

# “Every-body” Is Special

**Special Area:** Preschool, Level II

**Written by:** Lisa Levesque, Lincoln Academy Preschool, Arvada, Colorado

**Length of Unit:** Five lessons (approximately 15 – 20 minutes each)

## I. ABSTRACT

This unit, utilizing skills and literature from the *Core Knowledge Preschool Sequence*, will teach children about body parts and the five senses.

## II. OVERVIEW

- A. Poems/Songs (Level II, page 44)
  - 4. “Clap Your Hands”
  - 5. “Do Your Ears Hang Low?”
  - 6. “Head, Shoulders, Knees, and Toes”
  - 7. “If You’re Happy and You Know It”
  - 8. “Open Shut Them”
  - 9. “Where Is Thumbkin?”
- B. Art Works (Level II, page 98)
  - 4. *Head of a Man*, Paul Klee
  - 5. *Little Fourteen Year Old Dancer*, Edgar Degas
- C. Movement and Coordination (Level II, page 14)
  - 4. Relax specific body muscles and/or the whole body, moving from a high activity level to a quiet, focused state.
- D. Autonomy and Social Skills (Level II, page 18)
  - 4. Internalize and conceptualize an image of one’s body.
  - 5. Draw a dimensional picture of a person that includes a head, eyes, eyebrows, nose, mouth, hair, neck, body, arms with hands, legs with feet.
- E. Oral Language (Level II, pages 31- 35)
  - 4. Noun/word labels within the following general categories: body parts.
  - 5. Body parts: ankle, arm, back, body, cheek, chest, chin, ear, elbow, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, head, heel, hip, knee, lips, mouth, nail, neck, nose, shoulder, stomach, teeth, toe, tongue, waist, wrist.
- F. Emerging Literacy Skills (Level II, page 59)
  - 4. Draw on paper: horizontal line, vertical line, circle, bowl, bridge.
- G. Mathematical Reasoning and Number Sense (Level II, pages 62-63)
  - 4. Identify pairs of objects and musical sounds as the same or different.
- H. Orientation in Space (Level II, page 78)
  - 4. Follow oral directions to move from one location to another.
- I. Scientific Reasoning and the Physical World (Level II, pages 84-85)
  - 4. Identify and describe key physical and sensory characteristics of humans, as well as human needs.
  - 5. Identify basic organs, their location, and function: heart, lungs.
  - 6. Identify the senses and body parts with which they are associated.
- J. Visual Arts
  - 4. Create non-representational and representational works, such as printing, painting, drawing, collage, and sculpture.
  - 5. Look at and talk about works of art.
- K. Music
  - 4. Move to music individually, interpreting and modifying one’s movements according to the music’s tempo (slow, fast).

### III. BACKGROUND KNOWLEDGE

- A. *Core Knowledge Preschool Sequence*. Charlottesville, VA: Core Knowledge Foundation, 2000. ISBN 1-8905/7-21-6.
- B. Holden, Arianne. *Fun To Learn—My Body*. New York, NY: Lorenz Books, 1998. ISBN 1859678335.
- C. Kaufman, Joe. *How We Are Born, How We Grow, How Our Bodies Work, and How We Learn*. New York, NY: Western Publishing Company Inc., 1975. ISBN 75-11069.
- D. Anholt, Laurence. *Degas and the Little Dancer*. Hauppauge, NY: Barron’s Publishing. ISBN 0-8120-6583-2.

### IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS

- A. Draw a simple line drawing of a person, such as a stick figure.
- B. Carry out oral directions: multi-step directions, accompanied by a preliminary demonstration.
- C. Attend and listen to illustrated books. Describe an illustration.
- D. Perform activities requiring small muscle control. Draw on paper: horizontal line, vertical line, circle, and point.
- E. Listen to, sing, and perform children’s songs and finger plays with others.
- F. Use various tools and techniques in completing art projects.

### V. RESOURCES

- A. *Core Knowledge Preschool Sequence*. Charlottesville, VA: Core Knowledge Foundation, 2000. ISBN: 1-8905/7-21-6 (Lessons One- Five).
- B. Anholt, Laurence. *Degas and the Little Dancer*. Hauppauge, NY: Barron’s Publishing. ISBN 0-8120-6583-2 (Lesson Five).
- A. Holden, Arianne. *Fun To Learn—My Body*. New York, NY: Lorenz Books, 1998. ISBN 1859678335 (Lessons One-Four).
- A. Kaufman, Joe. *How We Are Born, How We Grow, How Our Bodies Work, and How We Learn*. New York, NY: Western Publishing Company Inc., 1975. ISBN 75-11069 (Lessons One-Four).
- B. Lanza, Janet R. and Flahive, Lynn K. *Just for Kids- Basic Concepts*, Lingui Systems, East Moline, IL, 2002, ISBN 0-7606-0421-5 (Lesson One)

