

Lesson 1 : *We Have Bodies*

Content Area: Language and Communication

Book of the Day: From Head to Toe by Eric Carle

Poems and Songs: "Open, Shut Them," "Parts of Me," and "Head and Shoulders"

Vocabulary Words of the Day: eyes, nose, mouth, toes

	Activities:	Materials Needed:	Opportunities for Interaction:	Standards/ Learning Outcomes:
Birth to 18 months:	<p>a. Focus on introducing the vocabulary words of the day. Talk with the infants by pointing to the different body parts. As the child responds by moving and communicating, acknowledge their movements. <i>This helps the child understand that their actions illicit responses and you are introducing new words.</i></p> <p>b. Recite the poem, "Open, Shut Them," with your infant and perform the actions that are mentioned in the poem. <i>This helps with motor movements and introduces rhymes.</i></p>	<p>a. No materials needed.</p> <p>b. "Open, Shut Them" (poem) Open, shut them. Open, shut them. Give a little clap. Open, shut them. Open, shut them. Put them in your lap. Creep them, creep them. Creep them, creep them. Right up to your chin. Open wide, your little mouth. But do not let them in.</p>	<ul style="list-style-type: none"> • I am touching your toes. Let's count each of them. One, two, three, four, five, six, seven, eight, nine, ten. You have five toes on each of your feet. • You have two (brown) eyes. You can blink your eyes, you close them when you go to sleep, and you open them so that you can see. 	<ul style="list-style-type: none"> ✓ Communication ✓ Listening ✓ Understanding ✓ Vocabulary
19 to 24months:	<p>a. Introduce the <i>We Have Bodies</i> video.</p> <p>b. Create picture cards (to include a picture and the word) of the vocabulary words of the day. Point to your body part (i.e. eyes) and say its name. Then show the child the picture card and introduce the written word. <i>This helps the child understand that words have meaning.</i></p> <p>c. Play simple movement games. While reciting the poem, model the movement. Encourage the children to imitate your movements and follow along too. <i>This helps the child understand and follow sequences and simple directions.</i></p>	<p>a. The <i>We Have Bodies</i> video.</p> <p>b. Picture cards of the vocabulary words to model the word called out and rhyme-Here Are My Ears</p> <p>c. "Parts of Me" (poem) I have two eyes. I have one nose. I have one mouth. I have ten toes. I can open my two eyes, very, very wide. I can open my one mouth, and show you my teeth inside. I have one tongue that helps me taste and talk. I have two feet, with them, I can run and walk.</p>	<ul style="list-style-type: none"> • Explain to your child what is happening in the video. The potatoes are plucked from the school garden and realize that they have bodies and that they can move them. • (Point to your nose.) I am touching my nose. Can you find your nose and touch it too? • Use, "Where is," and "Show me..." questions. "Where is your nose?" "Show me your nose." 	<ul style="list-style-type: none"> ✓ Communication ✓ Vocabulary

- a. Introduce the *We Have Bodies* video.
- b. Ask the child to identify a series of body parts. As you do this, provide information about the purpose of the body part. ***This helps the child understand about different body parts.***
- c. Play simple movement games. While reciting the poem, model the movement. Encourage the children to imitate your movements and follow along too. ***This helps the child understand and follow sequences and simple directions.***

- a. The *We Have Bodies* video.
- b. Shatterproof mirror
- c. "Eyes and Ears" (song)
(to the tune of "Frere Jacques")

Eyes and ears,
eyes and ears.

Mouth and nose,
mouth and nose.

Eyes and ears,
eyes and ears.

Mouth and nose,
mouth and nose.

- Explain to your child what is happening in the video. The potatoes are plucked from the school garden and realize that they have bodies and that they can move them. Pick one or two actions to imitate that the potatoes do in the video.

- Use, "Where is," and "Show me..." questions.

"Where is your nose?" Allow time for your child to point to his/her nose. If help is needed, prompt with, "Your nose is on your face."

You breathe in with your nose and out with your mouth.

Give your child the chance to look into the mirror and point to his/her reflection as he/she identifies the body parts.

- Ask your child to identify the parts of his/her face as you point to each body part.

