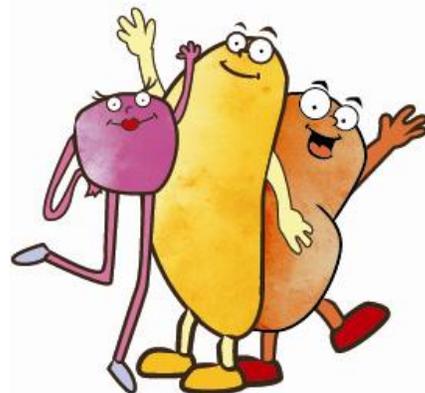


## We Have Bodies Activities

### Introduction (5 minutes)

1. Watch the *We Have Bodies* video.
2. Key discussion questions:
  - **¿Qué es lo que hacían los personajes del video? ¿Por qué?**
  - **Elige un personaje e imagínate que seas tú. ¿Cómo te sentiste en diferentes circunstancias durante el video?**
  - **¿Cuál era la idea principal?**
  - **¿Implicaba una lección el video? ¿Cuál era la lección?**
  - **¿Cómo te sientes respecto a tu cuerpo?**
3. **Pregunte a los estudiantes qué es para ellos lo más importante. ¿Qué es a lo que ellos dayan mayor valor?** Give all students a moment to name something.
4. **Pregunte a los niños cómo tratan algo que sea valioso para ellos. ¿Cómo lo cuidan?**



### Shared Reading (15 minutes)

1. Preview the book, *The Important Book*, by Margaret Wise Brown, with a “picture walk.” Share the cover, title and a few pictures with the children. Have them predict what might happen in the text.
2. Read the book. Have students confirm or deny predictions.
3. Encourage students to make observations about the book (possibilities may include: illustrations were in a pattern of black and white, then color; font/printing changed; subject was mostly about things in nature; lines were repeated, etc.)
4. Ask the students, "**¿Cuál es el propósito central de este libro?**" Then ask, **¿Cuál fue el propósito del autor?**
5. Ask the students, "**¿Qué es importante, según el autor? ¿Creen ustedes que sean importantes tales cosas? ¿Qué creen ustedes que debiera haber incluido?**"
6. Summary Questions:
  - **Haz una lista de algunas de las partes más importantes de tu cuerpo.**
  - **¿Cuáles son algunas de las cosas importantes que tu cuerpo puede hacer y que las papas mencionaron en su canción?**

### **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 weighs approximately 3 pounds and it never gets any heavier.<sup>4</sup>

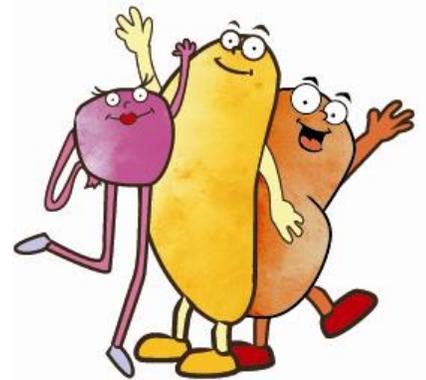
### **Class Poem: “The Important Thing About My Body” (30 minutes)**

Use the pattern of *The Important Book* to create a simple class poem. The pattern for this poem is attached.

1. Explain to children that they are going to write a class poem using the book’s pattern. Show the class the form on an overhead.
2. Brainstorm with students what are important things their bodies can do and list these on the board for easy reference. Possibilities might include: my body can think, chew food, breathe, heal cuts, digest food for energy, run, skip, climb a jungle gym, talk to people, etc.
3. Use the brainstormed ideas to create the class poem. Students can read the poem together and illustrate it on their own.
4. Summary Questions:

- **¿Hacen las papas en el video algunas de las actividades que la clase registró?  
¿Cuáles?**

- **¿Están contentas las papas con su ejercicio? ¿Y tú, estás contento después de hacer tu ejercicio o de jugar con tus amigos?**



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

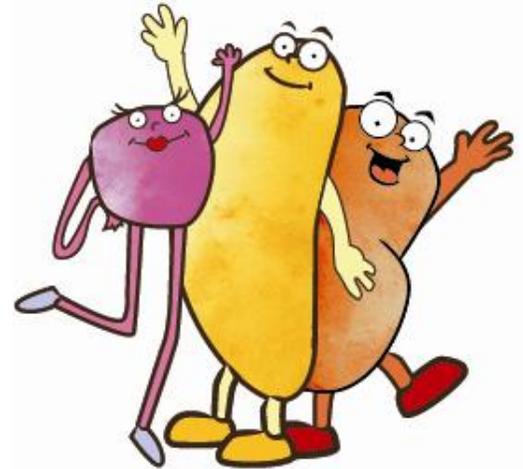
<sup>2</sup> <http://kids.nationalgeographic.com/kids/stories/spacescience/brain/>

<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.