### VI. LESSONS

#### Lesson One: Marvelous Me!

- A. Daily Objective(s)
  - 1. Students will learn the song “Head, Shoulders, Knees, and Toes”.
  - 2. Students will examine the artwork *Head of A Man* by Paul Klee.
  - 3. Students will draw a dimensional picture of a person that includes a head, eyes, eyebrows, nose, mouth, hair, neck, body, arms with hands, legs with feet.
- A. Grouping
  - 2. Small group and whole group instruction
- A. Materials and Preparation
  - 1. A copy of the song “Head, Shoulders, Knees and Toes” (Appendix A)
  - 2. A copy of same, different, alike worksheet (Appendix H)
  - 3. A copy of unit assessment for each child (Appendix B)
  - 4. A copy of *Head of A Man* by Paul Klee
  - 5. One box of skin colored crayons for each child
  - 6. One tub of crayons for each group to share
  - 7. One piece of large butcher paper, 3-4 feet long for each child

8. Various “body part” activities such as Mr. Potato Head, body parts puzzles, coloring pages, etc.
  9. A copy of Sesame Street song “One Fine Face”
- C. Language of Instruction
1. Teacher: artist, artwork, project
  2. Students: poem, ears, head, shoulders, knees, toes, eyes, eyebrows, nose, mouth, hair, neck, body, arms, hands, feet
- D. Procedures/Activities
1. Begin activity time by singing, “Head, Shoulders, Knees and Toes”.
  2. Ask, “What parts of our body were we singing about?”
  3. “You’re right! We were singing about our head, our shoulders, our knees, and our toes. They are all parts of our body! Let’s say them together.” (Repeat with children.)
  4. Point to the following body parts and ask children if they know what they are: ears, eyes, eyebrows, nose, mouth, hair, neck, arms, hands, feet.
  5. Modify the song using different body parts, but keep “Head” each time. (“Head, Mouth, Neck and Feet”, “Head, Nose, Eyes, and Ears” etc.) Continue modifying the song until all body parts discussed above are addressed.
  6. “Great job! Who can tell me which body part was in our song every time?” (Head.)
  7. “Right—our head! Even though we all have heads, are all our heads the same?” (No.) “Why not? What are some things that are different about our heads?” (Hair color, shape, size, hair length etc.)
  8. “Let’s look at a piece of artwork by an artist named Paul Klee. The name of this painting is *Head of A Man*.”
  9. “Why do you think this artwork was named *Head of a Man*?” (It looks like someone’s head.)
  10. “You’re right—it DOES look like someone’s head! How can we tell that it’s a head and not a foot?” (It has eyes, nose, mouth, eyebrows.)
  11. “Today, we are going to begin a project that we will be working on all week. We are going to draw a picture of ourselves!” Give examples such as “Hannah will draw a picture of herself”, “Matthew will draw a picture of himself” etc.
  12. Divide children into two groups. Group one will work with the teacher on the project, group two will go to the designated activity station to work on body part puzzles and worksheet activity (Appendix H).
  13. Each child in the group one will receive a piece of butcher paper. They will lie down on their backs while the teacher traces them onto the paper.
  14. After the tracing is finished, the teacher will instruct the small group on what body parts to color.
  15. The body parts that should be colored are: head, hair, eyes, ears, nose, mouth, and eyebrows. Children should draw their “person” as they look. If Hannah has brown hair and blue eyes, she should draw brown hair and blue eyes on her paper. Be sure to observe that the students are drawing themselves correctly.
  16. When activity is finished, roll up the drawings and save for future activities and assessments. Drawings can also be displayed on walls if space allows.
  17. Switch groups and repeat activity.
  18. Follow up activity with the song “One Fine Face” or another appropriate song or book.
- G. Go A Little Further
1. For students who have difficulty, focusing only on the “head” body parts during the initial song to emphasize what the head is can modify the project.

2. For students who excel, the students can create their own *Head of a Man* using various shapes.
- H. Assessment/Evaluation
1. Use Appendix B (assessment), checklist questions, to record student's ability to identify head, eyes, ears, nose, mouth, eyebrows, and self-representation at the end of the unit.

