Lesson Objectives

Core Content Objectives

Students will:

- Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- Describe two ways our body parts help us move (e.g., our elbow helps us bend our arms, our knees help us jump, etc.)
- State that the heart and lungs are parts hidden inside the body

Language Arts Objectives

Starting the Day

Students will:

- Memorize and recite with others the nursery rhyme “Open, Shut Them” (RF.P.2a, RL.P.5)

Skills

Students will:

- Imitate clapping pattern sequences of 3–5 claps per pattern (CK Prerequisite)
- Demonstrate observable listening behaviors (SL.P.1a)
- Listen to and identify environmental sounds (CK Prerequisite)
- Recognize and call classmates and teachers by name (SL.P.1c)
- Acknowledge and return greetings and farewells (SL.P.1c)
- Recognize the written form of one’s first name (RF.P.1d, RF.P.3b)
- Associate spoken and written language by matching written word labels with spoken words, such as the students’ names (RF.P.1b)
**Listening & Learning**

Students will:

- With prompting and support, actively engage in group reading activities with purpose and understanding. *(RI.P.10)*

- Point to parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist *(L.P.1b)*

- With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about “Body Parts” *(RI.P.1, SL.P.2, L.P.1d)*

- With prompting and support, ask and answer questions about words related to the body in “Body Parts” *(RI.P.4)*

- Understand increasingly precise verbs related to movement *(L.P.5d)*

- Understand and use precise nouns and verbs related to the human body *(L.P.1b)*

- With prompting and support, retell important facts and information from “Body Parts” *(RI.P.2)*

**Core Vocabulary**

*beneath, prep.* Under

*Example:* It was very hot outside, so I sat beneath the branches of a tree to cool down.

*Variation(s):* none

*inside, prep.* Within, on the inner part

*Example:* Seeds are inside an apple.

*Variation(s):* none

*joints, n.* Where something bends; a place where two things come together

*Example:* The ballerina has to bend many of his joints when he kicks his leg high in the air.

*Variation(s):* joint

*muscle, n.* Inside part of your body that helps you move around

*Example:* There is a muscle in my arm that helps me lift things.

*Variation(s):* muscles
planted, v. Kept strong on the ground
   Example: I kept my feet planted on the ground so I wouldn’t get knocked over during the game.
   Variation(s): plant, plants, planting

softly, adv. In a gentle, careful way
   Example: I pet the baby kitten very softly so I don’t hurt her.
   Variation(s): none

At a Glance

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**Take-Home Material**

“Body Parts” Read-Aloud

Give students the following material to take home to their family:

Activity Page 4-1: “Body Parts” Read-Aloud
Advance Preparation

**Routines**

Place students’ Transition Cards: Name Cards in their cubbies before the start of the day.

**Small Groups**

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

**Small Group 1**

Collect pairs of musical instruments (e.g., two triangles, two drums, etc.) or noisemakers (e.g., two pots and spoons, two sheets of bubble wrap, etc.). Put them in the Mystery Sound Box.

**Small Group 2**

Write students’ names in a list on a large piece of chart paper. Once the chart is completed during Small Groups, save it for use on Day 8.
Starting the Day

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**Routines**

**Taking Attendance: Cubbies**

Take attendance the same way you did on Day 3. Refer to **Day 3: Taking Attendance: Cubbies** for detailed instructions on how to lead this activity.

- As students arrive, help students sign in to school by retrieving their **Name Cards** from their cubbies and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

**Nursery Rhymes**

**Open, Shut Them**

- Teach students the song “Open, Shut Them” using the echo technique. For an example of the echo technique see **Day 1, Head and Shoulders, Knees and Toes**.

**Teaching Tip**

The first verse of this nursery rhyme can be used anytime during the day when you want to cue students to sit quietly and keep their hands in their laps.
### Skills

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**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

#### Warm-Ups

**Body Beats**

Students will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern. Then, point to students when it is their turn to copy.
- Today, make patterns using up to three stomps, claps, and knee pats (e.g., knee pat, knee pat, knee pat; stomp, stomp, knee pat; knee pat, clap; clap, stomp, knee clap; etc.).

