

# The Human Body

## Tell It Again!™ Read-Aloud Anthology



Core Knowledge Language Arts® • New York Edition • Listening & Learning™ Strand



Core Knowledge®

**GRADE 1**





# The Human Body

## Tell It Again!<sup>™</sup> Read-Aloud Anthology

Listening & Learning<sup>™</sup> Strand

**GRADE 1**

Core Knowledge Language Arts<sup>®</sup>  
New York Edition



Core Knowledge<sup>®</sup>

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# Alignment Chart for The Human Body

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

### Lesson

	1	2	3	4	5	6	7	8	9	10
<b>Core Content Objectives</b>										
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		✓	✓	✓	✓	✓				
Define 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							✓			
Explain the importance of vaccination in preventing disease							✓			
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 the importance of vaccination in preventing disease								✓		
Explain that the food pyramid is one way to depict a balanced diet									✓	
Identify the component food groups in a balanced diet									✓	

**Alignment Chart for  
The Human Body**



**Lesson**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
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**Reading Standards for Informational Text: Grade 1**

**Key Ideas and Details**

**STD RI.1.1** Ask and answer questions about key details in a text.


<b>CKLA Goals</b>	Ask and answer questions (e.g., <i>who, what, where, when</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.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

<b>CKLA Goal</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud	✓	✓	✓	✓		✓	✓	✓		✓
------------------	---	---	---	---	---	--	---	---	---	--	---

**Craft and Structure**

**STD RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

<b>CKLA Goal</b>	Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions									
------------------	--	---	--	--	--	--	--	--	--	--

**Integration of Knowledge and Ideas**

**STD RI.1.7** Use the illustrations and details in a text to describe its key ideas.

<b>CKLA Goal</b>	Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas	✓		✓	✓	✓		✓	✓		
------------------	--	---	--	---	---	---	--	---	---	--	--



**Alignment Chart for  
The Human Body**

**Lesson**

		1	2	3	4	5	6	7	8	9	10
<b>STD RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).										
<b>CKLA Goal</b>	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							✓			
<b>Range of Reading and Level of Text Complexity</b>											
<b>STD RI.1.10</b>	With prompting and support, read informational texts appropriately complex for Grade 1.										
<b>CKLA Goal</b>	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3						✓				
<b>Writing Standards: Grade 1</b>											
<b>Research to Build and Present Knowledge</b>											
<b>STD W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.										
<b>CKLA Goal</b>	With assistance, categorize and organize facts and information within a given domain to answer questions		✓	✓	✓	✓	✓	✓		✓	
<b>CKLA Goal(s)</b>	Generate questions and gather information from multiple sources to answer questions	✓	✓	✓	✓	✓	✓				
<b>Speaking and Listening Standards: Grade 1</b>											
<b>Comprehension and Collaboration</b>											
<b>STD SL.1.1</b>	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.										
<b>STD SL.1.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).										
<b>CKLA Goal</b>	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.						✓				

**Alignment Chart for  
The Human Body**


**Lesson**

		1	2	3	4	5	6	7	8	9	10
<b>STD SL.1.1b</b>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.										
<b>CKLA Goal</b>	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age										
<b>STD SL.1.1c</b>	Ask questions to clear up any confusion about the topics and texts under discussion.										
<b>CKLA Goal</b>	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud										
<b>STD SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.										
<b>CKLA Goal</b>	Ask and answer questions (e.g., <i>who, what, where, when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud										
<b>Presentation of Knowledge and Ideas</b>											
<b>STD SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.										
<b>CKLA Goal</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly										
<b>STD SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.										
<b>CKLA Goal</b>	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings										
<b>STD SL.1.6</b>	Produce complete sentences when appropriate to task and situation.										
<b>CKLA Goal</b>	Produce complete sentences when appropriate to task and situation										

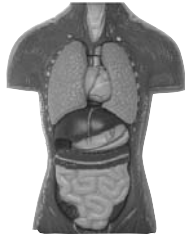
**Alignment Chart for  
The Human Body**

**Lesson**

		1	2	3	4	5	6	7	8	9	10
<b>Language Standards: Grade 1</b>											
<b>Vocabulary Acquisition and Use</b>											
<b>STD L.1.5</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.										
<b>STD L.1.5a</b>	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.										
<b>CKLA Goal</b>	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent			✓	✓				✓		
<b>STD L.1.5c</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).										
<b>CKLA Goal</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy)						✓				
<b>STD L.1.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).										
<b>CKLA Goal</b>	Learn the meaning of common sayings and phrases									✓	
<b>Additional CKLA Goals</b>											
	Identify multiple meanings of words and use them in appropriate contexts	✓							✓		
	Share writing with others		✓	✓	✓	✓	✓			✓	
	Prior to listening to a read-aloud, orally identify what they know and have learned that may be related to the specific story or topic to be read aloud		✓	✓	✓	✓	✓	✓		✓	✓
	Make predictions prior to and during a read-aloud based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions			✓	✓						
	Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading								✓		
	Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation										✓

 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

This introduction includes the necessary background information to be used in teaching *The Human Body* domain. The *Tell It Again! Read-Aloud Anthology for The Human Body* contains ten 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 6 when students have covered all of the five body systems. 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 fourteen days total on this domain.**

Week One						
Day 1	Day 2	#	Day 3	Day 4	Day 5	#
Lesson 1A: “Everybody Has a Body” (40 min.)	Lesson 2A: “The Body’s Framework” (40 min.)		Lesson 3A: “Marvelous Moving Muscles” (40 min.)	Lesson 4A: “Chew, Swallow, Squeeze, and Churn” (40 min.)	Lesson 5A: “The Body’s Superhighway” (40 min.)	
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)	
60 min.	60 min.		60 min.	60 min.	60 min.	

