

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ State that the heart and lungs are parts hidden inside the body
- ✓ State that a body can heal itself when it is hurt or sick
- ✓ State that people stay healthy by exercising, resting, eating good foods, and staying clean

### Language Arts Objectives

#### Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Pat-a-Cake” (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with “Pat-a-Cake” (RL.P.10)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Recognize the written form of one’s first name (RF.P.3b)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)

#### Skills

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Pat-a-Cake” (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with “Pat-a-Cake” (RL.P.10)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Draw horizontal and vertical lines between two end points (L.P.1a)

## Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Attend and listen to the illustrated picture book *My Amazing Body* (RL.P.5)
- ✓ Point to the front and back cover, title, where to start reading a book, the order that words are read on a page, and a word (RI.P.5, RFP.1a)
- ✓ With prompting and support, describe and show what the author and illustrator each contributed to the creation of *My Amazing Body* (RI.P.6)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about *My Amazing Body* (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from *My Amazing Body* (RI.P.2)
- ✓ Understand and use precise nouns and verbs related to communities (L.P.1b)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)

## Core Vocabulary

**amazing, *adj.*** Wonderful, great, terrific

*Example:* My teacher told me she loved my amazing painting.

*Variation(s):* none

**bathe, *v.*** Clean yourself

*Example:* Dad says I can stay up late if I bathe and put on my pajamas first.

*Variation(s):* bathes, bathed, bathing

**germs, *n.*** Tiny, living things you can't see, but can make you sick

*Example:* Please wash your hands before lunch so that you won't have any germs on them.

*Variation(s):* germ

**quietly, *adv.*** Softly

*Example:* My teacher whispers very quietly at nap time so she won't wake us up.

*Variation(s):* none

## At a Glance

| At a Glance                |   | Exercise                      | Materials   | Minutes                 |
|----------------------------|---|-------------------------------|---|-------------------------|
| STARTING THE DAY           |   |                               |   |                         |
| Routines                   | W | Taking Attendance: Two Piles  | Attendance chart; Transition Cards: Names; pile labels  | When students arrive    |
| Nursery Rhymes             | W | Pat-a-Cake                    | Nursery Rhymes and Songs Poster 35  | During morning circle   |
| SKILLS                     |   |                               |   |                         |
| Small Group 1              | S | Warm-Ups                      | Transition Cards: Capital Letters; Nursery Rhymes and Songs Poster 35                                 | 10                      |
|                            |   | Say Your Letter               |   |                         |
| Small Group 2              | S | Warm-Ups                      | Finger paints; trays or cookie sheets for each student; hand wipes or paper towels; smocks            | 10                      |
|                            |   | Finger Painting Lines         |   |                         |
| LISTENING & LEARNING       |   |                               |   |                         |
| Introducing the Read-Aloud | W | Print Awareness               | My Amazing Body by Pat Thomas   | 5                       |
|                            |   | Purpose for Listening         |   |                         |
| Presenting the Read-Aloud  | W | My Amazing Body by Pat Thomas | My Amazing Body by Pat Thomas   | 10                      |
| Discussing the Read-Aloud  | W | What's the Big Idea?          | My Amazing Body by Pat Thomas; chart paper; marker; magazine cut-outs of foods exercises, and hygiene | 10                      |
| Extension Activity         | L | Basic Needs Picnic            | Picnic basket; blanket; pretend food  | During learning centers |

## Preparation

### Routines

Before the day begins, sort students' **Name Cards** into a pile for boys and a pile for girls and place them on a low table or somewhere the students can easily access them for sign in upon arrival. Label each pile by placing a small drawing or picture of a girl above one pile and a boy above the other.

### 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 2**

Immediately before Small Groups, set out enough trays for half of the class to each have one. Put enough finger paint in each tray that a student could smear it around in the tray and create a painted work surface. Make sure you have smocks for half the class and multiple rolls of paper towels rolls and the sink are easily accessible for quick clean up and transition between groups.

### **Listening and Learning**

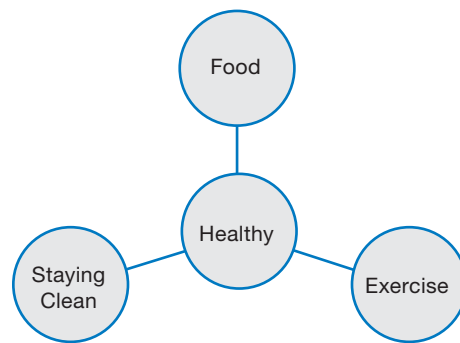
Practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the read-aloud interactive for your students. Write your notes in the boxes provided.

