

The Body Beautiful

Grade Level: Kindergarten

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Length of Unit: Ten days

I. ABSTRACT

Through the use of games, costumes, and hands-on activities, the students will explore and discover their five senses and the body parts associated with them. The unit also teaches the importance of taking care of your body with exercise, cleanliness, and healthy foods.

II. OVERVIEW

A. Concept Objectives

1. Identify the five senses: sight, hearing, smell, taste, touch.
2. Associate each of the five senses with the appropriate body part.
3. Demonstrate knowledge of proper care of the human body.
 - a. exercise
 - b. cleanliness/hygiene
 - c. healthy foods
 - d. rest

III. BACKGROUND KNOWLEDGE

Hirsch, Jr. E.D. *What Your Kindergartner Needs to Know*. New York: Dell Publishing Company, 1991 ISBN 0-590-44977-X

Hirsch, Jr. E.D. *A First Dictionary of Cultural Literacy: What Our Children Need to Know* Boston: Houghton Mifflin Company, 1996 ISBN 0-395-82352-8

Rice, Melanie and Chris. *My First Body Book*. New York, Dorling Publishing Company, 1995, ISBN 1-56458-893-9

IV. RESOURCES

Wade, Joan; Wade, Karen K.; Yawkey, Thomas D.; Sucker, Floyd. McGraw Hill School Division, Oklahoma City, Oklahoma 1988, *All Eyes*, ISBN 0-07-063996-5; *My Nose Knows*, ISBN 0-07-063998-1; *The Yummy in the Tummy Book*, ISBN 0-07-063999-X; *Toco Toucan's Touch Book*, ISBN 0-07-063995-7; *All Ears*, ISBN 0-07-063997-3

Dunn, Lloyd M., Ph.D., *Peabody Language Development Kit*. Circle Pines, Minnesota American Guidance Service, 1981.

The Mailbox Magazine, October/November 1994. Preschool-Kindergarten issue.

System-Balance-Change, Life Science, Grade: Kindergarten, 198 Polk County Public Schools

V. LESSONS

A. Lesson One: I See! I See!

1. Objectives/Goals
 - a. The students will associate the sense of sight with their eyes.
 - b. The students will use visual observation skills to identify and describe objects on the basis of color, shape, and size.
2. Materials
 - a. Large and small red, yellow, and blue cubes
 - b. Large and small red, yellow, and blue spheres
 - c. Rectangle, circle, square, and triangle shapes
 - d. Peabody Language Kit manikin

- e. Book, *All Eyes*
- f. Eye apron, chart, marker, magazines
- g. “Observing My Senses” booklet (Appendix B)
- 3. Prior knowledge for students
 - a. The students will recognize objects by shape, color, and size.
- 4. Key vocabulary
 - a. Same, different, large, small, square, triangle, rectangle, circle, eyes, sight
 - b. Core Knowledge saying, “Look before you leap.”
- 5. Procedures/activities
 - a. The teacher, wearing the Eye Apron, will display a manikin and ask the students to name the following body parts: eyes, ears, nose, tongue, and skin.
 - b. The students will play the game “Look and See” (Appendix A). Game continues until interest fades.
 - c. Discuss the body parts used to identify the missing items.
 - d. Discuss and list on a chart how we use our sight/eyes (read, watch TV, etc.).
 - e. Teacher reads book, *All Eyes*.
- 6. Evaluation/Assessment
 - a. The students will draw four objects they can see on the “I can see...” page of their “Observing My Senses” booklet (Appendix B).
- 7. Culminating Activity
 - a. The students will illustrate the saying, “Look before you leap.” (Appendix C)
 - b. The students will cut out pictures of things they see in magazines and put them in pockets of the Eye Apron. The pictures can be shared and used to review at the beginning of Lesson Two.

