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Early Childhood Themes —My Body Kit

This sample includes the following:

- Teachers Guide Cover** (1 page)
- Table of Contents** (1 page)
- Overview** (2 pages)
- Lesson Plan** (1 page)
- Vocabulary Concept Card** (2 pages)
- Song page from Unit Resources** (1 page)
- Picture Cards from Unit Resources** (2 page)
- Reader** (9 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

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Literacy, Language, & Learning

Early Childhood Themes

My Body

Teacher's Guide



Teacher Created Materials
PUBLISHING

Table of Contents

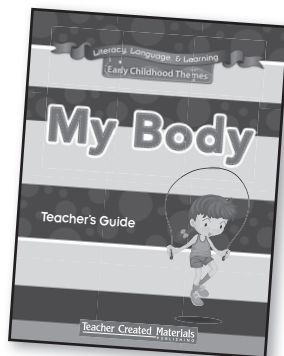
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Introduction

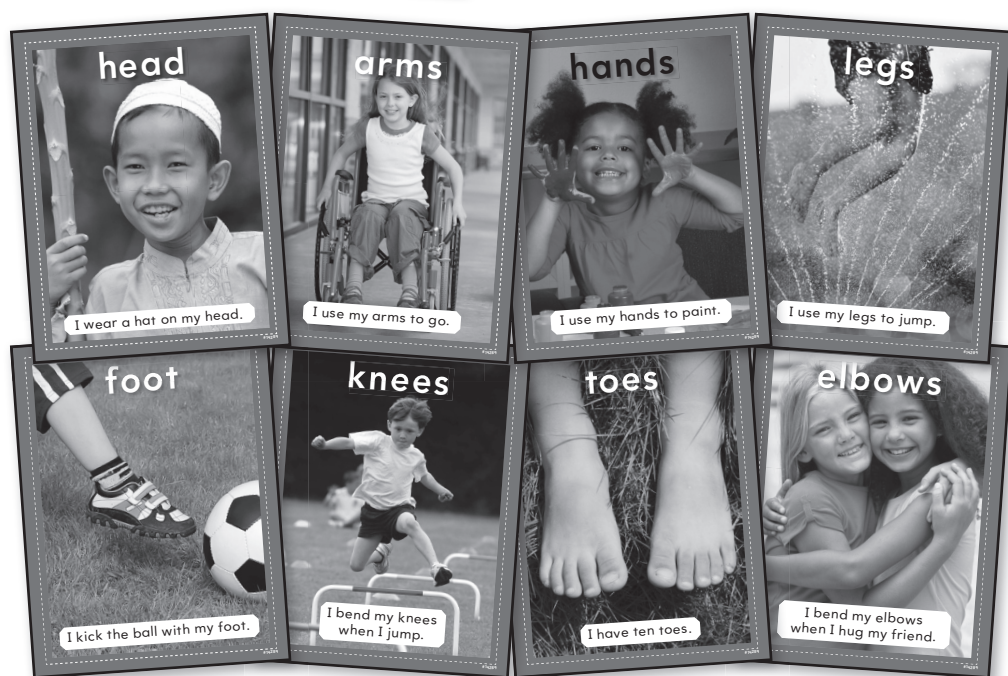
Welcome to the world of early childhood education. Young children love to play, get dirty, and discover. As a teacher, you have the task of introducing them to the world of school. You will need to plan meaningful activities for the children in your classroom. These experiences allow them to discover new things in a safe, nonjudgmental environment and feel successful. The lessons and materials in this kit support the importance of play and meaningful experiences.

The components of this kit can create a captivating unit around the theme. The main resource for the teacher is the *My Body Teacher's Guide*. In it, teachers can find quick and easy lessons in the following areas: literacy, phonemic awareness and phonics, math,



social studies, science, music and movement, and art. Within each section are five lesson plans. The Menu of Lesson Choices on pages 36–37 provides a quick overview of the contents of the lessons. Each lesson provides details on the materials needed and procedures of the lesson.