### **Lesson Two: Marvelous Me! (The Heart)**

- A. Daily Objective(s)
1. Students will listen to and interact with the books *Fun to Learn—My Body* by Arianne Holden and *How We Are Born, How We Grow...* by Joe Kaufman.
  2. Students will identify the heart and learn where it is located.
  3. Students will cut out pictures of the heart and glue them on their self-portraits from Lesson One.
  4. Students will learn the function of the heart.
- A. Grouping
1. Small group instruction and whole group instruction
- A. Materials and Preparation
1. A cassette tape or CD with a heartbeat sound (there are many different baby tapes available with this sound)
  2. A copy of the books *Fun to Learn—My Body* by Arianne Holden and *How We Are Born, How We Grow...* by Joe Kaufman
  3. Each child's self-portrait from Lesson One
  4. A copy of the heart and lung pictures for each child (Appendix C)
  5. A copy of unit assessment for each child (Appendix B)
  6. Red crayons
  7. Scissors for each child
  8. Glue for each child
  9. Stethoscope
- A. Language of Instruction
1. Teacher: beat, blood, heart, parts, imitate
  2. Student: beat, blood, breathe, heart
- A. Procedures/Activities
1. Gather children into a group and play the heartbeat tape.
  2. Say "Let's imitate that pattern by saying 'boom, boom' with our mouths." Continue the pattern over and over the same as the heartbeat.
  3. Ask "Does anyone know what body part makes that sound?"
  4. "It's called the heart." Have students repeat the word.
  5. Show page 9 in the *Fun to Learn* book. Read to the students about how a heart is a muscle and pumps blood around the body.
  6. Show pages 38-40 in the *How We Are Born...* book. Share additional information that you feel is appropriate for your students.
  7. Have the students feel for their heartbeat by putting two fingers on the side of their neck. Explain that their heartbeat is slow right now because they are sitting.
  8. Have the students stand up and run in place for one minute and then have them feel for their heartbeat again.
  9. Ask, "Does your heartbeat feel faster or slower?" (Faster) "Your heart is working harder and faster because your muscles need blood to move faster."
  10. Ask, "Who can tell me what the heart does?" for a quick review.
  11. Divide students into two groups. Group one will work with the teacher on coloring and cutting out their heart and gluing it on their self -portrait. Group two

will do various activities including listening to another child's heartbeat, listening to the heartbeat tape, doing body part puzzles, and looking at various body part books.

12. Switch groups and repeat activities.
- A. Go A Little Further
1. For students who have difficulty, spend more time looking through and explaining the books used in the lesson. Work one on one with the child to help them place their heart cutout on their self-portrait.
  2. For students who excel, let them record their own heartbeat sounds at different tempos, or allow them to be the teacher and "re-teach" the lesson for students who have difficulty.
- B. Assessment/Evaluation
1. Use Appendix B (assessment), checklist questions, to record student's ability to identify and name the heart, its function, and its location at the end of the unit.

### **Lesson Three: Marvelous Me! (The Lungs)**

- A. Daily Objective(s)
1. Student's will internalize and conceptualize an image of one's body by working on their self-portraits.
  2. Students will listen to and interact with the books *Fun to Learn—My Body* by Arianne Holden and *How We Are Born, How We Grow...* by Joe Kaufman.
  3. Students will identify the lungs and learn where they are located.
  4. Students will cut out pictures of the lungs and glue them on their self-portraits from Lesson One.
  5. Students will learn the function of the lungs.
- B. Grouping
1. Small group instruction and whole group instruction
- A. Materials and Preparation
1. A copy of the books *Fun to Learn—My Body* by Arianne Holden and *How We Are Born, How We Grow...* by Joe Kaufman
  2. Each child's self-portrait from Lessons One and Two
  3. A copy of the heart and lung pictures for each child (Appendix C)
  4. A copy of unit assessment for each child (Appendix B)
  5. A small paper bag for each child
  6. Scissors for each child
  7. Blue and pink crayons for each child
- B. Language of Instruction
1. Teacher: air, breathe, lungs, describe, explain, observe
  2. Student: air, breathe, lungs
- C. Procedures/Activities
1. Give each child a paper bag. Show them how to put it over their mouth but still leave a little hole to breathe into.
  2. Say, "Let's blow into our bags and see how big we can get them." Demonstrate and then have the students do it with you.
  3. "Now let's do it again. This time, put one hand on your chest, and use the other hand to hold the bag." Demonstrate and then have the students do it with you.
  4. "Describe or explain to me what you felt your chest doing." (Moving, getting bigger/smaller)
  5. "That's right; your chest was getting bigger and smaller because your lungs were making it do that." Have the students repeat the word lungs.

