



SCIENCE

BONUS

Human Body

GRADES 5-8

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NAME: _____



Activity One



Design Ten New Trivial Pursuit Cards!

Many of you have probably played the game “Trivial Pursuit” before. If you haven’t, it’s a game that has knowledge-based **QUESTIONS** on cards. Teams ask each other questions that are on the cards. If your answer is correct, you move your game piece ahead on the board.

Now it’s time to create your own cards...

Using information you have learned about the human body, come up with TWO new cards. Each card has FOUR questions on it. This means you will come up with eight questions and eight answers in total.

Use the front and back card format below as a guideline for setting up your questions and answers!

front

| | |
|---------|------------|
| SCIENCE | (Question) |
| SCIENCE | (Question) |
| SCIENCE | (Question) |
| SCIENCE | (Question) |

back

| | |
|---------|----------|
| SCIENCE | (Answer) |
| SCIENCE | (Answer) |
| SCIENCE | (Answer) |
| SCIENCE | (Answer) |

NAME: _____



Activity Two



Write a Play about Cells

For this activity, you will write a play on The Parts of a Cell

STEP ONE:

Choose at least five characters to include in your play. Here are some suggestions for characters:

- Cell membrane
- Cytoplasm
- Nucleus
- Mitochondria
- Lysosome
- Narrator

STEP TWO:

Prepare for writing by doing some **research** on the parts of the cell. (Remember – this is about cells in the *human body*.) You may use information from the readings, or information you find in the library, in an encyclopedia, or in on the Internet. You will need enough facts to write your play and make it interesting for your audience to watch.

STEP THREE:

Write a dialogue for your play using a script format, like this...

Narrator: _____

Character 1: _____

Character 2: _____

Character 1: _____

Character 2: _____

Your dialogue should take the audience through what the parts of the cell are, where they are located, and what each part does.

Have fun and use your imagination. What creative costumes can you come up with which would make your play even more interesting to watch?



Activity Three

Newspaper Article

You have just been hired as a news writer for your local newspaper. Phone calls and email messages are pouring into your office about a most unusual sighting - a **SPECIALIZED CELL** of the human body has been seen in your area!

You will write a news article about this sighting, *but first*, you must do some research to find out what a specialized cell is.

RESEARCH: Using the reading passage, or information from the library or the internet, collect some interesting facts about specialized cells of the human body.

Remember that specialized cells are found in only multicellular organisms.

There are different types of specialized cells. Muscle cells and nerve cells are examples. These cells have a specific function (job to do) in the body which makes them different from other cells. (Muscle cells contract. Nerve cells carry electrical messages.)

As you collect your information, decide **which kind** of specialized cell has been sighted. You should find enough information so that you can write a **one-page article** for the newspaper.

YOUR NEWSPAPER ARTICLE should include the following information:

- **A catchy HEADLINE**
- **Basic information about the specialized cell**
- **WHAT it looks like**
- **WHAT its main job is**
- **HOW it is different from other cells in the human body**
- **WHERE in town it was seen! (Be creative!)**
- **Any pictures or illustrations that are needed**

Be imaginative and have fun!

NAME: _____



Activity Four

Make a Memory Game



For this activity, you will work with a partner to design a MEMORY GAME. In this game, players take turns turning over two cards at a time. They try to memorize which cards are where. Each player tries to turn over cards to make a matching pair. At the end of the game, the player with the most matches wins.

Your memory game will use illustrations matched with words. Your pictures will be of different kinds of human body **organs**.

Part A

Use **twenty** square pieces of paper or Bristol board (ask your teacher for this). With your partner, come up with **ten examples** of different **organs**. On one side of each card, draw a picture of one organ. On one side of the matching card, write the name of the organ.

When you are finished making the cards, you should have TEN cards with pictures and TEN cards with words.

Part B

Now you're ready to play your game!

How to Play:

1. Play against one other person.
2. Flip all the cards over so that you cannot see them. Line them up in rows.
3. First player takes a turn: flip over two cards. Are they a matching picture and word? If NO, then flip them over and the next player takes a turn.
4. If the two cards match up, then keep the match. You get another turn!
5. The winner is the player who has flipped over the most matches.

