

Lesson 2: Hello, Body!

TEKS: Prekindergarten

Language and Communication Domain:

II.A.2 Child shows understanding by following two-step oral directions and usually follows three- step directions.

II.D.1 Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases

Emergent Literacy Domain:

III. D.1 Child retells or re-enacts a story after it is read aloud.

III.D.4 Child will make inferences and predictions about text.

Writing Domain:

IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group activities.

Science Domain:

VI.A.2 Child observes, investigates, describes and discusses position and motion of objects.

V1. B.1 Child observes, investigates, describes and discusses the characteristics of organisms (uses tools of science to observe & discuss organisms).

Fine Arts Domain:

VIII.A.2 Child creates or recreates stories, moods or expressions through dramatic representations.

Physical Development Domain:

IX.C.2 Child identifies selected body parts.

Objectives:

- Students will identify movements their bodies can do.
- Students will explore and describe properties that cause human movement.
- Students will discuss how the body is required for everything we do in life.
- Students will explore motion using a sequence of body movements to perform tasks.

Activities:

1. Introduce the Video (5 minutes) – The “*Hello, Body!*” video and discussion.

2. Shared Reading (15 minutes) – Explore a book, Eyes, Nose, Finger, and Toes, that describes the different features the body can do and what makes them important. (Author: Judy Hindley)
3. Circle Time: Fly Butterfly Fly (20 minutes) - A movement activity.
4. Points to Ponder (5 minutes) - Options for further discussion.
5. Extension Activities (15 to 20 minutes) – Further exploration of concept.
6. Family Activity (15 minutes) - Family activity to be done at home and reported about at school.

Materials:

Introduction- Video: *Hello, Body!* and the lyrics on a chart

Shared Reading: Eyes, Nose, Fingers, and Toes by Judy Hindley

Circle Time: Fly Butterfly Fly Activity: Chopin Waltz No. 1 in Eb Major Op. 18, Madam Butterfly

Extension Activities:

Bones: model bones, dough, x-rays

Performance: percussion instruments, scarves, flags, CD

Animal X-rays: black construction paper, white paint, blocks

Veterinary Office: cot, stuffed animals, x-rays, bandages, plastic syringes (without needles), and uniform shirts

Muscles: I'm Growing by Alike, large rubber band

Points to Ponder: pre-cut paper skeleton and brads, "Points to Ponder" handout

Pedagogy:

Remember to use Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences. In this lesson, you might ask students to DEMONSTRATE and STATE how three different body parts move (Bloom's). Alternatively, for an auditory style of learner (Gardner), you might expand on this and have the student create new lyrics to the *Hello, Body!* song.

Did You Know?

Your tongue is a muscle. It works even while you are sleeping, pushing saliva down your throat.¹

Brain Builder Vocabulary:

muscle
bones
skeleton
movement
exercise

Other Resources:

[Sleep Is for Everyone](#) by Paul Showers

[Our Skeletal System](#) by Seymour Simon

[Your Skin and Mine](#) by Paul Shower

[I'm Growing!](#) By Alikei

[From Head to Toe](#) by Eric Carle

[Your Bones](#) by Terri DeGezelle

[My Amazing Body](#) by Joan Sweeney

[The Skin You Live In](#) by Michael Tyler

[The Boo Boo Book](#) by Joy Masoff

<http://kidshealth.org/classroom/cc/GetMoving.pdf>

Hello, Body! Activities

Introduction (5 minutes)

1. **Before you watch the video**, welcome the students by saying, “Hello boys and girls. Today we are going to meet the potatoes and learn more about our bodies. Can anyone tell me how we greet each other in the morning? What words do we say to each other?” Responses might include, “Good morning (name).” Accept their responses. Also, revisit movements that our bodies can make. You don’t need to scribe a list, but do accept response. Reintroduce the video and share, “Let’s see what the potatoes say and do.”
2. Watch the *Hello, Body!* video
3. In the classroom, post the words to the *Hello, Body!* song on a large chart.
4. **After you co-view the video**, ask them the same question. “What are important things your body can do that the potatoes mention in their song? How do we greet each other in the morning? What happened at the beginning of the video before the potatoes began to move their bodies?”

¹ <http://www.loc.gov/rr/scitech/mysteries/muscles.html>

Shared Reading (15 minutes)

Materials: Eyes, Nose, Fingers and Toes by Judy Hindley

1. Do a “picture walk” as you share the cover, title, author and illustrator and browse through a few pictures with the children. Ask them to share their thoughts about what they think the story might be about.

