



6  
BASIC  
SYSTEMS

# ANATOMY I

## 7 UNITS 18 WEEKS

JOY  
2  
TEACH

ALSO INCLUDES GOOGLE SLIDES





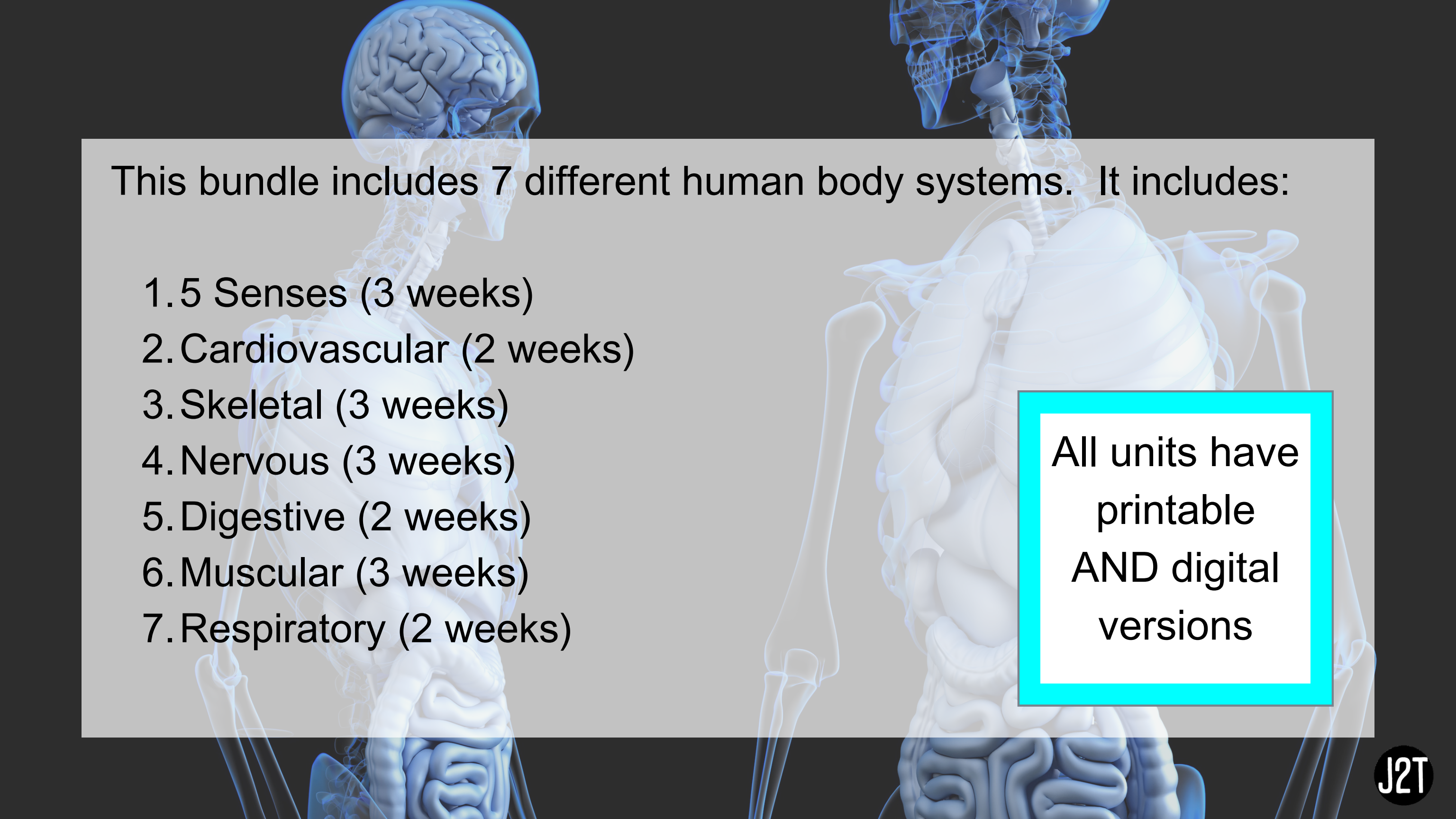
## For students who:

- are emerging or non-readers
- take alternate assessments
- are in special education
- short-attention span
- lack pre-requisite skills
- benefit from the use of pictures for support
- middle/high school



## Why you need this bundle:

- If you teach multiple grade levels, you have all you need in one place.
- Having the same layout for each unit **reduces students' anxiety** and allows them to focus on the content.
- **Aligned with most extended learning standards.**
- **Saves you money**
- **Saves you time.**