Challenge!

Instead of writing the name of the organ on the matching card, write down the **organ system** of which it is a part!

NAME: _____



Activity Five

Writing about the Skeletal System

Below is a list of terms that relate to the skeletal system. Choose FIVE terms that link well together, and write a PARAGRAPH about the skeletal system using all four words.

marrow

red blood cells

joint

support

spongy

protection

calcium

layer

hardness

ribs

cartilage

hinge skull

compact

movement

backbone

skeleton

Remember that a good paragraph has the following:

- Begins with a topic sentence
- Follows with the main points
- Ends with a concluding sentence

Use the space below to write your paragraph.

A large rectangular area with a dashed border, containing ten horizontal lines for writing a paragraph.

NAME: _____



Activity Six

Muscles and Exercise

We have read that muscles and bones work together to allow our body to move. Muscles work in pairs by contracting and lengthening to create movement. Our muscles also give our body shape.

In order to **KEEP OUR MUSCLES HEALTHY**, we must eat healthy foods that are filled with nutrients. We must also be **active**. We can be active in many different ways such as playing sports, dancing, lifting weights, swimming, jogging, doing aerobics, etc.

Think about all the ways you can be active in your life, either at school or at home. Complete the chart below with exercise activities. List the main muscles that are exercised by this activity, and how much time is needed to complete the activity. List any other health benefits you can think of.

| Activity | Main Muscles Exercised | How Much Time Needed? | Other Health Benefits |
|----------|------------------------|-----------------------|-----------------------|
| | | | |

NAME: _____



Activity One



Take a Trip Through the Respiratory System! Creating a Travel Brochure

You have just been hired as a TRAVEL AGENT. You have been given the job of creating a TRAVEL BROCHURE for families who are looking for a new and interesting vacation. You have the great idea of promoting trips through the respiratory system.

You will need to use the information you have learned and your own imagination. Creativity is a must!

Be sure to include information about:

- the windpipe
- the bronchial tubes
- the lungs
- the alveoli
- the blood vessels

Think about:

- Where does the trip begin?
- Where does it end?
- What is the trip like? What would people see and hear? (Why would families want to go?)

Use colored pencils and markers to fill your brochure. Someone should be able to look at your brochure and know that this would be an exciting holiday.

Use a regular piece of blank paper. Fold it into three sections. Fill in the front and back so that there is no blank space left.

Have fun creating your travel brochure!



NAME: _____



Activity Two



Painting the Five Senses

For this activity, you will create a piece of WATERCOLOR ART about one of the five senses:

sight

hearing

touch

taste

smell

Choose one of the five senses that you would like to represent as a piece of artwork.

Think about

- **What are some of the SENSATIONS that you can feel because of this sense?**
- **What PARTS of the body are needed for this sense?**
- **What COLORS will you use?**
- **How will you SHOW feelings in your picture?**

You will need to use your imagination for this one. Be sure to give your picture a title. You may also want to include a brief description of what it is about. Use the space below to write down the ideas you have before you begin.

When you are finished, share your watercolor with your classmates.

NAME: _____



Activity Three



Television News Report

You have just been hired as a news reporter for your local television station. You have been asked to give a report on SAFETY and the RESPIRATORY SYSTEM.

The focus of your report will be how to prevent choking.

RESEARCH: Using the reading passages, or information from the library or the Internet, find out how the respiratory system works. Also, you will need to find out what happens when a person chokes, and how choking can be prevented.

Here are some key words and terms that you should use in your report:

windpipe

epiglottis

lungs

inhale

exhale

WRITE YOUR REPORT as you would hear it on television.

Here is an example:

Good evening and welcome to (name of news channel) **evening news. Tonight we have a special report on....**

NAME: _____



Activity Four

Sensory Poetry



For this activity, you will write a poem about one of the five senses:

- sight
- hearing
- touch
- taste
- smell

Choose the sense that you would most like to explore through writing.

You may use any format of poem that you know (i.e., acrostic, cinquain, limerick, etc.). It may be rhyming or non-rhyming.