### **A Week of Healthy Choices (10 minutes)**

1. Explain to students that they will keep a record of their healthy choices for five days.
2. Give each child a copy of the attached worksheet, "A Week of Healthy Choices."
3. Show students how to record their good choices daily by checking the appropriate columns.
4. At the end of the week, students discuss their choices as a class.
5. Summary Questions:
  - Enumere algunas de las actividades saludables que hacen las papas en el video, y que también pueden hacer los niños.
  - ¿Cuáles son algunos de los alimentos sanos que los niños pueden comer?



### **Kindergarten Activities**

#### **Option One:**

TEKS: Writing: 17 (A,B,C)

Discuss with children the many different things that their bodies can do (e.g., I can run, jump, bend, smell, taste, hear, see, think, feel, etc.). Write these on the board for students to copy. Next, give each child a sentence strip or cut a strip of paper about 3 - 4 inches wide and long enough to fit around the child's head like a crown. Have each student copy from the board something that his or her body can do and write it on his or her strip of paper. Then, have the children illustrate the activity on their "crowns." Finally, staple the ends of the strip of paper together so the students can wear them like a crown.

Materials: a sentence strip/strip of paper (one for each child to make his crown) and markers or crayons.

#### **Option Two:**

TEKS: Oral and Written Conventions: 16(B) Math: 1(A,B,C)

Stress to students the importance of eating a rainbow of fruits and vegetables each day. Explain that they will make a chain necklace to remind them to eat a rainbow of fruit and vegetable colors each day. Give children small strips of paper in red, green, orange, yellow, purple, blue, and brown. Students will glue these together to make a link necklace and explain the food items that their color choices represent. Optional: Students can count the number of links in their necklaces to compare with other students.

Materials: small strips of colored construction paper (approximately 1 inch by 4 inches), glue sticks

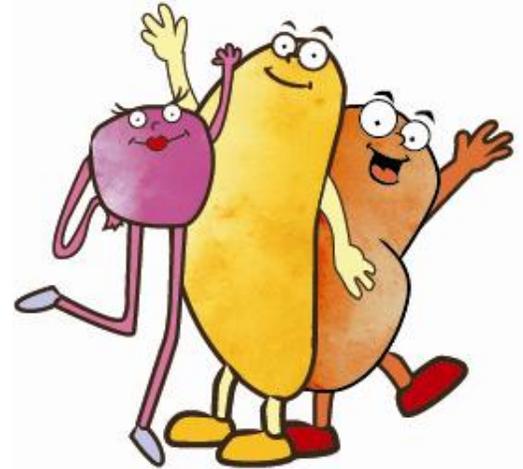
### **Second Grade Activities**

#### **Option One:**

TEKS: Writing: 17(A,B,C,D,E); 18(B)

Have students use the attached template, “The Important Thing About My Body,” to create a poem of their own and illustrate it.

Materials: a copy of “The Important Thing About My Body” for each student



#### **Option Two:**

TEKS: Math: 3(A); 11(A,B); 13(A,B)

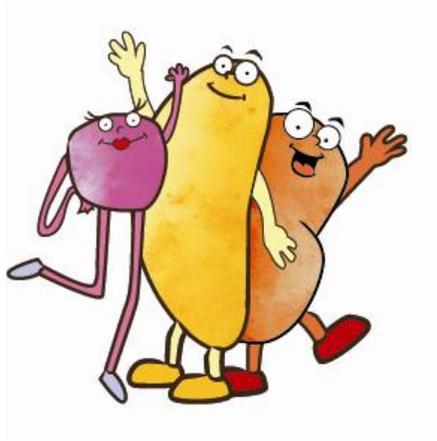
Explain to students that they will keep a record of their healthy choices for five days. Give each child a copy of the worksheet, “A Week of Healthy Choices.” Show students how to record their good choices daily by checking the appropriate columns. At the end of the week, have students total the number of healthy choices they made for the week and graph them.

Materials: a copy of “A Week of Healthy Choices” for each student

### **Bibliography**

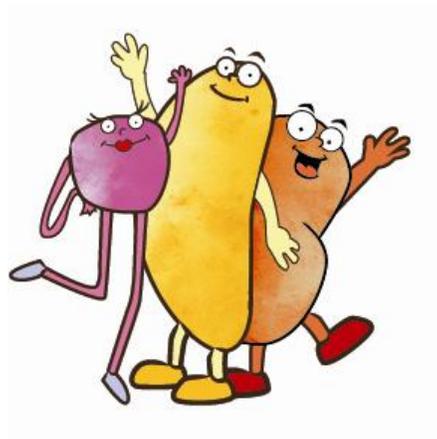
Brown, Margaret Wise, and Weisgard, Leonard. *The important book*; [New York]: Harper, 1949. Print.

Wilkes, A. (2001). *Question Time: Explore and Discover the Human Body*. New York, NY: Kingfisher.



## We Have Bodies Lyrics

We can walk and we can run  
We can skip and dance for fun  
We can kick  
And we can roll  
We can jump  
And we can bowl  
We can swing  
And we can lift  
Every body is a gift!



**We Have Bodies Lyrics**  
**(Spanish Translation)**

Caminar y hasta correr  
El cuerpo tiene un gran poder  
A patear y maromear  
Y deportes podemos jugar  
Buen equilibrio  
Y mucha fuerza  
El cuerpo es algo que se aprecia