**Be a Good Listener**

Students will learn the steps to being a good listener.

- Show students the Good Listening Poster and say the following:
  
  *Eyes look. Look at me eye to eye.*
  *Mouth closes. Close your lips and stop talking.*
  *Body is still. Stop your body from moving.*
  *Ears listen. Listen with your ears.*
Guess the Instrument

Students will guess which hidden musical instrument is being played and describe the sound the instrument makes.

- Show students the pairs of instruments and name and play each one. Then, hide one member of each pair in the Mystery Sound Box.
- Have one student reach inside the Mystery Sound Box and choose an instrument to play. The other students try to guess which instrument is being played.
- Have all students describe the sound the instrument makes using the following words: soft, loud, quiet, high, low, long, and short.
- If students are ready, allow them to quietly hold the instruments that are not hidden. When they hear the match to their instrument played from inside the Mystery Sound Box, they should play their instrument in response.
- Once all the instruments have been matched, allow students to form a band or orchestra and play them together.

Small Group 2 10 minutes

Warm-Ups

Welcome Song

Students will learn each other’s names as they welcome their friends to Small Group.

- Hold up one of the students’ Transition Cards: Name Cards as you sing the song.
- Once you finish the verse, hand the student his/her Name Card.

Good Morning, [name].
Good Morning, [name].
Good Morning, [name].
And welcome to Small Group!
Matching Names Game

**Note:** If students are not ready to advance after Rounds 1 and 2, repeat these rounds. Students will play this game again later and have another opportunity to play Rounds 2 and 3.

Students will match their Transition Cards: Name Card to their name written on chart paper.

- Explain that you are going to play a game and you want students to match their Name Card to their name on the chart paper. Tell students to watch carefully, because this game is going to get tricky!

**Round 1**

- Students are holding their Name Cards from the Warm-Up. Have students go around the circle and place their Name Card on top of their name on the chart paper.

- Give students clues to help them find their spot (e.g., cover up some of the names, draw attention to the first letter of the student’s name, the length of their name, point to where their name is, etc.).

**Round 2**

- Have students place their Name Cards face down in the middle of the table.

- Turn the Name Cards over one at a time and ask whose name it is.

- Then have that student match his/her name to the chart paper.

**Round 3**

- With Name Cards face down, have students take turns revealing Name Cards and trying to guess whose name it is (i.e., students try to guess other students’ names).

- Then, have that student match his/her name to the chart paper.


**Listening & Learning**

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**Introducing the Read-Aloud**

5 minutes

**What Do We Already Know?**

- Show Image Card 4-1: Girl Jumping. Point to different parts of the jumping girl’s body and ask if anyone knows the name of that particular body part. Then, have students point to the part on their own bodies.

  “Today we are going to talk all about the human body and the names of the body parts. What do you know about the human body? Do you know the names of any body parts? What about this part?”

**Purpose for Listening**

- Tell students to listen to find out the names of lots of different body parts.

  “Today we are going to learn about the human body and the names of the body parts. Listen to find out the name of lots of body parts that you can move. While I read, you are going to get to move your body parts, so we are going to have a lot of fun!”
Note: This read-aloud encourages students to actively point to and move different body parts. When possible, model the movements for students and encourage them to participate. Make sure students have enough space to stand up and move around without bothering their friends.

SHOW FLIP BOOK PAGE 4-1: Shouting and slurping

Humans have bodies—parts inside and out,
Which part of your body do you use to shout?

Shouts begin inside and burst out through your lips—
The part of your body, that lets you take sips.

- Have students practice shouting with mouths open and closed.
  “Which part of your body you use to shout? Let me hear you shout. Now close your mouth and try to shout. See, your mouth has to be open for you to be able to shout.”

- Model sipping for students by pretending to hold a cup and take a sip through a straw.
  “Everyone pucker up their lips like this. Let’s all pretend to hold a drink and sip through a straw. We are using our lips to sip.”
SHOW FLIP BOOK PAGE 4-2: Tongues and teeth

What’s inside your mouth, past those two sipping lips? Can you wiggle your tongue and make it do flips?

