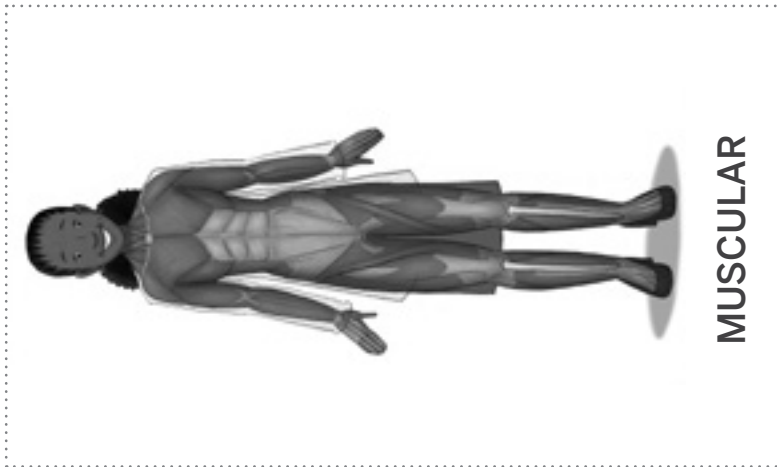
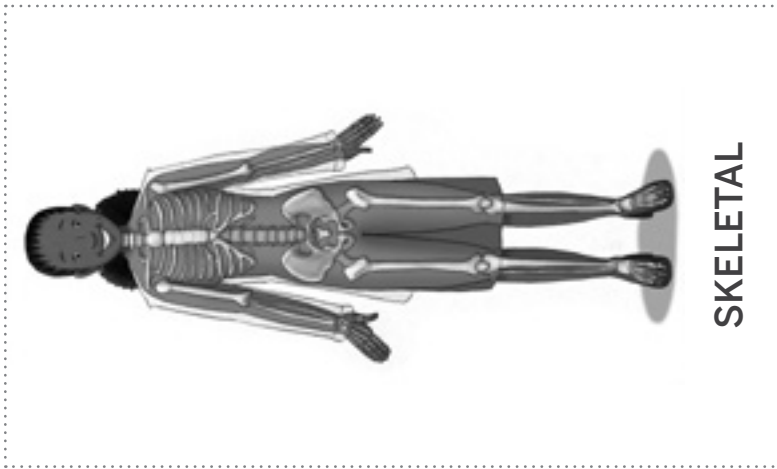
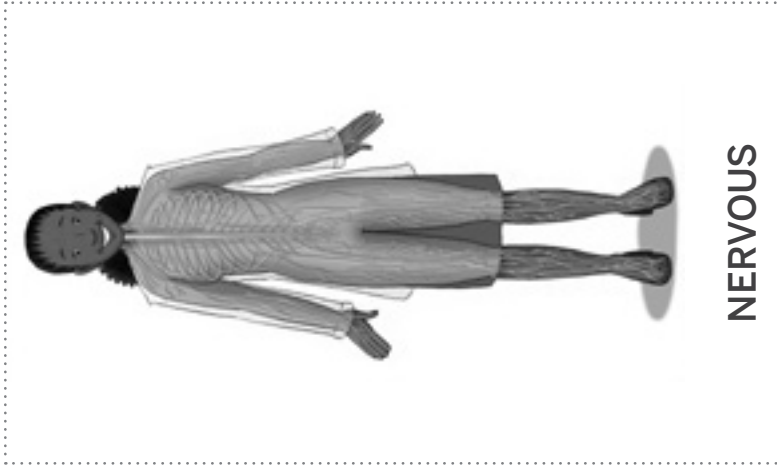


# My Plate

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

































NAME: \_\_\_\_\_

DA.1

Assessment

DATE: \_\_\_\_\_

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Directions: Listen to your teacher's instructions.

Knowledge 2

NAME: \_\_\_\_\_

DA.2

Assessment

DATE: \_\_\_\_\_

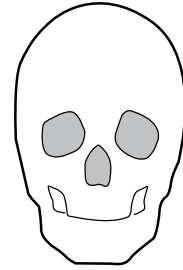
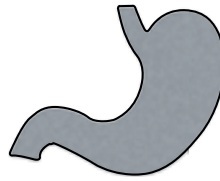
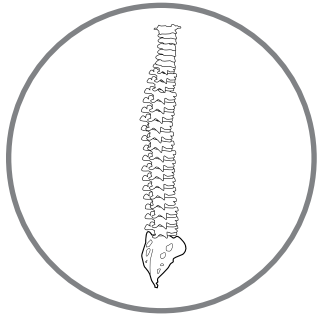
Directions: Listen to the teacher's instructions. Then, type the letter (s) of the correct picture(s) in the box given at the end of each row.

