

✓ 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:

- ✓ Recognize the written form of one's first name (RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ Use labels in the classroom to identify different centers, and sign in to centers (RF.P.3b)
- ✓ Memorize and recite with others the nursery rhyme "Open, Shut Them" (RF.P.2a, RL.P.5)
- ✓ Perform hand and body gestures associated with "Open, Shut Them" (RL.P.10)

Skills

Students will:

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

- ✓ Perform previously taught hand and body gestures associated with “Open, Shut Them” (RL.P.10)
- ✓ Listen to pairs of sounds that are either identical or grossly different and indicate whether they are the same or different (CK prerequisite)
- ✓ Recognize the initial letter of one’s first name (RF.P.1d)
- ✓ 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)
- ✓ Perform activities requiring small muscle control (L.P.1a)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Point to and name 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)
- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ Understand and use precise nouns and verbs related to the human body (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, retell important facts and information from “Body Parts” (RI.P.2)
- ✓ With prompting and support, use the words for body parts and the word *inside* acquired through conversations, reading and being read to, and responding to “Body Parts” (L.P.6)

- ✓ With prompting and support, ask and answer questions about the body parts and the word *inside* (RI.P.4)
- ✓ Demonstrate understanding of the spatial words *inside* and *outside* (L.P.5c)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When students arrive
		Learning Centers Sign In	Transition Cards: Names	During morning circle
Nursery Rhymes	W	Open, Shut Them	Nursery Rhymes and Songs Poster 34	During morning circle
SKILLS				
Small Group 1	S	Warm-Ups	Nursery Rhymes and Songs Poster 34	10
		Words: Same or Different?		
Small Group 2	S	Warm-Ups	Play dough; alphabet cookie cutters and tools; Transition Cards: Name Cards	10
		Play Dough Letters		
LISTENING & LEARNING				
Picture Talk	W	Body Parts	Image Card 4-2	15
Deepening Understanding	W	Deepening Understanding: Inside	Image Card 4-2; apple; knife	10
Extension Activity	L	Learning Center Observations		*

Take-Home Material

Show Me

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

Activity Page 5-1: Show Me

Routines

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

Designate a place for students to “sign in” to each Learning Center using their **Transition Card: Name Cards**. You may use hook and loop tape or a basket where students can place their **Name Cards** as they join a Learning Center and from which they can remove them as they leave. Some teachers choose to limit the number of students who can be in a Learning Center at any one time by creating a certain number of ‘slots’ where students can put their **Name Cards**. If all the slots are full, students must look to join a different Learning Center.

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.

Picture Talk

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

Starting the Day

		Exercise	Materials	Minutes
Routines	W	Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When students arrive
		Learning Centers Sign In	Transition Cards: Names	
Nursery Rhymes	W	Open, Shut Them	Nursery Rhymes and Songs Poster 34	During morning circle

Routines

Whole Group

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.

Learning Centers Sign In

Note: During this activity, you will teach students to sign in to centers. While the Teacher Guide does not explicitly remind you to do so, continue having students use these steps to sign in to Learning Centers for the rest of the school year.

Students will learn to use their **Transition Cards: Name Cards** to sign in to Learning Centers.

- Remind students of the Learning Centers labels around the classroom.
- Tell students that they are going to start using their **Name Cards** to sign in to different Learning Centers so that everyone in the classroom knows where they are playing.
- Show students where they will sign in at each center. Demonstrate by taking your own **Name Card** from the attendance chart and telling students the Learning Center in which you intend to play. Then place your **Name Card** in the appropriate place.

- Next, demonstrate how students will check out of one Learning Center and check in to the next by taking your **Name Card** from one center to the next.
- Have a few students practice signing in and out of a Learning Center as the group observes.
- When you transition students to Learning Centers today, provide support as they learn the new system of signing in to and out of Learning Centers.

Nursery Rhymes



Open, Shut Them

Teach students the motions that go along with the song “Open, Shut Them.” For an example of suggested language to use when teaching motions, see **Day 2, Head and Shoulders, Knees and Toes**.

When you say . . .	Do this . . .
Open	Open fists
Shut them	Close fists
Give a little clap	Clap
Put them in your lap	Fold hands in lap
Creep them right up to your chin	Walk fingers up from lap to chin
Open wide your smiling mouth	Open mouth
But do not let them in	Close mouth
Creep them past your cheeks and chin	Walk fingers up to cover eyes
Open wide your smiling eyes	Open eyes behind hands
Peeking in—Boo!	Open hands to show eyes

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Nursery Rhymes and Songs Poster 34	10
	Words: Same or Different?		
Small Group 2	Warm-Ups	Play dough; cookie cutter letters and tools; Transition Cards: Name Cards	10
	Play Dough Letters		

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

Whole Group

Warm-Ups

Say the Rhyme

Students will recite and demonstrate the motions for “Open, Shut Them.”

