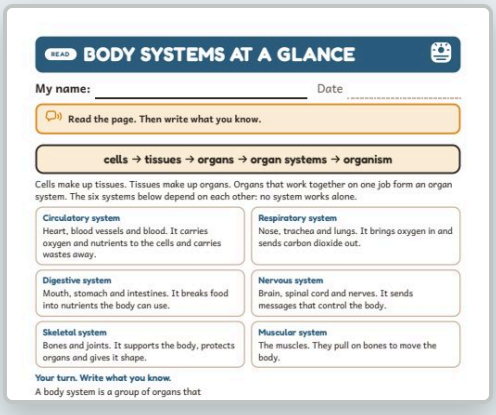
6TH–8TH GRADE · SCIENCE

6 SYSTEMS

BODY SYSTEMS WORKSHEETS

Label the digestive system, fill in the paragraph, match parts to systems, read data and draw the graph, sort the skeletal and muscular systems, and write short answers. Answer keys, a tracker and a family page. Print, or type your answers. PDF.


READ BODY SYSTEMS AT A GLANCE

My name: _____ Date _____

Read the page. Then write what you know.

cells → tissues → organs → organ systems → organism

Cells make up tissues. Tissues make up organs. Organs that work together on one job form an organ system. The six systems below depend on each other: no system works alone.

Circulatory system — Heart, blood vessels and blood. It carries oxygen and nutrients to the cells and carries wastes away.

Respiratory system — Nose, trachea and lungs. It brings oxygen in and sends carbon dioxide out.

Digestive system — Mouth, stomach and intestines. It breaks food into nutrients the body can use.

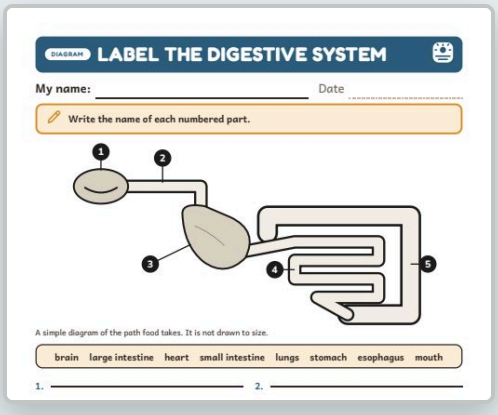
Nervous system — Brain, spinal cord and nerves. It sends messages that control the body.

Skeletal system — Bones and joints. It supports the body, protects organs and gives it shape.

Muscular system — The muscles. They pull on bones to move the body.

Your turn. Write what you know.

A body system is a group of organs that


DIAGRAM LABEL THE DIGESTIVE SYSTEM

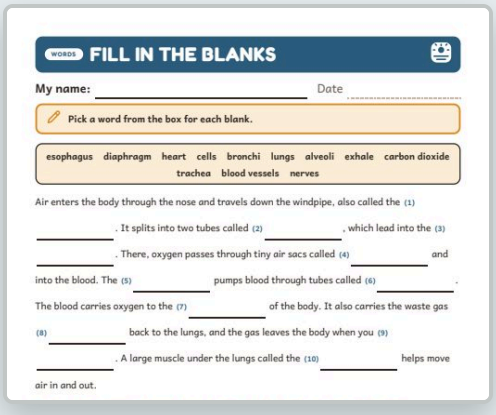
My name: _____ Date _____

Write the name of each numbered part.

A simple diagram of the path food takes. It is not drawn to size.

brain large intestine heart small intestine lungs stomach esophagus mouth

1. _____ 2. _____

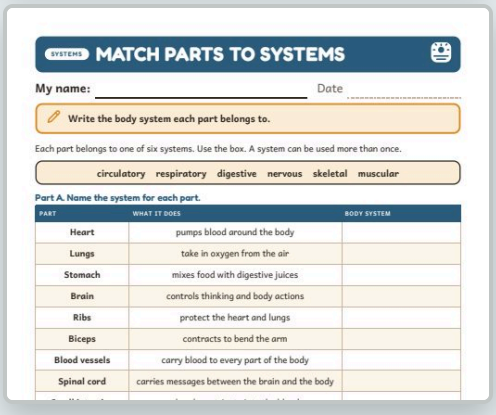

WORDS FILL IN THE BLANKS

My name: _____ Date _____

Pick a word from the box for each blank.

