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LAPBOOKING THROUGHT ANATOMY

Third Edition

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Digital Edition

Printed In USA For World Wide Distribution

For more copies write to :

Elemental Science

PO Box 79

Niceville, FL 32588

support@elementalscience.com

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QUICK START GUIDE

Welcome to your super, scientific journey with the Sassafras Twins!! The information and activities in this guide will help you turn a simple adventure novel into a simple science program for your early elementary students. Let's start by answering three pressing questions!

WHAT WILL WE LEARN?

Students will learn about anatomy, which is the study of the human body. See p. 9 for a list of the topics explored in this program.

WHAT DO I NEED?

In addition to this lapbooking guide, you will need the following materials:

1. **Novel** – All the main reading assignments are from *The Sassafras Science Adventures Volume 2: Anatomy*. You can get the paperback novel, the Kindle version, or the audiobook.
2. **Demonstration Supplies** – See a full list on p. 10, or save yourself time and purchase the *Sassafras Science Year 1 Experiment Kit*, which includes the materials for both volume 1 and volume 2.

WHAT WILL A WEEK LOOK LIKE?

Each week you and your students will do the following activities:

- ✍️ **Read** scientific information from an adventure-filled novel, also known as a living book, and discuss what you read.
- ✍️ **Write** down what the students have learned on the journey in the coordinating mini-book.
- ✍️ **Do** hands-on science through demonstrations using the directions found in this guide.

For a more detailed explanation of the components in each lesson, we highly recommend checking out the peek inside this guide on p. 6 and reading the introduction on pp. 7-9. The chapter lessons begin on p. 11.



As the author and publisher of *Lapbooking through the Anatomy with the Sassafras Twins*, I encourage you to contact me with any questions or problems that you might have concerning this program at support@elementalscience.com. I, or a member of our team, will be more than happy to assist you. I hope that you will enjoy creating memories using *Lapbooking through the Anatomy with the Sassafras Twins*!

~ Paige Hudson

LAPBOOKING THROUGH ANATOMY

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INTRODUCTION

Lapbooking through the Anatomy with the Sassafras Twins is a unique and versatile program that leads you through a survey of the human body using a series of nine mini-lapbooks to document the journey. The program is centered around the living book, *The Sassafras Science Adventures Volume 2: Anatomy*. It is designed to be a gentle approach to homeschool science education based on the Unit Study method suggested in *Success in Science: A Manual for Excellence in Science Education* by Bradley and Paige Hudson.

WHAT IS A LAPBOOK?

Lapbooks are educational scrapbooks that fit into the lap of a students. Typically they are a collection of related mini-books on a certain subject that have been glued into a file folder for easy viewing, but they can also include pictures or projects that the students have completed. In the same way that notebooking does not require regurgitation of facts; lapbooking causes the students to interact with the materials instead of just responding to comprehension questions. To learn more about lapbooking, you can read the following articles:

- **What are lapbooks?** – This article shares what lapbooks are and how you can use them.
 <https://elementalscience.com/blogs/news/what-are-lapbooks>
- **3 Common Misconceptions about Lapbooks** – This article looks at three of the most common mistaken beliefs about lapbooks.
 <https://elementalscience.com/blogs/news/3-misconceptions-about-lapbooks>

WHAT IS INCLUDED IN THIS PROGRAM?

Lapbooking through Anatomy with the Sassafras Twins includes all of the basic components of elementary science education that are explained in *Success in Science*.

1. **{READ}** Science Books – Elementary students are an empty bucket waiting to be filled with information and science books are a wonderful way to do that. These books can include appropriate children's science encyclopedias, living books for science and/or children's non-fiction science books. In this program, the reading assignments are from the living book, *The Sassafras Science Adventures Volume 2: Anatomy*. I have also included a list of additional books from the library.
2. **{WRITE}** Lapbooks – The purpose of the written component for elementary science education is to verify that the students have placed at least one piece of information into their knowledge bucket. You can use notebooking sheets, lapbooks, and/or vocabulary words to fulfill this requirement. This unit includes all the templates and pictures you will need to complete a series of mini-lapbooks as well as vocabulary words to coordinate with each lesson.
3. **{DO}** Hands-on Activities – Scientific demonstrations, observations, and STEAM* projects are meant to spark the students' enthusiasm for learning science, to work on their observation skills and to demonstrate the principles of science for them. This component of elementary science education can contain scientific demonstrations, hands-on projects and/or nature studies.

Each lesson in this guide includes suggested hands-on science activities to fulfill this section of elementary science instruction.

*STEAM: Science, Technology, Engineering, Art, and Math

These concepts are more fully developed in our book, or you can read the following articles from to learn more:

- **10 Posts you must read about living books** – This article shares links to 10 different articles that will help you to gain a clear picture of what living books are.
 🔗 <https://elementalscience.com/blogs/news/10-posts-you-must-read-about-living-books>
- **The Basics of Notebooking** – This article details the basic components of notebooking along with how a few suggestions on what notebooking can look like.
 🔗 <https://elementalscience.com/blogs/news/what-is-notebooking>
- **Scientific Demonstrations vs. Experiments** – This article explains the difference between scientific demonstrations and experiments along with when and how to employ these methods.
 🔗 <http://elementalscience.com/blogs/news/89905795-scientific-demonstrations-or-experiments>

HOW TO USE THIS PROGRAM

Each lesson is designed to be completed over several days or up to one week. The lesson contains reading assignments from *The Sassafras Science Adventures Volume 2: Anatomy*. You can choose to break each chapter up over two days or read it all at once. If you are using this program with younger students, read the selected chapters to them. If you are using this program with older students, you can choose to have them read the assigned chapters on their own or you can read the selected pages to them. (NOTE—Chapter 1 and 18 of *The Sassafras Science Adventures Volume 2: Anatomy* are not scheduled as a part of this program. You will need to read chapter 1 before beginning and chapter 18 after you finish.)

