

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Describe themselves and their appearance, giving at least two details about themselves (e.g., hair color, eye color, age, etc.)
- ✓ State two things that make them special or unique (e.g., their name, things they like to do, language they speak, etc.)
- ✓ State that all people are human beings

### Language Arts Objectives

#### Starting the Day

Students will:

- ✓ Recognize and call classmates and teachers by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Communicate with individuals from different cultural backgrounds (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)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (RF.P.2a, RL.P.5)

#### Skills

Students will:

- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Listen to and identify environmental sounds (CK Prerequisite)
- ✓ Perform activities requiring small muscle control (L.P.1a)

## Listening & Learning

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Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “I Am Special” (RI.P.1, SL.P.2, L.P.1d)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, retell important facts and information from “I Am Special” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *humans* (RI.P.4)
- ✓ With prompting and support, make cultural connections to text and self (RL.P.9a)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)

## Core Vocabulary

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**humans, *n.*** People like you and me

*Example:* I saw a lot of humans on the playground during recess.

*Variation(s):* human

**infants, *n.*** Babies

*Example:* Infants sleep in cribs, but children sleep in beds.

*Variation(s):* infant

**mood, *n.*** The way someone is feeling

*Example:* Getting a hug from my mom always puts me in a good mood.

*Variation(s):* moods

**prefer, *v.*** To like something more than something else

*Example:* Rosalind would prefer to have pizza instead of broccoli for dinner.

*Variation(s):* prefers, preferred, preferring

**unique, *adj.*** Special, different

*Example:* Sadie is unique because she likes the color orange, speaks Spanish, and loves to eat cheese.

*Variation(s):* none

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: One at a Time	Transition Cards: Names; Attendance Board	During morning circle
Nursery Rhymes	W	Head and Shoulders, Knees and Toes	Nursery Rhymes and Songs Poster 15	
SKILLS				
Small Group 1	S	Warm-Ups	Good Listening Poster made from Image Card 1-1; cardboard box; noisemakers	10
		Mystery Sound Box		
Small Group 2	S	Warm-Ups	Easels; drawing paper; paint or colored water; paint brushes; smocks	10
		Easel Painting		
LISTENING & LEARNING				
Introducing the Read-Aloud	W	Your Name is Special		5
		Purpose for Listening		
Presenting the Read-Aloud	W	I Am Special		10
Discussing the Read-Aloud	W	What's the Big Idea?		10
Extension Activity	L	Trace and Label the Body	Art supplies; paper and tape or sticky notes; marker; large sheets of paper	During learning centers

## Take-Home Material

### All About Me Family Letter

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

#### Activity Page 1-1: All About Me Family Letter 1

## Advance Preparation

### Routines

Make an Attendance Board for taking attendance by drawing a vertical line down a white board to create two columns (see Introduction). Affix a picture of a school (preferably your school) as the header for one column and a picture of a house as a header for the other column. You may also use a pocket chart instead of a white board using the house and school pictures as headers.

### **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**

Make a Good Listening Poster using **Image Card 1-1: Good Listening**. You will use this poster throughout the year so use sturdy poster board or laminate the poster. Affix the image to the top of a poster. Beneath the image write the following phrases:

*Eyes look.*

*Mouth closes.*

*Body is still.*

*Ears listen.*

Fill a cardboard box with ten objects that make different noises (e.g., noisemakers: potato chip bag, squeaky toy, keys, bells, etc.).

#### **Small Group 2**

Set up easels in the Art Center or tape pieces of drawing paper to the wall or another vertical surface.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> <b>Taking Attendance: One at a Time</b>	Transition Cards: Names; Attendance Board	During morning circle
<b>Nursery Rhymes</b>	<b>W</b> <b>Head and Shoulders, Knees and Toes</b>	Nursery Rhymes and Songs Poster 15	

## Routines

Whole Group

### Taking Attendance: One at a Time

**Note:** Continue using these steps to take attendance routinely every morning until Day 3 when the attendance routine will be modified.

- Show students the Attendance Board you prepared (see Advance Preparation) and describe how you will use it to take attendance.

*“Every morning, when you come to school, we are going to talk about which friends are at school today and which friends have stayed home. We are going to put the names of students who are at school under the picture of the school. That way we will know they are here. We are going to put the names of the students who are not at school under the picture of the house. That way we will know they stayed home. I have each of your names written on a strip of paper. I also put your picture beside your name so that you can find your name more easily.”*

- Hold up one of the **Transition Cards: Names** cards of a student who is present.

*“This one has the name of one of the friends in our class.”*

- Point to the picture and ask students who it is.