Your tongue is a muscle with plenty to do; It helps out your teeth as you swallow and chew.

• Have students use their tongues to do flips, swallow, and chew.

“Look at my tongue inside my mouth. Everyone stick out their tongue. You can do lots of things with your tongue. I’m going to read that part of the read-aloud again, and I want you to use your tongue to do what it says. Can you feel your tongue moving around in your mouth?”

• Read the page again.

SHOW FLIP BOOK PAGE 4-3: Close-up of nose

Your nose knows you’re eating—it senses the smell But it also helps keep you living as well.

Your nose has two nostrils, one hole on each side sucking air as you breathe through both holes open wide.

• Have students practice breathing through their nostrils.

“Close your mouth tightly. Now take a BIG breath in through your nostrils. Can you feel the air coming in through your nostrils?”

• Define air.

“Air is all around us, even though we can’t see it. All humans need air to stay alive. We breathe air through our nostrils into our bodies.”
SHOW FLIP BOOK PAGE 4-4: Peeking eyes and smiling face

Your chin, cheeks, and forehead—are parts of your face
With ears on the side in their own special place.

Use your eyes. Look around. Can you spot something red?
Did you feel your neck turn as it held up your head?

Model looking around for students. Then, have students put their hands on their brows and turn their necks to look around.

“These are my eyes. I am looking around with my eyes. I have to turn my neck to look all the way around. Can you turn your neck and look around?”

SHOW FLIP BOOK PAGE 4-5: Ready to fly

Put your hands on your shoulders and scrunch them up high
Now reach out your arms like you’re ready to fly!

Have students stand up and remain standing.

“Let’s try that together. Stand up and move your arms as I read that part again.”
SHOW FLIP BOOK PAGE 4-6: Girl tying bandanna

Bend your arms at their joints, first at your elbows. Where else do arms bend? Does anyone know?

They bend at your wrists, where your arms meet your hands Stretching and flexing like huge rubber bands.

- Have students bend their elbows and wrists.

  “Bend your arms at your elbows. Now bend at your wrists. This girl has to bend her wrists and elbows to tie on her bandanna.”

- Point to the girl’s elbows and wrists.

SHOW FLIP BOOK PAGE 4-7: Bending wrists and elbows

Bend your wrists and elbows, put your hands on each hip Bow your waist in the middle to help as you dip.

- Have students put their hands on hips and bend over.

  “Let’s try that together. Bend your wrists and elbows as I read that part again.”

SHOW FLIP BOOK PAGE 4-8: Bending waist

Let your back and your chest flop over, just so Are you able to touch your head to your toes?

- Have students put their hands on hips and bend over again.

  “Let’s try that together. Bend at your waist and flop over as I read that part again. Can you touch your head to your toes?”

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SHOW FLIP BOOK PAGE 4-9: **Bending knees**

Now, bend your knees just as much as you please. Knees help your legs move with comfort and ease.

- Have students point to their knees and march in place.

  “These are my knees. Point to your knees. Now bend your knees with me like the girl in this picture. Now march in place like me. You are bending your knees when you march.”

SHOW FLIP BOOK PAGE 4-10: **Ankles and feet**

Stand up straight everyone and look down at your feet. How in the world do your legs and feet meet?

You have ankles to help move your feet all around and heels to keep feet **planted** safe on the ground.

- Point to the ankles and heels in the image.

  “These are ankles and these are heels. Point to your ankles. Point to your heels.”

SHOW FLIP BOOK PAGE 4-11: **Kids exercising**

All these parts keep you moving—legs, arms, elbows, and knees. As you crawl, walk, and jog, run, jump, and climb trees.

Exercise is important to keep you healthy and strong. Sit down now and stretch out your legs—long, long, long.

- Have students sit down and stretch their legs.

  “Let’s take a seat after all that exercise! Now stretch your legs out long, long, long like the girl in the picture.”
SHOW FLIP BOOK PAGE 4-12: Massaging scalp

Press your hands together and lift them up to the sky
Rub your head with your fingers—softly now. Try.
Rub under your hair to your scalp for a treat
Let your nails scratch gently—a massage—how neat!