After you complete the reading assignment, have the students tell you what they have learned about the body part and body system from the selection. This can simply be what they found to be the most interesting or something new that they have learned from the reading. You can choose to write the sentences for them or have them copy the words into the mini-book. If you are using this program with older students, I recommend that you have them do all their own writing. Once the students have finished writing, have them color the related pictures. When the mini-book is complete, glue it into their lapbook using the overview sheet as a guide.

At another time during the week, review the vocabulary words with the students. You can have them memorize each one or just go over the words with the lesson. I have included a set of blank vocabulary cards to use with an older students in the Appendix on pp. 55-57. If you use the blank vocabulary cards, have the students look up the vocabulary words in the science encyclopedia of your choice or the glossary included in the Appendix on pp. 58-59. You can also dictate the provided definition to them. I recommend that you print the vocabulary cards out on card-stock for durability.

Finally, you can finish the lesson by doing the related scientific demonstration. If your students are older and you would like to have them write a lab report, I have included a template for you in the

Appendix on pp. 49-50. After you finishing the demonstration, you can finish the week by reading to the students one of the related books from the additional book list. If you would like to record what they have learned from these books, I have included a book narration sheet in the Appendix on p. 51.

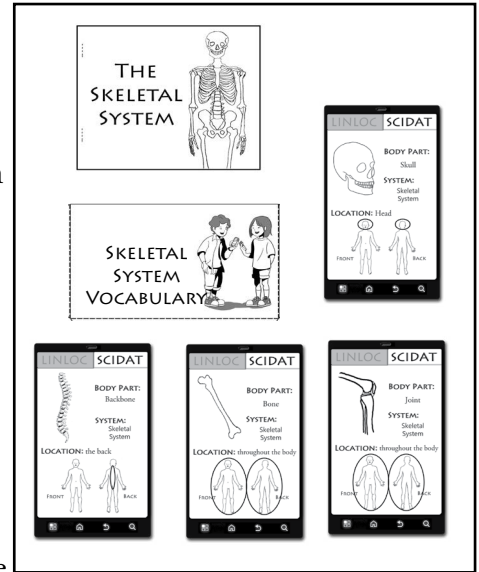
HOW LONG IT SHOULD TAKE

I have included possible schedules for completed each mini-lapbook. These schedules spread the work for each lesson out over 4 days. If you choose to complete the program in this manner, each mini-lapbook will take you two weeks to complete, which means that this program will provide you about a semesters worth of material.

OPTIONS - 9 MINI-LAPBOOKS OR 1 FULL LAPBOOK

If you would like to create one full lapbook instead of a series of nine mini-lapbooks, simply arrange the interior components of each onto one full sheet of construction paper or one side of a file folder like below. We have included a cover for a full lapbook in the Appendix on p. 48. See a sample of a full lapbook in the following video:

📺 <https://www.youtube.com/watch?v=4LMhkVcXYfk&t=3s>



TOPICS COVERED

The Sassafras Science Adventures Volume 2: Anatomy covers a variety of aspects of anatomy, such as:

- Basic Mapping Skills
- The Body Systems

In the process, you will learn about the following specific topics:

- | | |
|-------------------|----------------------|
| • Skull | • Stomach |
| • Spine | • Intestines |
| • Bone | • Kidney |
| • Joint | • Bladders |
| • Breathing | • Reproduction |
| • Trachea | • DNA |
| • Lungs | • Lymph nodes |
| • Alveoli | • Bacteria and Germs |
| • Brain | • Cells |
| • Spinal Column | • Hormones |
| • The Five Senses | • Skin |
| • Blood | • Sweat Glands |
| • Heart | • Hair |
| • Muscles | • Fingernails |
| • Teeth | |

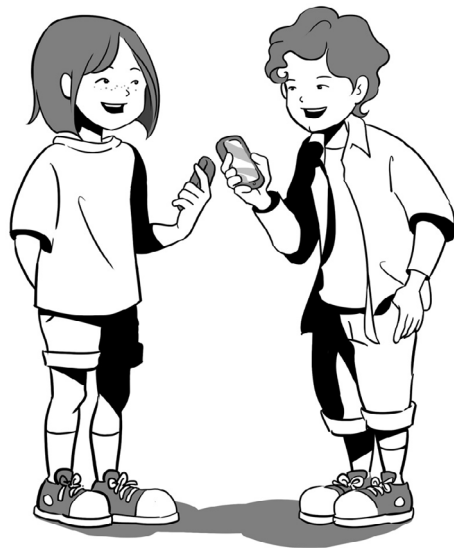
SUPPLY LIST

10

The following supplies will be needed to complete the scientific demonstrations suggested in this guide.