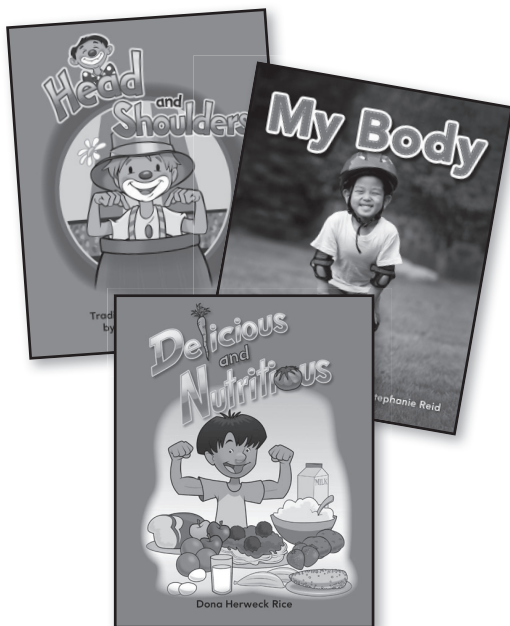
The eight vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs showing ways our bodies can move. They are bright and colorful and give the children images to which they can relate concepts about our bodies as they are being discussed throughout the unit. The backs of the cards include activities that teachers can use for activating prior knowledge, developing phonemic awareness and phonics, and building knowledge and comprehension.



Introduction *(cont.)*

The three books included in this kit provide the literature foundation for the theme. The concept book, *Delicious and Nutritious*, is used to introduce the unit and provide pictorial support for the children's understanding of tasty foods that are good for us. A wordless photo book, *My Body*, helps develop the children's oral language as they discuss and create a story that shows the wonderful ways our bodies can move and play. A book created around the traditional tune, "Head and Shoulders" provides a beautifully illustrated way for the children to access and read print.

Each of these books is also provided as an enlarged "lap size" book for teacher read-aloud as children gather around for storytime and other learning activities.



The Audio CD included in the kit provides audio of the theme-related songs (pages 76–81), both as instrumentals and with vocals, and audio of the concept book *Delicious and Nutritious* and the traditional tune *Head and Shoulders*.

The Teacher Resource CD included in the back of this Teacher's Guide provides a variety of features to supplement the lessons: all patterns from this Teacher's Guide (pages 82–104) in both color and black and white; the vocabulary word cards from this Teacher's Guide (pages 105–106) in both color and black and white; each of the books in this kit in electronic format with page-turning capabilities; each of the books in this kit in pdf format; additional resources from this Teacher's Guide; video clips to support the kit content and vocabulary; and interactive whiteboard activities to support the lessons. Complete descriptions of the contents of the CDs, as well as instructions for their use, can be found on pages 109–122.



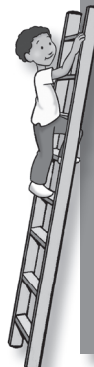
I'm Getting Bigger



- bathroom scale
- Getting Bigger Picture Cards (p. 103)
- Me Picture Cards (p. 104) (one copy for each child)
- chart paper
- marker
- tape
- crayons

Procedure

- 1 Gather children on the rug or in their chairs.
- 2 Show children the scale. Ask children whether they know what it is called and what it does. Explain that it is a scale and it measures how much something weighs. Explain that weight is how heavy something is and that it is one way to measure how big something is.
- 3 Ask children if they remember being weighed either at home or at the doctor's office. Allow children time to share their experiences.
- 4 Discuss with children how living things grow and change. Remind them that weight is one of the ways to measure how the body is growing.
- 5 Show children the Getting Bigger Picture Cards. Discuss the order in which a person's body grows and changes. Tape the cards onto the chart paper in order from baby and toddler to adult. Make sure to leave space on the chart between the toddler and the adult cards.
- 6 Ask children if they can name what is missing in the space between toddler and adult. Help children decide that a child is missing. Tell children you will weigh each of them in order to complete the chart.
Note: You may need to assure children that it does not hurt to be weighed. You may also need to be sensitive if there are overweight children in your class.
- 7 Weigh each child. Write his or her weight on the Me Picture Card.
- 8 Allow children time to illustrate the Me Picture Card with crayons. Tape the cards onto the appropriate place on the chart.



Extension

Measure and record the children's heights in addition to their weights. Explain that height is measured in feet and inches, and weight is measured in pounds and ounces.

hands



I paint with my hands.

hands



Connecting Pieces: Activating Prior Knowledge

- Show children the card. Have them locate their hands. Discuss the parts of the hand such as the finger, thumb, fingernail, palm, wrist, and knuckle. As each part is discussed, have children touch each body part.
- Have children hold up their hands and fingers. Count the number of fingers on each hand. Tell children that when you say a number, they should hold up the correct number of fingers. If necessary, teach them how to use their thumbs to help keep the ring and pinkie fingers down when showing the numbers *two* and *three*.
- Explain that the words *hand* and *hands* both identify the same body part but *hand* refers to one. Explain that *hands* is a plural and means more than one hand.



