

**Core Knowledge Science Program—Domain Map**

**Science Content**

**Body Systems**

- *Review and extension from Kindergarten:* Offspring are very much (but not exactly) like their parents.
- Skeletal system: skeleton, bones, skull
- Muscular system: muscles
- Digestive system: mouth, stomach
- Circulatory system: heart and blood
- Nervous system: brain, nerves

*[Each body system will be studied in greater detail across Grades 2–6]*

**Preventing Illness**

- *Review and extension from Kindergarten:* Most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young.
- Taking care of your body: exercise, cleanliness, healthy foods, rest
- A biography of Louis Pasteur
- Vaccinations
- A biography of Edward Jenner

***This unit contributes to meeting or exceeding the following Next Generation Science Standards:***

***1-LS3-1.*** Make observations to construct an evidence-based account that **young plants and animals are like, but not exactly like, their parents.**

***Rationale:***

This unit will extend previous learning from Kindergarten relative to core ideas [LS3.A](#) and [LS3.B](#), which were started in Unit 2 *Animals & Their Needs* and Unit 3 *Plants & Farms* in that earlier grade. Grade 1 students will build knowledge of body systems that all humans share, while reviewing that many other traits can vary from person to person. These core ideas will be extended further during Unit 4 *Living Things & Their Environments*, also in Grade 1.

***1-LS1-2.*** Read texts and use media to determine **patterns in behavior of parents and offspring that help offspring survive.**

As above, this unit will build from the foundations laid in Kindergarten units to address **1-LS1-2**. The core idea central to this standard, [LS1.B](#), will be explored in this unit with examples and patterns of how human parents care for their children. This also provides students with an opportunity to explore the engineering concept, [ETS2.B](#), as they learn about vaccinations, the

	<p>biography of Edward Jenner, and how parents use knowledge of germs/disease to keep their children safe. LS1.B (Growth and Development of Organisms) will be further extended to include patterns of behavior among other animals during Unit 4 <i>Living Things &amp; Their Environments</i>.</p>
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**This unit offers the opportunity to foreshadow learning that will support the following Next Generation Science Standards:**

*Standards noted with an asterisk (\*) are those that incorporate engineering and design*

<p><b>1-LS1-1.</b> Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*</p>	<p><b>Rationale:</b></p> <p>The core ideas central to <b>1-LS1-1</b>, <a href="#">LS1.A</a> and <a href="#">LS1.D</a>, were explicitly introduced in Kindergarten during Unit 1 <i>The Human Body: Basic Needs &amp; Five Senses</i>. These ideas can be integrated and reviewed during this unit—for example, during the study of the nervous system—in order to prepare students to meet or exceed this standard. These ideas will be explicitly integrated into the Unit 4 <i>Living Things &amp; Their Environments</i> when students explore the idea that living things live in places to which they are particularly suited.</p>
<p><b>1-PS4-4.</b> Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*</p>	<p>Continuing the study of LS1.A and LS1.D also directly supports a growing understanding of DCI <a href="#">PS4.C</a> (Information Technologies &amp; Instrumentation), which begins its progression with the idea that, “People use their senses to learn about the world around them. Their eyes detect light, their ears detect sound, and they can feel vibrations by touch” (<i>Framework</i>, page 137). The standard <b>1-PS4-4</b> can be foreshadowed as you provide an overview of how your units will connect across the year, applying what they learn about the human body later during their study of light, sound, and the biography of Thomas Edison.</p>

### Potential Skills & Cross-Curricular Integrations

*The connections listed below are intended as ideas for possible integration across this unit. Finding connections in math, in language arts, and in works of poetry, art, and music, may help you as you create meaningful learning experiences for your students. Connections such as these can help your students make links between various disciplines and deepen their understanding of this domain.*

#### POTENTIAL CCSS Math Connections

MP.2 Reason abstractly and quantitatively. (1-LS3-1)

MP.5 Use appropriate tools strategically. (1-LS3-1)

1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-LS3-1)

#### POTENTIAL CCSS ELA Connections

RI.1.1 Ask and answer questions about key details in a text. (1-LS3-1 & 1-LS1-2)

RI.1.2 Identify the main topic and retell key details of a text. (1-LS1-2)

RI.1.10 With prompting and support, read informational texts appropriately complex for grade. (1-LS1-2)

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-LS3-1)

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-LS3-1)