CHAPTER	SUPPLIES NEEDED
2: SUPPORT SYSTEM	Mini marshmallows, Toothpicks
3: RUBBER BONES	2 Raw chicken bones, Gloves, 2 Plastic bags, Vinegar
4: OUT OF BREATH	Watch with a second hand
5: BOTTLE LUNGS	Small plastic bottle, 2 Balloons – one large, one small, Straw, Rubber band, Scissors, Tape, Modeling clay
6: TESTING REFLEXES	Book, Wire screen, Cotton ball
7: BLIND TASTE TEST	Several types of food, Several paper plates, Blindfold
8: HEARTBEAT	Stethoscope or paper towel tube
9: HOW STRONG AM I?	Objects of varying weights, Scale
10: FALLING FOOD	Several slices of bread (or other non-choking hazard food that your students can eat and enjoy)
11: KIDNEY FILTRATION	Red and gold glitter, 1 Mini-marshmallow, Corn Syrup, Yellow food coloring, Water, Large bowl, Large jar, Coffee filter or cheesecloth, Colander
12: PICTURE FAMILY TREE	Pictures of your family up to grandparents
13: SPREADING GERMS	Several friends, Several different colors of glitter
14: CELL MEMBRANE	Balloon, Eye dropper, Cotton ball, Mint (or Vanilla) Extract, Large box with a lid and no holes
15: ADRENALINE RUSH	Two types of music – one very slow, one fast
16: SEEING SKIN	Food coloring, Magnifying glass
17: HOW STRONG IS HAIR?	Pennies (10-30), Piece of hair (at least 5 inches long), Several heavy books, Pencil, Tape

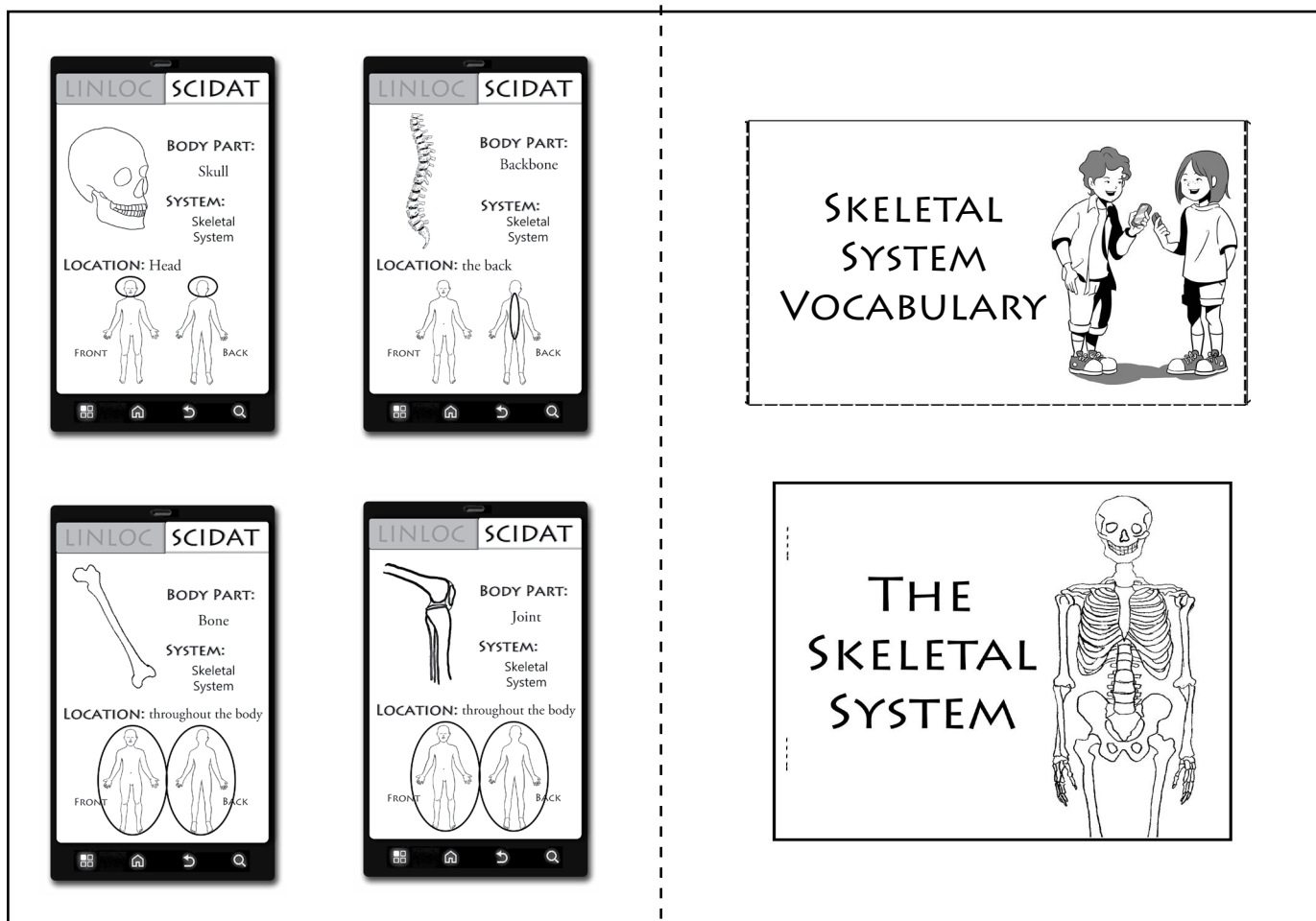
*NOTE—There are no suggested activities for chapters 1 and 18 in the lapbooking guide.