*“The letters on the card spell the name of the friend who is in the picture. These letters spell [student’s name]. I’m going to help [student’s name] put his/her name under the school to show that he/she is here at school today.”*

- Call up the student whose name is displayed and help him/her put the name card under the school.

*“Let’s all say ‘good morning’ to our friend.”*

### Teaching Tip

If there are any students who speak languages other than English, have the class greet these students using a greeting from that language (e.g., “Hola! Juan Carlos!”).

- Before the student returns to the circle, have all remaining students say, “Good morning, [student’s name].” Have the student reply, “Good morning, friends.”
- Continue holding up Name Cards of students who are present and helping students identify whose name it is, pointing out that the letters spell the student’s name.
- Identify the students who are absent.

*“Let’s see who is left. These students are absent.”*

- Help students say the names of any absent students and place their strips under the house telling students they are absent or at home today.

## Nursery Rhymes

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### Teaching Tip

The echo technique is a way of teaching students the words of a nursery rhyme by reading each line and having students repeat after you. Every time you introduce a new nursery rhyme, use the echo technique to teach students the words to the song.

### Head and Shoulders, Knees and Toes

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Teach students the song “Head and Shoulders, Knees and Toes” using the echo technique. Introduce the song by showing **Nursery Rhymes and Songs Poster 15: Head and Shoulders, Knees and Toes**. Then, have students repeat the words after you as you pause at natural stopping points. Finally, invite students to join in singing the entire song.

- Show **Nursery Rhymes and Songs Poster 15: Head and Shoulders, Knees and Toes**

*“Today we are going to learn the song ‘Head and Shoulders, Knees and Toes.’ Listen to hear the names of some of the parts of your body as we sing. You are going to hear about our heads, shoulders, knees, toes, eyes, ears, mouth, and nose.”*

- Point to each of your body parts as you name them.
- Sing the nursery rhyme, sliding your finger under each word as you sing.

*“Now, I’m going to help you learn “Head and Shoulders, Knees and Toes.” I am going to say a part and then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. When it is your turn to talk, I will point to you. We will keep doing this for each part of the nursery rhyme.”*

- Teach students the nursery rhyme in parts using the echo technique.

*“I say, ‘Head and shoulders, knees and toes.’”*

- Point to students.

*“You say . . . ”*

- Have students echo you when you point to them.

*“Now let’s sing ‘Head and Shoulders, Knees and Toes’ together.”*

- Continue teaching each line, first saying the words, then having students echo you.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Good Listening Poster made from Image Card 1-1; cardboard box; noisemakers	10
	<b>Mystery Sound Box</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Easels; drawing paper; paint or colored water; paint brushes; smocks	10
	<b>Easel Painting</b>		

**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

**10 minutes**

Small Group

#### 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 and claps (e.g., stomp, stomp; stomp, clap; clap, stomp, clap; etc.).

##### Be a Good Listener

Students will learn and demonstrate the steps to being a good listener.

- Show students the Good Listening Poster you made using **Image Card 1-1: Good Listening** (see Advance Preparation) 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.*

#### Teaching Tip

Keep the Good Listening Poster visible in the classroom and use it to remind students of what they need to do to be a good listener. You may even want to take the poster with you to school assemblies or other events where students need to demonstrate good listening behaviors.



### Learning Center

Place the mystery sound box and objects in the Science Center. Include some new objects that students have not yet heard, or allow them to search for objects from around the room that also make noises. Have students predict and observe what each noisemaker sounds like.

## Mystery Sound Box

Students will identify hidden objects that make different sounds and learn words that help them talk about different sounds. Students will also have the opportunity to make sounds themselves.

- Orient the box full of noisemakers (see Advance Preparation) so that the flaps open towards you and hide the noisemakers inside.
- One by one, introduce students to each noisemaker by taking it out of the box, making a sound with it, and telling students the name of the object.
- Return all of the noisemakers to the box
- Explain that you want students to guess which object is making a noise by listening to the sound that it makes.
- Make a noise with one of the objects.
- Help students describe the noise they hear using the following words: *loud, soft, noisy, quiet, high, low, jingle, etc.*
- Have each student guess what they think the object might be, then reveal the object.
- Allow students ample time to hold the objects and make the noises themselves, prompting them to describe the noises they hear.

## Small Group 2

10 minutes

Small  
Group

### Warm-Ups

#### Move Your Body

Students will make gross motor movements to prepare them to participate in Small Group.

- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words.

*I can stretch, I can bend*

*I can wave to a friend.*

*I jump so high, I crouch so low*

*I tap the floor with my toe.*

*I cross my arms and breathe in deep*

*I calm my body and plant my feet.*

### Counting to Five

Students will practice counting to five using their fingers. This task visually emphasizes that a word (*one, two, etc.*) is an individual entity that can be represented, in this case, with fingers.