Think about:

- What will be the **MOOD** of your poem? Will it be upbeat and fun? Will it be serious?
- What kinds of **SENSATIONS** can you feel with this sense?
- How will you **DESCRIBE** these sensations? (What words will you use?)
- What **PARTS** of the body are needed for this sense?

Be as imaginative as you can as you write your poem. Be sure to give your picture a title. You may also want to include an illustration that shows what your poem is about. Use the space below to write down the ideas you have before you begin.

When you are finished writing your poem, practice reading it out loud. Practice speaking clearly and at a good pace (not too quickly or too slowly). Then, share your poem with your classmates.

NAME: _____



Activity Five

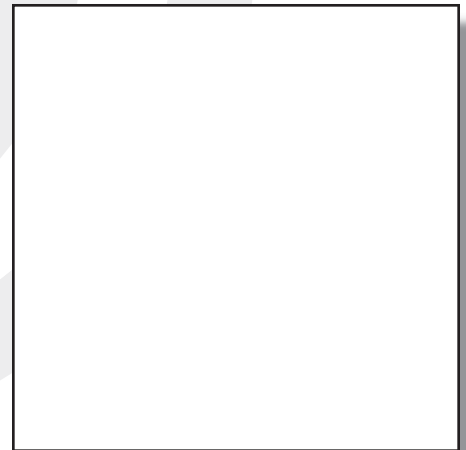
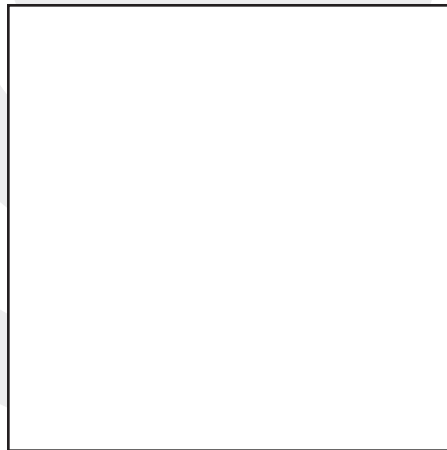
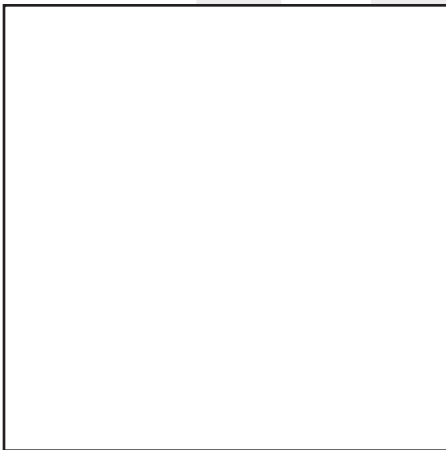
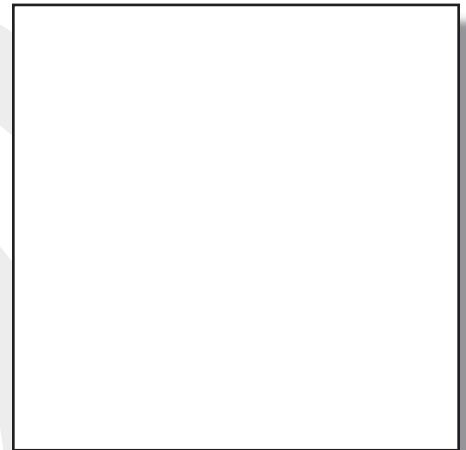
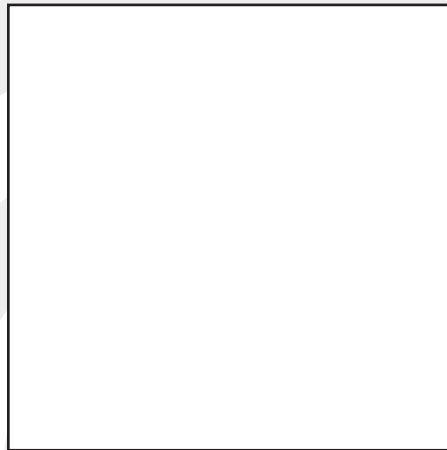
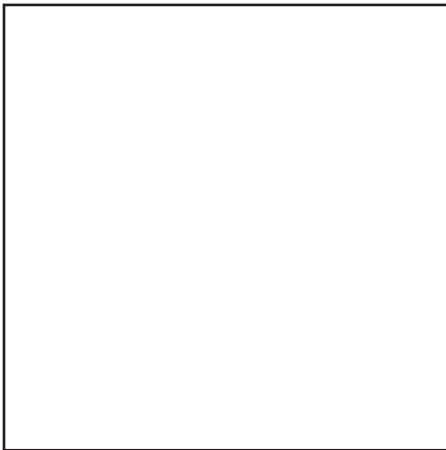