LESSON PAGES

SKELETAL SYSTEM MINI-LAPBOOK OVERVIEW

You will need one sheet of card-stock or construction paper. Begin by folding the sheet in half and cutting out all of the templates. As you read through Chapters 2 and 3 of *The Sassafras Science Adventures Volume 2: Anatomy*, have the students add the information that they have learned about the skull, backbone, bone, joints, and the skeletal system. Once they have completed the inside of the booklets, have the color the pictures and glue them into the mini-lapbook using the guide below.



Once you have finished reading the chapter, go over the vocabulary cards and add them to the vocabulary pocket. Finally have the students cut out the cover for the mini-lapbook, color it, and glue it on the front.

Demonstration Supply List	
LESSON 1	Mini marshmallows, Toothpicks
LESSON 2	2 Raw chicken bones, Gloves, 2 Plastic bags, Vinegar


SKELETAL SYSTEM MINI-LAPBOOK: LESSON 1

DAY 1	DAY 2	DAY 3	DAY 4
<input type="checkbox"/> READ: “The Surprising Skull” of Chapter 2 in <i>The Sassafras Science Adventures Volume 2: Anatomy</i> <input type="checkbox"/> WRITE: Complete the Skull SCIDAT Mini-book	<input type="checkbox"/> READ: “Stories and Spines” of Chapter 2 in <i>The Sassafras Science Adventures Volume 2: Anatomy</i> <input type="checkbox"/> WRITE: Complete the Backbone SCIDAT Mini-book	<input type="checkbox"/> WRITE: Add any information to the Skeletal System Tab-book and go over the vocabulary words, adding the cards to the mini-lapbook <input type="checkbox"/> DO: (Optional STEAM Project) Human Body Posters	<input type="checkbox"/> READ: One or more of the additional books to read <input type="checkbox"/> DO: Scientific Demonstration: Support System

*SSA = *The Sassafras Science Adventure*


READ: SCIENCE BOOKS

READING ASSIGNMENTS

 Read Chapter 2 (Ethiopia, Here We Come!) of *The Sassafras Science Adventures Volume 2: Anatomy*.

ADDITIONAL BOOKS FROM THE LIBRARY


 *The Skeleton Inside You (Let's-Read-and-Find... Science 2)* by Philip Balestrino and True Kelley


 *I Spy A Skeleton (Scholastic Reader Level 1)* by Jean Marzollo and Walter Wick


 *Scholastic Reader Level 2: Skeletons* by Lily Wood

WRITE: SKELETAL SYSTEM LAPBOOK

VOCABULARY

 **SKELETON** – The framework of two hundred six bones that supports your body; it allows you to move and protects certain organs.

 **CRANIUM** – Otherwise known as the skull, it protects and surrounds the brain.

 **VERTEBRAL COLUMN** – Otherwise known as the backbone, it protects and surrounds the spinal cord.

MINI-LAPBOOK DIRECTIONS

1. **SKULL SCIDAT* MINI-BOOK** – Have the students add the information they have learned about the skull to the mini-book on p. T6 and glue the booklet into their lapbook.
1. **BACKBONE SCIDAT MINI-BOOK** – Have the students add the information they have learned about the backbone on p. T6 to the mini-book and glue the booklet into their lapbook.
1. **SKELETAL SYSTEM TAB-BOOK** – Have the students add the information they have learned about the skeletal system to the tab-book on pp. T4 - T5. Be sure to save the tab-book so that the students can add information from the next chapter.
1. **SKELETAL SYSTEM VOCABULARY** – Have the students cut out the skeletal system vocabulary pocket on p. T8 and glue it into their lapbook. Then, review the following vocabulary terms with them—skeleton, cranium, and vertebral column. Have the students cut out the corresponding cards on p. T8. After they color the pictures, have them place the cards into their vocabulary pocket.

*SCIDAT: Scientific Data

DO: HANDS-ON ACTIVITIES

SCIENTIFIC DEMONSTRATION: SUPPORT SYSTEM

You will need the following:

- ☒ Mini marshmallows, Toothpicks

Once you have what you need, here is what you do:

1. Have the students stack the mini marshmallows one on top of the other to see how high they can make a tower from a single column of marshmallows before it topples over.
2. Then, have the students stack the mini marshmallows one on top of the other once again, only this time have them insert a toothpick through the center of the marshmallows as they go. Keep stacking toothpicks and marshmallows until the tower falls over.
3. Which tower was built the highest before falling down?

This is what you should see and why:

The students should see that the tower with the toothpicks could be built much higher than the one without. This is because the toothpicks act as support for the tower, giving it strength and stability. The skeleton does the same for the human body.

(OPTIONAL STEAM PROJECT) HUMAN BODY POSTERS

Fill a body outline with the different parts that you have studied in the novel using the templates from the Appendix on pp. 52-53. For this lesson, add the skull and backbone to the body outline using the body part pictures on Appendix p. 54.

SKELETAL SYSTEM MINI-LAPBOOK: LESSON 2

DAY 1	DAY 2	DAY 3	DAY 4
<input type="checkbox"/> READ: "Blocks & Bones" of Chapter 3 in <i>The Sassafras Science Adventures Volume 2: Anatomy</i> <input type="checkbox"/> WRITE: Complete the Bones SCIDAT Mini-book	<input type="checkbox"/> READ: "Jumping Joints" of Chapter 3 in <i>The Sassafras Science Adventures Volume 2: Anatomy</i> <input type="checkbox"/> WRITE: Complete the Joints SCIDAT Mini-book	<input type="checkbox"/> WRITE: Complete to the Skeletal System Tab-book and go over the vocabulary words, adding the cards to the mini-lapbook <input type="checkbox"/> DO: (Optional STEAM Project) Human Body Posters	<input type="checkbox"/> READ: One or more of the additional books to read <input type="checkbox"/> DO: Scientific Demonstration: Rubber Bones


READ: SCIENCE BOOKS

READING ASSIGNMENT


 Read Chapter 3 (The Catacombs) of *The Sassafras Science Adventures Volume 2: Anatomy*.