### **Presenting the Read-Aloud**

Number the pages of the book *My Amazing Body* by Pat Thomas. Begin numbering from the front of the book; page 1 is the first page after the endpaper. Continue by numbering every single page until you reach the end of the book.

### **What's the Big Idea**

Make a Healthy Web using chart paper, a marker, and images that represent healthy “food,” “exercise,” and “staying clean” from magazines. Fitness or parenting magazines often contain pictures of healthy food and exercise, and the advertisements in them often show people practicing good hygiene. Paste an image representing “healthy” in the middle of the paper and write “healthy” beneath it. Draw a circle around this. Create the three healthy categories stemming off this central circle and paste images in each of these categories. Leave room to tape multiple pictures stemming off of each category. Cut out at least 5 additional images for each category that will be familiar to students.



## Starting the Day

|                       | Exercise                              | Materials  | Minutes               |
|-----------------------|---------------------------------------|--|-----------------------|
| <b>Routines</b>       | <b>W Taking Attendance: Two Piles</b> | Attendance chart, Transition Cards: Names, pile labels | When students arrive  |
| <b>Nursery Rhymes</b> | <b>W Pat-a-Cake</b>                   | Nursery Rhymes and Songs Poster 35                     | During morning circle |

### Routines

Whole Group

#### Taking Attendance: Two Piles

Take attendance the same way you did on Day 12. Refer to **Day 12, Taking Attendance: Two Piles** for detailed instructions on how to lead this activity.

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

### Nursery Rhymes

Whole Group

#### Pat-a-Cake



**Note:** When drawing the letter in the air, make sure to draw it so that it is oriented correctly towards the student (i.e., not backwards). Students will not know how to draw letters themselves; they should simply make a motion in the air with their pointer finger at the appropriate time during the rhyme.

- Teach students the motions that go along with the rhyme “Pat-a-Cake.” For an example of suggested language to use when teaching motions, see **Day 2, Head and Shoulders, Knees and Toes**.
- Explain that you are going to say the rhyme about a particular student, and you are going to say the first letter of the student’s name in the rhyme.
- Choose a student to sing about, and tell students the first letter of the chosen student’s name. Show students the motions as you sing.

- Then, have students sing and do the motions with you.

| When you say . . .   | Do this . . .                          |
|--|--|
| Pat-a-cake, pat-a-cake, baker's man!<br>Bake me a cake as fast as you can. | Alternate slapping thighs and clapping |
| Pat it   | Pat knees                              |
| Prick it   | Point with index fingers               |
| And mark it with a [name's first letter],                                  | Draw letter in air with pointer finger |
| And put it in the oven for [student's name] and me.                        | Point at person named then self        |

## Skills

|                      |   | Exercise              | Materials  | Minutes |
|----------------------|---|-----------------------|--|---------|
| <b>Small Group 1</b> |  | Warm-Ups              | Transition Cards: Capital Letters; Nursery Rhymes and Songs Poster 35                      | 10      |
|                      |   | Say Your Letter       |  |         |
| <b>Small Group 2</b> |  | Warm-Ups              | Finger paints; trays or cookie sheets for each student; hand wipes or paper towels; smocks | 10      |
|                      |   | Finger Painting Lines |  |         |

**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

##### Say the Rhyme

Lead students in singing the nursery rhyme “Pat-A-Cake.” Demonstrate the motions that go along with the song and have them join in.

#### Say Your Letter

Each student will have an opportunity to say the first letter of their name while the group says the rhyme. Use the **Capital Letter Cards** to remind students of the first letter of their name.

- Explain to students that they are going to each get a chance to say the first letter of their name while the group sings “Pat-A-Cake.”
- Show students a **Capital Letter Card** that shows the first letter of the name of one of the students in the group. Ask students whose name begins with that letter.
- Give the **Capital Letter Card** to the student whose name starts with that letter. Continue around the circle.
- Explain that everyone is going to say “Pat-A-Cake” and you want the student you are singing about to hold up their letter when you point to them (point after “Mark it with an X”).
- Say the rhyme once for each student in the 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.