#### POTENTIAL Cross-Curricular Connections

##### Potential Links:

**ELA:** Sayings & Phrases—“An apple a day keeps the doctor away”

[review from Kindergarten] “Better safe than sorry”

**Music:** Songs—“Dry Bones”

### Prior Knowledge

#### **Core Knowledge Kindergarten Sequence**

- Five senses and the associated body parts:
  - Sight: eyes
  - Hearing: ears
  - Smell: nose
  - Taste: tongue
  - Touch: skin
- Basic needs and taking care of your body:
  - Healthy foods and water
  - Air
  - Shelter and clothing
  - Rest
  - Cleanliness
  - Exercise

#### **CKLA Kindergarten**

##### **Domain Anthology, *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 the world
- Describe some ways people take care of their bodies
- Describe some ways the five senses help protect people from harm
- Describe the experiences and challenges of someone who is blind or deaf
- Explain the contributions of Ray Charles
- Explain the contributions of Helen Keller

#### **Core Knowledge Science** (Previously taught units in the CK Science program)

##### **Grade K Unit 1 *The Human Body: Basic Needs & Five Senses***

- Distinguish between needs and wants
- Identify the basic needs of human beings
- Identify habits that keep our bodies healthy (K-LS1-1)
- Describe how we can keep our bodies safe from germs
- Describe how we can take care of our bodies
- Identify which organs allow us to see, hear, smell, taste, and touch
- Describe how the sense of sight helps us learn
- Describe how the pupils in our eyes change in bright light compared to little light
- Describe how the sense of hearing helps us learn
- Describe how the sense of hearing helps keep us safe from harm (1-LS1-1)
- Identify devices that support people with limited vision and/or hearing

- Describe how the sense of smell helps us learn
- Classify scents as sweet or sour
- Describe how the sense of taste helps us learn
- Identify another sense that can also help us taste
- Classify foods as tasting sweet, salty, bitter, or sour
- Describe how the sense of touch helps us learn
- Describe how the sense of touch keeps us safe from harm (1-LS1-1)

### CKLA Grade 1 Objectives

*The following objectives are addressed through the Core Knowledge Language Arts program (CKLA), which builds students' background knowledge in certain domains of literature, science, and history. To learn more about how and why the Listening & Learning Strand of CKLA approaches science content through read-alouds and ELA instruction, [read more about the CKLA program](#).*

#### **Domain Anthology, *The Human Body***

- 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

### What Students Will Learn in Future Grades

#### **Core Knowledge Sequence**

##### **Grade 2 *The Human Body***

- Cells, Digestive and Excretory Systems, and a Healthy Diet

##### **Grade 3 *The Human Body***

- The Muscular, Skeletal, and Nervous Systems
- How the Eyes and Ears Work

**Grade 4 The Human Body**

- The Circulatory and Respiratory Systems

**Grade 5 The Human Body**

- Changes in Human Adolescence

**Core Vocabulary**

The following list contains the core vocabulary words suggested for purposeful integration across this Grade 1 unit. **Boldfaced** terms could be introduced and/or reviewed with students using a Word Work activity, as modeled by the [Core Knowledge Language Arts program](#) (CKLA). 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 across the lessons, students should acquire a good understanding of most of these words and begin to use some in conversation.

**Body Systems**

network, **system**, **function**, process, survive, structure, trait, **specialized**, cell, tissue, organ, body, human, person, everyone, most, shape, skeleton, skull, bone, spine, **vertebrae**, support, rib, hip, finger, hand, knuckle, toe, foot, calcium, fracture, break, cast, X-ray, joint, muscle, tendon, bicep, tricep, **contract**, relax, **voluntary**, lift, strong, work, move, stretch, sprain, digest, saliva, teeth, gland, enzyme, catalyst, acid, break down, swallow, esophagus, stomach, intestine, **absorb**, energy, chemical, heart, chamber, artery, vein, blood, vessel, pulse, beat, pump, **circulate**, cardiac, aorta, plasma, platelet, cut, clot, scab, respond, sense, brain, nerves, **signal**, message, spinal cord, **receptor**

**Germ and Disease**

harmful, virus, bacteria, germ, disease, bug, sick, **symptom**, cough, sneeze, flu, cold, stuffy, sniffle, runny, tissue, ache, fever, **temperature**, thermometer, **infection**, infect, unhealthy, weak, rash, swollen, smallpox, cowpox, chickenpox, spread, pasteurization

