

BODY PARTS FOR 4s

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|-----------|---|---------------------------------------|---|-----------------------------------|--|
| Monday | <u>This is My Body</u> by Gina Mayer | "Head, Shoulders, Knees, and Toes" | Hand/Foot Measuring Body Parts Letter Sounds | Doctor Sensory Exploration | Library Sensory Garden Zoo |
| Tuesday | <u>What Can It Be? Riddles About Our Bodies</u> by Jacqueline A. Ball & Ann D. Hardy | "Hokey Pokey" | Roll and Draw a Body Label Body Parts | Doctor Baby Bath | Playground Pet Store |
| Wednesday | <u>Here Are My Hands</u> by Bill Martin Jr. and John Archambault | "This is the Way I Move" | Body Trace, Cut and Paint | Doctor Bubble Wrap Walk | |
| Thursday | <u>Me and My Amazing Body</u> by Joan Sweeney | All of Me Poem by Jessica McDonald | Self Portrait Boneless vs. Bones | Doctor Archeological Dig | |
| Friday | <u>My First Book on The Human Body</u> A visual guide to human anatomy | All of Me Poem by Jessica McDonald | Internal Organs Bag | Doctor Eyeball Soup | |



What You Can and Cannot Do With These Plans

CAN

- You can print these documents for personal use
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BODY PARTS FOR 4s - Monday

Book

This is My Body by Gina Mayer

Before reading: Have your child take a picture walk (where they only look at the pictures) to see what will happen in the story. Have them make predictions as to which body parts they think they will be learning about based on the pictures.

While reading: Have your child provide examples of how your body parts work together. Provide an example, if necessary (i.e. your arm reaches forward and then your fingers close around the cup to grab it). Have your child explain how we keep ourselves warm since we don't have fur. On the "eyes", "ears", "nose", and "mouth" pages have your child name the sense (seeing, hearing, smelling, tasting) that matches the body part.

After reading: Have your child think back to the story and name which body parts were the same as their own and which were unique to an animal. Refer to the pictures as clues if they need assistance.

Song/Poem

"Head, Shoulders, Knees, and Toes"

While singing with your child, have them point to each body part as it is sung. Next, try it a second time even faster to see if they can keep up! Then have them sing the song independently.

Fine/Gross Motor

Hand/Foot Measuring

Materials: paper, writing utensil, several blocks (of the same size), 2 sets of small toys or materials of the same size (i.e. paperclips, cars, crayons, etc.) Explain to your child that they will be measuring their hand and foot using various materials and recording how large they are. On the piece of paper create a table with "hand" and "foot" along the top and your materials along the side. Have your child assist in making each sound in each word and identify each letter as you write it. Then have them place their hand flat on the ground and line up the blocks next to it, making sure the blocks start at the base of their hand and end close to the tip of their middle finger. Have them count the number of blocks used and have them record it on their piece of paper next to "blocks" and under "hand". Repeat with their foot, then with each material chosen. Once the hand and foot have been measured with each material, have your child read each number and determine which is the largest and smallest.

Body Parts Letter Sounds

Materials: letters (magnetic/foam/puzzle pieces/written on paper), another person or doll

Have your child choose one letter out of the pile. Have them name the letter and make the letter sound. While the second person or doll is laying on the ground, have the first child search for which body part begins with that letter sound (if an 'h' was chosen the child should make the /h/ sound and try to find a hip, head or heart) and lay the letter on that body part. Repeat with each letter. For letters that do not match a body part, create a separate pile. Once all of the letters are finished, count how many letters did match and how many did not, then compare the two numbers to see which is larger.

Dramatic/Sensory Play

Doctor

Suggested props: BandAids, thermometer, lab coat, clip board with patient form (below), stethoscope, reflex hammer, blood pressure cuff, otoscope, Ace Bandage, etc.

Sensory Exploration

Materials: Anything you have that has an interesting texture, smell or sound that is safe for children (i.e. tissue paper, water, sand, packing peanuts, maracas, etc.) Allow your child to explore each item independently. Have them share which part of their body they are using to touch, hear or smell each item and then encourage them to find new ways to use it. For example, instead of just putting your hands in the sand, how would it feel on your feet? What does the water feel like on your cheek versus your hands?