B. Lesson Two: I Hear! I Hear!

- 1. Objectives/Goals
 - a. The students will associate the sense of hearing with their ears.
 - b. The students will identify and name common sounds.
- 2. Materials
 - a. Peabody Kit manikin, Peabody Kit record of animal and household sounds, book *All Ears*, chart, marker, magazines, “Observing – My Senses” booklet (Appendix B) Eye Apron, Ear Apron (Appendix G).
- 3. Prior Knowledge for Students
 - a. The eyes give us our sense of sight.
 - b. The students will know the animal and household sounds.
- 4. Key Vocabulary
 - a. Ears, hearing
- 5. Procedures/Activities
 - a. The teacher, wearing the Eye Apron, uses pictures from the previous lesson to review.
 - b. The teacher, wearing the Ear Apron, uses the manikin to show body parts. The teacher will point out the ears and ask if anyone knows how we use our ears.
 - c. The teacher will play the record of animal and household sounds for the students to identify.
 - d. The teacher will discuss the importance of our sense of hearing and list things we hear on a chart.
 - e. The teacher reads the book, *All Ears*.
- 6. Evaluation/Assessment
 - a. The student will draw four objects they can hear on the “I can hear...” page of their “Observing – My Senses” booklet. (Appendix B)
- 7. Culminating Activity

- a. The students will play the “Listening Game”. (Appendix D)
- b. The students will cut out magazine pictures of things they hear and put them in the pockets of the Ear Apron. The pictures can be shared and used for review at the beginning of Lesson Three.

C. Lesson Three: I Smell! I Smell!

1. Objectives/Goals
 - a. The students will associate the sense of smell with their noses.
 - b. The students will identify and name familiar substances by their odor.
2. Materials
 - a. Nose, Eye, and Ear Aprons, book *My Nose Knows*, sensory bottles (Appendix E), chart, marker, magazines, three identical paper bags, one orange, peanut butter, chocolate chips, “Observing – My Senses” booklet (Appendix B).
3. Prior Knowledge for Students
 - a. The eyes give us our sense of sight.
 - b. The ears give us our sense of hearing.
4. Key Vocabulary
 - a. Smell, nose, odor, odorless
5. Procedures/Activities
 - a. The teacher, wearing the Ear Apron, uses the pictures from the previous lesson to review.
 - b. The teacher, wearing the Nose Apron, asks the students to assemble the manikin. Point out the nose and ask if anyone knows how we use our nose.
 - c. The teacher will ask students to take turns smelling the bag with the orange (cut into pieces), the bag with the peanut butter, and the bag with the chocolate chips. Open the bag just enough so the students can smell the contents without seeing what is inside. After each child has a turn, ask if they can identify the contents of each bag. Ask them what sense and body part they used.
 - d. Discuss and list on a chart how we use our sense of smell (smoke – danger).
 - e. The teacher will read the book, *My Nose Knows*.
6. Evaluation/Assessment
 - a. The students will draw four things they can smell on the “I can smell…” page of their “Observing – My Senses” booklet. (Appendix B)
7. Culminating Activity
 - a. The students will identify the smells in the sensory bottles. (Appendix E)
 - b. The students will cut out magazine pictures of things they smell and put them in the pockets of the Nose Apron. The pictures can be shared and used for review at the beginning of Lesson Four.

D. Lesson Four: I Taste! I Taste!

1. Objectives/Goals
 - a. The students will associate the sense of taste with their tongue.
 - b. The students will identify and name tastes that are sweet, sour, and salty.
2. Materials
 - a. Tongue, Eye, Ear, and Nose Aprons (Appendix G), book *The Yummy in the Tummy*, salt, sugar, bread, lemon juice, chart, marker, magazines, paper plates, small cups, water, manikin, “Observing – My Senses” booklet (Appendix B).
3. Prior Knowledge for Students
 - a. The eyes give us our sense of sight.
 - b. The ears give us our sense of hearing.
 - c. The nose gives us our sense of smell.
4. Key Vocabulary
 - a. Sweet, sour, salty, tongue, taste