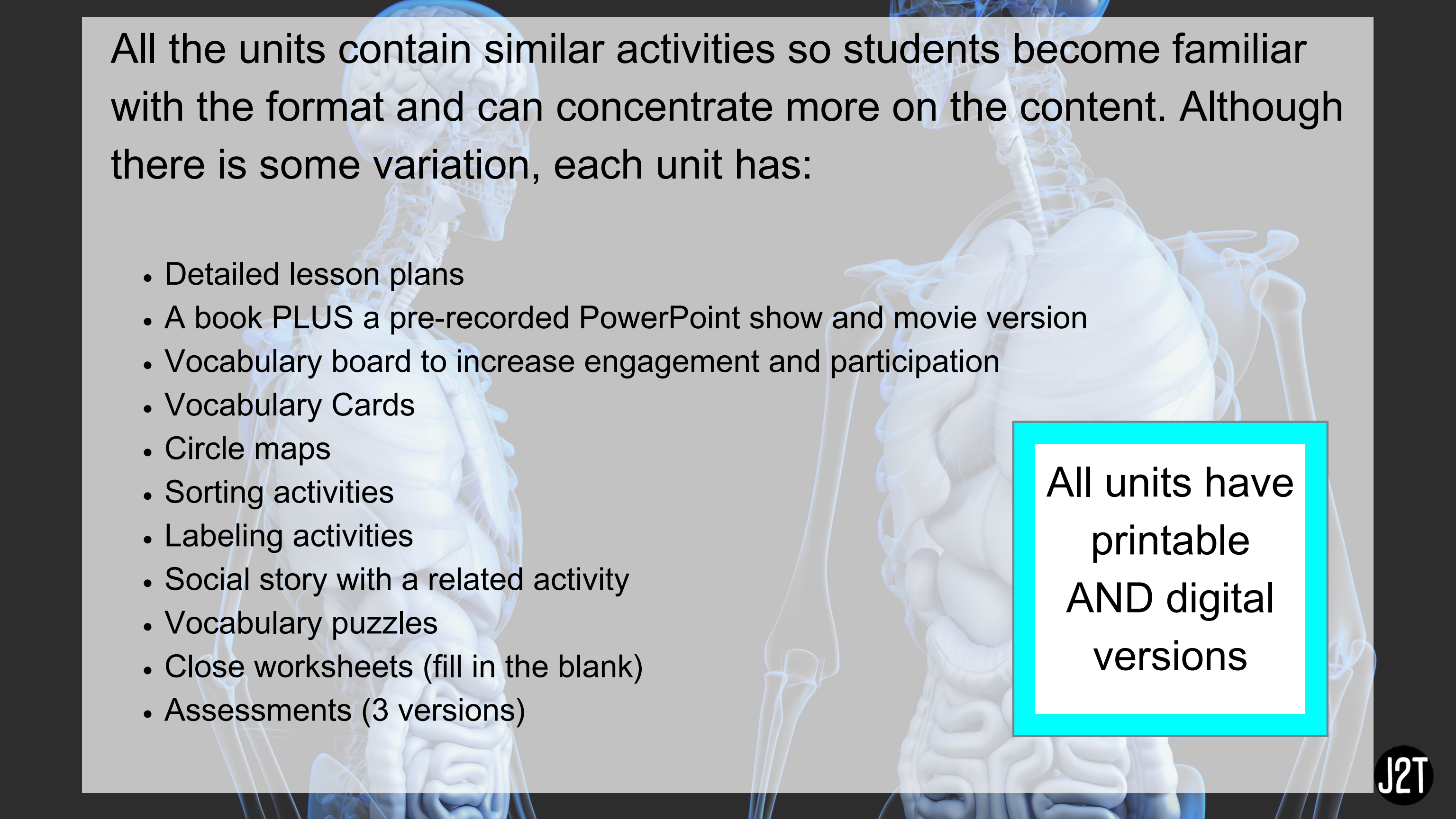


This bundle includes 7 different human body systems. It includes:

- 1.5 Senses (3 weeks)
2. Cardiovascular (2 weeks)
3. Skeletal (3 weeks)
4. Nervous (3 weeks)
5. Digestive (2 weeks)
6. Muscular (3 weeks)
7. Respiratory (2 weeks)

All units have  
printable  
AND digital  
versions





All the units contain similar activities so students become familiar with the format and can concentrate more on the content. Although there is some variation, each unit has:

- Detailed lesson plans
- A book PLUS a pre-recorded PowerPoint show and movie version
- Vocabulary board to increase engagement and participation
- Vocabulary Cards
- Circle maps
- Sorting activities
- Labeling activities
- Social story with a related activity
- Vocabulary puzzles
- Close worksheets (fill in the blank)
- Assessments (3 versions)

All units have  
printable  
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versions

# Table of Contents

Worksheet pages	Title
4-39	The Cardiovascular System
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96-113	Assessment (3 versions)
114-130	Let's Exercise social story
131-140	Exercise Stations Cards
141-142	Terms of Use

In separate files you will find:

- Lesson plan
- Voice recorded PowerPoint
- Directions and links to the digital activities

Every unit has a table of contents with lots of activities. There is a separate file with directions and links to the digital activities.