ADDITIONAL BOOKS FROM THE LIBRARY

 *Bones: Skeletons and How They Work* by Steve Jenkins

 *Bones (Step-Into-Reading, Step 2)* by Stephen Krensky

 *Bones: Our Skeletal System* by Seymour Simon

 *Watch Me Grow: Fun Ways to Learn About Cells, Bones, Muscles, and Joints* by Michelle O'Brien-Palmer

WRITE: SKELETAL SYSTEM LAPBOOK

VOCABULARY

- ✂ **BONE** – A hard, white, living tissue that makes up the skeleton of the human body.
- ✂ **JOINT** – A place in the body where two bones meet.
- ✂ **CARTILAGE** – A tough, flexible tissue that cushions joints and makes body parts such as the ears and trachea.

MINI-LAPBOOK DIRECTIONS

- ✂ **BONES SCIDAT MINI-BOOK** – Have the students add the information they have learned about bones to the mini-book on p. T7 and glue the booklet into their lapbook.
- ✂ **JOINTS SCIDAT MINI-BOOK** – Have the students add the information they have learned about the joints on p. T7 to the mini-book and glue the booklet into their lapbook.
- ✂ **SKELETAL SYSTEM TAB-BOOK** – Have the students add the information they have learned about the skeletal system to the tab-book on pp. T4 - T5. Then, staple the pages together and glue the tab-book into their mini-lapbook. (See appendix pp. 60-61 for the parts-labeling answers.)
- ✂ **SKELETAL SYSTEM VOCABULARY** – Have the students review the following vocabulary terms with them—bone, joint, and cartilage. Have the students cut out the corresponding cards on p. T8. After they color the pictures, have them place the cards into their vocabulary pocket.
- ✂ **SKELETAL SYSTEM MINI-LAPBOOK COVER** – Have the students cut out the cover page on p. T3, color it, and glue it on the front of their mini-lapbook.

DO: HANDS-ON ACTIVITIES

SCIENTIFIC DEMONSTRATION: RUBBER BONES

You will need the following:

- ☑ 2 Raw chicken bones, Gloves, 2 Plastic bags, Vinegar

Once you have what you need, here is what you do:

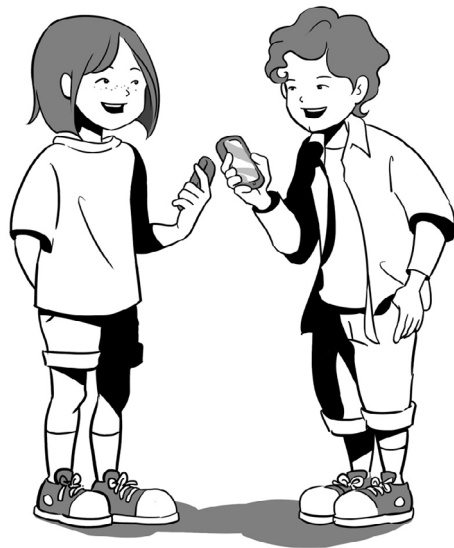
1. Have the students put on the gloves before handling the raw chicken bones.
2. Have them place one of the bones in a plastic bag by itself and seal the bag. Have them place the other bone in another bag, cover it with vinegar and seal the bag.
3. Place both bones in the refrigerator over night.
4. The next day, take both bags out, pour the vinegar out of the one bag, and reseal it. Allow the students to observe the differences between the two bones. Can you bend either of the bones?

This is what you should see and why:

The students should see that the bone that was soaked in the vinegar is much more pliable. They should be able to bend it easily. This is because the vinegar has dissolved the calcium contained in the bone. Calcium serves to strengthen and build up the bone, once it is gone all that is left is the soft bone tissue, which makes the bone weaker and more flexible.

(OPTIONAL STEAM PROJECT) HUMAN BODY POSTERS

For this lesson, add a long bone to the body outline on Appendix pp. 52-53 using the body part pictures on Appendix p. 54.