esophagus diaphragm heart cells bronchi lungs alveoli exhale carbon dioxide trachea blood vessels nerves

Air enters the body through the nose and travels down the windpipe, also called the (1) _____. It splits into two tubes called (2) _____, which lead into the (3) _____. There, oxygen passes through tiny air sacs called (4) _____ and into the blood. The (5) _____ pumps blood through tubes called (6) _____. The blood carries oxygen to the (7) _____ of the body. It also carries the waste gas (8) _____ back to the lungs, and the gas leaves the body when you (9) _____. A large muscle under the lungs called the (10) _____ helps move air in and out.


SYSTEMS MATCH PARTS TO SYSTEMS

My name: _____ Date _____

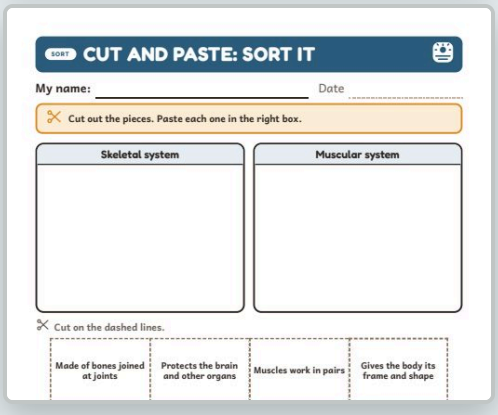
Write the body system each part belongs to.

Each part belongs to one of six systems. Use the box. A system can be used more than once.

circulatory respiratory digestive nervous skeletal muscular

Part A. Name the system for each part.

PART	WHAT IT DOES	BODY SYSTEM
Heart	pumps blood around the body	
Lungs	take in oxygen from the air	
Stomach	mixes food with digestive juices	
Brain	controls thinking and body actions	
Ribs	protect the heart and lungs	
Biceps	contracts to bend the arm	
Blood vessels	carry blood to every part of the body	
Spinal cord	carries messages between the brain and the body	


SORT CUT AND PASTE: SORT IT

My name: _____ Date _____

Cut out the pieces. Paste each one in the right box.

Skeletal system	Muscular system

Cut on the dashed lines.

Made of bones joined at joints

Protects the brain and other organs

Muscles work in pairs

Gives the body its frame and shape


TRACKER BODY SYSTEMS TRACKER

STUDENT _____ TEACHER _____ UNIT DATES _____

PAGE	PAGE TYPE	ITEMS	RIGHT	DATE	NOTES
5	Label the Digestive System	5			
6	Fill In the Blanks	14			
7	Match Parts to Systems	14			
8	Multiple Choice	8			
9	True or False? Fix It	8			
10	Read the Data, Draw the Graph	6			
11	Follow the Oxygen	6			
12	Cut and Paste: Sort It	8			
13	Short Answers	5			

25 Pages | **11 Page Types** | **77 Items** | **2 Answer Keys**

BRIGHT PATH SPED

START HERE

QUICK START

One complete kit for a body systems unit in grades 6-8. Students read a reference page, label the digestive system, fill in a paragraph, match parts to systems, answer questions, read data and draw a graph, follow the oxygen and write short answers — on pages with room to work.

THREE STEPS

1. **Teach or review with the reference page**
   Page 4 has the six systems, what each one does and a place for the student to write what they know. Read it together or hand it out as the first page.

2. **Hand over a page**
   Every student page opens with a name line and one short instruction. Nothing on it is written for you, so the student can start. Short answers have three or more lines and the explanations have five or six, so the page is the whole workspace.

3. **Check it, record it, send it home**
   The answer keys are pages 15 and 16. Record each page on the tracker (page 17), roll a group up on page 18, and send the family page (20). A filled example is on page 21.