BODY PARTS FOR 4s - Tuesday

Book

What Can It Be? Riddles About Our Bodies by Jacqueline A. Ball & Ann D. Hardy

Before reading: Have your child take a picture walk (where they only look at the pictures) to see what will happen in the story. Have them make predictions as to which body parts they think they will be learning about based on the pictures.

While reading: First, read each riddle slowly while emphasizing key words, such as “eat” and “taste” for the tongue riddle. Next, break it up into smaller sections and assist your child in figuring out what it could be describing. Once the riddle has been solved, review the key words that led your child to the answer.

After reading: See which body parts your child can recall from the story and which key words led them to the answer.

Song/Poem

“Hokey Pokey”

Sing the “Hokey Pokey”, using your hand, elbow, foot, knee, head, and back. Review each body part prior to singing.

Fine/Gross Motor

Roll and Draw a Body

Materials: game board free from iheartcraftythings.com (search “Roll to Draw a Body” on website search bar), blank paper, one die, pencil, crayons/markers

Go through the printable with your child and have them count how many dots are on each pictured die and determine which body part picture it correlates to. Roll the die, count the dots by pointing to each, find the matching die/body part on the page, and draw it on the blank piece of paper. Tally your rolls at the bottom of the paper. Repeat until the entire body has been drawn. Count the number of tally marks and have your child show you that number on their fingers. Color the body.

Label Body Parts

Materials: Post-It notes and a writing utensil

Have your child brainstorm as many external body parts as they can think of. Record each on a separate Post-It note, having them assist you in sounding out the initial letter in each word (head - initial sound /h/ for h). Once they have exhausted their list, have them go through each Post-It and trace the beginning letter.

Then, either you or another child can lay flat on the floor and your four year old will label your body using the Post-It notes.

Dramatic/Sensory Play

Doctor

Suggested props: BandAids, thermometer, lab coat, clip board with patient form (below), stethoscope, reflex hammer, blood pressure cuff, otoscope, Ace Bandage, etc.

Baby Bath

Using a washcloth and soap and water, model wash a babydoll as you name each part of their body. Then have your child do the same. You can then provide your child with a specific body part and have them locate/wash it (“Her ankles haven’t been cleaned yet. Where are the baby’s ankles?”).



BODY PARTS FOR 4s - Wednesday

Book

Here Are My Hands by Bill Martin Jr. and John Archambault

Before reading: Have your child take a picture walk (where they only look at the pictures) to see what will happen in the story. Have them make predictions as to which body parts they think they will be learning about based on the pictures.

While reading: For each body part, have your child name some other ways they can be used besides the two named (i.e. your hands, besides catching and throwing, can be used to grab, squeeze or rip).

After reading: See how many body parts from the story your child can recall. If they are having trouble, offer clues before going back through the pictures.

Song/Poem

"This is the Way I Move"

To the tune of "Mulberry Bush"

This is the way I _____, _____, _____

This is the way I _____, early in the morning.

(touch my nose, jump up and down, swing my arms, bend my knees, turn my head, wiggle around)

Fine/Gross Motor

Body Trace, Cut and Paint

Materials: Large sheet of paper, writing utensil, scissors, paint brush, paint, tape (optional), tablecloth/towel/newspaper(optional)

Trace your child's body onto the large sheet of paper while they are laying down. Monitor while they cut out the tracing. Have them paint their body either while it is laying down on the ground with a ground cover (tablecloth/towel/newspaper), on a table or hanging on the wall. Children should identify various parts of their body as they paint them.

Dramatic/Sensory Play

Doctor

Suggested props: BandAids, thermometer, lab coat, clip board with patient form (below), stethoscope, reflex hammer, blood pressure cuff, otoscope, Ace Bandage, etc.

Bubble Wrap Walk

Materials: bubble wrap, tape

Children can either walk along a strip of bubble wrap, exploring what it feels like under their feet and trying to pop the bubbles, or it can be taped around their feet like shoes and they can experience a new sensation while moving about.

BODY PARTS FOR 4s - Thursday

Book

Me and My Amazing Body by Joan Sweeney

Before reading: Have your child take a picture walk (where they only look at the pictures) to see what will happen in the story. Have them make predictions as to which body parts they think they will be learning about based on the pictures.

While reading: On the first page, "How is this picture similar to what we have done this week?" (body tracing).