- Count from one to five, lifting one finger for each number as you count.
- Have students repeat after you and lift one finger at a time as they count.
- Count five fingers on both left and right hands.

### Easel Painting

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**Note:** *Students are not expected to demonstrate a standard tripod or quadropod grip at the beginning of the year. Help them form a grip that is comfortable for them and allows them to paint easily, even if they are holding the brush with their fist. Some students may not yet demonstrate a dominant hand. Observe students throughout the day as they reach for and manipulate objects to see if they demonstrate a preference for one hand over the other.*

Students will practice making a mark on a large, vertical surface using a paintbrush (see Advance Preparation). Students make large motions starting at the shoulders and moving down to the wrists in preparation for making marks on a horizontal surface holding a writing utensil.

- Provide students with paints and paintbrushes.
- Have students paint on the vertical surface. Encourage them to make long, straight strokes using a range of motions (e.g., large motions with the shoulders and arms, small motions with the wrists and hands).
- Assist students who need help holding the paintbrush and making a mark.

### Learning Center

Keep easels and paints or colored water set up in the Art Center for students to experiment with during Learning Center time. Take large paint brushes and buckets of water outside and set up an Outside Art Center where students can paint the building, a fence, or other vertical surfaces.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> Your Name is Special		5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> I Am Special		10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?		10
<b>Extension Activity</b>	<b>L</b> Trace and Label the Body	Art supplies; paper and tape or sticky notes; marker; large sheets of paper	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### Your Name is Special

- Compare two different first names of students in your class.

*"Remember, this morning we took attendance and said hello to everyone using our names. Every person in our class has a name and your name makes you special. \_\_\_\_\_ has a different name than \_\_\_\_\_. Their different names make them special and unique."*

- If two students have the same first name, point out that they have different last names and that makes them special.

#### Purpose for Listening

- Tell students to listen to find out all different kinds of things that make people special.

*"Our names make us special and so do a lot of other things. I'm going to read to you while showing you some pictures. Listen and look at the pictures to find out what other things make people special."*

# I Am Special

**Note:** Suggested language is provided for the entire read-aloud “I Am Special” and the other whole-group readings up until the Pausing Point. After the Pausing Point, space is provided for you to plan how to make the read-loud interactive, combining your own strategies with those demonstrated here.



## ← SHOW FLIP BOOK PAGE 1-1: Cross-legged girl and boy

Girls are special. Boys are, too.  
Sisters and brothers; friends like you.

- Have students raise hands to show whether they are girls or boys, and whether they have sisters or brothers.

“Raise your hand if you are a boy. Raise your hand if you are a girl.”

Raise your hand if you have a sister. Sisters are girls.

Raise your hand if you have a brother. Brothers are boys.”



## ← SHOW FLIP BOOK PAGE 1-2: Three different families

Moms are special. Dads are too.  
Aunts, uncles, grandparents, too.

- Point to the mother in the picture.

“This is a mom. Are moms girls or boys?”

- Point to the father in the picture.

“This is a dad. Are dads girls or boys?”



◀ SHOW FLIP BOOK PAGE 1-3: **Eight different children**

What makes you special?  
What makes you, You?

- *Point to the children in the pictures as you describe what makes them special.*

*"There are a lot of children on this page who are all special because they are different. This girl is special because she has beautiful red hair. This girl is special because she is missing her front teeth! What else is special about the children on this page?"*

- *Talk about eye color, hair color, clothing, etc.*



◀ SHOW FLIP BOOK PAGE 1-4: **Baby**

Every baby is different. Each one is brand new.  
Babies are **humans**; preschoolers are too.

Humans are people like you and like me.  
But no two are the same, as you shall soon see.

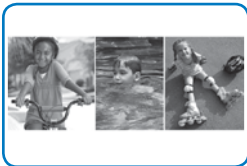
- *Explain the meaning of the word HUMANS.*

*"We just heard that preschoolers are humans—just like babies. Humans is another word for people.*

*Raise your hand if you are a preschooler.*

*All preschoolers are people, right? HUMANS is another word for PEOPLE.*

*So raise your hand if you're a human."*



← SHOW FLIP BOOK PAGE 1-5: **Five different people**

All humans are special; each one of a kind  
 Each human thinks with his very own mind  
 All humans have bodies, from head down to toe.  
 But each one looks different, isn't that so?  
 Some old. Some young. Tall, short—in between.  
 Some bending. Some straight. And some with a lean.