## Day 3

Activity	Notes	Materials
Read or listen to a recording of the book (15 minutes)	<ul style="list-style-type: none"><li>• Read through the story, asking lots of questions</li><li>• Continue to make connections between book and vocabulary board</li></ul>	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary board</li></ul>
Vocabulary cards I Spy Game (10 minutes)	<ul style="list-style-type: none"><li>• I play this game, or variations of it the first few days<ul style="list-style-type: none"><li>◦ Determine how many cards your students can handle in front of them. This can vary, some students may be able to have all the cards, so may only be able to handle a field of 3-5</li></ul></li><li>• Since this is the first time playing this game, I make it easy. Hold up a card, and have students find the matching one and hold it up</li><li>• Discuss relevant points on the card<ul style="list-style-type: none"><li>◦ You can also play this game in this manner having them find the symbol on their vocabulary board</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Vocabulary cards (student set and teacher set)</li><li>• Vocabulary board</li></ul>
Ordering activity review (5 minutes)	<ul style="list-style-type: none"><li>• Review the ordering activity completed yesterday</li></ul>	<ul style="list-style-type: none"><li>• Ordering activity completed yesterday</li></ul>
Labeling activity (10 minutes)	<ul style="list-style-type: none"><li>• Do the labeling activity</li><li>• Use the version best for your students (word or pictures)</li><li>• There is a color-coded version provided for students who need that</li><li>• Make connections to the book as necessary</li></ul>	<ul style="list-style-type: none"><li>• Labeling activity</li><li>• Scissors</li><li>• Glue</li></ul>
Sharing (10 minutes)	<ul style="list-style-type: none"><li>• Each student shares their sorting activity with the group using the communication method of their choice</li></ul>	<ul style="list-style-type: none"><li>• Completed sorting activity</li><li>• Communication devices</li></ul>

# Lesson plan

Every unit has a detailed lesson plan with:

- suggestions
- overview
- daily step-by-step guide

Muscles are attached to bones with a strong band called a **tendon**. When the tendon contracts, it causes your arm or leg to bend.



Christa Joy, Special Needs for Special Kids

**Skeletal** muscles are voluntary muscles. These are the muscles that help you move, keep you standing up straight and even turn that frown upside down.



Christa Joy, Special Needs for Special Kids

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## Book

Every unit has a book with simple text and engaging photos. It comes in a:

- PowerPoint
- recorded PPT show
- mp4 file (movie)



Before you start to exercise, you should stretch.



You should also stretch when you are done.

Christa Joy, Special Needs for Special Kids

## Social Story

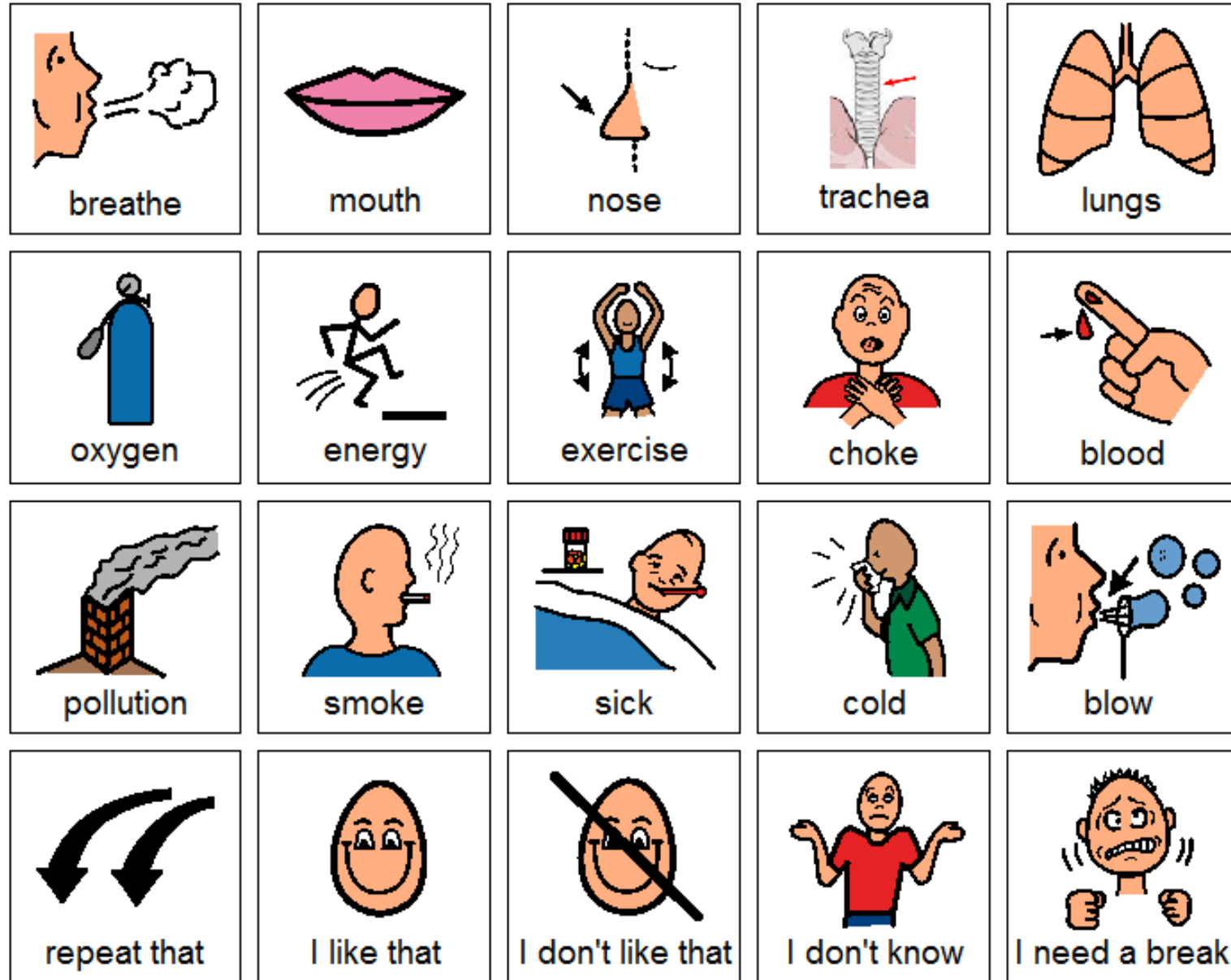
Every unit has a social story with simple text and engaging photos. It comes in a:

- PowerPoint
- recorded PPT show
- mp4 file (movie)

If you exercise on a regular basis, use the right equipment, stretch, and drink plenty of water, you are less likely to get an injury.



Christa Joy, Special Needs for Special Kids



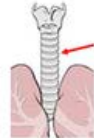











Every unit has a vocabulary board to use while working through the unit. Suggestions for use are included.









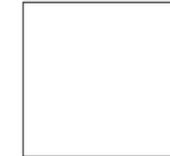

# Vocabulary

Every unit has vocabulary cards. There are suggestions for daily group activities to review these.

<b>respiratory system</b> System in the body that delivers oxygen to the body through the act of breathing 	<b>mouth &amp; nose</b> How the body gets air in and out of the body 
<b>trachea</b> Hard tube in the neck that gets air from your mouth and nose to your lungs. 	<b>lungs</b> Large air sacs in your chest that take the oxygen from the air and deliver it into the blood 

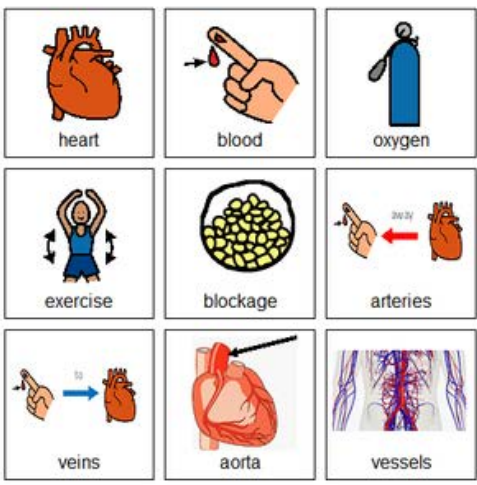
<b>oxygen</b>  	<b>smoking</b>  
<b>lobes</b>  	<b>choking</b>  

<b>oxygen</b> What is in the air we breathe in that gets into our body to give us energy. 	<b>smoking</b> A bad habit that causes disease in the lungs so they cannot work as well. 
<b>lobes</b> Smaller sacs that make up the lungs. There are a total of 5 lobes. 	<b>choking</b> What can happen when a piece of food blocks the trachea so air cannot pass through. 

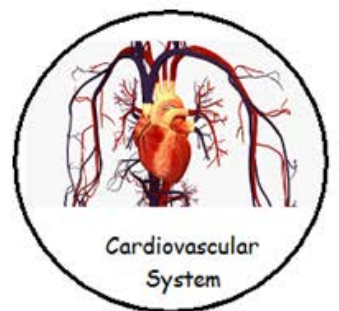
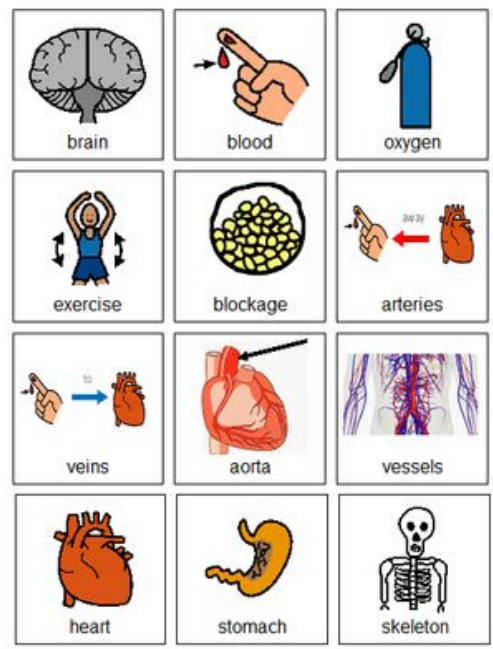
<b>respiratory system</b> System in the body that delivers oxygen to the body through the act of breathing 	<b>mouth &amp; nose</b> How the body gets air in and out of the body 
<b>trachea</b> Hard tube in the neck that gets air from your mouth and nose to your lungs 	<b>lungs</b> Large air sacs in your chest that take the oxygen from the air and deliver it into the blood 

# circle maps

Cut apart and place in circle map on previous page.