Building Blocks: Phonemic Awareness and Phonics

- Tell children to look at the card. Read the word *hands* aloud as you point to it. Have children repeat the word. Read the word together.
- Write the word *hand* on the board, using one color for the *h* (onset) and another color for *-and* (rime). Say *hand* slowly and emphasize the rime *-and*. Write the words *sand* and *land* on the board, using the same color pattern. Say the words and explain that these words rhyme. Tell children that they will decide whether other words rhyme with *hand*. Ask children to raise their hands if the word rhymes with *hand*. Tell them to keep their hands in their laps if the word does not rhyme with *hand*. You may wish to use the following words:

band (hands up)	finger (hands down)
arm (hands down)	grand (hands up)
stand (hands up)	knee (handsdown)
canned (hands up)	understand (hands up)



New Ideas: Building Knowledge and Comprehension

- Show children the card. Point to each word in the sentence as you read it aloud. Ask children what the hands are doing. If necessary, point out that the hands are *painting*. Explain to children that *painting* is an action word. Ask children what other things hands can do. Make a list on the board.
- Teach children the names of the different fingers: thumb, index or pointer, middle, ring, and pinkie. Then play Where is Thumbkin?

My Body Songs

.....

Musical Body

(Sung to the tune of "Old McDonald")

Lyrics by Evelyn Garcia and Dona Herweck Rice

Oh, my body's made of parts, e-i-e-i-o.
And two of those parts are my hands,
e-i-e-i-o.

With a clap, clap here
And a snap, snap there.

Here a clap.

There a snap.

Everywhere a clap, snap.

Oh, my body's made of parts, e-i-e-i-o.

Oh, my body's made of parts, e-i-e-i-o.
And two of those parts are my feet,
e-i-e-i-o.

With a stomp, stomp here
And a tap, tap there.

Here a stomp.

There a tap.

Everywhere a stomp, tap.

Oh, my body's made of parts, e-i-e-i-o.

Oh, my body's made of parts, e-i-e-i-o.
And one of those parts is my nose,
e-i-e-i-o.

With a sniff, sniff here
And a kachoo there.

Here a sniff.

There a kachoo.

Everywhere a sniff, kachoo.

Oh, my body's made of parts, e-i-e-i-o.

Oh, my body's made of parts, e-i-e-i-o.
And one of those parts is my mouth,
e-i-e-i-o.

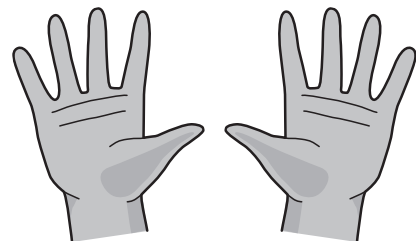
With a chomp, chomp here
And a smack, smack there.

Here a chomp.

There a smack.

Everywhere a chomp, smack.

Oh, my body's made of parts, e-i-e-i-o.

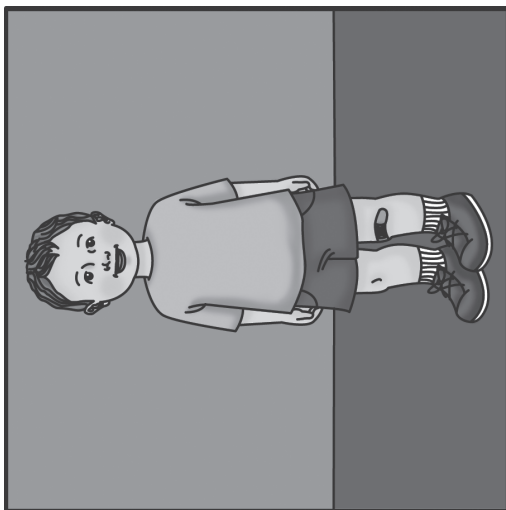


Getting Bigger Picture Cards

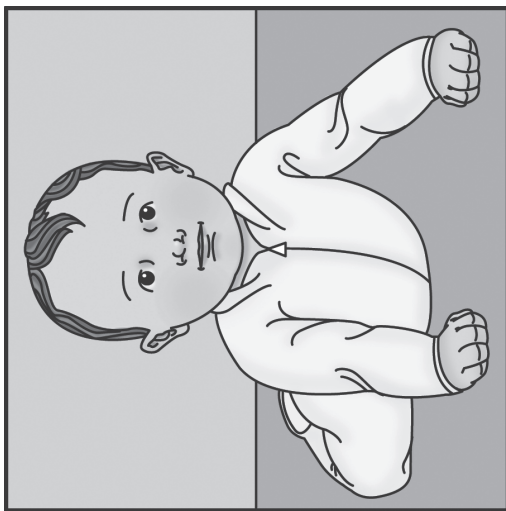
Use this page with the lesson on page 64.