On the second page, "Can you think of any other body parts that we can see?" Relate the fourth page to the cover photo.

Try to feel bones through your skin. Try moving various parts of your body and feel the muscles tighten and release. Brainstorm times your body has bled. Place a hand on your heart to feel it beating. Place hands on your ribs while taking deep breaths to feel your lungs moving air in and out of your body. Have your child point out the internal body parts (muscle, bone, brain, heart, veins) on the poster page. Everyone has a body; what are some ways people are the same/different?

After reading: What was something new you learned from this book? What does your brain control? Why is it important to eat healthy food?

Song/Poem

All of Me Poem by Jessica McDonald

Materials: poem, marker/crayon/highlighter

This poem can be printed for your child to see or can be written out on paper or a white board. Begin by reading the poem to your child while pointing to each word as it is read. The second time, read one line at a time, emphasizing the body part word (hands, arms, fingers, legs, eyes). After each line, ask your child which body part was named and have them highlight or color that word. Once all of the body parts have been highlighted, reread the poem, pointing to each word, and when you get to the highlighted word have your child hold up or point to that part of their body. They can also help you recall what each part can do (clap, hug, snap, etc.). Be sure to point out the rhyming words that have the same *ending* sound!

Fine/Gross Motor

Self Portrait

Materials: white paper, markers/crayons/colored pencils, a mirror

Begin by modeling looking at yourself in the mirror and discussing the shape of your face. Then, draw that shape on your paper. You can then start from the top of your face and work your way down, discussing and drawing what shapes you see (i.e. circular or almond eyes), what colors you notice (i.e. black pupils and light brown in a circle around it) until your entire face is complete. Make sure to match the correct colors with yourself to the drawing utensil chosen. Then have your child do the same, making sure to look at themselves, one body part at a time, noticing the shapes and colors, until their portrait is complete.

Boneless vs. Bones

Materials: two medical gloves and five Popsicle sticks

Begin by discussing where our bones are (inside of our bodies, under our skin and muscle where we cannot see them). A great visual and/or reminder for kids is to have them think of a skeleton they might see around Halloween. Demonstrate touching parts of our bodies where you can feel bones (wrists, shins, hips). Explain that bones hold our bodies together. Demonstrate by showing one empty medical glove. The rubber acts as our skin. Without bones inside of our hand it would be floppy. In the second glove, place one Popsicle stick in each finger and observe the differences. Show your child how each bone can move when the muscles in your fingers help and your brain tell it to. You can then discuss ways to keep your bones healthy and strong (getting enough calcium, which can be found in milk or dairy products).

Dramatic/Sensory Play

Doctor

Suggested props: BandAids, thermometer, lab coat, clip board with patient form (below), stethoscope, reflex hammer, blood pressure cuff, otoscope, Ace Bandage, etc.

Archeological Dig

Place the body part pictures from the "Sensory Bin Hunt" under sand (recommended but not necessary) and using a paintbrush, have your child uncover and name the hidden pictures.

BODY PARTS FOR 4s - Friday

Book

My First Book on The Human Body (pages 10, 14, 15, 28, 29, 30, 31)

Before reading: Looking at the cover, "What do you recognize in these pictures that we have learned about? What do those parts of our bodies do? Why are they important?"

While reading: Pg. 10: Have children guess how many bones are in our bodies. See how many can be felt through our skin. "What does our skull protect? What do our ribs protect?" Pg. 14-15: Have your child guess if our bodies have more or fewer muscles than bones. Test out muscles contracting and expanding. Discuss why eating healthy foods help our muscles. Locate where on our bodies we have different types of muscles (skeletal, smooth, cardiac).

Practice moving facial muscles to show various emotions. Pg. 28-29: Discuss the path oxygen takes to get from the air into our lungs. Set a timer for 1 minute and count the number of breaths taken. Feel your lungs expand and contract as deep breaths are taken. Pg. 30-31: Discuss if food looks the same going into our bodies as it does coming out and read why. Discuss which foods are the best to eat to keep our bodies healthy.

After reading: What is a new piece of information you learned from this book? Which part of the body do you think is the most interesting and why?