• Have students massage their scalps.

“Let’s try that together. Let’s read that part again and do what it says.”

SHOW FLIP BOOK PAGE 4-13: Doctor and boy

There are body parts hiding beneath all your skin
And helping your outside parts from within.
Your heart’s pumping blood inside of your chest
Can you feel its pulse right under your vest?

• Put your hand over your heart and make the noise of a heartbeat.

“Did you know you have body parts that you can’t even see hiding under your skin? Your heart is right here under your skin. Even though you can’t see it, sometimes you can hear it beating. It sounds like this. Do it with me.”
SHOW FLIP BOOK PAGE 4-14: Breathing and swimming

Two balloon-like lungs are close to your heart
They take in air for each body part.

• Have students take a deep breath of air.

“Take a deep breath of air. All of the air is going into your lungs. Now, blow it out like the boys in these pictures. All of the air is now leaving your lungs.

Have you ever gone swimming? When you go swimming, you have to hold your breath so that the air stays in your lungs and the water stays out. Show me how you hold your breath. You are keeping air in your lungs.”

SHOW FLIP BOOK PAGE 4-15: Girl with teddy bear

When you’re feeling sick, but cannot tell why
Your inside parts could be making you cry.
SHOW FLIP BOOK PAGE 4-16: Hip, hip, hooray!

You need all parts together to run, jump, and play
Give a cheer for your body—hip, hip, hooray!

• Have students stand and cheer.

“Everyone stand up and let’s give a cheer for your body! We are going to say, ‘I love my body, hip, hip, hooray! Ready, go!’”

Discussing the Read-Aloud

10 minutes

What’s the Big Idea?

Point to Your Body Parts

• Have students point to body parts.

“I am going to say the names of some body parts, and I want you to point to that part on your own body.”

• head
• hair
• scalp
• lips
• tongue
• nose
• nostrils
• chin
• cheeks
• forehead
• ears
• eyes
• neck
• hands
• shoulders
• arms
• elbow
• wrist
• fingers
• hip
• waist
• back
• chest
• toes
• knees
• legs
• feet
• ankles
**Name That Body Part**

- Have students name body parts.

  "Now I’m going to point to some parts on my body, and I want you to raise your hand if you know the name of that body part."

- head
- hair
- scalp
- lips
- tongue
- nose
- nostrils
- chin
- cheeks
- forehead
- ears
- eyes
- neck
- hands
- shoulders
- arms
- elbow
- wrist
- fingers
- hip
- waist
- back
- chest
- toes
- knees
- legs
- feet
- ankles

**Inside Body Parts**

- **Show Image Card 4-1: Girl Jumping**

  "Before we did your read-aloud we talked about lots of different parts on the outside of bodies that we can see. During the read-aloud we learned about two parts that are inside our body, hiding under our skin. Who remembers the names of these inside body parts [heart, lungs]? We learned that our heart and lungs are inside our bodies, in our chest."

- **Show Image Card 4-2: Inside Body Parts.** Explain that it shows the heart and lungs.

  "This picture shows where our heart and lungs are inside our body if we could look under our skin. Our heart is in the middle of our chest. I’m going to read the part about our heart again."

  *Your heart’s pumping blood inside of your chest*

  *Can you feel its pulse right under your vest?*
• Ask students about the heart’s job.
  
  “What do you remember talking about our hearts? What is their job?”

• Call on a few students to answer.

• If needed, give students a hint by making a thumping motion/sound.

• Remind students about their lungs.
  
  “Your lungs are in your chest, too. You have two lungs, each on 
either side of your chest. I’m going to read the part about our lungs 
again.”

Two balloon-like lungs are close to your heart

They take in air for each body part.

• Ask students about the lungs’ job.
  
  “What do you remember about our lungs? What is their job?”

• Call on a few students to answer.

• If needed, give students a hint by breathing in and out deeply.

**Extension Activity**

**Trace and Label the Body**

Continue this activity during Learning Centers. See Day 1, Trace and Label the Body for detailed instructions on this Extension Activity.