Fun Facts Cartoon

For this activity you will design and create a cartoon about the human body using one of the facts below:

- **The nervous system is like a computer**
- **A nerve cell can be one yard long**
- **The brain weighs about three pounds**
- **The nervous system sends messages as fast as 184 miles per hour**

If you wish, you may research another fact, but it must be about the nervous system.





Activity Six

Make a Memory Game



For this activity, you will work with a partner to design a MEMORY GAME. In this game, players take turns turning over two cards at a time. They try to memorize which cards are where. Each player tries to turn over cards to make a matching pair. At the end of the game, the player with the most matches wins.

Your memory game will use illustrations matched with words. Your pictures will be of different parts of the respiratory system and the nervous system.

Part A

Use **twenty** square pieces of paper or Bristol board (ask your teacher for this). With your partner, come up with **ten examples** of different **parts** of these two systems. On one side of each card, draw a picture of the body part. On one side of the matching card, write the name of the body part.

When you are finished making the cards, you should have TEN cards with pictures and TEN cards with words.

Part B

Now you're ready to play your game!

How to Play:

1. Play against one other person.
2. Flip all the cards over so that you cannot see them. Line them up in rows.
3. First player takes a turn: flip over two cards. Are they a matching picture and word? If NO, then flip them over and the next player takes a turn.
4. If the two cards match up, then keep the match. You get another turn!
5. The winner is the player who has flipped over the most matches.

Challenge!

Instead of writing the name of the organ on the matching card, write down the main job of this part, and the system that it belongs to!

NAME: _____



Activity One



A Matching Game

Step 1

Choose **five to ten** organs or other parts of the human body that you have studied. They can be parts of one of these four systems:

circulatory system
excretory system

digestive system
reproductive system

List them in a chart like this...

| Part of the Body | Organ System | Description |
|------------------|--------------------|---|
| capillaries | circulatory system | <ul style="list-style-type: none">• smallest blood vessels in the body• one cell thick |
| | | |
| | | |
| | | |

Step 2

Create three cards for each part of the body that you choose.

- On the **first** card, write the name of the body part.
- On the **second** card, write the name of the organ system that it is a part of.
- On the **third** card, write a description. Your description may be about what it looks like, where it is, or what it does. Or, you may write another interesting fact that describes it.

Step 3

Next, write down your **rules** for your matching game. Here are some questions to think about:

- How will you decide who goes first?
- What will one turn mean? How long will each turn last?
- What points will be awarded for correctly matching three cards?

Step 4

Put the cards in a pile, face down. Mix them up. With 1, 2 or 3 other people, play your game.

CHALLENGE!

Add a classmate's cards to yours. Mix them together. Play the game with both sets of cards!

NAME: _____



Activity Two

Write a Short Essay



For this activity, you will write a short essay about TWO ORGANS of the human body. They will be organs that are a part of one of the organ systems you have learned about. Ask your teacher for approval on your choices before you begin your project.

Step 1

Collect information about the two organs you chose. Record your information in a chart like this:

| Organ | Part of which organ system? | Looks like | Where is it in the body? | The organ's main job(s) |
|-------|-----------------------------|------------|--------------------------|-------------------------|
| | | | | |

Step 2

Write an essay that is **five paragraphs** long. Use the column titles as the topic of the paragraph. In each paragraph, compare the two organs.

