

V. LESSON PLANS

THE JOY OF THE BODY — (Module #1)

A. SUMMARY - OVERVIEW

- 10 min. - Open Joy School windows; picture books
- 15 min. - Creative movement and body shapes
- 5 min. - Singing game - "I Can Move So Many Ways"
- 5 min. - Guessing game - "What is the most valuable thing you have?"
- 5 min. - Finger play - "My Body"
- 25 min. - Free play time
- 5 min. - Cleanup time
Date and Weather
- 10 min. - Story — Poem, "My Body" from the TCJ Storybook
Alternative story - *My Body - How it Works* by J. W. Watson
or others from book list.
- 5 min. - Rest activity
- 10 min. - Body puzzle
- 15 min. - Snack time
Rest time
- 15 min. - Creative art activity - draw bodies
Alternative art activity - can feet paint?
- 10 min. - Comparison game - "Hinges"
- 5 min. - Finger play and action song
Outside play

Note: As explained in the General Instructions, this first week of lesson plans deals chiefly with the mental joy of the body . . . with gaining some grasp of the body parts, how it all works and how wonderful it is. As you teach, keep in mind that your goal is to help them understand and see the awe and wonder in their bodies.

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Materials needed: (in addition to supplement and tape/CD)

1. Picture book of body organs, blood vessels, etc.
2. Individual cards or papers with 5" high letters on them.
3. Quilt or tumbling pad, scissors, catalog or magazine pages, and small envelopes.
4. Story—Poem, "My Body," from the TCJ Storybook and *My Body - How It Works* by J. W. Watson, or others from the book list.
5. Glue or paste.
6. Sheet of paper and crayons for each child.

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B. DETAILED LESSON PLAN

10 min. Open Joy School windows; picture books
As the children arrive, have books set out for the children to look at if they do not want to participate in the creative movement activity. There are some new photography books available in some libraries that have remarkable and beautiful pictures of body organs, blood vessels, joints, etc. Several wonderful resources are listed in the book list.

15 min. Creative movement and body shapes. Ask the children to make their bodies into any shape they choose — high, low, big, small, touching head, hand and foot to ground, lying down, sitting, anything! Then say, “I will put on some music. You move around the room any way the music makes you feel, but whenever the music stops, *you* must stop in a *different* shape and not move until the music starts again.” Use any of the music on the Joy School tape.

You will then need all or some of these letters: T, I, L, X, Y, C, F, J, V, O, H. Write them boldly (at least 5” high) on individual cards or papers. Say to the children, “Let’s see if you can make your body into the shape of some letters. You will need to look at the letter and think how to use your arms and legs and torso to make a shape like the letter.” Show what your torso is (from shoulders to legs).

Show the letters, one letter at a time. If one child forms a letter and the others can’t you might say, “Look at Ann. Does she look like a ‘T’? Can you make that shape?” For some letters you might suggest that they could be made more easily by sitting or lying on the floor (C, V, L, S) or by two children joining together (H, O).

5 min. Singing game - “I Can Move So Many Ways” (tune: “London Bridge is Falling Down” - words and music on tape/CD).

Teacher and children walk around in a circle singing:

I can move so many ways, many ways, many ways,
I can move so many ways ‘round the circle.

I can walk on tippy-toes, tippy-toes, tippy-toes.
I can walk on tippy-toes, ‘round the circle.

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Have the children suggest other ways and sing them as you do them. Some suggestions are:

- Walk with backward steps.
- Move with skipping steps.
- Walk so straight and stiff.
- Crawl on hands and knees.
- Move with sliding steps.
- Move with jumping feet.
- Move with hopping feet.
- Fly like an air-o-plane.
- Move with stomping feet.
- Walk with giant steps.
- Walk so very slow (or fast).
- Walk with toes turned in (or out).
- Walk just on my heels.

Play only until the children lose interest. Comment, "It's fun to discover the many ways our bodies can move."

- 5 min. Guessing game - "What is the most valuable thing you have?" Explain to the children what "valuable" means. Then ask them what their most valuable possession is. Help them by suggesting things. Start with things of obviously less than premium value. ("Is it your shoelace? Is it your bubble gum?") Try to get the children guessing.

Then give clues: ("You used yours if you've ever played Hokey Pokey. . . . You all have one but none of them is the same." . . . etc..) They will probably guess eyes or hands or other body parts. Say, "Good, that's *part* of your most valuable thing. But what is *all* of it called?"

When you get to the word, *body*, be sure they realize that the word means *all* of them. Then discuss for a moment *why* the body is the most valuable thing; what could we do without it, etc.

