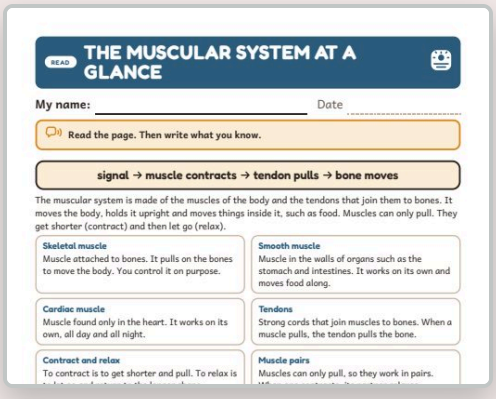
6TH–8TH GRADE · SCIENCE

MUSCLES TO BONES

MUSCULAR SYSTEM WORKSHEETS

Label the arm muscles, fill in how a movement happens, match clues to terms, read muscle data and draw the graph, sort voluntary and involuntary muscles, and write short answers. Answer keys, a tracker and a family page. Print, or type your answers. PDF.


READ THE MUSCULAR SYSTEM AT A GLANCE

My name: _____ Date _____

Read the page. Then write what you know.

signal → muscle contracts → tendon pulls → bone moves

The muscular system is made of the muscles of the body and the tendons that join them to bones. It moves the body, holds it upright and moves things inside it, such as food. Muscles can only pull. They get shorter (contract) and then let go (relax).

Skeletal muscle Muscle attached to bones. It pulls on the bones to move the body. You control it on purpose.

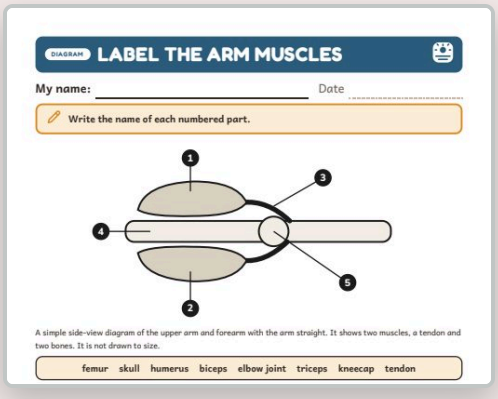
Smooth muscle Muscle in the walls of organs such as the stomach and intestines. It works on its own and moves food along.

Cardiac muscle Muscle found only in the heart. It works on its own, all day and all night.

Tendons Strong cords that join muscles to bones. When a muscle pulls, the tendon pulls the bone.

Contract and relax To contract is to get shorter and pull. To relax is

Muscle pairs Muscles can only pull, so they work in pairs.

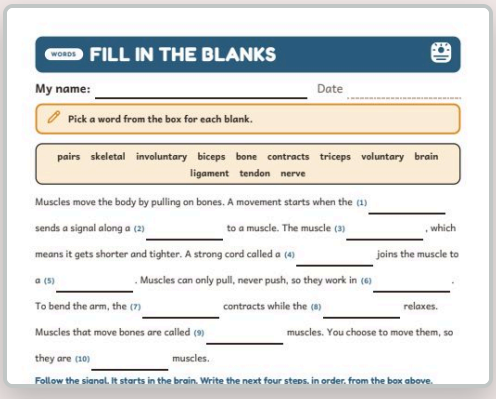

DIAGRAM LABEL THE ARM MUSCLES

My name: _____ Date _____

Write the name of each numbered part.

A simple side-view diagram of the upper arm and forearm with the arm straight. It shows two muscles, a tendon and two bones. It is not drawn to size.

femur skull humerus biceps elbow joint triceps kneecap tendon


WORDS FILL IN THE BLANKS

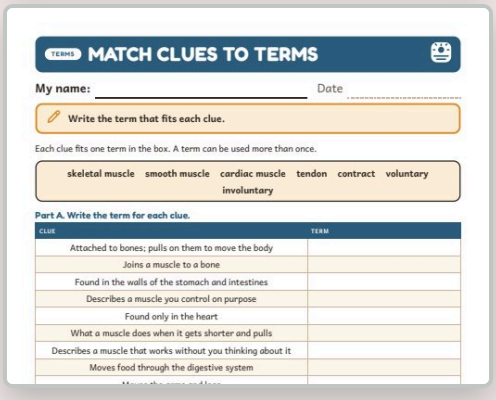
My name: _____ Date _____

Pick a word from the box for each blank.

pairs skeletal involuntary biceps bone contracts triceps voluntary brain ligament tendon nerve

Muscles move the body by pulling on bones. A movement starts when the (1) _____ sends a signal along a (2) _____ to a muscle. The muscle (3) _____, which means it gets shorter and tighter. A strong cord called a (4) _____ joins the muscle to a (5) _____. Muscles can only pull, never push, so they work in (6) _____. To bend the arm, the (7) _____ contracts while the (8) _____ relaxes. Muscles that move bones are called (9) _____ muscles. You choose to move them, so they are (10) _____ muscles.

Follow the signal. It starts in the brain. Write the next four steps, in order, from the box above.