Step 3

You may present your information in **another form** if you wish. Some ideas are as a booklet or a PowerPoint presentation. If you make a booklet, be sure to illustrate it and use lots of color. Your information should be well organized, and neat. Put one topic on each page of your booklet. Remember to include a title on each page.

When you are finished, share your work with the class!

NAME: _____



Activity Three



An Apple's Adventure

You have just picked a ripe, red apple. You are ready to take a big bite. Your task is to write the STORY of what happens to the apple when you eat it.

**Where does it go as soon as you take the first bite?
How does it enter the digestive system?**

Here are some words to use in your story. Be sure to include all these words. Also, make sure you use them in the **proper order** as the apple moves through your body.

stomach large intestine throat teeth saliva esophagus

You can also use lots of describing words. Make your story interesting so that others will want to read it. Be imaginative!

NAME: _____



Activity Four

A Fan Letter!

Choose **ONE** of the organ systems you have learned about it. Think about how this system helps you stay healthy. You are this system's **BIGGEST FAN!** Now, you will write a letter telling your organ system why you are such a big fan.

Think about:

- What are three important organs in this system?
- What do these three organs do?
- How do they help you stay healthy?

You may do some research to help you. You may also look back over the reading passages to find your information.

Use the proper **friendly letter format** that you have learned. Include the date. Sign your name at the end.

Be imaginative and have fun!

NAME: _____



Activity Five



Baby Development Timeline

How do two tiny cells grow into a baby - in just nine months?

It is hard to imagine how this happens.

For this activity, you will find out what happens to the FETUS while it is GROWING in the mother's belly. (Remember: "fetus" is what we call the baby before it is born.)

You will need to do some research to find out. Look at books in the library or on the Internet. Here are some questions for you to think about:

- **How big (long) is the fetus at 3 months? At 6 months? At 8 months?**
- **When do the arms and legs begin to grow? What do they look like at first?**
- **When do the eyes form?**
- **Does the fetus grow hair? If so, when?**
- **When do fingernails and toenails appear?**
- **When does the baby start to move around?**

There are many more facts you can find.

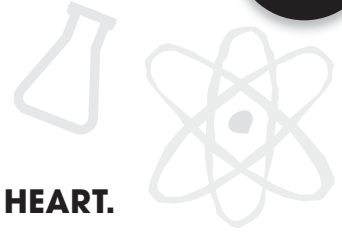
Once you have collected your information, **make a timeline** of the baby's development. Begin your timeline with Day One. End it with Nine Months. Include facts for the beginning of Months One to Eight. Include pictures or illustrations if you wish.

NAME: _____



Activity Six

Write a Poem



For this activity, you will write a poem about the HEART.

You may use any format of poem that you know (i.e., acrostic, cinquain, limerick, etc.). It may be rhyming or non-rhyming. In your poem, you may write about the heart as an organ of the body, or you may write about it as the place that love comes from. Or, you may write about both!

Think about:

- **What will be the MOOD of your poem? Will it be upbeat and fun? Will it be serious?**
- **How will you DESCRIBE the heart in your poem? (What words will you use?)**
- **Why is the heart important for human life?**

Be as imaginative as you can as you write your poem. Be sure to give your poem a title. You may also want to include an illustration that shows what your poem is about. Use the space below to write down the ideas you have before you begin.

When you are finished writing your poem, practice reading it out loud. Practice speaking clearly and at a good pace (not too quickly or too slowly). Then, share your poem with your classmates.