A

B

C

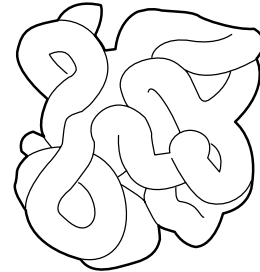
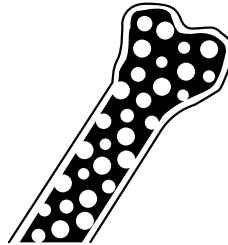
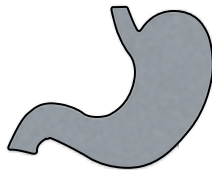
1.



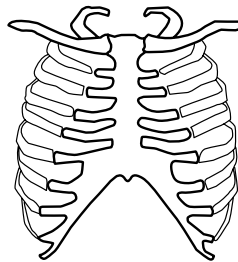
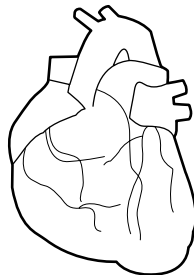
2.



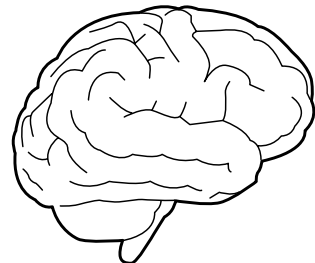
3.



4.



5.

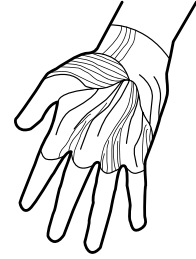
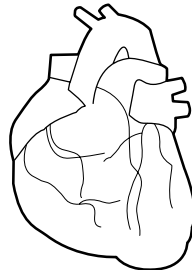


A

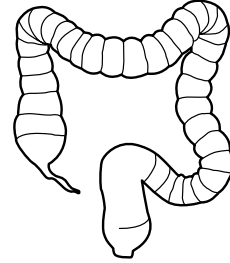
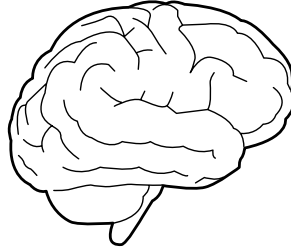
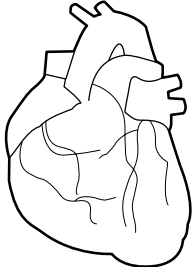
B

C

6.



7.





NAME: \_\_\_\_\_

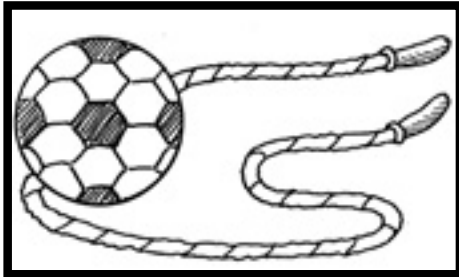
DA.3

Assessment

DATE: \_\_\_\_\_

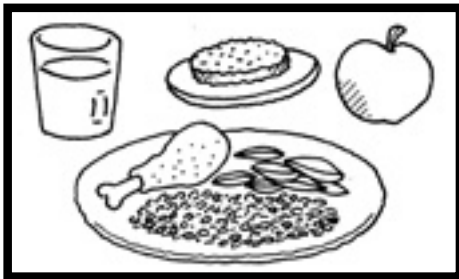
### Five Keys to Keeping Healthy

1.



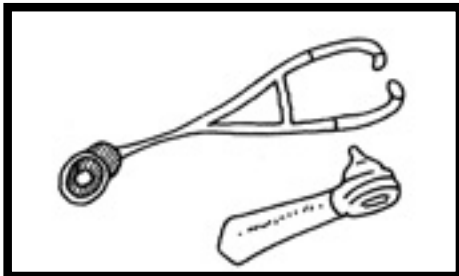
 **Rest**

2.



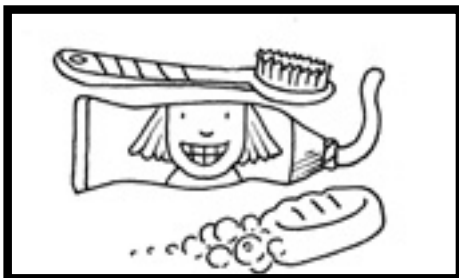
 **Keep Clean**

3.



