

## Lesson 1: We Have Bodies

### TEKS: Prekindergarten

#### Language and Communication Domain:

II.A2 Child shows understanding by following two-step oral directions and usually follows three-step directions.

II.D.2 Child demonstrates understanding of terms used in the instructional language of the classroom.

#### Emergent Literacy/Reading Domain:

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

II.D.2 Child uses information by describing, relating, categorizing, or comparing and contrasting.

#### Writing Domain:

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

#### Science Life Skills Domain:

V1. B.1 Child observes, investigates, describes and discusses the characteristics of organisms.

#### Fine Arts Domain:

VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

#### Physical Development Domain:

IX.C.2 Child identifies selected body parts.

IX.C.3 Child identifies good habits of nutrition and exercise.

#### Objectives:

- Students will name five or more body parts and be able to describe what they can do.
- Students will discuss how the body is required for everything we do in life.
- Students will coordinate sequence of body movements to perform exercises.

#### Activities:

1. Introduce the Video (5 minutes) – The *We Have Bodies* video and discussion.
2. Shared Reading (15 minutes) – Explore a book, [From Head to Toe](#), that describes the features of different things the body can do and what makes them important. (Author: Eric Carle)

3. Circle Time: I Can Do It! Can You? (15 minutes)- Demonstrate an action and encourage the children to try it themselves.
4. Points to Ponder (5 minutes) - Options for further discussion.
5. Extension Activities (10 to 20 minutes) – Further exploration of concept.
6. Family Activity (20 minutes) – Family activity to be done at home and reported about at school.

### **Materials:**

Introduction- Video: *We Have Bodies*

Shared Reading: Book: From Head to Toe by Eric Carle

Circle Time: I Can Do It, Can You?: Book: From Head to Toe by Eric Carle

### **Extension Activities:**

The Important Thing About My Body: sentence strips, large chart table paper, markers

My Body Can: crayons, paints, markers, art paper

Animal Walk: pictures of animals

Moving with the Healthy Kids Project: scarves, ribbons, rhythm instruments, DVD, DVD player, chart with words to *We Have Bodies*

Crafting Puppets: templates, tracing paper, magazine pictures vocabulary from charts for movement, premade puppets

Family Activity: plastic lids without the center (ring), white garbage bags, tablecloth for streamer strips

### **Pedagogy:**

Remember to use Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences. In this lesson, work in small groups. Challenge your students to identify how many different movements they can CREATE with their arms (Bloom's). Alternatively, for an interpersonal style of learner (Gardner), you might work in small groups to develop an illustrative poster depicting different ways their bodies can move. The teacher will be the illustrator to capture the ideas for the group.

### **Did You Know?**

What is with each person every day, all day, and is still working hard even when that person is sleeping? The body! It is always working; it is always breathing oxygen and pumping blood.

## Brain Builder Vocabulary:

important  
value  
healthy  
energy  
nutrition

## Other Resources:

<https://www.nhlbi.nih.gov/health/educational/wecan/get-active/index.htm>

<http://www.preschool-plan-it.com/my-body.html>

## *We Have Bodies* Activities

### Introduction (5 minutes)

1. **Before you watch the video**, ask the students to share five important things that their body can do. Write these words down on a chart tablet. Share with the students that they are going to be introduced to three potatoes that are going to help them learn about their bodies.
2. Watch the *We Have Bodies* video.
3. **After you co-view the video**, ask them the same question. What are important things that your body can do? What are some important things your body can do that the potatoes mention in their song? Add these to the chart in a different color.

### Shared Reading (15 minutes)

Materials Needed: From Head to Toe by Eric Carle

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 (possibilities may include : illustrations were of animals and a young child ; the font or print changed ; the animals were all different ; lines were repeated- repetitive text, etc.)

2. Read the book From Head to Toe by Eric Carle to the class.
3. Speak with the students and ask them to confirm or rebuff their predictions.
4. What did we understand from the reading?

*The animals in the book used their bodies to move in different ways. Let's name some of those movements together. We are going to use the pictures to see if our bodies can move in those ways. We're also going to think of other ways our bodies can move. It is important that we pay attention to our body parts and the way they move.*

### Circle Time: I Can Do It! Can You? (15 minutes)

Materials Needed: From Head to Toe by Eric Carle

Procedure: In a large group, play the game: "I can do it! Can you?" Start the game using the actions introduced in From Head To Toe and model for the group. For example, "I can hop on one foot! Can you?" Demonstrate the action and encourage the children to try it themselves. The students should imitate the action and shout the phrase, "I Can Do It!" or "I can (hop on one foot)!" Encourage the students to take turns leading the group in gross motor movements.