TEMPLATES

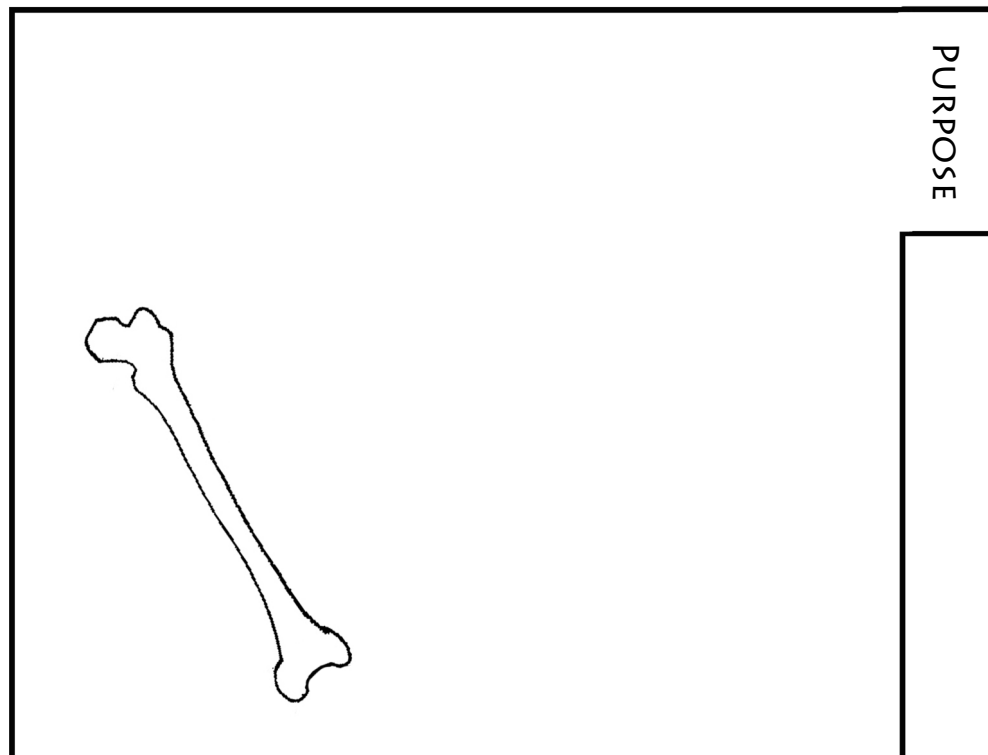
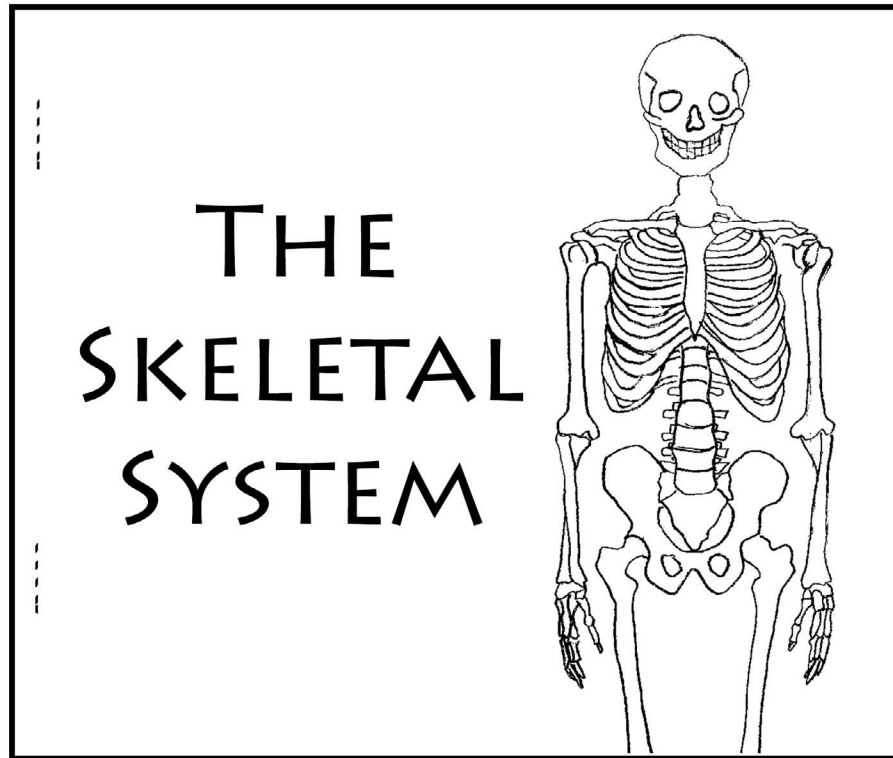
SKELETAL SYSTEM MINI-LAPBOOK COVER PAGE

MY GUIDE TO THE SKELETAL SYSTEM



BY: _____
& THE SASSAFRAS TWINS

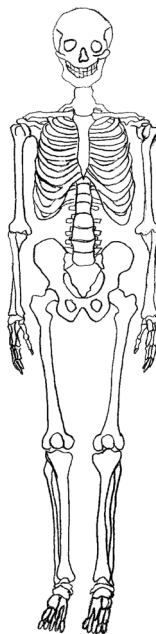
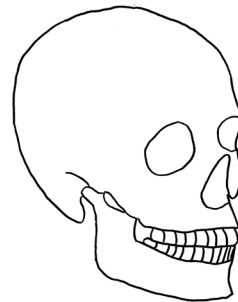
SKELETAL SYSTEM TAB-BOOK TEMPLATES