- ✓ Communication
- ✓ Language
- ✓ Literacy

30 to 36 months:	<p>a. Introduce the <i>We Have Bodies</i> video.</p> <p>b. Read the book, <u>From Head to Toe</u>, with your child. Talk about the different movements and body parts that are introduced in the story. As you read together, encourage your child to imitate the actions that the animals are doing. <i>This helps the child understand about different body parts and how moving is important.</i></p>	<p>a. The <i>We Have Bodies</i> video.</p> <p>b. <u>From Head to Toe</u> by Eric Carle</p>	<ul style="list-style-type: none"> • Explain to your child what is happening in the video. The potatoes are plucked from the school garden and realize that they have bodies and that they can move them. Pick two or three actions to imitate that the potatoes do in the video. • Ask your child questions about the animals. "How are the gorilla and the cat the same? How are they different?" <p>Explore questions like, "How does the snake move?," and ask them to perform the actions. "Can you wriggle your hips like the alligator?"</p>	<p>Preschool Texas Essential Knowledge and Skills (Prekindergarten TEKS):</p> <p>✓(d.II.A.1) Child engages in prereading, prewriting and reading and writing related activities.</p>
37-60 months:	<p>a. Introduce the <i>We Have Bodies</i> video.</p> <p>b. Read the book, <u>From Head to Toe</u>, with your child. Talk about the different movements and body parts that are introduced in the story. As you read together, encourage your child to imitate the actions that the animals are doing. <i>This helps the child understand about different body parts and how moving is important.</i></p>	<p>a. The <i>We Have Bodies</i> video.</p> <p>b. <u>From Head to Toe</u> by Eric Carle</p>	<ul style="list-style-type: none"> • Explain to your child what is happening in the video. The potatoes are plucked from the school garden and realize that they have bodies and that they can move them. Pick three or four actions to imitate that the potatoes do in the video. • Do a "picture walk" as you share the cover, title, author and illustrator and browse through a few pictures. <p>Ask him to share his thoughts about what he thinks the story might be about.</p> <p>Ask him to retell or reenact the story by himself.</p>	<p>Preschool Texas Essential Knowledge and Skills (Prekindergarten TEKS):</p> <p>✓(III.D.1) Child retells or re-enacts a story after it is read aloud.</p>

Special Needs:	<p>a. Introduce the set of pre made card set to your child. Using the card set, play a game of matching familiar objects. Place the cards, face down, on the grid boxes of the poster board. Help your child keep things in order and aids as a visual schema. <i>This helps the child understand and follow sequences and simple directions.</i></p>	<p>a. Using magazines, find and cut out two duplicate sets of pictures of common objects (like: cars or common objects in the child's world).</p> <p>Glue each picture onto an individual piece of 3"x3" construction paper.</p> <p>Create a large poster board with a 4" x 4" grid on it.</p>	<ul style="list-style-type: none"> Follow these simple rules as you play. Your child will find the two matching cards. If your child picks cards that do not match, then he/she should put them back down exactly where she found them and try to remember their locations—it might help her later. When he/she finds two that are the same, he/she needs to make a sentence using the word on the cards (I like red cars.). She can then put the cards in her pile and it is your turn. Alternate turns throughout the game. 	<ul style="list-style-type: none"> ✓ Working Memory ✓ Following Rules ✓ Taking Turns ✓ Language
Family Assignment:	<p>Introduce different genres of music like: country, rock & roll, salsa, cumbias, and classical. Make sure that the lyrics are appropriate for children. Encourage your child to lead dance movements in the way that the music sways them. Dance along and invite your other family members to join in too. You can make dancing ribbons with a tablecloth; cut the tablecloth in strips and use it as you dance to music.</p> <p>With younger children, play music, sing songs, or recite poems for them. You can gently help them explore beats and rhythms as you help them clap their hands together or lightly tap their foot with your hand.</p>			
Resources:	<ul style="list-style-type: none"> For the <i>We Have Bodies</i> video and additional activity ideas, visit: www.klrn.org/healthy-kids http://www.preschool-plan-it.com/my-body.html 			