6. “Our lungs are very important to us because they help us to breathe. What goes into our lungs when we breathe?” (Air) “That’s right, air, goes into our lungs and keeps us breathing.”
  7. Show pages 42-43 in the book *How We Are Born, How We Grow...* by Joe Kaufman and page 9 in the book *Fun to Learn—My Body* by Arianne Holden.
  8. Say “Let me explain how the lungs work.” Explain to the students how the lungs are made of little balloon-like air sacs and that the sacs are surrounded by blood vessels. The blood vessels take some of the oxygen from the air sacs and travel all over the body. Show the pictures in each of the books as you are explaining.
  9. Have the students stand up. Tell them that muscles need oxygen, or air, to move. Have the students do 10 jumping jacks. Say “If we didn’t have oxygen in our muscles, we wouldn’t be able to do those jumping jacks so quickly! Let’s pretend we don’t have very much oxygen in our muscles, what do you think our jumping jacks would look like? Would we move quickly or slowly?” (Slowly) Demonstrate doing jumping jacks slowly and then have the students do them with you.
  10. Say, “So, do you think it’s important that we have oxygen?” (Yes)
  11. “When we breathe, our lungs are working. When we breathe in, or inhale, our lungs fill up with air, which makes our chest get bigger, or expand. When we breathe out, or exhale, our lungs are letting the air go, so our chest flattens.
  12. “Let’s try that together, put your hands on your chest and take a deep breath. Now let your air out. Describe or explain to me what happened.”
  13. Open the book *How We Are Born, How We Grow...* by Joe Kaufman to page 36. Ask the students to point out the lungs in the picture.
  14. Divide students into two groups. Group one will work on their self-portrait by cutting out the lungs from Appendix C. They will color the blood vessels blue and the lungs pink and then glue it on their self-portrait. Group two will work on body part puzzles, and look at books about the body.
- A. Go A Little Further
1. For students who have difficulty, work one on one, helping them feel their chest movements and review pictures in the books to help them further visualize.
  2. For students who excel, further instruct them on how the blood vessels work and then have them draw the blood vessels on their self-portrait.
- A. Assessment/Evaluation
1. Use Appendix B (assessment), checklist questions, to record student’s ability to identify and name the lungs, their function, and their location at the end of the unit.

#### **Lesson Four: My Senses**

- A. Daily Objective(s)
1. Students will interact with the story *My Five Senses* by Aliko.
  2. Students will identify body parts: eyes, ears, nose, mouth, and hands.
  3. Students will identify the sense associated with each body part.
  4. Students will identify pairs of objects.
- B. Grouping
1. Small group instruction and whole group instruction
- C. Materials and Preparation
1. A copy of *My Five Senses* by Aliko
  2. A copy of Sounds of Nature Bingo game for each child (Appendix D)
  3. Cassette tape with sounds from bingo game
  4. Copies of ears for each child (Appendix E)

5. A copy of “What I Like to Taste” for each child (Appendix F)
  6. A copy of “What’s in the Bag?” for each child (Appendix G)
  7. Magazines
  8. Scissors
  9. Glue
  10. Oranges
  11. Bag
  12. Various items for students to taste (sour, sweet, salty, bland), feel, and smell in Centers 2-4. Suggestions: mini candy bars or other candy, apples or other fruit, crackers or chips, and raw vegetables.
  13. A copy of Appendix B (assessment) for each child
- D. Language of Instruction
1. Teacher: author, illustrator, senses, graph, pairs
  2. Student: eyes, ears, nose, mouth, hands, seeing, hearing, smelling, tasting, touching
- E. Procedures/Activities
1. Review “Head, Shoulders, Knees, and Toes” with the class.
  2. Say, “Today we are going to learn about our senses. Our senses help us do lots of things!”
  3. Put orange in the bag. Say, “We want to figure out what is in this bag but we can’t look inside it. What would be a way we could find out what’s in there?”
  4. “Since we can’t look inside, let’s use our hands to feel what it could be.” Pass around the bag and don’t allow children to do anything but feel inside.
  5. “Does anyone have a guess as to what it might be?” (Ball, circle, toy etc...)
  6. “Maybe you’re right. We used our sense of feeling to guess. What body part did we use to feel?” (Hands)
  7. “Let’s use another sense to help us. Let’s use our sense of smell to help us guess.” Pass around the bag and only allow students to smell inside the bag.
  8. “Do you have anymore guesses?”
  9. “Now let’s use our sense of hearing and see if that helps us figure out what is in the bag.” “Did that help us at all?” (No)
  10. “Now we’re going to use a different sense, it’s our sense of taste.” Have all the children close their eyes and give each a piece of orange. Ask them not to say anything, and if they have a guess, to wait until you say it’s ok for them to say it out loud!
  11. “Now, open your eyes. After using our sense of taste, does anyone know what was in the bag?” (An orange!)
  12. “Let’s use our last sense, sight, to see if you are right!” Pass the bag around and have each child look inside. “Were you right?” (Yes!)
  13. “We used our senses to help us decide what was in the bag. Which sense didn’t help us this time?” (Hearing) “That’s right, this time, our ears weren’t very helpful but what if a bell had been in the bag? Would our sense of hearing have been helpful?” (Yes)
  14. Divide class into five groups of 3-5 children per group. Each group will rotate through centers that focus on the five senses.
  15. Centers:
    - a. Center 1: Hearing—Use Sounds of Nature bingo game. Students will identify sounds from a cassette tape that correspond with their bingo card. They will place an “ear” cutout on the square if they hear that sound.