Song/Poem

All of Me Poem by Jessica McDonald

Materials: poem, marker/crayon/highlighter

This poem can be printed for your child to see or can be written out on paper or a white board. Begin by reading the poem to your child while pointing to each word as it is read. The second time, read one line at a time, emphasizing the body part word (hands, arms, fingers, legs, eyes). After each line, ask your child which body part was named and have them highlight or color that word. Once all of the body parts have been highlighted, reread the poem, pointing to each word, and when you get to the highlighted word have your child hold up or point to that part of their body. They can also help you recall what each part can do (clap, hug, snap, etc.). Be sure to point out the rhyming words that have the same *ending* sound!

Fine/Gross Motor

Internal Organs Bag

Materials: brown paper bag, two straws, a paper towel roll, three Ziplock baggies, construction paper (red, orange, pink, yellow, brown), tape, scissors

- 1) Draw (just the outline) a heart (image below) on red paper, liver (image below) on orange, large intestine (image below) on pink, and the small intestine (image below) on yellow.
- 2) Have your child cut out each internal organ independently. Discuss the (simplified) function of each organ (i.e. the heart pumps blood through our bodies, the liver filters out toxins from our liquids, the intestines take out the vitamins and nutrients from our food and eliminates any waste).
- 3) Open a Ziplock bag in the center of the zipper, just wide enough to fit one straw. Wrap the extra zipper portion around the straw and tape it together. Repeat this with the second bag and straw. Have your child experiment with inflating and deflating the "lungs" by pushing air through the straw and into the lungs to inflate then inhaling the air back into their mouths to deflate the lungs. Explain that this is what happens when we breathe in and out of our noses/mouths; air travels down our windpipe (straws) and into our lungs (bags), breathing in oxygen and exhaling carbon dioxide. *This is a great time to make the connection of where oxygen comes from; trees.*
- 4) Take the paper towel roll (esophagus - how our food gets from our mouth to our stomachs) and tape the remaining Ziplock bag to the bottom of the roll (open) to represent the stomach. Then tear pieces of brown paper to represent food that will be "eaten" later.
- 5) Take the brown bag, cut off a rectangle on the bottom so that the bag could be worn like a shirt, leaving straps to hold it up, and arm holes on the sides (check that it fits over your child before continuing).
- 6) Lay the bag flat and tape the esophagus on the top/middle of the bag. Tape the lungs to either side of the paper towel roll with the straw ends meeting in the top/middle. Tape the large intestine below the stomach with the end reaching the bottom of the bag. Tape the small intestine inside the large intestine. Tape the liver on the top, left portion of the intestine. Tape the heart to the right side of the esophagus.
- 7) Place the bag over the child's torso, placing the straps over their shoulders to hold it up. Have your child experiment with the functions (lungs and eating) and discuss what happens to the food from beginning to end.

Dramatic/Sensory Play

Doctor

Suggested props: BandAids, thermometer, lab coat, clip board with patient form (below), stethoscope, reflex hammer, blood pressure cuff, otoscope, Ace Bandage, etc.

Eyeball Soup

Materials: Googly eyes, large container, water, ladle, spoons, bowls

Add googly eyes to a large container of water and have your child make/serve "eyeball soup" using a ladle, bowl and spoons.

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Field Trips

Field trips provide a wonderful opportunity for children to apply what they are learning in real-world settings. It strengthens the connections between what they read or learned about and what they are seeing and doing. Exposing children to new experiences outside of their daily setting allows for an increase in curiosity, socialization, comfort level in new situations, a broader awareness and understanding of our world, and creates lasting memories for your child.

Suggested Field Trips

Pick and choose a few that work for you

- library
- sensory garden
- zoo
- playground
- pet store

What to focus on:

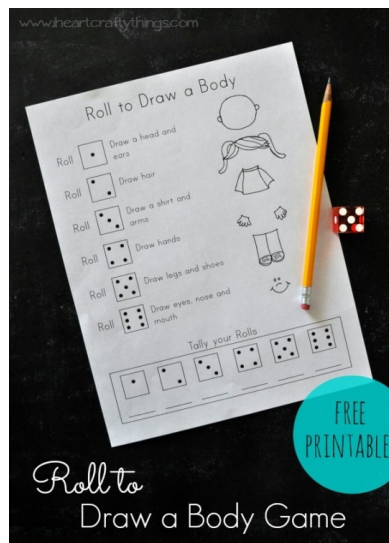
- Which body parts are being used (i.e. hands to hold the monkey bars or fingers to turn pages in a book)
- Body parts that are similar and different (i.e. every person has a nose to smell with, an animal may have a tail while humans don't)
- Pointing out how our brain controls everything we do