### Points to Ponder (5 minutes)

1. Did you know that your nose has a memory? It can remember as many as 50,000 different scents.<sup>1</sup>
2. It is common knowledge that exercise makes your heart rate increase and it can improve your mood. Recently, scientists have learned that for a while after you have exercised, your body produces a chemical that actually makes your brain more receptive to learning.<sup>2</sup>
3. The left side of your body is controlled by the right side of your brain and vice versa.<sup>3</sup>
4. By age six, your brain weights approximately 3 pounds and it never gets any heavier.<sup>4</sup>

### Extension Activities:

#### Writing Center: The Important Thing About My Body (20 minutes)

Materials: sentence strips, large chart table paper, markers

1. Brainstorm with your students as you create a list of important things your bodies can do. Scribe each action on a sentence strip so that you can easily reference it. Possibilities may include: think, chew food, breathe, heal cuts, digest food for energy, run, skip, climb a jungle gym, or talk to people.
2. Use the students' ideas to create a class poem or prose.
3. As a class, practice reading the poem/prose together.
4. Summary Questions
  - Do the potatoes in the video do any activities that the class listed? If so, which ones?
  - Are the potatoes happy when they exercise? Are you happy after you exercise or play with your friends?

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<sup>1</sup> [Http://health.howstuffworks.com/human-body/parts/16-unusual-facts-about-the-human-body5.htm](http://health.howstuffworks.com/human-body/parts/16-unusual-facts-about-the-human-body5.htm)

<sup>2</sup> <http://kids.nationalgeographic.com/kids/stories/spacescience/brain/>

<sup>3</sup> Weber, Rebecca. How your body works... North Mankato, Minnesota: Capstone press. 2011, Print.

<sup>4</sup> Weber, Rebecca. How your body works... North Mankato, Minnesota: Capstone press. 2011, Print.

- Are there any activities that we discussed where you can or cannot see the body part that does the movement?

### **Art Center: My Body Can (15 minutes)**

Materials: crayons, paints, markers, art paper

Encourage the children to create illustrations that correlate with the poem. As the facilitator, help by scribing a statement about an important thing their body can do. Organize the thoughts with a "Title/Sentence Stem." (e.g. My Body Can...)

### **Gross Motor Activity: Animal Walk (15 minutes)**

Materials: pictures of animals

- This activity can be teacher led or you can collect pictures of animals and students create the movement.
- Line the children at one end of the room. Then, demonstrate animal crawls, walks, hops and gallops.
- Encourage the children to work together as they challenge each other to move across the room.
- Some examples include: crab walk, bunny hop, snake slither, duck waddle, chicken walk, kangaroo hop.

### **Music Center: Moving with the Healthy Kids Project (10 minutes)**

Materials: scarves, ribbons, rhythm instruments, The Healthy Kids Project DVD, DVD player, TV

- Make available the We Have Bodies video in the music center.
- Students can sing and reenact the actions alongside the potatoes.

### **Theater/Drama Center: Crafting Puppets (15 minutes)**

Materials: templates, tracing paper, magazine pictures vocabulary from charts for movement, premade puppets

- Ask a child to select a puppet. The student will draw and/or write five actions that the puppet can make with its body parts. Using the words on the charts, the children can write the body part and the action. Help the children write, as needed.
- Materials can be used by the other children during gross motor activities or during the "I Can Do It!" game.

**Family Activity: (20 minutes)**

The family activity will allow the child and their family to explore, at home and through music, different ways that the body can move. Encourage the child to share what they learned at school. Also, ask them to share what gross motor activities and movements their family did together at home.

Print this letter to share activity ideas for families to explore at home.

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, ***We Have Bodies***. (View it at: [www.klrn.org/healthy-kids](http://www.klrn.org/healthy-kids).)

### **Did You Know?**

What is with each person every day, all day, and is still working hard even when that person is sleeping? The body! It is always working; it is always breathing oxygen and pumping blood.

The **family activity** will allow your family to explore, at home and through music, different ways that the body can move. Encourage your child to share what they learned at school. Also, your child will be asked to share what gross motor activities and movements your family did together at home.

1. 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.
2. Choose a song. When the music starts, everyone should dance. When you randomly pause the music, everyone should stop dancing as the music stops.
3. Explore fast and slow beats with a pot and spoon—or by clapping your hands! When you tap the pot with a fast beat, dance in fast movements. When you tap the pot with a slow beat, dance in slow movements. Choose the beats at random and help your child find the rhythm and dance to it. Offer your child a chance to lead the activity too.
4. Make dancing ribbons with plastic lids (without the center) and a recycled tablecloth. Cut the tablecloth in strips and tie them to the ring. Use the streamer as you dance to music. Encourage your child to draw a picture of how you all used the streamer at home; send the streamer and picture to school with your child.

**Choose health. It feels great!**