

Unit 3: Body Parts

Introduction

The words for body parts are important for young children to learn. Children need this vocabulary to describe where they are hurt or if they are not feeling well. See the word and photo cards on pages 66 to 72 for a complete list of the words to be introduced.

Making Funny Faces/Introduction of Facial Features Vocabulary

Provide old magazines or catalogs and have students cut out photographs of human facial features. If your students are very young, you may want to cut out the pictures yourself. Children who have some scissor skills will enjoy looking for the photographs and cutting them out. Be sure to have many magazines and catalogs to search through so that children have lots of facial features from which to choose.

Then, have each child draw a circle and paste on the facial features. Hair can be yarn attached with glue, or it can be drawn and colored in. These faces look very funny, and the children have a lot of fun making them.

Doctor Says/Introduction of Body Parts Vocabulary

Tell children it is important to be able to name all of their body parts. If they are hurt, they can tell someone what parts of their bodies are hurting. Help children to practice naming body parts by playing Doctor Says.

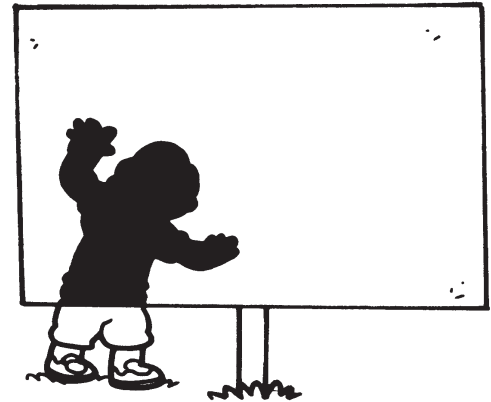
This game is played just like Simon Says, only begin each direction children should follow with, "Doctor says, touch your (*name a body part*)."

Shadows

Use a freestanding projector screen or hang up a sheet. Place a lamp behind the screen and turn off all other lights. Have the class sit facing the front of the screen. Let children take turns going behind the screen. The children in front of the screen will be able to see the child's shadow. The child behind the screen can choose how she wants to move, for example, dance, wiggle, sway or jump.

Variation 1: Instruct the child to move one body part at a time. For example, a child may shake his head, wave a hand, or tap a foot. The other children can describe what the child is doing using body parts vocabulary.

Variation 2: Ask children who are sitting in front of the screen to close their eyes. Choose one child to stand behind the screen and move. The other children open their eyes and, without looking around at their classmates, try to guess who is behind the screen.



Real-Size Me!

Have children take turns lying on a large piece of butcher paper and having a friend trace around them. The children should then color their pictures to look just like them. Review body part names as the children work. Display the pictures around the classroom or in the hall.

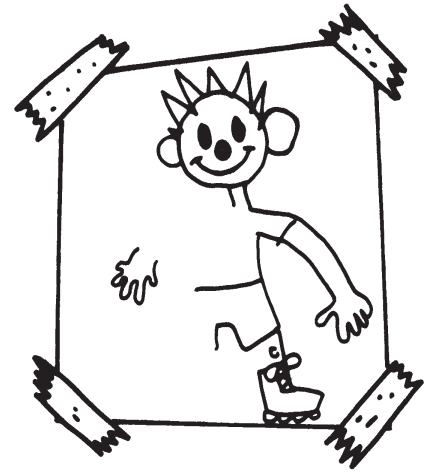
Additional idea: Ask for a volunteer and trace around that child's body. Each time you introduce a new body part word, print the word by that body part on the large drawing.

Draw a Person Game

Copy both the word cards and photo cards found on pages 66 to 72. Children who are learning to read the vocabulary in this unit can play with the word cards. Children who are not yet reading can play using the photo cards. Divide the children into two teams. Each team should have space to draw, either on the chalkboard or on a large piece of paper.

Place the word cards and photo cards facedown in separate piles. Team members take turns picking one card at a time and drawing that body part on the piece of paper or on the chalkboard. The first team to finish its drawing of a whole person is the winner.

This game is actually much more difficult than it may appear. The paper is blank. The first word or photo may be *eyebrow*. That body part must be drawn before another card is turned over. The second card might be *foot*. This takes some planning and an awareness of where to place the body parts on this large space. There will be lots of giggles and some very funny drawings. This activity is also wonderful for encouraging lots of oral language!



ankle



arm



back



Unit 4: Clothes

Introduction

Clothing vocabulary is helpful for children to learn. We may wear similar kinds of clothes, but often there are a variety of names for one item, such as slacks, pants, trousers, blue jeans, jeans, leggings, capris, cargo pants, shorts—all of these are kinds of pants that people wear. There are many fun activities that will help children learn the names of clothing.

Copy two sets of the photo cards on pages 76 to 79 and let children match the pairs of pictures to introduce this new vocabulary.

Classroom Fashion Show

Have each student stand up one at a time and model what he or she is wearing. Describe the child's clothes first and then let the children try to explain what the child is wearing. Use this activity to introduce present continuous for descriptions, such as *he is wearing . . .*, *she is wearing . . .*, and *they are wearing . . .*

Learning Words from Real Laundry

Hang up a clothesline in your classroom. Have a basket of clothing and clothespins ready. Invite children to come forward, pick up an article of clothing, tell the class the name of the clothing, and then hang it up on the clothesline.

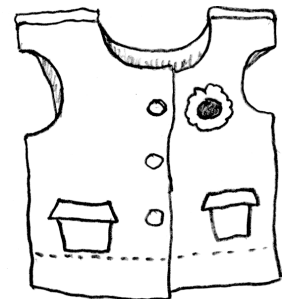
Variation: For younger children, adapt this to be a receptive language activity. Hang many different articles of clothing on the clothesline. Ask students one at a time to come up and remove the piece of clothing you designate, such as, "Take down the green shirt," etc.

Describe "What You Are Wearing" Game

This is a fun game that children eagerly want to play. First, divide the class into two teams. Have one student from each team step outside of the classroom (only for a moment). Each team then chooses one person that they will describe. The two students return to the classroom, and the two teams take turns describing the team's chosen person. The first student to correctly guess which student is being described wins a point for the team.

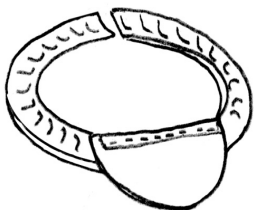
Fashion Designers

Ask parents to send a pillowcase to school for their child. Carefully cut armholes, a slit up the front, and an opening for the child's head (see illustration). Using fabric crayons, fabric paint or puff paint, and by gluing on sequins or other adornments, children can turn their pillowcases into fancy new coats, shirts, or dresses. This activity can also be done with brown grocery bags.



Create Matching Visors

Children love to wear visors, and they are easy to make. You will need a paper plate and a half for each child. Have each child color and decorate the half paper plate and the edges of the whole paper plate. Once the pieces are completed, cut off the rim of the whole plate so that it is approximately 1.5" (4 cm) wide. Staple the half plate to the rim of the other plate (see illustration). Cover the staples with masking tape to protect the child's head. Then, measure the visors to the children's heads to ensure that they fit and tape the ends together.



belt



boots



cap



dress



eyeglasses