Week Two						
Day 6	Day 7	# <sup>ⓐ</sup>	Day 8	Day 9	#	Day 10
Lesson 6A: “Control Central: The Brain” (40 min.)	Pausing Point (40 min.)		Lesson 7A: “Dr. Welbody’s Heroes” (40 min.)	Lesson 8A: “Five Keys to Health” (40 min.)		Lesson 9A: “The Pyramid Pantry” (40 min.)
Lesson 6B: Extensions (20 min.)	Pausing Point (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	#	Day 13	ⓐ	Day 14	#
Lesson 10A: “What a Complicated Network” (40 min.)	Domain Review (40 min.)		Domain Assessment (40 min.)		Culminating Activities (40 min.)	
Lesson 10B: Extensions (20 min.)	Domain Review (20 min.)		Domain Assessment (20 min.)		Culminating Activities (20 min.)	
60 min.	60 min.		60 min.		60 min.	

<sup>ⓐ</sup> Lessons include Student Performance Task Assessments

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

## **Domain Components**

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Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for *The Human Body*
- *Tell It Again! Image Cards* for *The Human Body*
- *Tell It Again! Supplemental Guide* for *The Human Body*
- *Tell It Again! Multiple Meaning Word Posters* for *The Human Body*

Recommended Resource:

- *Core Knowledge Grade 1 Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

## **Why The Human Body is Important**

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The primary focus of the first half of this domain is to provide students with a basic introduction to the human body. An interactive approach is taken in the first six read-alouds. Students will be asked to explore and make discoveries about their own bodies. They will be introduced to a network of body systems, comprised of organs that work together to perform a variety of vitally important jobs. They will learn the fundamental parts and functions of five body systems: skeletal, muscular, digestive, circulatory, and nervous. The narrator of these read-alouds, a rhyming pediatrician, will share rhymes that reinforce basic facts that students are expected to learn.

The second half of this domain focuses on care and maintenance of the human body. Students will learn how germs can cause disease, as well as how to help stop the spread of germs. They will be introduced to two men, Edward Jenner and Louis Pasteur, whose discoveries aided in the cure of diseases. Students will be taught five keys to good health—eat well, exercise, sleep, keep clean, and have regular checkups. By using the food pyramid and “plate” to create their own meals, students will also learn the importance of a well-balanced diet. This domain will provide students with the rudimentary lessons they need in order to develop healthy living habits. They will review and extend their learning in future grades.

## What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten

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The following Kindergarten 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*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

### ***The Five Senses***

- 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

# Core Vocabulary for *The Human Body*

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The following list contains all of the core vocabulary words in *The Human Body* in the forms in which they 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 the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

## Lesson 1

human  
network  
organs  
oxygen  
**systems**

## Lesson 2

joint  
skeletal system  
skeleton  
skull  
spine  
**support**

## Lesson 3

involuntary  
muscles  
muscular system  
tendons  
**voluntary**

## Lesson 4

**digestion**  
digestive system  
esophagus  
intestine  
stomach

## Lesson 5

blood  
blood vessels  
circulatory system  
**heart**  
pulse

## Lesson 6

brain  
**nerves**  
nervous system

## Lesson 7

**diseases**  
germs  
immunities  
pasteurization  
vaccines

## Lesson 8

exercising  
healthy  
**nutritious**

## Lesson 9

**balanced diet**  
nutrients  
pyramid


## Lesson 10

**complicated**




## ***Student Performance Task Assessments***

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In the *Tell It Again! Read-Aloud Anthology for The Human Body*, 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: . 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***

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In the *Tell It Again! Read-Aloud Anthology for The Human Body*, 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***

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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***

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### **Trade Books**

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The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, Pausing Point, and the Domain Review 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. *The Busy Body Book*, by Lizzy Rockwell (Random House Children's Books, 2008) ISBN 978-0553113747
2. *The Circulatory System (Human Body Systems)*, by Helen Frost (Capstone Press, 2006) ISBN 978-0736887762
3. *The Digestive System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000) ISBN 978-0736806497