**Preventing illness**

helpful, healthy, habits, exercise, **balanced diet**, nutrient, nutritious, vitamin, junk food, clean, wash, bathe, shower, bathroom, scrub, soap, sanitizer, sleep, rest, sometimes, often, reduce, **prevent**, safe, medicine, pill, shot, **vaccine**, **immunity**, doctor, medical, hospital, office, appointment, checkup, exam, examine, test, stethoscope, better, heal, recover

### Potential Misconceptions

*Students have been shown to learn significantly more science when their teachers demonstrate strong knowledge of potential student errors, and when the teacher plans accordingly (Sadler & Sonnert, 2016). The following incorrect statements serve as a sampling of the “intuitive theories” or “alternative conceptions” that students and teachers may actively use to describe their thinking, and which might interfere with the process of learning. The details following each statement are not intended to imply the scope of instruction for this grade, but instead provide a clearer sense of what students (of all ages) often misunderstand and/or overgeneralize when investigating and describing scientific ideas.*

**Misconception: “The body systems operate separately from each other.”**

This idea can be inadvertently emphasized by instruction that does not carefully probe for student ideas about the relationships between systems in the body. For example, the linear timeline of a unit may focus on how a system is supported by those previously studied, but teachers should be sure to explore student thinking about the reciprocal and interconnected nature of the body as a whole.

**Misconception: “Energy is a substance in food.” or “Food turns into energy in your body.”**

Chemical reactions during the process of digestion and cellular respiration release stored chemical energy in food. Teachers should be mindful of how they describe the process of digestion because overgeneralizations, like the misconceptions above, are common in everyday speech. The definition of energy is complex (e.g., read the *Framework’s* core ideas [PS3.A–D](#)) and the scientific definitions of chemical energy and stored energy are reserved for study in middle and high school grades. The goal for this early grade is to introduce key terms and ideas about the digestive system and its parts relative to [LS1.A](#) (Structure and Function). It is recommended that Grade 1 teachers refer to food as a source of energy and that energy is released when food is digested.

**Misconception: “The brain controls only our voluntary/conscious movements and actions.”**

The human brain has been linked to many involuntary functions in the body (e.g., regulation of temperature, production of hormones, etc.). Upper elementary students have been shown to identify the nervous system as being critical to sending messages to the brain, controlling activity, and stabilizing the body (Gellert, 1962), but Grade 5 students may not understand that the brain also has a critical role in our involuntary actions, such as regulating the pumping of the heart (Johnson & Wellman, 1982).

**Key points for instruction:**

Primary grade students may begin instruction with little knowledge of their internal organs and think that the contents of the body are only what they have seen going in or coming out of it—e.g., food and blood (Gellert, 1962).

When asked to locate the approximate position on a model or drawing of a human body, students of all ages have trouble identifying the location of organs such as the stomach, intestines, and/or liver (Blum, 1977). Teachers should be mindful of how they refer to and model the location of internal organs during discussions and investigations.

**Misconception: “Blood leaves your vessels and enters other parts of your body.”**

Lower elementary students often know about circulation and of the blood’s relationship to breathing, but students (even into even upper elementary) may not recognize the complex pattern/path of the circulatory system and/or that the blood returns to the heart (Carey, 1985).

**Misconception: “Soap kills germs.”**

Hand soaps are “surfactants” that lower the surface tension between two or more substances. This is useful because, when applied to your hands and combined with water, soap makes it easier for the germs to detach from your skin and wash away down the sink. Hand *sanitizers*, on the other hand, work to break down proteins using alcohols that can kill bacteria. For more interesting misconceptions about cleanliness and germs, consider watching this fun Mental Floss video with Elliott Morgan: [10 Misconceptions about Germs and Hygiene](#).

**Key points for instruction, continued:**

It is important for teachers to remember that the nervous system—the brain in particular—plays an important role in all human senses. For example, the eye captures light from your surroundings, but it is the brain that processes this information. The importance of the brain relative to sight can be highlighted using optical illusions.

During research studies, fourth-graders have been shown to understand that the brain helps the body, but they do not always realize that body parts help the brain (Johnson & Wellman, 1982).