Cut apart and place in circle map on previous page  
**ONLY IF** it deals with the cardiovascular system.

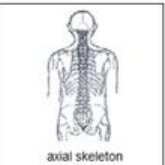
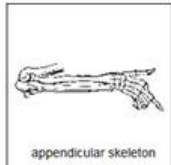
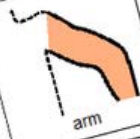

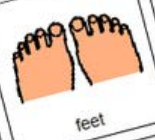



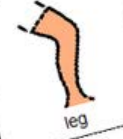
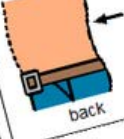


Cardiovascular System
















Each unit comes with 1-2 circle maps to visually review the main facts from the book. These come with an errorless option and an option with wrong answers mixed in.





















# sorting

 axial skeleton	 appendicular skeleton			
 arm	 ribs	 feet	 shoulder	 hands
 head	 leg	 back		

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 bone	 NOT bone			
				
				
				
				

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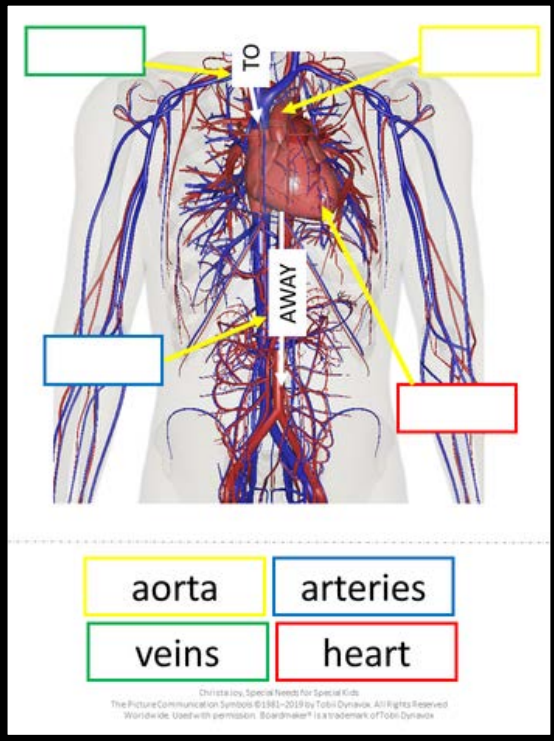
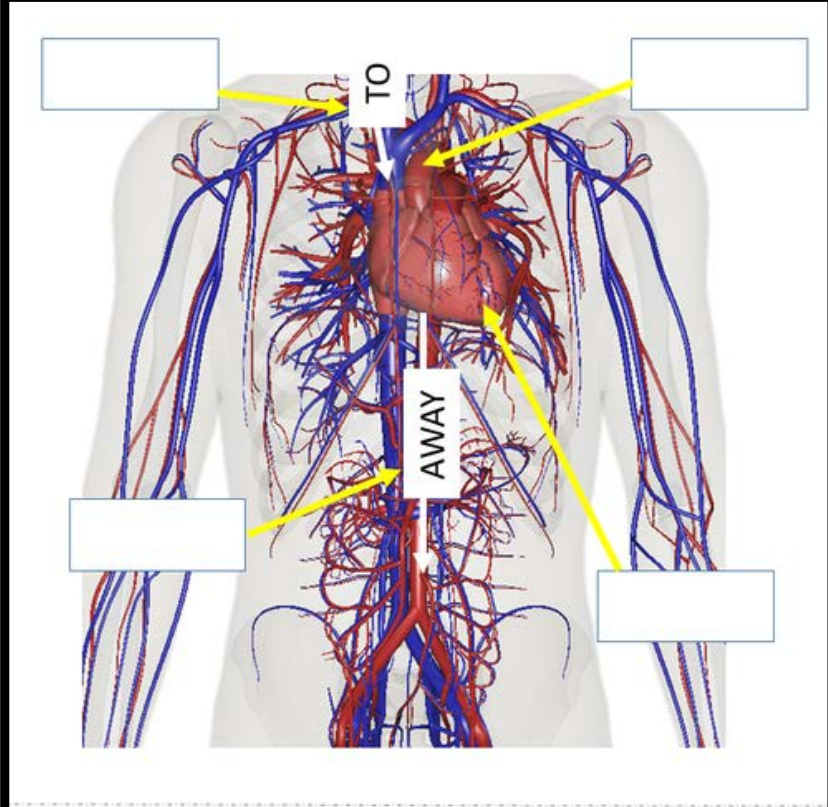
			
			
			
			
			

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Most units have sorting activities. There are suggestions for how to differentiate these quickly included.