Then tell them that the very most important thing about bodies is that they make us *happy*. (Give examples: We taste ice cream; we play ball; we see pretty pictures.) Tell them that for the next few times at Joy School they will be learning about their wonderful bodies and how they make us happy.

- 5 min. Finger play - "My Body" (in supplement). See "H-2" of the GUIDELINES in the Introductory Manual for tips on how to present new finger plays and songs.

Have the children stand and lead them in the finger play. Go through it two times. They will end sitting down again.

Explain to them the cutting activity that they can do during free play time if they like. Reinforce to them that all those parts, put together, make a *body*.

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- 25 min. Free play time - (See “A-1” of the GUIDELINES in the Introductory Manual.) Include tumbling, if you desire, by placing a thick quilt or tumbling pad on the floor or lawn and letting the children do somersaults or whatever they like. Also provide scissors, catalog or magazine pages with pictures of people, and small envelopes . . . as a special “interest center.” The children can cut (or tear out) different body parts — heads, arms, feet, eyes, etc., — and put the cut-outs into an envelope to take home.

Print the children’s name on the envelope. Encourage the children to cut out body *parts* rather than whole bodies. This should be an activity that children can choose to do or not to do.

- 5 min. Cleanup Time (See “A-2” of the Introductory GUIDELINES.)
Do Date and Weather (“A-4” of GUIDELINES.)

- 10 min. Story—Poem, “My Body” from the TCJ Storybook.
Also choose any book — #1 through #11 — from the book list. “*My Body, How It Works*” by Jane Watson is one we especially like. It is currently out of print but may still be found in libraries. A good way to present it is described here. One of the other books could be presented in a similar way. (See “H-1” GUIDELINES for tips on storytelling.) If you use this one, use only the first half of the book, up to (and including) the lungs. Make the story more interesting by asking the children to feel their bones as you read about bones; to take deep breaths and feel their chests as you read about lungs; to see if they can feel their heart beating as you read about the hearts, etc.

Story synopsis:

This story is about a little boy who shows different parts of his body and *tells what they are for*. He talks about his head (hair, eyes, nose, mouth, tongue, teeth, ears, etc.), his brain, his arms, hands, fingers and thumbs, elbows and shoulders; his legs, knees, feet and toes; his neck, his trunk or torso (“the part from my neck to my legs”); his belly button; his bones, muscles, heart and veins, esophagus and stomach, lungs. He tells how his body uses the food he eats to help him grow, but does not go into a discussion of elimination in the first half. The last half of the book is not as appropriate for preschoolers.

If you cannot get any book similar to those listed, you could make up your own story using the ideas above. Have one of the children stand in front of the group as a visual aid. A picture of the body’s insides from an encyclopedia or other book would help. Many encyclopedias have body pictures complete with acetate overlays of muscles, bones, circulatory systems, etc. The children will find this interesting now and even more interesting later in this unit.

- 5 min. Rest activity - to get the wiggles out. Say the following action poem and lead the children in the actions indicated by the words. Explain that “freeze” means

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“hold still and stiff.”

Clap your hands
Slap your knees
Turn around and freeze.

Repeat two or three times, substituting the following for the last line:

1. Stamp your feet and freeze.
2. Reach up high and freeze.
3. Sit back down and freeze.

If you know the song and actions to “Do the Hokey Pokey,” you could do that instead for this rest activity — ending with, “Clap your hands, slap your knees, now sit down and freeze.”

10 min. Body puzzle. Each child will glue body parts together on a paper to complete a picture of a child’s body. Patterns are in the supplement.

You will need for each child:

1. A paper with the outline of the body already drawn on it.
2. A complete set of cut-out body parts.
3. Glue or paste.

Show the children the body and each body part. Demonstrate by completing one puzzle as the children watch. As you show the parts, have the children name them and tell what they are used for. Show how to put glue or paste on each part (not on the outline) and stick it in place. Pass out the materials and let the children complete their pictures.

15 min. Snack time. (See “A-5” of the GUIDELINES.) While the children are having a snack, talk about the parts of their bodies they are using to pick it up, eat it, taste it, etc.

Rest time. (See “A-6” of the GUIDELINES.) If you have Janeen Brady’s record, “*Watch Me Sing*,” play the song, “Eyes Were Made for Seeing” as the children rest.

Then when they sit up, play it again and have them point to the body parts that are mentioned in the song. If you don’t have this record, play any quiet music, or substitute any song you may have that relates to bodies, but not the one called for in the next lesson.