- b. Center 2: Tasting—Students will taste various items and record sour, sweet, salty, or bland on Appendix F.
  - c. Center 3: Feeling—Students will feel different objects in bags and write or draw their guesses on Appendix G.
  - d. Center 4: Smelling—Students will identify and sort which objects smell good and which do not.
  - e. Center 5: Seeing and Hearing—Students will listen to the story “My Five Senses” by Aliko. They will look at the pictures and discuss what is happening before the teacher reads that page.
- F. Go A Little Further
- 1. For students who have difficulty, focus on one particular center to give them more exposure.
  - 2. For students who excel, describe various situations and have them identify the different senses they would use.
- G. Assessment/Evaluation
- 1. Call on students one at a time to assess their knowledge of senses. Use Appendix B assessment to record questions.

**Lesson Five: *Little Fourteen Year Old Dancer***

- A. Daily Objective(s)
- 1. Students will examine the artwork *Little Fourteen Year Old Dancer* by Edgar Degas.
  - 2. Students will interact with the book *Degas and the Little Dancer* by Laurence Anholt.
  - 3. Students will relax specific body muscles and/or the whole body, moving from a high activity level to a quiet, focused state by pretending to be a dancer.
  - 4. Students will create a representational work by using sculpture.
  - 5. Students will move to music individually, interpreting and modifying one’s movements according to tempo (slow, fast).
- B. Grouping
- 1. Whole group instruction
- C. Materials and Preparation
- 1. A copy of the art print *Little Fourteen Year Old Dancer* by Edgar Degas
  - 2. A copy of the book *Degas and the Little Dancer* by Laurence Anholt
  - 3. A block of clay for each student
  - 4. A copy of “Cradle Song” by Brahms and “Can-Can” by Offenbach
  - 5. A tape or CD player- 2
  - 6. 2” of peach colored ribbon for each child
  - 7. 3” piece of tulle for each child
- D. Language of Instruction
- 1. Teacher: slow, fast, artist, create, detail, museum, sculptor, sculpture
  - 2. Student: slow, fast, artist
- E. Procedures/Activities
- 1. Review what has been talked about in previous lessons: senses, heart, lungs, body parts.
  - 2. Say, “Today we are going to find out how important our senses, heart, lungs, and body parts are by looking at another piece of artwork.” Show art print of *Little Fourteen Year Old Dancer*.
  - 3. Tell the students the name of the artwork. “This was created by an artist named Edgar Degas.” Have students repeat the artist’s name.

4. “Edgar Degas was a famous artist and he has paintings in many museums around the world.” “Who can tell me what a museum is?” If students do not know, tell them that it is a big building where we can find many paintings by many different artists.
5. “What can you tell me about this sculpture?” (It’s a girl, she has a pony tail, she’s wearing a skirt.)
6. “Let’s read a story about Degas and why he sculpted this girl.”
7. Read the story. When you get to the pages that show other Degas paintings, point out or have the students identify the body parts or senses being used.
8. When the story is finished, go through the book again, this time allowing students to tell the story in their own words.
9. “Who can tell me why Degas decided to make a sculpture instead of a painting?” (He couldn’t see well enough to paint anymore)
10. “What sense did Degas need to paint?” (Sight) “What senses did he need to make the sculpture?” (Touch and sight)
11. Explain that when Degas would do paintings, he needed to see very small lines and slight changes in color. When he was doing the sculpture, he could make it bigger and so it was easier to see.
12. “Were senses important for Degas to be an artist?” (Yes)
13. “Let’s look at the pictures of the dancers.” “What body parts do you think were most important to them?” (Heart, lungs, legs, arms, eyes)
14. “If the dancers hadn’t had strong hearts, or lungs that worked, they would have a difficult time being wonderful dancers.” “They also needed strong legs to dance, strong arms to help them balance, and eyes to see where they were going!”
15. “Do you think that our body is important?” (Yes) “We need to make sure we take very good care of it by getting exercise, eating good food, resting.” (This will lead into next week’s lessons on nutrition.)
16. “Let’s stand up and get ready to do some of our own dancing.” “When you hear slow music, I want you to dance slowly. When the music is faster, I want you to dance faster but not too crazy. Let’s see how well we can control our muscles. I want to see some beautiful dancing.”
17. Play the music “Cradle Song” by Brahms and “Can-Can” by Offenbach, playing parts of one song and then switching to the other song.
18. Watch to see that the students adjust their movements to match the mood of the music.
19. After you are finished, have each student sit at the table and give them their block of clay.
20. Say, “We are going to create our own sculpture today. We are going to make our own little dancer.”
21. Explain to the students that to the best of their ability, they are to form their clay into a little dancer, like the one from the story. Remind them that it does not need to look exactly like the dancer, but that they should just do their best.
22. When the students have finished forming their dancers, give them each a piece of ribbon and tulle and help them attach to their dancers.
23. Place each completed dancer on a piece of cardboard and allow to dry until the next day.