Adult
150 pounds



Toddler
35 pounds



Baby
15 pounds

Me Picture Cards

Use this page with the lesson on page 64. Copy enough for each child to have one card.

	Child _____ pounds
	Child _____ pounds
	Child _____ pounds



Traditional song illustrated
by Janelle Bell-Martin

Head and shoulders,
knees, and toes,



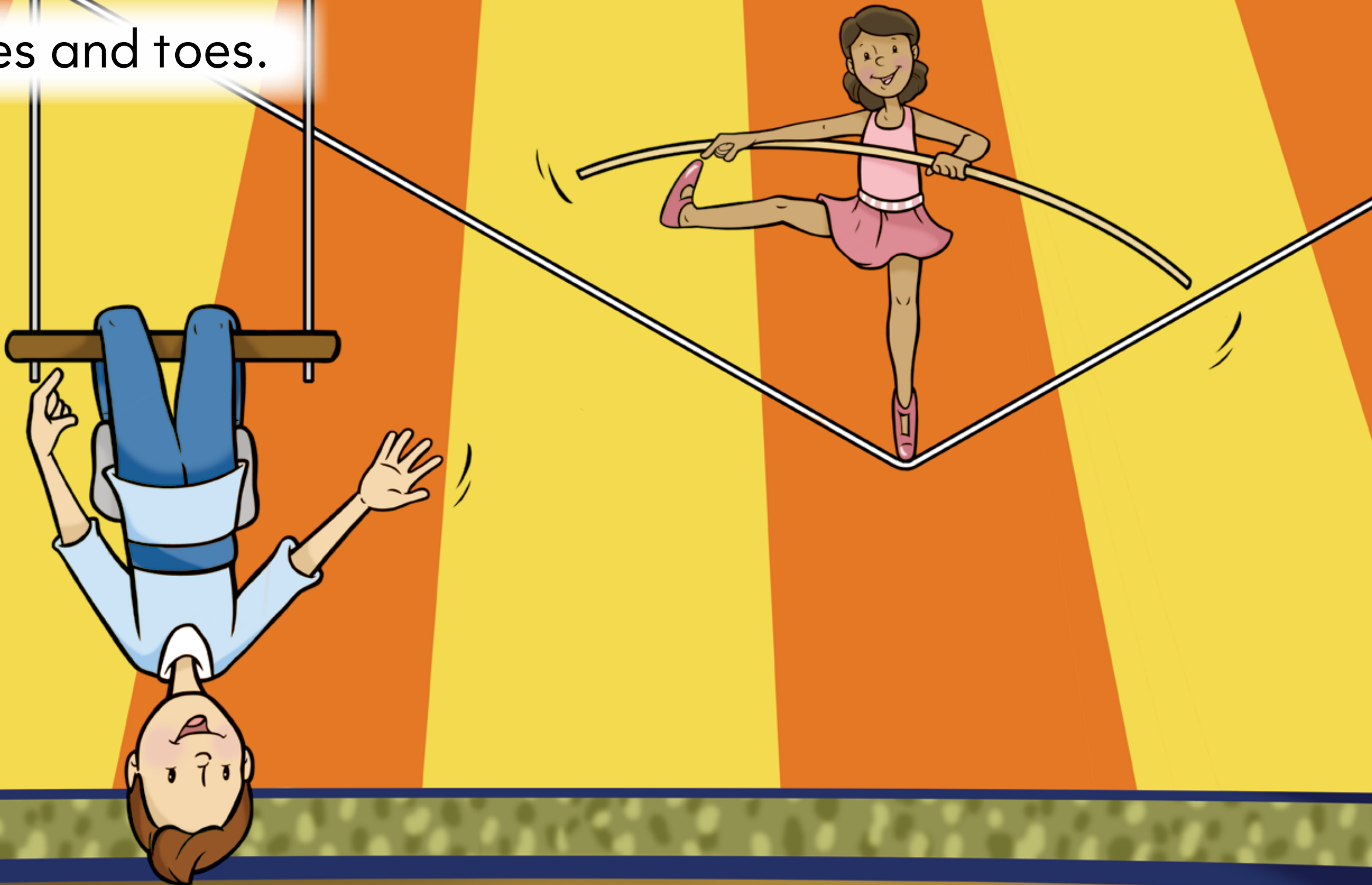
knees and toes.



Head and shoulders,
knees, and toes,



knees and toes.



Eyes and ears



and mouth and nose.



Head and shoulders,
knees, and toes,



knees and toes.