Additional Practice

- colors
- counting
- shapes

Roll to Draw a Body

iheartcraftythings.com

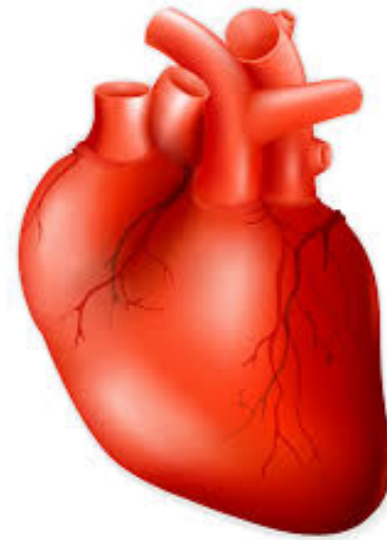
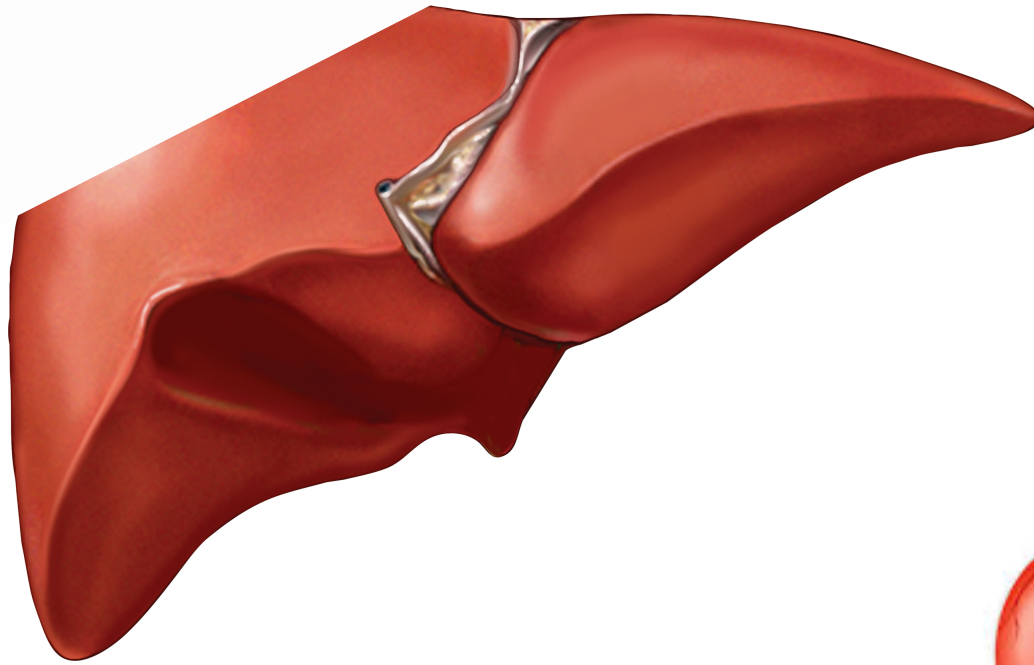