### Potential Objectives for this Grade 1 Unit

*The organization of the following objectives reflects the order in which they are expected to be addressed. The proposed timing within the unit (“beginning,” “middle,” or “end”) and aligned NGSS are also noted. In addition to daily lessons focused on each objective, days have been built into the unit for review and assessment.*

#### Beginning

- Distinguish between living and nonliving things
- Describe physical characteristics of living organisms (i.e., human beings, animals, and plants)
- Describe similarities and differences between young plants and animals and their parents  
**[1-LS3-1]**
- Describe how parents help their offspring survive **[1-LS1-2]**
- Compare and contrast the needs of human beings, animals, and plants

#### Middle

- Describe habits that keep our bodies safe from germs
- Define the term “vaccine”
- Describe how scientists help people stay healthy



- Define the term “system”
- Identify what muscles enable our bodies to do
- Describe how involuntary muscles help our body
- Identify the three main parts of the circulatory system
- Describe how our blood helps our bodies stay healthy
- Categorize activities that can keep our heart healthy

**End**

- Identify the types of foods that make up a healthy plate
- Describe the system that turns the food we eat into energy
- Explain why it’s important for us to eat nutritious foods
- Describe how our skeleton, bones, and skull help our body
- Identify unique characteristics of bones
- Explain why our brain is called the control center of our body
- Describe how our senses help us take in information from the environment

**Potential Big Guiding Questions**

**Essential Questions:**

- **How do your body parts work together to meet your needs?**
- **What do parents do to keep children safe?**
- **What makes up a balanced diet?**

RE: Body Systems

- How are you similar to/different from your parents?
- Which body parts are associated with the [skeletal, muscular, digestive, circulatory, nervous] system?
- How does your muscular system help you to breathe?
- Why do people wear a cast to help heal a broken bone?

RE: Germs, Disease, and Preventing Illness

- How long should I wash my hands before eating?
- What is the difference between hand soap and hand sanitizer?

RE: Healthy Diets

- How much “junk food” do you eat each week?
- Why are nutritious foods important during digestion?

### Potential Assessment Opportunities

The following assessment tasks serve as a sampling of how students can demonstrate mastery of lesson objectives. Each aligned objective and NGSS is noted in parentheses. In addition, the proposed timing (“beginning,” “middle,” or “end”) is noted in order to indicate the approximate point in time the assessment would take place.

#### Example #1: (Beginning of Unit 1)

{Evaluates Student Mastery of Objective: Describe similarities and differences between young plants and animals and their parents [1-LS3-1]}

##### Advance Preparation:

Images (or comparable replacements) of the following: small evergreen tree, fully grown evergreen tree, sunflower seedling, full grown sunflower, adult man or woman, infant, adult monkey, baby monkey, adult elephant, baby elephant

**Task Assessment:** Shuffle the images and then lay them out in front of a small group of students. Ask the students to group the images based on similarities. As the students group the images, ask them to explain their rationale (e.g., “This group is human beings, this group is animals, and this group is plants,” “This group has eyes and this group has no eyes,” etc.). Provide students with a few moments to closely look at the features of each living thing. Ask them to pair the images based on those which have very similar features. Once students have paired all the images (i.e., the small evergreen tree with the fully grown evergreen tree, the sunflower seedling with the full grown sunflower, the man or woman with the infant, the adult monkey with the baby monkey, and the adult elephant with the baby elephant), ask them to describe how each pair has similar features (for example, “How did you know these plants/animals should be grouped together?”).

**T - These** (pointing to each adult) **are the parents and these** (pointing to each young child/plant) **are their offspring. This monkey is the parent, and this monkey is her child. This seedling is the offspring of the sunflower.**

Ask the students to describe how the child (or young plant) looks different from the adult—how they know this animal or plant is the younger of the two. Encourage students to look for patterns between all of the young animals/plants. Ask similar questions about the adults, for example, “What patterns do you see that all of the parents seem to share?”

**T - Based on the patterns we observed, what can we say about the features of young plants or animals and their parents?**

#### Example #2: (End of Unit 1)

{Evaluates Student Mastery of Objective: “Describe how our senses help us take in information from the environment”}

##### Advance Preparation:

- Create the assessment handout by drawing a T-chart. On the left-hand side of the chart’s header, write “objects” and write “senses” on the right-hand side of the header. Below these headers,

create 2 rows for student responses and/or drawings. (You may wish to include sentence starters and/or visual cues in each row under “senses” [e.g., I see..., I hear..., I smell ..., I feel...].)