TERMS MATCH CLUES TO TERMS

My name: _____ Date _____

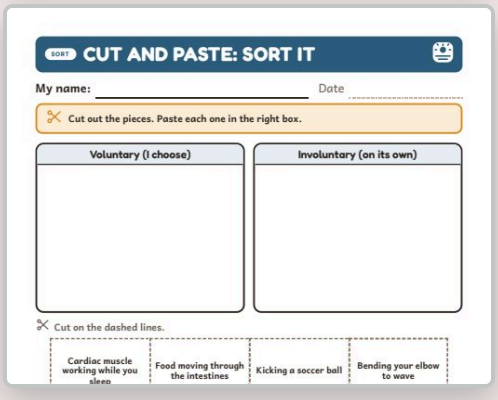
Write the term that fits each clue.

Each clue fits one term in the box. A term can be used more than once.

skeletal muscle smooth muscle cardiac muscle tendon contract voluntary involuntary

Part A. Write the term for each clue.

CLUE	TERM
Attached to bones; pulls on them to move the body	
Joins a muscle to a bone	
Found in the walls of the stomach and intestines	
Describes a muscle you control on purpose	
Found only in the heart	
What a muscle does when it gets shorter and pulls	
Describes a muscle that works without you thinking about it	
Moves food through the digestive system	


SORT CUT AND PASTE: SORT IT

My name: _____ Date _____

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

Voluntary (I choose)	Involuntary (on its own)

Cut on the dashed lines.

Cardiac muscle working while you sleep

Food moving through the intestines

Kicking a soccer ball

Bending your elbow to wave


TRACKER MUSCULAR SYSTEM TRACKER

STUDENT _____ TEACHER _____ UNIT DATES _____

PAGE	PAGE TYPE	ITEMS	RIGHT	DATE	NOTES
5	Label the Arm Muscles	5			
6	Fill In the Blanks	14			
7	Match Clues to Terms	14			
8	Multiple Choice	8			
9	True or False? Fix It	8			
10	Read the Data, Draw the Graph	6			
11	Follow the Movement	6			
12	Cut and Paste: Sort It	8			

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

BRIGHT PATH SPED

START HERE

QUICK START

One complete kit for a muscular system unit in grades 6-8. Students read a reference page, label the arm muscles, fill in a paragraph, match clues to terms, answer questions, read muscle data and draw a graph, follow a movement and write short answers — on pages with room to work.

THREE STEPS

1. **Teach or review with the reference page**
   Page 4 has the three kinds of muscle, tendons, contract and relax, muscle pairs, 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 Arm Muscles, page 5
Checking the vocabulary	Fill In the Blanks, page 6 · Multiple Choice, page 8
Connecting clues to terms	Match Clues to Terms, 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 Movement, page 11 · Short Answers, page 13 · Explain It, page 14

Everything inside (25 pages)

- **11 student pages** in 11 page types: a reference page, an arm diagram to label, fill in, match clues to terms, 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

THE MUSCULAR SYSTEM AT A GLANCE

My name: _____ Date .....

Read the page. Then write what you know.

signal → muscle contracts → tendon pulls → bone moves

The muscular system is made of the muscles of the body and the tendons that join them to bones. It moves the body, holds it upright and moves things inside it, such as food. Muscles can only pull. They get shorter (contract) and then let go (relax).

Skeletal muscle
Muscle attached to bones. It pulls on the bones to move the body. You control it on purpose.

Smooth muscle
Muscle in the walls of organs such as the stomach and intestines. It works on its own and moves food along.

Cardiac muscle
Muscle found only in the heart. It works on its own, all day and all night.

Tendons
Strong cords that join muscles to bones. When a muscle pulls, the tendon pulls the bone.

Contract and relax
To contract is to get shorter and pull. To relax is to let go and return to the longer shape.

Muscle pairs
Muscles can only pull, so they work in pairs. When one contracts, its partner relaxes.

Your turn. Write what you know.