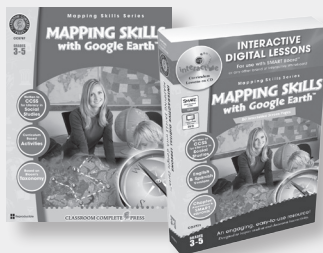
Publication Listing



| SOCIAL STUDIES - Books | |
|--|--|
| ITEM # | TITLE |
| DAILY LIFE SKILLS SERIES | |
| CC5790 | Daily Marketplace Skills Gr. 6-12 |
| CC5791 | Daily Social & Workplace Skills Gr. 6-12 |
| CC5792 | Daily Health & Hygiene Skills Gr. 6-12 |
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|---|---|
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| CC2100 | Curious George (H. A. Rey) |
| CC2101 | Paper Bag Princess (Robert N. Munsch) |
| CC2102 | Stone Soup (Marcia Brown) |
| CC2103 | The Very Hungry Caterpillar (Eric Carle) |
| CC2104 | Where the Wild Things Are (Maurice Sendak) |
| | GRADES 3-4 |
| CC2300 | Babe: The Gallant Pig (Dick King-Smith) |
| CC2301 | Because of Winn-Dixie (Kate DiCamillo) |
| CC2302 | The Tale of Despereaux (Kate DiCamillo) |
| CC2303 | James and the Giant Peach (Roald Dahl) |
| CC2304 | Ramona Quimby, Age 8 (Beverly Cleary) |
| CC2305 | The Mouse and the Motorcycle (Beverly Cleary) |
| CC2306 | Charlotte's Web (E.B. White) |
| CC2307 | Owls in the Family (Farley Mowat) |
| CC2308 | Sarah, Plain and Tall (Patricia MacLachlan) |
| CC2309 | Matilda (Roald Dahl) |
| CC2310 | Charlie & The Chocolate Factory (Roald Dahl) |
| CC2311 | Frindle (Andrew Clements) |
| CC2312 | M.C. Higgins, the Great (Virginia Hamilton) |
| CC2313 | The Family Under The Bridge (N.S. Carlson) |
| CC2314 | The Hundred Penny Box (Sharon Mathis) |
| CC2315 | Cricket in Times Square (George Selden) |
| CC2316 | Fantastic Mr Fox (Roald Dahl) |
| CC2317 | The Hundred Dresses (Eleanor Estes) |
| CC2318 | The War with Grandpa (Robert Kimmel Smith) |
| CC2320 | The Chocolate Touch (Patrick Skene Catling) |
| | GRADES 5-6 |
| CC2500 | Black Beauty (Anna Sewell) |
| CC2501 | Bridge to Terabithia (Katherine Paterson) |
| CC2502 | Bud, Not Buddy (Christopher Paul Curtis) |
| CC2503 | The Egypt Game (Zilpha Keatley Snyder) |
| CC2504 | The Great Gilly Hopkins (Katherine Paterson) |
| CC2505 | Holes (Louis Sachar) |
| CC2506 | Number the Stars (Lois Lowry) |
| CC2507 | The Sign of the Beaver (E.G. Speare) |
| CC2508 | The Whipping Boy (Sid Fleischman) |
| CC2509 | Island of the Blue Dolphins (Scott O'Dell) |
| CC2510 | Underground to Canada (Barbara Smucker) |
| CC2511 | Losers (Jerry Spinelli) |
| CC2512 | The Higher Power of Lucky (Susan Patron) |
| CC2513 | Kira-Kira (Cynthia Kadohata) |
| CC2514 | Dear Mr. Henshaw (Beverly Cleary) |
| CC2515 | The Summer of the Swans (Betsy Byars) |
| CC2516 | Shiloh (Phyllis Reynolds Naylor) |
| CC2517 | A Single Shard (Linda Sue Park) |
| CC2518 | Hoot (Carl Hiaasen) |
| CC2519 | Hatchet (Gary Paulsen) |
| CC2520 | The Giver (Lois Lowry) |
| CC2521 | The Graveyard Book (Neil Gaiman) |
| CC2522 | The View From Saturday (E.L. Konigsburg) |
| CC2523 | Hattie Big Sky (Kirby Larson) |
| CC2524 | When You Reach Me (Rebecca Stead) |
| CC2525 | Criss Cross (Lynne Rae Perkins) |
| CC2526 | A Year Down Yonder (Richard Peck) |
| CC2527 | Maniac Magee (Jerry Spinelli) |