- Gather clip boards for each pair of students to support their writing/drawing as they move around the room.
- Identify 5–8 objects (approximately 1 object per 4 students) that children can examine with their senses. Label each object.
- Determine how partners will rotate from object to object (e.g., assign the objects, ask partners to walk up to an object and then rotate to the right for the second round, etc.). Ensure there is adequate space for two pairs of students to be focusing on the same object simultaneously.

**Task Assessment:** Explain to students that they will be examining objects using their senses. Draw their attention to objects in the classroom that you have labeled. Pass out the assessment handout (and clip board) and a writing utensil to each pair of students. Explain that each student will be working with a partner to examine two objects. Model how they will write the name of the objects and describe what they learn about the objects through their senses. **Safety Note:** Clarify that they will not be using the sense of taste during this task. Provide students with 3–5 minutes to examine and make note of what they learned about the objects using their senses.

After students have studied two objects, engage them in a discussion about what they learned through their senses.

### Potential Activities & Procedures

*The following activities or procedures serve as a sampling of what instruction could look like in this unit. Each example was specifically designed to contribute to one or more of the aforementioned objectives. In addition, the proposed timing (“beginning,” “middle,” or “end”) is noted in order to indicate the approximate point of instruction where it would be delivered. Aligned NGSS are noted in parentheses.*

#### **Example #1: (End of Unit 1)**

**{Contributes to the Objectives: “Describe how our skeleton, bones, and skull help our bodies”}**

#### **Advance Preparation:**

- Image or three-dimensional model of a skeleton (and playdough)
- Image of skeleton layered over organs (e.g., an image of the rib cage protecting your heart, lungs, etc.)
- Image of a bone
- Image of a skull

#### **Activity:**

Explain to students that you will be asking them to feel their wrists and hands and share what they notice. Model how to use your thumb and index finger to feel your wrist. Ask students to do the same.

**T - What do you notice about the feel of your wrist?**

Student responses may include “bumpy,” “hard,” “stiff,” “rigid,” or “solid.” If students need more support with describing how their wrists feel, provide them with choices (e.g., does it feel soft and squishy or hard and solid?), and/or props such as soft (e.g., plush ball) and hard (e.g., wooden block) objects to compare. Using your index finger, model how to move that finger across the surface of your wrist and top and bottom of your hand. Ask students to do the same.

**T - What do you notice about your hand? Tell the person sitting next to you how it feels.** Provide students with approximately 30–60 seconds to talk. Call on several partners to share and ask other students if they agree/disagree.

**T - What we are feeling are our bones.** (Display image of a bone.) **When we feel something hard under the surface of our skin, we are feeling a bone.**

**Do you think we have bones in other parts of our body (other than our hands and wrists)? Do you think we have many bones in our body? Why do you think we have many/few?** Through questioning, guide students to explain their reasoning.

Display an image or model of a skeleton. Explain to students that over 200 bones make up the skeleton.

**T - Take a close look at this skeleton and the many, many bones. How do you think these bones help us?** Provide students with 30 seconds to think about the question. Next, ask students to pair up and share their ideas with a partner. After (approximately) one minute, call on several groups of students to share their ideas. Note student ideas on chart paper.

Display images of a skull and a skeleton (layered over organs) and lead students in a discussion focused on how they think the skull and skeleton are helping the body. (If you have a 3-D model of a skeleton, place some playdough inside so students can concretely see how the bones provide protection to organs.)

### Example #2: (End of Unit 1)

{**Contributes to the Objectives:** “Describe how our senses help us take in information from the environment”}

#### Advance Preparation:

- Apple
- An apple slice for each student (Be sure to follow your school’s policy regarding food distribution and allergies.)

#### Activity:

Hold up an apple. Ask students to describe the apple to their partners. (Provide students approximately 2 minutes to talk.) Call on groups of students to share and capture their ideas on chart paper. Ask students to share how they learned that information (e.g., I saw it).

Pass out an apple slice to each student. Ask them to think about other ways they can learn information about the apple. Describe what students are doing as a means of encouraging others to do the same (e.g., Rashida is smelling her apple slice, Tommy is tasting his apple).

**T - What else did you learn about the apple?** Add ideas to chart paper. **How did you learn that information?** Students may add that they tasted, touched, and/or smelled the apple.

Review the characteristics identified by the class.

**T - We were able to identify many characteristics of an apple. We gathered that information by looking at it, smelling it, touching it, and even tasting it.** Guide students in connecting this experience with their previous knowledge of the senses from Kindergarten (Unit 1).