5. Procedures/Activities
 - a. The teacher, wearing the Nose Apron, uses pictures from the previous lesson to review.
 - b. The teacher, wearing the Tongue Apron, asks students to assemble the manikin. Discuss the mouth and tongue.
 - c. The teacher passes out pieces of bread (prepared ahead of time) that have been sprinkled with sugar for tasting. After students eat the bread, ask them to describe the taste. Have them name other foods that are sweet. Write their responses on a chart.
 - d. The teacher passes out pieces of bread (prepared ahead of time) that have been sprinkled with salt. After students eat the bread, ask them to describe the taste. Have them name some foods that are salty. Write their responses on a chart.
 - e. The teacher passes out cups of water containing lemon juice (prepared ahead of time) for tasting. After drinking the mixture, ask the students to describe the taste. Have them name other foods that are sour. Write their responses on a chart.
 - f. Read foods listed on the chart and classify by taste. Discuss how we can tell if a food is sweet, salty, or sour. Name the body part we use.
 - g. The teacher reads the book, *The Yummy in the Tummy*.
6. Evaluation/Assessment
 - a. The students will draw one sour food, one salty, and two sweet foods on the “I can taste...” page of their “Observing – My Senses” booklet. (Appendix B)
7. Culminating Activity
 - a. The students will cut out magazine pictures of food and put them in the pockets of the Tongue Apron. The pictures can be shared and used to review at the beginning of Lesson Five.

E. Lesson Five: I Touch! I Touch!

1. Objectives/Goals
 - a. The students will associate the sense of touch with their skin.
 - b. The students will use their sense of touch to describe objects by shape or texture.
2. Materials
 - a. Hand, Eye, Ear, Nose, and Tongue Aprons, book *Toco Toucan’s Touch Book*, four cloth bags, large, small, rough, and smooth cubes and spheres; Sandpaper Sticks (Appendix F), Feeling Sticks (Appendix F), magazines, chart, marker, “Observing – My Senses” booklet (Appendix B), manikin, paper, and crayons
3. Prior Knowledge for Students
 - a. The eyes give us our sense of sight.
 - b. The ears give us our sense of hearing.
 - c. The nose gives us our sense of smell.
 - d. The tongue gives us our sense of taste.
4. Key Vocabulary
 - a. Skin, touch, feeling, rough, smooth, texture
5. Procedures/Activities
 - a. The teacher, wearing the Tongue Apron, uses pictures from the previous lesson to review.
 - b. The teacher, wearing the Hand Apron, will ask students to assemble the manikin. Discuss the hands and skin.
 - c. The students will take turns feeling an object in a bag and describing how the object feels. Each student should get a turn.
 - d. The students, using paper and crayons, will do rubbings of objects (inside or outside) with different textures.

- e. The students will share their rubbings and describe the texture as the teacher makes a list of smooth and rough objects on a chart.
- f. The teacher reads *Toco Toucan's Touch Book*.
- 6. Evaluation/Assessment
 - a. The students will draw pictures of two smooth objects and two rough objects on the "I can touch..." page of their "Observing - My Senses" booklet. (Appendix B)
- 7. Culminating Activity
 - a. The students will match textures using the Sandpaper Sticks (Appendix F) and the Feeling Sticks. (Appendix F)

F. Lesson Six: Pop! Sniff! Crunch!

- 1. Objectives/Goals
 - a. Review of the five senses
- 2. Materials
 - a. Popcorn, air popper, butter flavoring, salt, butter, salt flavoring, small paper bags, container of unpopped popcorn, class graph for popcorn preferences (Appendix H), "We All Live Together" album by Greg & Steve, Volume 2, side 2 "Popcorn" song, record player
 - b. Book, *My Five Senses* by Aliki
- 3. Prior Knowledge for Students
 - a. Knowledge of the five senses.
- 4. Key Vocabulary
 - a. Senses, sight, touch, taste, smell, hearing
- 5. Procedures/Activities
 - a. Using an air popper, pop a sizable amount of popcorn kernels. As corn is popping, ask students to describe the sights, sounds, and smells of the popping corn.
 - b. Place a small container of popped and unpopped kernels at each table. Ask the students to feel and describe the difference between the two forms of corn.
 - c. Give each student a serving of popped corn and have him/her put his/her taste buds to the test.
 - d. Serve students small samplings of differently seasoned popcorn (salted, buttered, salted and buttered).
- 6. Evaluation/Assessment
 - a. Ask the students to identify the different tastes, then record their preferences on a class graph. (Appendix H) Discuss which was liked the most and the least.
- 7. Culminating Activity
 - a. Play "Popcorn" song on side 2, Volume 2 of Greg & Steve's album, "We All Live Together," Youngheart Records. Let students sing along and do movement and actions.