LITERATURE KITS™ - Books

| ITEM # | TITLE |
|--------|--|
| CC2528 | From the Mixed-Up Files of Mrs. Basil E. Frankweiler (E.L. Konigsburg) |
| CC2529 | Sing Down the Moon (Scott O'Dell) |
| CC2530 | The Phantom Tollbooth (Norton Juster) |
| CC2531 | Gregor the Overlander (Suzanne Collins) |
| CC2532 | Through the Looking-Glass (Lewis Carroll) |
| CC2533 | Wonder (R.J. Palacio) |
| CC2534 | Freak the Mighty (Rodman Philbrick) |
| CC2535 | Tuck Everlasting (Natalie Babbitt) |
| | GRADES 7-8 |
| CC2700 | Cheaper by the Dozen (Frank B. Gilbreth) |
| CC2701 | The Miracle Worker (William Gibson) |
| CC2702 | The Red Pony (John Steinbeck) |
| CC2703 | Treasure Island (Robert Louis Stevenson) |
| CC2704 | Romeo & Juliet (William Shakespeare) |
| CC2705 | Crispin: The Cross of Lead (Avi) |
| CC2706 | Call It Courage (Armstrong Sperry) |
| CC2707 | The Boy in the Striped Pajamas (John Boyne) |
| CC2708 | The Westing Game (Ellen Raskin) |
| CC2709 | The Cay (Theodore Taylor) |
| CC2710 | The Hunger Games (Suzanne Collins) |
| CC2712 | The Pearl (John Steinbeck) |
| | GRADES 9-12 |
| CC2001 | To Kill A Mockingbird (Harper Lee) |
| CC2002 | Angela's Ashes (Frank McCourt) |
| CC2003 | The Grapes of Wrath (John Steinbeck) |
| CC2004 | The Good Earth (Pearl S. Buck) |
| CC2005 | The Road (Cormac McCarthy) |
| CC2006 | The Old Man and the Sea (Ernest Hemingway) |
| CC2007 | Lord of the Flies (William Golding) |
| CC2008 | The Color Purple (Alice Walker) |
| CC2009 | The Outsiders (S.E. Hinton) |
| CC2010 | Hamlet (William Shakespeare) |
| CC2011 | The Great Gatsby (F. Scott Fitzgerald) |
| CC2012 | The Adventures of Huckleberry Finn (Mark Twain) |
| CC2013 | Macbeth (William Shakespeare) |
| CC2014 | Fahrenheit 451 (Ray Bradbury) |
| CC2015 | The Crucible (Arthur Miller) |
| CC2016 | Of Mice and Men (John Steinbeck) |
| CC2017 | Divergent (Veronica Roth) |

LANGUAGE ARTS - Books

| | |
|--------|--|
| CC1110 | Word Families - Short Vowels Gr. K-1 |
| CC1111 | Word Families - Long Vowels Gr. K-1 |
| CC1112 | Word Families - Vowels Big Book Gr. K-1 |
| CC1113 | High Frequency Sight Words Gr. K-1 |
| CC1114 | High Frequency Picture Words Gr. K-1 |
| CC1115 | Sight & Picture Words Big Book Gr. K-1 |
| CC1100 | How to Write a Paragraph Gr. 5-8 |
| CC1101 | How to Write a Book Report Gr. 5-8 |
| CC1102 | How to Write an Essay Gr. 5-8 |
| CC1103 | Master Writing Big Book Gr. 5-8 |
| CC1116 | Reading Comprehension Gr. 5-8 |
| CC1117 | Literary Devices Gr. 5-8 |
| CC1118 | Critical Thinking Gr. 5-8 |
| CC1119 | Master Reading Big Book Gr. 5-8 |
| CC1106 | Reading Response Forms: Gr. 1-2 |
| CC1107 | Reading Response Forms: Gr. 3-4 |
| CC1108 | Reading Response Forms: Gr. 5-6 |
| CC1109 | Reading Response Forms Big Book: Gr. 1-6 |

MATHEMATICS - Software

| ITEM # | TITLE |
|--------|--|
| | PRINCIPLES & STANDARDS OF MATH SERIES |
| CC7315 | Gr. PK-2 Five Strands of Math Big Box |
| CC7316 | Gr. 3-5 Five Strands of Math Big Box |
| CC7317 | Gr. 6-8 Five Strands of Math Big Box |

