

Ask yourself the following questions to help you decide:

- Is it living? It must be an organ or an organism.
 - Is it a complete plant or animal? It must be an organism.
 - Is it part of an animal or a plant? It must be an organ.
16. Make a three-dimensional cell model and label the parts. Use papier mache, plasticine, clay, or other medium. Let each child decide what he will use.
 - Science
 - Arts/Crafts
 17. Let older children or co-op decide how to dramatize the workings of a cell. Have each child represent a different part.
 - Creative Expression
 18. Learn the location of the major organs of the body. Write out the following words and have the child pin them onto himself or someone else: heart, kidneys, liver, stomach, lungs, urinary bladder, small intestines. Older children can position the spleen, pituitary gland, bile duct, etc. Have the older children use an anatomy book for this exercise.
 - Science
 19. Play "What Am I?" with organs of the body. Assign each child an organ. Have him give clues to the others about the chosen organ, (for example, "I am smooth, inflated, and in the anterior part of the body. What am I?") Use precise adjectives.
 - Reasoning
 20. Learn the systems of the body.
 - Science
 21. Younger children can feel the bones in their arms, fingers, ribs, skull, and legs. This is the skeletal (bone) system. Move as many parts of your body as you can. This uses the muscular (muscle) system. Eat an apple. What is working is your digestive (food) system. Look at the veins at your wrists and the small blood vessels (capillaries) in your eyeball. These are part of the circulatory (arteries, veins, capillaries and heart) system. Taste, smell, see, hear, feel. These senses function because of the nervous (nerve) system. Take a deep breath. Breathing is part of the respiratory system. You have a cold and then it goes away. This is because of your immune system. You grow. This is because of your endocrine system.
 - Science
 22. View The Incredible Human Machine. What amazes you about the human body?
 - Science
 23. While studying the systems, write a novel about traveling through the body. This should take several weeks.
 - Language
 - Creative Expression
 - (a) Start with a brainstorming session just to "try out" ideas. Jot down notes. A week later, refine ideas and begin making an outline.

- (b) Identify and develop the characters. What are each of them like? What would each of them be likely to do? Work on adjectives and descriptive phrases for each character. Older children could use similes and metaphors. Even younger children can fill in the blank (He moved as quickly as _____; Amy talked as much as _____; Jon's temper was like _____). Have the children dramatize characteristics while the others write descriptions.
- (c) Assign portions of the novel to each child to begin writing. Discuss good opening sentences, reading the openings to such great works as The Hobbit, The Lion, the Witch, and the Wardrobe, The Little Prince, etc. What all these have in common is the immediate grabbing of the reader's attention and the setting of a stage. Practice writing opening sentences. Develop the stage. Start writing individual sections.
- (d) Write, write, write until your child gets "stuck." When this happens talk through or write while your child dictates
- (e) After a portion is written, read to the others for comment. At this point teach both the critic and the recipient how to be gracious.
- (f) Have the child take notes on how to improve his portion. Revise. Read aloud again for comment. You are teaching your child that writing is a process. No great writer starts with greatness. It is only through the process of editing and refinement that a work becomes great.
- (g) Keep writing, reading what has been written, editing, and revising. Concentrate on language skills appropriate for your child's level (e.g., writing in complete sentences with capitals and periods for a second-grader; writing with correct quotation marks and commas for a fourth-grader; writing with variety of sentence structures and refined vocabulary for a sixth-grader).
- (h) Continue in this way until the work is completed.
- (i) Write a title page, dedication, acknowledgements, description of authors, and possibly a dust jacket.
- (j) Draw illustrations for the contents and cover.
- (k) Type.
- (l) Print.
- (m) Make a cover with laminated card stock. Staple. Adhere plastic tape to the binding. Or cover with cardboard covered with contact paper or cloth.