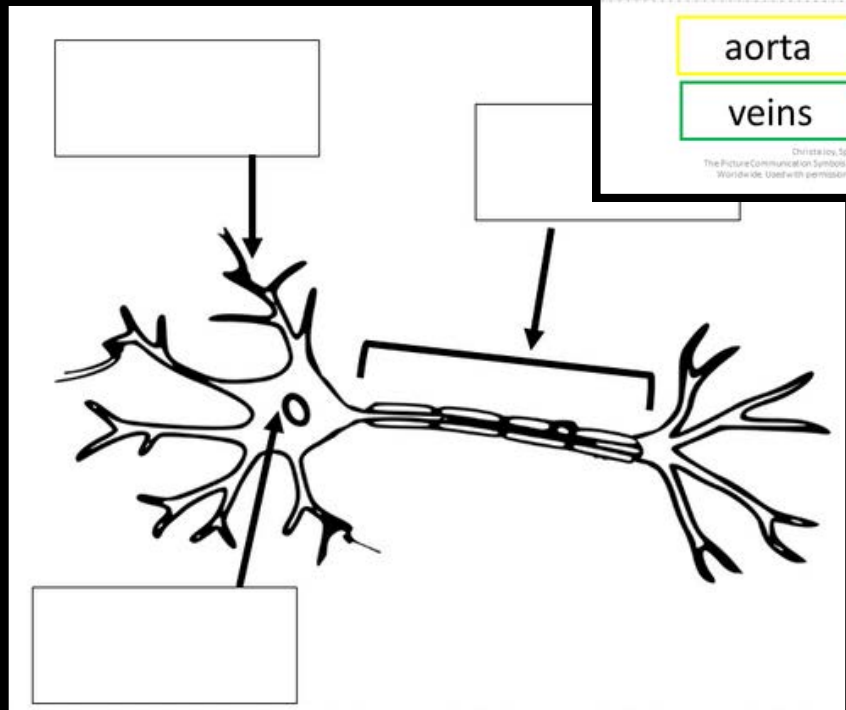
# labeling



aorta	arteries
veins	heart

aorta	arteries
veins	heart

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axon	dendrites	cell body
------	-----------	-----------

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Most units have labeling activities. There are suggestions for how to differentiate these quickly included.



## Nervous System

1. The spinal cord and  make up the central nervous system.
2. When you raise your hand, you use nerves in your .
3.  protects your brain.
4.  is when your muscle moves without talking to your brain.
5. There are  main parts to the brain.




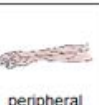
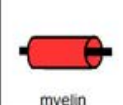

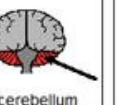


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## Nervous System

6. When you balance, you use the .
7. Cells that make up the nervous system are called .
8.  is a fatty layer that protects the nerves and helps signals travel faster.
9.  are released when you exercise and are good for your brain.
10. It is important to  your brain from injury.

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Use either pictures or words to complete the sentences on the previous page.

Page 1	 reflex	3	 brain	 skull	 peripheral nervous system
Page 2	 myelin	 protect	 cerebellum	 endorphins	 neurons

**Review sheets**

**All units include fill-in-the-blank worksheets to review concepts covered in the book and unit.**

# assessment

Version 1

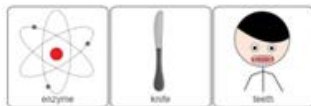
1. What is the name of system that breaks down the food you eat?



2. What does the body get from the food?



3. What starts the mechanical process of digestion?



4. What moistens the food once it is in the mouth?



5. The esophagus is a tub that takes food from the mouth to where?

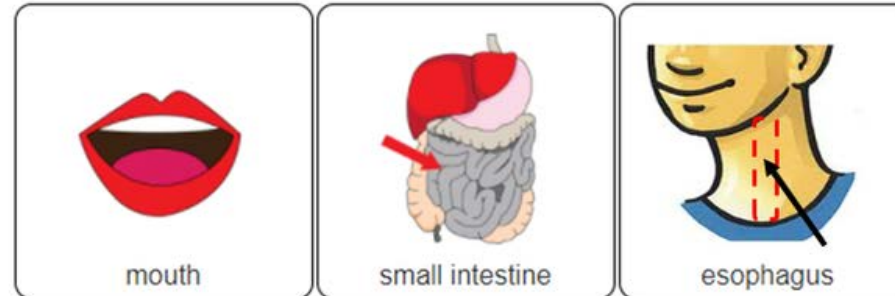


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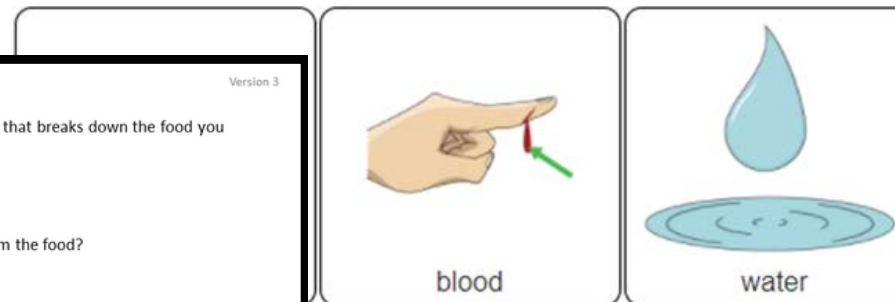
Version 2