Encourage the children to make observations about the book.

2. Read the book Eyes, Nose, Fingers and Toes by Judy Hindley.
3. Speak with the students and ask them to confirm or rebuff their predictions.
4. What did we understand from the reading?
5. Reintroduce the potatoes in the *Hello, Body!* Song; they mention different body parts.

Talk with the students about the different body parts—and introduce them sequentially, as done in the song.

Fingers- How many fingers do you have? Hold one up. What do you feel inside of your finger?

Arms- How many arms do you have? What do you feel inside of your arm?

Elbow- What are your elbows connected to? What do you feel inside of your elbow?

Shoulder- Where are your shoulders? What do you feel inside of your shoulder?

You feel **bones** inside of your body. (Show the children a skeleton model.) We need bones to hold us up. Explain that without the bones our body would be like a wet noodle.

What makes the bones move? **Muscles** make our bones move.

As a class, do stretches-- encouraging them to try different ways of moving large and small body parts. Say, “Move your hand in as many ways as you can.” Then, ask for them, one at a time, to model the different ways they identified.

Ask the class, “What do you think we would look like without skin?” Explain that our skin covers our bones and muscles. Show a model of the body without skin. We all look like the model without our skin. Ask the students what they notice about each other with skin covering their bones and muscles. We are the same inside, but our outsides look different. Take all comments and explore their ideas.

Circle Time Activities (20 minutes)

Fly Butterfly Fly- Movement Activity

1. Students should lay on their stomach as you tell the story about a caterpillar that morphs into a butterfly. Students will act out the story as you recite it. Make sure that students know what the bold words mean.
2. Story: There was a beautiful caterpillar that loved to **(crawl)** all around. He would crawl in the trees, on the streets, on the buildings and all around. But one day the caterpillar got very sleepy and decided to **(take a long nap)**. He began to **(snore)** very loud. A while later, his **(eyes popped wide open)** and he found that he couldn't move. He **(rolled)** all around but couldn't get free. He **(rolled and rolled all around)**. He was surrounded by a shell that kept him from moving freely. He then **(popped his left arm free)**. He **(popped his right arm free)**. He **(popped his left foot free)**. He **(popped his right foot free)**. And then he **(stood up)**. He noticed that he was a BUTTERFLY! He began to **(flap)** his colorful wings slowly. And then... (Play Chopin Waltz No. 1 in Eb Major Op. 18) ...he **(takes off)**!
3. Students should fly carefully around the large space. During the **A section** of the music the students fly. During the **B section** of the music have the students walk slowly to catch their breath. When the **A section** starts again have them fly again. At the end of the song, children should fly back to where they began.
4. Revisit this activity on another day and observe what the children do. Did they remember to listen to know when to switch movements? Provide guidance as needed.
5. Discussion:
 - Did you notice that the flying butterfly moved fast sometimes and slow at other times? Why do you think that happened?
 - Do you move at the same speed and in the same way all of the time?
 - The butterfly changed as it grew. Does that happen to you? How?
 - What changed for the butterfly? What changes have you noticed about your body and what you can now do?
 - What do you love to do the most? Run? Skip? Roll? Kick?

Points to Ponder (5 minutes)

1. Broken bones actually repair themselves. The purpose of a cast is to make sure that the bone grows in the right direction.²
2. The skeleton has two jobs. It holds your body up and supports it, so that your body isn't like a wet piece of spaghetti. Your skeleton also protects your body's organs.³
3. Exercise can help make your muscles and bones healthier and stronger.⁴
4. Muscles come in many different shapes and sizes. Smile wide, you are using a muscle!⁵
5. Joints allow the body to bend and be flexible.
6. Your body has 206 bones and more than 600 muscles!⁶
7. The average person moves their eyes more than 100,000 times a day. When you move your eyes, you are using muscles!⁷

² <http://www.scholastic.com/teachers/article/fun-bone-facts>

³ <https://kids.britannica.com/kids/article/skeletal-system/353778#intro>

⁴ Ylvisaker, Anne. Your Muscles. Mankato: Bridgestone Books, 2001, Print.

