

Lesson 2: *Hello Body*

Content Area: Gross Motor Development

Book of the Day: Eyes, Nose, Fingers and Toes by Judy Hindley

Poems and Songs: Hello Body Video Song

Vocabulary Words of the Day: move, up down, side, hop

	Activities:	Materials Needed:	Opportunities for Interaction:	Standards/ Learning Outcomes:
Birth to 18 months:	<p>a. Focus on introducing different body parts and discuss how we move each. Talk with your child by pointing to his/her different body parts. As your child responds by moving and communicating, acknowledge his/her movements. <i>This helps the child understand that their actions trigger responses and you are introducing new words.</i></p> <p>b. Recite and reenact the chant to help your child follow a series of directions. <i>This helps your child understand motor movements and introduces rhymes too!</i></p>	<p>a. No materials needed.</p> <p>b. The "<i>Hello Body</i>" (chant) Good morning fingers. Good morning toes. Good morning smile. Good morning nose. Good morning shoulders. Good morning eyeballs. Good morning arms. Good morning hands. Good morning knees. Good morning shoulders. Good morning hips. My body likes to balance. My body likes to breathe. My body likes to move And get a good night's rest. Two things that make me do my best.</p>	<ul style="list-style-type: none"> • Wave your fingers in front of your child's face. • Touch your child's toes, one at a time, touching each toe and counting out loud. • Raise your shoulders up and down as you sing the chant. • Talk with your baby as you label different body parts. • Help your child imitate the action if he/she is able to follow the movement. 	<ul style="list-style-type: none"> ✓ Communication ✓ Listening ✓ Understanding ✓ Vocabulary ✓ Moves body, arms and legs with increasing coordination

- a. Introduce the *Hello Body* video.
- b. Sing and dance to the video together. ***This helps your child understand that words have meaning. It also helps your child practice balance stability, control and coordination.***

- a. The *Hello Body* video.
- b. The "*Hello Body*" (chant)
Good morning fingers.
Good morning toes.
Good morning smile.
Good morning nose.
Good morning shoulders.
Good morning eyeballs.
Good morning arms.
Good morning hands.
Good morning knees.
Good morning shoulders.
Good morning hips.
My body likes to balance.
My body likes to breathe.
My body likes to move
And get a good night's rest.
Two things that make me do my best.

- Explain to your child what is happening in the video. The potatoes are waking up from a good night's sleep and are saying, "Good morning," to their body.
- Pick one or two gross motor (large movement) activities for your child to imitate as you model how to move.

- ✓ Communication
- ✓ Vocabulary
- ✓ Demonstrates increasing balance, stability, control and coordination

- a. Introduce the *Hello Body* video. Sing and dance to the video together.
- b. Introduce the set of pre made body parts card set to your child. Using the card set, play a game of matching the body part with its name. ***This helps the child understand and follow sequences and simple directions.***
- c. Encourage your child to move their body using a homemade card set. Turn the cards upside down on the table. While taking turns, everyone can take a turn to flip over a card and name the body part. Encourage your child to move his/her body part.

- a. The *Hello Body* video
 The "*Hello Body*" (chant)
 Good morning fingers.
 Good morning toes.
 Good morning smile.
 Good morning nose.
 Good morning shoulders.
 Good morning eyeballs.
 Good morning arms.
 Good morning hands.
 Good morning knees.
 Good morning shoulders.
 Good morning hips.
 My body likes to balance.
 My body likes to breathe.
 My body likes to move
 And get a good night's rest.
 Two things that make me do my best.
- b. Using magazines, find and cut out two sets of pictures of the following body parts: fingers, toes, smile, nose, shoulders, eyeballs, arms, hands, knees, shoulders, and hips. Glue each picture onto an individual piece of 3"x5" construction paper.
- c. The set of picture cards you have made.

- Explain to your child what is happening in the video. The potatoes are waking up from a good night's sleep and are saying, "Good morning," to their body. Select one or two actions the potatoes do and imitate them.
- Use, "Where is," and "Show me..." questions.

 "Where are your toes?"
 Allow time for your child to point to his/her toes. If help is needed, prompt with, "Your toes are on your feet."
 "Show me your shoulders." Prompt, "Your arms are connected to your shoulders."
- Ask your child to identify his/her body part as you point to each part. Help him/her if he forgets. As you point to one arm, tell the child, "Let's find the other body part like this one." Ask him/her, "How did we move this body part in the song?"