F. Go A Little Further

1. For students who have difficulty, have them create a person with their clay instead of trying to copy the artwork.

2. For students who excel, give them other tools to help them create details on their sculpture such as eyes, nose, mouth; or have them draw a picture and dictate a story about how their senses help them to do things they like to do.
- G. Assessment/Evaluation
1. Use observation to record student's ability to create a representation piece of artwork. Record on Preschool Assessment Tool.

## VII. CULMINATING ACTIVITY

- A. All About Me Day
1. Display the self-portraits and "dancer" sculptures. Allow students the opportunity to "introduce" themselves and tell the other students about their features on their drawings. This can also be used as a review for the assessment so be sure to allow the students to point out their heart and lungs and their functions. Allow students who excel to go first as it will give the other students an opportunity to hear and see the body parts mentioned repeatedly before it is their turn.
  2. After the students have introduced themselves as mentioned above, allow them to show their sculptures. Ask the following questions to promote oral language development: "Tell me about your sculpture. Does it have a name? What do you like the best about your sculpture? Did you like the story about the little dancer? Why or why not? What part of the story made you happy or sad?"

## VIII. HANDOUTS/WORKSHEETS

- A. Appendix A: "Head, Shoulders, Knees and Toes" Song  
 B. Appendix B: Unit Assessment  
 C. Appendix C: Heart and Lungs Pictures  
 D. Appendix D: Sounds of Nature Bingo Cards  
 E. Appendix E: Ear Picture  
 F. Appendix F: "What I Like to Taste"  
 G. Appendix G: "What's in the Bag?"  
 H. Appendix H: Same, Alike, Different  
 I. Appendix I: Center Suggestions for Unit  
 J. Appendix J: Unit Expansion Ideas

## IX. BIBLIOGRAPHY

- A. *Core Knowledge Preschool Sequence*. Charlottesville, VA: Core Knowledge Foundation, 2000. ISBN 1-8905/7-21-6  
 B. Anholt, Laurence. *Degas and the Little Dancer*. Hauppauge, New York: Barron's Publishing. ISBN 0-8120-6583-2  
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 E. Lanza, Janet R. and Flahive, Lynn K. *Just for Kids- Basic Concepts*. East Moline, IL: Lingui Systems, 2002. ISBN 0-7606-0421-5

APPENDIX A

# HEAD, SHOULDERS, KNEES, AND TOES

(To the tune of "London Bridge is Falling Down".)



Head and shoulders,  
knees and toes,  
knees and toes,  
knees and toes  
Head and shoulders,  
knees and toes,  
That's my body!

(Modify with other body parts.)

APPENDIX B

# UNIT ASSESSMENT: "My Body"

1. Student can identify the following body parts:

HEAD	Yes/	No	EYES	Yes/	No
EARS	Yes/	No	NOSE	Yes/	No
MOUTH	Yes/	No	EYEBROWS	Yes/	No
Five out of six?	Yes/	No			

2. Student can identify his/her portrait from other portraits: Yes/ No

3. Student can name the following organs:

HEART	Yes/	No	LUNGS	Yes/	No
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4. Student can locate the following organs:

HEART	Yes/	No	LUNGS	Yes/	No
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5. Student can tell the function of:

HEART	Yes/	No
-------	------	----

Student's Answer: \_\_\_\_\_

LUNGS	Yes/	No
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Student's Answer: \_\_\_\_\_