SKELETAL SYSTEM TAB-BOOK TEMPLATES

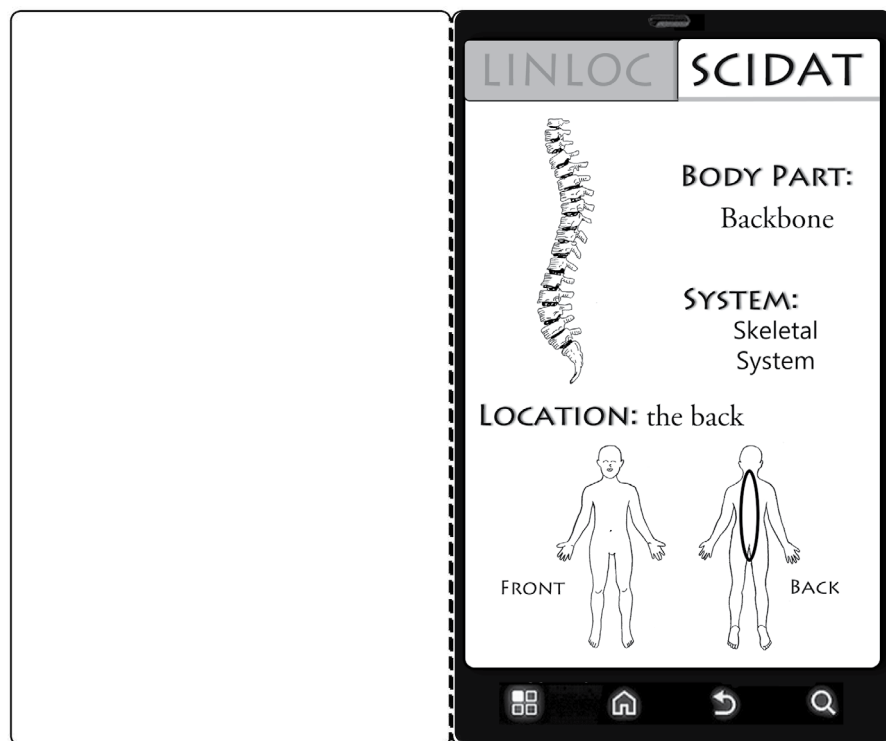
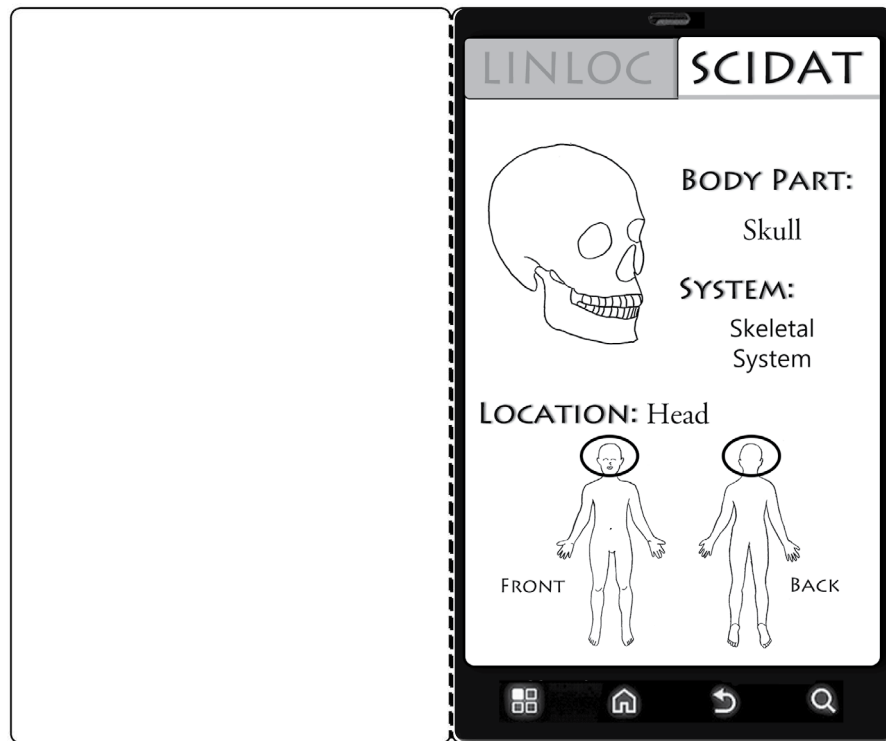
INTERESTING FACTS ABOUT
THE SKELETAL SYSTEM