- Lead students in singing the song “Open, Shut Them.”
- Demonstrate the motions that go along with the song and have students join in.

Words: Same or Different?

Students will say whether two words are the same or different.

- Explain to students that they are going to play a listening game. You want them to listen to hear if two words are the same or different. Remind students of the game they played with the Mystery Sound Box where they had to say whether a noise was the same or different. You are going to do the same thing, but with words.
- As you say the first word, hold up one finger. As you say the second word, hold up a second finger.
- First, demonstrate each pair. Say, “Open [pause] open. Those words were the same. They were both the word ‘open’.”
- Then say, “Open [pause] shut. Those words were different. They were not the same. One word was ‘open’ and the other word was ‘shut’.”
- Tell the students, “I want you to listen to the words I say and tell me if I

say the same word or different words. Listen carefully, so you don't get tricked!"

- Continue playing the game using the following word pairs:
 - Clap/clap
 - Clap/chin
 - Mouth/creep
 - Creep/creep
 - Creep/chin
 - Open/open
 - Open/Shut
 - Shut/Shut
 - Cheeks/eyes
 - Eyes/Eyes
 - Smiling/Peeking
 - Peeking/Peeking

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.

Play Dough Letters

Learning Center

Put play dough in the Art Center for students to practice fine motor skills. Include alphabet cookie cutters along with other tools.

Teaching Tip

If alphabet cookie cutters are not available, have students roll out and form letters using play dough.

Students will cut out the first letter of their name in play dough. Students will have the opportunity to interact with the first letter of their own name. They will use their arms, wrists, and fingers to make large and fine motor movements.

- Give each student a container of play dough. Place students' **Transition Cards: Name Cards** nearby so students can reference the first letter of their name.
- Allow students to explore the material and make a variety of shapes.
- Show students the alphabet cookie cutters. Give each student the cookie cutter that corresponds to the first letter of that student's first name. Tell the student the name of the letter.
- Help students roll out play dough and cut out the first letter of their name. As you help them cut out their letters, say, "This is letter 'M'. It is the first letter of your name, Mikayla."
- Once a few students have cut out letters, put the letters in the middle of the table. Help students find their letter among all the letters. If students need help finding their letter, help them by telling them to find the color of their own play dough first.

Listening & Learning

	Exercise	Materials	Minutes
Picture Talk	W Body Parts	Image Card 4-2	15
Deepening Understanding	W Deepening Understanding: Inside	Image Card 4-2; apple; knife	10
Extension Activity	L Learning Center Observations		*

Picture Talk

15 minutes

Body Parts

Note: Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see General Overview) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



◀ SHOW FLIP BOOK PAGE 4-1: **Shouting and slurping**

Ask students which body parts they remember learning about from the read-aloud.

Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

“We are going to talk about the pictures you saw yesterday and the things you remember hearing about the pictures. Remember, this read-aloud is about all body parts and how we can move our bodies. We learned about outside body parts and inside body parts. What body parts do you remember learning about?”



◀ SHOW FLIP BOOK PAGE 4-4: **Peeking eyes and smiling face**

Have a student come forward and point to and name different body parts.

“We learned the name of lots of body parts that you can see in this picture. Who can come up and point to a body part and tell us its name?”

- Have the class repeat the name of each body part.

“Let’s all say that body part together. I want everyone to point to that part on their own body.”

- Discuss the following body parts: **lips, mouth, tongue, nose, nostrils, teeth, chin, cheeks, forehead, eyes, eyebrows, eyelashes, neck, hair, and scalp.**



◀ SHOW FLIP BOOK PAGE 4-6: **Girl tying bandanna**

- Read the read-aloud text containing the word *joint*.

“We heard the word joint in our read-aloud. Let me read you that part again.”

*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.*

- Ask students to name the two joints you just read about [elbow, wrist].

“Joints are parts of your body that you can bend. So, we learned that there are two joints on our arms. What are the names of those joints?”

- Have students bend their elbows and wrists.

“Let’s bend our elbows. Now, let’s bend our wrists.”



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

- Ask students to name the joints in their legs [knees, ankles].

We also have other body parts that can bend. We have two more joints on our legs. What are the names of the joints in our legs?”

- Have students bend their knees and ankles.

Let’s bend our knees. Now, let’s bend our ankles.”



← SHOW FLIP BOOK PAGE 4-13: **Doctor and boy**

- Remind students of the two inside body parts they learned.

“We learned the names of two body parts that are hiding inside your chest. They help your body work, too, even though we can’t see them. Your heart is inside your chest under your skin. Put your hand over your heart. It pumps blood around your body.”

- Have students put their hands on the chests over their heart.
- Demonstrate the thump-thump sound the heart makes.