6. Student can name the 5 senses: Yes/ No

If no, list those that were missed: \_\_\_\_\_

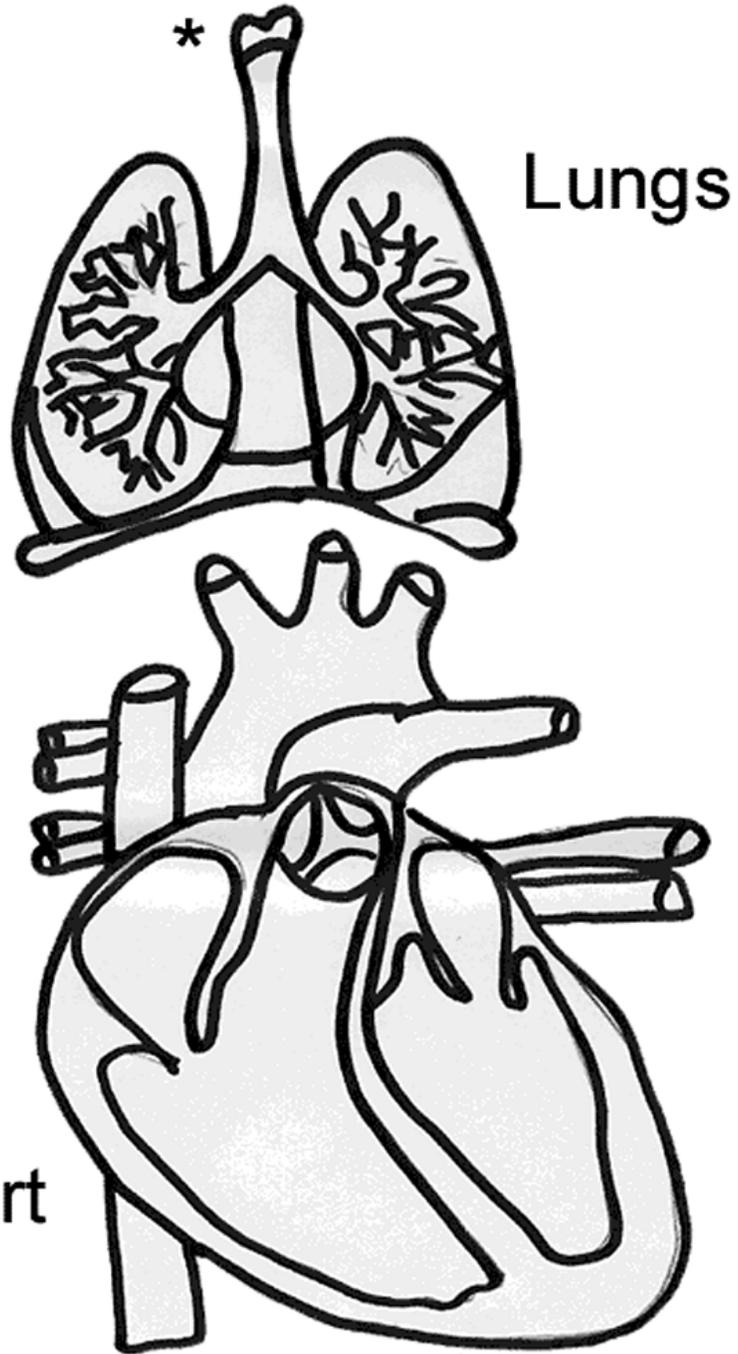
7. Overall, students demonstrated understanding of this unit: Yes/ No