15 min. Creative art activity. (You may want to choose between this art activity and the alternate, according to which one best fits your situation.) The children will draw bodies (see “H-3” of the GUIDELINES.)

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Fasten a sheet of paper to your flannelboard, a big piece of cardboard, or a door (or elsewhere) where all the children can see it as you demonstrate how to draw a body. Say, "I'm going to draw a picture of a body. This is the head." (Draw a simple circle.) Then ask the children, "What else do I need?" Add the body parts as they tell them to you. If someone says "arms" or "legs" before you have a torso, say, "What do we need first to fasten the arms to?"

Draw the body very simply — just a "stick" person so the children will not think it is too hard to do. You may show (on the side of the paper) several different ways of making eyes, noses, mouths (from simple circles, lines, or dots to eye-shaped eyes, or lip-shaped mouths, etc.) Add simple pants or skirt to the stick person if desired.

Tell the children they can each draw a picture of a body and they can make it their own way. They can make just a head, or a whole body, according to their abilities. Give each child a sheet of paper and crayons. Then give only what help is necessary.

Alternate art activity - Can feet paint? Spread newsprint on a hard floor or outside on the sidewalk. Let the children "fingerpaint" with their feet. They will enjoy seeing all the designs their footprints can make, as well as the feel of the paint in their toes, but the joy also comes from discovering this unconventional ability their feet have.

This activity will take more time and would best be used during the "outside play" time.

10 min. Comparison game - "Hinges." Show the children the hinges on several things (doors, cabinets, a toilet seat, play equipment, etc.) Ask what hinges do (allow things to bend).

Then ask the children if our bodies have any hinges (knees, elbows, etc.). Show them that some of the body's hinges are especially interesting because they allow things to bend at all angles (wrists, ankles, neck, etc.).

Have the children try to do certain things without letting their "hinges" work (run without bending knees, eat something without bending elbows, etc.). Note: Orange juice cans with both ends cut out can be put on elbows to dramatize the effect.

End with a brief comment or two (draw them from the children) on how important and *useful* our "hinges" are. If the children are old enough to want to know, tell them that people hinges are called "joints." If you have access to any old x-rays (from a hospital or clinic), show the children how their hinges look.

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5 min. Finger play and action song. Repeat the finger play, “My Body,” and teach the action song, “I’m All Made of Hinges” (words and music in supplement and on tape/CD).

Outside play. (See the section on outside play in “A-1” of the GUIDELINES.)

Call attention to the ways children are using their bodies. . . . “Could you do that if you didn’t have any hands?” “What would happen if you didn’t have eyes to see with?”

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C. ALTERNATIVES, SUGGESTIONS, AND SUPPLEMENTS

- Many good books for this unit are described on the book list. Take the list to your library and check out several for this unit.
- *Look at x-rays, understand bones.* Hospitals or clinics sometimes have old x-rays that they will let you have. If you can get some, children will be fascinated by seeing them as you hold them up to the light. It will precipitate discussions on what part of the body it is, how bones keep our bodies straight and hold organs where they should be, etc.
- Enlarging the “Body Puzzle” parts to just fit on an 8H” x 11” page would make the pieces easier for a child to handle. If desired you could leave off the facial features and let the child draw them on.

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I'M ALL MADE OF HINGES Anonymous

The musical score consists of four staves of music in 3/4 time. The melody is simple and repetitive, with lyrics written below each staff. The lyrics are: 'I'm all made of hinges so every-thing bends, from the top of my head way down to my ends. I'm hinges in front and I'm hinges in back and I have to have hinges or else I would crack.'

I'm all made of hin - ges so eve - ry - thing bends, from the
top of my head way down to my ends. I'm
hin - ges in front and I'm hin - ges in back and I
have to have hin - ges or else I would crack.

Actions:

1st line - Bend elbows and knees.

2nd line - Touch head and toes.

3rd line - Bend forward and back.

4th line - Open and close hands and nod head.
Clap hands on "crack."

Finger play:

MY BODY
by Ruth Eyre

These are my eyes. This is my nose.
These are my fingers. These are my toes.