**T - Think about what we learned about the nervous system. How do you think these sense receptors helped us learn about these apples?** Guide students through a discussion that helps them arrive at a broad understanding that these receptors send messages to the brain.

### Websites & Media

**Visible Body—Free eBooks:** <http://go.visiblebody.com/vb-free-ebooks>

Visible Body offers a collection of interactive animation apps that are available for purchase, including [My Incredible Body](#) which is geared toward elementary students. This website also offers free eBooks and activities packed with images and amazing details about the human body.

**Choose My Plate:** <http://www.choosemyplate.gov/kids>

This website includes games, activities, videos, and songs that can build children’s understanding of the food groups and how to choose a nutritious diet.

### Supplemental Trade Books

- All About Scabs, by Genichiro Yagyu (Random House Adult Trade Publishing Group, 1998) ISBN 0916291820
- Eat Healthy, Feel Great, by William Sears, M.D., Martha Sears, R.N., and Christie Watts Kelly (Little, Brown and Company, 2002) ISBN 0316787086
- Eating Well (Looking After Me), by Liz Gogerly and Mike Gordon (Crabtree Publishing Company, 2009) ISBN 0778741176
- Exploring Health (A Sense of Science), by Claire Llewellyn (Sea-to-Sea Publications, 2009) ISBN 0749670444
- First Encyclopedia of the Human Body (Usborne Internet-Linked), by Fiona Chandler (Usborne Books, 2004) ISBN 079450695X
- Germs Make Me Sick!, by Melvin Berger (Scott Foresman, 1995) ISBN 0064451542
- Healthy Eating (Science Everywhere!), by Helen Orme (New Forest Press, 2010) ISBN 1848982895
- Healthy Eating, by Claire Llewellyn (QEB Publishing, 2006) ISBN 1845384725
- How Bodies Work (I Know That!), by Claire Llewellyn (Sea-to-Sea Publishing, 2007) ISBN 1597710237

- How to Stay Healthy (I Know That!), by Claire Llewellyn (Sea-to-Sea Publishing, 2007) ISBN 1597710245
- It's Catching: Colds, by Angela Royston (Heinemann, 2001) ISBN 1588102270
- Louis Pasteur, by Kremena Spengler (Capstone Press, 2003) ISBN 0736834419
- Me and My Amazing Body, by Joan Sweeney (Random House Children's Books, 1999) ISBN 0375806237
- My First Visit to the Doctor, by Eve Marleau and Michael Garton (QEB Publishing, 2009) ISBN 1595669876
- My Healthy Body, by Bobbie Kalman (Crabtree Publishing Company, 2010) ISBN 9780778794714
- Oh, the Things You Can Do That Are Good For You! by Tish Rabe and illustrated by Aristides Ruiz (Random House, Inc., 2001) ISBN 0375810986
- Showdown at the Food Pyramid, by Rex Barron (Penguin Young Readers Group, 2004) ISBN 0399237151
- The Busy Body Book, by Lizzy Rockwell (Random House Children's Books, 2008) ISBN 0553113747
- The Nervous System (Human Body Systems), by Helen Frost (Capstone Press, 2000) ISBN 0736806512
- The Digestive System (Human Body Systems), by Helen Frost (Capstone Press, 2000) ISBN 0736806490
- The Edible Pyramid, by Loreen Leedy (Holiday House, Inc., 2007) ISBN 0823420744
- The Human Body, by Gallimard Jeunesse and Sylvaine Peyrols (Scholastic Reference, 2007) ISBN 0439910889
- The Muscular System (Human Body Systems), by Helen Frost (Capstone Press, 2000) ISBN 0736806504
- The Circulatory System (Human Body Systems), by Helen Frost (Capstone Press, 2000) ISBN 0736887768
- The Skeletal System (Human Body Systems), by Helen Frost (Capstone Press, 2000). ISBN 0736806539
- Tiny Life on Your Body, by Christine Taylor-Butler (Children's Press, 2006) ISBN 0516254804
- Under Your Skin: Your Amazing Body, by Mick Manning (Albert Whitman & Company, 2007) ISBN 0807583138
- What Happens to a Hamburger? (Let's-Read-and-Find-Out Science, Stage 2), by Paul Showers and illustrated by Edward Miller (Harper Trophy, 2001) ISBN 0064451836
- Your Insides, by Joanna Cole (Price Stern Sloan, 1992) ISBN 0399221239