- ✓ Communication
- ✓ Language
- ✓ Literacy
- ✓ Develops increasing ability to change position and move

- a. Introduce the Hello Body video.
- b. Read the book, Eyes, Nose, Fingers, and Toes 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 are being shared in the book. *This helps your child understand about different body parts and how movement is important.*

- a. The *Hello Body* video.
- b. Eyes, Nose, Fingers, and Toes by Judy Hindley

- Explain to your child what is happening in the video. The potatoes are waking up from a good night's sleep and are saying, "Good morning," to their body. Select three or four actions the potatoes do and imitate them.
- Introduce the body parts and the actions that they can perform.

Fingers – "How many fingers do you have? Hold one up. What do you feel inside of your finger? You can pick flowers with your fingers. You can poke, pinch, and wiggle them too."

Arms – "How many arms do you have? What do you feel inside of your arm? You can pick up items and throw balls using your arms."

Shoulders – "Where are your shoulders? What do you feel inside of your shoulders? Your shoulders help keep your clothes on your body. You can raise them and rotate your shoulders too."
- Sing and imitate the actions of the potatoes in the *Hello Body* video together.

Preschool Texas Essential Knowledge and Skills (Prekindergarten TEKS):

- ✓IX.A.d Child coordinates sequence of movements to perform tasks

- a. Introduce the *Hello Body* video.
- b. Read the book, Eyes, Nose, Fingers and Toes 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 name the different body parts and perform movements with each part. ***This helps your child understand about different body parts and how movement is important.***
- c. Reintroduce the *Hello Body* video.

- a. The *Hello Body* video.
- b. Eyes, Nose, Fingers and Toes by Judy Hindley

- Explain to your child what is happening in the video. The potatoes are waking up from a good night's sleep and are saying, "Good morning," to their body. Select four or five actions the potatoes do and imitate them.
- Do a "picture walk" as you share the cover, title, author and illustrator and browse through a few pictures. Help your child identify as many body parts as he/she can. List them on a chart or on a piece of paper. Try adding to the list throughout the week.
- Introduce the body parts and the actions that they can perform.
Fingers – "How many fingers do you have? Hold one up. What do you feel inside of your finger? You can pick flowers with your fingers. You can poke, pinch, and wiggle them too."
Arms – "How many arms do you have? What do you feel inside of your arm? You can pick up items and throw balls using your arms."
Shoulders – "Where are your shoulders? What do you feel inside of your shoulders? Your shoulders help keep your clothes on your body. You can raise them and rotate your shoulders too."
Elbow – "What are your elbows connected to? How do they move?"

Preschool Texas Essential Knowledge and Skills (Prekindergarten TEKS):

- ✓Physical Development Domain (IX.C.2) Child identifies selected body parts.

Special Needs:	<p>a. This is a “Start and Stop” game for your child. While your child sits on a “hippity hop” ball, hold up a green or red scarf to indicate go or stop. This game is very similar to “Red Light, Green Light.” <i>By linking language and movement, we strengthen language acquisition.</i></p>	<p>a. Hippity Hop Ball, green scarf and red scarf, tricycle</p>	<ul style="list-style-type: none"> • Explain to your child that when you hold up a green scarf, he/she can move towards you. If you hold up a red scarf, he/she should stop moving forward. • Have the child sit on a “hippity hop” ball or get on a tricycle behind a starting line. Alternating the red and green scarves, wave them one at a time until the child reaches you. • This game can be adapted by having the child crawl, hop, or walk. 	<ul style="list-style-type: none"> ✓ Communication ✓ Vocabulary ✓ Demonstrates increasing balance, stability, control and coordination
Family Assignment:	<p>Introduce different outdoor games or activities to your child. They can be structured sports, casual activities in the park or backyard or on play equipment such as tricycles. The goals are to increase your child's body control and your child's ability to follow auditory and visual cues. Encourage basic language ideas linked with visual cues by pairing movement with colors or numbers, practicing different body movements such as hopping or stop/start motions and sensory motor activities.</p>			
Resources:	<ul style="list-style-type: none"> • For the <i>We Have Body</i> video and additional activity ideas, visit: www.klrn.org/healthy-kids • <i>Early Intervention Games: Fun Joyful Ways to Develop Social and Motor Skills in Children with Autism Spectrum or Sensory Processing Disorders</i> by Barbara Sher 			