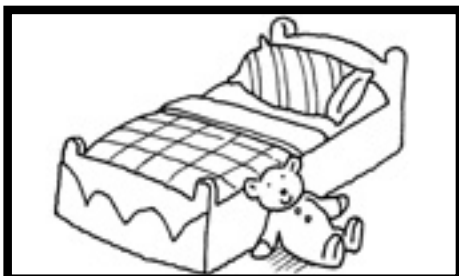
 **Have Checkups**

4.



 **Eat Well**

5.



 **Exercise**

Directions: Listen to your teacher's instructions.

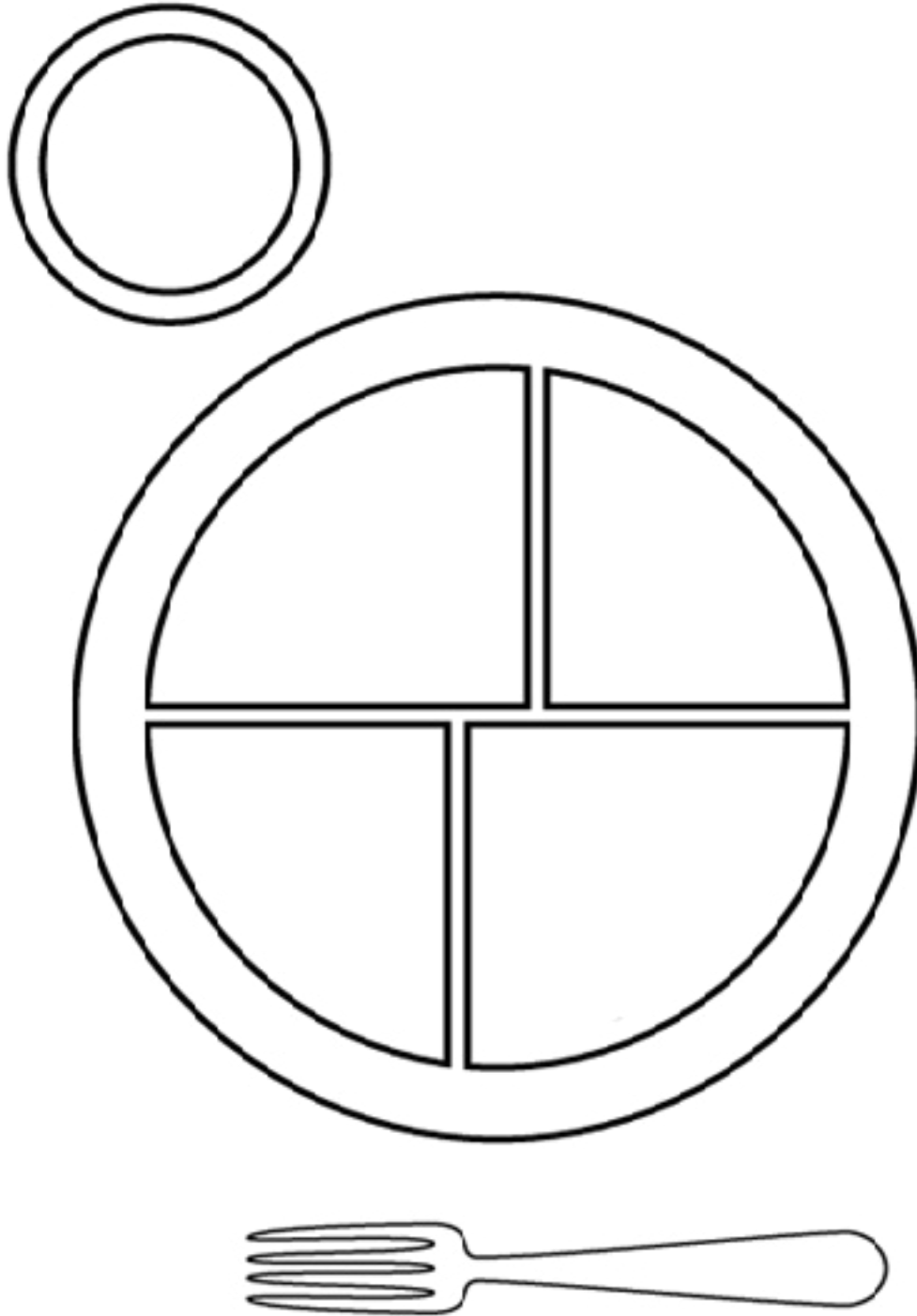
NAME: \_\_\_\_\_

CA.1

Activity Page

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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**The Human Body**

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