WHICH PAGE, WHEN

WHEN…	USE…
Introducing or reviewing the unit	At a Glance, page 4 · Label the Digestive System, page 5
Checking the vocabulary	Fill In the Blanks, page 6 · Multiple Choice, page 8
Connecting parts to systems	Match Parts to Systems, page 7
Quick check or exit slip	True or False? Fix It, page 9
Reading data and graphing	Read the Data, Draw the Graph, page 10
Hands-on sorting	Cut and Paste, page 12
Writing about science	Follow the Oxygen, page 11 · Short Answers, page 13 · Explain It, page 14

Everything inside (25 pages)

- **11 student pages** in 11 page types: a reference page, a digestive system diagram to label, fill in, match parts to systems, multiple choice, true or false, data and graph, flow chart, cut and paste and two short-answer pages
- **77 scored items** on 10 pages
- **8 cut-and-paste pieces** on one sort mat
- **2 answer keys, 1 tracker, 1 class grid**, 1 team note, 1 family page, 1 filled example, 1 phrase bank, 1 binder cover and 6 divider tabs

Print or type

Every page prints clean in black and white. The name line, answer boxes, blanks and writing lines are type-in fields in any PDF reader: click one, type, then save. This is a fillable PDF, not a slideshow or a word-processor file. The graph and the cut-and-paste sort are for pencil and scissors.

READ BODY SYSTEMS AT A GLANCE

My name: _____ Date .....

Read the page. Then write what you know.

cells → tissues → organs → organ systems → organism

Cells make up tissues. Tissues make up organs. Organs that work together on one job form an organ system. The six systems below depend on each other: no system works alone.

Circulatory system
Heart, blood vessels and blood. It carries oxygen and nutrients to the cells and carries wastes away.

Respiratory system
Nose, trachea and lungs. It brings oxygen in and sends carbon dioxide out.

Digestive system
Mouth, stomach and intestines. It breaks food into nutrients the body can use.

Nervous system
Brain, spinal cord and nerves. It sends messages that control the body.

Skeletal system
Bones and joints. It supports the body, protects organs and gives it shape.

Muscular system
The muscles. They pull on bones to move the body.

Your turn. Write what you know.

A body system is a group of organs that

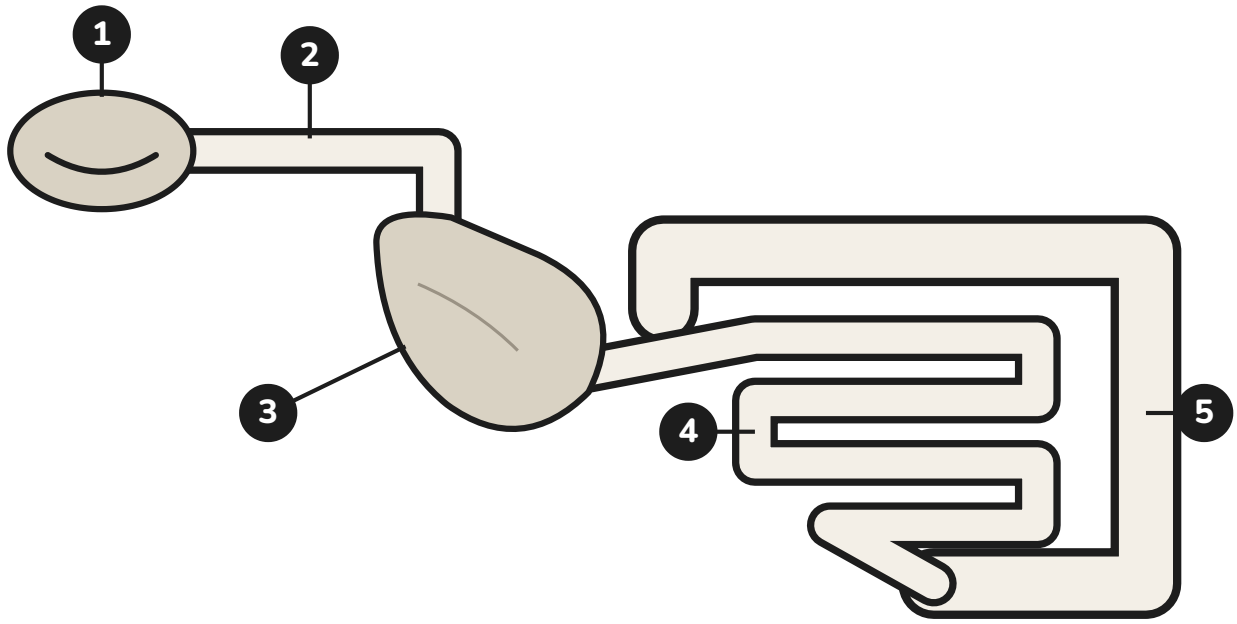
One question I still have about the body