FACTS

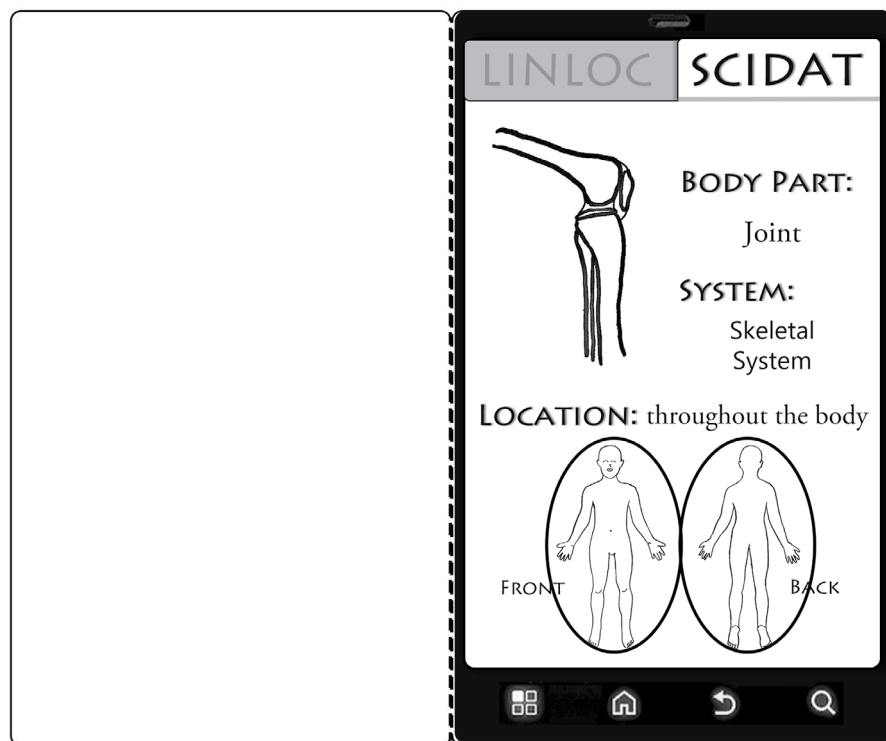
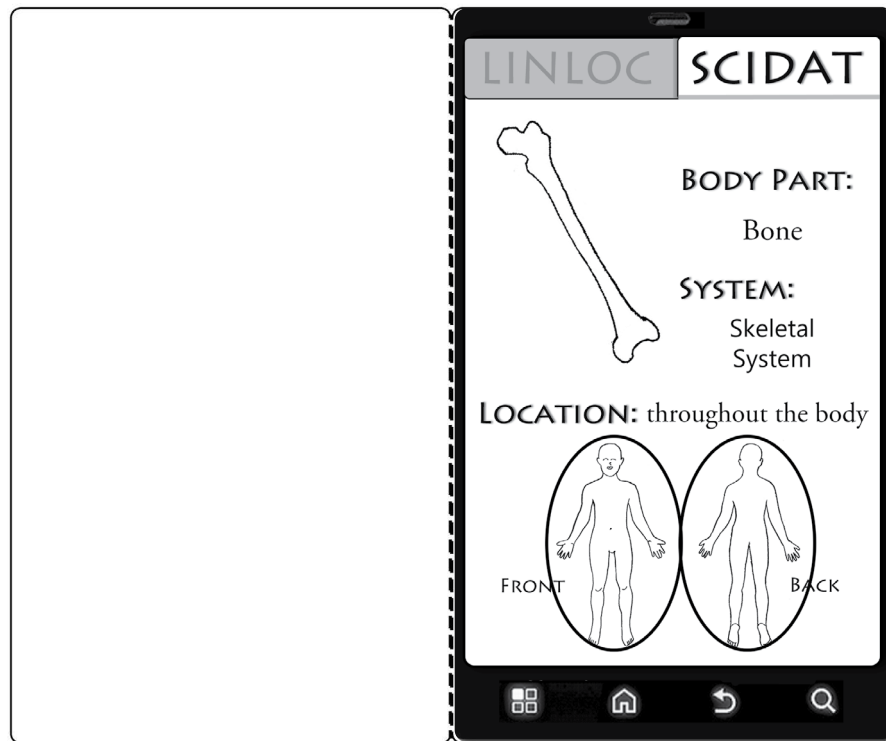


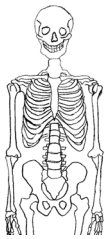
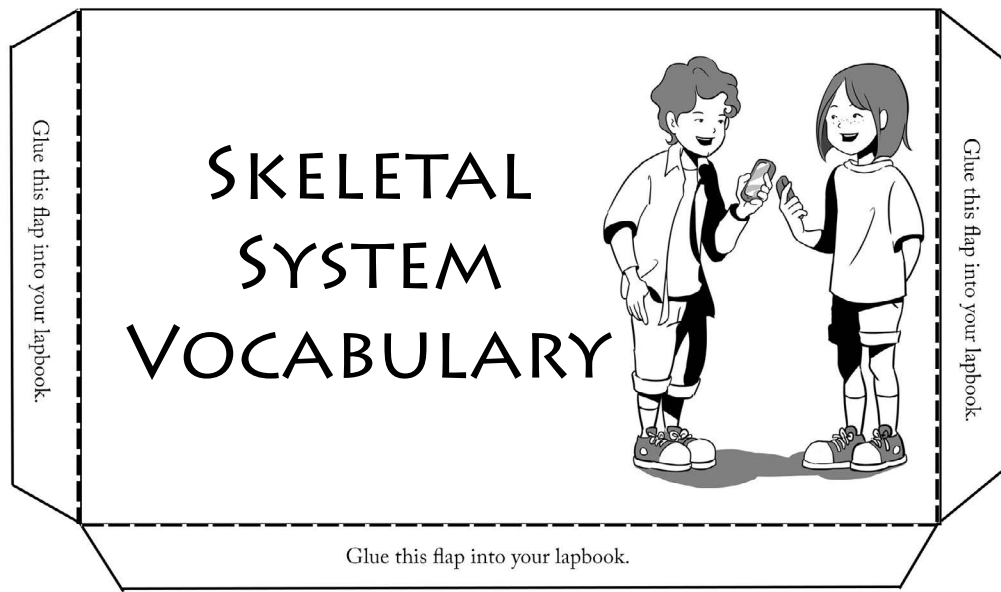
PARTS

SKELETAL SYSTEM SCIDAT MINI-BOOK TEMPLATES

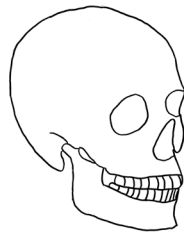


SKELETAL SYSTEM SCIDAT MINI-BOOK TEMPLATES





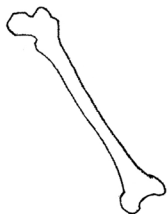
SKELETON – The framework of 206 bones that supports your body; it allows you to move and protects certain organs.



CRANIUM – Otherwise known as the skull, it protects and surrounds the brain.



VERTEBRAL COLUMN – Otherwise known as the backbone, it protects and surrounds the spinal cord.



BONE – A hard, white, living tissue that makes up the skeleton of the human body.



JOINT — A place in the body where two bones meet.



CARTILAGE — A tough, flexible tissue that cushions joints and makes body parts such as the ears and trachea.