- *Point to baby in green shoes.*

*"This baby is young."*

- *Point to woman with walker.*

*"This woman is older."*

- *Point to other people and describe them.*



← SHOW FLIP BOOK PAGE 1-6: **Different shades of skin**

All humans have bodies covered in skin.  
 Protecting the parts that are hidden within.  
 Copper, golden, peach, and tan—  
 Shades like coffee, shades like sand.

- *Model touching your own skin.*

- *"Feel the skin on your body. It has an important job to do. It protects or keeps the parts inside your body safe. Did you know that skin can be many different colors?"*

- *Point to the children in the picture.*

*"Look at all the different colors of skin in these pictures. All of the colors are beautiful."*



◀ **SHOW FLIP BOOK PAGE 1-7: Different colors of hair**

And what about hair growing out of your head?

Some hair is black. Some hair is red.

Some hair is blond, which is quite near to yellow;

Some hair is brown like this fine fellow's.

Some hair is curly; some straight as can be

Long, short, or braided—so many styles to see!

- *Point to the pictures as you say each color of hair.*

*"This child has black hair. This child has brown hair. This child has red hair. This child has blond hair. What colors of hair do the humans in our class have?"*

- *Use the words RED, BROWN, BLOND, and BLACK to talk about hair colors.*

- *Point to the children in the pictures as you describe their hair.*

*"This child has short hair. This child has curly hair. This child has straight hair. What hairstyles do the humans in our class have?"*

- *Use the words LONG, SHORT, BRAIDED, and CURLY to talk about hairstyles.*



← SHOW FLIP BOOK PAGE 1-8: **Close-up of eyes**

All humans have eyes—blue, brown, hazel, and green  
All shapes and all sizes: small, large, in between.

Eyebrows and eyelashes—some thick and some thin,  
Blink your eyes once, then again and again.

- Model blinking for students.

*"Blinking means opening and closing your eyes. Blink your eyes with me once. Now blink them again and again."*

- Point to the eyebrows in the picture.

*"These are eyebrows. Now feel your eyebrows."*

- Point to the eyelashes."

*"These are eyelashes. Eyelashes are difficult to feel, but maybe you will see them the next time you look in the mirror."*



← SHOW FLIP BOOK PAGE 1-9: **Pregnant mom and families**

All humans are different, but they start out the same  
Life begins inside mothers, no matter your name.

Your name may be Sasha, Bao Yu, or Hafiz.

You may speak Arabic, English or Chinese.

- Remind students that their names make them special.

*"Remember, before we started reading, we talked about how your name makes you special. When babies are born, they get a name that makes them special."*

- Talk about the languages spoken by students in your classroom.

*"We speak English in this classroom. Does anyone in our classroom speak any other languages?"*





← SHOW FLIP BOOK PAGE 1-10: **Children grow**

All humans start small and they grow, grow, and grow—  
Sometimes they grow quickly, sometimes they grow slow.

Around one year old, babies start to walk.  
And then they begin to run, climb, and talk.

- Point to each child in the pictures as you tell students about growing.

*"You were once a little baby. But then learned to walk on your own and talk. And then, you were old enough to come to Preschool."*



← SHOW FLIP BOOK PAGE 1-11: **Toddler with grandparent**

Bodies change through the years, so it's quite hard to see  
How adults were once **infants**, don't you agree?

Your mom and your dad, grandparents as well  
Used to be babies, though it's hard now to tell.

Some humans are old, some young like you  
But each one is special, whether ninety or two.

- Explain the meaning of the word **INFANTS**.

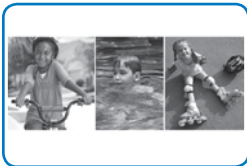
*"INFANTS is another word for BABIES."*

- Point to the baby in the picture.

*"Can you believe that all grown-ups used to be babies? Everyone grows up. Even babies grow up to be adults. Is this human a baby or an adult?"*

- Point to the adult in the picture.

*"Is this human a baby or an adult?"*



◀ SHOW FLIP BOOK PAGE 1-12: **Biking, swimming, and rollerblading**

All humans have things that they like and dislike.

You may love birthdays or riding your bike.

Some kids may **prefer** a dip in the pool  
or running or skating around their school.

- Call on a few students to talk about activities they prefer to do. Expand students' responses to include the word *PREFER*.

*"Prefer means liking something more than something else. This girl prefers to ride her bike and this boy prefers to go swimming. What activities do you prefer or like to do?"*



◀ SHOW FLIP BOOK PAGE 1-13: **Food: likes and dislikes**

Not every human likes the same kinds of food

Sometimes your choice depends on your **mood**.

Do you prefer soup, corn, yogurt, or peas?