DIAGRAM

LABEL THE DIGESTIVE SYSTEM

My name: _____ Date .....

Write the name of each numbered part.



A simple diagram of the path food takes. It is not drawn to size.

brain **large intestine** **heart** **small intestine** **lungs** **stomach** **esophagus** **mouth**

1. _____ **2.** _____

3. _____ **4.** _____

5. _____

A. Which numbered part is where most nutrients pass into the blood?

_____

B. Describe what happens to food in the stomach.

WORDS

FILL IN THE BLANKS

My name: _____ Date .....

Pick a word from the box for each blank.

esophagus	**diaphragm**	**heart**	**cells**	**bronchi**	**lungs**	**alveoli**	**exhale**	**carbon dioxide**
trachea	**blood vessels**	**nerves**						

Air enters the body through the nose and travels down the windpipe, also called the (1) _____. It splits into two tubes called (2) _____, which lead into the (3) _____. There, oxygen passes through tiny air sacs called (4) _____ and into the blood. The (5) _____ pumps blood through tubes called (6) _____. The blood carries oxygen to the (7) _____ of the body. It also carries the waste gas (8) _____ back to the lungs, and the gas leaves the body when you (9) _____. A large muscle under the lungs called the (10) _____ helps move air in and out.

Follow the air. It enters the nose. Write the next four parts, in order, from the box above.

nose → ☐ → ☐ → ☐ → ☐

A. Choose one word from the box that you did not use. Write what it means or what it does.

SYSTEMS

MATCH PARTS TO SYSTEMS

My name: _____ Date .....

Write the body system each part belongs to.

Each part belongs to one of six systems. Use the box. A system can be used more than once.

circulatory **respiratory** **digestive** **nervous** **skeletal** **muscular**

Part A. Name the system for each part.

PART	WHAT IT DOES	BODY SYSTEM
Heart	pumps blood around the body	
Lungs	take in oxygen from the air	
Stomach	mixes food with digestive juices	
Brain	controls thinking and body actions	
Ribs	protect the heart and lungs	
Biceps	contracts to bend the arm	
Blood vessels	carry blood to every part of the body	
Spinal cord	carries messages between the brain and the body	
Small intestine	absorbs nutrients into the blood	

Part B. Name the partner system.

The respiratory system brings oxygen in. The _____ system carries it to the cells.

Muscles pull on the bones of the _____ system to move the body.

The digestive system breaks food into nutrients. The _____ system carries them to the cells.

The nervous system sends signals to the _____ system to make the body move.

Part C. Pick one pair from Part B. Explain how the two systems work together.

SORT CUT AND PASTE: SORT IT

My name: _____ Date .....

Cut out the pieces. Paste each one in the right box.

Skeletal system	Muscular system

Cut on the dashed lines.

