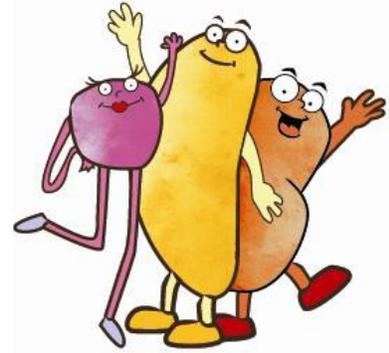


## Hello, Body Activities



### Introduction (5 minutes)

1. Play the *Hello, Body* video.
2. Key discussion questions:
  - What was the main idea of this video?**
  - How did watching this video make you feel?**

### What is Movement? (5 minutes)

This is a fast paced activity to get children thinking and moving using a small, soft ball.

1. Ask students, **“What is movement?”** Record their ideas on the board and discuss.
2. Have children stand in a circle. Explain that you will toss each child the ball. When each child has the ball, it is their turn to demonstrate a way the body can move (example: march, clap, wave, stretch, hop, etc.). After moving, the child tosses the ball back to you. Move the ball quickly from student to student.
3. Have children sit down in a group for discussion. Ask students, **“Compare and contrast all the movements. What was the same about all of your movements?”** All of their movements used their body! **Ask students if they know how their bodies are able to move in so many different ways.**
4. Summary Questions:
  - What are some movements that you saw in the video?**
  - Did anyone in the video do the same movements that your class did in the circle?**

### Shared Reading (15 minutes)

1. Preview the book *I Can Move*, by Mandy Sur, 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.
3. Show children the front cover and ask them two questions: **“What was the main idea of the book?”** and **“What new information did you learn from this book?”**
4. Key points to discuss:
  - bones are strong
  - bones and muscles are different shapes and sizes
  - joints are where two bones meet

-all movement happens at joints

-muscles move bones

5. Summary Questions:

**-Name 5 parts of the body that are mentioned in the video.**

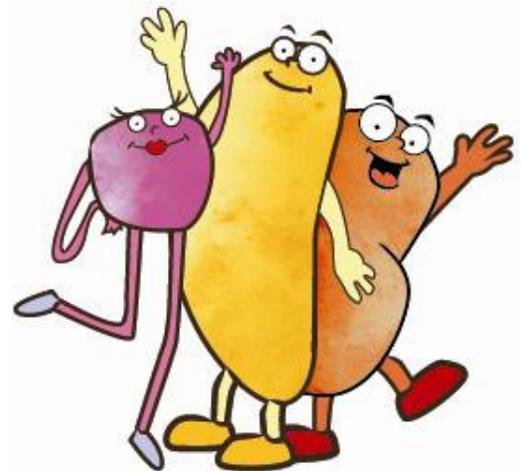
**-Imagine you didn't have bones to hold up your body. Choose one activity you do each day (brushing your teeth, walking, etc.) and demonstrate what that activity might look like if you didn't have any bones in your body.**

**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.<sup>1</sup>
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.<sup>2</sup>
3. Exercise can help make your muscles and bones healthier and stronger.<sup>3</sup>
4. Without muscles, you wouldn't be able to move at all. Smile wide, you are using a muscle!
5. Joints allow the body to bend and be flexible.
6. The human skeleton has 206 bones.<sup>4</sup>
7. The average person moves their eyes more than 100,000 times a day.<sup>5</sup> This activity uses muscles!

**Feel Muscles Move (5 minutes)**

1. Have students stand beside their desks. Explain that they will touch some different muscles and feel how they move.
2. Ask students to follow your example and do what you do.
3. Place one hand on each thigh. Bend at the knees slightly, as if starting to sit down, and return to standing position.



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<sup>1</sup> <http://www.scholastic.com/teachers/article/fun-bone-facts>

<sup>2</sup> <https://kids.britannica.com/kids/article/skeletal-system/353778#intro>

<sup>3</sup> Ylvisaker, Anne. *Your Muscles*. Mankato: Bridgestone Books, 2002.

<sup>4</sup> <http://discoverykids.com/articles/your-muscular-system/>

<sup>5</sup> <http://yucky.discovery.com/flash/body/pg000123.html>

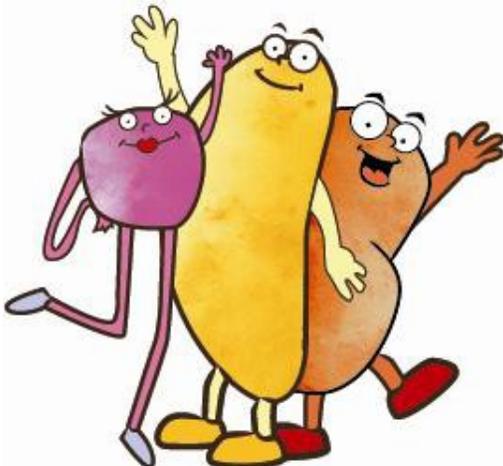
- Put one hand on the upper portion of your arm. Bend the arm upward (as if showing off your muscle) and straighten it.
- Put your hands on the small of your back, one on each side of the spine. Bend forward and raise back up.
- Have students sit down at their desks and discuss their observations. **Could they feel their muscles move? Which muscle seems the strongest? Why?**
- Summary Questions:  
**-Can you do the dance in the video? What muscles are you moving while you do this dance?**

### **How Many Joints? (30 minutes)**

- Explain to students that they will research some of the body's joints with a partner. Take a moment to review/explain the term "research." Give each child a copy of the attached worksheet "How Many Joints?" Note: When counting the joints in arms and legs, for simplicity, exclude the joints in hands and feet.
- In pairs, students will count and record the data to complete the worksheet.
- Regroup students to discuss their research.

