

We Have Bodies

TEKS: First Grade

Reading

- 4 (A) Confirm prediction about what will happen next in text by “reading the part that tells”.
- (B) Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.
- 13 (A) Identify the topic and explain the author’s purpose in writing about the text.
- 14 (B) Identify important facts or details in text, heard or read.
- (C) Retell the order of events in a text by referring to the words and/or illustrations.
- (D) Use text feature (e.g., title, table of contents, illustrations to locate specific information in text).
- 18 (B) Write short poems that convey sensory details.

Meets Additional TEKS:

Reading: 1(F); 4(C); 8(A); 14(A)
Math: 1(A); 9(A,B); 11(A); 12(A)

Objective:

Students will name five or more things that the human body can do.

Students will discuss how the body is required for every single thing humans do in life.

Students will relate how taking care of their bodies can produce better performance in every aspect of living.

Students will describe ways the human body needs care in order to stay healthy.

Students will discuss that the responsibility for this care belongs to each individual.



Activities:

1. Introduction Video (5minutes) – The *We Have Bodies* video and discussion.
2. Shared Reading (15 minutes) – Explore a book that describes the features of different items and what makes them important.
3. Points to Ponder (5minutes) – Options for further discussion.
4. The Important Thing About My Body (30 minutes) – Create a class poem using a pattern.
5. A Week of Healthy Choices (10 minutes) – Students keep track of their healthy choices for five days.

Materials:

Introduction: Video: We Have Bodies

Shared Reading: The Important Book by Margaret Wise Brown

The Important Thing About My Body: The Important Thing About My Body poem worksheet (attached)

A Week of Healthy Choices: A Week of Healthy Choices worksheet (one per child)

Did You Know...

What is with each person every day, no matter where they go, and it is still hard at work even when that person is sleeping? The body! It is always working; breathing oxygen and pumping blood.

Pedagogy:

Remember to use Bloom's Taxonomy and Gardner's M.I.! For example, in this lesson, you might ask students to see how many different movements they can CREATE with their arms (Bloom). Alternatively, for an interpersonal style of learner (Gardner), you might suggest that students work in groups to develop a poster depicting all the amazing ways their bodies can move.

Brain Builder Vocabulary:

important
value
healthy
energy
nutrition
care

Other Resources:

<http://www.bam.gov/>