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q7



Q8



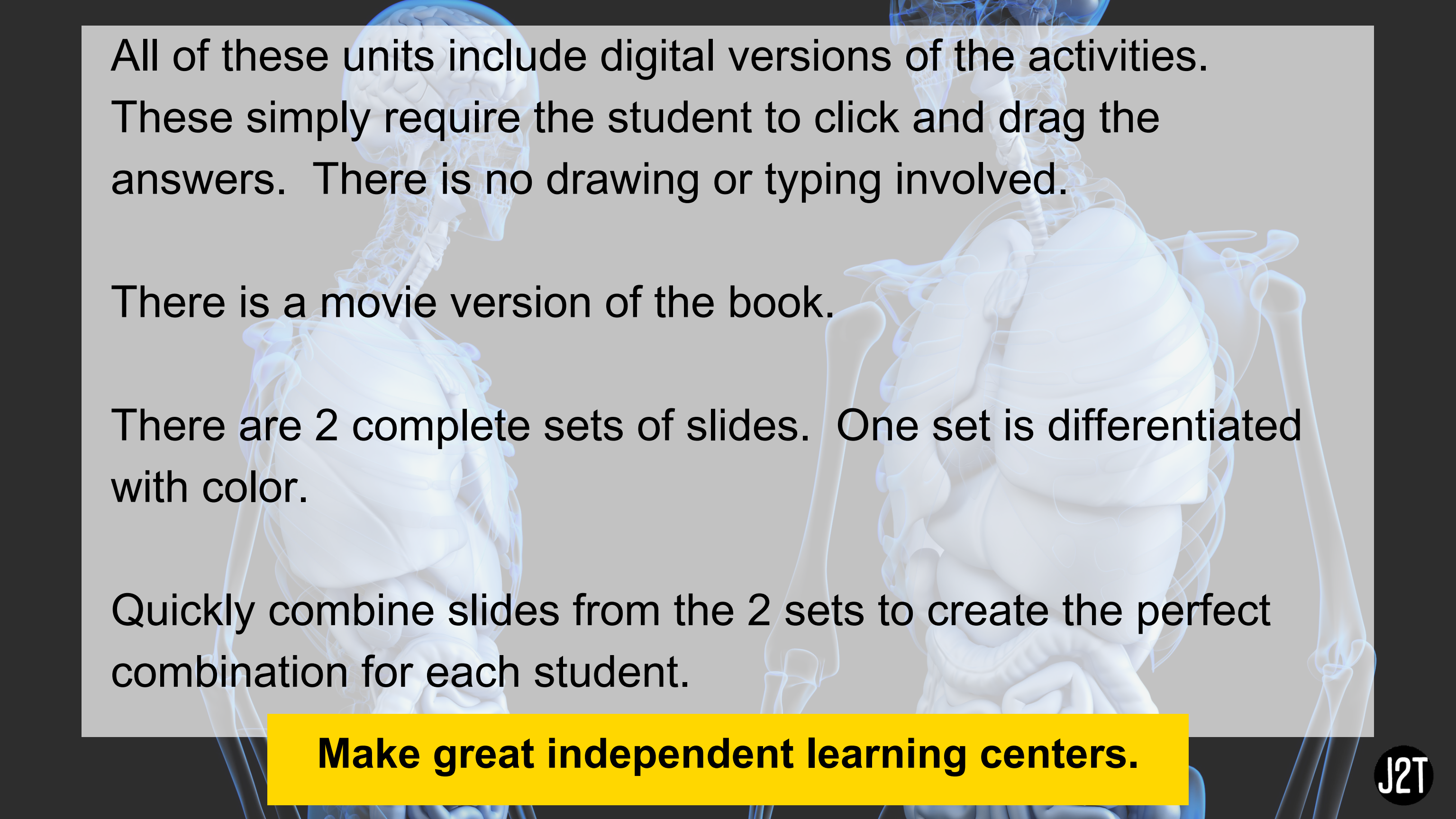
Version 3

1. What is the name of system that breaks down the food you eat?
  - A. Cardiovascular system
  - B. Digestive system
  - C. Neurological system
2. What does the body get from the food?
  - A. Nutrients
  - B. Germs
  - C. Gasoline
3. What starts the mechanical process of digestion?
  - A. Enzyme
  - B. Knife
  - C. Teeth
4. What moistens the food once it is in the mouth?
  - A. Food
  - B. Saliva
  - C. Water
5. The esophagus is a tub that takes food from the mouth to where?
  - A. Stomach
  - B. Large intestine
  - C. Brain
6. What is the stomach filled with that dissolves the food?
  - A. Saliva
  - B. Water
  - C. Acid

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Finally, each unit has an assessment that is available in 3 versions. These are given 1:1 and read aloud to the student.