G. Lesson Seven: The Bare Bones

- 1. Objectives/Goals
 - a. The students will become aware that exercise is important to keep our bodies healthy.
- 2. Materials
 - a. Adults in black body suits with Velcro attachments that hold representations of the large bones of the body, tape with "Where, Where, They're Everywhere" song.
- 3. Prior Knowledge for Students
 - a. The students will acknowledge the fact that the body has bones and muscles that allow us to exercise (i.e. run and play).
- 4. Key Vocabulary
 - a. Exercise, bones, muscles
- 5. Procedures/Activities

- a. Ask students to give some examples of exercise. List these on a chart tablet and discuss each one. Eliminate any that are not considered exercise.
 - b. Ask students to tell what parts of the body are used when we exercise.
 - c. Turn on the tape recorder with the song tape and have adults in black body suits perform their song.
 - d. Use the adults to reinforce the importance of the bones in exercise and activity. Ask students what they would be able to do if there were no bones in our arms (have adults remove bones from arms). Continue with the legs and other body parts asking the same question.
6. Evaluation/Assessment
 - a. Use activity sheet (Appendix J) to identify those activities that require bones for exercise.
 7. Culminating Activity
 - a. Students will play “Doggie, Doggie, Where’s Your Bone?”

H & I Lessons Eight and Nine: Good for You!

1. Objectives/Goals
 - a. The students will become aware of the importance of good food to keep our bones strong and give the ability to help us exercise.
2. Materials
 - a. An apple, a candy bar, large manila paper folded in half and labeled Good for You on one half and Not Good for You on the other half, magazines, scissors, and glue for each student, a variety of fruit, vegetables, candy, cookies, fruit juice, soda, and paper plates.
3. Prior Knowledge for Students
 - a. We must eat food to live and have energy to move around.
4. Key Vocabulary
 - a. Energy, nutritious, fast food
5. Procedures/Activities
 - a. Students will draw what they had for supper the night before and for breakfast this morning on the labeled manila paper. Label their meals for them if they are unable.
 - b. List all the meals on the chalkboard.
 - c. Hold up an apple and a candy bar. Discuss what is nutritious food and what is not and why.
 - d. Have students circle their good food choices on the manila paper.
 - e. Ask students to vote as you pose the following questions:
 - (1) Who would have more energy, one that ate cereal with a banana for breakfast or a pop tart?
 - (2) Would you have more energy if you ate spaghetti for lunch or chips and a cookie?
 - (3) Would you have more energy to play soccer if you ate nutritious food before you played or if you ate fast food like a doughnut?
6. Evaluation/Assessment
 - a. The students will make a collage of pictures cut from magazines on a large piece of manila paper. One half of the paper will be labeled Good for You and the other half labeled Not Good for You.
7. Culminating Activity
 - a. The students will prepare a plate of “good for you” foods from a table of fruit, pretzels, popcorn, carrots, celery, pieces of candy, cookies, fruit juice and soda.

C. Lesson Ten: Scrub a Dub Dub

1. Objectives/Goals
 - a. To make students aware of how germs are spread through a cough/sneeze.
2. Materials
 - a. Paper plates, tissue, ¼ sheet pink construction paper for each student, crayons, water-filled spray bottle, colored piece of construction paper.
3. Prior Knowledge for Students
 - a. Germs are bad for you.
4. Key Vocabulary
 - a. Germs, sneeze, cough, cold, sick, disease
5. Procedures/Activities
 - a. Discuss with the students about having a cold/being sick. How did they feel?
 - b. Using a spray bottle of water, spray it in the light to demonstrate how the germs in a cough/sneeze travel if our mouths are not covered. Continue to demonstrate with the spray bottle by spraying a piece of colored construction paper.
 - c. Teach rhyme, “Cover your mouth when you cough or sneeze, so you won’t spread disease.”
 - d. Demonstrate how passing germs can be prevented by placing a tissue over the water bottle when it is sprayed.
 - e. Discuss other ways of preventing germs from spreading.
 - (1) Cleaning hands after using the restroom, before eating, and after coughing/sneezing.
 - (2) Keeping personal items apart.
6. Evaluation/Assessment
 - a. Have students illustrate on manila paper two ways they can prevent the spread of germs.
7. Culminating Activity
 - a. Provide each student with a small paper plate, a tissue, and a piece of construction paper to make their own example of stopping germs from spreading. (Appendix K)