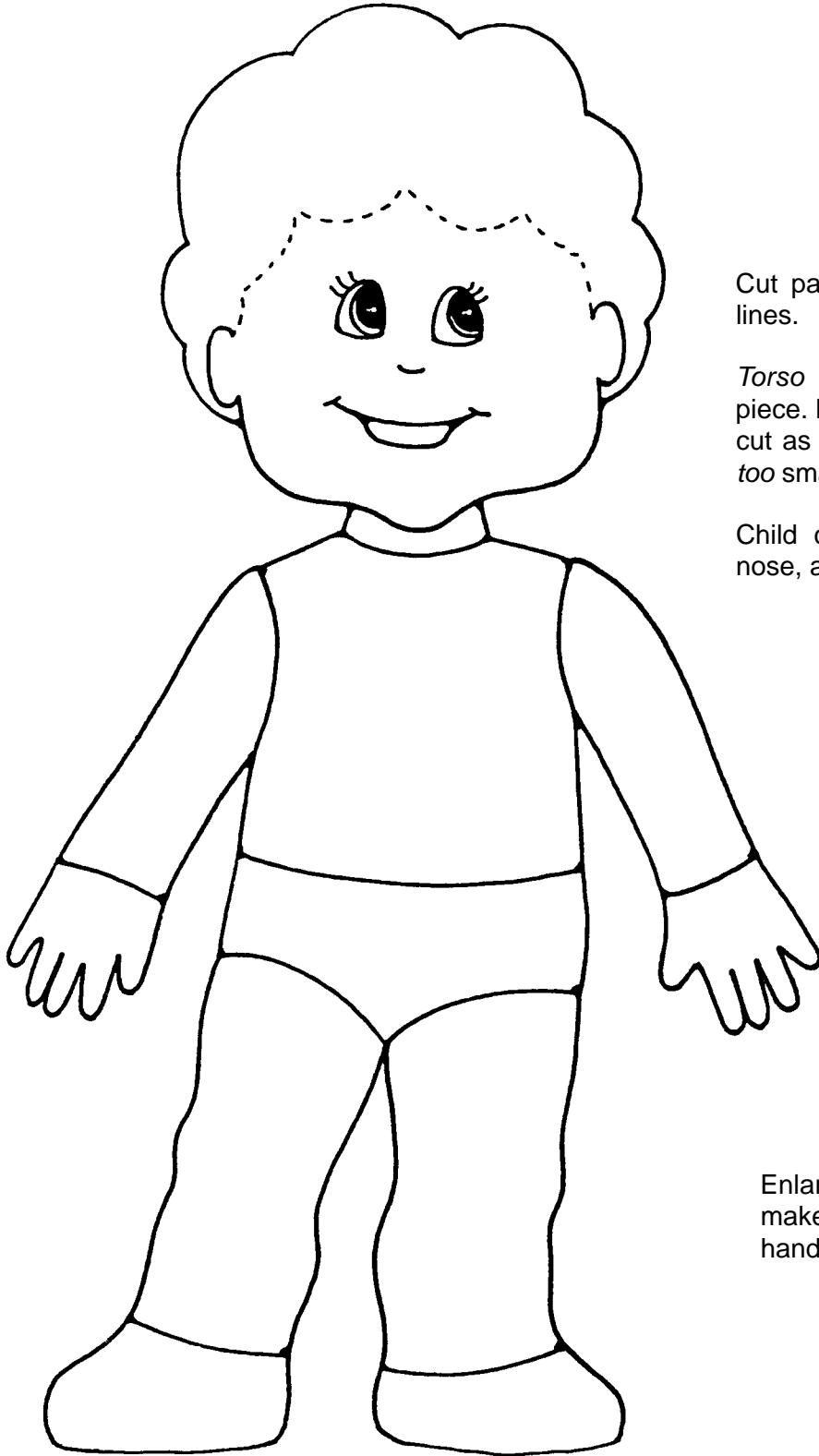
These are my ears. These are my lips.
These are my shoulders. These are my hips.

My elbows can bend and so can my knees.
I can wiggle myself however I please.

I can bend way over low or reach way up high.
I can stand on one foot as easy as pie.

I can jump up and down, or turn me around,
And if I get tired, I can sit me right down.

Actions: Point to body parts and do actions
indicated by words.



BODY PUZZLE

Cut parts as indicated by solid lines.

Torso should be cut as *one* piece. Head and neck should be cut as *one* piece (neck alone is too small).

Child could draw in the eyes, nose, and mouth.

Enlarge this pattern if desired to make the pieces easier for little hands to handle.

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NOTES TO PARENTS: Clip and send one with each child . . . either pin or tape them on the children or hand them to the mothers as they pick the children up.

Dear Mom and Dad,

Wow! My body is wonderful. It can do so many things . . . and it has so many parts! It even has some hinges!

We'll be learning about our wonderful bodies this month — everything from our five senses to how to care for and use the various parts of our bodies. Please talk about these things a *lot* with me this month and help me understand and *appreciate*.

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