All of these units include digital versions of the activities. These simply require the student to click and drag the answers. There is no drawing or typing involved.

There is a movie version of the book.

There are 2 complete sets of slides. One set is differentiated with color.

Quickly combine slides from the 2 sets to create the perfect combination for each student.

**Make great independent learning centers.**



Watch the movie on the Digestive System

Help your body get stronger by picking foods with lots of good nutrients. Your digestive system will thank you.



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The movie version of the books and social stories from the unit.

Watch the movie on Strong Bones

One important thing to do is to make sure you get enough calcium. But how do you do that?


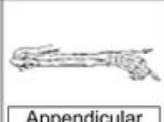







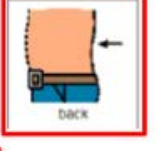

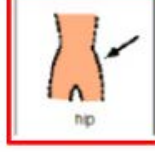


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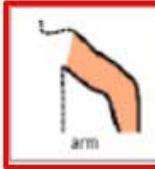


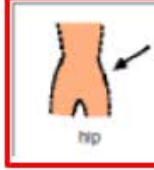

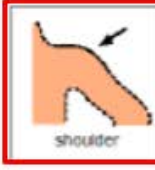



**Use for more review.**

**The digital activities are click and drag.**

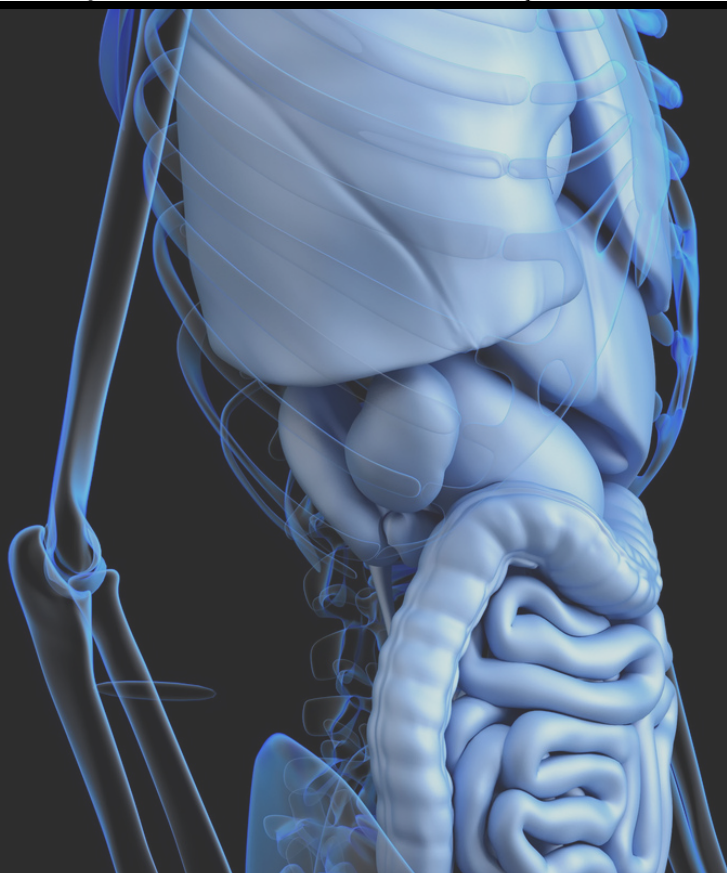
		
Axial skeleton	Appendicular Skeleton	
Sort the pictures into the correct category.		
 arm	 ribs	 feet
 shoulder	 hands	 head
 leg	 back	 neck
 hip		

Place the following in the circle map about the appendicular skeletal system.

 hands	 arm	 femur	 leg
 hip	 feet	 shoulder	

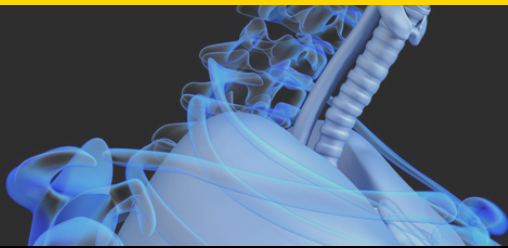


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Perfect for any learning level.




Sort the pictures into the correct column.


Label the parts of the digestive system.


Each unit comes with a set of slides that are differentiated with color.



**Still have questions?**

**Reach out at [specialneedsforspecialkids@gmail.com](mailto:specialneedsforspecialkids@gmail.com)**

**I will answer your question personally and promptly.**