### Finger Painting Lines

#### Learning Center

Put finger paints in the Art Center for students to practice drawing lines.

**Note:** *During Finger Painting Lines, you do not need to wipe down the finger paint trays between groups, but you may need to add more paint to each tray for the second group.*

Students will use finger paints to draw horizontal and vertical lines on a tray. Students make small motions with their wrists and fingers in preparation for making marks on a horizontal surface holding a writing utensil. The tray provides boundaries that help students start and stop their lines.

- Squirt paint into each tray and give one to each student.



- Have students spread the paint around in the tray with their hands to create a surface in which they can make marks.
- Explain that you are going to practice drawing lines from top to bottom and side to side in your trays.
- As students explore the finger paint, help each student make vertical lines from top to bottom and horizontal lines from left to right in their tray. Then, have them erase the paint by swishing it around with their palms before trying again.

## Listening & Learning

|                                   | Exercise   | Materials   | Minutes                 |
|-----------------------------------|--|---|-------------------------|
| <b>Introducing the Read-Aloud</b> | <b>W</b> <b>Print Awareness</b>                      | <i>My Amazing Body</i> by Pat Thomas  | 5                       |
|                                   | <b>Purpose for Listening</b>                         |   |                         |
| <b>Presenting the Read-Aloud</b>  | <b>W</b> <b><i>My Amazing Body</i> by Pat Thomas</b> | <i>My Amazing Body</i> by Pat Thomas  | 10                      |
| <b>Discussing the Read-Aloud</b>  | <b>W</b> <b>What's the Big Idea?</b>                 | <i>My Amazing Body</i> by Pat Thomas; chart paper; marker, magazine cut-outs of foods, exercises, and hygiene | 10                      |
| <b>Extension Activity</b>         | <b>L</b> <b>Basic Needs Picnic</b>                   | Picnic basket; blanket; pretend food  | During learning centers |

### Introducing the Read-Aloud

5 minutes

Whole Group

#### Learning Center

Place *My Amazing Body* in the Library Center so students can practice identifying book parts and look more closely at the pictures while pretend reading.

#### Print Awareness

- Identify the title of the book. Then, point to the first letter in the title and tell students to start reading the words in the title there.
- Slide your finger from left to right as you read each word, pausing at the end of each word.

*"The title of this book is My Amazing Body. I am going to start reading the words here and go across. My . . . Amazing . . . Body."*

- Explain to students how you can tell when a word ends and a new word begins.

*"Words have a space in between them; that is how you can tell when one word ends and another begins. Let's count the words in the title together."*

- Read the title again as you model counting by holding your own fingers up as you read each word.

*"My, then there's a space; that's one. Amazing, then there's a space; that's two. Body, then there's a space and that's the last word; that's three words! So how many words are there in our title?"*

- Explain to students that some words are longer than others because they have more letters in them.

*"Look at the word Amazing, that is a long word. It has lots of letters*

*in it. It's longer than the first word, My, and longer than the last word, Body."*

- Point to the author's name as you read it and explain what the author does.

*"The author of this book is Pat Thomas. What does the author do to help make the book?"*

*The author writes the words in the book. Who can come point to the author's name on the front cover of our book?"*

- Call on a few students to point to the author's name.

### **Purpose for Listening**

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- Tell students to listen to find out how to keep their bodies healthy

*"Our bodies can do lots of things. We also need to do things to care for our body and keep it healthy. Listen as I read the book My Amazing Body by Pat Thomas to find out how to keep your body healthy. I'm going to read the words in the book just like I read the words in the title."*

# My Amazing Body by Pat Thomas

**Note:** Below are select page cues from *My Amazing Body* by Pat Thomas. There is also space for notes under pages that provide good opportunities for engaging students in the read-aloud. Use the notes space provided to plan how to make the read-aloud interactive, adding additional notes where you see fit.

➔ PAGE 5 (TITLE PAGE) . . . Illustrated by Lesley Harker

- Tell students what the illustrator does.

"The illustrator is the person who draws the pictures in the book."

➔ PAGE 8 . . . than any computer.

- Explain what a brain is and describe how thought bubbles represent thoughts.

