



POSTVISIT ACTIVITY  
for "Body Systems Pathway"

**GRADE LEVEL**

Grades K–3

**CDE STANDARDS**

Science: 3.3

**PREPARATION**

Estimated Preparation Time: 30 minutes

Estimated Activity Time: 45 minutes

**MATERIALS**

Crayons or colored pencils

Scissors

Chart paper

Construction paper (12" X 18" cut in half  
to make strips that are 6" X 18")

Pencil

Ruler

Stapler

## Know Your Body Flipbooks

### Learning Goals/Objectives

Students will identify parts of the human body and their functions.

### Advanced Preparation

1. Obtain copies of books about the human body.
2. Prepare flipbooks for students or collect supplies for students to make them on their own.

### Classroom Activity

#### MAKING FLIPBOOKS

1. Gather four sheets of six-by-eighteen-inch construction paper strips for each student. Different colors make it easier for students to manipulate.
2. Students will need to orient their paper so that the short side is at the top. Have students measure one inch from the top (short side) of each sheet of construction paper and draw a line across the paper.
3. Stack paper by lining up the tops of the paper strips with the one-inch marks on the sheet of paper below it.
4. Fold the bottom of the short side of the stack over so that the bottom sheet of construction paper lines up with the one-inch mark on the top sheet. This should create eight pages in each flipbook.
5. Staple the book together at the top.

### Completing Activity

1. Read one of the books from the resources list at the bottom of this page to your class. Ask students to help you keep track of important human body parts and their functions on the chart paper.
2. Allow students to choose seven body parts or systems for their flipbooks.
3. Once students have chosen their parts or systems, they will need to illustrate each part or system and describe its function in the flipbook. Students will need to put one part or system on each page of the flipbook, saving the top page of the flipbook for a title page.
4. Have students label each page of the flipbook with the name of the object or system on that page.
5. Ask students to create a title page for their flipbook on the first flap.

### Variations/Extensions

1. Ask students to do further research on a body system of their choice.
2. Have students make a matching game using the pictures and functions. Have them play the game by matching the picture to its function.

## **Resources**

### **BOOKS**

Ardley, Neil. *The Science Book of the Senses*. San Diego, California: Harcourt Brace Jovanovich Publishers, 1992.

Ziefert, Harriet. *You Can't Taste a Pickle with Your Ear*. Brooklyn, New York: Blue Apple Books, 2002.

### **WEB SITES**

A Look Inside the Human Body

<http://www4.tpgi.com.au/users/amcgann/body/>

Dr. Pete E. Atrics Teacher Toolkit

<http://www.rockwiththedoc.com/RockwDoc/Toolkit%20Web/The%20Lessons.html>

The Human Body Systems

<http://pegasus.cc.ucf.edu/~mitchell/curpages/summer98/Humanbody-NancyJ/humanbody.html>