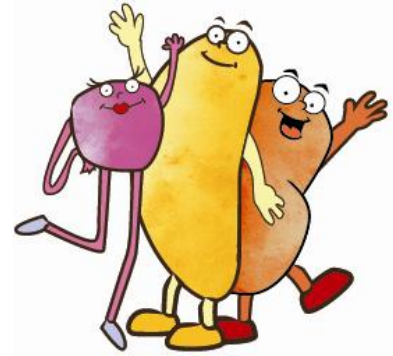


## Hello, Body Activities



### Introduction (5 minutes)

1. Play the *Hello, Body* video.
2. Key discussion questions:
  - ¿Cuál fue la idea principal de este video?**
  - ¿Cómo te sentiste viendo este video?**

### 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, "**¿Qué es el movimiento?**" 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, "**Comparen y establezcan contrastes entre todos los movimientos: ¿en qué se parecieron todos sus movimientos?**" All of their movements used their body! **Pregúntales si estaban concientes de que sus cuerpos podían moverse de tantas maneras.**
4. Summary Questions:
  - ¿Cuáles fueron algunos de los movimientos que vieron en el video?**
  - ¿Algún personaje del video hizo los mismos movimientos que ustedes hicieron en el ruedo?**

### 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: **¿Cuál cree que es la idea principal del libro?** y "**¿Qué nueva información les enseñó este libro?**" 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

4. Summary Questions:

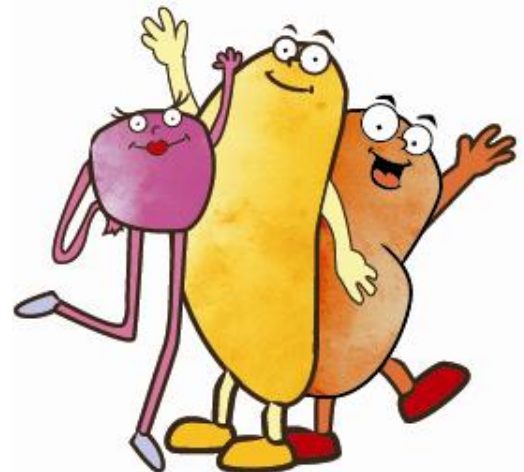
- Nombre 5 partes del cuerpo que no fueron mencionadas en el video.
- Imagínate que tu cuerpo no tienen huesos. Elige una de las actividades que realizas cada día (cepillarte los dientes, caminar, etc.) y trata de demostrar cómo lo harías si no tuvieras huesos en el cuerpo.

**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. Muscles come in many different shapes and sizes. Smile wide, you are using a muscle!
5. Joints allow the body to bend and be flexible.
6. Your body has 206 bones and more than 600 muscles!<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.



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

<sup>2</sup> <http://yucky.discovery.com/flash/body/pg000124.html>

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

<sup>4</sup> <http://yucky.discovery.com/flash/body/>

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

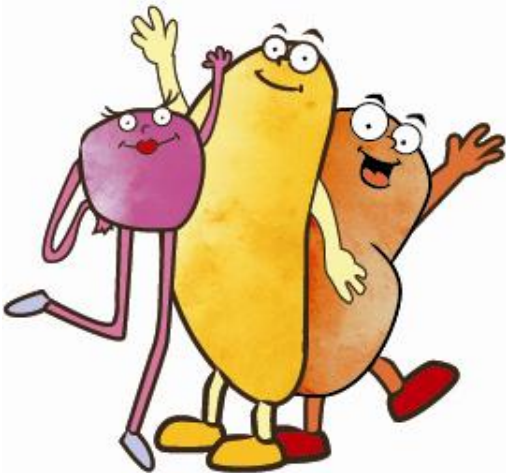
3. Place one hand on each thigh. Bend at the knees slightly, as if starting to sit down, and return to standing position.
4. Put one hand on the upper portion of your arm. Bend the arm upward (as if showing off your muscle) and straighten it.
5. Put your hands on the small of your back, one on each side of the spine. Bend forward and raise back up.
6. Have students sit down at their desks and discuss their observations. **¿Sintieron cómo se movían sus músculos? ¿Qué músculo parecía el más fuerte? ¿Por qué?**
7. Summary Questions:
  - **¿Puedes imitar el baile del video? ¿Qué músculos mueves al bailarlo?**

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

1. 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.
2. In pairs, students will count and record the data to complete the worksheet.
3. Regroup students to discuss their research.

#### **Sample Questions:**

- **¿Qué notaste en los números de articulaciones, tuyos y de tu compañero?**
  - **¿Qué parte del cuerpo tiene la mayoría y/o el menor número de articulaciones?**
  - **¿Tenía la mayor parte del cuerpo articulaciones pares o nones?**
  - **¿Qué parte del cuerpo, según tú, tiene el mayor número de articulaciones?**
  - **¿Cuál es el total cuando sumas el número de articulaciones de tus piernas con el número de articulaciones de las piernas de tu compañero?**
4. Summary Questions:
    - **¿Qué articulaciones sientes que mueves cuando bailas el baile del video?**
    - **¿Moviste todas las articulaciones que aparecen en la hoja de trabajo "How Many Joints" (¿Cuántas articulaciones?)**



### **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:**

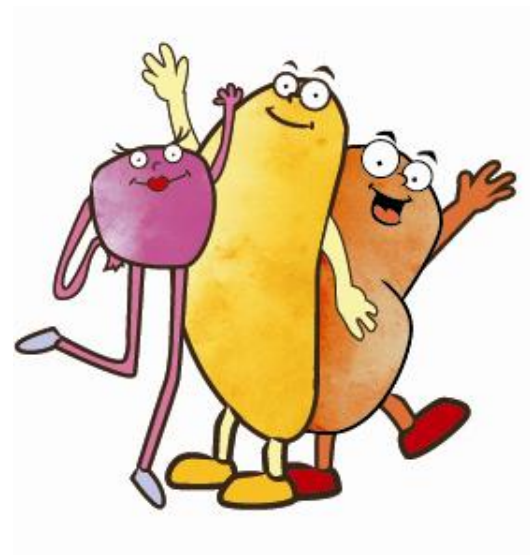
TEKS: Math: 11(A,B)

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

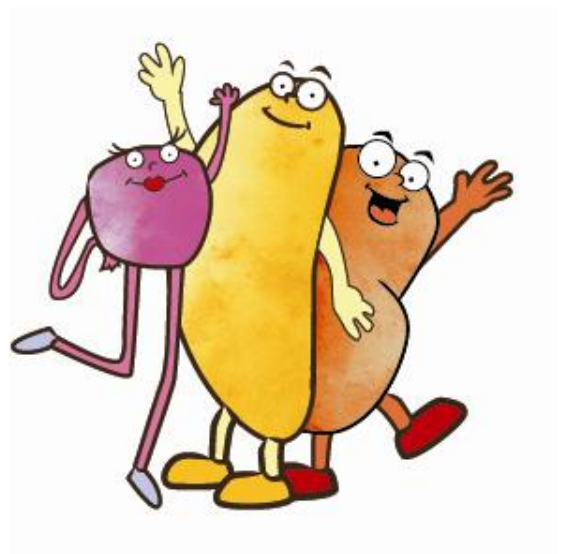
Good morning fingers  
Good morning toes  
Good morning smile  
Good morning nose

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