← SHOW IMAGE CARD 4-2: **Inside Body Parts**

- Point to the heart on the Image Card.

“Remember this picture that shows inside body parts? This picture shows the parts inside our body as if we were looking under our skin. Here is the heart. It is pumping blood to all the parts of this girl’s body. You have a heart that pumps blood, too. Your heart is in the middle of your chest.”

- Show students where their heart is by placing your fist on your chest.



← RETURN TO FLIP BOOK PAGE 4-13: **Doctor and boy**

- Explain the purpose of stethoscope.
- Optional: Using the stethoscope from Doctor’s Office Learning Center, demonstrate to students how to listen to a heartbeat.

“The doctor in this picture is using a stethoscope to listen to this boy’s heart. A stethoscope is a special tool that allows doctors to hear the noises inside your chest. Have you ever had a doctor use a stethoscope to listen to your heart?”

- Call on students to share. Model the use of the following words as you talk about stethoscopes with students: **heart, chest, blood, beat, stethoscope, fast, slow.**
- Call on students to share about a time when they felt their hearts beating really fast.

“Sometimes, when we run around and exercise, we can feel our hearts beating really fast. Have you ever felt your heart beating really fast? What did you do to make it beat really fast?”



◀ **SHOW FLIP BOOK PAGE 4-14: Breathing and swimming**

- Have students put their hands on their ribcages and take a deep breath.

“Another hidden body part we learned about helps us breathe. You have two lungs hiding inside your chest with your heart. They help your body work, too, even though we can’t see them. You fill your lungs up with air every time you take a breath. Let’s take a deep breath and fill our lungs with air.”

- Have students practice blowing air out of their lungs.

“The children in these two pictures (boys blowing pinwheel and dandelion) are blowing air out of their lungs. Let’s blow air out of our lungs.”

- Have students practice holding their breath.

“The kid in this picture (boy swimming) is holding air in his lungs.”



◀ **SHOW IMAGE CARD 4-2: Inside Body Parts**

- Have students practice blowing air out of their lungs.

“This is the picture that shows inside body parts. Here are the lungs. There are two lungs, one on either side of your heart. Your lungs are like big balloons that fill up with air. Let’s put air in our lungs and then blow it out.”

- Remind students you are talking about the heart and lungs, parts inside the body.

“What are the two parts inside our body that we’ve been talking about?”



◀ **SHOW FLIP BOOK PAGE 4-16: Hip, hip, hooray!**

- Have students stand up and cheer.

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

Deepening Understanding: *Inside*

Defining Inside

Note: After the read-aloud “Body Parts,” students learned the word *inside* and about parts inside their bodies. During Deepening Understanding, students will learn more about the word *inside* and the opposite of *inside*—*outside*.

- Reread the part of the read-aloud text that contains the word *inside*.

“Remember, in our read-aloud, we heard the word inside. Listen for the word inside while I read part of the read-aloud you heard before.”



◀ SHOW FLIP BOOK PAGE 4-13: **Doctor and boy**

*Your heart’s pumping blood inside of your chest
Can you feel its pulse right under your vest?*

- Ask students where their inside body parts are [under their skin where they can’t see them].

“Your heart is one of the parts inside your body. Where are your inside body parts?”

Reviewing Inside



◀ SHOW IMAGE CARD 4-2: **Inside Body Parts**

- Ask students to identify their second inside body part [lungs].

“We talked about two parts that are inside your body. The first one is your heart. What is the second inside body part that we talked about?”

Expanding Inside

- Introduce the concept of *outside* by first talking about outside body parts, then generalizing to the parts of an apple [skin—outside, seeds—inside].

“We also learned about a lot of body parts that are on the outside of our bodies like our hair, fingernails, and our noses. Those are outside body parts. Inside—outside. Let’s talk about some more things that

Teaching Tip

Cut an apple in half to show students the seeds inside. Compare students’ skin to the apple’s skin and the apple’s seeds to a human’s inside parts.

are on the inside and outside. Think about an apple. Are the seeds on the inside or the outside of the apple? Is the skin on the inside or the outside of the apple?"

- Give a few more examples of things that are inside and things that are outside.

"Think about your house. Is your bed on the inside or outside? Is the street on the inside or outside of your house?"

Think about your backpack. Do you put your things inside your backpack or outside your backpack?

Now, I want you to think about our classroom. What are some things that are inside our classroom? What are some things that are outside of our classroom?"

- Call on a few students to respond.
- Recast students' answers to include the words *inside* and *outside*.
 - Inside: tables, chairs, students, paint, scissors, gerbil, etc.
 - Outside: sky, cars, playground, trees, etc.

Extension Activity

Learning
Center

Learning Center Observations

Use this opportunity to conduct observations in the Doctor's Office Learning Center and other Learning Centers, following the steps given in the Domain Assessment.