4. *Eat Healthy, Feel Great*, by William Sears, M.D., Martha Sears, R.N., and Christie Watts Kelly, illustrated by Renee Andriani (Little, Brown and Company, 2002) ISBN 978-0316787086
5. *Eating Well (Looking After Me)*, by Liz Gogerly and Mike Gordon (Crabtree Publishing Company, 2009) ISBN 978-0778741176
6. *First Encyclopedia of the Human Body (DK First Reference Series)*, edited by Penny Smith (DK Children, 2005) ISBN 978-0756609979
7. *Germs Make Me Sick!*, by Melvin Berger, illustrated by Marilyn Hafner (Scott Foresman, 1995) ISBN 978-0064451543
8. *Healthy Eating (Science Everywhere!)*, by Helen Orme (New Forest Press, 2010) ISBN 978-1848982895
9. *Hear Your Heart (Let's-Read-and-Find-Out Science: Stage 1)*, by Paul Showers, illustrated by Holly Keller (Perfection Learning, 2001) ISBN 978-0812458206
10. *How Does Your Brain Work (Rookie Read-About Health)*, by Don L. Curry (Children's Press, 2004) ISBN 978-0516278537
11. *How to Stay Healthy (I Know That!)*, by Claire Llewellyn (Sea-to-Sea Publishing, 2007) ISBN 978-1597710244
12. *It's Catching: Colds*, by Angela Royston (Heinemann, 2001) ISBN 978-1588102270
13. *Louis Pasteur*, by Kremena Spengler (Capstone Press, 2003) ISBN 978-0736834414
14. *The Magic School Bus Inside the Human Body*, by Joanna Cole and Bruce Degen (Scholastic Press, 1990) ISBN 978-0590414272
15. *Me and My Amazing Body*, written and illustrated by Joan Sweeney (Dragonfly Books, 2000) ISBN 978-0375806230
16. *The Muscular System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000) ISBN 978-0736806503
17. *My Body (Science Books S)*, by Patty Carratello (Teacher Created Resources, 2004) ISBN 978-1557342119

18. *My First Visit to the Doctor*, by Eve Marleau and Michael Garton (QEB Publishing, 2009) ISBN 978-1595669872
19. *My Healthy Body*, by Bobbie Kalman (Crabtree Publishing Company, 2010) ISBN 978-0778794714
20. *The Nervous System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000) ISBN 978-0736806510
21. *Oh, the Things You Can Do That Are Good For You!*, by Tish Rabe and illustrated by Aristides Ruiz (Random House, Inc., 2001) ISBN 978-0375810985
22. *The Skeletal System (Human Body Systems)*, by Helen Frost (Capstone Press, 2000). ISBN 978-0736806534
23. *Stay Fit (Snap Books: Healthy Me)*, by Sara R. Hunt (Capstone Press, 2011) ISBN 978-1429672931
24. *Think, Think, Think: Learning About Your Brain (Amazing Body)*, by Hill Nettleton (Picture Window Books, 2006) ISBN 978-1404805033
25. *What Happens to a Hamburger? (Let's-Read-and-Find-Out Science, Stage 2)*, by Paul Showers and illustrated by Edward Miller (Harper Collins, 2001) ISBN 978-0064451833

## Websites and Other Resources

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### **Student Resources**

1. Children's Museum of New York  
[http://www.cmom.org/explore/exhibits/eat\\_sleep\\_play\\_building\\_health\\_every\\_day](http://www.cmom.org/explore/exhibits/eat_sleep_play_building_health_every_day)
2. Digestive System Video  
[http://kidshealth.org/kid/htbw/\\_bfs\\_DSmoviesource.html](http://kidshealth.org/kid/htbw/_bfs_DSmoviesource.html)
3. Food Plate "Blast Off Game"  
[http://www.fns.usda.gov/multimedia/Games/Blastoff/BlastOff\\_Game.html](http://www.fns.usda.gov/multimedia/Games/Blastoff/BlastOff_Game.html)
4. Kids' Biology  
[http://www.kidsbiology.com/human\\_biology/index.php](http://www.kidsbiology.com/human_biology/index.php)
5. "A Kid's Guide to Shots"  
[http://kidshealth.org/kid/stay\\_healthy/body/guide\\_shots.html](http://kidshealth.org/kid/stay_healthy/body/guide_shots.html)

6. **Kids' Health Skeletal System Video**  
[http://kidshealth.org/kid/htbw/\\_bfs\\_SSmoviesource.html](http://kidshealth.org/kid/htbw/_bfs_SSmoviesource.html)
7. **Muscular System Video**  
[http://www.makemegenius.com/video\\_play.php?id=100](http://www.makemegenius.com/video_play.php?id=100)
8. **Nervous System Video**  
[http://kidshealth.org/kid/htbw/\\_bfs\\_NSmoviesource.html](http://kidshealth.org/kid/htbw/_bfs_NSmoviesource.html)

***Teacher Resources***

9. **Circulatory System Video**  
<http://www.neok12.com/php/watch.php?v=zX760b6c717d557e72515c02&t=Circulatory-System>
10. **Heart and Healthy Living**  
[http://www.mplsheartfoundation.org/kids/lets\\_learn.html](http://www.mplsheartfoundation.org/kids/lets_learn.html)
11. **The Human Brain**  
[http://www.learner.org/series/discoveringpsychology/brain/brain\\_flash.html](http://www.learner.org/series/discoveringpsychology/brain/brain_flash.html)