#### **Sample Questions:**

- What did you notice about your number of joints and your partner's?**
  - Which body part had the greatest/fewest number of joints?**
  - Did most of the body parts have an even or odd number of joints?**
  - Which body part do you think has the most number of joints?**
  - What is the total when you add the number of joints in your leg with the number of joints in your partner's leg?**
- Summary Questions:  
**-When you do the dance from the video, what joints do you feel moving? Did you move all the joints on the "How Many Joints" worksheet?**



### **Kindergarten Activities**

#### **Option One:**

TEKS: Math: 1(A,B,C); 13(A)

The number of joints in various body parts can be discussed with the class as a whole.

Children use counters to represent corresponding number of joints in their legs, arms, fingers, etc. as the class counts them together.

Materials: Unifix cubes/small counters for each student.

**Option Two:**

TEKS: Math: 1(A,B,C); 12(A,B); 13(A)

Create a class graph (on the floor) using Unifix cubes/small counters. Simple illustrations of legs, arms, thumbs can be drawn on “Post-it” notes. As the number of joints for each body part is counted, students can be called on to represent the number with Unifix cubes/counters beside the appropriate Post-it.

Materials: Unifix cube/small counters, illustrations drawn on “Post-it” notes to depict basic body parts.

**Second Grade Activities**

**Option One:**

TEKS: Math: 13(A,B)

Complete the activity “How Many Joints,” using the second grade worksheet. In the last column, students will total the number of joints for each body part listed. Students can also add the seven numbers to get a grand total.

Materials: How Many Joints? Second Grade Worksheet

**Option Two:**

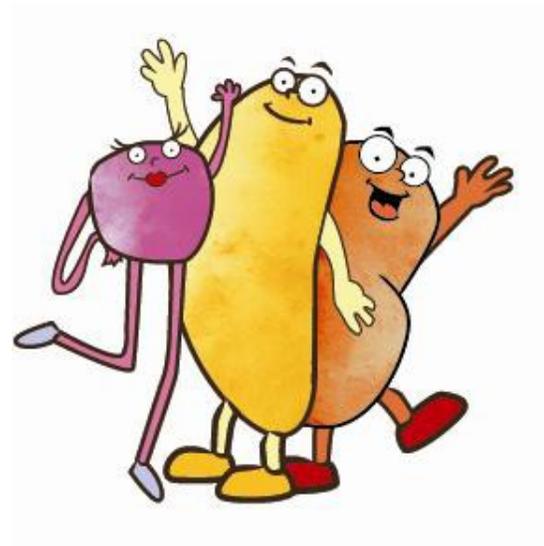
TEKS: Math: 11(A,B)

Have students use the data from “How Many Joints?” to construct a graph.

**Bibliography**

Suhr, Mandy. *I Can Move*. Minneapolis: Carolrhoda Books,1992.

Ylvisaker, Anne. *Your Muscles*. Mankato: Bridgestone Books, 2002.



## Hello, Body Lyrics

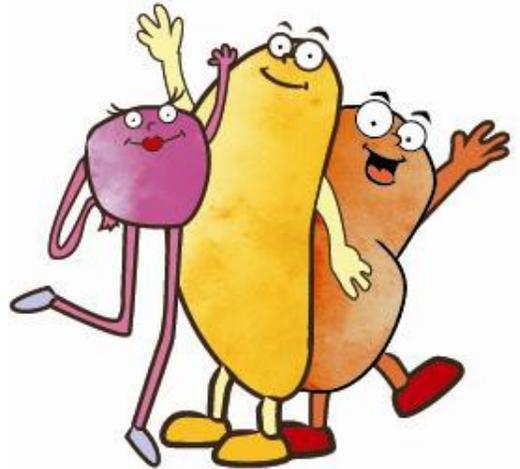
Good morning fingers  
Good morning toes  
Good morning smile  
Good morning nose

Good morning eyeballs rolling  
Good morning arms so long  
Good morning hands that reach  
Good morning legs so strong

Good morning shoulders  
Good morning knees  
Good morning elbows  
And hips, too, if you please

Good morning balance  
Good morning chest  
Good morning more balance  
Good morning breath  
MMMMM---AAHHHH (Inhale, exhale)

My body loves to move And get  
a good night's rest These are  
two important things That help  
me by my best



**Hello, Body Lyrics**  
**(Spanish Translation)**

Buenos días deditos  
Buenos días pies  
Buenos días sonrisa  
Buenos días nariz  
Buenos días ojitos  
Buenos días brazos  
Buenos días manitas  
Y piernas también

Buenos días hombres  
Buenos días rodillas  
Buenos días codos  
Y caderas también  
Buen día equilibrio  
Y al pecho también  
Buenos días más equilibrio  
Y a respirar muy bien

MMMMM---AAAHHHH (Inhalar, exhalar)

Mi cuerpo goza moverse  
Para descansar mejor  
Estas son dos cosas  
Que me hacen un campeón