The muscular system is the group of organs that

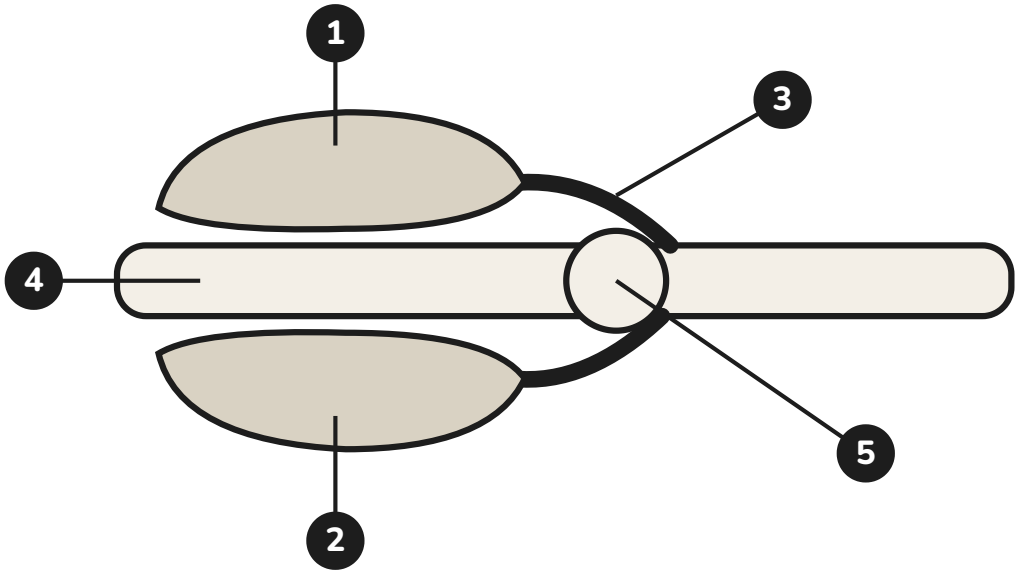
One question I still have about muscles

DIAGRAM

LABEL THE ARM MUSCLES

My name: _____ Date .....

Write the name of each numbered part.



A simple side-view diagram of the upper arm and forearm with the arm straight. It shows two muscles, a tendon and two bones. It is not drawn to size.

femur **skull** **humerus** **biceps** **elbow joint** **triceps** **kneecap** **tendon**

1. _____ 2. _____

3. _____ 4. _____

5. _____

A. Which numbered muscle contracts to bend the arm at the elbow?

_____

B. What does a tendon do?

WORDS

FILL IN THE BLANKS

My name: _____ Date .....

Pick a word from the box for each blank.

pairs **skeletal** **involuntary** **biceps** **bone** **contracts** **triceps** **voluntary** **brain** **ligament** **tendon** **nerve**

Muscles move the body by pulling on bones. A movement starts when the (1) _____ sends a signal along a (2) _____ to a muscle. The muscle (3) _____, which means it gets shorter and tighter. A strong cord called a (4) _____ joins the muscle to a (5) _____. Muscles can only pull, never push, so they work in (6) _____. To bend the arm, the (7) _____ contracts while the (8) _____ relaxes. Muscles that move bones are called (9) _____ muscles. You choose to move them, so they are (10) _____ muscles.

Follow the signal. It starts in the brain. Write the next four steps, in order, from the box above.

brain → ____ → ____ → ____ → ____

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

TERMS MATCH CLUES TO TERMS

My name: _____ Date .....

Write the term that fits each clue.

Each clue fits one term in the box. A term can be used more than once.

skeletal muscle **smooth muscle** **cardiac muscle** **tendon** **contract** **voluntary** **involuntary**

Part A. Write the term for each clue.

CLUE	TERM
Attached to bones; pulls on them to move the body	
Joins a muscle to a bone	
Found in the walls of the stomach and intestines	
Describes a muscle you control on purpose	
Found only in the heart	
What a muscle does when it gets shorter and pulls	
Describes a muscle that works without you thinking about it	
Moves food through the digestive system	
Moves the arms and legs	

Part B. Finish each sentence with a term from the box.

A strong cord that joins a muscle to a bone is called a _____.

The muscle in the wall of the stomach is _____.

To pull on a bone, a muscle must _____.

A muscle that works without you choosing is _____.

Part C. Explain the difference between a voluntary and an involuntary muscle.

SORT CUT AND PASTE: SORT IT

My name: _____ Date .....

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

Voluntary (I choose)	Involuntary (on its own)

Cut on the dashed lines.

Cardiac muscle working while you sleep	Food moving through the intestines	Kicking a soccer ball	Bending your elbow to wave
Your heart beating	Lifting a backpack	Stomach muscles churning food	Writing with a pencil

1. Write one sentence that tells how skeletal muscle and smooth muscle are different.

TRACKER

MUSCULAR SYSTEM TRACKER

STUDENT _____ TEACHER _____ UNIT DATES _____

PAGE	PAGE TYPE	ITEMS	RIGHT	DATE	NOTES
5	Label the Arm Muscles	5			
6	Fill In the Blanks	14			
7	Match Clues to Terms	14			
8	Multiple Choice	8			
9	True or False? Fix It	8			
10	Read the Data, Draw the Graph	6			
11	Follow the Movement	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 **Jordan T. (an invented student)**

TEACHER **Ms. Reyes (invented)**

UNIT DATES **October**

PAGE	PAGE TYPE	ITEMS	RIGHT	DATE	NOTES
5	Label the Arm Muscles	5	4	10/12	Mixed up biceps and triceps
6	Fill In the Blanks	14	12	10/13	Used a spare word twice
7	Match Clues to Terms	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 Movement	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 arm and telling voluntary from involuntary muscles." — 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 for the same classroom, plus vocabulary probes.



Body Systems Worksheets
The six body systems: label, match, sort and explain, grades 6-8.



Photosynthesis Worksheets
Diagram, sort, fill in and short answer for a plant science unit, grades 6-8.



Content Area Vocabulary: Science and Social Studies
Progress-monitoring probes for science and social studies words, grades 4-6.

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