What about for a snack—do you like crackers or cheese?

- Call on a few students to talk about foods they prefer to eat. Expand students' responses to include the word *PREFER*.

*"This boy prefers to eat soup and this girl prefers to eat yogurt. What kinds of food do you prefer or like to eat?"*

- Explain that our preferences make us unique.

*"Some of you prefer the same foods but many of them like different foods. This makes you special and different."*



◀ SHOW FLIP BOOK PAGE 1-14: **Group of preschoolers**

What makes you special? What makes you **unique**?  
It's your favorite things—what you do, what you eat—  
Combined with your looks and the language you speak.  
Yes, these are the things that make you unique!

## Discussing the Read-Aloud

**10** minutes

Whole  
Group

### What's the Big Idea?

#### **What Makes You Special?**

- Have students raise their hands when they hear something that makes them special.

*"What are some things that make you special or unique? I am going to say some things that make people special, and I want you to raise your hand if you are special in the way that I say. Raise your hand if:*

*You have brown (black, red, blond) hair."*

*You have brown (blue, green) eyes."*

*You speak English (Spanish, Mandarin, etc.)."*

*You like to eat pizza (apples, cookies, cheese, etc.)."*

*You like to ride your bike (play with dolls, play outside, build with blocks, etc.)."*

#### **Share What Makes You Special**

- Prompt students to talk about the things that make them unique: the way they look, the things they like to do, and the things they like to eat.

*"Now I want you to think of something that makes you really special and unique. Each person is going to get a chance to share with the class. [Student's name], what makes you special?"*

#### **What Are Humans?**

- Explain the meaning of the word *humans*.

*"In our read-aloud, we heard the word humans. Remember, humans is another word for people. Listen as I read the part about humans again:"*

*Every baby is different. Each one is brand new.*

*Babies are **humans**; preschoolers are too.*

*Humans are people like you and like me.*

*But no two are the same, as you shall soon see.*

- Have students use thumbs-up and thumbs-down to indicate whether or not something is human.

*“Look at your friends beside you. Your friends are all humans, just like you. Now I’m going to name some things and I want you to tell me whether they are human or not human. Are you a human? Thumbs-up if you are a human, thumbs-down if you are not a human.”*

- Continue listing things saying “Is \_\_\_\_\_ a human?”
  - chair
  - friends
  - teacher
  - dog
  - banana
  - grandparents
  - crayons
  - babies
  - fish
  - sisters
  - rug
  - paintbrush
  - brother
  - monkey

## Extension Activity

Learning  
Center

### Trace and Label the Body

**Note:** *If groups of students need extra time to complete this extension activity, they can do so during the Pausing Point.*

Students will help trace, decorate, and label the human body in two phases. Complete Part 1: Trace and Decorate the Body after the read-aloud “I Am Special.” Complete Part 2: Label Body Parts after the read-aloud “Body Parts.”

### Language Facilitation

Use the **self-talk strategy** to describe what you yourself are doing, seeing, and hearing. Model language and vocabulary that go with specific actions and activities by narrating what you are doing. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say.

### Learning Center

Post the body tracing in the **Doctor's Office** once it is labeled so students can refer to its anatomy as they play.

## Part 1: Trace and Decorate the Body

- Explain that you are going to make a tracing of one of the students and all of the students are going to get a chance to decorate the tracing.
- Have one student lay down on a piece of butcher paper.
- As you trace the student's body, use the **self-talk strategy** to narrate what you are doing (e.g., I am choosing a green crayon; I am going to start at Sadie's head and trace around her curly brown hair; I am going by her neck, down to her shoulders, near her bent elbow, around her pinky finger; etc).
- Invite students to collage, color, and decorate the traced body using a variety of materials from the art center.
- Help students to add body parts like: **eyes, ears, nose, mouth, hair, belly button, fingernails, and toenails.**
- Tell students that you are going to save their body project so that they can label the body parts later in the week.

## Part 2: Label Body Parts

- Explain that students are going to label the parts of the body that they learned about in the read-aloud.
- Ask a student to point to a body part and say its name. Write the body part down on the label. Explain that you are writing down what the student said so that you can remember his/her words later.
- Have all students point to each body part on their own bodies. Use the **self-talk strategy** as you point to your body parts along with students (e.g., I am pointing to my eyes, my eyes are on my face; these are my ears, they help me hear; I am bending at my hips. My hips connect my torso to my legs).
- Have a student attach the label to the correct place on the traced body.
- Read the label back to the students, sliding your finger under the words as you read.
- In addition to the body parts the students identify, label the following: **hair, head, neck, shoulders, arm, hip, knee, ankle, foot, fingers, and toes.**