8. Areas that need improvements:

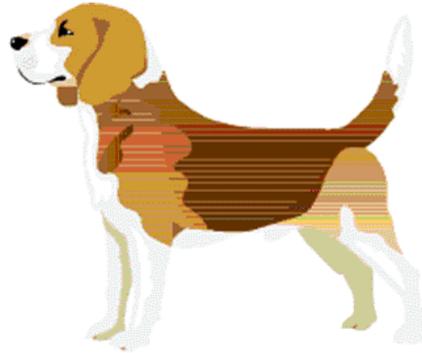
APPENDIX C

HEART AND LUNGS PICTURES

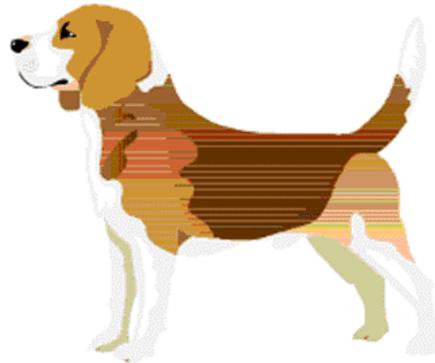
\*enlarge for activity



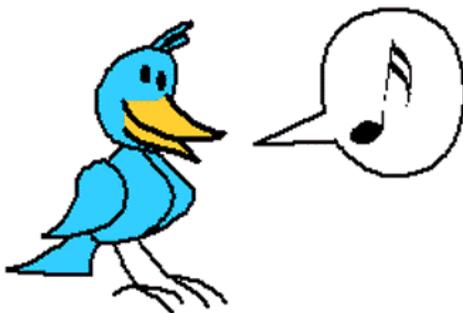
SOUNDS OF NATURE BINGO CARD



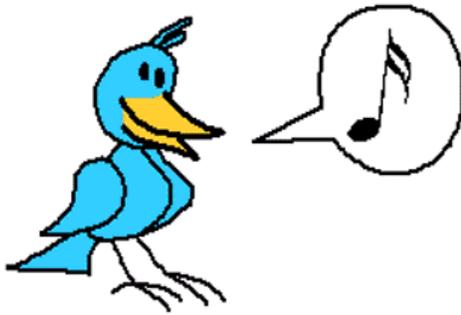
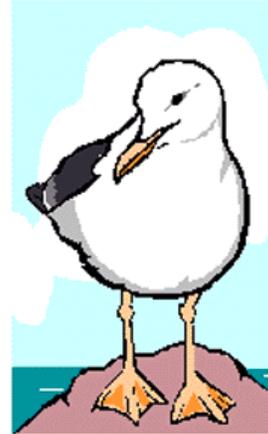
SOUNDS OF NATURE BINGO CARD



SOUNDS OF NATURE BINGO CARD



SOUNDS OF NATURE BINGO CARD



APPENDIX E  
EAR PICTURE



APPENDIX F

WHAT I LIKE TO TASTE



sour



sweet



salty



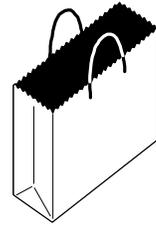
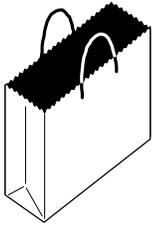
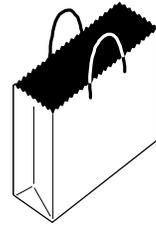
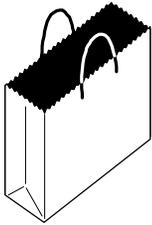
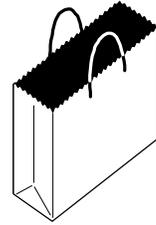
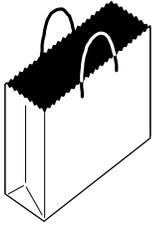
bland

APPENDIX G

WHAT'S IN THE BAG?

Color the bags to match the ones the children are using.

What's in the bag?



## APPENDIX H

### SAME, ALIKE, DIFFERENT

Due to copyright laws, this appendix may not be reproduced here. The “Same, Alike, Different” worksheet can be found in:

*Just for Kids—Basic Concepts*, by Janet Lanza  
Lingui Systems Inc.

## APPENDIX I

### CENTER SUGGESTIONS

The following are some suggestions of useful items that, if you do not already have them in your centers, you may wish to add for this unit. There are many more items in addition to these that you may like to use!

Library Center – Books about the human body, the heart, the lungs, the senses, and physical occupations.

Art Center – Sponges in the shapes of hands and feet, paper dolls, coloring pages of the body, clay with which children can create their own people, squares of tissue paper to make *Head of a Man*.

Listening Center – Books on tape about the human body, Wee Sing music that coordinates with this unit (see overview), CK Preschool music from unit.

Kitchen Center – Healthy foods (play food), food pyramid posters.

Dress-Up/Dramatic Play Center – Ballerina outfits, occupational outfits, telephones.

Science Center – Human body puzzles, skeleton, plastic heart and lungs, "feely blocks", color paddles.

Math and Manipulatives Center – Tangrams with body worksheets, lacing activities.

Snack Center – Step-by-step directions on how to make a healthy snack (include pictures).

I Care Cat – Talk about making good choices with food and exercise. Examples:

"Stop and Think"

"Choices" – Good food or bad food? Exercise or TV?

"Make a Good Choice" – Good food, exercise.

"Just Do It!"

Outdoor Play – Have children manipulate an obstacle course using only certain senses.

## APPENDIX J

### UNIT EXPANSION IDEAS

Here are some ideas of how to expand this unit if you have time!

1. Take a trip to your local Science Museum.



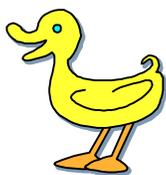
2. Take a trip to your local Art Museum.



3. Go on a nature walk and have the children use their senses to describe what they hear, see, feel, smell.



4. Purchase "Animal Soundtracks" ([www.livingandlearning.com](http://www.livingandlearning.com)) and play it like "Sounds of Nature" bingo.



5. Watch *The Magic School Bus—Human Body*