Made of bones joined at joints	Protects the brain and other organs	Muscles work in pairs	Gives the body its frame and shape
Pulls on bones to move the body	Bone marrow makes blood cells	Tendons attach muscle to bone	Muscles contract and relax

1. Write one sentence that shows how the skeletal system and the muscular system work together.

TRACKER

BODY SYSTEMS TRACKER

STUDENT

TEACHER

UNIT DATES

PAGE	PAGE TYPE	ITEMS	RIGHT	DATE	NOTES
5	Label the Digestive System	5			
6	Fill In the Blanks	14			
7	Match Parts to Systems	14			
8	Multiple Choice	8			
9	True or False? Fix It	8			
10	Read the Data, Draw the Graph	6			
11	Follow the Oxygen	6			
12	Cut and Paste: Sort It	8			
13	Short Answers	5			
14	Explain It	3			

How to fill this in

Write how many items the student got right and the date. A written answer counts as one item when it makes every point in the key (pages 15 and 16). A blank means not tried yet, never wrong. There are 77 items on the 10 pages above; the reference page (4) is not scored. Filled example: page 21.

STANDARD OR UNIT GOAL (YOUR OWN WORDING)

EXAMPLE JORDAN'S TRACKER

Jordan T. is invented; nothing on this page describes a real student. The blank tracker is on page 17.

STUDENT	TEACHER	UNIT DATES
Jordan T. (an invented student)	**Ms. Reyes (invented)**	**October**

PAGE	PAGE TYPE	ITEMS	RIGHT	DATE	NOTES
5	Label the Digestive System	5	4	10/12	Mixed up esophagus and stomach
6	Fill In the Blanks	14	12	10/13	Used a spare word twice
7	Match Parts to Systems	14	14	10/14	–
8	Multiple Choice	8	7	10/15	Missed number 7
9	True or False? Fix It	8	8	10/16	–
10	Read the Data, Draw the Graph	6	–	–	–
11	Follow the Oxygen	6	–	–	–
12	Cut and Paste: Sort It	8	7	10/19	One piece in the wrong box
13	Short Answers	5	–	–	–
14	Explain It	3	–	–	–

How to read it

Jordan T. has done **6 of 10** scored pages and got **52 of 57** items right. **2** pages were all right and **5** items were missed across 4 pages. Every number here comes from the table above.

The family note this tracker would produce

"This month Jordan finished 6 pages and got 52 of 57 items right. The next thing to practice is naming the parts of the digestive system and telling the trachea from the esophagus." — every number in it is a row of the table above.

What the table points to

4 pages carry a note and each one is short of full. Pages left blank (4 of them) are not tried yet, never wrong. The two writing pages, Short Answers and Explain It, are among them, so they are the next step.

THANK YOU

BEFORE YOU GO

THANK YOU FOR USING THIS RESOURCE

Built for the teacher whose students each need a different amount of support reading, writing and reasoning about science. If this helped, leaving feedback on TPT helps other teachers find it.

Everything inside, one more time

- **11 student pages** in 11 page types, **77 scored items**, every answer read from the same lists that draw the pages.
- **8 multiple-choice questions**, **8 true-or-false statements**, **8 cut-and-paste pieces** and **2 answer keys**.
- **1 tracker, 1 class grid, 1 team note, 1 family page, 1 filled example, 1 phrase bank** (15 starters), **1 binder cover** and divider tabs.

No real student anywhere in this file

The filled example on page 21 names "Jordan T.," an invented student used only to show how the tracker fills in. The experiment on page 10 is invented class data. No table, note or score anywhere in this resource describes a real child, and nothing here is a clinical judgment, an eligibility timeline, or a medical claim of any kind. Once you fill in a real student's name, the tracker, class grid and team note (pages 17, 18 and 19) do carry real information — keep completed pages secure the same way you would any other record.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

WHAT'S NEXT FROM THIS STORE

More science and vocabulary for the same classroom, including lower-reading-level sets for students who need them.



Content Area Vocabulary: Science and Social Studies

Progress-monitoring probes for science and social studies words, grades 4-6.



Push and Pull Worksheets

A lower-reading-level science set: circle push or pull, sort and fill in, K-2.



Landforms and Bodies of Water Worksheets

A lower-reading-level earth science set: anchor chart, circle, odd word, cut and paste, K-2.

Click **Follow** on the store page and TPT will email you when new products go up.

Type: Nunito, Bitter, Fredoka and Patrick Hand, SIL Open Font License. Every drawing is made in code. No clip art, photographs or third-party art.

© Bright Path Sped. For single-classroom use by the original purchaser.