Body Trace, Cut and Paint

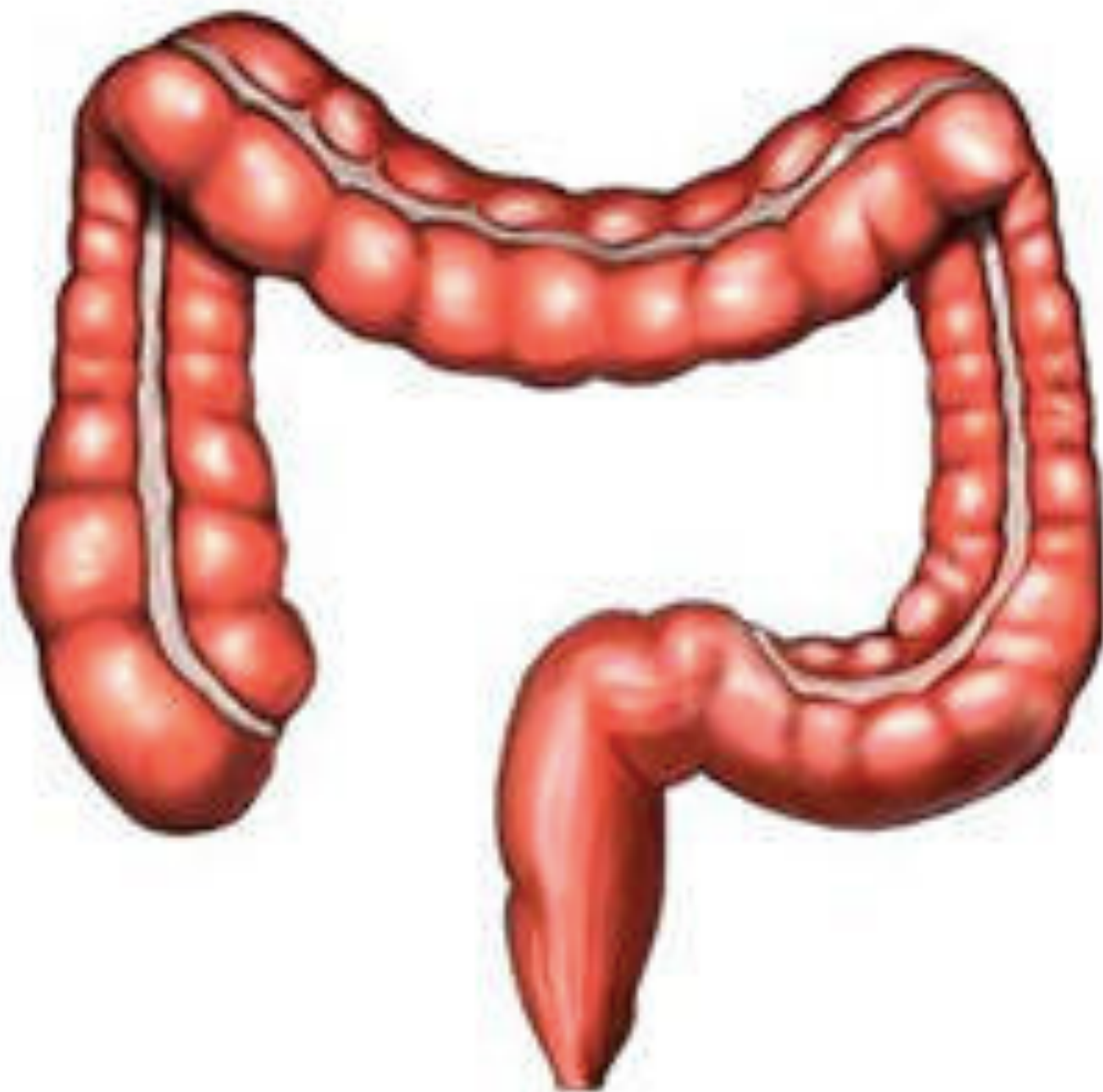


Internal Organs Bag











This is the
Way I Move

Tune of: Mulberry Bush

This is the way I touch my nose.
Touch my nose.
Touch my nose.
This is the way I touch my nose.
When I am learning.

*Repeat with: jump so high, spin around, hop
around, stretch up high, bend down low*

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Patient Checklist



Name: _____ Age: _____

Circle One:



Temperature:

No Fever



Fever



Blood Pressure:

Normal



High/Low



Eyes:

Normal



Abnormal



Ears:

Normal



Abnormal



Throat:

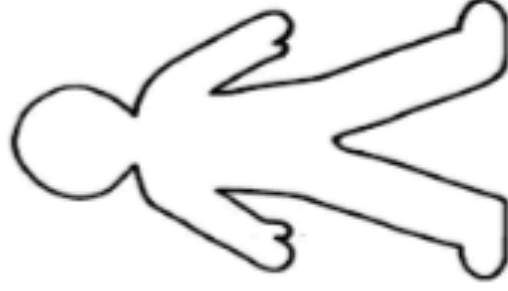
Normal



Abnormal



Complaints: (circle area/s of concern)



Shots Needed: Yes No



Medicine Needed: Yes No

Notes: _____

Doctor Signature: _____