MATHEMATICS - Books

| TASK SHEETS | |
|-------------|--|
| CC3100 | Gr. PK-2 Number & Operations Task Sheets |
| CC3101 | Gr. PK-2 Algebra Task Sheets |
| CC3102 | Gr. PK-2 Geometry Task Sheets |
| CC3103 | Gr. PK-2 Measurement Task Sheets |
| CC3104 | Gr. PK-2 Data Analysis & Probability Task Sheets |
| CC3105 | Gr. PK-2 Five Strands of Math Big Book Task Sheets |
| CC3106 | Gr. 3-5 Number & Operations Task Sheets |
| CC3107 | Gr. 3-5 Algebra Task Sheets |
| CC3108 | Gr. 3-5 Geometry Task Sheets |
| CC3109 | Gr. 3-5 Measurement Task Sheets |
| CC3110 | Gr. 3-5 Data Analysis & Probability Task Sheets |
| CC3111 | Gr. 3-5 Five Strands of Math Big Book Task Sheets |
| CC3112 | Gr. 6-8 Number & Operations Task Sheets |
| CC3113 | Gr. 6-8 Algebra Task Sheets |
| CC3114 | Gr. 6-8 Geometry Task Sheets |
| CC3115 | Gr. 6-8 Measurement Task Sheets |
| CC3116 | Gr. 6-8 Data Analysis & Probability Task Sheets |
| CC3117 | Gr. 6-8 Five Strands of Math Big Book Task Sheets |

| DRILL SHEETS | |
|--------------|---|
| CC3200 | Gr. PK-2 Number & Operations Drill Sheets |
| CC3201 | Gr. PK-2 Algebra Drill Sheets |
| CC3202 | Gr. PK-2 Geometry Drill Sheets |
| CC3203 | Gr. PK-2 Measurement Drill Sheets |
| CC3204 | Gr. PK-2 Data Analysis & Probability Drill Sheets |
| CC3205 | Gr. PK-2 Five Strands of Math Big Book Drill Sheets |
| CC3206 | Gr. 3-5 Number & Operations Drill Sheets |
| CC3207 | Gr. 3-5 Algebra Drill Sheets |
| CC3208 | Gr. 3-5 Geometry Drill Sheets |
| CC3209 | Gr. 3-5 Measurement Drill Sheets |
| CC3210 | Gr. 3-5 Data Analysis & Probability Drill Sheets |
| CC3211 | Gr. 3-5 Five Strands of Math Big Book Drill Sheets |
| CC3212 | Gr. 6-8 Number & Operations Drill Sheets |
| CC3213 | Gr. 6-8 Algebra Drill Sheets |
| CC3214 | Gr. 6-8 Geometry Drill Sheets |
| CC3215 | Gr. 6-8 Measurement Drill Sheets |
| CC3216 | Gr. 6-8 Data Analysis & Probability Drill Sheets |
| CC3217 | Gr. 6-8 Five Strands of Math Big Book Drill Sheets |

| TASK & DRILL SHEETS | |
|---------------------|--|
| CC3300 | Gr. PK-2 Number & Operations Task & Drill Sheets |
| CC3301 | Gr. PK-2 Algebra Task & Drill Sheets |
| CC3302 | Gr. PK-2 Geometry Task & Drill Sheets |
| CC3303 | Gr. PK-2 Measurement Task & Drill Sheets |
| CC3304 | Gr. PK-2 Data Analysis & Probability Task & Drills |
| CC3306 | Gr. 3-5 Number & Operations Task & Drill Sheets |
| CC3307 | Gr. 3-5 Algebra Task & Drill Sheets |
| CC3308 | Gr. 3-5 Geometry Task & Drill Sheets |
| CC3309 | Gr. 3-5 Measurement Task & Drill Sheets |
| CC3310 | Gr. 3-5 Data Analysis & Probability Task & Drills |
| CC3312 | Gr. 6-8 Number & Operations Task & Drill Sheets |
| CC3313 | Gr. 6-8 Algebra Task & Drill Sheets |
| CC3314 | Gr. 6-8 Geometry Task & Drill Sheets |
| CC3315 | Gr. 6-8 Measurement Task & Drill Sheets |
| CC3316 | Gr. 6-8 Data Analysis & Probability Task & Drills |