⁵ <http://discoverykids.com/articles/your-muscular-system/>

⁶ <https://www.scholastic.com/teachers/lesson-plans/teaching-content/bones-inside-us/>

⁷ <http://discoverykids.com/articles/your-muscular-system/>

Extension Activities (10 to 15 minutes)

Science: Bones (15 minutes)

Materials: model bones, dough, x-rays

1. Examine bones in the Science Center. Talk about the different sizes and shapes of the bones. How are they unique? Are any similar?
2. Students can create “bones” using the dough. Encourage them to make different bones—i.e. for infants, children, and adults. Are all femurs the same size?
3. Ask a veterinarian if she has x-rays that they could donate to your classroom. Display them against a window and talk about their characteristics. Can the children guess which animal the x-ray belongs to?

Music: Performances (10 minutes)

Materials: percussion instruments, scarves, flags, CD

1. In the Music Center, children can explore and dance to the *Hello, Body!* song. They can practice and then perform a routine for classmates at Circle Time.
2. In pairs, children can ask their partner to point to the body part that the other names. Work with students to identify the different parts of the body. Can each child name 5 body parts?

Art: X-Rays (15 minutes)

Materials: black construction paper, white paint, blocks

1. Students can create “x-rays” using their handprints using white tempera paint and black construction paper. In your hand, there are phalanges, metacarpals, and carpal bones.
2. Students can work together to create a human skeleton frame with blocks. Help guide the students through this project and encourage everyone to participate as they identify the bones that they need (they may not know the technical terms, but they can identify the arm, leg, skull, hands, backbone, hip, etc.).
3. Provide materials (e.g. paper, crayons, and markers) that represent different skin tones on an ongoing basis.
4. Lie down on butcher paper, trace the child’s outline, and allow them to fill in the form with body parts and color their figure. You can work with them to label body parts too!

Dramatic Play: Veterinary Office (15 minutes)

Materials: a cot, stuffed animals, x-rays, bandages, plastic syringes (without needles), and uniform shirts

Create a veterinary office where animals can receive care for make-believe injuries and well-visits.

Reading and Science: Muscles (20 minutes)

Materials: I'm Growing by Alike, large rubber band

1. At Circle Time, demonstrate how a large rubber band expands and contracts. Explain to the children that their muscles stretch and retract in similar ways.
2. Read I'm Growing! by Alike and explore the concept of growing bones. Help children feel their own bones and emphasize that bones grow bigger as children grow.
3. There are muscles that work even when we don't ask them to work. These muscles are often found inside of organs. There are muscles that make your heart beat and muscles that move food into and out of your stomach. These are called involuntary muscles. Share pictures of internal organs with children (e.g. heart, stomach, and lungs). Muscles inside these organs move when we are awake and even when we are asleep. Explain how voluntary muscles move because we want them to (e.g. running) and other muscles (involuntary) move all of the time (e.g. heart).

Family Activity: (10 minutes)

The family activity will allow the child and their family to explore joints and bones. Encourage the child to share what they learned at school. Also, ask them to share what their family learned as they explored at home.

Print this letter to share activity ideas for families to explore at home. Share with each child, two pre-cut paper skeletons, brads, and information from the "Points to Ponder."

Dear Families,

In our class, we introduced the children to The Healthy Kids Project, brought to you by KLRN Public Television and Gottalook Productions. We explored the video, Hello Body! (View it at: www.klrn.org/healthy-kids.)

Did You Know?

- Broken bones actually repair themselves. The purpose of a cast is to make sure that the bone grows in the right direction.¹
- The skeleton has two jobs. It holds your body up and supports it, so that your body isn't like a wet piece of spaghetti. Your skeleton also protects your body's organs.²
- Exercise can help make your muscles and bones healthier and stronger.³
- Muscles come in many different shapes and sizes. Smile wide, you are using a muscle!
- Joints allow the body to bend and be flexible.
- Your body has 206 bones and more than 600 muscles!⁴
- The average person moves their eyes more than 100,000 times a day.⁵ When you move your eyes, you are using muscles!

This **family activity** will allow you to explore, at home, all about joints and bones. Encourage your child to share what they learned at school. Also, your child will be asked to share what they learned at home with your family.

1. Work together to assemble two paper skeletons. Do not do this activity for your child. Give him/her the opportunity to work together with you to put it together. How many joints can you count? Are all of the bones the same size?
2. Talk with your child about the facts on this sheet. Do additional research to enhance the discussion; follow your child's lead as you explore in depth what information interests him/her.
3. While making dinner, notice how your muscles help you move and get jobs done. You lift pots and pans, chop vegetables, turn on water, put scraps in the trash, wipe counters, and walk to the refrigerator!

Choose health. It feels great!