"This boy is using his brain to think. Your brain is a body part hidden inside your head. These pictures show the different things he's thinking. I can tell he is thinking about these things because they are in bubbles on the page."

- Point to each thought bubble.

➔ PAGE 11 . . . having to tell it to.

- Discuss with students a time they got hurt and it healed.

"Have you ever scraped or grazed your knee? Did it get better?"

"That is your body healing itself."

➡ PAGE 13 . . . are fun as well.

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➡ PAGE 15 . . . it needs to grow.

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➡ PAGE 19 . . . breathe in more air.

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➔ PAGE 20 . . . free from germs.

- Explain what germs are and why you wash your hands at school.

*"Germs are little living things that make you sick. You can't see germs, but they are there. At school we wash our hands to make sure we get rid of all of the germs so we don't get sick."*

➔ PAGE 25 . . . get better more quickly.

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## Discussing the Read-Aloud

10 minutes

Whole  
Group

### What's the Big Idea?

#### What's for Dinner?

- Tell students you are going to describe some dinners and they are going to decide whether a dinner is healthy or not healthy.

*"I am going to describe some dinners. Some of these dinners are healthy and have a lot of different kinds of food. Some of these dinners are not very healthy and have a lot of the same kinds of food. I want you to show me a 'thumbs-up' if the dinner is healthy and has lots of different kinds of foods. Show me a 'thumbs-down' if the dinner is not very healthy and has all of the same kind of food."*

- broccoli, chicken, rice, apples, and milk
- candy, cookies, and soda
- ice cream sundae, potato chips, and chocolate milk
- corn, chicken and cheese tortilla, strawberries, and water
- macaroni and cheese, green beans, fish, orange juice

### ***Tell Me about a Time You Were Sick or Hurt***

- Show students Page 11 and reread the text ending with “. . . you having to tell it to.”
- Show students Pages 24 and 25 and reread the text ending with “. . . get better more quickly.”
- Ask students to share a story about being sick and how they got better.

*“In the book we learned that when you are hurt or sick your body can make you better without you having to think about it or tell it to. Have you ever been hurt or sick before? What did it feel like? How long did it take for you to get better?”*

- Recast students’ answers to include an explanation of how their body healed and made them better.

### ***Healthy Web***

- Remind students of what they learned during the read-aloud and explain the purpose of the Healthy Web and what it will look like when it is complete (see Advance Preparation for an example of the beginning of a Healthy Web).

*“We just learned about a lot of things we can do to keep our bodies healthy and feeling good. We are going to try to remember what we can do to keep ourselves healthy. We are going to make a web showing all the things we know about being healthy. It is called a web because it’s going to look like a spider’s web when I’m finished. Watch and see if you think it looks like a spider’s web. I have already written some things in our web (see Advance Preparation). In the middle it says healthy because we are thinking of things that keep us healthy.”*

- Describe the image you chose to represent *healthy*.
- Describe the three categories you will be discussing today.

*“Over here it says food (exercise, staying clean) so we are going to try to think of foods (exercise, cleaning habits) that keep us healthy. There is a line connecting food to healthy because we are going to think of foods that keep us healthy.”*

- Describe the image you chose to represent healthy foods (exercise, staying clean).

*“So, let’s see what we can add to our web. First let’s think about foods that keep us healthy. I am going to call on someone to come up and pick a healthy food to put on our web.”*

- Call on a few students to come up and pick foods from the images you cut out of magazines.
- Ask students to describe the image to the class and explain why they picked it (e.g. “I like eating green beans and they are a healthy vegetable.”). Let the student help you affix the image to the web.
- Then, draw a circle around the picture and draw a line to the circle that says “foods.”

*“This says food so I am going to connect this picture of healthy foods to the circle that says food.”*

- Spread the exercise images and then the staying clean images on the floor and use the same steps to complete the other two parts of the web.
- When the web is complete, review the categories and the pictures the students chose for each category. Remind students that this web shows them things they can do to stay healthy; eating healthy foods such as \_\_\_\_\_, staying clean by \_\_\_\_\_, and exercising by \_\_\_\_\_.

## Extension Activity

Learning  
Center

### Basic Needs Picnic

Continue this activity during Learning Centers. See **Day 14, Basic Needs Picnic** for detailed instructions on this Extension Activity.